

Grades 7 & 8

Self-Assessment A: Content Expertise

What is your level of content expertise or knowledge of each of the assessment indicators?

1. Surface Understanding \rightleftarrows 2. Some Understanding \rightleftarrows 3. Understanding \rightleftarrows 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 \rightleftarrows 2. Somewhat Confident \rightleftarrows 3. Confident \rightleftarrows 4. Highly Confident

Indicators – CLIO	A. content	B. confidence
Civics/Government		
1. ▲ (K) defines the rights guaranteed, granted, and protected by the Kansas Constitution and its amendments.		
2.(K) explains how authority and responsibility are balanced and divided between national and state governments in a federal system (e.g., federal: postage regulation, coinage of money, federal highways, national defense; state: state highways, state parks, education).		
3.(K) explains why separation of powers and a system of checks and balances are important to limit government.		
4.(K) explains the recurring problems and solutions involving minority rights (e.g., Title IX, job discrimination, affirmative action).		
5.(K) understands that the United States Constitution is written by and for the people and it defines the authority and power given to the government as well as recognizes the rights retained by the state governments and the people (e.g., separation of power, limited government, state’s rights, the concept “by and for the people”)		
6.(A) researches historical examples of how legislative, executive, and judicial powers have been challenged at the national level (e.g., secession, appointment of officials, Marbury v Madison).		
7. ▲ (K) explains how the United States Constitution can be changed through amendments.		
8. ▲ (A) analyzes the Declaration of Independence and the United States Constitution to identify essential ideas of American constitutional government.		
9.(K) compares the popular vote with the Electoral College as a means to elect government officials		
10.(A) researches and analyzes a current issue involving rights from an historical perspective (e.g., civil rights, native Americans, organized labor).		
11.(A) examines government responses to international affairs from an historical perspective (e.g., immigration, Spanish-American war.).		

Economics		
12.(K) identifies substitutes and complements for selected goods and services (e.g., substitutes: sod houses vs. wood houses, wagons vs. railroads; complements: trains and rails, wagons and wheels).		
13.(K) explains that how people choose to use resources has both present and future consequences.		
14.(A) - (\$) analyzes the impact of inflation or deflation on the value of money and people’s purchasing power (e.g., cattle towns, mining towns, time of “boom”, time of depression).		
15. ▲ (A) describes examples of factors that might influence international trade. (e.g., United States economic sanctions, weather, exchange rates, war, boycotts, embargos).		
16.(K) explains the costs and benefits of trade between people across nations (e.g., job loss vs. cheaper prices, environmental costs vs. wider selection of goods and services).		
17.(A) gives examples of factors that might influence international trade (e.g., United States economic sanctions, weather, exchange rate, war, boycotts, embargos).		
18.(A) gives examples of how tariffs, quotas, and other trade barriers affect consumers and the prices of goods (e.g., a country fearful of purchasing Kansas beef for fear of disease, tariffs on Kansas wheat).		

19.(K) identifies goods and services provided by local, state, and national governments (e.g., transportation, education, defense).		
20.(A) examines relationship between local and state revenues and expenditures (e.g., school bonds, sales tax, property tax, teacher salaries, curbs and gutters, police force).		
21.▲(A) analyzes the effect of scarcity on the price, production, consumption and distribution of goods and services (e.g., price goes up and production goes down, consumption goes down and distribution is limited).		
22.▲(K) explains how relative price, people's economic decisions, and innovations influence the market system (e.g., cotton gin led to increased productivity, more cotton produced, higher profits, and lower prices; steamboat led to increased distribution of goods, which brought down prices of goods and allowed goods to be more affordable to people across the United States; development of railroad led to transportation of cattle to eastern markets, price was decreased and profit was increased, timely access to beef).		
23.(K) - (\$) explains the factors that cause unemployment (e.g., seasonal demand for jobs, changes in skills needed by employers, other economic influences, downsizing, outsourcing).		
24.▲(K) - (\$) describes the positive and negative incentives to which employees respond (e.g., wage levels, benefits, work hours, working conditions).		
25.(K) describes examples of specialized economic institutions found in market economies (e.g., corporations, partnerships, proprietorships, labor unions, banks, and non-profit organizations).		
26.(K) gives examples of how monopolies affect consumers, the prices of goods, laborers, and their wages (e.g., monopolistic employers and development of labor unions; oil, steel, and railroad monopolies; anti-trust laws).		
Geography		
27.(A) develops and uses different kinds of maps, globes, graphs, charts, databases, and models		
28.(A) uses mental maps of Kansas to answer questions about the location of physical and human features (e.g., drier in the West; major rivers; population centers; major cities: Topeka, Wichita, Hays, Dodge City, Kansas City; major interstates and highways: I-70, US 56).		
29.(A) selects and explains reasons for using different geographic tools, graphic representation, and/or technologies to analyze selected geographic problems (e.g., map projections, aerial photographs, satellite images, geographic information systems).		
30.(A) uses geographic tools, graphic representation, and/or technologies to pose and answer questions about past and present spatial distributions and patterns (e.g., mountain ranges, river systems, field patterns, settlements, transportation routes).		
31.(A) identifies and compares the physical characteristics of world regions (e.g., locations, landscape, climate, vegetation, resources).		
32.(A) identifies and compares the human characteristics of world regions (e.g., people, religion, language, customs, government, agriculture, industry, architecture, arts, education).		
33.(K) identifies and explains how Kansas, United States, and world regions are interdependent (e.g., through trade, diffusion of ideas, human migration, international conflicts and cooperation).		
34.▲(K) identifies the various physical and human criteria that can be used to define a region (e.g., physical: mountain, coastal, climate: human: religion, ethnicity, language, economic, government).		
35.(K) identifies ways technology or culture has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development).		
36.(K) identifies ways technology or culture has influenced regions (e.g., perceptions of resource availability, dominance of specific regions, economic development).		
37.(A) describes and analyzes population characteristics through the use of demographic concepts (e.g., population pyramids, birth/death rates, population growth rates, migration patterns).		
38.(K) explains how the spread of cultural elements results in distinctive cultural landscapes (e.g., religion, language, customs, ethnic neighborhoods, foods).		
39.▲(K) identifies the geographic factors that influence world trade and interdependence (e.g., location advantage, resource distribution, labor cost, technology, trade networks and organizations).		

