

# KENTUCKY ACADEMIC STANDARDS



# SOCIAL STUDIES

## Education Goals

These capacity and goal statements of the Kentucky Education Reform Act of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451, are the basis for instructional programs in Kentucky public schools. All students shall have the opportunity to acquire the following capacities and learning goals:

- Communication skills necessary to function in a complex and changing civilization
- Knowledge to make economic, social and political choices
- Understanding of governmental processes as they affect the community, the state and the nation
- Sufficient self-knowledge and knowledge of their mental health and physical wellness
- Sufficient grounding in the arts to enable each student to appreciate their cultural and historical heritage
- Sufficient preparation to choose and pursue their life's work intelligently
- Skills to enable students to compete favorably with students in other states and other parts of the world

Furthermore, schools shall

- Expect a high level of achievement from all students
- Develop their students' abilities to:
  - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives
  - Apply core concepts from mathematics, science, arts and humanities, social studies, English/language arts, health, mathematics, practical living, including physical education, to situation they will encounter throughout their lives
  - Become self-sufficient individuals
  - Become responsible members of a family, work group or community as well as an effective participant in community service
  - Think and solve problems in school situations and in a variety of situations they will encounter in life
  - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources
- Increase student attendance rates
- Reduce dropout and retention rates
- Reduce physical and mental health barriers to learning
- Be measured on the proportion of students who make a successful transition to work, postsecondary education and the military

## Legal Base

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal base for this publication:

[KRS 156.160](#) Promulgation of administrative regulations by the Kentucky Board of Education

With the advice of the Local Superintendents Advisory Council, the Kentucky Board of Education shall promulgate administrative regulations establishing standards that public school districts shall meet in student, program, service and operational performance. These regulations shall comply with the expected outcomes for students and schools set forth in KRS 158.6451.

Administrative regulations shall be promulgated for:

- Courses of study for the different grades and kinds of common schools; and
- The minimum requirements for high school graduation.

[704 KAR 3:305](#) Minimum requirements for high school graduation

This administrative regulation establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma.

[704 KAR 3:303](#) Required academic standards

This administrative regulation incorporates by reference the Kentucky Academic Standards, which contain the general courses of study and academic content standards for use in Kentucky's common schools.

# **PRIMARY SOCIAL STUDIES**

## Kentucky Academic Standards– Social Studies – Primary

The social studies program in primary includes connections to literature, active, hands-on work with concrete materials and appropriate technologies. Although the social studies program for primary is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in social studies. This style of learning reflects the developmental nature of children.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the primary level are directly aligned with Kentucky's **Academic Expectations**. Social Studies standards are organized around five “Big Ideas” that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.

## **Big Idea: Government and Civics**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Academic Expectations**

- 2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- local governments are formed to establish order, provide security and accomplish common goals.
- citizens of local communities have certain rights and responsibilities in a democratic society.
- local communities promote the basic principles (e.g., liberty, justice, equality, rights, responsibilities) of a democratic form of government.

### **Primary Skills and Concepts**

*Students will*

- demonstrate (e.g., speak, draw, write) an understanding of the nature of government:
  - explain basic functions (to establish order, to provide security and accomplish common goals) of local government
  - explore and give examples of the services (e.g., police and fire protection, maintenance of roads, snow removal, garbage pick-up)
  - investigate how the local government pays for services (by collecting taxes from people who live there)
  - explain the reasons for rules in the home and at school; and compare rules (e.g., home, school) and laws in the local community
  - investigate the importance of rules and laws and give examples of what life would be like without rules and laws (home, school, community)
- explore personal rights and responsibilities:
  - explain, demonstrate, give examples of ways to show good citizenship at school and in the community (e.g., recycling, picking up trash)
  - describe the importance of civic participation and locate examples (e.g., donating canned food to a class food drive) in current events/news
- use a variety of print and non-print sources (e.g., stories, books, interviews, observations) to identify and describe basic democratic ideas (e.g., liberty, justice, equality, rights, responsibility)

## **Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society.

Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Academic Expectations**

**2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

**2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people.
- cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition).
- a variety of factors promote cultural diversity in a community.
- an understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

### **Primary Skills and Concepts**

*Students will*

- develop an understanding of the nature of culture:
  - explore and describe cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts)
  - investigate diverse cultures using print and non-print sources (e.g., stories, books, interviews, observations)
- investigate social institutions (e.g., schools) in the community
- describe interactions (e.g., compromise, cooperation, conflict, competition) that occur between individuals/groups
- describe and give examples of conflicts and conflict resolution strategies

## **Big Idea: Economics**

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole.

The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.

### **Academic Expectations**

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- the basic economic problem confronting individuals and groups in our community today is scarcity; as a result of scarcity economic choices and decisions must be made.
- a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the community today.
- economic institutions are created to help individuals, groups and businesses in the community accomplish common goals.
- markets enable buyers and sellers to exchange goods and services.
- production, distribution and consumption of goods and services in the community have changed over time.
- individuals, groups and businesses in the community demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

### **Primary Skills and Concepts**

*Students will*

- develop an understanding of the nature of limited resources and scarcity:
  - investigate and give examples of resources
  - explain why people cannot have all the goods and services they want
  - solve economic problems related to prioritizing resources, saving, loaning and spending money
  - explore differences between limited natural resources and limited human resources
- investigate banks in the community and explain how they help people (e.g., loan money, save money)
- compare ways people in the past/present acquired what they needed, using basic economic terms related to markets (e.g., goods, services, profit, consumer, producer, supply, demand, buyers, sellers, barter)
- describe and give examples of production, distribution and consumption of goods and services in the community



## **Big Idea: Geography**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### **Academic Expectations**

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help to locate places, recognize patterns and identify geographic features.
- patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations.
- people depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits and/or promotes human activities.

### **Primary Skills and Concepts**

*Students will*

- develop an understanding of patterns on the Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs):
  - locate and describe familiar places at school and the community
  - create maps that identify the relative location of familiar places and objects (e.g., school, neighborhood)
  - identify major landforms (e.g., continents, mountain ranges) and major bodies of water (e.g., oceans, rivers)
- investigate the Earth’s surface using print and non-print sources (e.g., books, magazines, films, Internet, geographic tools):
  - locate and describe places (e.g., local environments, different habitats) using their physical characteristics (e.g., landforms, bodies of water)
  - identify and explain patterns of human settlement in different places
- compare ways people and animals modify the physical environment to meet their basic needs (e.g., clearing land to build homes versus building nests and burrows as shelters)
- recognize how technology helps people move, settle, and interact in the world

## **Big Idea: Historical Perspective**

History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

### **Academic Expectations**

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### **Primary Enduring Knowledge – Understandings**

*Students will understand that*

- history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand historical events.
- history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.
- history has been impacted by significant individuals and groups.

