

High School

Self-Assessment A: Content Expertise			
What is your level of content expertise or knowledge of each of the assessment indicators?			
1. Surface Understanding	⇨	2. Some Understanding	⇨
		3. Understanding	⇨
			4. Deep Understanding
Self-Assessment B: Confidence in Teaching Assessed Indicators			
How confident are you with your ability to deliver instruction that firmly and richly fits (aligns) with each of the assessed indicators?			
1. Not confident	⇨	2. Somewhat Confident	⇨
		3. Confident	⇨
			4. Highly Confident

Indicators – CLIO	A. content	B. confidence
Civics/Government		
1..▲ (A) analyzes how the rule of law can be used to protect the rights of individuals and to promote the common good (e.g., eminent domain, martial law during disasters, health and safety issues).		
2.(K) recognizes that a nation’s values are embodied in the Constitution, statutes, and important court cases (e.g., Dred Scott vs. Sanford, Plessy vs. Ferguson, Brown vs. Board of Education of Topeka).		
3. ▲ (K) understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American society (e.g., right to free speech, religion, press, assembly; equality; human dignity; civic responsibility, sovereignty of the people).		
4.(A) examines the fundamental values and principles of the American political tradition as expressed in historic documents, speeches and events, and ways in which these values and principles conflict (e.g., equal opportunity and fairness vs. affirmative action).		
5.(K) describes the purposes, organization, and functions of the three branches of government and independent regulatory agencies in relation to the United States Constitution.		
6.▲ (K) explains Constitutional powers (e.g., ▲expressed/enumerated, ▲implied, inherent, ▲reserved, and concurrent).		
7.(K) discusses that the United States Constitution has been able to sustain American government over time by the ability of the people to amend the document.		
8.▲ (A) examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.		
9.(K) explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process.		
10.(A) analyzes policies, actions, and issues regarding the rights of individuals to equal protection under the law		
11.(A) examines issues regarding political rights (e.g., to be an informed voter, participate in the political process, assume leadership roles).		
12.(K) understands that civil disobedience is a form of protest and if taken to extreme, punishable by law.		
13.(A) analyzes issues regarding economic freedoms within the United States (e.g., free enterprise, rights of individual choice, government regulation).		
14.(A) examines the role of interest groups and their impact on governmental policy.		
15.(A) compares various governmental systems with that of the United States government in terms of sovereignty, structure, function, decision-making processes, citizenship roles, and political culture and ideology (e.g., systems: constitutional monarchy, parliamentary democracy, dictatorship, totalitarianism; ideology: fascism, socialism, communism).		
16.(K) discusses the structure of international relations both regional and world-wide (e.g., trade, economic and defense alliances, regional security).		
17.▲ (A) examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross).		

18.(A)explains the changing roles of the United States Government in the international community (e.g., treaties, NATO, UN, exploitative, altruistic, benign).		
19.(A) examines a position concerning the use of various tools in carrying out United States foreign policy (e.g., trade sanctions, extension of the “most favored nation” status, military interventions).		