40. ▲ (K) identifies ways in which technologies have modified the physical environment of various world cultures (e.g., dams, levees, aqueducts, irrigation, roads, bridges, plow).		
41.(K) describes the consequences of having or not having particular resources (e.g., resource movement and consumption, relationship between access to resources and living standards, relationship between competition for resources and world conflicts).		
42.(K) locates major political and physical features of Earth from memory and describes the relative location of those features (e.g., Atlanta, New Orleans, Salt Lake City, San Antonio, Columbia River, St. Louis, Rio Grande, Black Hills, Continental Divide).		
43.(A) creates maps, graphs, charts, databases and/or models to support historical research.		
44.(K) identifies and explain the changing criteria that can be used to define a region (e.g., North, South, Border States, Northwest Territory).		
45.(A) explain why labels are put on regions to create an identity (e.g.,Coal/Iron/Rust Belt, North-Yankee/ South-Dixie).		
46. ▲ (A) evaluates demographic data to analyze population characteristics in the United States over time (e.g., birth/death rates, population growth rates, migration patterns: rural, urban).		
47. ▲ (A) analyzes push-pull factors including economic, political, and social factors that contribute to human migration and settlement in United States (e.g., economic: availability of natural resources, job opportunities created by technology; political: Jim Crow laws, freestaters; social factors: religious, ethnic discrimination).		
48.(K) compares cultural elements that created the distinctive cultural landscapes during the Civil War (e.g., technology, crops, housing types, agricultural methods, settlement patterns).		
49.(K) identifies the geographic factors that influenced United States world interdependence in the 19 th century (e.g., location advantage, resource distribution, labor cost, technology, trade networks).		
50.(A) examines how human beings removed barriers to settlement by moving needed resources across the United States		

Kansas History		
51.(A) compares and contrasts nomadic and sedentary tribes in Kansas (e.g., food, housing, art, customs).		
52.(A) describes the social and economic impact of Spanish, French and American explorers and traders on the Indian tribes in Kansas.		
53.(K) explains how Stephen H. Long’s classification of Kansas as the “Great American Desert” influenced later United States government policy on American Indian relocation.		
54. ▲ (A) analyzes the impact of the Indian Removal Act of 1830 on the way of life for emigrant Indian tribes relocated to Kansas (e.g., loss of land and customary resources, disease and starvation, assimilation, inter-tribal conflict).		
55.(K) describes the role of early Kansas forts in carrying out the United States government’s policies in regards to relocated Indian tribes and travel on the Santa Fe and Oregon-California trails (e.g., Fort Leavenworth, Fort Scott, Fort Larned, and Fort Riley).		
56.(A) describes the concept of popular sovereignty under the Kansas-Nebraska Act and its impact on developing a state constitution.		
57. ▲ (K) describes how the dispute over slavery shaped life in Kansas Territory (e.g., border ruffians, bushwhackers, jayhawkers, the Underground Railroad, free-staters, abolitionists).		
58.(A) analyzes the importance of “Bleeding Kansas” to the rest of the United States in the years leading up to the Civil War (e.g., national media attention, caning of Senator Charles Sumner, Emigrant Aid Societies, Beecher Bible and Rifle Colony, poems of John Greenleaf Whittier, John Brown).		
59.(K) describes the role of important individuals during the territorial period (e.g., Charles Robinson, James Lane, John Brown, Clarina Nichols, Samuel Jones, David Atchison, Andrew H. Reeder).		
60.(A) analyzes the Wyandotte Constitution with respect to the civil rights of women and African Americans		
61.(K) describes important events in Kansas during the Civil War (e.g., Quantrill’s Raid on Lawrence, the Battle of Mine Creek, recruitment of volunteer regiments).		