### **Primary Skills and Concepts**

*Students will*

- develop an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources, family mementoes, artifacts, Internet, diaries, timelines, maps):
  - examine the past (of selves and the community)
  - distinguish among past, present and future people, places, events
  - explain why people move and settle in different places; explore the contributions of diverse groups
- use print and non-print sources (e.g., stories, folktales, legends, films, magazines, Internet, oral history):
  - investigate and give examples of factual and fictional accounts of historical events
  - explore and give examples of change over time (e.g., transportation, clothing, communication, technology, occupations)
- investigate the significance of patriotic symbols, patriotic songs, patriotic holidays and landmarks  
(e.g., the flag of the United States, the song “My Country, ‘Tis of Thee,” the Fourth of July, Veterans’ Day, the Statue of Liberty)

# **INTERMEDIATE SOCIAL STUDIES**

## Kentucky Academic Standards – Social Studies – Fourth Grade

Social studies in the intermediate grades has a different level/grade context each year. For example, grade four focuses on Kentucky studies and regions of the United States. Grade five includes an integrated focus on United States history. Regardless of the level/grade context, students incorporate each of the five areas of social studies in an integrated fashion to explore the content.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the intermediate level are directly aligned with Kentucky's **Academic Expectations**. Social Studies standards are organized around five "Big Ideas" that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.

## **Big Idea: Government and Civics**

The study of government and civics allows students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Academic Expectations**

**2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

**2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

### **Grade 4 Enduring Knowledge – Understandings**

*Students will understand that*

- the government of Kentucky was formed to establish order, provide security and accomplish common goals.
- the Constitution of Kentucky establishes a government of limited powers that are shared among different levels and branches.
- all citizens of Kentucky have rights and responsibilities as members of a democratic society, including civic participation.
- fundamental values and principles of American representative democracy are expressed in Kentucky's Constitution.

### **Grade 4 Skills and Concepts**

*Students will*

- demonstrate an understanding of the nature of government:
  - explore basic functions of state government (e.g., to establish order, to provide security and to accomplish common goals)
  - explain and give examples of services state governments provide (e.g., state police and fire protection, state parks, highway maintenance, snow removal)
  - describe how the state government provides services to its citizens (e.g., collecting taxes)
  - describe the structure of state government (e.g., the executive, legislative and judicial branches) and explain why power is shared among different branches
  - investigate and give examples of state laws and explain their purpose
- explore rights and responsibilities:
  - describe, give examples, and compare rights and responsibilities
  - describe the benefits of citizenship and find examples of citizenship in current events/news media
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (e.g. life, liberty, pursuit of safety and happiness, acquiring and protecting property) found in Kentucky's Constitution

## **Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules and institutions in a global society.

Students should understand that people form cultural groups throughout the United States and the World and that issues and challenges unite and divide them.

### **Academic Expectations**

**2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

**2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

### **Grade 4 Enduring Knowledge – Understandings**

*Students will understand that*

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- a variety of factors promote cultural diversity in the state of Kentucky.
- an appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

### **Grade 4 Skills and Concepts**

*Students will*

- develop an understanding of the nature of culture:
  - explore and compare cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups (e.g., Native Americans and early settlers) in the early settlement of Kentucky
  - examine the influences/contributions of diverse groups in Kentucky
- investigate social institutions (e.g., family, government, economy, education, religion) in Kentucky and explain their functions
- describe conflicts that occurred between diverse groups (e.g., Native Americans and the early settlers) in the settlement of Kentucky
- investigate and compare culture/cultural events of diverse groups in Kentucky today with the past using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental)

## **Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others and the nation as a whole.

The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### **Academic Expectations**

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

### **Grade 4 Enduring Knowledge – Understandings**

*Students will understand that*

- the basic economic problem confronting individuals and groups in Kentucky today is scarcity; as a result of scarcity, economic choices and decisions must be made.
- a variety of fundamental economic concepts impact individuals and groups.
- economic institutions are created to help individuals, groups and businesses accomplish common goals.
- markets enable buyers and sellers to exchange goods and services.
- production and distribution of goods and services have changed over time in Kentucky.
- individuals, groups and businesses demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

### **Grade 4 Skills and Concepts**

*Students will*

- develop an understanding of the nature of limited resources and scarcity:
  - use a variety of sources to research and give examples of productive resources (e.g., natural, human, capital) found in regions of Kentucky
  - explain why individuals, groups, and businesses must make economic decisions due to the scarcity of resources
  - investigate banks in Kentucky; explain and give examples of the roles banks play (e.g., loan money, save money) in helping people deal with scarcity
  - investigate and give examples of markets (past and present); and explain how goods and services were/are exchanged
- use a variety of sources to investigate and trace change over time (e.g., draw, chart, map, timeline) in the production, distribution, and consumption of goods and services (e.g., products made in Kentucky)
- investigate and give examples of specialization and explain how it promotes trade between places and regions of the United States (e.g., Kentucky imports and exports, Midwest exports corn, South exports citrus)

## Big Idea: Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### Academic Expectations

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

### Grade 4 Enduring Knowledge – Understandings

*Students will understand that*

- the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret information, understand and analyze patterns, spatial data and geographic issues.
- patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
- regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.
- people depend on, adapt to, or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of Kentucky.

### Grade 4 Skills and Concepts

*Students will*

- demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):
  - locate and describe major landforms, bodies of water and natural resources located in regions of Kentucky and the United States
  - locate, in absolute and relative terms, major landforms and bodies of water in regions of Kentucky and the United States
  - analyze and compare patterns of movement and settlement in Kentucky
  - explain and give examples of how physical factors (e.g., rivers, mountains) impacted human activities during the early settlement of Kentucky
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to investigate regions of Kentucky:
  - compare regions in Kentucky by their human characteristics (e.g., settlement patterns, languages, and religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)
  - describe patterns of human settlement in regions of Kentucky and explain relationships between these patterns and the physical characteristics (e.g., climate, landforms, bodies of water) of the region
  - explain the influence of the physical characteristics of regions (e.g., climates, landforms, bodies of water) on decisions that were made about where to locate things (e.g., factories stores, bridges)
  - analyze how advances in technology (e.g., dams, roads, irrigation) have allowed people to settle in places previously inaccessible (Kentucky)
- investigate interactions among human activities and the physical environment in regions of Kentucky:
  - explain how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs
  - describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and/or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use in Kentucky



## **Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns, and events, and how individuals and societies have changed over time in Kentucky, the United States, and the World.