Economics		
20.(A) explains how economic systems affect the allocation of scarce resources (e.g., monarchies, financing explorers, mercantilism, rise of capitalism).		
21. ▲ (K) explains how economic choices made by societies have intended and unintended consequences. (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire).		
22.(K) explains how people respond to incentives in order to allocate scarce resources (e.g., government subsidies/farm production, rationing coupons/WWII, emission regulations, profits/war production, women/WWII workforce).		
23.(K) explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (e.g., individual: build a house in a flood plain; business: car, need for roads, railroads, ecosystems; government: isolationism at beginning of WWI, Prohibition Act, Space Race, building of atomic bomb).		
24.(K) explains the factors that have contributed to United States economic growth (e.g., increasing education and literacy, health care advances, technology developments).		
25.(K) explains the principles of demand and supply (e.g., laws, equilibrium, change in quantity vs. change in demand and supply).		
26. ▲ (K) explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; scarcity of resources: war, technology: assembly line production).		
27.(A) analyzes how changes in prices affect consumer behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil embargo of 1974; droughts (Ag products) changes in consumer preferences—fads, health information).		
28. ▲ (A) evaluates the costs and benefits of governmental economic and social policies on society (e.g., minimum wage laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects).		
29.(K) describes what happens to the product price and output of businesses when the degree of competition changes in an industry (e.g., oil, steel, automobiles (1970s), railroads in late 1800’s and early 1900’s, AT&T, Microsoft, Trusts of 1920’s & 1930’s).		
30.(A) analyzes the role of central banks and the Federal Reserve System in the economy of the United States (e.g., interest rates, monetary policy, government bonds).		
31.(A) uses comparative advantage to explain the benefits of trade among nations (e.g., nations can benefit from free trade while reducing or eliminating production of a good in which it is technologically superior at producing; to benefit from specialization and free trade, one nation should specialize and trade the good in which it is “most best” at producing, while the other nation should specialize and trade the good in which it is “least best” at producing; benefits include more product selection, lower prices, higher wages in both nations).		
32.(A) outlines the cost and benefits of free trade or restricted trade policies in world history (e.g., restrictions of trade under mercantilism, regional trade agreements, Smoot-Hawley Tariff Act of 1930, General Agreement on Tariffs & Trade (GATT), World Trade Organization (WTO)).		
33.(K) explains how a change in exchange rates affects the flow of trade between nations and a nation’s domestic economy (e.g., using historical examples such as development of the Euro, devaluation of the United States dollar in the early 1970s, & currency boards in the transitional economies of Eastern Europe).		
34.(A) explains why certain goods and services are provided by the government (e.g., infrastructure, schools, waste management, national defense, parks, environmental protection).		
35.(A) explains the advantages and disadvantages of the use of fiscal policy by the Federal Government to influence the United States economy (e.g., change in taxes & spending to expand or contract the economy, such as Franklin D. Roosevelt’s New Deal, George W. Bush’s tax cuts, Gerald Ford’s WIN program)		

36. ▲ (A) evaluates the costs and benefits of governmental economic and social policies on society (e.g., minimum wage laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects).		
37.(K) - (Ⓢ) describes how various jobs and employment are impacted by changes in the economy.		
38.(K) - (Ⓢ) illustrates how the demand for labor is influenced by productivity of labor and explains the factors that influence labor productivity (e.g., education, experience, health, nutrition, technology).		
39. ▲ (A) - (Ⓢ) explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines).		
40. ▲ (A) analyzes the factors that contribute to human changes in regions (e.g., technology alters use of place, migration, changes in cultural characteristics, political factors).		
Geography		
41.(K) recognizes how regional identity both unifies and delineates groups of people (e.g., being from the Midwest both connects a person to others from that region and defines them to others as Midwesterners with particular characteristics and values).		
42.(A) uses regions to analyze past and present issues to answer questions (e.g., conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).		
43.(A) analyzes the ways in which people's perception of places and regions affect their decisions (e.g., land use, property value, settlement patterns, job opportunities).		
44.(A) analyzes the patterns of physical processes and their effect on humans (e.g., weather patterns, earthquakes, drought, desertification).		
45.(A) analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., carrying capacity, biological magnification, reduction of species diversity, acid rain, ozone depletion, contamination)		
46.(A) identifies trends of population growth and migration in response to environmental, social, economic, political, or technological factors (e.g., stress on infrastructure, impact on environment, cultural diffusion, socio-economic changes and pressures).		
47.(A) analyzes how communication and transportation facilitate cultural interchange (e.g., nationalism, ethnic pride, cross-cultural adaptation, popularity of ethnic foods).		
48.(A) evaluates market areas to determine reasons for success or failure (e.g., advantages of location, trade partnerships, land value, wars, labor supply and cost, resource availability, transportation access, government structure, political cooperation).		
49.(A) analyzes the purpose and characteristics of settlements (e.g., village vs. town vs. city, cities in development vs. developed countries, rise of megalopolis edge cities and metropolitan corridors, regional characteristics of cities, impact of transportation technology, increasing number of ethnic enclaves).		
50. ▲ (K) gives examples of how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India; political: International Court of Justice and Hong Kong; economic: World Trade Organization).		
51. ▲ (A) examines the impact that technology has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on floodplains, internal combustion engine, toxic waste).		
52. ▲ (A) examines alternative strategies to respond to constraints placed on human systems by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster resistant construction).		
53.(A) discusses the pros and cons of specific policies and programs for resource use and management (e.g., EPA, building restrictions, mandated recycling, grazing).		
54.(A) interprets maps and other graphic representations to analyze United States and world issues (e.g., urban vs. urban areas, development vs. conservation, land use in the world vs. local community, nuclear waste disposal, relocation of refugees).		
55.(A) analyzes ways in which mental maps influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, settlement sites).		

