

**Kansas Standards
For
History
Government
And
Social Studies**

Adopted April 16, 2013



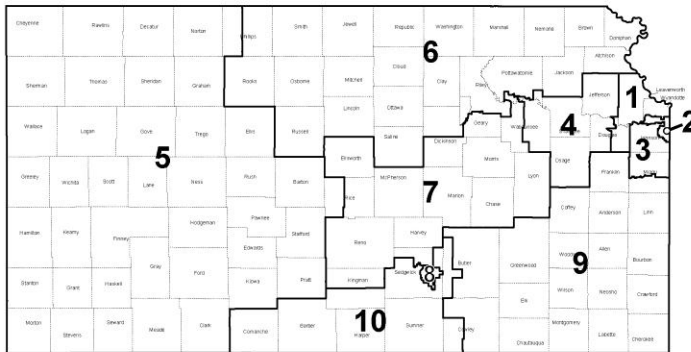
Great students. Great teachers. Great leaders. Great citizens.

120 SE 10th Avenue
Topeka, Kansas 66612-1182
(785) 296-3203
www.ksde.org

The mission of the Kansas State Board of Education is 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. To accomplish this mission the State Board has identified five goals. They are as follows:

- Provide a flexible delivery system to meet our students' changing needs.
- Provide an effective educator in every classroom.
- Ensure effective, visionary leaders in every school.
- Promote and encourage best practices for early childhood programs.
- Develop active communication and partnerships with families, communities, business stakeholders, constituents and policy makers.

Adopted Mar. 2013



120 SE 10th Avenue
Topeka, Kansas 66612-1182
www.ksde.org



Dr. Diane DeBacker
Commissioner of Education
(785) 296-3202



Dale M. Dennis
Deputy Commissioner
Fiscal & Administrative Services
(785) 296-3871



Brad Neuenswander
Deputy Commissioner
Learning Services
(785) 296-2304

DISTRICT 1



Janet Waugh
715 N. 74th
Kansas City, KS 66112
Home: (913) 287-5165
JWaugh1052@aol.com

DISTRICT 2



Steve Roberts
6017 W. 124th Terr.
Overland Park, KS 66209
Mobile: (913) 302-8185
mrsmath@gmail.com

DISTRICT 3



John W. Bacon
14183 W. 157th
Olathe, KS 66062
Home: (913) 660-0392
jwmsbacon@aol.com

DISTRICT 4



Carolyn L. Wims-Campbell
3824 SE Illinois Avenue
Topeka, KS 66609
Home: (785) 266-3798
campbell4kansasboe@verizon.net

DISTRICT 5



Sally Cauble, Vice-Chair
530 Lilac
Liberal, KS 67901
Cell: (620) 629-5423
scauble@swko.net

DISTRICT 6



Deena Horst
920 S. 9th
Salina, KS 67401
Home: (785) 827-8540; Cell: (785) 822-5521
deena@worldlinc.net

DISTRICT 7



Kenneth Willard
24 Dakota Drive
Hutchinson, KS 67502
Home: (620) 669-0498; Cell: (620) 727-6507
kwillard48@gmail.com

DISTRICT 8



Kathy Busch
238 N. Ridgewood
Wichita, KS 67208
Home: (316) 682-5718
kathy.busch@gmail.com

DISTRICT 9



Jana Shaver, Chairman
113 Woodlane Drive
Independence, KS 67301
Home: (620) 331-1452
jshaver@cableone.net

DISTRICT 10



Jim McNiece
1213 Manchester Court
Wichita, KS 67212
Home: (316) 729-9742
nemprin@yahoo.com

An Equal Employment/Educational Opportunity Agency

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, 120 SE 10th Ave., Topeka, KS 66612-1182, (785) 296-3201

Revised March 2013

Table of Contents

Acknowledgments	3
Standards Committee Members	4
Mission Statement	5
Purpose of These Standards and Expectations	6
Best Practices and Literacy Expectations	7-9
Kansas History, Government, and Social Studies Standards and Benchmarks	10-12
Suggested Scope and Sequence	13
College, Career, and Citizenship Ready Standards Alignment	14

Course Expectation Sheets

Kindergarten: Sense of Self	15-20
First Grade: Families	21-26
Second Grade: Then and Now	27-32
Third Grade: Community	33-39
Fourth Grade: Kansas and Regions of the United States	40-46
Fifth Grade: A New Nation: Beginnings through 1800	47-54
Sixth Grade: Ancient World History	55-62
Seventh Grade: Geography	63-68
Seventh Grade: Kansas History	69-75
Eighth Grade: United States History: Constitutional Age to International Expansion	76-82
High School: Modern World History: Renaissance to the Present	83-90
High School: United States History: International Expansion to the Present	91-99
High School: United States Government	100-107
High School: Economics	108-113
High School: World Geography	114-121
High School: Psychology	122-130

Acknowledgments

The History, Government, and Social Studies Standards Committee acknowledge the invaluable assistance and input from a great number of sources, and wish to extend our thanks to the following organizations and individuals who contributed to this work.

The Center for Education Testing and Evaluation (CETE)

- Thanks to Laura Kramer for guidance and expert advice in the writing process.

The Kansas Council for Economic Education (KCEE) and its affiliated Centers for Economic Education at Emporia State University and the University of Kansas

- Our appreciation to Jim Graham, Angela Howdeshell, Rob Catlett, and Barbara Phipps for valuable input and guidance.

The Kansas Council for History Education (KCHE)

- Thanks to the KCHE Board, Kendal Warkentine, Marcia Fox, Nathan McAlister, Mike Bruner and Lucinda Evans for active participation, invaluable input, direction and facilitating feedback from the field.

The Kansas Council for Social Studies (KCSS)

- Our gratitude to the KCSS Board, Jamie Dawson and Adam Topliff for active participation in development and facilitating invaluable feedback from the field.

The Kansas Geographic Alliance (KGA)

- Special thanks to John Harrington and Paul Phillips for input, guidance, and for collecting and facilitating feedback.

The Kansas State Historical Society (KSHS)

- Our gratitude to Jennie Chinn, Mary Madden, and Marcia Fox for valuable assistance and resources in the research, writing, and facilitation of the work.

The Kansas State Department of Education (KSDE)

- Special thanks to Commissioner Diane DeBacker, Brad D. Neuenswander, Tom Foster, Jeannette Nobo, Phyllis Farrar, Beth Fultz, Kris Shaw, Deb Matthews, and Jessie Cornejo for expert guidance, input, resources, and the facilitation of the 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.

Standards Committee

Co-Chairs

Maureen Donegan
Mary W. Madden
Kim Rasmussen
Glenn Wiebe

Social Studies Coordinator K-12, Olathe Public Schools, USD #233
Director of Education, Kansas Historical Society
K-12 Curriculum Coordinator, Auburn Washburn, USD #437
Educational Consultant, Education Services, and Staff Development
Association of Central Kansas

Committee Members

Paul M. Adams

Secondary Social Studies Teacher, Topeka High School, Topeka Public Schools, USD #501

Sue Boldra

Instructor of Education, Fort Hays State University, Kansas House of Representatives 111th District

Tracy Brim

Social Studies Department Chair, Wichita North High School, Wichita Public Schools, USD #259

Deb Brown

K-12 Social Studies Specialist, Shawnee Mission Public Schools, USD #512

Mike Bruner

History Teacher, Chanute High School, Chanute Public Schools, USD #413

Miranda Bush

Special Education Teacher, Wichita Public Schools, USD #259

M. Renee Dawson

Teacher, Garden City Public Schools, USD #457

Dr. Gretchen Cassel Eick

Professor of History Friends University

Lucinda Evans

Professional Development Coordinator, American Institute for History

Education Phyllis Farrar

Educational Program Consultant, Kansas State Department of Education

Marcia Fox

Curriculum Specialist, Kansas Historical Society

Beth Fultz

Educational Program Consultant, Kansas State Department of Education

Rob Klem

Social Studies Teacher, El Dorado Schools, USD #490

John W. Koepke

Kansas Association of School Boards Executive Director Emeritus

Anneliece Kowalik

Geography Teacher, Junction City Middle School, Geary County Public Schools, USD #475

Deborah Matthews

Educational Program Consultant, Kansas State Department of Education

Nathan McAlister

History Teacher, Royal Valley Middle School, Royal Valley Public Schools, USD #337

John Mark Nickel

Curriculum Coordinator, Wichita Public Schools, USD #259

Michael Ortmann

History Teacher, Blue Valley Schools, USD #229

Brian Richter

Social Science Instructor, Sterling High School, Sterling Public Schools, USD #376

Ben J. Scott Sr.

President Topeka Branch of the National Association for the Advancement of Colored People

Kris Shaw

Educational Program Consultant, Kansas State Department of Education

Andrew Trent

Social Studies Teacher, Clay County Schools, USD # 379

Kendal Warkentine

Instructional Coordinator Social Studies, Derby Public Schools, USD #260

Jeff Wieland

Social Studies Teacher, De Soto Schools, USD #232

Valdenia C. Winn PHD

Kansas House of Representatives 34th District Kansas City, Kansas

Nancy Worth

Teacher, Shawnee Mission Schools, USD #512

Facilitator

Don Gifford

Educational Program Consultant, Kansas State Department of Education

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.

An informed citizen

possesses the knowledge needed to understand contemporary political, economic, and social issues.

A thoughtful citizen

applies higher order thinking skills to make connections between the past, present, and future in order to understand, anticipate, respond to, and solve problems.

An engaged citizen

collaborates, contributes, compromises, and participates as an active member of a community.

Purpose of These Standards and Expectations

A 21st century American 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 in order to define what Kansas students should *be able to know and to do* in history, civics/government, geography, and economics. The committee responded to feedback on earlier versions throughout the current process. This revised document focuses on discipline-specific *habits of mind* that encourage the application of content in authentic situations rather than specific content, and is intended as a framework for curriculum, instruction, assessment, and teacher preparation.

This document is designed to provide a uniform guide for instruction and is not intended to be a state-mandated curriculum for how and when content is taught. These decisions are left to local districts. The integration of knowledge drawn from distinct disciplines is an important consideration in learning. A concerted effort was made to address discipline-specific methods of thinking. The following *Best Practices and Literacy Expectations* section is included to encourage educators to address this type of disciplinary approach to learning. For example, fifth grade teachers presenting the historical context for the American Revolution can effectively incorporate multiple perspectives and disciplines such as civics/government, economics, and geography at the same time. In addition, students can build understanding about the major concepts in successive grade levels.

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

If you are a teacher, these standards and expectations will guide you in the implementation of best practices in History, Government, and Social Studies content. The standards, benchmarks, and class/course expectations will assist in the construction of units or lessons that promote the document's mission statement.

If you are an administrator or curriculum specialist, these standards and expectations will help you design and deliver your local curriculum. This document gives districts flexibility in interpreting and implementing these standards. This allows districts to construct curriculum building on local community interests and to connect students directly with both past and future.

If you are a pre-service teacher or college/university faculty member, these standards and expectations provide guidance for preparing teachers to implement best practices of instruction in individual classes and courses. The standards document lay out specific expectations for all classes and/or courses.

If you are a parent or community member, these standards and expectations outline the expectations for Kansas students in all classes and courses in History/Government/Social Studies. Scope, sequence, and class/course expectations lay out skills and knowledge that are being developed through the curriculum and instruction of your local school district.

Best Practices and Literacy Expectations

The following expectations are the foundation for quality History, Government, and Social Studies instruction and learning.

America's greatness is reflected in its 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. These are the skills of a democratic citizen, and failure to teach them threatens the future of the United States. To be an American citizen requires developing a democratic mind—the intellectual ability to entertain contradictory or opposing ideas, hold tentative judgments, and make decisions based on facts supported by evidence.¹ This critical thinking is essential to the study of many subjects, but is particularly important when studying history, civics, geography, and economics. None of us are born with this capability. Author Sam Wineburg describes this sort of critical thinking as an “unnatural act.”² So it must be taught. Thomas Jefferson wrote in 1824, “The qualifications for self-government in society are not innate. They are the result of habit and long training.”³

To prepare students to become effective twenty-first-century citizens requires more than a traditional knowledge of content. 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 in the design of high-quality instructional lessons and units. The practices and expectations reflect the Kansas College and Career Standards for English Language Arts & for Literacy in History/Social Studies, Science, and Technical Subjects⁴ often referred to as the Common Core, and current research in discipline-specific best practices. Framed in the Benchmarks, these expectations exist in all grade levels and in increasing degrees of sophistication.

Effective Instruction Promotes

Reading a variety of primary and secondary sources so that it is possible to

- determine the meaning and main idea, identifying and analyzing evidence, relationships, and supporting details.
- interpret words, discipline-specific phrases, analyze text structure, identify purpose, bias, and point of view.
- evaluate an argument or claim citing evidence in support of, or against, the argument or claim.
- analyze two or more texts on the same topic drawing conclusions about the similarities and differences.
- comprehend complex and difficult text within the discipline.
- identify and evaluate critical information communicated in multiple forms of media.

Writing clearly and coherently

- to support a claim, or make an argument using evidence, logic, and reasoning.
- to inform or explain an event, relationship, position, or opinion.

- to tell a story.
- so that each example is open to revision and rewriting.
- by applying the appropriate technologies for the purpose and audience.
- by gathering multiple sources of information and integrating them into short and long term projects.

Communicating effectively by

- preparing and collaborating with diverse partners in conversations about topics within the discipline.
- evaluating information from various formats.
- presenting information and evaluation to others in a manner that is not totally written text.
- gathering and organizing information and evidence.
- designing and delivering a presentation on a specific topic.
- using multiple modes of communication and adjusting presentations to meet the requirements of the task or audience.

Effective instruction includes

Multiple perspectives and disciplines

Using multiple perspectives, points of view, and the principles of history, economics, civics, geography, and the humanities, supports students' ability to empathize, to develop alternative solutions to problems, and to self-assess their own position.

Multiple causes and consequences

Identifying and defending a variety of possible causes of events, and the resulting consequences, encourages appropriate decision-making and helps students understand the complexity of the various disciplines.

The use of primary sources

Requiring students to analyze and interpret a variety of primary sources in traditional and digital formats provides the opportunity for students to recognize the discipline's subjective nature, directly touch the lives of people in the past, and develop high level analytical skills.

Authentic intellectual work

Learning that supports realistic situations and college and career-ready pathways has value beyond the classroom, engaging students in the construction of knowledge, disciplined inquiry, and connection to the real world.

Higher order thinking

Grappling with content knowledge beyond remembering and understanding, to applying, analyzing, evaluating, and creating.

Literacy within the Social Studies

Reading, comprehending, analyzing, and interpreting complex texts and media from various social studies disciplines.

Multiple means of communication

Communicate relevant information through speaking, writing, and the creation of digital and print media.

Research and construction of knowledge

Students must be able to collect and organize information in order to construct an understanding of relevant evidence as it applies to a particular topic. These skills must include the ability to use both traditional and digital formats and media types.

1. Davis, James E., Hartoonian, H. Michael, Van Scotter, Richard D., & White, William E. (2012) "Restoring Civic Purpose in Schools," Education Week.
2. Wineburg, S. S. (2001). *Historical thinking and other unnatural acts: charting the future of teaching the past*. Philadelphia: Temple University Press.
3. Bergh, A. E., & Lipscomb, A. (1903). *The Writings of Thomas Jefferson*. Washington D.C.: Thomas Jefferson Memorial Association of the United States. 20 vols. 16:20-22.
4. Kansas State Department of Education. (2010). Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects. Pages 60-66.

Kansas History, Government, and Social Studies Standards

Standard # 1 Choices have consequences.

Benchmark:

- 1.1 The student will recognize and evaluate significant choices made by individuals, communities, states, and nations that have impacted our lives and futures.**
- 1.2 The student will analyze the context under which choices are made and draw conclusions about the motivations and goals of the decision-makers.**
- 1.3 The student will investigate examples of causes and consequences of particular choices and connect those choices with contemporary issues.**
- 1.4 The student will use his/her understanding of choices and consequences to construct a decision-making process and to justify a decision.**

Standard # 2 Individuals have rights and responsibilities.

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 under which significant rights and responsibilities are defined and demonstrated, their various interpretations, and draw conclusions about those interpretations.**
- 2.3 The student will investigate specific rights and responsibilities of individuals and connect those rights and responsibilities with contemporary issues.**
- 2.4 The student will use his/her understanding of rights and responsibilities to address contemporary issues.**

Standard # 3 Societies are shaped by beliefs, ideas, and diversity.

Benchmark:

- 3.1** The student will recognize and evaluate significant beliefs, contributions, and ideas of the many diverse peoples and groups and their impact on individuals, communities, states, and nations.
- 3.2** The student will draw conclusions about significant beliefs, contributions, and ideas, analyzing the origins and context under which these competing ideals were reached and the multiple perspectives from which they come.
- 3.3** The student will investigate specific beliefs, contributions, ideas, and/or diverse populations and connect those beliefs, contributions, ideas and/or diversity to contemporary issues.
- 3.4** The student will use his/her understanding of those beliefs, contributions, ideas, and diversity to justify or define how community, state, national, and international ideals shape contemporary society.

Standard # 4 Societies experience continuity and change over time.

Benchmark:

- 4.1** The student will recognize and evaluate continuity and change over time and its impact on individuals, institutions, communities, states, and nations.
- 4.2** The student will analyze the context of continuity and change and the vehicles of reform, drawing conclusions about past change and potential future change.
- 4.3** The student will investigate an example of continuity and/or change and connect that continuity and/or change to a contemporary issue.
- 4.4** The student will use his/her understanding of continuity and change to construct a model for contemporary reform.

Standard # 5 Relationships among people, places, ideas, and environments are dynamic.

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 of significant relationships and draw conclusions about a contemporary world.**
- 5.3 The student will investigate the relationship among people, places, ideas, and/or the environment and connect those relationships to contemporary issues.**
- 5.4 The student will use his/her understanding of these dynamic relationships to create a personal, community, state, and/or national narrative.**

Suggested Scope and Sequence

All classes, K-12, should embed the disciplines of History, Government, Economics, Geography and the Humanities in each course of study.

Grade	Focus
K	Self
1	Families
2	Then and Now (Past and Present)
3	Communities (Local History)
4	Kansas and Regions of the United States
5	United States History (Beginnings through at least 1800)
6	World History (Ancient and Medieval Civilizations)
7	Semester 1–Geography Semester 2–Kansas History
8	United States History (Constitutional Era–through at least 1900)
9-12	World History (Renaissance to the Present) -and- United States History with Kansas History integrated into coursework (International Expansion to the Present) -and- Civics-Government

College, Career, and Citizenship Ready Standards

These standards support college, career, and citizenship ready outcomes for student learning. Success in college, career, and citizenship is more than just reading and math, but is a result of a rich, rigorous, and well-rounded educational curriculum. These standards reinforce the work of other entities in defining the skills and knowledge required to be college, career, and citizenship ready.

Kansas College and Career Ready Standards (KCCRS):

The Best Practices and Literacy Expectations are aligned with *the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects* often referred to as the Common Core. The standards reflect literacy anchor standards contained on pages 59-66 of the KCCRS for English Language Arts.

<http://www.ksde.org/LinkClick.aspx?fileticket=JLwhoMzwUKs%3d&tabid=4778&mid=11494>

21st Century Skills:

These standards represent four of the nine core subjects listed by the *Partnership for 21st Century Skills* as being essential to success in the post-secondary world. In addition these standards directly align with and support all five of the 21st Century interdisciplinary themes and the 21st Century Standards promoted by the Partnership. <http://www.p21.org/overview/skills-framework>

Common Career Technical Core:

These standards align with the *Common Career Technical Core* as published by the National Association of State Directors of Career Technical Education Consortium (NASDCTE). The practices, standards, and benchmarks directly address the “Career Ready Practices” advanced by the NASDCTE.

<http://www.careertech.org/career-technical-education/cctc/info.html>

Kansas Social, Emotional, and Character Development Model Standards (SECD):

These standards align and support the SECD purpose statement of “learning to be caring and civil, to make healthy decisions, to problem-solve effectively, to value excellence, to be respectful and responsible, to be good citizens and to be empathic and ethical individuals.” These standards also support the “College and Career Ready Goal” defined in the SECD document and the student profiles that follow. <http://www.ksde.org/Default.aspx?tabid=3511#SECD>



Sense of Self

This course focuses on the concept of *self*. Students will study self-awareness and individual experience through the major social studies disciplines of history, geography, economics, and civics/government. The four disciplines should be totally integrated in this course. The goal is for students to understand the concept of who they are so they can have a frame of reference when studying various course topics. Students will gain an understanding of observation as it relates to them. The course 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.

Units

Units in Kindergarten may be taught in any order but the integration of units is encouraged. Each unit should be taught with consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of Kindergarten.

The skills are more clearly articulated in the *Benchmarks and Best Practices and Literacy Expectations* and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

The following *Instructional Narrative and Content Outline* may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of social studies rather than simple acquisition of content knowledge.