### **Academic Expectations**

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### **Grade 4 Enduring Knowledge – Understandings**

*Students will understand that*

- history is an account of human activities that is interpretive in nature and a variety of tools (e.g., primary and secondary sources) are needed to analyze and understand historical events.
- the history of Kentucky can be analyzed by examining the connected events shaped by multiple cause-effect relationships, tying past to present.
- the history of Kentucky has been impacted by significant individuals, groups and advances in technology.

### **Grade 4 Skills and Concepts**

*Students will*

- demonstrate an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources):
  - investigate and chronologically describe (e.g., timelines, charts) significant events in Kentucky history, from early development as a territory to development as a state
  - interpret and describe events in Kentucky's history in terms of their importance
  - examine cause and effect relationships that influenced Kentucky's history
  - explain reasons that different groups of people explored and settled in Kentucky
  - investigate the influences/contributions of diverse groups to the culture of Kentucky today
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - examine and compare factual and fictional accounts of historical events in Kentucky's history
  - investigate change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in Kentucky's history
  - describe the significance of historical documents, symbols, and songs related to Kentucky's history (e.g., Kentucky's Constitution, state flag, state song)

## **Kentucky Academic Standards – Social Studies – Fifth Grade**

Social studies in the intermediate grades has a different level/grade context each year. For example, grade four focuses on Kentucky studies and regions of the United States. Grade five includes an integrated focus on United States history. Regardless of the level/grade context, students incorporate each of the five areas of social studies in an integrated fashion to explore the content.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the intermediate level are directly aligned with Kentucky's Academic Expectations. Social Studies standards are organized around five "Big Ideas" that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.

## **Big Idea: Government and Civics**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Academic Expectations**

- 2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

### **Grade 5 Enduring Knowledge – Understandings**

*Students will understand that*

- the government of the United States was developed from a colonial base of representative democracy by people who envisioned an independent country and new purposes for the government.
- the United States Government was formed to establish order, provide security and accomplish common goals.
- the fundamental values and principles (e.g., liberty, justice, individual human dignity) of American representative democracy are expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States, including the Preamble and the Bill of Rights).
- the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
- as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.

### **Grade 5 Skills and Concepts**

*Students will*

- demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - investigate the basic functions of the United States Government, as defined in the Preamble to the U.S. Constitution, (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain their significance today
  - explain how democratic governments work to promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens)
- describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)
- analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American representative democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today
- investigate the rights and responsibilities of U.S. citizens:
  - describe and give examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today
  - describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g. voting, community service, paying taxes) and find examples of civic participation in current events/news (e.g., television, radio, articles, Internet)

## **Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals connecting all cultures. Culture influences viewpoints, rules, and institutions in a global society.

Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Academic Expectations**

**2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.

**2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

### **Grade 5 Enduring Knowledge – Understandings**

*Students will understand that*

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- a variety of factors promote cultural diversity in a society, nation and world.
- an understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

### **Grade 5 Skills and Concepts**

*Students will*

- demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups:
  - investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800's) during the early development of the United States
  - research the contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today
  - investigate factors that promoted cultural diversity in the history of the United States
- examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions
- describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes
- describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully

## Big Idea: Economics

Economics includes the study of production, distribution, and consumption of goods and services. Students need to understand how their economic decisions affect them, others, and the nation as a whole. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### Academic Expectations

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

### Grade 5 Enduring Knowledge – Understandings

*Students will understand that*

- the basic economic problem confronting individuals, groups and businesses in the United States today is scarcity: as a result of scarcity, economic choices and decisions must be made.
- a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the United States today.
- economic institutions are created to help individuals, groups and businesses accomplish common goals.
- markets enable buyers and sellers to exchange goods and services.
- production, distribution and consumption of goods and services have changed over time in the United States.
- individuals, groups and businesses in the United States demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

### Grade 5 Skills and Concepts

*Students will*

- demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity:
  - investigate different kinds of resources (e.g., natural, human, capital)
  - explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses
- demonstrate an understanding of how people deal with scarcity; explain the roles banks play in helping people deal with scarcity (e.g., loan money, save money, lines of credit, interest-bearing accounts)
- demonstrate an understanding of markets:
  - explain how goods and services are/were exchanged
  - investigate and give examples of markets; explain how markets have changed over time during the history of the United States
- use a variety of sources:
  - investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution and consumption of goods and services in the United States
  - research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world; describe the impact of specialization on the production of goods in the United States

## Big Idea: Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### Academic Expectations

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

### Grade 5 Enduring Knowledge – Understandings

*Students will understand that*

- the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret information, understand and analyze patterns, spatial data and geographic issues.
- patterns emerge as humans move, settle and interact on Earth’s surface and can be identified by examining the location of physical and human characteristics, how they are arranged and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
- regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.
- people depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of the United States.

### Grade 5 Skills and Concepts

*Students will*

- demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):
  - locate, in absolute or relative terms, major landforms and bodies of water in the United States
  - locate and explain patterns on Earth’s surface (e.g., how different factors such as rivers, mountains and plains impact where human activities are located)
- investigate regions on the Earth’s surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - explain how places and regions in the U.S. are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)
  - locate and describe patterns of human settlement and explain how these patterns were influenced by the physical characteristics (e.g., climate, landforms, bodies of water) of places and regions in the United States
  - investigate how advances in technology (e.g., dams, roads, air conditioning, irrigation) over time have allowed people to settle in places previously inaccessible in the United States
- investigate how humans modify the physical environment:
  - describe how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of the United States
  - analyze how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and restricted human activities during the early settlement of the United States
  - explain how different perspectives of individuals and groups impact decisions about the use of land (e.g., farming, industrial, residential, recreational) in the United States

## Big Idea: Historical Perspective

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments, and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States, and the World.

### Academic Expectations

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### Grade 5 Enduring Knowledge – Understandings

*Students will understand that*

- history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events.
- the history of the United States can be analyzed by examining significant eras (*Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century*) to develop a chronological understanding and recognize cause and effect relationships and multiple causation, tying past to present.
- the history of the United States has been impacted by significant individuals, groups and advances in technology.
- geography, culture, and economics have a significant impact on historical perspectives and events.