56.(A) produces maps and other geographic representations, using data from a variety of sources to answer questions and solve problems (e.g., census data, interviews, geographic information system (GIS) and other databases, questionnaires).		
57.(A) demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, religion, language, occupations, industries, resources, governmental systems, economic systems).		

Kansas History		
58.▲ (A) uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters).		
59.(A) analyzes the ways the People’s Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation.		
60.(A) analyzes the text of William Allen White’s essay “What’s the Matter with Kansas” to understand his opposition to Populism		
61.(A) explains the significance of the Girard newspaper Appeal to Reason to the Socialist movement in the United States.		
62.(K) discusses the child labor laws enacted by the Kansas legislature during the Progressive period (e.g., 1905, 1909, 1917).		
63.(K) understands the role of the Court of Industrial Relations in solving labor disputes in the 1920s.		
64.(K) explains the influence of Kansas writers and artists on the Harlem Renaissance (e.g., Langston Hughes, Frank Marshall Davis, Aaron Douglas, Coleman Hawkins).		
65.(K) explains the challenges German Americans faced in Kansas during World War I (e.g., discrimination, movement against German languages)		
66.▲ (A) uses primary source materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters).		
67.(A) researches how the WPA altered the Kansas landscape. (e.g., public art, bridges, parks, swimming pools, libraries).		
68.(A) analyzes Alf Landon’s 1936 speech accepting the Republican nomination for President in terms of the debate over the role of government in the United States recovery.		
69.(K) understands the role of Kansas aviation companies in World War II.		
70.(K) understands how conscientious objectors in Kansas participated in alternative service to the country during World War II.		
71.(A) analyzes Brown vs.Board of Education of Topeka as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case.		
72.(K) explains how Kansans have responded to increasing urbanization and industrialization.		
73.(A) traces the history of women in political life in Kansas from Susanna Salter to Nancy Landon Kassebaum to understand issues and accomplishments.		
74.(A) debates the ways state government has tried to balance the needs of farmers, industries, environmentalists, and consumers in regards to water protection and regulation.		
75.(A) examines the history of racial and ethnic relations in Kansas and applies this knowledge to current events.		
76.(A) analyzes a theme in Kansas history to explain patterns of continuity and change over time.		
77.(A) develops historical questions on a specific topic in Kansas history and analyzes the evidence in primary source documents to speculate on the answers.		
78.(A) investigates an event in Kansas history using primary and secondary sources and develops a credible interpretation of the event, speculating on its meaning.		
79.(A) compares competing historical narratives in Kansas history by contrasting different historians’ choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.		
American History		
80.(A) examines topics in the transformation of American society in the rise of big business, heavy industry, and mechanized farming in the late 19 th century (e.g., Social Darwinism, Gospel of Wealth, “Robber Barons” or “Captains of Industry”, Sherman Antitrust Act, muckrakers).		

