

National Curriculum Standards for Social Studies
Expectations of Excellence
National Council for the Social Studies

There are ten broad thematic strands in social studies, and within each are performance expectations for early grades, middle grades and high school. Every school system may teach history and related aspects at different grade levels, therefore only the appropriate standards have been listed here. The individual performance expectations for each level can be found in the NCSS handbook. (See resource page for NCSS contact information.)

- I. **Culture**
Social studies programs should include experiences that provide for the study of culture and cultural diversity.

- II. **Time, Continuity, & Change**
Social studies programs should include experiences that provide for the study of the ways human beings view themselves in and over time.

- V. **Individuals, Groups, & Institutions**
Social studies programs should include experiences that provide for the study of interactions among individuals, groups and institutions.

- VI. **Power, Authority, & Governance**
Social studies programs should include experiences that provide for the study of how people create and change structures of power, authority, and governance.

- X. **Civic Ideals & Practices**
Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

Kansas Standards for History and Government;
Economics and Geography Draft
2004

Note: The current Kansas Standards are draft only. The final version should be adopted by the State Board of Education in July, 2004. Teachers should refer to the Kansas Department of Education website for updates.

Kansas, United States and World History:

History Standard: The Student uses a working knowledge and understanding of significant individuals, groups and ideas, events, eras and development in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.

Seventh Grade:

Benchmark 6: The student understands individuals, groups, ideas, events and developments in contemporary Kansas (since 1950.)

Knowledge Based Indicators:

1. The student understands the concept of “separate but equal is inherently unequal” in regards to the Supreme Court case Brown v. Topeka Board of Education.

Benchmark 7: The student engages in historical thinking skills.

Application Indicator:

1. The student examines a topic in Kansas History to analyze changes over time and makes logical inferences concerning cause and effect.

Eighth Grade:

Benchmark 3: The student engages in historical thinking skills:

Application Indicator:

1. The student examines a topic in United States history to analyze changes over time and makes logical inferences concerning cause and effect.

High School: (Kansas History most likely embedded in U.S. History)

Benchmark 1: The student uses a working knowledge and understanding of individuals, groups, ideas, developments and turning points in the era of the emergence of the modern United States (1877-1930).

Knowledge Indicator:

1. The student explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g. Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins.)

Benchmark 3: The student uses a working knowledge and understanding of individuals, groups, ideas, developments and turning points in the era of the Cold War (1945-1990).

Application Indicator:

1. The student analyzes Brown v. Topeka Board of Education as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case.

Civics-Government

Standard: The student uses a working knowledge and understanding of governmental systems of the United States and other nations with an emphasis on the US constitution, the necessity for the rule of law, the civic values of the American people, and the rights, privileges and responsibilities of becoming active participants in the democratic process.

High School:

Benchmark 2: The student understands the shared ideals and diversity of American society and political culture.

Knowledge Indicator:

1. The student recognizes that a nation's values are embodied in the Constitution, statutes, and important court cases (i.e. Scott v. Sanford, Plessy v. Ferguson, Brown v. Topeka Board of Education.)