### Grade 5 Skills and Concepts

*Students will*

- demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources):
  - investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing)
  - explain and draw inferences about the importance of major events in United States history
  - examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events
  - explain reasons that individuals and groups explored and settled in the United States
  - research influences/contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - examine factual and fictional accounts of significant historical events and people in United States history
  - explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States
  - compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came/come to America
  - investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King’s speech: I Have a Dream), and explain their historical significance
- investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present)

# **MIDDLE LEVEL SOCIAL STUDIES**



## Kentucky Academic Standards – Social Studies – Sixth Grade

Social studies at the middle level has a different level/grade context each year. For example, grade six includes world geography through an integrated social studies perspective. Grade seven focuses on an integrated study of world history from the earliest civilizations to 1500 A.D. Grade eight covers the history of the United States from the early inhabitants to Reconstruction. Regardless of the level/grade context, students incorporate each of the five areas of social studies in an integrated fashion to explore the content.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the middle level are directly aligned with Kentucky's **Academic Expectations**. Social Studies standards are organized around five "Big Ideas" that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.

## **Big Idea: Government and Civics**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Academic Expectations**

- 2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

### **Grade 6 Enduring Knowledge – Understandings**

*Students will understand that*

the purposes and sources of power in present day governments vary, each reflecting and impacting the culture(s) of the people governed.

individual rights of people vary under different forms of government.

democratic governments of the present day function to protect the rights, liberty and property of their citizens while promoting the common good.

the United States does not exist in isolation; its democratic form of government has played and continues to play a role in our interconnected society.

### **Grade 6 Skills and Concepts**

*Students will*

demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:

describe different forms of government in the present day

compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in the present day

explain how democratic governments of the present day function to preserve and protect the rights (e.g., voting), liberty, and property of their citizens by making, enacting and enforcing appropriate rules and laws

analyze information found in current events/news (e.g., TV, radio, Internet, articles) about different present day governments and how they may reflect/impact culture

describe/give examples of similarities and differences between rights and responsibilities of individuals living in countries with different forms of government

analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews) to investigate, explain and answer questions about different forms of government in the present day

## **Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Academic Expectations**

- 2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17** Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

### **Grade 6 Enduring Knowledge – Understandings**

*Students will understand that*

culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

culture affects how people in a society behave in relation to groups and their environment.

an appreciation of the diverse complexity of cultures is essential in our global society.

### **Grade 6 Skills and Concepts**

*Students will*

demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture serves to define present day groups and may result in unique perspectives

investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they respond to human needs, structure society and influence behavior in the present day

explain how communications between groups can be influenced by cultural differences; explain how interactions (e.g., political, economic, religious, ethnic) can lead to conflict and competition among individuals and groups in the present day

describe conflicts between individuals or groups and explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the United States and across regions of the world in the present day

compare examples of cultural elements (e.g., language, the arts, customs/traditions, beliefs, skills and literature) of diverse groups in the present day, including non-western cultures within the United States, in current events/news using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts)

## **Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### **Academic Expectations**

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

### **Grade 6 Enduring Knowledge – Understandings**

*Students will understand that*

the basic economic problem confronting individuals, societies and governments across present day geographic regions is scarcity: as a result of scarcity, economic choices and decisions must be made. economic systems (e.g., traditional, command, market, mixed) and a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments of the present day.

individuals, businesses and governments must make economic decisions about the use of resources in the production, distribution and consumption of goods and services.

markets are institutional arrangements that enable buyers and sellers to exchange goods and services. our global economy provides for a level of interdependence among individuals, regions and nations of the present day.

### **Grade 6 Skills and Concepts**

*Students will*

demonstrate an understanding of the nature of limited resources and scarcity, using a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet) to investigate present day economic problems within the U.S. and in world regions:

explain how scarcity requires individuals, groups and governments to make decisions about the use of productive resources (e.g., natural resources, human resources and capital goods)

compare economic systems (e.g., traditional, command, market, mixed)

explain how the prices of goods and services are determined by supply and demand in market economies

demonstrate an understanding of markets by providing scenarios to illustrate how goods and services are exchanged; explain how money can be used to express the market value of goods and services; describe the relationship between money and ease of trading, borrowing, investing and saving; analyze the connections between economic conditions and current events of the present day

investigate the production and distribution of goods and services in present day societies:

describe how competition among buyers and sellers impacts the price of goods and services

explain ways in which societies (within the U.S. and in world regions) address basic economic questions (e.g., how resources are used to produce goods and services, how regions increase productivity) about the production, distribution and consumption of goods and services

analyze examples that demonstrate interdependence of international economic activities

## **Big Idea: Geography**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### **Academic Expectations**

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

### **Grade 6 Enduring Knowledge – Understandings**

*Students will understand that*

the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs, databases, and satellite images) and mental maps helps interpret information, analyze patterns and spatial data, and solve geographic issues in the present day.

patterns emerge as humans move, settle, and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.

regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

people depend on, adapt to, or modify the environment to meet basic needs. Human actions modify the physical environment and in turn, the physical environment limits or promotes human activities in the present day.

citizens in an interdependent global community change their environment through the use of land and other resources. Many of the important issues facing societies and nations involve the consequences of interactions between human and physical systems.

## Big Idea: Geography – Continued

### Grade 6 Skills and Concepts

#### *Students will*

demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs, satellite images):

locate, in absolute and relative terms, landforms and bodies of water

locate and interpret patterns on Earth's surface (e.g., how different factors, such as rivers, mountains and plains affect where human activities are located)

investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

explain relationships between and among physical characteristics (e.g., mountains, bodies of water, valleys) of present day regions and how they are made distinctive by human characteristics (e.g., dams, roads, urban centers); describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

describe patterns of human settlement in the present day; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, technology) impact human migration today

evaluate how availability of technology, resources and knowledge causes places and regions in the present day to change

interpret current events in the world from a geographic perspective

investigate interactions among human activities and the physical environment in the present day:

explain how people modify the physical environment (e.g., dams, roads, bridges) to meet their needs in different regions

describe how the physical environment can promote or restrict human activities (e.g., exploration, migration, trade, settlement, development) in the present day

explain cause and effect relationships between the natural resources of a place or region and its political, social and economic development

describe how individual and group perspectives impact the use (e.g., urban development, recycling) of natural resources using current events

## **Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

### **Academic Expectations**

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### **Grade 6 Enduring Knowledge – Understandings**

*Students will understand that*

interactions among countries and people are complex because of cultural, political, economic, geographic and historical differences.

people and groups react and adapt to change over time in a variety of ways based on their needs, goals and experiences.