62. ▲ (K) describes the reasons for tension between the American Indians and the United States government over land in Kansas (e.g., encroachment on Indian lands, depletion of the buffalo and other natural resources, the Sand Creek massacre, broken promises).		
63.(K) describes the United States government's purpose for establishing frontier military forts in Kansas (e.g., protection of people, land, resources).		
64.(A) determines the significance of the cattle drives in post-Civil War Kansas and their impact on the American identity (e.g., Chisholm Trail, cowboys, cattle towns).		
65.(A) traces the migration patterns of at least one European ethnic group to Kansas (e.g., English, French, Germans, German-Russians, Swedes).		
66. ▲ (K) describes the reasons for the Exoduster movement from the South to Kansas (e.g., relatively free land, symbol of Kansas as a free state, the rise of Jim Crow laws in the South, promotions of Benjamin "Pap" Singleton).		
67.(K) explains the impact of government policies and the expansion of the railroad on settlement and town development (e.g., preemption, Homestead Act, Timber Claim Act, railroad lands).		
68.(A) uses primary source documents to determine the challenges faced by settlers and their means of adaptations (e.g., drought, depression, grasshoppers, lack of some natural resources, isolation).		
69.(A) describes the movement for women's suffrage and its effect on Kansas politics (e.g., the fight for universal suffrage, impact of women on local elections).		
70. ▲ (K) describes the development of Populism in Kansas (e.g., disillusionment with big Eastern business, railroads, government corruption, high debts and low prices for farmers).		
71.(K) explains the accomplishments of the Progressive movement in Kansas (e.g. election and government reforms, labor reforms, public health campaigns, regulation of some businesses).		
72.(K) analyzes the impact of Kansas reformers on the nation (e.g., Populists: Mary E. Lease, Annie Diggs, William Peffer, "Sockless" Jerry Simpson; Progressives: Carry A. Nation, Samuel Crumbine, William Allen White, Socialists: J.A. Wayland, Kate Richards O'Hare, Emanuel and Marcet Haldeman-Julius).		
73.(K) describes the significance of farm mechanization in Kansas (e.g., increased farm size and production, specialized crops, population redistribution).		
74.(A) explains the significance of the work of entrepreneurial Kansans in the aviation industry (e.g., Alvin Longren, Clyde Cessna, Walter and Olive Beech, Lloyd Stearman).		
75.(A) describes the contributions made by Mexican immigrants to agriculture and the railroad industry.		
76. ▲ (A) compares agricultural practices before and after the dust storms of the 1930's (e.g., rotation of crops, shelter belts, irrigation, terracing, stubble mulch.)		
77.(A) uses local resources to describe conditions in his/her community during the Great Depression.		
78.(A) researches the contributions of Kansans during the 1930s & 1940s (e.g., Amelia Earhart, Osa and Martin Johnson, Glenn Cunningham, Walter Chrysler, Langston Hughes, John Steuart Curry, Dwight Eisenhower, Alf Landon, Arthur Capper, Birger Sandzen).		
79.(K) summarizes the effects of New Deal programs on Kansas life.		
80.(K) explains how World War II acted as a catalyst for change in Kansas (e.g., women entering work force, increased mobility, changing manufacturing practices).		
81.(K) analyzes the concept of "separate but equal is inherently unequal" in regards to the Supreme Court case Brown vs. Topeka Board of Education and how it continues to impact the nation.		
82.(K) describes major flood control projects in the 1950s.		
83.(A) describes the role of Kansas culture in the dramas of Pulitzer prize-winning playwright William Inge and the writings, photos, and films of Gordon Parks.		
84.(A) analyzes the effect of rural depopulation and increased urbanization and suburbanization on Kansas.		
85.(K) explains the reasons Southeast Asians immigrated to Kansas after 1975 (e.g., church, community, organizations, jobs, the fall of Southeast Asian governments).		
86.(K) identifies issues facing Kansas state government in the 2000s (e.g., economic diversity, global economy, water issues, school funding).		