81.(A) explains the rise of the American labor movement (e.g., Samuel Gompers, Haymarket Tragedy, Mother Jones, Industrial Workers of the World, Eugene Debs, strikes).		
82.(A) analyzes the key ideas of William Jennings Bryan and other populists (e.g., free coinage of silver, government ownership of railroads, graduated income tax, direct election of senators, election reform).		
83.▲ (A) examines the emergence of the United States in international affairs at the turn of the 20 th Century (e.g., debate over imperialism, Spanish-American War, Phillippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy).		
84.(K) explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson).		
85.(A) analyzes the reasons for and impact of the United States' entrance into World War I		
86.(A) analyzes how the home front was influenced by United States involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, influenza, Creel Committee).		
87.(K) retraces the progress of the women's suffrage movement from the state to the national arena (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, states granting voting rights in the 19 th Amendment).		
88.(A) analyzes factors that contributed to changes in work, production and the rise of a consumer culture during the 1920's (e.g., leisure time, technology, communication, travel, assembly line, credit buying).		
89.(A) evaluates various social conflicts in the early 1920's (e.g., rural vs. urban, fundamentalism vs. modernism, prohibition, nativism, flapper vs. traditional woman's role).		
90.(A) analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the Great Migration, race riots, NAACP, Tuskegee).		
91.(A) interprets how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem Renaissance, F. Scott Fitzgerald, development of blues and jazz culture).		
92.(A) analyzes the causes and impact of the Great Depression (e.g., overproduction, consumer debt, banking regulation, unequal distribution of wealth).		
93.▲ (A) analyzes the costs and benefits of New Deal programs. (e.g., budget deficits vs. creating employment, expanding government: CCC, WPA, Social Security, TVA, community infrastructure improved, dependence on subsidies).		
94.(A) analyzes the debate over expansion of federal government programs during the Depression (e.g., Herbert Hoover, Franklin Delano Roosevelt, Alf Landon, Huey Long, Father Charles Coughlin).		
95.(A) analyzes the human cost of the Dust Bowl through art and literature (e.g., Dorothea Lange, Woody Guthrie, John Steinbeck).		
96.(A) analyzes the debate over and reasons for United States entry into World War II (e.g., growth of totalitarianism, America First Committee, neutrality, isolationism, Pearl Harbor).		
97.▲ (K) discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors).		
98.(K) examines the complexity of race and ethnic relations (e.g., Zoot Suit Riots, Japanese internment camps, American reaction to atrocities of Holocaust and unwillingness to accept Jewish refugees).		
99.(A) examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use the atomic bombs, opposition to nuclear weapons).		
100.(K) explains why the United States emerged as a superpower as the result of World War II.		
101.▲ (A) analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain).		
102.(A) evaluates the foreign policies of Truman and Eisenhower during the Cold War (e.g., establishment of the United Nations, containment, NATO, Truman Doctrine, Berlin Blockade, Korean War, Iron Curtain, U-2 incident).		
103.(A) evaluates the foreign policies of Kennedy and Johnson during the Cold War (e.g., Cuban Missile Crisis, Berlin Wall, Vietnam War, Peace Corps).		
104.(A) analyzes domestic life in the United States during the Cold War era (e.g., McCarthyism, federal aid to education, interstate highway system, space as the New Frontier, Johnson's Great Society).		

105.(A) analyzes the cause and effect of the counterculture in the United States (e.g., Sputnik, reaction to the Military Industrial Complex, assassinations of Kennedy and King, draft, Vietnam War, Watergate Scandal).		
106. ▲ (K) examines the struggle for racial and gender equality and for the extension of civil rights (e.g., Brown v. Board of Education of Topeka, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX).		
107.(K) discusses events that contributed to the end of the Cold War (e.g., Détente, Nixon's visit to China, SALT talks, expansion of the military-arms race, relationship between Ronald Reagan and Mikhail Gorbachev).		
108.(A) evaluates the causes and effects of the reform movements of the 1960s and 1970s (e.g., environmentalism – Rachel Carson, EPA; consumer protection – Ralph Nader; changes in the American labor movement – Cesar Chávez)		
109.(K) examines the relationship of the United States to the rest of the world in the post Cold War era (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture).		
110.(A) describes the impact of developments in technology, global communication, and transportation.		
11.(A) researches major contemporary social issues.		
112.(A) describes how changes in the national and global economy have influenced the work place.		
113.(A) examines United States immigration policy to understand the affects of legal and illegal immigration (e.g., political, social, economic).		
114.(A) analyzes a theme in United States history to explain patterns of continuity and change over time.		
115.(A) develops historical questions on a specific topic in United States history and analyzes the evidence in primary source documents to speculate on the answers.		
116. ▲ (A) uses primary and secondary sources about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret an historical-based conclusion).		
117.(A) compares competing historical narratives in United States history by contrasting different historians' choice of questions, use of sources, and points of view, in order to demonstrate how these factors contribute to different interpretations.		