### **Grade 6 Skills and Concepts**

*Students will*

demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) major events in present day regions of the world and draw inferences about their importance

examine potential causes of recent historical events and show connections among causes and effects; use cause-effect relationships to identify patterns of historical change influenced by government, culture, economics and/or geography

analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions of the world

analyze major historical events and people in present day regions of the world using information from print and non-print sources (e.g., biographies, autobiographies, films, magazines, Internet)

## Kentucky Academic Standards – Social Studies – Seventh Grade

Social studies at the middle level has a different level/grade context each year. For example, grade six includes world geography through an integrated social studies perspective. Grade seven focuses on an integrated study of world history from the earliest civilizations to 1500 A.D. Grade eight covers the history of the United States from the early inhabitants to Reconstruction. Regardless of the level/grade context, students incorporate each of the five areas of social studies in an integrated fashion to explore the content.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the middle level are directly aligned with Kentucky's **Academic Expectations**. Social Studies standards are organized around five "Big Ideas" that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.



## **Big Idea: Government and Civics**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Academic Expectations**

- 2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

### **Grade 7 Enduring Knowledge – Understandings**

*Students will understand that*

forms of government in world civilizations prior to 1500 A.D. had similarities and differences in their purposes and sources of power.  
the key ideals (e.g., citizenship, justice, equality, and rule of law) of a democratic form of government were practiced in some world civilizations prior to 1500 A.D.  
individual rights in world civilizations prior to 1500 A.D. varied under different forms of government.

### **Grade 7 Skills and Concepts**

*Students will*

demonstrate an understanding (e.g., speak, draw, write, projects, present) of the nature of government:  
explain the role of government (e.g., establishing order, providing security, achieving common goals) in world civilizations prior to 1500 A.D. and make connections to how government influences culture, society and the economy  
compare different forms of government, and the purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic, dictatorship) in world civilizations prior to 1500 A.D.  
analyze how some world civilizations prior to 1500 A.D. (e.g. Greece, Rome) demonstrated the use of democratic principles (e.g., justice, equality, responsibility, freedom)  
compare rights and responsibilities of individuals in world civilizations prior to 1500 A.D. to the rights and responsibilities of U.S. citizens today  
analyze information from a variety of print and non-print sources (e.g., books, documents, articles, observations, interviews, Internet sources) to research, explain and answer questions about governments and people of world civilizations prior to 1500 A.D.

## **Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Academic Expectations**

- 2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

### **Grade 7 Enduring Knowledge – Understandings**

*Students will understand that*

culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.

interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

culture affects how people in a society behave in relation to groups and their environment.

### **Grade 7 Skills and Concepts**

*Students will*

demonstrate an understanding (e.g., speak, draw, write, sing, create) of the complexity of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups and explaining how culture served to define groups in world civilizations prior to 1500 A.D. and resulted in unique perspectives

investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in world civilizations prior to 1500 A.D.

explain how communications between groups can be influenced by cultural differences; explain how interactions lead to conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in world civilizations prior to 1500 A.D.

describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in world civilizations prior to 1500 A.D.

compare examples of cultural elements (e.g., beliefs, customs/traditions, language, skills, the arts, literature) using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts) to analyze how cultures in world civilizations prior to 1500 A.D. have influenced cultures of today

## **Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world.

The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### **Academic Expectations**

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

### **Grade 7 Enduring Knowledge – Understandings**

*Students understand that*

the basic economic problem confronting individuals, societies and governments in world civilizations prior to 1500 A.D. was scarcity: as a result of scarcity, economic choices and decisions had to be made. the study of economics includes a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) that apply to individuals, societies and governments in world civilizations prior to 1500 A.D.

individuals, groups and governments in world civilizations prior to 1500 A.D. made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

### **Grade 7 Skills and Concepts**

*Students will*

demonstrate an understanding of the nature of limited resources and scarcity, using information from a variety of print and non-print sources (e.g., textbook, Internet, resource materials) to investigate world civilizations prior to 1500 A.D.:

explain how scarcity requires individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

compare economic systems and explain the concept of supply and demand in world civilizations prior to 1500 A.D.

describe how goods and services were exchanged in world civilizations prior to 1500 A.D.

investigate the production and distribution of goods and services in world civilizations prior to 1500 A.D.

explaining ways in which societies addressed basic economic questions (e.g., how resources were used to produce goods and services; how new knowledge, technology/tools, and specialization increased productivity) about the production, distribution and consumption of goods and services

## **Big Idea: Geography**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### **Academic Expectations**

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

### **Grade 7 Enduring Knowledge – Understandings**

*Students will understand that*

the use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs) and mental maps helps interpret information, analyze patterns and spatial data, and better understand geographic issues in world civilizations prior to 1500 A.D.

patterns emerge as humans move, settle, and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interacted to shape patterns of human populations, interdependence, cooperation and conflict in world civilizations prior to 1500 A.D. regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in world civilizations prior to 1500 A.D.

## Big Idea: Geography – Continued

### Grade 7 Skills and Concepts

#### *Students will*

demonstrate an understanding of patterns on the Earth's surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):

locate, in absolute or relative terms, landforms and bodies of water

locate and interpret patterns on Earth's surface, explaining how different factors (e.g., rivers, mountains, seacoasts, deserts) impacted where human activities were located in world civilizations prior to 1500 A.D.

investigate regions of the Earth's surface in world civilizations prior to 1500 A.D. using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

explain relationships between and among physical characteristics of regions during the time of world civilizations prior to 1500 A.D., and explain how regions were made distinctive (e.g., dams, irrigation, roads) by human characteristics; describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

describe patterns of human settlement in world civilizations prior to 1500 A.D.; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity and technology) impacted human migration

evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

analyze current events to compare geographic perspectives of today with those of world civilizations prior to 1500 A.D.

investigate interactions among human activities and the physical environment:

explain how people of world civilizations prior to 1500 A.D. used technology (e.g., dams, roads, bridges) to modify the physical environment to meet their needs

describe how the physical environment promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) of world civilizations prior to 1500 A.D.

analyze cause and effect relationships between the natural resources of world civilizations prior to 1500 A.D. and their political, social and economic development

## **Big Idea: Historical Perspective**

History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

### **Academic Expectations**

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### **Grade 7 Enduring Knowledge – Understandings**

*Students will understand that*

history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, timelines, Internet, maps) are needed to analyze historical events in world civilizations prior to 1500 A.D.

world civilizations prior to 1500 A.D. can be examined in order to develop chronological understanding, recognize cause-effect relationships, and interpret historical events.

geography and natural resources had a significant impact on world historical perspectives and events prior to 1500 A.D.

advances in science and technology had a significant impact on historical events in world civilizations prior to 1500 A.D.

each era (e.g., Beginnings to Human Society, Early Civilizations, Classical Civilizations, Major Civilizations, States and Empires, Medieval Europe and the Rise of Western Civilizations, and Exploration as it relates to world civilizations prior to 1500 A.D.) in the history of world civilizations had social, political, economic and/or cultural characteristics.