As they prepare to teach *Sense of Self* in Kindergarten teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

There is no formal prior knowledge required since Kindergarten is the beginning of the formal education system. However, students should have informal prior knowledge about themselves from everyday living. Teachers should draw on the students’ prior life experiences to help them recognize and evaluate their place in society

Connecting with Future Learning

The skills and content taught in Kindergarten will be used as background and prior knowledge for future pursuits in the discipline. In first grade, students use their knowledge and sense of self to connect with their role in the family. In second grade, students will understand their contemporary life and self-aspects as part of their identity to the concepts of *then and now*, and change over time. In third grade, understanding of the individual is viewed in a still broader arena, that of community. In fourth grade, they will consider how Kansas is similar and different from U.S regions. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening in order for students to build self-awareness of and perspective on the world around them. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem-solve specific topics at a basic level in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about the Equator without also learning about globes and maps so they do not appear in this outline.

This also means that the outline could be amended in ways that best fits the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.

The Kindergarten course focuses on building the concept of self through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands, but classroom instruction should integrate

other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

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 and cultural groups by analyzing their personal history, and where they live, and how this changes over time. They will recognize significant Kansas events, symbols, and family customs.

Ideas:	technology, customs, symbols (e.g., state bird—Western Meadowlark, state flower—Native Wild Sunflower, state animal—American Buffalo, state insect—Honeybee, state amphibian—Barred Tiger Salamander, state reptile—Ornate Box Turtle, state tree—Cottonwood, state dirt—Harney Silt Loam, state grass—Little Bluestem), happiness
People/Roles:	self
Places/Institutions:	my home, my school, my city, Kansas, United States of America
Events:	Kansas Day

Skills

- Graphic organizers
- Observation
- Compare and contrast different experiences and traditions
- Cause and effect
- Story retelling
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. (KCCRS 3W.3)
- Describe people, places, things, and events and, with prompting and support, provide additional detail. (KCCRS KSL.4)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (KCCRS KSL.3)
- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (KCCRS KSL.1)

Sample Compelling questions

- What are some of the important choices we make in class and at home, and what are the consequences? (Standard 1)
- What are your responsibilities at home and at school? (Standard 2)
- Why do Kansans celebrate Kansas Day every year? (Standard 3)
- How have you changed since starting Kindergarten? (Standard 4)
- How did different symbols come to represent Kansas? (Standard 5)

Civics/Government (CG)

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 school and home and why they are needed. Students will recognize appropriate classroom behavior and identify characteristics of a friend, a helpful classmate, and a leader. They will recognize and demonstrate traits of being a good citizen.

Ideas	rules, leadership, authority, promoting ideals, prevention, and management of conflict
People/Roles	parent, guardian, teacher, principal, citizen, student, friend, classmate
Places/Institutions	my home, my classroom, my school
Events	recess, assemblies, classroom celebrations

Skills

- Make choices
- Share
- Self-moderate behavior
- Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups. (KCCRS SL.K.1)
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and text under discussion.) (KCCRS SL.K.1a)
- Continue a conversation through multiple exchanges. (KCCRS SL.K.1b)
- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. (KCCRS SL.K.2)

Sample Compelling Questions

- In the classroom, what are the consequences to others when you take on the role of a friend, helpful classmate, or leader? (Standard 1)
- Why do we need people of authority and rules at home and at school? (Standard 2)
- How does my behavior affect my family; how does my behavior affect my class? (Standard 3)
- Do rules ever change and why would they change? (Standard 4)
- If people are good citizens, how does that benefit them, their family, their school, and their community? (Standard 5)

Geography (G)

In this unit students will be introduced to important geography words and locate several major geographic features. Students will begin to identify human and physical features of their local surroundings including home, school, and neighborhood. They will establish mental maps to help them navigate their school setting or the route from home to school. Students will be able to describe seasons and how seasonal changes affect their daily lives.

Ideas	location, directionality, distances, seasons, weather, natural environment, man-made environment
--------------	--

People/Roles

Places/Institutions	equator, north pole, south pole, Kansas, United States, my home, my school, my neighborhood, my hometown
----------------------------	--

Events	seasons
---------------	---------

Skills

- Demonstrate mental mapping skills
- Observe
- Describe
- Locate
- Directionality: above/below, left/right, near/far, here/there
- Add drawings or other visual displays to descriptions as desired to provide additional detail. (KCCRS SL.K.5)

Sample Compelling Questions

- How does the season influence my choice of what to wear to school? (Standard 1)
- How does having a mental map of my school make me a more responsible person? (Standard 2)
- How are experiences different for people who live in the city and people who live in the country? (Standard 3)
- How does the weather change by season in Kansas? (Standard 4)
- What do I see when I look out the window that is man-made and what is from the natural environment? (Standard 5)

Economic (E)

In this unit, students will understand that people make choices because they cannot have everything they want. People work at jobs to earn money to pay for what they want and need. Students will recognize needs are defined as those things that are a necessity to life. 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.

Ideas	goods, services, wants, needs, work, money
--------------	--

People/Roles	worker, saver, spender, decision maker
---------------------	--

Places/Institutions	job
----------------------------	-----

Events	lunch
---------------	-------

Skills

- Classify
- Make choices
- Tell or draw a picture of personal wants and needs
- Distinguish actions of spending from actions of saving
- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (KCCRS W.K.2)

Sample Compelling Questions

- What happens when you have to choose between two things you want? (Standard 1)
- How might saving improve someone's life in the future? (Standard 2)
- Why do people want to have a job? (Standard 3)
- What is a job you would like to have someday? (Standard 4)
- What goods and services are provided at school? (Standard 5)

1st

Families

This course focuses on the growth and roles of individuals in the family, school, as Kansans and Americans. A sense of place and the natural environment, important people in the community and world, an individual's civic rights and responsibility, economic decisions, and rules that govern the family, school, and community, are all key elements for developing this competency. The four disciplines of history, geography, economics, and civics/government that constitute the social studies are totally integrated in this course. The goal is for students to identify with their world around them and understand their role within it. The course should be designed 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.

Units

Units in first grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the first grade.

The skills are more clearly articulated in the *Benchmarks and Best Practices and Literacy Expectations* and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

The following *Instructional Narrative and Content Outline* may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of social studies rather than simple acquisition of content knowledge.

As they prepare to teach “Families” in the first grade social studies course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of their personal history (sense of self). They should be able to use their knowledge of self to connect to their role in the family, school, and as Kansans and Americans. Students should be able to identify the major symbols that represent Kansas and the United States. They should possess mental map skills to navigate to and from school and home. Students should understand the concepts of weather and seasons and be able to locate major geographic features. Students should be able to understand the concepts of wants and needs and the basic concept of exchanging money for goods and services.

Connecting with Future Learning

The skills and content taught in first grade will be used as background and prior knowledge for future pursuits in the discipline. In second grade, students apply their sense of self and family to the concept of *then and now or past and present*. In third grade students apply these understandings to their community. In fourth grade they will consider how Kansas is similar and different from U.S regions. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening about family, school, and personal development as Kansans and Americans. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem-solve specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about grass lodges without also learning that these were the houses of Wichita Indians.

This also means that the outline could be amended in ways that best fit the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.

The first grade course focuses on building the concept of “family” through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands but classroom instruction should integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will study history through understanding the role of family. They will recognize important people in their lives, specifically family members and investigate family history including creating a timeline. Students will evaluate how different families met their need for shelter and other basic needs. They will investigate several major types of food production that have come to symbolize Kansas. Students will recognize and analyze symbols that represent the United States and Kansas, specifically as represented on flags. Students will be able to identify who is the first and current president of the United States. Students will gain an understanding of the meaning and purpose of national holidays.

Ideas	symbols (e.g., U.S. flag, Pledge of Allegiance, bald eagle; Kansas flag, Kansas motto, etc.)
People/Roles	important people in student’s life/family, president as leader of the United States, name of current president
Places/Institutions	shelter today, shelter used by American Indians (e.g., grass lodge, tipi, earth lodge, frame house), shelter used by early Kansas families (e.g., dugouts, sod houses, log cabins, frame houses)
Events	food production (e.g., wheat, corn, soybeans, sunflowers, livestock), national holidays (e.g., Independence Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King, Jr. Day, Presidents’ Day, Memorial Day)

Skills

- Create a timeline
- Use information to problem-solve
- Compare and contrast historical events or experiences
- Analyze a problem
- Demonstrate cause and effect
- Ask and answer such questions about key details in a text. (KCCRS RI1.1)
- Identify the main topic and retell key details of a text. (KCCRS RI1.2)
- Describe the connection between two individuals, events, ideas, or pieces of information in a text. (KCCRS RI1.3)
- Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. (KCCRS RI1.4)
- Use the illustrations and details in a text to describe its key ideas. (KCCRS RI1.7)

- Identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures.) (KCCRS RI1.9)
- With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. (KCCRS W1.5)

Sample Compelling Questions

- How do people choose what to use to build a house? (Standard 1)
- What are the rights and responsibilities family member have to each other? (Standard 2)
- Why do people celebrate holidays? (Standard 3)
- Why have forms of housing changed over time? (Standard 4)
- Why are farming and ranching symbols of Kansas? (Standard 5)

Civics/Government (CG)

In this unit, students focus on the basic concepts of rules and laws as they apply to family, school, and being a citizen of Kansas and United States. Students will recognize that rules have positive consequences, such as keeping them safe and negative consequences if they ignore safety rules. They will investigate the shared ideals within American society, such as, truth, fairness, justice, loyalty, and freedom. Students will examine personal character traits including trustworthiness, citizenship, respect, fairness, responsibility, and caring (e.g., Six Pillars of Character). They will analyze the qualities of being a leader and leadership in their home and school. Students will analyze privileges they have at home and school and understand why and how benefits are granted or taken away. They recognize that people can make rules and leaders can enforce them both at home and at school.

Ideas	rules, leadership, privileges, benefits, shared ideals (e.g., truth, fairness, justice, loyalty, freedom), character traits (e.g., trustworthiness, citizenship, respect, fairness, truthfulness, responsibility, and caring)
People/Roles	leader, citizen, member
Places/Institutions	student's home, class or school, state of Kansas, United States of America
Events	leadership (e.g., line leader, leader of a cooperative group)

Skills

- Interact and communicate with others in a respectful manner
- Create and follow rules
- Recognize shared American ideals
- Exemplify personal character traits
- Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. (KCCRS SL1.1)

Sample Compelling Questions

- How do choices you make affect your family? (Standard 1)

- Why do we need rules? (Standard 2)
- How do good character traits make you a better member of your class and family? (Standard 3)
- Will the shared ideals we hold as Americans now be the same in 100 years? (Standard 4)
- What makes someone a good leader? (Standard 5)

Geography (G)

In this unit, students will recognize the purpose of maps and globes as a model of Earth and a representation of Earth's features. They will be able to locate Kansas, the United States, Canada, Mexico, Atlantic Ocean and Pacific Ocean on a map. Students will make a map to represent a location important to them. They will map physical (natural) and human (man-made) features of their school surroundings. Students will observe and identify local weather conditions and patterns. They will investigate ways people depend on the physical environment to meet their needs and wants (e.g. water, food, fuel). Students will evaluate how the physical environment impacts humans (e.g. choices of clothing, housing, crops, and recreation). They will use their understanding about the physical environment to identify ways people can be good stewards to maintain or improve the quality of their environment.

Ideas	mapping, place, human features, physical features, wants and needs
People/Roles	mapmakers, stewards
Places/Institutions	home, school, Kansas, United States, Canada, Mexico, Atlantic Ocean, Pacific Ocean, physical environment
Events	weather

Skills

- Describe the purposes of maps and globes
- Locate major features on a map
- Identify your home address
- Identify your school's name
- Map physical and human features
- Observe and record the weather
- Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another. (KCCRS MD1.4)

Sample Compelling Questions

- What choices do you make in your daily routine based on the weather? (Standard 1)
- Do people have a responsibility to the environment in which they live? (Standard 2)
- What human features have been added to your local environment, such as fences and playgrounds and what needs do they meet? (Standard 3)

- What is the same about your classroom or school and what has changed over time? (Standard 4)
- How does the physical environment impact your recreational activities? (Standard 5)

Economic (E)

In this unit students will recognize that people and families cannot have everything they want so they have to make choices. They will investigate that choices made by a family are based on wants and needs. Students will understand that people have jobs to earn money in order to meet needs and wants. They will evaluate the concept of exchange and how families use money to purchase goods and services. Students will analyze the benefits to themselves and a family of saving money in a bank for future needs and wants.

Ideas	wants and needs, choices, exchange, money, goods and services, saving, spending, earning
People/Roles	buyer, seller, worker
Places/Institutions	home, bank, business, work
Events	going to work/getting paid, saving at a bank, shopping at a store, making a trade

Skills

- Profile a family's needs and wants
- Explore jobs
- Distinguish between items that meet needs and items that meet wants in a store
- Demonstrate responsible decision making
- Distinguish between barter/trade and money

Sample Compelling Questions

- How do people decide what is a want and what is a need? (Standard 1)
- What do people gain when they save and what do they sacrifice? (Standard 2)
- Why is money used more often in the United States today than trade/barter? (Standard 3)
- How have people's wants and needs changed over time? (Standard 4)
- What goods and services are most important to your family? (Standard 5)

2nd

Then and Now

This course focuses on the concept of *then and now*, or *past and present*, through the major social studies disciplines of history, geography, economics, and civics/government. The four disciplines should be totally integrated in this course. The goal is for students to understand the concept of *then and now* as a framework for studying various course topics. In conjunction, students will gain an understanding of the related concepts of change over time and cause and effect. The course 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.

Units

Units in second grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with some consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the second grade.

The skills are more clearly articulated in the *Benchmarks and Best Practices and Literacy Expectations* and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

The following *Instructional Narrative and Content Outline* may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this

planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

As they prepare to teach *then and now* in second grade social studies, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of their personal history (sense of self) and their family history. Students should be able to identify the major symbols that represent Kansas and the United States. Students should have experience with identifying and asking questions of primary sources to make observations and inferences.

Connecting with Future Learning

The skills and content taught in second grade will be used as background and prior knowledge for future pursuits in the discipline. In third grade students apply the understanding of *then and now* to their community. In fourth grade they will consider how Kansas is similar and different from U.S regions. Studying past and present in second grade provides the skills of comparative analysis needed for future grades. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening about cause and effect, and also change over time. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem- solve about specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about The Star Spangled Banner without also learning about Francis Scott Key.

This also means that the outline could be amended in ways that best fits the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.

The second grade course focuses on building the concept of *then and now* through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course’s four units listed below has an emphasis in one of these major strands but classroom instruction should integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will recognize and evaluate continuity and change over time through the study of daily life of a Plains Indian family, a pioneer family, and a modern family. They will study how and why modes of transportation and communication have changed over time. Students will analyze why people immigrate and what immigrants contribute to Kansas. They will recognize and evaluate how inventors and important inventions from the past influence their daily life today using examples from the United States and the world. Students will investigate the significance of the Declaration of Independence that set forth America as a separate country. They will recognize and draw conclusions about why major United States landmarks, historic sites, and The Star Spangled Banner are important.

Ideas	<i>then and now</i> (past and present), symbols, transportation, communication, motivation, inventions, immigration
People/Roles	pioneers, Plains Indians, U.S. inventors
Places/Institutions	daily life, landmarks, Plymouth Rock, United States Capitol, Statue of Liberty, Kitty Hawk, Kansas State Capitol, Mt. Rushmore, Mesa Verde, the Alamo, Sutter's Mill
Events	airplane, automobile, paper (Ancient Chinese), highways to connect cities (Incans), telephone, Internet, Declaration of Independence, The Star Spangled Banner

Skills

- Use historical information, artifacts and documents acquired from a variety of sources to investigate the past.
- Use information to understand cause and effect
- Analyze information to draw conclusions
- Use research skills (discuss ideas; formulate broad and specific questions; find and select information with help; record, organize and share information)
- Ask and answer such questions as *who*, *what*, *where*, *when*, *why*, and *how* to demonstrate understanding of key details in a text. (KCCRS RI.2.1)
- Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. (KCCRS RI.2.2)
- Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. (KCCRS RI.2.3)
- Determine the meaning of words and phrases in a text relevant to a *grade two topic or subject area*. (KCCRS RI.2.4)
- Compare and contrast the most important points presented by two texts on the same topic. (KCCRS RI.2.9)
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (KCCRS W.2.7)

Sample Compelling Questions

- How have past inventions changed or impacted your daily life? (Standard 1)

- What important rights and responsibilities did citizens have in early America and what are important rights and responsibilities of citizens today? (Standard 2)
- Why are certain people, places, and events recognized as more important than others? (Standard 3)
- Why have the forms of transportation changed over time? (Standard 4)
- How do geographic features impact transportation and communication? (Standard 5)

Civics/Government (CG)

This unit introduces basic concepts of rules and laws as they apply to today and in the past. Students will recognize the citizens have responsibilities. They will identify and demonstrate key attributes of good citizens and analyze what makes a good leader for their classroom or school. Students will recognize that many rules in America today and in the past are from the U.S. Constitution. They will use their knowledge about rules and citizenship to create rules for their classroom.

Ideas	rules, responsibilities, privilege, honesty, courage, patriotism, tolerance, respect, integrity
People/Roles	good citizen, leader
Places/Institutions	your class or your school
Events	meetings, discussions/debates, U.S. Constitution Day

Skills

- Interact and communicate with others in a respectful manner
- Create and follow rules
- Demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.
- Participate in collaborative conversations with diverse partners about *grade two topics and texts* with peers and adults in small and larger groups (KCCRS SL.2.1)

Sample Compelling Questions

- Why should you do the “right” thing even when no one is looking? (Standard 1)
- Why do we need rules? (Standard 2)
- Who decides what rules are made and followed? (Standard 3)
- Can rules be changed? (Standard 4)
- What makes someone a good citizen? (Standard 5)

Geography (G)

In this unit, students will make and use maps. Students will investigate how people and weather may cause change to a place.

Ideas	concept of mapping, human geography, physical geography, cardinal directions
People/Roles	cartographers

Places/Institutions school, hometown, cities, Kansas City, Wichita, Topeka, Kansas, Rocky Mountains, Missouri River, Gulf of Mexico, inland sea

Events seasons, weather

Skills

- Recognize and interpret features of a map: title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale
- Observe and record the weather
- Measure the length of an object by selecting the appropriate tools such as rulers, yardsticks, meter sticks, and measuring tapes. (KCCRS MD.2.1)
- Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put-together, take-apart, and compare problems using information presented in a bar graph. (KCCRS MD.2.10)
- Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations). (KCCRS W.2.7)

Sample Compelling Questions

- Why do people choose to live where they do? (Standard 1)
- Do cartographers have responsibilities? (Standard 2)
- How does location affect settlement? (Standard 3)
- Why do maps of the same location change over time? (Standard 4)
- How does weather impact your life? (Standard 5)

Economic (E)

In this unit, students will recognize and evaluate that people make choices about resources and that those choices have consequences. They will investigate how to make effective decisions as a consumer, producer, saver, investor, and citizen. Students will draw conclusions about how people meet their wants and needs in the past and today.

Ideas goods and services, wants and needs, saving, spending, earning, income, trade and barter, money

People/Roles producers, consumers

Places/Institutions banks, stores

Events making, buying, banking

Skills

- Responsible decision making
- Analysis of costs and benefits (plus and minus)
- Determine opportunity cost
- Recognize supply and demand
- Distinguish between barter/trade and money

Sample Compelling Questions:

- How do people decide what is a want and what is a need? (Standard 1)
- Why do people need to be responsible about spending and saving? (Standard 2)
- Why is money primarily used in the United States today instead of trade/barter? (Standard 3)
- How have people's wants and needs changed over time? (Standard 4)
- What goods and services are an important part of a person's daily life? (Standard 5)

3rd

Community

This course focuses on the concept of “community,” through the major social studies disciplines of history, geography, economics, and civics/government. The four disciplines should be totally integrated in this course. The goal is for students to understand the concept of “community” as a framework for studying various course topics. In conjunction, students will gain an understanding of a sense of place. The course 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.

Units

Units in third grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with some consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the third grade.

The skills are more clearly articulated in the *Benchmarks and Best Practices and Literacy Expectations* and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical, and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will *focus on the Standards and Benchmarks*, not specific content. The following *Instructional Narrative and Content Outline* may be used as a grade level scope and sequence to assist in

the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of social studies rather than simple acquisition of content knowledge.

As they prepare to teach *Community* in third grade social studies course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of their personal history (sense of self) and their family history. Students should be able to identify the major symbols that represent Kansas and the United States. They should be able to understand the concept of the past, having studied *then and now* in the second grade. Students should be able to understand the related concepts of change over time and cause and effect. Students should have experience with identifying and asking questions of primary sources to make observations and inferences.

Connecting with Future Learning

The skills and content taught in third grade will be used as background and prior knowledge for future pursuits in the discipline. In fourth grade students will use their understanding of community as a link to state and regional characteristics and in fifth grade, with early national history. The study of government and geography in third grade provides skills of comparative analysis needed for the sixth grade course in ancient civilizations and the seventh grade course in world geography. In third grade students will examine their local communities in order to provide a sense of place from which to examine Kansas history through the social studies themes in seventh grade. Critical components of their experience in this social studies course should include: reading, writing, speaking, and listening about their community, characteristics of communities, and personal development as a community member. Students should also be able to recognize, evaluate, analyze the context, investigate, construct, create, and problem-solve specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about physical characteristics of a place without also learning about landforms, bodies of water, climate, soils, natural vegetation, animal life, etc., which do not appear in this outline.