87.(A) analyzes changes over time to make logical inferences concerning cause and effect by examining a topic in Kansas history.		
88.▲ (A) examines different types of primary sources in Kansas history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).		
89.(A) uses at least three primary sources to interpret the impact of a person or event from Kansas history to develop an historical narrative.		
90.(A) compares contrasting descriptions of the same event in Kansas history to understand how people differ in their interpretations of historical events.		
American History		
91.(K) explains the major compromises made to create the Constitution (e.g., Three-Fifth's Compromise, Great Compromise, Bill of Rights)		
92.(K) describes how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., Alien and Sedition Act, National Bank, view on foreign policy).		
93.(A) describes the impact of the War of 1812 (e.g., nationalism, political parties, foreign relations).		
94.▲ (A) explains the impact of constitutional interpretation during the era (e.g., Alien and Sedition Act, Louisiana Purchase, Marshall Court – Marbury v. Madison, McCullough v, Maryland (1819).		
95.▲ (A) analyzes how territorial expansion of the United States affected relations with external powers and American Indians (e.g., Louisiana Purchase, concept of Manifest Destiny, previous land policies-Northwest Ordinance, Mexican-American War, Gold Rush).		
96.▲ (A) explains how the Industrial Revolution and technological developments impacted different parts of American society (e.g., interchangeable parts, cotton gin, railroads, steamboats, canals).		
97.(K) defines and gives examples of issues during Andrew Jackson's presidency (e.g., expansion of suffrage, appeal to the common man, justification of spoils system, opposition to elitism, opposition to Bank of the U.S., Indian Removal of 1830).		
98.(K) analyzes the development of nativism as a reaction to waves of Irish and German immigrants.		
99.(A) explains the impact on American society of religious, social, and philosophical reform movements of the early 19 th century (e.g., abolition, education, mental health, women's rights, temperance).		
100.(K) explains the issues of nationalism and sectionalism (e.g., expansion of slavery, tariffs, westward expansion, internal improvements, nullification).		
101.(A) discusses the impact of constitutional interpretation during the era (e.g., Dred Scott vs. Sanford, Plessy vs. Ferguson, Lincoln's suspension of Habeas Corpus)		
102.▲ (K) retraces events that led to sectionalism and secession prior to the Civil War (e.g., Missouri Compromise, Compromise of 1850, Kansas-Nebraska Act=Popular Sovereignty, Uncle Tom's Cabin)		
103.(A) explains the issues that led to the Civil War (e.g., slavery, economics, and state's rights).		
104.▲ (K) describes the turning points of the Civil War (e.g., Antietam, Gettysburg, Emancipation Proclamation, and Sherman's March to the Sea).		
105.(A) compares and contrasts various points of views during the Civil War era (e.g., abolitionists vs. slaveholders, Robert E. Lee vs. Ulysses S. Grant, Abraham Lincoln vs. Jefferson Davis, and Harriett Beecher Stowe vs. Mary Chesnut).		
106.(A) compares and contrasts different plans for Reconstruction (e.g., plans advocated by President Lincoln, congressional leaders, President Johnson).		
107.(K) discusses the impeachment and trial of President Andrew Johnson (e.g., constitutional powers and Edmund G. Ross).		
108.▲ (A) analyzes the impact of the end of slavery on African Americans (e.g., Black Codes; sharecropping: Jim Crow; Amendments 13, 14, and 15; Frederick Douglass, Ku Klux Klan; Exodusters).		
109.(A) interprets the impact of the romance of the west on American culture (e.g., Frederick Jackson Turner, western literature, Buffalo Bill Cody's Wild West Show, Frederick Remington, the cowboy).		

110. ▲ (K) explains the impact of the railroad on the settlement and development of the West (e.g., transcontinental railroad, cattle towns, Fred Harvey, town speculation, railroad land, immigrant agents).		
111.(K) describes federal American Indian policy after the Civil War (e.g., Dawes Act, boarding schools, forced assimilation).		
112.(K) explains American Indians' reactions to encroachment on their lands and the government response (e.g., Chief Joseph, Helen Hunt Jackson, Crazy Horse, Sitting Bull, Geronimo, Sand Creek, Washita, Little Big Horn, and Wounded Knee).		
113.(K) explains how the rise of big business, heavy industry, and mechanized farming transformed American society.		
114.(A) interprets data from primary sources to describe the experiences of immigrants and native-born Americans of the late 19 th century.		
115.(A) compares and contrasts the experiences of immigrants in urban versus rural settings.		
116.(A) examines a topic in United States history to analyze changes over time and makes logical inferences concerning cause and effect.		
117.(A) examines a variety of different types of primary sources in United States history and analyzes them in terms of credibility, purpose, and point of view (e.g., census records, diaries, photographs, letters, government documents).		
118.(A) uses at least three primary sources to interpret a person or event from United States history to develop a historical narrative.		
119. ▲ (A) compares contrasting descriptions of the same event in United States history to understand how people differ in their interpretations of historical events.		