## Big Idea: Historical Perspective – Continued

### Grade 7 Skills and Concepts

#### *Students will*

demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

investigate and chronologically describe (e.g., using timelines, charts, fictional and report writing, role playing) significant events in world civilizations prior to 1500 A.D. and draw inferences about their importance

examine multiple cause and effect relationships that have shaped history throughout world civilizations prior to 1500 A.D.

analyze historical events, conditions and perspectives of different individuals and groups (e.g., by gender, race, region, ethnic group, age, economic status, religion, political group) in world civilizations prior to 1500 A.D.

investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts), to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

explain how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies

describe the contributions made by world civilizations prior to 1500 A.D. (e.g., Egypt, Mesopotamia, the Indus River Valley, the Middle East, India, China) to society and analyze the impact these contributions made to future generations

examine the rise of classical civilizations and empires (e.g., Greece and Rome) and analyze their lasting impacts on the world in the areas of government, philosophy, architecture, art, drama and literature

describe the rise of western civilizations (e.g., Mayan, Incan, Aztec) and non-western civilizations (e.g., Egyptian, Chinese, Indian, Persian) and analyze ways in which these cultures influenced government, philosophy, art, drama and literature in the present day

explain how the movement of goods affected settlement patterns in and relations between early civilizations, empires, nations and states (e.g., Asia, Africa, and the Americas)

examine developments during the Middle Ages (e.g., feudalism, nation states, monarchies, religious institutions, limited government, trade) and describe resulting influences on modern societies

describe how the Age of Exploration (world civilizations prior to 1500 A.D.) caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and developed new technologies

## Kentucky Academic Standards – Social Studies – Eighth Grade

Social studies at the middle level has a different level/grade context each year. For example, grade six includes world geography through an integrated social studies perspective. Grade seven focuses on an integrated study of world history from the earliest civilizations to 1500 A.D. Grade eight covers the history of the United States from the early inhabitants to Reconstruction. Regardless of the level/grade context, students incorporate each of the five areas of social studies in an integrated fashion to explore the content.

The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that prepares students to become productive citizens.

The social studies content standards at the middle level are directly aligned with Kentucky's **Academic Expectations**. Social Studies standards are organized around five "Big Ideas" that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.



## **Big Idea: Government and Civics**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Academic Expectations**

- 2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

### **Grade 8 Enduring Knowledge – Understandings**

*Students will understand that*

the American political system developed from a colonial base of representative democracy by the actions of people who envisioned an independent country and new purposes for the government. the United States government was formed to establish order, provide security and accomplish common goals.

the fundamental values and principles (e.g., liberty, justice, individual human dignity, the rule of law) of American representative democracy as expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States) are enduring and remain significant today. the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. The Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens.

as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.

## **Big Idea: Government and Civics – Continued**

### **Grade 8 Skills and Concepts**

#### *Students will*

demonstrate an understanding (e.g., illustrate, write, model, projects, present) of the nature of government:

explain the role of government (e.g., establishing order, providing security, achieving common goals) in the United States prior to Reconstruction and make connections to how government influences culture, society and the economy

describe how democratic governments in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing rules and laws (e.g., constitutions, laws, statutes)

compare purposes and sources of power in the most common forms of government (e.g., monarchy, democracy, republic)

investigate the Constitution of the United States:

examine ways the Constitution is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens

explain the political process established by the U.S. Constitution and ways the Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances

analyze why the powers of the state and federal governments are sometimes shared and sometimes separated (federalism)

make inferences about and among significant historical events and historical documents (e.g., the Declaration of Independence, the Constitution of the United States) to illustrate connections to democratic principles and guaranteed rights for all citizens

explain pros and cons of how citizen responsibilities (e.g., participate in community activities, vote in elections) and duties (e.g., obey the law, pay taxes, serve on a jury, register for the military) impact the U.S. government's ability to function as a democracy

analyze information from a variety of print and non-print sources (e.g., books, documents, articles, interviews, Internet) to research answers to questions and explore issues

## **Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Academic Expectations**

- 2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17** Students interact effectively and work cooperatively with the many diverse ethnic and cultural groups of our nation and world.

### **Grade 8 Enduring Knowledge – Understandings**

*Students will understand that*

culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.

cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior, and respond to human needs.

interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.

multiple factors contributed to the cultural diversity of the United States prior to Reconstruction; an understanding and appreciation of the diverse complexity of cultures is essential in our society.

### **Grade 8 Skills and Concepts**

*Students will*

demonstrate an understanding (e.g., speak, draw, write, sing, create) of the nature of culture by exploring cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups in the United States prior to Reconstruction and explain how culture served to define specific groups and resulted in unique perspectives

investigate social institutions (e.g., family, religion, education, government, economy) in relation to how they responded to human needs, structured society and influenced behavior in the United States prior to Reconstruction

explain how communications between groups were influenced by cultural differences; explain how interactions influenced conflict and competition (e.g., political, economic, religious, ethnic) among individuals and groups in the United States prior to Reconstruction

describe conflicts between individuals or groups and explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction

compare examples of cultural elements of today to those in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., media, literature, interviews, observations, documentaries, artifacts)

## **Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### **Academic Expectations**

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

### **Grade 8 Enduring Knowledge – Understandings**

*Students will understand that*

the basic economic problem confronting individuals, societies and government in the development of the United States prior to Reconstruction was scarcity; as a result of scarcity, economic choices and decisions were made.

the development of the American economic system, institutions and markets prior to Reconstruction helped individuals, groups and governments achieve their goals and impacted life in the United States. the United States government and its policies played a major role in determining how the U.S. economy functioned prior to Reconstruction.

individuals, businesses and the government of the U.S. prior to Reconstruction made economic decisions about the use of resources in the production, distribution and consumption of goods and services.