This also means that the outline could be amended in ways that best fits the instructional needs of students. Changes should maintain the integrity of the outline’s scope and sequence.

The third grade course focuses on building the concept of community through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course's four units listed below has an emphasis in one of these major strands but classroom instruction should integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will recognize and evaluate the significant people and events that shaped their home town and/a major city in Kansas, and other cities of the world. They will analyze how these people and events contributed to the way the citizens of their town/city and citizens of other metropolitan areas are perceived and function today. Students will understand the motivation and accomplishments of notable individuals, particularly early settlers, entrepreneurs, and civic and cultural leaders specific to their home town. They will analyze the impact of experiences of groups of people who have contributed to the development of towns/cities. They will analyze the experiences of groups of people who have made historical and cultural contributions to their community and compare it with other communities. Students will investigate the significance of events, holidays and ceremonies that are important to their community.

Ideas	natural resources, customs, culture
People/Roles	civic, political, cultural leaders, settlers, and entrepreneurs in your community, ethnic groups
Places/Institutions	home town, community, landmarks, historic sites
Events	settlement of your community, historical events in your community, and holidays

Skills

- Create and use timeline
- Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. (KCCRS RI3.3)
- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade three topic or subject area*. (KCCRS RI3.4)
- Compare and contrast the most important points and key details presented in two texts on the same topic. (KCCRS RI3.9)
- Conduct short research projects that build knowledge about a topic. (KCCRS W3.7)
- Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. (KCCRS SL3.4)
- Locates credible information from a variety of sources
- Uses information to frame important historical questions
- Identifies and compares information from primary and secondary sources
- Evaluates events from multiple perspectives

Sample Compelling Questions

- Why do people choose to live in your community? (Standard 1)
- What are your rights and responsibilities as a citizen of your community (Standard 2)
- How do different customs and cultural traditions shape your community? (Standard 3)
- How has your community changed over time? (Standard 4)
- What drives population shifts in your community? (Standard 5)

Civics/Government (CG)

In this unit, students will recognize and evaluate the rights and responsibilities of citizens. Students will examine their role as citizens of the community. They will determine how people can participate in government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their civic duty such as by engaging in one or more of the following opportunities: serving the common good, being law abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.

Public services, rule of law, and shared ideals are the foundations that guide the structure and function of government. In this unit students will examine the services provided by local governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of local governments. They will recognize that all towns/cities in the United States have laws, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

Ideas	rules, laws, society, civic values, civic duties, government, beliefs, needs, rights, responsibilities, common good, constitution, justice, duty
People/Roles	citizen, leaders, police, mayor, governor, president
Places/Institutions	community, school, municipal government, city hall, public libraries
Events	elections, jury duty, community service, local holidays

Skills

- Seek opportunities and demonstrate characteristics of a leader such as being trustworthy, fair-minded, and forward-looking.
- Demonstrate good citizenship skills such as showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
- Identify common problems or needs within your school or community and participate and persevere in problem solving.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups and teacher-lead) with diverse partners on *grade three topics and texts*, building on others ideas and expressing their own clearly (KCCRS SL.3.1)

- Follow agreed upon rules of discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics, and text under discussion). (KCCRS SL.3.1b)

Sample Compelling Questions

- What are the consequences of choosing to be an active member of your community? (Standard 1)
- Why do communities need rules/laws? (Standard 2)
- Who in your community decides what rules/laws are made and followed? (Standard 3)
- Can laws in your community be changed? (Standard 4)
- What makes someone a good citizen in your community? (Standard 5)

Geography (G)

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. Students will compare and contrast the citizens in their community with those of another city in the context of their geographic, cultural, political and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group in their community. They will examine the causes and consequences of the immigrant group's choice of settlement location, investigate its economic and cultural contributions to their town/city, and compare that Kansas settlement with immigrant settlements in other cities. Students will investigate the human characteristics of the citizens of their own and other communities around the world, such as languages, customs, and food. Students will recognize the consequences of people living in a community and how it impacts that environment over time and conversely how the physical environment impacts human activity in their community. They will analyze how communities interact, using their community as the model.

In this unit, 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 about people, places, and environments. They will identify major landforms, bodies of water, and natural resources in Kansas and the world (including oceans and continents). They will distinguish physical features and political features of a map. Students will identify and compare the location, climate and ecosystems of their town/city to others in the world. They will compare characteristics among rural, suburban, and urban communities, such as, types of housing, agricultural activities, fuel consumption, recreation population density, and jobs.

Ideas	concept of mapping, political characteristics, physical characteristics, natural resources, human characteristics, ecosystem, climate, culture, customs, human/environmental interaction
People/Roles	cartographers, immigrants
Places/Institutions	political places (e.g., city boundary, county, city offices, county seat), community, physical features (e.g., oceans, continents), physical characteristics of the local community (e.g., landforms, bodies of water, natural resources, weather, and seasons) urban

(e.g., Los Angeles, New York City, Denver, Chicago), suburban, rural areas, nation, neighboring cities

Events

Human modification of the earth, immigration

Skills

- Read maps to analyze city locations for hemisphere (e.g., equator and Prime Meridian) and climate (e.g. tropic temperate or arctic)
- Create a map that includes title, symbols, legend, compass rose, cardinal directions, grid system, measurement/scale
- Read maps of your community to problem-solve
- Observe, explore and compare human and physical characteristics of your community
- Describe human characteristics of your community with another community
- Identify major bodies of land and water
- Distinguish between a globe and a map
- Demonstrate mental mapping skills

Sample Compelling Questions

- What significant choices have been made by your community that impacted your life and future? (Standard 1)
- Why should people be good stewards of their environment? (Standard 2)
- What does your community need to remain vital? (Standard 3)
- How has your community stayed the same and how has it changed over time? (Standard 4)
- What important physical and human characteristics create the identity of your community? (Standard 5)

Economic (E)

In this unit students will recognize that limited resources require people to make choices to satisfy their wants for goods and services. Students will examine how a market economy works in their community through buyers and sellers exchanging goods and services. They will examine the reason for economic specialization and how that leads to trade between communities. Students will describe how a market economy works and consider the role the economy has on travel between communities. They will understand that when borrowing money the consumer is receiving credit that must be repaid. Students will explore what goods and services in their community are paid for by taxes. They will consider how people's wants and needs are met through spending and saving decisions. Students will explore the consequences of borrowing and lending.

Ideas

limited resources, abundant resources, natural and human resources, goods, services, market economy, economic specialization, borrowing, lending, credit, spending, saving, wants, needs, costs, taxes, opportunity cost

People/Roles

consumer, producer, spender, saver, lender, investor

Places/Institutions community, town/city, local businesses, tax and non-tax supported institutions

Events production and consumption of goods and services

Skills

- Explain how location impacts supply and demand.
- Analyze costs and benefits of decisions in your community
- Evaluate the personal benefits of saving and spending, borrowing and lending
- Determine opportunity cost
- Solve problems and justify the decision

Sample Compelling Questions

- What are the costs and benefits of spending and saving? (Standard 1)
- What shared responsibilities in your community are met through taxes? (Standard 2)
- How is resource use in your community impacted by beliefs and ideas of the people who live there? (Standard 3)
- How have goods and services in your community changed over time? (Standard 4)
- What resources are abundant in your community, are limited in your community, and how does this influence the decisions the community makes? (Standard 5)

4th

Kansas and Regions of the United States

This course focuses on the similarities and differences across Kansas and the regions of the United States (Northeast, Southeast, Midwest, Southwest, and West) to promote geographic and historical awareness and civic competency. A sense of place, an individual's role in the community and state, the influence of geography and economics on decision making, and the historical context of the state and regions are key elements for developing this competency. The four disciplines of history, geography, economics, and civics that constitute the social studies are totally integrated in this course. The goal is for students to use their understanding of various course topics to problem-solve how Kansas is similar and different from five regions in the United States. The course 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.

Units

Units in fourth grade may be taught in any order but the integration of units is encouraged. Each unit should be taught with some consideration of all four social studies disciplines.

- History
- Civics/Government
- Geography
- Economics

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the fourth grade.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the

Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following *Instructional Narrative and Content Outline* may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

As they prepare to teach “Kansas and Region of the United States” in fourth grade social studies course, teachers should review the *Profile of the 21st Century Learner*, *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education, and *Geography for Life: National Geography Standards, Second Edition* from the National Council for Geographic Education (NCGE).

Connecting with Past Learning

Students should possess a general understanding of the concept of past and present, their personal history (sense of self), their family history, and their community’s history. Students should be able to identify basic characteristics about their communities, such as rural or urban, and compare and contrast it with other communities. They should be able to identify the major symbols that represent Kansas and the United States. Students should have experience with identifying and asking questions of primary sources to make observations and inferences. They should have experience with some of the *History/Government and Social Studies Practices* and should be aware of the discipline’s ways of thinking or *habits of mind*.

Connecting with Future Learning

The skills and content taught in fourth grade will be used as background and prior knowledge for future pursuits in the discipline. In fifth grade students will link state and regional history with early national history. The study of regions in fourth grade provides the skills of comparative analysis needed for the sixth grade course in ancient civilizations and the seventh grade course in world geography. In fourth grade, students will examine Kansas history through the social studies themes, whereas in seventh grade students will engage in an in-depth, chronological study of the history of Kansas. Critical components of their experience in this social studies course should include reading, writing, and speaking and listening about Kansas and regional studies. Students should also be able to recognize, evaluate, analyze the context, investigate, construct and create, and problem-solve specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about Lewis and Clark as explorers without also learning the Corps of

Discovery and the Louisiana Purchase so they do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

The fourth grade course focuses on building an understanding of similarities and differences across Kansas and the regions of the United States (Northeast, Southeast, Midwest, Southwest, and West) through the major social studies disciplines of history, geography, economics, and civics/government. Each of the course's four units listed below has an emphasis in one of these major strands but classroom instruction should integrate other strands as appropriate to help the students build on and apply knowledge to refine their thinking and problem solving skills.

History (H)

In this unit, students will recognize and evaluate the significant people and events that shaped Kansas and the other regions. They will analyze how these people and events contributed to the way Kansas and other regions are perceived and function today. Students will understand the motivation and accomplishments of notable Kansans and notable people in other regions, particularly early explorers, entrepreneurs, and civic and cultural leaders. They will analyze the impact of the Oregon-California Trail, Santa Fe Trail, and Pony Express Route on continuity and change in the United States and compare these routes with transportation routes in other regions of the country.

Ideas	transportation systems, migration, communication systems, commerce
People/Roles	civic and cultural leaders (e.g., Black Bear Bosin, Charles Curtis, Robert Dole, Wyatt Earp, Amelia Earhart, Dwight Eisenhower, Langston Hughes, Alf Landon, Carry A. Nation, Gordon Parks, William Allen White), explorers (e.g., Francisco Coronado, Lewis and Clark, Stephen H. Long, Zebulon Pike), entrepreneurs (e.g., George Washington Carver, Clyde Cessna, Walter Chrysler)
Places/Institutions	Regions of the United States (e.g., Midwest, Northeast, Southeast, West, Northwest), Kansas
Events	Oregon-California Trail, Santa Fe Trail, Pony Express

Skills

- Frame historical questions
- Recognize historical perspectives
- Analyze multiple perspectives
- Recognize source and context for primary sources
- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (KCCRS RI.4.1)
- Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text. (KCCRS RI.4.3)
- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade four topic or subject area*. (KCCRS RI.4.4)

- Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. (KCCRS RI.4.5)
- Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided. (KCCRS RI.4.6)
- Write informative/explanatory text to examine a topic and convey ideas and information clearly. (KCCRS W.4.2)
- Draw evidence from literary or informational texts to support analysis, reflection, and research. (KCCRS W.4.9)
- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. (KCCRS SL.4.4)

Sample Compelling Questions

- What choices did travelers make as they prepared for trail travel and what were the consequences? (Standard 1)
- What are the responsibilities of explorers? (Standard 2)
- Why do countries make the decision to explore? (Standard 3)
- How have famous Kansans changed our society? (Standard 4)
- What are the human consequences of using or living by transportation routes in the 1800s? (Standard 5)

Civics/Government (CG)

In this unit, students will recognize and evaluate the rights and responsibilities of citizens. Students will examine the individual's role as a citizen of the community and state. They will determine how people can participate in government and analyze why choosing to participate is important. Students will investigate ways that responsible citizens can fulfill their civic duty, such as, engaging in one or more of the following opportunities: serving the common good, being law-abiding, showing respect for others, volunteering, serving the public in an elected or appointed office, and/or joining the military.

In this unit, students will examine the services provided by local and state governments. They will describe the types, characteristics, and services of political units, such as city, county, state, and country. Students will investigate the function of state governments. They will recognize that all states have constitutions, and all citizens have equal rights and responsibilities as set forth in both the state and U.S. Constitution. Students will define the rule of law as it applies to individuals, family, school, and local, state, and national governments. Students will recognize and evaluate the shared ideals in the United States, such as the right to vote and freedom of religion and speech.

Ideas	rights and responsibilities, common good, constitution, civic duty, branches of government (legislative, judicial, executive)
People/Roles	governor, senator, representative, citizen, president
Places/Institutions	capitol, capital, Topeka, student's city and county
Events	jury duty, community service, elections

Skills

- Demonstrate cooperation and compromise in roles of leadership and participation
- Exhibit good citizenship skills, such as, showing respect, being responsible, having a positive attitude, exercising self-discipline, and engaging in conflict resolution.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly. (KCCRS SL.4.1)
- Follow agreed-upon rules for discussions and carry out assigned roles. (KCCRS SL.4.1b)

Sample Compelling Questions

- What are the consequences of people being good citizens? (Standard 1)
- How does the Kansas Constitution protect the rights of the citizens of Kansas? (Standard 2)
- Why did the authors of the U.S. Constitution say "We the people?" (Standard 3)
- How have the rights of citizens changed since Kansas became a state? (Standard 4)
- How does a citizen effect change in government? (Standard 5)

Geography (G)

In this unit students will investigate settlement patterns to draw conclusions about a sense of place, first in Kansas, and then in relation to five geographic regions in the United States. Students will compare and contrast the Kansa with one prominent tribe from each of five geographic regions in the United States in the context of their geographic, cultural, political, and social characteristics. Then students will recognize and evaluate the importance of a prominent immigrant group to Kansas. They will examine the causes and consequences of the immigrant group's choice of settlement location, investigate its economic and cultural contributions to Kansas, and compare that Kansas settlement with immigrant settlements in other regions of the United States. Students will investigate the human characteristics of Kansas and regions of the United States, such as languages, customs, economic activities, and food.

In this unit 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 about people, places, and environments. They will identify major landforms and bodies of water in Kansas, regions of the United States, and the world. Students will identify and compare the climate and ecosystems of eastern to western Kansas and to the regions of the United States. They will draw conclusions about the conditions that determine the location of human activities, such as population centers, resources, and transportation. Students will analyze natural resource challenges and draw conclusions about the solutions people have developed as they use renewable and non-renewable resources.

Ideas

customs, culture, climate, latitude, longitude, absolute location

People/Roles

Kansa, Kansas immigrant groups (e.g., African-American, Cambodian, Croatian, Czechoslovakian, English, French, German, German-Russian, Laotian, Mexican, Serbian, Swedish, Vietnamese)

Places/Institutions	political (e.g., state lines, boundaries, capitals) v. physical features (e.g., mountains, plains, rivers), ecosystems
----------------------------	--

Events	immigration, migration
---------------	------------------------

Skills

- Read various types of maps for grid systems, symbols, legends, scales, compass rose, cardinal directions, longitude, latitude, and hemisphere
- Use data source as a tool (graphs, charts, tables)
- Find absolute and relative location
- Demonstrate mental mapping skills

Sample Compelling Questions

- Why do people choose to leave their homeland to move to Kansas/another region in the United States and what are the consequences? (Standard 1)
- How do people decide who has the right to use renewable and non-renewable natural resources? (Standard 2)
- Why is the population of Kansas and the United States so diverse? (Standard 3)
- How has the population of Kansas and the United States changed over time? (Standard 4)
- How does the physical environment influence the way people live? (Standard 5)

Economic (E)

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 another region and draw conclusions about these choices. Students will examine how natural, capital, and human resources are used in the production of goods and services. 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 will trace the production, distribution, and consumption of a particular good in the state and regions. Students will describe how a market economy works in the United States and consider the role of the government in the market economy.

Ideas	supply and demand, economic specialization, market economy, opportunity cost, scarcity, choices, trade, resources (natural, capital, human)
--------------	---

People/Roles	consumer, producer, saver, investor, entrepreneur
---------------------	---

Places/Institutions	Kansas, regions (Northeast, Plains, Southeast, West, Northwest)
----------------------------	---

Events	production of goods and services
---------------	----------------------------------

Skills

- Explain the production, distribution, and consumption of a product
- Determine opportunity cost decisions in different regions

- Define characteristics of a market economy (e.g., private property rights, voluntary exchange, and competitions among buyers and sellers).
- Define goods, services, consumers, economy, cost/benefit

Sample Compelling Questions

- How does the availability of natural resources result in different economic choices across Kansas and regions of the United States? (Standard 1)
- What are the rights and responsibilities of workers to employers and vice versa? (Standard 2)
- Why do Kansas and the United States have a market economy? (Standard 3)
- How has the production of goods and services changed in Kansas over time? (Standard 4)
- How do goods produced in Kansas impact the lives of people in other regions of the United States? (Standard 5)

5th

A New Nation: Beginnings through 1800

The fifth-grade course of study begins with the introduction of people and lands before European exploration. Students use their understanding of social studies concepts and cause-and-effect relationships to study the development of America through the establishment of the United States as a new nation. By applying what they know from civics, economics and geography, and a developing sense of history, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Societies of the North America: Lands and People: Ancient—1400s
- Exploration and Conflict: 1000s–1600s
- Colonization: 1600s–1760s
- The Road to Independence: 1750s–1770s
- The American Revolution: 1770s–1780s
- Building a New Nation: 1770s–1790s

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of this early American history course at fifth grade.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach history in fifth grade social studies, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of basic social studies concepts such as economics, cultural and physical geography, civics/government, and history. They should have experience with the *Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

This course should build on prior student learning of the basic concepts of social studies. This should include the locations of the western hemisphere and North America, and more specifically, the regions and states of the United States. Students should be able to apply the concepts of significant people, ideas, and events to the study of early America. They should be familiar with economic concepts such as supply and demand, opportunity costs, production of goods and services, and the use of natural, capital, and human resources. Students should have an understanding of civics concepts, which include the roles, rights, and responsibilities of a member/citizen of a family, school, Kansas and the United States.

Connecting with Future Learning

In sixth grade, students will learn about many of the same social, political, and economic concepts introduced in fifth grade but applied to a different geographic region and culture. Foundational knowledge and skills taught in fifth grade are essential for success in middle school. Recurring themes are: the expanding role of the federal government, the continuing tension between the individual and the state and between minority rights and majority power, the conflict over slavery, push/pull factors of immigration, and the contentious interaction with American Indians.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem

as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about the Founding Fathers without also learning about Alexander Hamilton and Thomas Jefferson so they do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

Societies of North America: Lands and People: Ancient—1400s

In this unit, students consider the diversity of the various American Indian nations in what is today the United States and their unique experiences before European exploration. This will include their locations, populations, and cultural identities. Students should analyze the impact of these nations on American society.

Ideas	migration, civilizations, shelter, culture, cultural groups, beliefs, archaeology, pre-Columbian societies of North America
People/Roles	Anasazi/Pueblo, Mississippian (Mound Builders), Chinook, Iroquois League, Sioux, hunter-gatherers, early farmers
Places/Institutions	North America, Mississippi River Valley, Great Plains, Rocky Mountains, Woodland, Northwest coast, Southeast
Events	origin stories

Sample Compelling Questions

- How do people decide where to live? (Standard 1)
- What were the rights and responsibilities of men and women in an American Indian cultural group? (Standard 2)
- How were American Indian cultural groups shaped by beliefs and ideas? (Standard 3)
- What causes people to change the way they live? (Standard 4)
- Why were natural resources a common cause of conflict among American Indian cultural groups? (Standard 5)

Exploration and Conflict: 1000s–1600s

This period begins with the encounters between American Indians and European explorers. During this unit students will concentrate on the causes and conflict associated with the exploration and settlement of North America. Students will analyze the competing interests of European nations and their American Indian counterparts.

Ideas	technology, exploration, European search for wealth and resources, trade, Imperialism, conflict, conquest, exploitation, Northwest Passage, Columbian Exchange, spread of Christianity
People/Roles	Christopher Columbus, Hernando de Soto, Leif Eriksson, Henry Hudson, Francisco Coronado, conquistadors, Alvar Nuñez Cabeza de Vaca and Estevanico, Juan Ponce de Leon

Places/Institutions	Spain, France, Netherlands, North America, Mississippi River, Spanish North America
Events	Spanish mission system, Spanish introduction of the horse, establishment of St. Augustine, importation of slaves, charters, establishment of Jamestown

Sample Compelling Questions:

- What were the choices and consequences of exploration? (Standard 1)
- What were the perceived rights of the explorers and how did they impact the rights of the American Indians? (Standard 2)
- How did beliefs of American Indians contrast with those of Europeans? (Standard 3)
- What changes to the people and land of North America were brought about by European contact? (Standard 4)
- In what ways did early European settlements differ? (Standard 5)

Colonization: 1600s–1760s

This period of history focuses on the establishment, growth, and distinctive qualities of the various colonies. This includes the marked regional, political, social, and economic differences between the New England, Middle, and Southern colonies. Students should examine how these differences shaped the individuality of these colonies.