### **Grade 8 Skills and Concepts**

*Students will*

demonstrate an understanding of the nature of limited resources and scarcity in the United States prior to Reconstruction, using information from a variety of print and non-print sources (e.g., news media, news magazines, textbook, Internet):

explain how scarcity required individuals, groups and governments to make decisions about use of productive resources (e.g., natural resources, human resources and capital goods)

describe how goods and services were exchanged and how supply and demand and competition determined prices

analyze cause-effect relationships among financial decisions by individuals and groups and historical events

investigate the production and distribution of goods and services in the United States prior to Reconstruction:

examine ways in which basic economic questions about the production, distribution and consumption of goods and services were addressed

explain how resources were used to produce goods and services and how profit motivated individuals and groups to take risks in producing goods and services

analyze how new knowledge, technology/tools and specialization influenced productivity of goods and services

analyze interdependence of economic activities among individuals and groups in the United States prior to Reconstruction

## **Big Idea: Geography**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### **Academic Expectations**

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

### **Grade 8 Enduring Knowledge – Understandings**

*Students will understand that*

use of geographic tools (e.g., maps, globes, photographs, models, charts, graphs, databases) and mental maps helps to interpret information, analyze patterns and spatial data, and understand geographic issues encountered in the United States prior to Reconstruction.

patterns emerge as humans move, settle, and interact on Earth's surface and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict in the United States prior to Reconstruction.

regions help us to see Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.

people depended on, adapted to, or modified the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited or promoted human activities in the United States prior to Reconstruction.

## Big Idea: Geography – Continued

### Grade 8 Skills and Concepts

#### *Students will*

demonstrate an understanding of patterns on Earth’s surface using a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models):

locate, in absolute or relative terms, landforms and bodies of water

locate, interpret patterns on Earth’s surface, and explain how different physical factors (e.g., rivers, mountains, seacoasts) impacted where human activities were located in the United States prior to Reconstruction

investigate regions of the Earth’s surface in the United States prior to Reconstruction using information from print and non-print sources (e.g., books, films, magazines, Internet, geographic tools):

explain relationships between and among physical characteristics of regions and how they were made distinctive by human characteristics (e.g., dams, roads, urban centers); describe advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement) that resulted

describe patterns of human settlement; explain relationships between these patterns and human needs; analyze how factors (e.g., war, famine, disease, economic opportunity, and technology) affected human migration

evaluate how availability of technology, resources and knowledge caused places and regions to evolve and change

analyze current events to compare geographic perspectives of today with those prior to Reconstruction

investigate interactions among human activities and the physical environment in the United States prior to Reconstruction:

explain how people used technology to modify the physical environment to meet their needs

describe how the physical environment and different viewpoints promoted or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use

analyze cause-effect relationships between and among natural resources and political, social and economic development

## **Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

### **Academic Expectations**

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### **Grade 8 Enduring Knowledge – Understandings**

*Students will understand that*

history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze and understand historical events.

U.S. History can be analyzed by examining significant eras (Exploration as it relates to the settlement of America, The Great Convergence, Colonization and Settlement, Revolution and the New Nation, Expansion and Reform, Civil War) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.

U.S. History (prior to Reconstruction) has been impacted by significant individuals and groups. geography, culture and economics have a significant impact on historical perspectives and events. advances in science and technology have a significant impact on historical events.

## Big Idea: Historical Perspective – Continued

### Grade 8 Skills and Concepts

#### *Students will*

demonstrate an understanding of the interpretative nature of history using a variety of tools and resources (e.g., primary and secondary sources, Internet, timelines, maps):

investigate, describe and analyze significant historical events and conditions in the U.S prior to Reconstruction, drawing inferences about perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group)

examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)

investigate, using primary and secondary sources (e.g., biographies, films, magazines, Internet resources, textbooks, artifacts) to answer questions about, locate examples of, or interpret factual and fictional accounts of major historical events and people:

analyze how exploration and the settlement of America caused diverse cultures to interact in various forms (e.g., compromise, cooperation, conflict, competition); explain how governments expanded their territories and the impact this had on the United States prior to Reconstruction

describe events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century; analyze how America's diverse society developed as a result of these events

explain how the ideals of equality and personal liberty (e.g., rise of individual rights, economic freedom, religious diversity) that developed during the colonial period were motivations for the American Revolution and proved instrumental in forging a new nation

describe how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction

compare the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) between and among regions of the U.S. and explain how these differences contributed to the American Civil War

evaluate how advances in science and technology contributed to the changing American society in the United States prior to Reconstruction



# **HIGH SCHOOL SOCIAL STUDIES**

## Kentucky Academic Standards – Social Studies – High School

Districts and schools can arrange the essential high school social studies content within the three-credit requirement to best meet the needs of their students. A local board of education may substitute an integrated, applied, interdisciplinary, or higher level course for a required course if the alternative course provides rigorous content and addresses the same academic expectations.

The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of content. They must also be able to apply the content perspectives of the several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that promotes citizenship for all of our students.

The social studies content standards at the high school level are directly aligned with Kentucky's **Academic Expectations**. Social Studies standards are organized around five “Big Ideas” that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active, hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.

Although the social studies program for the high school is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in social studies. This style of learning reflects the developmental nature of children.

## **Big Idea: Government and Civics**

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

### **Academic Expectations**

**2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

**2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

### **High School Enduring Knowledge – Understandings**

*Students will understand that*

- people form governments to establish order, provide security and accomplish common goals. Governments in the world vary in terms of their sources of power, purposes and effectiveness.
- the Government of the United States, established by the Constitution, embodies the purposes, values and principles (e.g., liberty, justice, individual human dignity, the rules of law) of American representative democracy.
- the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. The provisions of the U.S. Constitution have allowed our government to change over time to meet the changing needs of our society.
- all citizens of the United States have certain rights and responsibilities as members of a democratic society.
- individual rights in a democracy may, at times, be in conflict with others' individual rights, as well as with the responsibility of government to protect the "common good."
- the United States does not exist in isolation; its democratic form of government has played and continues to play a considerable role in our interconnected world.
- the level of individual civic engagement in a democracy can impact the government's effectiveness.
- the development and ongoing functions of a political system (e.g., elections, political parties, campaigns, political identity and culture, the role of the media) is necessary for a democratic form of government to be effective.