Ideas	wealth and resources, indentured and involuntary servitude/slavery, trade, religious freedom, governing, salutary neglect, social and gender issues, aristocracy
People/Roles	Sir Walter Raleigh, Pilgrims, Roger Williams, King George III, Anne Hutchinson, Puritans, Quakers, Peter Stuyvesant, William Penn
Places/Institutions	thirteen original colonies, Atlantic Ocean, New England colonies, Middle colonies, Southern colonies, West Africa, Great Britain
Events	charter, development of agriculture based economy, slavery, Mayflower Compact, English Bill of Rights, Triangular Trade Route, Great Awakening, Middle Passage, charter system

Sample Compelling Questions

- What were the consequences of colonizing the New World? (Standard 1)
- Why might individuals agree to give up their rights to become indentured servants in the New World? (Standard 2)
- How has Puritanism shaped American values? (Standard 3)
- What critical factors led to the relative success of Massachusetts Bay Colony and the relative failures of Roanoke and Jamestown? (Standard 4)

- How did geography affect the development of Colonial America? (Standard 5)

The Road to Independence: 1750s–1770s

The period leading up to the Declaration of Independence is shaped by Enlightenment ideas, geography, and conflict. The Enlightenment ideas should be studied for their influence on individual and natural rights of citizens. The geographic separation of the colonies from the English Crown by the Atlantic Ocean allowed for the free flow of these revolutionary, and at times radical, ideas. Conflicts abounded in this period from within and without. Students should examine how the Enlightenment ideas, economics, conflicts, and geography come together in the Declaration of Independence and ultimately the American Revolution.

Ideas	taxation without representation, independence, alliance, natural rights, Enlightenment, monarchy
People/Roles	Pontiac, King George III, Founding Fathers, Patrick Henry, Samuel Adams
Places/Institutions	Boston, New York, Philadelphia, Canada, Atlantic Ocean
Events	Boston Tea Party, Boston Massacre, Stamp Act, Sugar Act, Townshend Acts, Intolerable Acts, French and Indian War, Enlightenment, Proclamation of 1763

Sample Compelling Questions

- What were the consequences of colonists resisting British policies? (Standard 1)
- How were the rights of colonists different from those of citizens living in Britain? (Standard 2)
- How did the Enlightenment shape the idea of government in the American colonies? (Standard 3)
- How did the French and Indian War change the relationship between colonists, American Indians, and the British government? (Standard 4)
- How did the deteriorating relationship between Great Britain and the American colonies impact both countries? (Standard 5)

The American Revolution: 1770s–1780s

The American Revolution cast a vision for a nation founded upon revolutionary ideas. The British attempts to regain its colonies are consistent with the actions of a sovereign nation. The American Revolution should be studied for a variety of reasons. Among these include efforts to organize a government based on these ideas, the hardships and successes faced by the revolutionary army, the effects of the revolution on the home front, and the global context of the American Revolution.

Ideas	independence, self-government, freedom, liberty, equality, revolution
People/Roles	Loyalists, Patriots, Minutemen, Redcoats, Francis Marion, Continental Army, Benedict Arnold, Ben Franklin, King George III, Abigail Adams, James Forten

Places/Institutions	Lexington and Concord, Saratoga, Bunker Hill, Yorktown, Paris, France, London, England, First and Second Continental Congresses
Events	Declaration of Independence, First and Second Continental Congresses, <i>Common Sense</i> , Treaty of Paris, “Shot heard round the world”

Sample Compelling Questions

- How did people decide to be a Tory or a rebel? (Standard 1)
- What is revolutionary about the rights laid out in the Declaration of Independence? (Standard 2)
- How did the Revolution affect average citizens of the colonies? (Standard 3)
- How did winning the Revolutionary War create revolutionary changes in America? (Standard 4)
- What was the relationship between the states during and after the Revolution? (Standard 5)

Building a New Nation: 1770s–1790s

The post-revolutionary period in the United States is a critical moment in U.S. history. During this era the American Experiment goes through a period of refinement while dealing with the difficulties faced by the new nation.

Ideas	individual rights, limited government, separation of powers, checks and balances, federalism, slavery, suffrage, religious freedom, states’ rights
People/Roles	Founding Fathers, Federalists, Anti-Federalists, president, representative, senator, judge, George Washington’s administration, Elizabeth Freeman, Phillis Wheatley
Places/Institution	Philadelphia, Northwest Territory, Kentucky, District of Columbia
Events	Articles of Confederation, Constitutional Convention, Constitution, Bill of Rights, Shays’ Rebellion, Great Compromise, Three-Fifths Compromise

Sample Compelling Questions

- What were the choices and consequences faced by the writers of the Constitution over the issue of slavery? (Standard 1)
- How does the Bill of Rights affect individuals today? (Standard 2)
- In what ways did the Constitution protect the rights of U.S. citizens better than the Articles of Confederation? (Standard 3)
- What were the most significant changes in the nation after the Constitution was ratified? (Standard 4)

- Is limited government an effective and efficient system? (Standard 5)

Fifth Grade Skills:

In grades K-4 the skills are discipline-specific and are located within each discipline section of the respective document. Fifth grade is a transition year to teaching social studies as an integrated course with history being the focus. Although students in grades K-4 have been introduced to primary sources, in fifth grade they should begin to apply the principles of interpretation in their work. The skills listed below include direct references from the Kansas Common Core for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards (KCCS).

Evaluation of Historical Evidence Skills:

1. Sourcing. Consider who wrote a document as well as the circumstances of its creation.
2. Contextualization. Locate a document in time and place, and understand how these factors shape its content.
3. Close reading. Examine the author's claims and evaluate the evidence used by the author to support those claims.
4. Corroboration. Consider details across multiple sources to determine points of agreement and disagreement.
5. Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text (KCCRS RI.5.1)
6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical...text based on specific information in the text. (KCCRS RI.5.3)
7. Determine the meaning of general academic and domain-specific words and phrases in a text. (KCCRS RI.5.4)
8. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. (KCCRS RI.5.6)
9. Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (KCCRS RI.5.9)
10. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (KCCRS W.5.7)
11. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources (KCCRS W.5.8)
12. Draw evidence from literary or informational text to support analysis, reflection, and research. (KCCRS W.5.9)

Geography Skills which apply to human (cultural) and natural (physical) systems:

1. Ask geographic questions such as spatial distributions, place, location, and scale.
2. Acquire geographic information from sources such as primary and secondary sources, photographs, observation, maps, etc.
3. Organize geographic information using a variety of methods including maps, graphs, diagrams, tables, charts, etc.
4. Analyze geographic information to seek patterns, infer relationships, make predictions, make inferences, evaluate bias, and synthesize information.
5. Answer geographic questions to construct knowledge and connect to the real world.

Economic Skills:

1. Ask economic questions about choices and consequences, incentives, and voluntary exchange.
2. Acquire economic information from sources such as primary and secondary sources, surveys, reference material and observation.
3. Analyze economic information using a variety of methods including diagrams, charts, graphs, and tables.
4. Answer economic questions by presenting economic information in oral and written reports and through charts and diagrams.
5. Exhibit decision making based on an understanding of consequences and cost/benefit.

Civics Skills:

1. Use criteria to make judgments about the strengths and weaknesses of a position on an issue.
2. Use criteria to arrive and defend a position that you can support.
3. Adhere to the fundamental principles of common good and justice for all.
4. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners, building on others' ideas and expressing your own clearly. (KCCRS SL.5.1)

6th

Ancient World History

The Ancient World History course covers the time period from the birth of the river civilizations of Mesopotamia, Egypt, India, and China to the Middle Ages in Europe. Students will examine the impact of geography on the development of civilizations. The course will include a discussion of characteristics of civilizations including the development of agriculture, governments, division of labor, social hierarchies, and culture. Students will focus on causes, effects, and turning points in the rise and fall of various civilizations. They will investigate major religions including Judaism, Hinduism, Buddhism, Christianity, and Islam and their impact on governments, society, and culture. The course will include an examination of the spread and transformation of culture and ideas across these regions through trade and conquest. Students will draw conclusions about the significance of various civilizations and their connection to events, ideas, and culture today. The course 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Early River Civilizations
- Ancient Greece
- Ancient Rome
- African Civilizations and the Islamic World
- Asian Empires
- Early Americas
- Middle Ages in Europe

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of Kindergarten.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

As they prepare to teach Kansas History in seventh grade social studies course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of social studies concepts related to geography, economics, and civics/government through their studies in elementary grades. Students will build on their understanding of history as a discipline from their study of American history in fifth grade by applying this understanding to the content of Ancient World History. They should have experience with the *Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

Connecting with Future Learning

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

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about the manor system in the Middle Ages period without also learning about the class system involved, so serfs, knights, and vassals do not appear in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

Early River Civilizations (approx. 7000 BCE –approx. 500 CE)

In this unit students will begin with a brief overview of the developments, particularly in agriculture, necessary for the beginnings of what are defined as “civilizations.” Students will explore the concept and attributes of civilizations. They will analyze the impact of geographic location and resources in terms of water and rivers on the development of early civilizations. Students will compare and contrast the government, culture, and ideas of Mesopotamia and the Fertile Crescent, Egypt, China, and India. Students will trace the development of city-states and early government. They will investigate the causes and consequences of the rise and decline of empires through conquest and expansion. They will examine the growth and effects of barter and trade across these regions, including the diffusion of cultures and ideas. Students will compare and contrast polytheism and monotheism and analyze the impact of religion on the early river civilizations.

Mesopotamia

Ideas	civilization, division of labor, empire, polytheism, social hierarchy, architecture, alphabet, imports, exports, monotheism, Judaism, Ten Commandments, Fertile Crescent
People/Roles	Nebuchadnezzar, Assyrians, Phoenicians, monarch, Abraham, Moses
Places/Institutions	Tigris, Euphrates, Fertile Crescent, Sumer, Babylon, Phoenicia, Mediterranean Sea
Events	development of city-states, wheels, Epic of Gilgamesh, Hammurabi’s Code, chariot, Exodus

Egypt

Ideas	afterlife, mummies, hieroglyphics, theocracy
People/Roles	Ramses the Great, King Tutankhamen, Queen Hatshepsut, pharaoh, dynasty, nobles, Akhenaten
Places/Institutions	delta, cataracts, pyramids, Nile, Upper Egypt, Lower Egypt, temples (sphinxes, obelisks), Kush, Nubia

	Events	Old Kingdom, Middle Kingdom, New Kingdom, Rosetta Stone, papyrus
India		
	Ideas	Hinduism, caste system, reincarnation, karma, Buddhism, Four Noble Truths, nirvana
	People/Roles	Aryans, Siddhartha Gautama (Buddha), Gupta, Asoka
	Places/Institutions	subcontinent, Indus, Mohenjo Daro
	Events	Mauryan Empire, Gupta dynasty, metallurgy, inoculation, astronomy, Hindu-Arabic numerals
China		
	Ideas	Confucianism, Daoism, Legalism, diffusion of Buddhism, dynasty
	People/Roles	Confucius, Shi Huangdi
	Places/Institutions	Huang He River, Yangzi River, Great Wall, Silk Road
	Events	Shang Dynasty, Zhou Dynasty, Qin Dynasty, Han Dynasty, acupuncture, seismograph

Sample Compelling Questions

- Why did Siddhartha Gautama decide to leave his home and what was the result of that decision? (Standard 1)
- How did Hammurabi's Code affect the rights and responsibilities of the citizens of Babylon? (Standard 2)
- How did the beliefs of Brahmanism and Hinduism impact Indian society? (Standard 3)
- What are some of the differences between the Shang, and Zhou dynasties? (Standard 4)
- How did geography influence the development of early river civilizations? (Standard 5)

Ancient Greece (approx. 2000 BCE – approx. 70 CE)

In this unit students will recognize the beliefs and ideas of the ancient Greeks as the foundation of western ideas that shape the world today. Students will recognize and evaluate the role of geography in shaping Greek civilization. They will trace the development of city-states in Greece and compare and contrast Sparta and Athens in terms of the rights and responsibilities of citizens. Students will examine the influence of Greek mythology, literature, philosophy, and architecture on the modern world. They will analyze continuity and change in the context of the growth of the Persian Empire, and the empire of Alexander the Great. Students will explore the spread of the Hellenistic culture during the reign of Alexander the Great.

Ideas	classical age, direct democracy, representative democracy, philosophy, Greek architecture (columns), oligarchy, mythology, Hellenistic culture, Greek Theater, Olympics
--------------	---

People/Roles	Minoans, Mycenaeans, Pericles, Aesop, Homer, Cyrus the Great, Socrates, Plato, Aristotle, Alexander the Great, Euclid, Hippocrates, Philip II
Places/Institutions	Acropolis, Sparta, Athens, Persia, Macedonia, Syria, Alexandria, polis
Events	Trojan War, Persian Wars, Peloponnesian War, Empire of Alexander the Great

Sample Compelling Questions

- How did Spartan values impact the education of boys? (Standard 1)
- How were the rights and responsibilities of citizens the same and different in Athens and Sparta? (Standard 2)
- How do Greek myths and literature still influence our world today? (Standard 3)
- How did Alexander the Great change the lands he conquered? (Standard 4)
- How did the geography of Greece both help and hinder its development? (Standard 5)

Ancient Rome (approx. 753 BCE – approx. 1453 CE)

In this unit students will trace the rise and fall of the Roman Republic and the Roman Empire and recognize the differences between the two. Students will examine the enduring achievements of the Romans in engineering, architecture and government. They will examine the origins of Christianity and its impact as it spread throughout the Roman Empire. They will understand how the Pax Romana shaped the world at the time. Students will understand the connections between economics, military, and engineering and how they worked together to shape the world. They will analyze how economic choices and corruption led to loss of government stability and the eventual decline of the Roman Empire.

Ideas	republic, dictatorship, patricians/plebeians, consul, senate, veto, Latin, Roman engineering, roads, civil law, Judaism, Messiah, Christianity, Christian Bible
People/Roles	Romulus & Remus, Virgil, Hannibal, Spartacus, Cicero, Julius Caesar, Jesus of Nazareth, 1 st and 2 nd Triumvirate, Mark Anthony, Augustus, Constantine, Attila, Justinian & Theodora
Places/Institutions	Forum, Carthage, Gaul, Roman Empire, Italy, Constantinople, Byzantine Empire
Events	Law of the Twelve Tables, Punic Wars, Pax Romana, spread of Christianity, division of Rome, fall of Rome

Sample Compelling Questions

- How did Rome's expansion affect trade? (Standard 1)
- How did changing views on freedom of worship in the Roman Empire affect the spread of Christianity? (Standard 2)

- What ideas from the government in the Roman Republic influenced the government of the United States? (Standard 3)
- How do Roman accomplishments continue to impact our lives today? (Standard 4)
- How did Rome's location on the Mediterranean affect its growth into a world power? (Standard 5)

African Civilizations and the Islamic World (approx. 500 BCE – approx. 1500 CE)

In this unit students will explore the impact and accomplishments of the early empires of West Africa. They will examine the role of trade, particularly in West Africa's resources of gold and iron, in connecting people, cultures, and ideas. Students will analyze the factors leading to decline in early African empires. They will explore the impact of geography and climate on the culture and development of civilizations in Africa. Students will examine the origins of Islam in Southwest Asia. They will trace the expansion of Islam and its role in preserving intellectual and cultural traditions while acting as a bridge between eastern and western worlds. Students will analyze the role of trade in the spread of Islamic beliefs. Students will investigate Islamic contributions in art, architecture, science, and mathematics.

Ideas	extended family, animism, overgrazing, oral history, caravan, migratory people, prophet, Qur'an, pilgrimage, jihad, minaret, Five Pillars of Islam
People/Roles	Mansa Musa, Askia the Great, caliph, Janissaries, Suleyman the Magnificent, Shia, Sunni, Ibn Battutah, Omar Khayyam, Muhammad
Places/Institutions	Niger River, Sahara, Ghana, Mali, Morocco, mosque, Arabia, Baghdad, Cordoba, Timbuktu
Events	Muhammad's journey from Medina to Mecca, travels of Mansa Musa, Songhai kingdom, Great Zimbabwe

Sample Compelling Questions

- How did choices about how trade was conducted affect the wealth of Ghana? (Standard 1)
- What role did village society play in defining rights and responsibilities in early West African communities? (Standard 2)
- How are Islam, Christianity, and Judaism similar and different? (Standard 3)
- How do Muslim ideas in math and medicine still influence the world today? (Standard 4)
- How did geography affect culture and trade in West Africa? (Standard 5)

Asian Empires (approx. 500 CE – approx. 1600 CE)

In this unit students will compare and contrast the strengths and weaknesses of China's dynasties. They will investigate new inventions and technology in China and their impact on society. They will investigate the growth of Buddhism and its increasing influence on life in China during the Sui and Tang dynasties. Students will analyze the impact of trade on China and other nations, including their exports of tea, rice, silk, spices, and jade. They will examine the influence of Confucianism on the government. Students will evaluate dynastic cycles in China.

In this unit students will recognize the role of geography in impacting life in Japan, from developing a unique culture because of its isolation as an island to its reliance on seafood. They will recognize the influence of China and Korea on Japanese culture. Students will analyze the Shogunate in Japan after 1100. They will recognize the decline of central power in Japan after the Mongol invasions of the 13th century.

China

Ideas	rice culture, growth of cities, porcelain, Neo-Confucianism, civil service, examination system
People/Roles	Empress Wu, Genghis Khan, Kublai Khan
Places/Institutions	Korea, Japan, Mongolia
Events	Tang Dynasty, Song Dynasty, invention of gunpowder, woodblock printing, perfection of compass, Mongol Conquest

Japan

Ideas	Shinto, calligraphy, Noh, Zen Buddhism, Heian literature, tea ceremony, and pure Land Buddhism, Bushido
People/Roles	Prince Shotoku, Lady Murasaki Shikibu, daimyo, samurai, shogun
Places/Institutions	Kamakura, Heian-kyo
Events	Kamakura shogunate, Mongol invasion

Sample Compelling Questions

- How did the creation of an imperial court in Heian influence the growth of the arts in Japan? (Standard 1)
- How did concepts of political power in Japan change over time? (Standard 2)
- How did Confucian ideas influence government during the Song dynasty? (Standard 3)
- How did the Mongol conquest change China? (Standard 4)
- How did advancements in agriculture advance Chinese civilization? (Standard 5)

Early Americas (approx. 500 BCE – approx. 537 CE)

In this unit students will compare and contrast the civilizations of the Mayas, Aztecs, and Incas in the Americas. Students will examine the impact of geography on the culture and way of life of these civilizations. They will investigate religion, family and social structure, government, trade, and innovations of the Mayas, Aztecs, and Incas. They will examine the causes of the decline and conquest of these civilizations.

Ideas	maize, observatories, calendars
--------------	---------------------------------

People/Roles	Moctezuma II, conquistadors, Hernan Cortes, Pachacuti, Atahualpa, Francisco Pizarro
Places/Institution	Mesoamerica, Lake Texcoco, Mexico, Tenochtitlan, Andes, Machu Picchu
Events	Classic Age of Mayan civilization, Cortes conquers Aztecs, Inca Empire, Pizarro conquers the Incas

Sample Compelling Questions

- How did trade impact Mayan civilization? (Standard 1)
- How did the Incas use central rule to control the vast Incan empire? (Standard 2)
- How did religion impact Mayan culture? (Standard 3)
- What events led to the end of the Incan empire? (Standard 4)
- How did the Aztecs address the geographic challenges of building Tenochtitlan? (Standard 5)

Middle Ages in Europe

In this unit students will recognize the influence of the Christian church on the small kingdoms of Europe after the fall of the Roman Empire. They will investigate the invasion of Europe by Muslims, Magyars, and Vikings. Students will examine the conflicts between religious and political leaders and how they shaped society and culture. Students will draw conclusions about the causes and effects of the Crusades. They 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.

Ideas	Crusades, medieval, missionaries, feudalism, chivalry, growth of towns and trade, Parliament, excommunicate
People/Roles	St. Patrick, monks and friars, Pope, Benedict, Charlemagne, William the Conqueror, Eleanor of Aquitaine, Thomas Aquinas, Pope Urban I, Saladin, King Richard I, St. Francis of Assisi
Places/Institutions	Rome, Britain, Ireland, monasteries, Gaul (France), Holy Roman Empire, Holy Land, Spain
Events	Battle of Hastings, Crusades, Magna Carta, Hundred Years War, Black Death, Reconquista, Gothic architecture

Sample Compelling Questions

- How did the attempts to retake the Holy Land from the Muslims through the Crusades impact Europe and the Middle East? (Standard 1)
- How did feudalism define the rights and responsibilities between lords and vassals? (Standard 2)
- How did Christianity influence education in the Middle Ages? (Standard 3)
- What factors led to the growth of medieval towns in Europe? (Standard 4)
- What effect did the bubonic plague have in Europe? (Standard 5)

7th

Geography

The Geography course in the seventh grade should familiarize students with their world using the Essential Elements and Geography Themes. 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 should be given to the most essential skills and knowledge of the discipline. Instruction should feature examples from a variety of geographic regions. The course 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. Students are able to apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of geography rather than simple acquisition of content knowledge.

- Introduction to Geography
- Physical Geography: The Earth and Landforms
- Physical Geography: Physical Systems
- Human Geography: Culture
- Human Geography: Government, Economics, and Religion
- Human Interactions with the Earth and Environment

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the Geography course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of geography rather than simple acquisition of content knowledge.

As they prepare to teach U.S. History in seventh grade geography course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education and *Geography for Life: National Geography Standards, Second Edition* from the National Council for Geographic Education (NCGE).

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 U.S. They should be familiar with U.S. History prior to 1800 and Ancient and Medieval Civilizations. They should have experience with the “Best Practices and Literacy Expectations” and should be aware of the discipline’s ways of thinking or *habits of mind*.

Connecting with Future Learning

Students will be asked to link their understanding of geography with events in future integrated courses such as World and U.S. History. This understanding will provide needed background knowledge in other courses such as literature, science and other technical subjects. The skills and content taught at this grade level may be used as background and prior knowledge for future pursuits in geography. Critical components of their experience in seventh grade geography should include reading, writing, and speaking about geography. Students should become familiar with specific *habits of mind* that make up the 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.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of American history would include, but not be limited to, the following as part of a high-quality seventh grade instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about the continents, without also learning about North America; so North America does not appear in this outline. Teachers may amend this outline in a way that best fits the needs of their students. This also means that the outline should be amended in ways that best fits the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Introduction to Geography

In this unit students should address geographic elements and themes, 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. In this unit students should be introduced to existing and emerging technologies in geography. Students should be able to analyze the characteristics of physical and human geography and apply this analysis to their world.

Branches of Geography	physical geography, human geography
Essential Elements	the world in spatial terms, places and regions, physical systems, human systems, environment and society, the uses of geography, the five themes of geography
Tools of Geography	mapping, absolute location, relative location, technology of geography, spatial organization

Sample Compelling Questions

- What must a cartographer consider when making a map? (Standard 1)
- How might the rights of people be affected by geography? (Standard 2)
- How did differing ideas about the earth's geography impact development? (Standard 3)
- How have absolute and relative location changed over time? (Standard 4)
- What is the dynamic relationship between physical and human geography? (Standard 5)

Physical Geography: Physical Features

In this unit students should be introduced to physical geography with a concentration on physical features. Students should be able to analyze the characteristics of physical geography and apply this analysis to their world. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world.

The Earth	surface forces, physical features that create regions, uses of physical geography, Earth's structure, subterranean forces, plate tectonics theory, Ring of Fire
Water	importance of water, the water cycle, supply and scarcity, water as a resource
Climate	factors of weather and climate, major climate zones, climate change within regions, plant and animal life

Sample Compelling Questions

- What is the impact of physical systems on choices people make on where they live? (Standard 1)
- In what ways does scarcity of resources impact the rights of citizens in a region? (Standard 2)
- How do ideas and beliefs about resources impact the daily lives of people in a given region? (Standard 3)
- How might the current physical and ecological processes impact Earth and its' inhabitants in the future? (Standard 4)
- How do surface forces and weather impact other physical systems? (Standard 5)

Physical Geography: Physical Systems

This unit may have significant overlap with science instruction grades 6—8. Collaboration and coordination of curricular design with science is recommended.

In this unit students should be introduced to physical geography with a concentration on physical systems. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of physical geography and apply this analysis to their world.

The Earth in Space	orbit, rotation, revolution, sun, planets, seasons
Natural Environments	distribution of ecosystems, forest, desert, grassland, mountain, aquatic
Resources	natural, renewable, non-renewable, patterns of resources, scarcity and abundance of resources, energy

Sample Compelling Questions

- What would be the consequences of a different earth orbit, rotation, revolution? (Standard 1)
- In what ways are there global responsibilities for managing the physical environment? (Standard 2)
- In what ways might beliefs and ideas about energy impact the world's resources? (Standard 3)

- How are the physical systems changing? (Standard 4)
- What factors contribute to creation of various ecosystems? (Standard 5)

Human Geography: Culture

In this unit students should be introduced to human geography with a concentration on culture. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world.

Development of Culture	traits, culture groups, language, food, customs, religion, traditions, history, ways of life
Cultural Regions	race, religion, ethnicities, languages, custom and tradition, cultural diversity, multiculturalism, cultural change and diffusion
Population	population patterns, distribution, density, urban, rural, population growth, demographics, movement, immigration, migration

Sample Compelling Questions

- What types of choices influence the development of a culture? (Standard 1)
- How are rights defined within a culture? (Standard 2)
- How does the diversity within a region impact its cultural development? (Standard 3)
- What are the most critical factors in bringing about cultural change? (Standard 4)
- What is the impact of climate and resources on culture? (Standard 5)

Human Geography: Government, Economics, and Religion

In this unit students should be introduced to human geography with a concentration on government, economics, and religion. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze these characteristics of human geography and apply this analysis to their world.

Political Systems	democracies, monarchies, dictatorships, oligarchies, military states
Economic Systems	traditional, command, market, mixed market, communism, socialism, developed, developing, and emerging economies
Religions	role of religious beliefs, impact of religion on development, Buddhism, Christianity, Hinduism, Islam, Judaism, etc.

Sample Compelling Questions

- How do religious and economic choices affect a region's political systems? (Standard 1)
- What role do individual rights play in political, economic, and religious systems? (Standard 2)
- How do political, economic, and/or religious beliefs shape a culture? (Standard 3)
- What system would be easiest to change: political, economic, or religious? (Standard 4)
- What tension exists between political, economic, and religious systems with in a culture? (Standard 5)

Human Impact on the Earth and Physical Systems

In this unit students should be introduced to physical and human geography with a concentration on interconnectedness and interaction between human and physical systems and implications of those relationships. Students should address geographic elements and themes, the National Geography standards, and the NCSS Thematic strands. In addition, students should interpret various types of geographic information and how geographers look at the world. Students should be able to analyze the characteristics of culture and apply this analysis to their world.

Interconnectedness	significance of physical systems in supporting life, relationships between physical and human systems, human system impact on physical systems
Interaction	adaptation, industrialization, technology, energy, resources, consumption, production, waste
Implication	human adaptation, changing the physical environment, pollution, climate change, globalization

Sample Compelling Questions

- What are the critical factors on people's decisions on where to live and work? (Standard 1)
- What are the responsibilities of land ownership and management? (Standard 2)
- How will current ideas about resource management impact the world of the future? (Standard 3)
- What critical changes are required to improve the health of the planet? (Standard 4)
- In what ways does change in world population impact the geographic landscape? (Standard 5)

7th

Kansas History

The Kansas History course begins with a study of archaic native inhabitants of the land that was to become Kansas. The course will cover major events, individuals, groups, innovations, and movements from pre-historic days to the present. The course should seek to build a connection or relationship between the student and the state. The course 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Early Peoples, Exploration, and Drawing Boundaries (7000 BCE – 1854 CE)
- Statehood and the Civil War (1854 – 1865)
- Kansas: To the Stars through Difficulty (1865 – 1890s)
- Progress and Reform (1860s – 1920s)
- Good Times and Bad (1920s – 1940s)
- Kansas and a Changing World (1950's – 2000s)
- Kansas and a Modern World (1970s – Present)

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of Kindergarten.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach Kansas History in 7th grade teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

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. Students learn foundational Kansas history during fourth grade, become familiar with U.S. History prior to 1800 during fifth grade, and Ancient/Medieval civilizations during sixth grade. They should have experience with the *Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

Connecting with Future Learning

Students will be asked in eighth and eleventh grades to link community and state history with events in U. S. History. The skills and content taught at this grade level will be used as background and prior knowledge for future pursuits in the discipline. Critical components of their experience in Kansas History should include reading, writing, and speaking about Kansas History. Students should become familiar with specific *habits of mind* that make up the History/Government/Social Studies disciplines. Students should become familiar with the *Best Practices and Literacy Expectations* so that they can recognize, evaluate, analyze, and investigate Kansas History topics in order to draw conclusions or parallels between those topics and topics that will be studied in eighth grade and high school.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of social studies would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended as a guide for unit design, not as a list of required items, and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. But it would be impossible for students to learn, for example, about Kansas and the Pre-Civil War period without also learning about the President of the United States so neither Franklin Pierce or James Buchanan appears

in this outline. Teachers may amend this outline in ways that best fit the instructional needs of their students.

Early Peoples Exploration, and Drawing Boundaries (7000 BCE—1854 CE)

In this unit, students should consider the variety of peoples and cultures who inhabited what would become Kansas. Students should be asked to consider the reasons for settlement and consider beliefs, ideas, diversity, relationships between various people, relationships between people and their environment, and change over time. The bulk of the time should be spent on the contrasting cultures of early and later arriving groups (emigrant Native American groups, explorers, missionaries, and the military). Evidence from archeology and anthropology should be examined.

Ideas	contrasting cultures, exploration, settlement, adaptation, trade
People/Roles	indigenous American Indians of the Kansas region, emigrant American Indians, Francisco Coronado, Zebulon Pike, William Becknell, Stephen Long
Places/Institutions	Plains, Louisiana Territory, Oregon Trail, Santa Fe Trail, forts, missions
Events	first European contact, Louisiana Purchase, Corps of Discovery, Santa Fe Trail, Oregon Trail, Indian Removal Act, Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act

Sample Compelling Questions

- Why did people choose to live in Kansas? (Standard 1)
- Whose land was it? (Standard 2)
- What beliefs and ideas made it difficult for people to live together? (Standard 3)
- How did life change for the American Indian after the Europeans first arrived? (Standard 4)
- What did it mean when Indian groups were given reservations by treaty? (Standard 5)

Statehood and Civil War (1854—1865)

In this unit, students should investigate the historical context under which the state was settled and the role Kansas played in the Civil War. The students should trace the development of state government from the territorial period through statehood. Students should deal with questions about Popular Sovereignty, slavery, and abolition.

Ideas	popular sovereignty, slavery and abolition, underground railroad, transportation/communication, state constitutions, Free State Movement
People/Roles	Stephen Douglas, Henry Ward Beecher, Abraham Lincoln, John Brown, James Lane, Charles Robinson, Clarina Nichols, Jayhawkers, Border Ruffians, William Quantrill, Charles Sumner, New England Emigrant Aid Society

Places/Institutions	Atchison, Lawrence, Topeka, Lecompton, Doniphan County, Douglas County, Linn County, Osawatomie,
Events	Kansas-Nebraska Act, Bogus legislature, Bleeding Kansas, Pony Express, Civil War, statehood, Battle of Mine Creek, Quantrill's Raid, Order #11

Sample Compelling Questions

- What factors might settlers consider before coming to Kansas? (Standard 1)
- Under what circumstances should individuals fight for the rights of others? (Standard 2)
- Why were beliefs about slavery so important in Kansas history? (Standard 3)
- How and why did social and political atmosphere in the state change during this period? (Standard 4)
- What factors led to a rise in physical violence in the state? (Standard 5)

Kansas: To the Stars through Difficulty (1865—1890s)

In this unit students should consider the impact of frontier forts, railroads, cattle, farming, and immigration on the development of the state's government, economy, and culture. The students should investigate the romantic image of the West and compare and contrast that image with primary source evidence. The students should concentrate on the development of the political, economic, and cultural identity of the state.

Ideas	homesteading, immigration, romantic image of the West, promotion and growth of agriculture, railroads
People/Roles	Buffalo Soldiers, Satanta, Cyrus K. Holliday, Fred Harvey, Joseph McCoy, Exodusters, ethnic and religious immigrants
Places/Institutions	Abilene, Ellsworth, Dodge City, Nicodemus, Topeka, Atchison, Leavenworth, Wichita
Events	Homestead Act, Medicine Lodge Treaty, Sand Creek Massacre, cattle drives, land grant universities

Sample Compelling Questions

- What were the consequences of decisions made when deciding where to build a railroad? (Standard 1)
- How successful was the Civil War in improving minority rights in Kansas? (Standard 2)
- How did ethnic and religious immigrants impact the culture of the state? (Standard 3)
- In what ways did railroads change the political, social, and economic environment of the state? (Standard 4)
- How did cowboys, cow towns, and cattle drives contribute to the romantic image of the West? (Standard 5)

Progress and Reform (1860s—1920s)

In this unit, students should investigate the development of specific industries within the state and critical reform movements. The bulk of the time in this unit should be spent considering the historic, economic, political, and geographic context of these developments and the conditions which existed to inspire these reforms.

Ideas	industrialization, specialization, transportation, communication, prohibition, populism, progressivism, suffrage movements, socialism
People/Roles	Samuel Crumbine, Charles Sheldon, Carry Nation, Mary Lease, Karl Menninger, Walter Chrysler, Walter and Olive Beech, Clyde Cessna, William Allen White, Kate Richards O'Hare
Places/Institutions	Emporia, Medicine Lodge, Girard, Pittsburg
Events	national prohibition, World War I, Legislative War, <i>Appeal to Reason</i> , coal miner strikes, discovery of oil/gas

Sample Compelling Questions

- What are the factors to be considered by workers and employers when considering a strike and its potential consequences? (Standard 1)
- Who should be allowed to vote? (Standard 2)
- How and why did Populism and Socialism gain in popularity during this period? (Standard 3)
- How might one compare prohibition in Kansas to the war on drugs of this generation? (Standard 4)
- What factors gave rise to industry in Kansas? (Standard 5)

Good Times and Bad (1920s—1940s)

In this unit, students should consider the boom and bust nature of the U.S. economy. Investigating the political, economic, and social context under which these conditions existed. Students should investigate the role the state and Kansans played in World War I and II. Students should spend the bulk of their time in this unit considering the causes, conditions, and remedies for the economic distress of the Great Depression.

Ideas	distribution of wealth and resources, agricultural conservation, growth of entertainment
People/Roles	Charles Curtis, Arthur Capper, Langston Hughes, Amelia Earhart, James Naismith, Herbert Hoover, Alf Landon, Dwight Eisenhower, John Stewart Curry
Places/Institutions	Pearl Harbor, Normandy, Germany, Italy, Japan, Lawrence, Topeka, Abilene

Events

Great Depression, World War II, Stock Market Crash, Dust Bowl, New Deal

Sample Compelling Questions

- What choices led to the consequences of the Great Depression in the state? (Standard 1)
- Does the government have a duty to help the needy? (Standard 2)
- In what ways were ideas and beliefs about individualism, pride, and self-sufficiency challenged during this time period? (Standard 3)
- How did Kansas change from 1900 to 1945? (Standard 4)
- What was the relationship between economic recovery in Kansas and war in Europe? (Standard 5)

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

In this unit, students should examine the role of the state as the United States develops as a world leader. Students should evaluate the changing infrastructure of the nation and its impact on Kansas. Students should investigate the impact of the Cold War on Kansas' social, economic, and political development. Students should spend time investigating the idea of civil rights in broad general terms. This unit should include the consideration of the role of Kansas, Kansans, and *Brown v Topeka Board of Education* in advancing civil rights.

Ideas

civil rights, Cold War, Communism, rise of interstate transportation

People/Roles

Oliver Brown, Charles Scott, Thurgood Marshall, Harry Colmery, Gordon Parks, Robert Dole, Nancy Landon Kassebaum, Georgia Neese Clark, Dwight Eisenhower

Places/Institution

Korea, Vietnam, Fort Scott, Topeka, Ogallala Aquifer

Events

popularity of television, Korean War, floods of 1951, *Brown v Topeka Board of Education*, Dockum Drug sit-in, space race, Vietnam, flood control system, interstate highways

Sample Compelling Questions

- How did the decision to participate in the Federal Aid Highway Act of 1956 impact the people of Kansas? (Standard 1)
- In what ways were African Americans getting an inferior education in Topeka public schools? (Standard 2)
- In what ways did beliefs and ideas about race lead to segregation in Kansas? (Standard 3)
- How has the U.S. military presence in Kansas changed over the time period? (Standard 4)
- How was the Kansas economy impacted by Cold War conflicts? (Standard 5)

Kansas and a Modern World (1970s—present)

In this unit, students should examine events leading up to the present and draw a contemporary picture of the state. Students should investigate how the state is positioned for the future, including an

overview of the current state constitution. The bulk of their time should be spent reflecting on the state's history, drawing conclusions about our past, present, and future.

Ideas	globalization, rural depopulation, energy, Kansas economy, Kansas government
People/Roles	Black Bear Bosin, Bill Kurtis, astronauts, Lynette Woodard, Gayle Sayers, Barry Sanders, Jack Kilby, Kathleen Sebelius
Places/Institutions	Wichita, Kansas City, Topeka
Events	current and critical issues

Sample Compelling Questions

- How are important decisions about Kansas' state policies made? (Standard 1)
- What are critical rights issues in the state? (Standard 2)
- How are the beliefs and ideas of Kansans different/similar from other places? (Standard 3)
- What has been the most significant change in Kansas in the last 50 years? (Standard 4)
- What are the most important relationships in Kansas? (Standard 5)

8th

United States History: *Constitutional Age to International Expansion*

The eighth grade course of study begins with a review of the major ideas, issues, and events of the founding of the nation and Constitutional Period. Students will then concentrate on the critical events, people, groups, ideas, and issues of the period from 1800 to 1900 - including Westward expansion, sectionalism, the Civil War, Reconstruction, Populism, and Imperialism. 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Establishing America (1787—1830s)
- Regionalism and Expansion (1800s—1850s)
- March to War (1850s—1861)
- Toward a More Perfect Union (1861—1877)
- The Rise of America (1870s—1900)

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of U.S. History.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach U.S. History in eighth grade, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

From their experience in fifth grade, students should possess a general understanding of the exploration and colonization of North America and the establishment of the United States prior to 1800. They should be familiar with ancient and medieval civilizations from instruction received during 6th grade. They should have experience with the *Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

This course should build on prior student learning with a brief review of the major events and ideas leading to the American War for Independence. This review should also include the Declaration of Independence and the decisions made during the Constitutional Convention with a focus on their impact on the new nation.

Connecting with Future Learning

During their high school United States history class, typically during their junior year, students will study the events, places, people, issues, and themes from 1900 to the present. Foundational knowledge of the 1800s is essential for success in high school. Critical components of their eighth grade experience must include: reading, writing, and communicating about nineteenth-century American history. Students should become familiar with the *Best Practices and Literacy Expectations* so that they can recognize, evaluate, analyze, and investigate nineteenth-century topics in order to draw conclusions or parallels between those topics and topics that will be studied 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; 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.

Instructional Narrative and Content Outline

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of American history would include, but not be limited to, the following as part of a high-quality eighth grade instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items and so was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about the Louisiana Territory without also learning about the explorers of the regions, so Lewis and Clark do not appear in this outline.

This also means that the outline should be amended in ways that best fits the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Establishing America: 1787—1830s

In this unit, students consider the enormous tasks that faced the new nation as well as studying its leaders during this difficult period. The United States had to demonstrate that it could survive as an independent country. Students will recognize and evaluate the changes that occurred with the growth of industry and technology. Americans began moving west during this period affecting the relationship between the United States and other nations and American Indians. Students should investigate and analyze the impact of these changes on American society.

Ideas	Federalism, Bill of Rights, Jacksonian democracy, Industrial Revolution, Market Revolution, growth of executive power, growth of judicial power, Monroe Doctrine, individual freedom, Marshall Court
People/Roles	Founding Fathers, Tecumseh, James Monroe, Andrew Jackson, Phyllis Wheatley, Abigail Adams, Sacagawea, Whigs, Democrats
Places/Institutions	Louisiana Territory, New Orleans, Washington D.C., Philadelphia, Mississippi River, Ohio Valley, Northwest Territories, canals, railroads
Events	three-fifths Compromise, Great Compromise, Louisiana Purchase, exploration, Alien and Sedition Act, War of 1812, Second Great Awakening, Missouri Compromise

Sample Compelling Questions

- What were the most important choices made by the creators of the U.S. Constitution? (Standard 1)

- Why were some living in America given the rights and responsibilities of citizens but others living in America were not? (Standard 2)
- How and why did tensions arise between American Indians and other Americans? (Standard 3)
- How has the definition of citizenship changed over time? (Standard 4)
- How did the size of North America impact the relationship between the American government and its citizens? (Standard 5)

Regionalism and Expansion: 1800s—1850s

This period follows the nation's regional development in the West, Northeast, and South. Students will analyze the influence of the West on the politics, economy, and culture of the nation. The Industrial Revolution in the Northeast during this period had repercussions throughout the nation. Inventions between the turn of the century and 1850 transformed manufacturing, transportation, mining, communications, and agriculture and changed the lives of people. Students should investigate and draw conclusions about these transformations.

During this period, the South veered away from the democratic and reform movements taking place in other parts of the United States. Students will recognize and evaluate the *peculiar institution* of slavery and its dramatic effects on the South's political, social, economic, and cultural development and its relationship with other areas of the United States.

Ideas	Manifest Destiny, western expansion, Second Industrial Revolution, sectionalism and racism, slavery, abolitionism, enslaved person resistance, American Indian resistance, women's rights, immigration, trails, expansion of railroads, Second Great Awakening
People/Roles	Nat Turner, Henry Clay, Brer Rabbit, George Fitzhugh, James Polk, Elizabeth Cady Stanton, Frederick Douglass, Washington Irving, Henry David Thoreau, Edgar Allan Poe, Harriet Jacobs, Maria Ruiz de Burton
Places/Institutions	Texas Republic, Chicago, southern states, northern states, western territories and states, Mexican Cession lands, Liberia
Events	Indian Removal Acts, Nullification Crisis, Mexican-American War, California Gold Rush, Oregon Fever, Underground Railroad, Seneca Falls Convention, growth of technology, spread of agriculture, rise of cities

Sample Compelling Questions

- Why did slavery continue to develop in the South and not in other areas of the United States during this period? (Standard 1)
- How does the rise of Jacksonian democracy during this period affect the rights of American voters in the 21st century? (Standard 2)
- How did the economic ideas of business owners change the lives of workers? (Standard 3)

- How has the idea of women’s rights both changed and remained the same since the mid-1800s? (Standard 4)
- How did the growth of the United States impact the lives of Americans? (Standard 5)

March to War: 1850s—1861

During this unit, students will explore the different points of view that developed during the continued rise of sectionalism and analyze how the failure of compromise eventually led to the Civil War. The institution of slavery and the abolitionist movement should be evaluated in their historical contexts.

The issue of slavery, and its economic impact, became too divisive and led to secession by the Confederate States of America. Students should investigate the challenge to the Constitution and the Union caused by the secession of the Confederate states and their doctrine of nullification.

Ideas	expansion of slavery, abolitionism, enslaved person resistance, secessionism, economic policies, popular sovereignty
People/Roles	Stephen Douglas, Harriet Tubman, Harriet Beecher Stowe, Abraham Lincoln, James Buchanan, John Brown, Charles Sumner, Know Nothings, political parties
Places/Institutions	Lawrence, Kansas; Lecompton, Kansas; Harper’s Ferry; Washington, DC; South Carolina
Events	Wilmot Proviso, election of 1848, Compromise of 1850, Kansas-Nebraska Act, Dred Scott v. Sanford, Lincoln - Douglas Debates, Gadsden Purchase, Fugitive Slave Act, Bleeding Kansas, Civil War, rise of Republican party, establishment of Confederate States of America

Sample Compelling Questions

- Could the Civil War have been prevented? (Standard 1)
- Why would Southerners feel threatened by Lincoln and other Republicans? (Standard 2)
- How did the idea of popular sovereignty impact the lives of those living in Kansas and Missouri? (Standard 3)
- How did the concept of abolitionism change over time? (Standard 4)
- What impact did American geography have on the decision by Confederate states to secede? (Standard 5)

Toward a More Perfect Union: 1861–1877

Students should recognize and evaluate broad Union and Confederate strategy by investigating significant wartime events and battles such as Gettysburg, Antietam, and Sherman’s March to the Sea. Students should also analyze the human meaning of the war by investigating the context of the home front as well as the stories of soldiers, free blacks, enslaved persons, and women involved.

The withdrawal of troops from the former Confederate states following the election of 1876 led to the undermining of progress made by former enslaved persons. The economic and social changes brought

about by Reconstruction are important for students to understand.

Ideas	Unionism, Reconstruction, equality, Jim Crow, total war
People/Roles	Abraham Lincoln, Robert E. Lee, U.S. Grant, Jefferson Davis, Mary Chestnut, Andrew Johnson, Exodusters, Radical Republicans, African American soldiers, Ku Klux Klan, Matthew Brady
Places/Institutions	Fort Sumter, Gettysburg, Antietam, Atlanta, Richmond, Washington DC, Vicksburg, Appomattox, New York City
Events	Civil War, Anaconda Plan, Emancipation Proclamation, draft riots, Gettysburg Address, Lincoln's Second Inaugural Address, 13 th /14 th /15 th Amendments, black codes, Election of 1876

Sample Compelling Questions

- Was it inevitable that the Union would win the Civil War? (Standard 1)
- Who gets to be an American citizen? (Standard 2)
- Is it ever okay to violate the Bill of Rights? (Standard 3)
- How was life different for Americans after the Civil War? (Standard 4)
- How did the geography of the American South impact how the war was fought? (Standard 5)

The Rise of America: 1870s–1900

The period from the end of Reconstruction to the turn of the century was transformative. Students will investigate and analyze the settling and conquering of the West, the expansion of industry, the establishment of large transportation networks, immigration from Europe, urban growth, accumulation of great wealth in the hands of a few, the rise of organized labor, and increased American involvement in foreign affairs. Students should also recognize and evaluate the political programs and activities of Populists, Progressives, and other reformers.

Ideas	imperialism, populism, progressivism, westward expansion, growth of cities, immigration, rise of big business, organized labor, agribusiness, spoils system, Social Darwinism, Federal American Indian policy
People/Roles	William Jennings Bryan, Eugene Debs, Susan B. Anthony, robber barons/captains of industry, Thomas Nast, Boss Tweed, Buffalo Bill Cody, Red Cloud, George Custer, Samuel Gompers
Places/Institutions	Cuba, Philippines, Wounded Knee, Ellis Island and Angel Island, Chicago, settlement houses
Events	Spanish-American War, Indian Wars, Haymarket Tragedy, Sherman Anti-Trust Act, Chinese Exclusion Act, Dawes Act, Ghost Dance, Oklahoma Land Rush, <i>Plessy v. Ferguson</i>

Sample Compelling Questions

- What would motivate Americans to settle the West? (Standard 1)
- In what ways were immigrants discriminated against and how did Americans attempt to justify it? (Standard 2)
- Why would so many American Indians support the Ghost Dance? (Standard 3)
- How are the Populist movements of the late 1800s and twenty-first-century movements such as the Tea Party and Occupy Wall Street similar and different? (Standard 4)
- Why would places like Cuba and the Philippines be so important to America during the late 1800s? (Standard 5)

High School

Modern World History: Renaissance to the Present

Kansas Course Code # 04053

The World History course covers the time period from around 1300 C.E. through the fall of the Soviet Union in the early 1990s. The course will cover intellectual trends, revolutionary movements, social interactions, political ideologies, economic theories, and geographical impacts. Students will focus on critical events, people, and turning points during these centuries including the Renaissance, imperialism, and twentieth-century issues. The course 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of history rather than simple acquisition of content knowledge.

- Renaissance and Reformation (approx. 1300–1600)
- Exploration and Expansion (approx. 1450–1700)
- Changes in Europe (approx. 1550–1770)
- Revolution and Reform (approx. 1750–1850)
- Industrial Revolution (approx. 1750–1880)
- Nationalism and Imperialism (approx. 1800–1910)
- The World at War (approx. 1910–1950)
- Cold War and Beyond (approx. 1945–present)

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.

5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the Modern World History course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach the world history course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of World Geography and Ancient and Medieval Civilizations. Students will build on their prior knowledge of early civilizations, world religions, and the influence of the Middle Ages on the modern world leading to the start of the Renaissance. Students should briefly review the cultural heritage, political systems, and world views leading up to the Renaissance period. They should have experience with *the Best Practices and Literacy Expectations* and be able to integrate those into their own learning.

Connecting with Future Learning

Students will be asked in eleventh grade to link world events with events in U.S. History. The skills and content taught at this grade level will be used as background and prior knowledge for future pursuits in the discipline. Critical components of their experience in World History should include reading, writing, and speaking about world history. Students should be able to recognize, evaluate, analyze, and investigate specific topics in order to draw conclusions or parallels between those topics and others.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of world history would include, but not be limited to, the following as part of a high-quality course instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items, and so, was developed with the understanding that*

content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline. It would be impossible for students to learn, for example, about the Russian Revolution, without also learning about Rasputin, Leon Trotsky, the Russian Civil War, and Lenin’s New Economic Policy, so these do not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Renaissance and Reformation (approx. 1300–1600)

In this unit, students will explore the causes that led to the creative and intellectual ideas of the Renaissance and how they led to the birth of the modern era. Students will trace the economic and religious practices of the Roman Catholic Church that brought about the Protestant Reformation. They will draw conclusions about the consequences of the choices made by various reformers, including the establishment of new religious movements and reforms made within the Catholic Church. Students will examine the impact of these competing beliefs on society and politics.

Ideas	humanism, city-states, secular, Renaissance, Protestantism, Catholicism, Reformation, predestination, Counter-Reformation, indulgences
People/Roles	Michelangelo, Machiavelli, Leonardo da Vinci, Lorenzo de Medici, Johannes Gutenberg, William Shakespeare, Sir Thomas More, Martin Luther, John Calvin, Henry VIII
Places/Institutions	Italy, Florence, Milan, Venice, Germany, Spain, England, Papal States
Events	movable type, Ninety-Five Theses, Council of Trent, Inquisition, Diet of Worms, Italian Renaissance, Northern Renaissance

Sample Compelling Questions

- What choices made by the Church led to the Protestant Reformation and why? (Standard 1)
- By what authority and with what kind of power did the Catholic Church fight against the heresy of the Reformation? (Standard 2)
- How was the world changed by the ideas of the Renaissance and/or Reformation? (Standard 3)
- Did the Renaissance and Reformation give birth to the modern western world? (Standard 4)
- What influence did the Renaissance have on the Reformation? (Standard 5)

Exploration and Expansion (approx. 1450–1700)

In this unit, students will examine the motives and impact of European exploration and colonization in Africa, Asia, and the Americas. Students will also examine the domination of the *gunpowder empires* of the region stretching from the eastern Mediterranean through Asia. Students will investigate the diverse populations of these empires and regions and how they changed over time. Students will examine the

role of trade in creating international connections and its impact on peoples and the environments in which they lived.

Ideas	Columbian Exchange, mercantilism, capitalism, triangular trade, Atlantic Slave Trade, gunpowder empire, Islam, Buddhism
People/Roles	Christopher Columbus, conquistadors, Bartolomé de las Casas, Aztecs, Incas, Suleyman the Magnificent, Akbar the Great, Zheng He, Qianlong, samurai
Places/Institutions	Spain, Portugal, the Americas, Tenochtitlan, Africa, Ottoman Empire, Safavid Empire, Taj Mahal
Events	circumnavigation, Treaty of Tordesillas, Middle Passage, fall of Constantinople, Ming voyages, Qing Dynasty, Tokugawa Shogunate, Manila galleons

Sample Compelling Questions

- What were the critical factors to be considered when planning a voyage of exploration? (Standard 1)
- How did exploration and expansion affect the rights and responsibilities of people? (Standard 2)
- How did ideas about isolationism and expansionism affect nations and history? (Standard 3)
- How did the cultural interaction and diffusion of the period impact various global regions? (Standard 4)
- What kind of geographic factors impact exploration and expansion? (Standard 5)

Changes in Europe (approx. 1550–1770)

In this unit, students will trace the economic and social crises in Europe that influenced the growth of absolute monarchies in some nations and the development of constitutional monarchies in other nations. Students will analyze the rise of the Age of Reason and the birth of modern science and politics. Students will consider how new scientific and technological discoveries changed the European world view, including the impact of Enlightenment ideas on notions of basic human rights and religious tolerance.

Ideas	absolute monarch, commonwealth, constitutional monarchy, scientific method, Enlightenment
People/Roles	Elizabeth I, Oliver Cromwell, Catherine the Great, Nicolaus Copernicus, Galileo Galilei, Thomas Hobbes, John Locke, Jean-Jacques Rousseau, François-Marie Arouet (Voltaire), Louis XIV
Places/Institutions	Spain, England, St. Petersburg, France, salons
Events	Peace of Augsburg, Spanish Armada, Edict of Nantes, English Civil War, Thirty Years' War, Scientific Revolution, Vindication of Rights of Women

Sample Compelling Questions:

- What were the consequences of absolutism? (Standard 1)
- What are “natural rights” and what type of government best protects them? (Standard 2)
- In what ways did philosophical ideas lead to such different political systems in Europe? (Standard 3)
- In what ways did the Enlightenment change the world? (Standard 4)
- What was the relationship between the Enlightenment and Scientific Revolution to the declining power of monarchs in the age? (Standard 5)

Revolution and Reform (approx. 1750—1850)

In this unit, students will investigate the French Revolution and the context under which it took place. They will trace changes in thoughts about popular sovereignty, inalienable rights, and nationalism. Students will examine the rise of new social and economic systems that resulted from revolutionary upheavals based on intellectual, political, and technological change.

Ideas	popular sovereignty, inalienable rights, nationalism, counterrevolution, conservatism, liberalism, balance of power
People/Roles	Louis XVI, Marie Antoinette, First, Second, and Third Estate, Maximilien Robespierre, Napoleon Bonaparte, Duke of Wellington, Admiral Horatio Nelson, Charles Maurice de Talleyrand, Karl Marx
Places/Institutions	France, Russia, Elba, Saint Helena, Waterloo, Vienna, Great Britain, Egypt, Louisiana Territory
Events	American Revolution, French Revolution, Haitian Revolution, Declaration of the Rights of Man and of the Citizen, Storming of the Bastille, Reign of Terror, Napoleonic Wars, Battle of Trafalgar, Russian Campaign, Congress of Vienna, Revolutions of 1848

Sample Compelling Questions

- How did the concept of balance of power impact the events of this era? (Standard 1)
- What was the connection between nationalism and liberalism in the age of revolution? (Standard 2)
- How were the American and French Revolutions a product of the Enlightenment? (Standard 3)
- Was the French Revolution successful? (Standard 4)
- What were the relationships between the American, French, and Haitian Revolutions? (Standard 5)

Industrial Revolution (1750—1880)

In this unit, students will analyze the costs and benefits of the Industrial Revolution as the world shifted from an agrarian economy to one based on manufacturing. Students will examine the influence of the

Industrial Revolution on the growth of cities, reform movements, and changing social structures around the world.

Ideas	industrialization, laissez-faire, socialism, communism, urbanization, romanticism, impressionism, suffrage
People/Roles	entrepreneurs, Adam Smith, Thomas Malthus, Luddites, Joseph Lister, Emmeline Pankhurst, Charles Darwin, Albert Einstein, Louis Pasteur, Sigmund Freud
Places/Institutions	Great Britain, Ireland, United States, cities (London, Paris, New York, Chicago)
Events	development of the steam engine, growth of coal mining and labor unions, development of the Bessemer process, transportation growth (steamships, railroads, automobiles, airplanes), communication growth (telegraph and telephone), agricultural revolution, Irish Potato famine

Sample Compelling Questions

- How did new choices created by the Industrial Revolution change the way people lived? (Standard 1)
- How did the Industrial Revolution affect the rise of labor? (Standard 2)
- How did the Industrial Revolution lay the foundation for competing economic systems? (Standard 3)
- What ideas of this period have the greatest impact on the 20th century? (Standard 4)
- In what ways did the Industrial Revolution lead to new economic, political, and social relationships? (Standard 5)

Nationalism and Imperialism (approx. 1800–1910)

In this unit, students will compare and contrast the influence of nationalism on growing independence movements around the world. Students will examine the motives of western nations as they competed for new colonies in Africa, Asia, and Latin America. They will consider the impact of imperialism around the world and how the peoples of Africa, Asia, and Latin America reacted to colonization.

Ideas	Zionism, nationalism, imperialism, Social Darwinism, anti-colonialism, scramble for Africa
People/Roles	Touissant L'Ouverture, Simon Bolivar, Giuseppe Garibaldi, Otto von Bismarck, Indian National Congress, Emperor Meiji, Sun Yixian
Places/Institutions	Haiti, South America, Mexico, Italy, Prussia, Austria, Ottoman Empire, Russia, India, China, Japan, Africa, Ethiopia
Events	Dreyfus Affair, Italian unification, German unification, Russo-Japanese War, Sepoy Mutiny, Opium Wars, Boxer Rebellion,

Meiji Restoration, Boer War, Berlin Conference, 1911 Chinese Revolution

Sample Compelling Questions

- Why might some nations prefer to remain isolated from the rest of the world? (Standard 1)
- What rights do citizens of a colony have? (Standard 2)
- To what degree was nationalism a contributing factor to anti-colonialism in the Imperial age? (Standard 3)
- What were the causes and consequences of the Meiji Restoration? (Standard 4)
- Why did nations desire to expand their influence and control over other territories? (Standard 5)

The World at War (approx. 1910–1950)

In this unit, students will investigate the causes and consequences of World War I. Students will analyze how the efforts of the 1920s and 1930s to bring about social and economic recovery eventually failed as the Great Depression spread around the world and totalitarian states rose in power. Students will examine World War II in relation to human rights, the home front, and the creation of new political tensions that would lead to the Cold War.

Ideas	alliances, militarism, total war, home front, genocide, fascism, totalitarianism, appeasement, isolationism, Holocaust
People/Roles	Bolsheviks, Vladimir Lenin, Joseph Stalin, Mahatma Gandhi, Mustafa Ataturk, Mao Zedong, Benito Mussolini, Adolf Hitler, Winston Churchill, Franklin Roosevelt, Hideki Tojo
Places/Institutions	Western Front, Central Powers, Allied Powers, Soviet Union, Middle East mandates, theaters of war
Events	assassination of Franz Ferdinand, trench warfare, Spanish influenza, Russian Revolution, Weimar Republic, Treaty of Versailles, Balfour Declaration, Long March, Spanish Civil War, Manchurian Incident, invasion of Poland, Battle of Britain, use of the atomic bomb

Sample Compelling Questions

- What were the consequences of the choices made at the end of World War I? (Standard 1)
- What conflicts exist between national security and individual rights? (Standard 2)
- What were the sources of aggression in the first half of the 20th century? (Standard 3)
- What leader had the greatest impact on the world in the first half of the 20th century? (Standard 4)
- Why did democracy fail in Germany? (Standard 5)

Cold War and Beyond (approx. 1945–present)

In this unit, students will study the Cold War and the corresponding development of alliances, hot spots, and independence movements around the world. Students will analyze the role of various international organizations in their attempts to serve as mediators. Students will examine the economic and social instabilities that led to the disintegration of the Iron Curtain. Students will follow issues related to politics, poverty, religious conflicts, population growth, sustainability, and technology as they relate to nations around the world.

Ideas	Cold War, ethnic cleansing, apartheid, desertification, human rights, dictatorships
People/Roles	Joseph Stalin, Harry Truman, Lech Walesa, Mikhail Gorbachev, Margaret Thatcher, Gamal Abdel Nasser, Nelson Mandela, Fidel Castro, Juan Peron, Haile Selassie
Places/Institutions	United States, Soviet Union, Cuba, Eastern Europe, Yugoslavia, Pakistan, Asian Tigers (South Korea, Hong Kong, Taiwan, Singapore), Africa (South Africa, Horn of Africa, North Africa), countries of the Middle East (Israel, Iran, Iraq, Egypt), South America (Argentina, Chile, Venezuela)
Events	United Nations, creation of Israel, Cuban Missile crisis, Vietnam War, Cultural Revolution in China, Velvet Revolution, collapse of the Soviet Union, establishment of the European Union, independence of African nations, emerging economies of the world

Sample Compelling Questions

- What critical factors influenced national decisions to align with the U.S. or the U.S.S. R.? (Standard 1)
- What response should nations and international organizations have to violations of human and civil rights in other nations? (Standard 2)
- How does the idea of freedom impact the post- World War II world? (Standard 3)
- How have nuclear weapons changed the world and continue to impact the world today? (Standard 4)
- What factors made the Middle East such an important region in the post-World War II era? (Standard 5)

United States History:

International Expansion to the Present

Kansas Course Code # 04103

This high school course of study begins with a review of the major ideas, issues, and events of the late 19th century including imperialism, industrialization, and immigration. Students will then concentrate on the critical events, people, groups, ideas, and issues of the period from 1900 to the present, including Progressivism, World War I, the 1920s, the Great Depression and New Deal, World War II and its aftermath, the Civil Rights Movement, Vietnam, and the Modern World including the presidencies from Nixon to Obama, and the United States' response to globalization and international crises. 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide and are organized chronologically but this should not prevent teachers and districts from taking a thematic instructional approach. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of history rather than simple acquisition of content knowledge.

- Immigration, Industrialization, Progressives
- Expansion and Imperialism
- World War I and the Roaring 20s
- Great Depression, New Deal
- World War II and the Aftermath
- Cold War Conflicts
- Civil Rights and Social Change
- Moving into the 21st Century

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.

4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the U.S. history course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

As they prepare to teach the United States history course teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should possess a general understanding of the exploration and colonization of North America and the establishment of the United States prior to 1800, and should be familiar with nation-building and major historic events through the end of the 19th century. Students should possess a general understanding of the economic, social, political, and international changes experienced by the United States that creates a nation strong enough to take on the challenges of the 20th century. They should be familiar with critical events in World History including the importance of the Renaissance period and how it leads to global changes that resonate into the 20th century.

Students should also be proficient with *Best Practices and Literacy Expectations* and be able to integrate those into their own learning. This course should build on prior student learning with a brief review of the major events and ideas leading to the American War for Independence. This review should also include the Declaration of Independence and the decisions made during the Constitutional Convention with a focus on their impact on the nation and its people.

Connecting with Future Learning

Certain themes will be emphasized as part of the high school curriculum: the expanding role of the federal government and federal courts; the continuing tension between the individual and the state, and between minority rights and 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.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of American history would include, but not be limited to, the following as part of a high-quality course instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about the New Deal, without learning about the Works Progress Administration or the Civilian Conservation Corp, so they do not appear in this outline.

This also means that the outline should be amended in ways that best fits the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Immigration, Industrialization, Progressives

In this unit, students will explore the United States' recovery from the period of the Civil War and Reconstruction. Immigration and rapid industrialization went hand-in-hand as the country became more mechanized in all areas of production. Immigrants coming into the country fed the industrial machine by providing a cheap labor force for the rapid growth of the United States as a modern nation. Massive immigration and internal migration coupled with massive industrialization led to a need for reforms. Students will examine how the cost paid by the immigrant workers in the factories to fuel this rapid growth drew the attention of social activists and led to progressive reforms at all levels of government.

Ideas	rise of big business, monetary policies, citizenship legislation, progressive reforms, political machines
People/Roles	muckrakers, Robber Barons/Captain of Industry, Populists, Progressives, Andrew Carnegie, John D. Rockefeller, Cornelius Vanderbilt, Booker T. Washington, W.E.B. DuBois, Marcus Garvey, Charles Eastman
Places/Institutions	Haymarket Riot, Homestead Strike, Ellis Island and Angel Island, Triangle Shirtwaist Factory
Events	unionization (AFL, Knights of Labor), movement from rural to urban, Pendleton Act, <i>The Jungle</i> , 16 th , 17 th , 18 th , and 19 th Amendments, Niagara Movement, creation of the National Association for the Advancement of Colored People (NAACP)

Sample Compelling Questions

- How did new choices created by the Industrial Revolution change the way people lived? (Standard 1)
- How did the Industrial Revolution affect the rights of workers? (Standard 2)
- What were the results of increased labor demands fueled by industrialization? (Standard 3)
- What are some of the benefits of an industrialized society and how are they achieved? (Standard 4)
- What social, economic and political problems created a need for reforms in this era? (Standard 5)

Expansion and Imperialism

In this unit, students will analyze the events and circumstances that start the United States on the road to becoming a foreign power. Students will examine how the United States' efforts at globalization led to conflict in the Philippines, Cuba, Puerto Rico, and the building of the Panama Canal. Students will also evaluate the motives behind the acquisition of the Hawaiian Islands as a territory of the United States.

Ideas	yellow journalism, Open Door Policy, spheres of influence, Latin America interventions, motives for imperialism, legacy of imperialism
People/Roles	Alfred T. Mahan, Matthew Perry, Frederick J. Turner, Emilio Aguinaldo, Theodore Roosevelt, William Randolph Hearst, William Seward, George Dewey, William Taft, Pancho Villa
Places/Institutions	Cuba, China, Latin America, Philippines, Guam, Puerto Rico
Events	Panama Canal, Russo-Japanese War, Great White Fleet, annexation of Hawaii, 1898 Treaty of Paris

Sample Compelling Questions

- How did American foreign policy choices affect its relationships with old world powers? (Standard 1)
- As new international territories were added to the American political sphere, what sort of issues arose and how were they solved? (Standard 2)
- Is imperialism contrary to the principles of American democracy? (Standard 3)
- How did the actions of the United States during the age of expansion and imperialism impact the peoples of Cuba, Puerto Rico, the Philippines, Hawaii and Panama in the 20th century? (Standard 4)
- Why did the United States seek and acquire new territories and expand its area, influence, and power during the period? (Standard 5)

World War I and the Roaring 20s

In this unit, students will trace the chain of events as the entire world erupted into its first global conflict of the 20th century in the summer of 1914. Students will focus on the role of the United States as it is eventually drawn into the conflict and sends its own off to *save the world for democracy*. Students will

examine the effects of the war as United States' troops return from the war to find democracy challenged in the United States, leading to riots in 1919, the Palmer Raids, the Red Scare of the early 1920s, and the growth of hate organizations such as the Ku Klux Klan. They will also examine other changes to American society, including a growth of consumerism that led to economic growth and prosperity.

Ideas	causes of World War I, war strategies and technological developments, Selective Service Act, home front during war, Harlem Renaissance, consumer revolution, immigration legislation, organized crime, entertainment of the 20s, pro-business economic policies, women's suffrage
People/Roles	John J. Pershing, Woodrow Wilson, George Creel, Big Four, Langston Hughes, Louis Armstrong, Calvin Coolidge, Warren G. Harding, Ku Klux Klan (KKK)
Places/Institutions	Belgium, Germany, Versailles, France, Great Britain, Austria-Hungary, Russia/USSR, Balkans, Eastern and Western Fronts
Events	Lusitania, Zimmerman Telegram, Kellogg-Briand Act, Espionage and Sedition Acts, Great Migration, the Treaty of Versailles and League of Nations, flu epidemic, Palmer raids, Scopes Trial

Sample Compelling Questions

- What actions could the United States have taken to avoid direct involvement in World War I? (Standard 1)
- Did the threat of "foreign philosophies" (Communism, Socialism, Marxism, Anarchism) justify government action in the World War I and post-World War I eras? (Standard 2)
- Why did events from World War I lead to a powerful isolationist sentiment in the United States? (Standard 3)
- How did social changes of the 1920s impact society over the next half century? (Standard 4)
- How influential was the United States on the World stage after World War I? (Standard 5)

Great Depression, New Deal

In this unit, students will examine how the Great Depression was ushered in by the stock market collapse in the fall of 1929. The election of 1932 and Franklin Delano Roosevelt's administration seemed to provide hope through his New Deal programs. Students will examine the range of potential solutions to the growing economic problems of the United States during the 1930s, including those compounded by the environmental disaster of the Dust Bowl. Students will evaluate the effectiveness of the New Deal programs over time, including their effects on various minority groups in the United States.

Ideas	causes of the Great Depression, growing roles of women and African Americans, entertainment in daily life, Hoover's reaction to the Great Depression, First and Second New Deals, effects of New Deal programs
--------------	--

People/Roles	Herbert Hoover, Franklin Roosevelt, Frances Perkins, Huey Long, Dorothea Lange, Eleanor Roosevelt, Francis Townsend, Father Coughlin, Alf Landon, John Steinbeck, Aaron Douglas
Places/Institutions	Wall Street, Hoovervilles, Kansas, Oklahoma, Texas panhandle, California, Harlem
Events	Stock Market Crash, Hawley-Smoot Tariff, Dust Bowl, bank runs, Bonus Army, fireside chats, First 100 days

Sample Compelling Questions

- How did economic choices made in the 1920s lead to the stock market crash and the Great Depression? (Standard 1)
- How were minority populations in the United States affected by New Deal programs? (Standard 2)
- How were the ideas of a work ethic, pride, individualism, and self-reliance challenged during the Great Depression? (Standard 3)
- How did the successes and failures of the First and Second New Deals affect the future of the United States? (Standard 4)
- Which New Deal agricultural programs and conservation methods were the most effective in fighting the environmental disaster of the Dust Bowl? (Standard 5)

World War II and the Aftermath

In this unit, students will examine the response of the United States to the growing tensions in Europe during the 1930s. While World War II started in September 1939 when Germany invaded Poland, the United States did not enter the war until after the Japanese attack on Pearl Harbor in 1941. Students will trace the rapid growth of the United States' war machine as it used the mechanization skills perfected in the previous quarter century. They will analyze the impact of the war on the home front and on the treatment of minorities. Students will examine how the United States emerged from World War II as a world power and how the stage for future conflict with the Soviet Union was set in the waning days of the war.

Ideas	causes of World War II, changes on the home front, treatment of minorities (Zoot Suit Riots, etc.), appeasement policy, Four Freedoms, isolationism to intervention
People/Roles	Franklin Roosevelt, Harry Truman, Adolf Hitler, Joseph Stalin, Benito Mussolini, Winston Churchill, General Eisenhower, Douglas MacArthur, Tuskegee Airmen, Albert Einstein, A. Philip Randolph, Emperor Hirohito, Hideki Tojo, Chiang Kai Shek
Places/Institutions	theaters of war, Midway, Stalingrad, Normandy, Poland, map changes post-World War II, Pearl Harbor, Berlin
Events	Nuremburg Trials, creation of the United Nations (UN), holocaust and genocide, Yalta Conference, Geneva Convention,

Potsdam, Manhattan Project, D-Day, death of FDR, the creation of Israel, Japanese internment

Sample Compelling Questions

- How did the choices made by the United States during the 1930s impact Europe as World War II began? (Standard 1)
- In what ways was the cause of minority groups in the U.S. advanced by World War II? (Standard 2)
- How does the United States' choice to use the atomic bomb challenge American ideas about human rights? (Standards 3)
- In what ways did the atomic bomb change the world? (Standard 4)
- How did America's international influence change after World War II? (Standard 5)

Cold War Conflicts

In this unit, students will examine the impact of Cold War tensions on the politics, society, and economics of the United States in the decades following World War II. They will analyze the United States government's response to the spread of communism at home and in other parts of the world, both in political and military decisions. They will evaluate the impact of the Cold War on the cultural fabric of the United States during the 1950s and 1960s. As the Vietnam War dragged on through the 1960s, conflict within the United States grew. Students will examine the causes and effects of those conflicts.

Ideas	rise of the superpowers, containment, Marshal Plan, arms race, United Nations, 1950s consumerism, Red Scare, Cold War alliances, Domino Theory, space race, Vietnamization
People/Roles	Joseph Stalin, Nikita Khrushchev, John Kennedy, Harry Truman, Dwight Eisenhower, Fidel Castro, Robert Kennedy, George C. Marshall, Douglas MacArthur, Joseph McCarthy, Ho Chi Minh, William Westmoreland, Robert McNamara, Lyndon Johnson
Places/Institutions	East/West Berlin, Korea, China, Cuba, Turkey, Iron Curtain, Dien Bien Phu, Vietnam, Laos, Cambodia, Hanoi, Saigon, My Lai
Events	Cuban Missile Crisis, Bay of Pigs, Berlin Airlift, Suez Crisis, Sputnik, SALT Treaty, Nixon's resignation, Geneva Accords, Tet Offensive, Kent State

Sample Compelling Questions

- What are the critical factors in U.S. decisions to engage in war in the 20th century? (Standard 1)
- Is forced service in the military (the draft) a responsibility of American citizenship? (Standard 2)
- Did the spread of Communism justify U.S. government action in the Cold War era? (Standard 3)

- How has current American society been influenced by the Vietnam War experience? (Standard 4)
- Which presidential administration from Truman to Reagan do you think best managed the Cold War and defend your answer? (Standard 5)

Civil Rights, Social Change

Race issues have been a part of the American history landscape since the nation's beginnings. The second half of the 20th century saw dramatic changes in how Americans perceived race relations and the concept of equality. In this unit, students will compare and contrast the role of the many different groups who took an active stance against discrimination in all parts of American society, including economic, political, and social injustice. Students will examine the social change that takes place as a result of community, executive, legislative and/or judicial actions that impact equality in everyday life in the United States.

Ideas	integration, desegregation, economic equality, nonviolent protest, student activists, sit-ins, Freedom Riders, counter culture, National Organization of Women (NOW), Great Society
People/Roles	Martin Luther King, Jr, Malcolm X, Cesar Chavez, Delores Huerta, Rosa Parks, Thurgood Marshall, James Meredith, Medgar Evers, George Wallace, Orval Faubus, Black Panthers, Stokely Carmichael, Jackie Robinson, Leonard Peltier, Fannie Lou Hamer, Rachel Carson, Phyllis Schlafly, Betty Friedan, Ralph Nader
Places/Institutions	Birmingham, Little Rock, Montgomery, Memphis, Greensboro, Pine Ridge Indian Reservation, Haight-Asbury, Three Mile Island
Events	<i>Brown v Topeka Board of Education</i> , Montgomery Bus Boycott, The Children's March, 24th Amendment, Civil Rights Acts of 1957, 1964, and 1965, Voting Rights Act, March on Washington, American Indian Movement, Title IX

Sample Compelling Questions

- What were the most important choices made that advanced the United States towards greater equality? (Standard 1)
- Under what circumstances, if any, is civil disobedience justified? (Standard 2)
- In what ways were politics, economics, history, and geography obstacles to social change in the United States? (Standard 3)
- What social, political and economic changes have occurred as a result of civil rights movements? (Standard 4)
- What factors led to the rise of the environmental movement and how has it progressed? (Standard 5)

Moving into the 21st Century

As the 20th century comes to a close the world sees the end of the Soviet Union and a reunification of Germany. As a result, the 20th century Cold War conflicts and tensions that were precipitated by two World Wars and many smaller conflicts came to an end. Conflict will continue to be a part of the American landscape as small terrorist groups create an enemy for all nations that is more difficult to find and elusive to fight.

Ideas	glasnost, détente, perestroika, conservative movement, breakup of the Soviet Union, Middle East issues, war on terrorism, globalization, world, growth of the Internet, immigration debates, economic crisis, domestic terrorism, natural disasters
People/Roles	Ronald Reagan, Mikhail Gorbachev, Jimmy Carter, Leonid Brezhnev, Ayatollah Khomeini, George H.W. Bush, Steve Jobs, Al Gore, Bill Clinton, George W. Bush, Barack Obama, Condoleezza Rice, Hilary Clinton, Madeline Albright, Bill Gates, Colin Powell
Places/Institutions	Iran, former Soviet Union, Iraq, Afghanistan, Silicon Valley, Nicaragua, Kuwait, Saudi Arabia, Israel, Palestine, Egypt, Persian Gulf
Events	SALT, SALTII, Oil Embargo, Camp David Accords, Iran Hostage Crisis, Iran Contra Affair, Challenger Explosion, Desert Storm, 9/11, Reunification of Germany, Doomsday Clock

Sample Compelling Questions

- What motivated Anwar Sadat and Menachem Begin to sign the Camp David Accords, and was it worth it? (Standard 1)
- Should the United States tie foreign aid and support to a country's human rights record? (Standard 2)
- How does our society adapt to increasingly more radical religious, political, economic, and social ideologies? (Standard 3)
- What are the differences between defeating our enemies in the 20th century (Nazi Germany, USSR) and defeating our enemies in the 21st century (al-Qaeda, Taliban)? (Standard 4)
- What responsibility do the people of the wealthiest and most powerful nations in the world have to the people of the poorest and least powerful nations in the world? (Standard 5)

United States Government

Kansas Course Code # 04151

The high school government course builds upon and adds to students' previous learning of history, government, economics, and geography to assist them in becoming truly informed, thoughtful, and engaged citizens in a democracy. Citizenship requires basic knowledge and understanding. Understanding the principles of checks and balances, the separation of powers, the organization of the three branches of government, and the complex relationship between the federal, state, and local government are all essential to being an informed citizen. While such knowledge is essential, it is not adequate to fully and effectively meet the duties and responsibilities of citizenship. The student must understand how the Constitution embodies the purposes, values, and principles of American democracy, and be able to use that understanding in fulfilling the "job" of citizen. 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of government/civics rather than simple acquisition of content knowledge.

- The Role of Citizen: Civic Values, Politics, and Government
- Principles and Foundations of the U.S. Constitution
- The Structure and Function of the Federal Government
- Human and Civil Rights in American Democracy
- Domestic and Foreign Policy
- State and Local Government
- Politics, Interest Groups, and Media

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the U.S. Government course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of government rather than simple acquisition of content knowledge.

As they prepare to teach the United States Government course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

Connecting with Past Learning

Students should come to the U.S. Government course with a foundational knowledge of the story of how the United States came into being and developed a government based on the principles laid out in the Declaration of Independence. The basic structure 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 U.S. history. In world history they should have learned about the Enlightenment’s influence on both the structure and principles of the American government. Certainly the narrative of U.S. and world history, to which they have been exposed, will have introduced them to the concepts of democracy and totalitarianism, the interaction of government and the economy, and the struggle for human and civil rights that has occurred throughout history. 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 U.S. and the world. They should have experience with the “Best Practices and Literacy Expectations” of the Kansas standards and should be aware of the discipline’s ways of thinking or *habits of mind*.

Connecting with Future Learning

While a small percentage of students will pursue the post-secondary study of political science at the university level, most will cease their formal education about U.S. government in high school. Most of them, it is to be hoped, will participate in society as informed, thoughtful, engaged citizens and voters. Students should leave high school equipped with a “citizen’s toolkit” that should give them the ability to better understand the complex domestic and international 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.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of U.S. government would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about judicial review without also learning about the Supreme Court decision that established it. So *Marbury v. Madison* does not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline’s scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

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

The first unit of the U.S. Government course is an excellent place to introduce the basic values of American democracy and bring students into a discussion of how citizens have the opportunity to participate in the governing of the nation. Each citizen makes a choice as to what degree he or she participates in civic life. There are consequences to the choices citizens make—who is elected, what laws are passed, how we define and protect human and civil rights. How do we define civic values, politics, and government? Why are these things relevant to our lives as Americans?

Ideas	civic values, Enlightenment, democracy, direct democracy, indirect democracy, citizen, republic, constitutional republic, right and responsibilities, freedom, rule of law
People/Roles	citizens, subjects
Places/Institutions	political parties, oligarchy, monarchy, democracy, republic

Events

human rights, civil rights, Declaration of Independence, U.S. Constitution, Bill of Rights, voter registration, voting process

Sample Compelling Questions

- How much freedom do we want? (Standard 1)
- How can I use my knowledge and exercise my rights and responsibilities as a citizen to improve the country and community? (Standard 2)
- Which form of government is the best? (Standard 3)
- How do people come to be governed? (Standard 4)
- Why is government necessary? (Standard 5)

Principles and Foundations of the U.S. Constitution

The Constitution of the United States was written by a small number of men over a short period of time. The beliefs, values, and ideas worked into the fabric of that document developed and evolved over a long period of time and were influenced by a wide range of cultural and historical experiences. Students need more than a superficial knowledge of that background. It is not enough to say “Greece is the birthplace of Democracy.” They also need to know that Greek democracy did not include the commitment to human and civil rights considered essential to modern democracy.

There are also distinctive characteristics of American society which have influenced our choice of government. These include a commitment to equality, a strong sense of individualism, and a society with tremendous ethnic, racial, religious, and cultural diversity. Students need to think about and discuss the implications of these distinctive characteristics on our civic life and institutions.

Ideas

enlightenment, patriotism, limited government, popular sovereignty, separation of power, checks and balances, federalism, rule of law, natural rights, compromise

People/Roles

Plato, Founding Fathers, Locke, Montesquieu, Voltaire

Places/Institutions

Philadelphia, Greece, Rome, Parliament,

Events

Magna Carta, Constitutional Convention, Declaration of Independence, Articles of Confederation, ratification of the Constitution

Sample Compelling Questions

- What is the role of compromise in our diverse democracy? (Standard 1)
- What is the more important role of government, to protect rights or maintain order? (Standard 2)
- How well does the Constitution reflect the ideas in the *Declaration of Independence*? (Standard 3)
- How has the idea “All men are created equal” changed over time? (Standard 4)
- What is meant by “We the People”? (Standard 5)

The Structure and Function of the Federal Government

While the government course deals with many important ideas that lend themselves to discussion and debate, there is also a certain amount of foundational knowledge students need to understand about how government is structured and functions. A detailed look at each of the three branches is necessary for deep understanding of the structure and processes of governing. In order for students to realize the relevance of what they are learning, an ongoing discussion of current political events should be incorporated into the course. Students should learn the names of key members of each branch of government, and be following some ongoing issues facing the nation and the state. Domestic and foreign policy issues should be discussed, as well as any current Supreme Court decisions.

Ideas	federalism, separation of powers, expressed and implied powers, concurrent and reserved powers, judicial review
People/Roles	president, senator, representative, Electoral College, Supreme Court Justices, Cabinet
Place/Institutions	legislative, executive, judicial, Capitol
Events	elections

Sample Compelling Questions

- Why did the founders choose a Federal system? (Standard 1)
- How have Supreme Court cases affected society? (Standards 2)
- How is the Constitution a living document? (Standard 3)
- How has the role of government changed? (Standard 4)
- Which of the three branches wields the most power? (Standard 5)

Human and Civil Rights in American Democracy

Students need to understand that American democracy evolved from the “tyranny of the majority” that could be found in ancient Greek democracy into a model based on individual rights, protection of the minority, and compatible with a culturally diverse society. Students need to know how concepts of rights have changed over time and how social and governmental institutions have responded to issues of rights and diversity. Key Supreme Court cases such as Dred Scott, Plessy, Brown, and Miranda, as well as the Bill of Rights, may be used as a foundation for class discussion. Students should know the basic outline of the history of the Civil Rights Movement, the struggle for women’s suffrage, and later movements for equality.

Ideas	procedural due process, substantive due process, habeas corpus, bills of attainder, ex post facto laws, cruel and unusual punishment, civil disobedience
People/Roles	civic responsibilities, immigration and naturalization, <i>Griswold v. Connecticut</i> , <i>Miranda v. AZ</i> , <i>Engel v. Vitale</i> , <i>Dred Scott</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Topeka Board of Education</i>
Places/Institutions	student’s rights, Miranda Rules, Supreme Court, civil rights law, Americans with Disabilities Act (ADA), Title I, Title IX, affirmative action

Events

fair and speedy trial, capital punishment, hate crime, diversity, segregation

Sample Compelling Questions

- What might justify acts of civil disobedience? (Standard 1)
- Where do your rights end and your neighbor's begin? (Standard 2)
- How could it be possible for everyone to be in a minority group? (Standard 3)
- What is the role of the Supreme Court in determining human and civil rights? (Standard 4)
- In what ways might limits on our rights be justified? (Standards 5)

Domestic and Foreign Policy

Students need to understand that in American democracy citizens are the “ruling class.” The level of understanding of complex political, economic, and social issues required of the informed, thoughtful, engaged citizen is as critical for the voter as for those elected. As students follow the issues, they can explore a variety of media from different perspectives. As students study past and current domestic and foreign policy issues, it is important that they learn information literacy skills to effectively research and evaluate sources, support their positions with evidence, and be able to take part in civil discourse over issues they may feel strongly about.

Domestic Policy**Ideas**

fiscal policy, Gross Domestic Product (GDP), Gross National Product (GNP), employment, entitlements, safety net/social services

People/Roles

Adam Smith, Karl Marx, John Maynard Keynes, Presidential Cabinet positions

Places/Institutions

Wall Street, Federal Reserve, Government Accountability Office (GAO)

Events

economic fluctuations/business cycle, depression, recession, laws vs. regulation

Foreign Policy**Ideas**

alliances, population & economic shifts, role of US in world, isolationism, diplomatic recognition, treaties (role and process), hard power vs. soft power, national security, role of technology

People/Roles

secretary of state, president as chief diplomat, foreign service, ambassadors, United Nations (UN), Security Council

Places/Institutions

UN, North Atlantic Treaty Organization (NATO), International Monetary Fund (IMF), Group of 8 (G8), North American Free Trade Agreement (NAFTA), European Union (EU), World Bank

Events

Monroe Doctrine, Roosevelt Corollary, military deployment, formation of UN, terrorism, Arab Spring, emergence of Asian power

Sample Compelling Questions

- How and why does the United States decide to participate in treaties and international organizations? (Standard 1)
- How should the United States' ideas on rights influence foreign policy? (Standard 2)
- How do "American values" influence foreign and domestic policy? (Standard 3)
- How do historical and current circumstances affect foreign and domestic policy? (Standard 4)
- What should be the role of the United States in the world? (Standard 5)

State and Local Government

As citizens, most students will directly interact with state and local government more than with the federal government. Students should be introduced to the organization and functions of city and county government and the role of school boards. It would be useful for students to follow one or two issues of local significance, such as city, county, or school board policy that directly affect them. Local and state elected official as well as local journalists are possible guest speakers for government classes. Federalism should be reinforced while studying state and local government.

Ideas

federalism, mayor council government, council manager government, eminent domain

People/Roles

mayor, council/commissioners, state legislators, governor, state judicial system

Places/Institutions

county and municipal government, school districts, special districts (water, sewer, transportation, industrial),

Events

licenses/permits/certifications, public services, public servants, zoning, budgeting (state and local)

Sample Compelling Questions

- How and why do local governments influence the choices people make on where they live and work? (Standard 1)
- What level of government is best able to protect the rights of minority groups? (Standard 2)
- How does a community's diversity affect state and local governments? (Standard 3)
- What is the impact of state and local government on the quality of life in my community? (Standard 4)
- Which level of government (federal, state, local) should have the most impact on our lives? (Standard 5)

Politics, Interest Groups, and Media

Informed citizens need to understand how the political process works, the role of interest groups, and the role of media, in spreading information. Citizens thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions. Once an opinion has been formed, they actively engage in the political process.

Ideas	primary and general elections, citizen involvement in campaigns, conservatism, liberalism, libertarianism, role of journalism, gerrymandering, grassroots movements, party platforms, internet vs. traditional media
People/Roles	interest groups, political parties, lobbyist
Places/Institutions	candidate forums, primary and general elections, campaign finance, state and national conventions, public libraries
Events	2000 election, electoral college, electoral process, <i>Citizens United v. Federal Election Commission</i>

Sample Compelling Questions

- How should we decide what to believe? (Standard 1)
- How do personal values and beliefs influence who we vote for? (Standards 2)
- How do diversity and the varied ideas and beliefs of a community affect the political system? (Standard 3)
- How has the role of the lobbyist and media in politics changed over time? (Standard 4)
- What should be the responsibilities of the media and interest groups in a democracy? (Standard 5)

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 we 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of economics rather than simple acquisition of content knowledge.

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

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.

4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of economics rather than simple acquisition of content knowledge.

As they prepare to teach the economics course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education.

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 came into being and developed a government based on the principles laid out in the Declaration of Independence. The basic structure 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 history they should have learned about the Enlightenment’s influence on both the structure and principles of the American 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 U.S. and the world. They should have experience with the “Best Practices and Literary Expectations” of the Kansas standards and should be aware of the discipline’s ways of thinking or *habits of mind*.

Connecting with Future Learning

While a small percentage of students will pursue the formal study of economics at the university level, most will cease their formal economics education in high school. Most of them, it is to be hoped, 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.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of economics would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about free trade without also learning about the North American Free Trade Agreement (NAFTA), so it doesn't appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

Foundational Economic Concepts

The first unit is to provide students with a self-contained opportunity to attain a deeper understanding and working knowledge of a short list of economics concepts. Students should apply concepts to decisions like those they will make at home and at work, and use them to interpret national and international economic news and policy. Most students take only one economics course. Students learn that they can use economics ideas to gain important insights into interesting and relevant issues.

Ideas	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

This unit focuses on the organized way in which a community, state or nation allocates its resources and apportions goods and services in that community. Students should recognize and evaluate the various systems, drawing conclusions about their benefits and deficits, recognizing the significance of economic choices made at every level.

Ideas	economic philosophies, market systems, planned systems, mixed systems, unique systems (unique economic arrangements between groups of people)
--------------	---

People/Roles	Adam Smith, Karl Marx, John Maynard Keynes, Milton Friedman, Thomas Malthus
---------------------	---

Sample Compelling Questions

- How are economic decisions made within the various economic systems? (Standard 1)
- What are economic rights? (Standard 2)
- To what degree do economic and political systems affect each other? (Standard 3)
- How do economic systems change or adapt? (Standard 4)
- How do the various systems deal with the supply and demand relationship? (Standard 5)

Economic Measurement Concepts and Methods

This unit focuses on the concept and methods of measuring various aspects of given economies. The unit lends itself to the integration of math content. Students will need to perform complex calculations, use graphs, charts, and other concepts not common in most social studies classrooms. This unit may be integrated within other units to provide context for discussions on measurement and methods.

Ideas	tables, charts, graphs, rates of change, ratios, percentages, real and nominal values, averages, distributions around averages, indexes
--------------	---

Sample Compelling Questions

- How do economic measurements and presentations affect consumer choice? (Standard 1)
- What are the responsibilities of economists? (Standard 2)
- How might the economic philosophy of economists affect their evaluation of data? (Standard 3)
- What factors could best be used to determine economic growth over time? (Standard 4)
- What is the relationship for a business between profit and production? (Standard 5)

Macroeconomics

This unit is focused on economics on a national or regional scale. The concentration should be on the factors affecting the performance and management of national and regional economies. Special attention should be given to the interconnected nature of these factors and with consideration as to how they affect personal or microeconomic circumstances.

Ideas	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
People/Roles	Federal Reserve Chairman, Secretary of the Treasury, President of the U.S.
Places/Institutions	Federal Reserve, financial markets, World Bank
Events	depression, recession, laws, regulation

Sample Compelling Questions

- How might a prediction of an impending recession affect consumer choices? (Standard 1)
- What are the responsibilities of government in regulating an economy? (Standard 2)
- In what ways do diverse economic needs promote growth? (Standard 3)
- In what ways are business cycles and economic instability the norm? (Standard 4)
- What are the relationships between budget deficits and public debt? (Standard 5)

Microeconomics

This unit concentrates on individual and/or small group economic behavior. The students should investigate decisions to save, invest, produce, and consume at the individual and business levels. The students should understand the critical factors that lead to business and personal economic success and failure.

Ideas	market structures, prices and competition, market failure, demand and supply, price ceilings and floors, profit, external costs and benefits
People/Roles	consumers, producers, entrepreneurs
Places/Institutions	firms, Wall Street, Federal Reserve, banks

Sample Compelling Questions

- In what ways do quality and price determine consumer choices? (Standard 1)
- What effects might raising the minimum wage have on the underemployed? (Standard 2)
- How might beliefs about government affect economic policy? (Standard 3)
- How has the government's role in the economy changed over time? (Standard 4)
- What impact do government subsidies have on market economies? (Standard 5)

International Economics

This unit focuses on the integration and interaction of a myriad of economic systems. Trade, economic growth and development will be the key themes. The processes of international business, trade, competition and cooperation should lead student to the understanding of the interconnectedness of the world.

Ideas	balance of trade and payments, barriers to trade, tariffs, free trade, comparative advantage, specialization, economic development, currency markets, trade agreements
Places/Institutions	World Trade Organization (WTO), International Corporations, International Monetary Fund (IMF)

Sample Compelling Questions

- What factors need to be considered when deciding issues of international trade? (Standard 1)
- What are the obligations of business to workers, communities, and/or nations? (Standard 2)

- What beliefs and ideas have proven to be obstacles to free trade? (Standard 3)
- How has international trade affected developed and developing economies? (Standard 4)
- In what ways do the cost of goods and services impact the balance of trade? (Standard 5)

Personal Economics

This unit is about personal financial management. The student should investigate the processes involved in economic life. Students should understand income, spending, saving, credit, interest, banking, insurance and other important economic applications in their lives. The development of human capital and the wise application of the knowledge of economics should be the focus of this unit.

Ideas	interest (compound and simple), credit and borrowing, financial markets, banking, human capital, income, disposable/discretionary income, money management and budgeting, insurance, saving, spending, investing
People/Roles	bankers, financial planners, brokers,

Sample Compelling Questions

- What factors should be considered when making choices about personal finance? (Standard 1)
- Should the government be able to mandate personal spending (i.e., Auto and health insurance)? (Standard 2)
- In what ways is managing risk and return a function of diversity? (Standard 3)
- In what ways do circumstances change personal financial priorities? (Standard 4)
- What role do personal values and relationships have on financial planning? (Standard 5)

The World Geography course familiarizes students with the world using the five 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 focus on geographic *habits of mind* to 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. Students are able to apply their geographic knowledge to their community, state, nation, world, and themselves. Instruction should include the integration of concepts and principles from history, economics, geography, civics, and the humanities.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students' ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the "doing" of geography rather than simple acquisition of content knowledge.

- Geography Themes and Skills
- Latin America
- Europe
- North Africa and the Middle East
- Sub-Saharan Africa
- North Asia
- South Asia
- Australia, Antarctica, and the Pacific World

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.

3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of world geography.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of geography rather than simple acquisition of content knowledge.

As they prepare to teach the World Geography course teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education and “Geography for Life: National Geography Standards, Second Edition” from the National Council for Geographic Education (NCGE).

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 U.S. They will be familiar with geography themes and general physical and human geography, U.S. History to 1800 and World History to about 1500. They should have experience with the Best Practices and Literacy Expectations and should be aware of the discipline’s specific ways of thinking or *habits of mind*. Students will be able to link their understanding of geography with events in integrated courses such as World and U.S. 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 in order 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 world and U.S. History. This understanding will provide needed background knowledge in other courses such as 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 with specific *habits of mind* that make up the 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.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of world geography would include, but not be limited to, the following as part of a high-quality high school instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn, for example, about the Regional areas, without also learning about the countries within that region, so specific nations may not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order. The various world regions may present unique or special topics that might pique student interest or reveal particular insight into the region. Teachers should feel free to design lessons that capitalize on a region's unique character.

Geography Themes and Skills

It is recommended that a review of "Geography Themes and Skills" be the initial unit in order 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.

In this unit students should address geographic themes, such as the five themes of geography, 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. In this unit 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. This unit should include:

Geographic themes

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

Maps and mapping	absolute and relative location, latitude, longitude, equator, Prime Meridian, International Date Line, poles, Tropics of Cancer and Capricorn, Arctic and Antarctic circles, and other important meridians/lines of latitude, a compass rose, including cardinal and intermediate directions, Locate continents, oceans, major physical and political regions on a map or globe, mountain ranges, river systems, ecosystems, plains, plateaus, deserts, valley, glacier, strait, peninsula, hills
Geographic Technology	satellite mapping, dynamic mapping systems, global positioning systems (GPS), geographic information systems (GIS)

Latin 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 with consideration to the five 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 Geography	physical features, climate, weather, resources, boundaries
Human Geography	demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities
Interaction of Human/Physical Systems	environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision about land use has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

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 with consideration to the five 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 Geography	physical features, climate, weather, resources, boundaries
Human Geography	demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities
Interaction of Human/Physical Systems	environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

North Africa and the Middle East

(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 with consideration to the five 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 Geography	physical features, climate, weather, resources, boundaries
Human Geography	demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities
Interaction of Human/Physical Systems	environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)

- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

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 with consideration to the five 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 Geography	physical features, climate, weather, resources, boundaries
Human Geography	demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities
Interaction of Human/Physical Systems	environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

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 with consideration to the five 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 Geography	physical features, climate, weather, resources, boundaries
Human Geography	demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities

Interaction of Human/Physical Systems	environmental trends and issues, exploited resources and peoples
--	--

Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

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 with consideration to the five 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 Geography	physical features, climate, weather, resources, boundaries
Human Geography	demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities
Interaction of Human/Physical Systems	environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has Geography shaped the culture and relationships in the region? (Standard 5)

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 with consideration to the five 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 Geography	physical features, climate, weather, resources, boundaries
Human Geography	demographics, migration, immigration, language, religion, government, economics, general culture, significant minorities
Interaction of Human/Physical Systems	environmental trends and issues, exploited resources and peoples

Sample Compelling Questions

- What critical decision has had the most significant impact on the geography of the region? (Standard 1)
- What are the circumstances surrounding human rights in the region? (Standard 2)
- How have specific beliefs, ideas, and diversity impacted the geography of the region? (Standard 3)
- How has the geography of the region changed over time? (Standard 4)
- How has geography shaped the culture and relationships in the region? (Standard 5)

The American Psychological Association defines Psychology as “the study of the mind and behavior. The discipline embraces all aspects of the human experience—from the functions of the brain to the actions of nations, from child development to care for the aged. . . In every conceivable setting . . . ‘the understanding of behavior’ is the enterprise of psychologists.”ⁱ 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.

Units

For the purpose of instruction, educators have great flexibility in how instructional content is organized. The units listed below are provided as a planning guide. The state performance assessment prompts and primary/secondary source libraries used as part of the assessment process are based on this unit organization.

State performance assessments will measure students’ ability to integrate content as part of their understanding of the *Standards* and *Benchmarks*. It is this ability to use content in authentic ways that will be assessed, not simply the content itself.

So the specific content contained in these units is not mandated, but is made available as a suggested grade level scope and sequence to assist in the planning of local lessons and units. It should be remembered that during this planning, emphasis must be placed on the “doing” of psychology rather than simple acquisition of content knowledge.

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

Standards

1. Choices have consequences.
2. Individuals have rights and responsibilities.
3. Societies are shaped by beliefs, idea, and diversity.
4. Societies experience continuity and change over time.
5. Relationships between people, place, idea, and environments are dynamic.

Connecting with Best Practices and Literacy Expectations

It is the process of applying foundational knowledge, not rote memorization of content, which prepares students for the 21st century. It is vital that Kansas K-12 students acquire the ability to analyze, interpret, evaluate, and communicate at high levels. These discipline-specific process skills are best learned through integrating them into the content of the course.

The skills are more clearly articulated in the Benchmarks and Best Practices and Literacy Expectations, and reflect the influence of the Kansas College and Career Ready Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects (KCCRS), often referred to as the Common Core. It is this nuanced balance of process skills, historical and social science foundational knowledge, and the KCCRS that best prepares students for college, career, and citizenship.

State assessments will focus on the Standards and Benchmarks, not specific content. The following Instructional Narrative and Content Outline may be used as a grade level scope and sequence to assist in the planning of lessons and units. But it should be remembered that during this planning, emphasis must be placed on the “doing” of psychology rather than simple acquisition of content knowledge.

As they prepare to teach the psychology course, teachers should review the *Profile of the 21st Century Learner* and the *Kansas Social Emotional and Character Development Model Standards* endorsed by the Kansas State Board of Education and *National Standards for High School Psychology Curricula* from the American Psychological Association.

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.

Instructional Narrative and Content Outline

The content included in this outline is sufficient for a two-semester class. Districts are encouraged to modify this outline to meet the needs of their students and curriculum.

The content information in this document is based on recommendations from the American Psychological Association in their publication *National Standards for High School Psychology Curricula* 2011 American Psychological Association 750 First Street, NE, Washington DC 20002-4242.

A strong foundational knowledge of content is an essential part of creating a democratic citizen capable of critical thinking. To develop this foundational knowledge, experienced teachers of psychology would include, but not be limited to, the following as part of a high-quality instructional design.

This narrative and outline is intended to assist in unit design and to provide a uniform, comprehensive guide for instruction. It is not intended to be a state-mandated curriculum for how and when content is taught. *The outline is not a list of required items, and so, was developed with the understanding that content often overlaps. Because of this overlap, it may seem as if important ideas, people, places, and events are missing from this outline.* It would be impossible for students to learn about classical conditioning without also learning about Pavlov and his dogs, so they do not appear in this outline.

This also means that the outline should be amended in ways that best fit the instructional needs of students. While retaining the integrity of the outline's scope and sequence, districts may choose to eliminate certain items from the list or to teach the outline in a different order.

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 non-human 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

Sample Compelling Questions

- What are the ethical considerations in deciding to research human behavior? (Standard 1)
- To what degree is a psychologist responsible for the outcome of behavior experimentation? (Standard 2)
- To what degree do personal biases impact the study of psychology? (Standard 3)
- What have been the most significant advances in the study of psychology? (Standard 4)
- What is the relationship between psychology and business, sports, religion, etc.? (Standard 5)

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

Sample Compelling Questions

- In what ways do biological factors affect the way we make decisions? (Standard 1)
- At what point can abnormal or criminal behavior be attributed to biology? (Standard 2)
- How do biological systems affect what you believe? (Standard 3)
- What biological factors affect cognitive acuity as individual's age? (Standard 4)
- How do various parts of the nervous system work together to create various behaviors? (Standard 5)

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

Sample Compelling Questions

- What changes occur in decision-making between infancy and adulthood? (Standard 1)
- To what extent does aging, disease, ethics, or other factors impact end-of-life issues? (Standard 2)
- To what extent does physical development affect self-identity? (Standard 3)
- What aspect of *being human* seems to change the least from infancy to adulthood? (Standard 4)
- To what extent do nature and nurture play in determining individual human behavior? (Standard 5)

Memory and Learning

This unit addresses encoding, storage, and retrieval of information from memory. Students should be instructed on factors affecting encoding, 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

Sample Compelling Questions

- How much control do we have over what we remember? (Standard 1)
- What responsibilities do individuals using classical or operant conditioning have towards their subjects? (Standard 2)
- How might your belief about your own ability to learn affect your memory? (Standard 3)
- How does an individual's ability to encode and retrieve information change over time? (Standard 4)
- In what ways does learning affect behavior? (Standard 5)

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

Sample Compelling Questions

- What factors influence an individual's decisions to obey, make friends, find love, and help others? (Standard 1)
- How much responsibility does an individual have for group behavior and the group for individual behavior? (Standard 2)
- How do people explain the behavior of others? (Standard 3)
- How are individuals affected by groups? (Standard 4)
- In what ways do social relationships and interactions impact individuals and communities? (Standard 5)

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)

Sample Compelling Questions

- To what degree does personality and self-identity impact the choices individuals make? (Standard 1)
- What is the relationship between privilege and social power to prejudice and discrimination? (Standard 2)
- In what ways is diversity among individuals positive and negative? (Standard 3)
- What factors are critical to cultural change in a community? (Standard 4)
- What is the relationship between socioeconomic status and personality? (Standard 5)

Mental Health and Treatment

In this unit students should address perspectives on abnormal behavior and psychological disorders. Students should be exposed to cross-cultural view 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 the 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

Sample Compelling Questions

- In what ways do mental health issues impact an individual's ability to make choices? (Standard 1)
- What protections might exist for individuals with mental health issues? (Standard 2)
- How do beliefs and ideas about mental health issues make treating mental illness difficult? (Standard 3)
- How has the treatment of mental illness changed in the last 75 years? (Standard 4)
- What is the relationship between stress and physical and mental health? (Standard 5)

ⁱ American Psychological Association. (2011). "National Standards for High School Psychology Curricula"
Washington, DC