## Big Idea: Government and Civics – Continued

### High School Skills and Concepts

#### *Students will*

- demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government:
  - examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution)
  - compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals
  - evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties)
  - examine conflicts within and among different governments and analyze their impacts on historical or current events
- examine issues related to the intent of the Constitution of the United States and its amendments:
  - explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and how effective these principles are in protecting individual rights and promoting the "common good"
  - analyze how powers of government are distributed and shared among levels and branches, and how this distribution of powers works to protect the "common good" (e.g., Congress legislates on behalf of the people, the President represents the people as a nation, the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution)
- investigate the rights of individuals (e.g., Freedom of Information Act, free speech, civic responsibilities in solving global issues) to explain how those rights can sometimes be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure), the rights of others (e.g., slander, libel), and civic responsibilities (e.g., personal belief/responsibility versus civic responsibility)
- evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces)
- analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems

## **Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

### **Academic Expectations**

- 2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

### **High School Enduring Knowledge – Understandings**

*Students will understand that*

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- culture affects how people in a society behave in relation to groups and their environment.
- a variety of factors promote cultural diversity in a society, a nation, and the world.
- an appreciation of the diverse nature of cultures is essential in our global society.

### **High School Skills and Concepts**

*Students will*

- demonstrate an understanding of the nature of culture:
  - analyze cultural elements of diverse groups in the United States (Reconstruction to present)
  - describe how belief systems, knowledge, technology, and behavior patterns define cultures
  - analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements
- describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)
- explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)
- describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)
- compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)

## **Big Idea: Economics**

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

### **Academic Expectations**

**2.18** Students understand economic principles and are able to make economic decisions that have consequences in daily living.

### **High School Enduring Knowledge – Understandings**

*Students will understand that*

- the basic economic problem confronting individuals, societies and governments is scarcity; as a result of scarcity, economic choices and decisions must be made.
- economic systems are created by individuals, societies and governments to achieve broad goals (e.g., security, growth, freedom, efficiency, equity).
- markets (e.g., local, national, global) are institutional arrangements that enable buyers and sellers to exchange goods and services.
- all societies deal with questions about production, distribution and consumption.
- a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments.
- our global economy provides for a level of interdependence among individuals, societies and governments of the world.
- the United States Government and its policies play a major role in the performance of the U.S. economy at both the national and international levels.
- in a global economy, interdependence results in economic conditions and policies in one nation affecting economic conditions in other nations.

## Big Idea: Economics – Continued

### High School Skills and Concepts

#### *Students will*

- demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):
  - explain how scarcity of resources necessitates choices at both the personal and societal levels, and explain the impact of those choices
  - explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures
  - describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity
- compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security)
- analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)
- describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:
  - explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)
  - describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)
  - explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers
  - research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace
- investigate the production, distribution, and consumption of goods and services:
  - analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States
  - describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world
- explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):
  - analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies

## **Big Idea: Geography**

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

### **Academic Expectations**

**2.19** Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

### **High School Enduring Knowledge – Understandings**

*Students will understand that*

- patterns emerge as humans move, settle and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
- regions help us to see the Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. People vary in how they organize, interpret and use information about places and regions.
- human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.
- human and physical features of the Earth's surface can be identified by absolute and relative location.
- the use of maps, geographic tools, and mental maps helps interpret information, analyze patterns and spatial data, predict consequences and find/propose solutions to world problems.
- citizens in an interdependent global community impact their physical environments through the use of land and other resources.
- environmental changes and physical and human geographic factors have influenced world economic, political, and social conditions.
- many of the important issues facing societies involve the consequences of interactions between human and physical systems. Complex interrelationships between societies and their physical environments influence conditions locally, regionally and globally.



## Big Idea: Geography – Continued

### High School Skills and Concepts

#### *Students will*

- use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):
  - analyze the distribution of physical and human features on Earth's surface
  - interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion)
- investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):
  - interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)
  - analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity
  - evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions
  - explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)
- describe movement and settlement patterns in the modern world (1500 A.D. to present) and United States (Reconstruction to present):
  - analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history
  - explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)
- investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present):
  - describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment
  - interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)

## **Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

### **Academic Expectations**

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

### **High School Enduring Knowledge – Understandings**

*Students will understand that*

- history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze historical events.
- history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.
- geography and natural resources have a significant impact on historical perspectives and events.
- advances in research, science and technology have a significant impact on historical events, American society, and the global community.

### **High School Understandings (specific to United States History, from Reconstruction to the Present)**

- U.S. History can be analyzed by examining significant eras (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression and the New Deal, World War II, Cold War, Contemporary United States) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- each era in the history of the United States has social, political and economic characteristics.
- the role of the United States in the global community has evolved into that of a world power.

### **High School Understandings (specific to World Civilizations History, 1500 A.D. to the Present)**

- world civilizations (e.g., African, Asian, European, Latin American, Middle Eastern) can be analyzed by examining significant eras (Renaissance, Reformation, Age of Exploration, Age of Revolution, Nationalism and Imperialism, Technological Age, 21st Century) to develop chronological understanding and recognize cause-effect relationships and multiple causation.
- world civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.
- each era in the history of the world has social, political and economic characteristics.
- an increasingly interdependent world provides challenges and opportunities.

## Big Idea: Historical Perspective – Continued

### High School Skills and Concepts

#### *Students will*

- demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):
  - investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)
  - examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)
- analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts
- research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts):
  - compare, contrast and evaluate the approaches and effectiveness of Reconstruction programs
  - explain how the rise of big business, factories, mechanized farming, and the labor movement have impacted the lives of Americans
  - examine the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War
  - explain and evaluate the impact of significant social, political and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I and the Twenties
  - evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (emergence of the U.S. as economic and political superpower)
  - analyze economic growth in America after WWII (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflicts over political issues (e.g., McCarthyism, U.S. involvement in Vietnam)

## Big Idea: Historical Perspective – Continued

- research issues or interpret accounts of historical events in world history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts):
  - explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people’s perspectives during the Renaissance and Reformation
  - analyze how new ideas and technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world
  - investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long-range impacts on the modern world
  - examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)
  - analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East
  - examine how countries around the world have addressed the challenges of rapid social, political and economic changes during the second half of the 20th century (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy)