

## High School: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards. The *High School: Disciplinary Clarifications and Instructional Support* document is a supplemental resource and should not be used in place of the [Kentucky Academic Standards \(KAS\) for Social Studies](#). To access the entire [KAS for Social Studies](#), including additional information regarding the *KAS for Social Studies* for high school, visit [www.kystandards.org](http://www.kystandards.org).

### Civics Discipline Strand

Concept and Practice	Standard	Clarification Statement
C: Civic and Political Institutions	HS.C.CP.1 Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.	The foundation of government in the United States is rooted in a variety of historical and philosophical ideas, including popular sovereignty and limited government. The negotiation, collaboration and compromise achieved at the Constitutional Convention led to the creation of a new constitution with more centralized authority. The Constitution enacted federalism, which designates shared powers between the federal government and the states. The Constitution designed separate, co-equal branches of government constrained through checks and balances, which helps limit the powers among the three branches of government.
	HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.	Within the Constitution, each branch of government is granted powers that have an impact on the governance of states and citizens. The balance between the federal government, state governments and individual liberties is continuously debated between the branches. Over time, the concept of civil rights has become more expansive, as dissenting opinions and legal rulings, such as <i>Berea College v. Kentucky</i> or <i>Brown v. Board</i> , set precedents for the governance of the nation, ensuring civil liberties and also limiting the scope of state authority. Over time, executive power has grown through the use of executive

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	<p>HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.</p> <p>HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.</p>	<p>orders that may challenge legislative authority while demonstrating implicit constitutional powers of the executive branch.</p> <p>Different forms of government exist throughout the world and vary in terms of sources of legitimacy as well as citizens’ rights and roles. Each type of government has its own methods of determining laws, defining or debating ideas and creating procedures that address the authority to rule. In addition, there are different perceptions regarding the level of influence government has on its citizens, as well as differences in how relationships within the international community are perceived. For example, dictatorships are often centered around the power and authority of a single person, with little role or rights for subjects and often act outside established international norms. Parliamentary and Presidential Democracies conceive of government authority as stemming from the consent of the governed and often operate in a cooperative way within the international sphere.</p> <p>Foundational to effective governance is the existence of a legal system that is perceived by citizens to uphold justice. Within the United States, both the governed and those who govern must obey the same laws and are held accountable through the judicial system. Equal protection within the legal system is included within the amendments to the Constitution.</p>
C: Roles and Responsibilities of a Citizen	HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.	Engaged citizenship is a crucial element in the success of a democracy. Whether it is through personal responsibility (following laws, paying taxes), participatory citizenship (actively engaging in civic life through organizing groups, voicing opinions to public officials) or more justice-oriented citizenship (working to solve institutional problems and promote equitable social opportunities), locally, nationally and

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	<p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p>	<p>internationally engaged citizens are critical to positively evolving societies. For example, concepts of citizens’ rights and equality before the law are ideas present within foundational U.S. documents. Over time, through the actions of informed, engaged citizens, these rights have expanded in the United States. In addition, concepts of citizens’ rights are now globally significant and present in other democracies across the globe.</p>
<p>C: Civic Virtues and Democratic Principles</p>	<p>HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.</p> <p>HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p> <p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform</p>	<p>The U.S. government is unique but rooted in ideas and institutions pioneered elsewhere, such as the ideas of French philosophes and the institution of English common law. The democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government, which are present in the Declaration of Independence and other foundational documents of the United States, were all informed by the philosophies and ideas of government present in these previous places and times.</p> <p>The principle of judicial review and reliance on precedent, both opinions and dissents, have resulted in a system of law that has evolved over time. In addition, the idea of who is included in the idea of “citizen” has expanded throughout U.S. history. For example, through the Reconstruction Amendments (13th, 14th and 15th), “citizens” came to include all men, regardless of race. Within the abolitionist movement was also the root of the women’s suffrage movement, which expanded the idea of “citizens” to include women in the 19th Amendment to the Constitution.</p> <p>History has shown that laws and principles have not always impacted groups in the same way. Movements that expanded our definition of natural rights (suffrage, abolition, civil rights and labor movements)</p>

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	<p>movements on the expansion of civil rights and liberties locally, nationally and internationally.</p>	<p>were all rooted in the work of various individuals and groups. Internationally, efforts to remedy human trafficking, educational disparities for women, access to clean water or eradication of diseases are also examples of individuals and groups working to expand civil rights.</p>
<p>C: Processes, Rules and Laws</p>	<p>HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.</p> <p>HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.</p> <p>HS.C.PR.3 Evaluate intended and unintended consequences of public</p>	<p>The U.S. Constitution outlines the roles of the three branches of government. Congress is charged with the role of creating laws (drafting legislation, committee reviews, filibuster, floor debate). The Executive branch has an active, yet limited, role in shaping lawmaking processes (veto, communication of legislative priorities) and carrying out the laws (appointment of cabinet and departmental bureaucracies, etc.). The judicial branch has the role of determining the constitutionality of legislation and executive actions.</p> <p>Elections at the local, state or national levels inform elected officials of the needs of citizens. In addition to the elected officials, there are groups and processes that influence public policy. Efforts to shape public policy include political parties and their respective agendas, political commercials from campaigns, news media coverage of political candidates and campaigns, individuals and groups who donate money to political campaigns. Outside of elections, interest groups lobby lawmakers and even provide model legislation for them to introduce in their legislatures. Executive branch departments (including Education, Commerce, Labor and Transportation, etc.) work to enact and enforce legislation related to their respective areas.</p> <p>Legislation is drafted to address specific issues but can also put forces in motion that influence unrelated aspects of the law. For example, state laws that mandate voters display identification in order to vote</p>

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	<p>policies locally, nationally and internationally.</p> <p>HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.</p>	<p>are aimed at stopping voter fraud but may have the unintended consequence of decreasing voter turnout because some individuals may not have proper or up-to-date identification. The 18th Amendment was intended to decrease negative impacts of alcoholism but had the unintended consequence of raising crime rates through the creation of black-markets and the destruction of jobs in distilling and brewing.</p> <p>Domestic and foreign policies vary from country to country based on their system of government, incentives and ability to project power. U.S. and other nations’ domestic issues, such as health care, policing or voting, may be prioritized based on the needs of citizens and the political climate. Foreign policy decisions, like intervention or non-intervention in affairs of other nations, provision of humanitarian aid or military expenditures, also vary based on the U.S. or other nations’ systems of government, incentives and relative power.</p>
C: Kentucky Government	<p>HS.C.KGO.1 Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.</p> <p>HS.C.KGO.2 Compare Kentucky’s government to other states and to the federal government.</p>	<p>Similar to the U.S. Constitution, Kentucky’s Constitution outlines separate powers for legislative, executive and judicial branches. However, some processes differ. For example, Kentucky utilizes primary elections instead of caucuses that are used by some other states. Kentucky also selects state positions, such as State Treasurer, through elections, whereas the federal government and many other states select these offices through appointments.</p> <p>Because the federal government has powers like foreign policy specifically enumerated to it in the Constitution, state powers include those “not delegated to the United States by the Constitution, nor prohibited by it to the States...”</p>

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	HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.	Informed and engaged citizenship is a crucial part of the successful functioning of Kentucky. Constitutionally protected speech and expression include letters to elected officials, public protests, testimony before legislative committees in favor of or in opposition to proposed legislation or attendance at meetings of city council or local school boards to track policy proposals and voice concerns. Young people can get involved in many ways prior to obtaining the ability to vote, including the examples above, volunteering, or joining a local service organization within their school or community, to engage in their community and become active citizens.

**Economics Discipline Strand**

Concept and Practice	Standard	Clarification Statement
E: Microeconomics	HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.	The levels of competition vary with the barriers of entry into a market. For example, monopolies for public utilities or oligopolies in industries (such as automobile manufacturing or oil and gas exploration) have high barriers to entry because a large amount of capital is needed to enter these markets. In emerging industries, like computer and internet technology, the barriers to entry are often much lower, as the internet, cloud computing and mobile phone access make it possible for entrepreneurs to access large markets with little capital investment. For example, traditional journalism and printing technology has a high barrier to entry, as writers must be hired, expensive printing equipment purchased and large distribution networks established. New internet-based communication forms have a lower barrier to entry, as a single writer can post and host their work at places such as low-cost blog sites and social media platforms.

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		<p>Perfect competition is an ideal in which buyers and sellers are extremely numerous and well informed. Although perfect markets do not exist in the real world, the ideal can be used for comparison of markets as they actually operate. Monopolistic competition involves many producers, but their products are widely differentiated, meaning buyers cannot purchase an equivalent product or service from another vendor. Monopolistic competition generally has low barriers of entry. Oligopolies are markets with limited competition because there are only a small number of producers or sellers. A monopoly exists when a specific person or enterprise is the only supplier of a particular commodity. The closer a market comes to the ideal of perfect competition, the better consumers' prices and access to quantity and variety in production become.</p>
	<p>HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.</p>	<p>The discovery and utilization of new oil reserves would cause an outward shift in the supply curve due to an increase in quantity oil and decrease in oil prices. In times of economic hardship, the demand for luxury goods (personal electronics, trending styles) would decrease or shift the demand curve due to a decrease in quantity demanded and the price of these items. On the other hand, some items do not have much price elasticity, meaning the demand does not respond to price in the way it usually does with goods which have high price elasticity. For example, insulin is fairly price inelastic. In other words, an increase or decrease in the price of insulin and other inelastic goods has a smaller effect on the demand for that product.</p>
	<p>HS.E.MI.3 Analyze the roles of product and factor markets.</p>	<p>Product markets involve the production of goods and services by producers for consumers. Factor markets are those markets in which the factors of production (land, labor, capital and entrepreneurial skill) are bought and sold. Consumers drive the product market through</p>

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	<p>HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.</p>	<p>choices about what and how much they buy. Producers try to anticipate consumer needs and receive signals from consumers about what products and services to sell and at what price. In addition, producers often attempt to stimulate demand among consumers by expanding their target market. For example, when a technology company enhances the function and capability of its product in order to induce more sales, more people may now be attracted to the product. In the labor market, households or individuals offer their labor for sale, and businesses pay for their labor to help produce goods and services. In the financial market, stocks and commodities are bought and sold, and capital is lent to businesses.</p>
<p>E: Macroeconomics</p>	<p>HS.E.MA.1 Evaluate how values and beliefs like economic freedom, equity, full employment, price stability, security, efficiency and growth help to form different types of economic systems.</p> <p>HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.</p>	<p>Economic systems are created to address a country’s cultural values, government processes, and the needs of citizens and are affected in that development by both resources and geography. The degree of government involvement in their economy varies from country to country. For example, China has more government control, which could create more stability in prices and employment but may also stifle the ability of individuals to innovate with new ideas and businesses. In the case of Singapore, strong free markets and less government control allows citizens more freedom and innovation but also less top-down direction.</p> <p>Markets do not allocate resources efficiently if: (1) property rights are not clearly defined or enforced; (2) externalities (spillover effects) affecting large numbers of people are associated with the production or consumption of a product; or (3) markets are not competitive. Market competition often declines in the case of government-capital cronyism, in which industries use political influence to create protectionist policies that decrease competition in their industry.</p>

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	<p>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p>	<p>When markets do not allocate resources effectively, some governments enforce regulations in an attempt to maintain effective levels of competition and resource allocation. Regulations on maintaining clean air and water restrict manufacturers dumping pollutants into waterways or expelling chemicals into the air in the production process. Competition among firms for consumers' business can lead to increased quality in goods and services produced, lower prices for goods and services produced and wider variety of goods and services produced.</p>
	<p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p>	<p>Externalities exist when some of the costs or benefits associated with production and consumption fall on someone other than the producers or consumers of the product. For example, increasing the minimum wage for workers may cause firms to automate processes or cut hiring or hours as a way to save money.</p>
	<p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p>	<p>Fiscal policies are decisions to change spending and taxation levels by the federal government. Such decisions are supported to influence national levels of output, employment and prices. If the government increased spending during times of recession, they could stimulate economic activity (New Deal legislation). However, limiting any government intervention in the economy could mean lowering taxes in order to encourage people and businesses to produce and spend.</p> <p>Interest rates are the cost of borrowing money and the incentive for saving. When interest rates are high, it is expensive to borrow money so people do not do it as often. Instead, individuals are encouraged to save money because they can earn higher returns. When interest rates are low, it is cheap to borrow money so people may take out loans to</p>

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	<p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p> <p>HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.</p>	<p>purchase homes, cars or appliances, or they might start or expand a business.</p> <p>In an attempt to protect consumers from unsafe products and the rights and responsibilities of producers, the government creates rules and laws. For example, the Department of Agriculture provides oversight of the food industry to ensure consumer safety and confidence in the products. Such regulations might slow production but protect workers.</p> <p>The Federal Reserve can buy or sell securities as a means of increasing or decreasing the amount of money in circulation. Buying securities puts more money in circulation and stimulates growth. Influencing interest rates can also impact growth. Lowering rates can lead to more borrowing and spending, which stimulates economic growth. The Federal Reserve must face the effects of inflation. If inflation is too high, the Federal Reserve will try to slow growth in order to combat the issue.</p>
E: Specialization, Trade and Interdependence	<p>HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.</p> <p>HS.E.ST.2 Analyze the role of comparative advantage in</p>	<p>Specialization by people into particular areas allows them to participate in the production of a good or service. The U.S. specializes in agriculture, but farmers in the U.S. grow staples like wheat, corn and soybeans rather than coffee, which can only be produced in certain climates. Therefore, the U.S. can sell wheat, corn and soybeans internationally, while importing coffee. In places with a comparative advantage for producing coffee, specializing in that product results in more efficiency and lower costs. By specializing and then trading with those specializing in other items, every area benefits as efficiency and cost savings are shared across the board.</p>

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	<p>international trade of goods and services.</p> <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>	<p>Because of the increased efficiency and thus lower costs of specialization based on comparative advantage, the world economy is globalized and interconnected. This can lead to positives like incentivizing nations to cooperate rather than fight because of mutual reliance. However, negative economic trends in one area can have a ripple effect on local markets and politics of faraway places as the interconnectedness of economies can result in changes in one area to affect places far away.</p> <p>Nations in the modern world are affected by the interconnectedness of economies, which causes ripple effects across borders. In addition, economic ideas can influence political and society conditions within nations. For example, the rise of laissez-faire capitalism and the later rise of command economies in places like the USSR influenced politics and societies across the globe. The principles of free market capitalism and protection of private property spurred innovation and sharp increases in global wealth through trade and later through industrialization. The idea that free competition based on industry being attuned to the needs and desires of the consumer has produced a modern world which is far wealthier and healthier than in any previous era. In places like Singapore and Korea following WWII, laissez-faire economic policies allowed the transformation of weak and poor colonies into economically strong and innovative nation-states. Critiques of the inequalities produced by free markets led some to seek alternatives. In the case of command economies, the idea that bureaucrats can create less-volatile economic systems and more equal social conditions through top-down planning led to catastrophic failures. Some examples are the famine following China’s Great Leap Forward of the 1950s or Cuba’s revolutionary era of economic collapse and political repression following the takeover of their government in</p>

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		<p>1959 by Fidel Castro. In other cases, moderate levels of top-down planning and government guidance of the economy have been considered a successful alternative to fully laissez-faire economies. In some cases, free markets are combined with strong government protection, an idea which gained traction during the post-WWII era in places like Sweden, which have led to strong levels of social mobility as well as economic prosperity.</p>
<p>E: Incentives, Choices and Decision Making</p>	<p>HS.E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.</p> <p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p> <p>HS.E.IC.3 Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.</p>	<p>Individuals, organizations and governments have scarce resources to trade and purchase goods and services. As a result, they make decisions according to their priorities. Individuals might prioritize purchasing food over buying new clothes. The tradeoff they made was eating rather than being fashionable. Being less fashionable was the opportunity cost incurred by purchasing food. Governments also have to prioritize their spending with a limited budget. Every dollar spent on a government priority, such as military or education, has an opportunity cost, as the money could have been spent on something else.</p> <p>Analyzing the costs and benefits of various actions leads to informed economic decisions. Some examples are: considering to stay up an extra hour of studying for a test or to go to sleep and be more focused in the morning; deciding to finance the purchase of a new car or continue to save money and make repairs on current vehicle; or, deciding to allocate government money to education or military.</p> <p>Incentives are designed to encourage individuals, organizations and governments to make certain decisions. For example, subsidies are government attempts to promote certain individual or organizational</p>

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	<p>HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>	<p>actions. Agriculture subsidies encourage farmers to grow and sell less or more of a product based on surplus or shortage. Incentives can also have unintended consequences that emerge. Conversely, excise taxes discourage individuals from purchasing products that are considered unhealthy. Increased taxes on cigarettes hope to discourage usage.</p> <p>In order to drive a competitive market, the government incentivizes businesses by offering various resources (tax breaks, land incentives, lower interest rates) to locate and produce with in their territory. For example, a community may offer land incentives to a business to relocate a factory to their community.</p>
<p>E: Kentucky Economics</p>	<p>HS.E.KE.1 Explain the impact of varying market structures on profit, price and production in Kentucky.</p> <p>HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky’s state and local economies.</p> <p>HS.E.KE.3 Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky’s economy.</p>	<p>When considering the impacts of varying market structures in Kentucky, agricultural-based (daily, hemp, horse racing) industries can be analyzed in terms of their production, price and profit.</p> <p>As the U.S. and world interact in a global economy, political policy can impact Kentucky economic conditions. For example, the growth of the bourbon industry in Kentucky can be negatively impacted by an increase in foreign tariffs.</p> <p>When considering the GDP of Kentucky, investment, consumption, government and net exports must be analyzed to evaluate its productivity. Studying the GDP components in a historical timeframe and comparing them to the export of Kentucky based products provides a greater awareness of the economic health of Kentucky.</p>

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## Geography Discipline Strand

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G: Migration and Movement	<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p> <p>HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.</p>	<p>The movement of people is impacted by what draws someone to a place or what pushes them to leave a location. These factors causing movement could be cultural (refugees displaced by war), economic (seeking a new job in another area) or environmental (relocation due to natural disasters or to take advantage of a newly discovered resource).</p> <p>Geographic factors are an important reason for the distribution of human populations. People in more developed countries tend to live in or move to urban areas because of economic opportunities. In the pre-modern period, the distribution of people was clustered along navigable waterways because of the enhanced ability to transport goods and to meet basic needs before the advancements of modern mechanization and technology.</p>
G: Human Interactions and Interconnections	<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.</p>	<p>As people and nations come into contact with others, opportunities for conflict and compromise over control of the Earth's surface and resources arise. Desire to control West African gold in the pre-modern period led to the rise of empires such as Mali. In the 17th-19th centuries, the superior weaponry of European nations led to the creation of huge transoceanic empires like those of Britain and France. In the 20th and 21st centuries, nations have cooperated to access Arctic and Antarctic regions and the potential natural resource wealth located there. At a more local level, cooperation and conflict over access to water in places like the Colorado River basin have led to issues regarding who controls the source of the water and the volume consumed by states through which the water runs.</p>

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	<p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.</p> <p>HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth’s complexity.</p>	<p>As people and countries make cultural and economic decisions, characteristics (physical, cultural, etc.) of places are affected both positively and negatively. When a new factory is opened, positive effects could be that there is job creation and increased migration to an area. Some negative effects would be availability of housing or human resources.</p> <p>Across time, people have sought to explain the world around them. They have used both natural features and regions to create explanations of complexity, such as understanding South Asia as being the area beyond the Himalayas. An example of changing cultural interpretations, Russia has been seen during its history as part of either Asia or Europe, depending on which cultural attributes predominate. Thus, humans explain Earth’s complexity by giving identity to the places and people within it through both natural regions (in the U.S. the Rockies, the Great Lakes or the West Coast and globally the Andes, the Sahara or Siberia) and cultural ideas (in the U.S. Chinatowns, suburbia or Harlem and globally the Middle East, China or Polynesia).</p>
G: Human Environment Interaction	<p>HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</p> <p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>	<p>Culture is developed around and in response to the environment, but humans also shape their environment to fit the needs of their culture. American Indians on the Great Plains developed a culture around bison and the Maasai of East Africa developed a culture dependent on the cattle in their area. However, cities like Las Vegas, built in the middle of a desert, have to reshape the environment to fit their needs.</p> <p>Humans have settled around the world in specific locations for a variety of reasons and impact the environment in many ways. For example, waste created by human settlements causes environmental</p>

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		issues for the land and animals near human populations, but it also leads to issues with disease within the humans living there.
G: Geographic Reasoning	<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p> <p>HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.</p>	<p>People are not distributed uniformly across Earth’s surface. In the past, populations settled where the environment met their most basic needs of water and land suitable for agriculture. Humans will locate in areas that have access to water as well as a livable climate. Humans also adapt to the physical environment using tools, technology and patterns of behavior or culture to adapt and live in places in nearly all environments on earth’s surface. Environmental factors influence specific settlement patterns as well, such as when cities developed where two rivers converge, railroads exist, etc.</p>
G: Kentucky Geography	<p>HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state.</p> <p>HS.G.KGE.2 Explain how the geography of Kentucky influences the development of the state.</p>	<p>Variations in culture and environment across the state tend to influence both how the state is viewed by individuals and how the economy has evolved and changed over time. Those living in the Bluegrass have been influenced by the economics of the horse breeding and racing industry. Similarly, those in the Pennyroyal may view the state as predominantly farming-based while Kentuckians living in the Eastern Coalfields may think of the state as mountainous.</p>

**U.S. History Discipline Strand**

Concept and Practice	Standard	Clarification Statement
H: Change and Continuity	HS.UH.CH.1 Examine the ways diverse groups viewed themselves and	Different groups of people migrated to specific areas of the country and shaped identity of those areas. For example, push and pull factors

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Concept and Practice	Standard	Clarification Statement
	<p>contributed to the identity of the United States in the world from 1877-present.</p>	<p>bringing Eastern Europeans to the Eastern Seaboard and Asian immigrants moving toward economic opportunities on the West Coast shaped the culture of both areas and changed the identities of those who immigrated as well as those of the wider population.</p>
	<p>HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.</p>	<p>As the nation changed, so did the demands of meeting the needs of the diverse population. For example, there were changes in infrastructure (roads, railroads) as well as changes to our Constitution which addressed the changing demography and economic needs of our nation. For example, expansion of government regulations in the Progressive period and New Deal reflected new challenges generated by an industrializing economy.</p>
	<p>HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.</p>	<p>After the Civil War, the United States emerged as an industrial power. In that environment of increasing complexity, historic rights like those to private property were reasserted and new measures were taken, like the creation of the Federal Reserve in 1913, which sought to rationalize monetary policy and increase economic stability.</p>
	<p>HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.</p>	<p>Since 1877, the United States has attempted to address working conditions and income disparities both through private organizations and by passing laws and regulations. Organized labor has countered the influence of large corporations through collective bargaining and lobbying the government for national standards, like the minimum wage. Citizens also sought protections, for example, the Pure Food and Drug Act of 1906, which was passed largely in response to public outcry stemming from the publication of Upton Sinclair’s <i>The Jungle</i>.</p>

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Concept and Practice	Standard	Clarification Statement
	<p>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877- present.</p>	<p>American culture has changed as innovative technologies have become available. The invention of the car and subsequent changes to the infrastructure of roads in the United States changed the way America worked, lived and utilized leisure time. Medical discoveries and public health technologies like modern sanitation systems increased lifespan. Advances like those in manufacturing, communication and banking as well as military innovations, which trickled into the private sector, have impacted American society both at home and at work.</p>
	<p>HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.</p>	<p>U.S. political, economic and diplomatic policies changed in response to the fall of Communism, moving from a bi-polar world in which two hegemonies sought influence and power, to a world in which the United States was undoubtedly the single leader. Due to these changes, the United States encouraged the creation of a global system of governance led by America and its ideals of democracy and free markets. Seeking global consensus for the sovereignty of national borders, for example during the first Gulf War (1990-1991), was an important part of foreign policy. However, the power vacuum created by the collapse of the Soviets and its allies also stimulated new challenges to the global order created by the United States. For example, guerilla groups and terrorist organizations attempted to challenge U.S. military, cultural and economic power. In response, the United States continued to defend its position through wars like Operation Enduring Freedom after 9/11 and an increased presence in the Middle East. In recent years, the United States has responded to emerging Chinese global power and presence as well as the reemergence of Russia as a powerful global actor, through military actions, economic sanctions and strategic alliances.</p>
<p>H: Cause and Effect</p>	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of</p>	<p>As a result of industrialization, American life changed from a mostly agrarian lifestyle to a more urban lifestyle. This shift included policies to</p>

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Concept and Practice	Standard	Clarification Statement
	<p>industrialization on the United States between 1877-1945.</p>	<p>encourage participation in industries of mass production, which caused incomes to rise but also created income gaps, environmental crises, an urban boom and a growing presence in the global market. As a result of these changes, reform movements emerged as citizens sought to mitigate the negatives of industrializing.</p>
	<p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.</p>	<p>Beginning at the turn of the twentieth century through the end of the twentieth century, the United States emerged as a global power. The United States benefited from industrial might and increased participation in global markets. Immigration to a relatively free and open society caused the population to grow, and the United States became a leader in technological advances, which improved the U.S. economy and citizens' standards of living. Finally, in this period, the United States became an important actor in global conflicts and compromises, leaving behind its isolationist path and entering conflicts such as the Spanish American War, World War I, World War II and the Cold War and fighting proxy wars in places like Korea and Vietnam while also pioneering the formation of global governance and defense institutions like the United Nations and North Atlantic Treaty Organization (NATO).</p>
	<p>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p>	<p>Between 1877 and 1945, the United States experienced cycles of boom and bust. For example, the cattle industry of the American west, economic panics of the 1890s, the Gilded Age, the 1920s and the Great Depression all demonstrate these boom and bust cycles. These cycles had various causes, such as speculation, overproduction, underconsumption, protectionism and a lack of diversification of industry. The reality of boom and bust cycles prompted legislative action, the formation of political parties and individual and group activism. For example, institutions like the Federal Reserve Bank and</p>

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Concept and Practice	Standard	Clarification Statement
	<p>HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.</p>	<p>Federal Deposit Insurance Corporation were formed, nativist policies like the Chinese Exclusion Act were enacted, the Populist party gained traction and the Bonus Army demanded early payment during the Depression.</p> <p>Economists and citizens work to assess the health of the U.S. economy using a variety of measures. By collecting and analyzing data, an overall picture of the health of the economy can be seen. For example, the weak economy of the 1970s can be assessed by examining the high inflation and unemployment rates (stagflation) of that decade to the low unemployment, high GDP growth rates of the 1950s or 1990s, both considered periods of a healthier economy.</p>
	<p>HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</p>	<p>Since 1877, various groups have worked to expand rights and liberties. These groups have worked to change legislation, amend the Constitution and improve daily lives for the American people. These groups and individuals participated in marches, protests and acts of civil disobedience to enact change and promote the expansion of rights in the United States. Suffrage movements, civil rights movements and reform movements all worked to improve civil liberties in the U.S. For example, the passage of the Americans with Disabilities Act (ADA) was a result of efforts by individuals and Congress to provide equal accommodations for Americans with disabilities.</p>
	<p>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890- present.</p>	<p>U.S. global interactions have led to numerous cultural shifts. Immigration, for example, has influenced the United States by infusing each generation with new ideas and customs. As the strength of the U.S. economy grew, industry attracted workers from all over the world, changing American society as new ideas and customs were integrated. As the United States participated in global conflicts, there were changes</p>

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Concept and Practice	Standard	Clarification Statement
		<p>in values and beliefs, and emerging prejudices led to changes in cultural norms. Global interactions also led to the development of trade agreements like the World Trade Organization (WTO) and North American Free Trade Agreement (NAFTA) and regulatory bodies like the Department of Homeland Security, which impacted society.</p>
<p>H: Conflict and Compromise</p>	<p>HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p> <p>HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.</p>	<p>Between 1877-1929, the United States experienced growth both at home and abroad. As the United States expanded domestically, the United States developed new infrastructure and methods of governance, as immigration and migration of people from the Atlantic to the Pacific Coast burgeoned. The U.S. government also embraced policies that removed American Indians from their land, as with the Dawes Act, and initiated new limitations and restrictions on immigration. All of these developments impacted the economic and political ideologies of the United States. It was also in this time period that the United States embraced the idea of imperialism and began to develop a sphere of influence in places like the Philippines and Central America, which opened up new trade routes and access to resources, but also led to global competition and conflict, as the ideals of American values came into conflict with the realities of imperialistic policies.</p> <p>From 1890-1945, the United States became more involved on the global stage. Beginning with United States aid to Cuba during the Spanish American War and ending with the Allied victory of World War II, the United States became more and more entwined with international interests and global conflicts. The United States created a sphere of influence, but vacillated between imperialism and isolationism in this time period. The United States was involved in attempts at global cooperation as presidents arbitrated global treaties as with President Roosevelt after the Russo-Japanese War, and the government</p>

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Concept and Practice	Standard	Clarification Statement
	<p>HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.</p> <p>HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.</p>	<p>participated in peace conferences, war trials and new international organizations, such as the Washington Naval Conference, the Nuremberg Trials and the creation of the United Nations, World Bank and International Monetary Fund.</p> <p>The United States and the Soviet Union had fundamentally different ideologies concerning economics, political foundations and individual liberties. These differences led to the Cold War, which pitted these two ideological camps against one another on a global scale following WWII. During the Cold War, the United States and the Soviet Union competed for global influence, participated in proxy wars and created organizations of collective security, like NATO and the Warsaw Pact. This also led to policies at home, such as the creation of the House Un-American Activities Committee, and fear of the spread of communism. In the post- Cold War era, the United States played a role in global attempts at compromise and conflicts. The United States has been a part of many trade treaties, such as NAFTA, and other global compromises around the environment and disarmament. At the same time, the United States has participated in armed conflict as part of international peacekeeping forces in places like Bosnia and as part of international alliances fighting against terrorism around the world after 9/11.</p>
H: Kentucky History	HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.	Throughout U.S. history, Kentuckians have played a role in influencing national developments, such as, but not limited to, the following examples: Justice John Marshall Harlan was the dissenting opinion in the <i>Berea College v Kentucky</i> case setting a precedent that segregation was inherently unequal; Governor Breathitt was instrumental in the Civil Rights Movement nationally and in Kentucky and in the implementation of the Civil Rights Act of 1964; Madeline McDowell Breckinridge fought for child labor laws and was critical in the women’s

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Concept and Practice	Standard	Clarification Statement
		<p>suffrage movement on a national scale; Sophia Alcorn was an advocate for people with disabilities and invented the Tadoma method for people who are deaf and blind to communicate; Willa Beatrice Brown was the first African American woman in the United States to earn a pilot's license and was a lifelong civil rights advocate; Alice Allison Dunnigan was the first African American journalist to receive White House credentials.</p>

### World History Discipline Strand

Concept and Practice	Standard	Clarification Statement
<p>H: Change and Continuity</p>	<p>HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500.</p> <p>HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.</p>	<p>There were a large number of complex states and empires throughout the world during the period 1300-1500 including the Mali Empire in West Africa, the Ming Dynasty in Asia, the Ottoman Empire in the Middle East, Eastern Europe and North Africa, the Venetian city-state in Europe and the Inca Empire in South America. Gaining an understanding of how various states and empires across the world rose, governed, expanded and fell is crucial to comprehending the underlying framework of the modern world.</p> <p>Afro-Eurasian states and empires in the period 1300-1750 had many interactions with one another as goods (tea, porcelain, spices), ideas (religions, Greek philosophy and Islamic and East Asian science) and technologies (gunpowder, maritime technologies, Arabic numerals) were exchanged and evolved as they encountered new cultures. Many of these exchanges laid the building blocks of contributions during the latter part of the period, including the development of modern science as well as new ideas about governance and sources of governmental and religious legitimacy.</p>

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Concept and Practice	Standard	Clarification Statement
	<p>HS.WH.CH.3 Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750.</p>	<p>With the rise of new maritime technology, which made transatlantic trade possible, older systems of trade changed. Europeans directly entered the Indian Ocean by sailing around Africa and challenged the supremacy of land-based Silk Roads trade, which previously had been the only links between East Asia and the Mediterranean. Mediterranean powers like Venice declined, and West African empires like Songhai, relying on Trans-Saharan trade, fell in importance as ocean-going vessels circumnavigated the globe and linked places as far-flung as Java and the Netherlands. Western Europe, coastal West Africa and the Americas were linked in a new system of trade called the Atlantic System, which produced luxury commodities like sugar in the Americas on the back of enslaved labor traded through the Middle Passage.</p>
	<p>HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.</p>	<p>Before mass production, warfare took place on a smaller scale, simply because the tools and weapons of warfare could not be produced in such quantities or transported at such large scales. With industrialization, these limiting factors fell away, and nation-states and empires fought wars on a scale not seen before in human history. Weapons became more lethal and total wars, like World Wars I and II, involved all members of a nation-state's population and produced huge numbers of casualties. Targeting civilian populations became more common, especially after WWI because wars of attrition necessitated wearing down the combatant by stripping resources and personnel until one's rival was no longer capable of continuing the fight.</p>
	<p>HS.WH.CH.5 Analyze how continuities in</p>	<p>Especially before widespread industrialization, a variety of methods were used to extract labor from people for the purpose of production. Serfdom, in which labor was required of peasants who did not own</p>

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Concept and Practice	Standard	Clarification Statement
	<p>the desire for cheap labor led to slavery and other systems of forced labor across the globe between 1300-1888.</p>	<p>land, but were tied to land owned by aristocratic landowners, was the norm across Europe in the feudal period and lasted in places like Russia until the Emancipation Edict of 1861. In the Inca Empire, extended family groups were required to pay labor taxes called mit'a, during which they worked on things like large-scale infrastructure projects for the government. Within the Atlantic System, a new way of getting cheap labor, indentured servitude, resulted in an influx of poor European laborers to the Americas, driven by the hope of economic opportunity on one hand and the need for agricultural workers on the other. Indentured servitude was revived in the late 1800s and early 1900s, with East and South Asians migrating to sugar producing areas in the wake of chattel slavery's end. Enslaved people who performed domestic work were common across the Middle East throughout 1300-1900, and plantation-based chattel slavery spread from the Mediterranean to islands in the Atlantic and then to the western hemisphere after the discovery of the Americas as the market for luxury products like sugar and tobacco rose rapidly within the new Atlantic System of trade. Chattel slavery as an institution grew in size and scope throughout the period as laws like linking the status of a child to their enslaved mother were codified to ensure continued exploitation of that source of labor. The practice of chattel slavery of this type ended with the emancipation of enslaved people in Brazil in 1888. In these ways, unfree labor proliferated across the globe as global trade and economic interconnectedness rose. Force and coercion are hallmarks of all of these systems as fear and physical violence were used to extract labor.</p>
	<p>HS.WH.CH.6 Analyze changes and continuities regarding views of</p>	<p>Before 1750, most governments linked their authority to divine sources and their legitimacy to paternalistic protection of their subjects. Enlightenment thinkers questioned these traditional views, instead</p>

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Concept and Practice	Standard	Clarification Statement
	<p>government power and accepted sources of legitimacy in multiple global regions from 1750- present.</p>	<p>positing that humans were inherently possessed of rights and that they came together to form governments whose purpose was chiefly to protect these rights. Thus, only governments which derived their power from the consent of the governed were legitimate, meaning that popular sovereignty, not divine will, was the marker of good governance. Thus, people began to think of themselves as citizens, a person with rights and responsibilities within the state, rather than subjects, a person simply under the control and domination of a monarch. Revolutions in the British colonies of North America in 1776, in France after 1789 and in Latin America in the early 1800s were expressions of these ideas. The Haitian Revolution pushed these new views of human rights and government legitimacy even further as enslaved people rebelled against their oppression, ended legal slavery and claimed the idea of natural rights for all people, rather than just a subset of people. As mass politics and popular sovereignty spread, democracy, rather than monarchy, became the accepted mode of governing the citizens of nation-states.</p>
	<p>HS.WH.CH.7 Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present.</p>	<p>The power of industrialized Western powers became more and more apparent throughout the nineteenth century. In episodes like the Crimean War, the opening of Japan, the Berlin Conference before the Scramble for Africa and the dissection of China into spheres of influence for trade, non-industrialized states and empires were marginalized or subjugated. In some places like the Ottoman Empire and Imperial Japan, efforts to adapt Western practices was apparent, especially in the creation of modernized, industrialized militaries. In other areas, like Russia and Egypt, effort was put toward the creation of modern industrial factories.</p>

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Concept and Practice	Standard	Clarification Statement
H: Cause and Effect	<p>HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.</p>	<p>Just as goods were exchanged along the Silk Road, Trans-Saharan and Indian Ocean trade routes, diseases, technological innovations, peoples and cultures were exchanged as well. For example, the spread of Bubonic Plague led to the collapse of the unity of the Pax Mongolica and the fragmentation of Eurasia into smaller states as well as the collapse of Western European feudalism. The movement of merchants along established trade routes led to the exchange of Arabic numerals, superior accounting methods and the spread of luxury goods, which stimulated the emergence of markets and enhanced the wealth of both states and an emerging middle class.</p>
	<p>HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.</p>	<p>European exploration was driven by the desire to have greater access to the active markets and luxury products produced by wealthier empires to the east, like the Ottoman Empire and Ming and Qing Dynasties in China. Due to Europe’s location at the edge of Eurasia, their access to these markets was curtailed; therefore, as superior maritime technology spread or was developed, Europeans began seeking alternative ways to connect. Competition among European states, like Portugal and Spain and later England, France and the Netherlands, led them to establish trading-posts and colonies across both North and South America, in the Caribbean as well as along the coasts of Africa, South Asia and Southeast Asia. In places like the Americas, where disease wiped out huge portions of the already-established populations, Europeans made deeper inroads, subjugating indigenous populations and creating empires on the foundations of previous governments, like the Aztec and Inca Empires, which were hybrid in character, combining aspects of the American, European and African populations which populated them.</p>

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Concept and Practice	Standard	Clarification Statement
	<p>HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of plantation-based slavery into the Americas between 1500-1888.</p>	<p>The inclusion of the Americas into the emerging global market was driven by trade in raw materials. These valuable commodities, like silver and sugar, were extracted or grown only with labor-intensive processes. Thus, the desire for profits resulted in the creation and expansion of systems of unfree labor like <i>encomienda</i> among the indigenous population in areas colonized by Spain. Given by the monarch to colonists, grants of <i>encomienda</i> allowed landowners to extract labor without pay from populations living on that land. When this system did not provide enough labor to fill demand, forced migration took root. The violent system of chattel slavery emerged, as forced migration of West Africans across the Middle Passage from areas like modern-day Angola expanded dramatically. The emergence and spread of chattel slavery within the context of the Atlantic System of trade had devastating effects on both enslaved people, who were deprived of their lives and freedom, as well as on the demography and society of West Africa, which was depopulated and destabilized by the magnitude of the trade. Africans represented an important cultural and demographic strand within the emerging society being established in the Americas as people of African descent became the majority populations in places like Brazil and parts of the Caribbean. African religious and cultural traditions entered the hybrid culture of the Americas, which also contained contributions from both American Indians and Europeans. Economically, forced migration and the expansion of exploitive plantation slavery enriched large landowners and established Europe as a major player in the world’s economy. Socially, a hierarchy based on race was instituted across the region, with reverberations which can still be felt in the present.</p>
	<p>HS.WH.CE.4 Analyze causes and effects</p>	<p>Changing views of government power and legitimacy, combined with the oppression of people by their governments, led to revolutions in all areas of the globe during the period 1750 to the present. The Atlantic</p>

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Concept and Practice	Standard	Clarification Statement
	<p>of political revolutions in multiple global regions from 1750-present.</p>	<p>Revolutions of the late 1700s to the early 1800s represent a first wave of Enlightenment-inspired revolutions. The devastation of World Wars I and II resulted in the downfall of traditional empires like those of the Ottomans and the Austro-Hungarians as well as global industrial-based empires like those of Great Britain and France and resulted in the spread of democratic ideas and the creation of large numbers of new nation-states. New ideologies like Communism stimulated workers' and colonized peoples' movements in the post-WWII period as well, but the horrors of domestic genocides like that of the Holodomor in Soviet Ukraine and mass political oppression like Mao's Cultural Revolution helped bring about change within these regimes.</p>
	<p>HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</p>	<p>Beginning in England in the 1700s, stable parliamentary government, abundant surface-level coal, established property rights and the presence of abundant labor due to legal changes in commonly-held land created conditions that were conducive to an industrial revolution. Key inventions like the steam engine were first used in the coal-extraction industry, but their use spread to the textile industry, which underwent mechanization in this period. Cultural and trade links between the nations of northwestern Europe and North America helped industrialization to spread, resulting in a huge spike in industrialized nations' GDP and standard of living, altered work patterns, harsh labor conditions, increased urbanization, change within family structures as well as the rise of a larger middle class.</p>
	<p>HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.</p>	<p>Although empires are a common feature throughout much of world history, industrialization allowed several European nations to create empires at a larger scale and with greater levels of control than ever before. The growing demand of industrialized nations for raw materials to feed their factories, combined with the ability of modernized military</p>

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Concept and Practice	Standard	Clarification Statement
	<p>HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.</p>	<p>and transportation systems to project power and dominate older-style states led to the growth of huge, trans-oceanic empires like those of Britain and France.</p> <p>A variety of movements to combat dominant European imperial powers arose, such as the Tanzimât Reforms of the Ottoman Empire, the Meiji Restoration of Japan and the Self-Strengthening Movement in China. Disagreements about how much and in what areas to Westernize became important features of domestic government throughout the world as non-industrialized areas attempted to modernize their economies, regain power and reestablish their national sovereignty without losing their cultural identity. Armed rebellions as well as peaceful protests were also a feature of imperialized peoples' resistance, as with the Sepoy Rebellion of 1857 or the Satyagraha movement of Gandhi in the period before WWII.</p>
	<p>HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.</p>	<p>Major factors leading to the start of both World Wars I and II include competition between European industrialized powers for political, economic and imperial dominance. Nationalism during WWI and hyper-nationalistic ideologies like National Socialism and fascism in WWII promoted the idea that some ethnicities and nations were superior to others and thus had a moral right to dominate others. Alliance Systems and secret agreements between nations also helped spark the beginning of WWI, the effects of which were so horrifying that politicians throughout the period leading to WWII relied on a policy of Appeasement to avoid another war. This reticence on the part of free market democracies, including the policy of isolation and non-interference by the United States, emboldened authoritarian governments like that of Germany, Italy and Japan to push their imperial boundaries and expand, ultimately leading to WWII, first in the</p>

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Concept and Practice	Standard	Clarification Statement
	HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present	<p>Pacific and later in Europe and Africa. Economically, the traditional European powers were undermined as two new global powers with antagonistic world-views, the United States and the Union of Soviet Socialist Republics (USSR), emerged. Socially, the cost of total war led all members of nation-states to become necessary. As nation-states called upon citizens to take part in the war effort, citizens began to push nation-states to recognize and protect their rights. For example, the origin of the many aspects of the women’s rights, labor and civil rights movements trace their roots to the role these citizens played in helping win WWII.</p>
		<p>Not only were there catastrophic demographic results of these wars, as whole generations were decimated, but also the foundations of the European world order, which had dominated throughout the 1800s, were eroded. Millions of colonial peoples were drafted or volunteered to fight during both WWI and WWII. Having helped the mother-nation fight, they expected a reward of greater autonomy back home. In places like colonial India, however, independence was not granted. Over time, a separate national identity emerged, and pushing for national sovereignty became the norm, especially after WWII, as European colonial empires fell apart under the weight of Europe’s economic collapse. Empires became an antiquated idea as the modern map of nation-states we seen in today’s world emerged. Methods from non-violence (as in India) and negotiation (as in Ghana) to violent revolution (as in Kenya) were used as colonial people demanded freedom and independence. These new nations changed the geopolitical landscape, with rival Cold War powers seeking influence within them and, in some cases, became the battle grounds upon which the proxy wars of the Cold War were fought, as in Korea and Vietnam.</p>

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Concept and Practice	Standard	Clarification Statement
<p>H: Conflict and Compromise</p>	<p>HS.WH.CO.1 Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.</p>	<p>Interactions between groups have always been a driver of change and development. In the period 1300-1750, interactions between and among peoples increased, leading to exchanges of technology, ideas, cultures and people. In the early part of the era, the Ottoman Empire was a bridge between multiple world regions as its territory extended from Eastern Europe and North Africa through the Middle East and into Central Asia. With its cosmopolitan trading hub and political capital at Istanbul, it was well-placed to link the economic producers of luxury goods in Asia with the less advanced economies of Europe, which was a primary consumer of Asian luxuries in the period. This exchange of goods allowed tax revenue to flow into the Ottoman capital, which in turn fostered their military strength and conquests as well as their cultural achievements, for example, the building of the Blue Mosque. In the middle and later portion of the era, the opening of the Atlantic System led to huge changes as streams of cultural influence between Europeans, American Indians and Africans intersected in the Americas. A new, hybrid culture emerged, with contributions from all three populations.</p>
	<p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p>	<p>The change from land-based, contiguous empires before 1750 to transoceanic industrial empires after 1750 created a new era of conflict. As industrialization took root in Europe, modernizing weapons, transportation and communication, the ability to project power increased. This led nations like Britain and France to seek empires overseas, and the conquest of older, land-based empires like that of Mughal India in 1857 and the take-over less-centralized or modernized regions like that of Congo by Belgium during the late-1800s Scramble for Africa occurred. In other areas, industrialized nations rapidly expanded their borders, taking land from indigenous peoples, as in the case of Russia expanding east through Siberia to the Pacific Ocean or</p>

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Concept and Practice	Standard	Clarification Statement
	<p>HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.</p>	<p>the United States expanding West through the Great Plains and Rocky Mountains to the Pacific Ocean. In the early 1900s, tensions between imperialist powers erupted in events like the Fashoda Incident between Britain and France and the Morocco crises between Germany and France, leading to the outbreak of WWI in 1914. During the Interwar Period, expansionist Japanese policies led to the subjugation of Korea as well as Northern China, while Germany sought “lebensraum” through the takeover of parts of Czechoslovakia and finally, Poland, which led to the outbreak of WWII.</p> <p>Two major powers remained following the end of WWII, the United States and the USSR, which had been allies during that conflict. However, ideological divides and the desire to spread these ideologies through global dominance, led to the start of the Cold War. Known as the First World, the United States and its allies made up one side of the conflict. Known as the Second World, the Soviet Union and its allies made up the other side of the conflict. Caught in the middle was the Third World, locations which were not fully aligned with one side or the other. Based on two rival alliance systems, NATO and the Warsaw Pact, both the First World and the Second World sought to establish their hegemony in the Third World through soft power like economic policies and aid, political sway and cultural influence. In addition to soft power, hard power was used to establish control as proxy wars were fought in places as varied as Korea, Afghanistan, Nicaragua and Angola. Among Third World Nations, an international Non-Aligned Movement was created by leaders like those of Ghana and Egypt, which tried to increase solidarity and cooperation among non-aligned nations. Other international organizations formed the basis of First World power, like the World Bank and the International Monetary Fund (IMF), both created at the Bretton Woods Convention following WWII. Other</p>
	<p>HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</p>	

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	<p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p>	<p>organizations, like the United Nations, the International Atomic Energy Agency, promoted cooperation and de-escalation, with mixed results. These organizations, along with other international cooperative agreements like United Nations Children's Fund (UNICEF) and the World Trade Organization (WTO), have had both successes and failures. While measures of world health have sharply increased and global poverty has sharply decreased, some critique these global organizations as anti-democratic or hold-overs of colonial power.</p> <p>The period began with advancements like the use of petroleum powered combustion engines on ships, the laying of the enhanced transatlantic telegraph cables and effective international financial organizations, and has evolved to include cheap and safe international air travel, the internet, cloud computing and global manufacturing systems. Container ships send goods efficiently across the globe from producers to consumers who are inextricably linked through economic interconnection. While globally all parties have seen incomes rise through these changes, within nations, economic disparities have increased. This has led both to enhanced cooperation, as distributed manufacturing and service systems have become standard, as well as to increasing tensions, as protectionist economic policies are sometimes instituted by governments seeking to stabilize the social and economic fabric of their nation.</p>
	<p>HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions,</p>	<p>The global order which emerged after WWII includes the belief in free market economics and democratic government systems with civil rights for citizens, rooted in popular sovereignty and the separation of religious and political authority. Economically bolstered by the IMF and World Bank and politically backed by norms established by international groups like the United Nations (UN) and the International</p>

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	boycotts, terrorism, guerilla warfare, and other methods from 1945-present.	<p>Court of Justice (ICJ), the global order is primarily based upon the ideological values of the United States and its democratic allies and is backed by U.S. military and economic power through organizations like NATO. During the Cold War, this order was challenged by the USSR, which sought to have its own ideology of Communism become the global norm. While these efforts ultimately failed following the collapse of the USSR in 1991, there are still challengers to this established order among both state and non-state actors. In foreign policy, powers like post-Cold War Russia seek to enhance their power and prestige by undermining American authority in places like Crimea and Syria while stirring dissention between democratic governments. Economically, newly powerful actors like China seek to expand their influence by tapping into the power their wealth and military hold. Both of these states are authoritarian in nature, posing a challenge to the United States and the democratic, free-trade ideals it seeks to promote. Among non-state actors are groups seeking greater social justice, who often use peaceful methods like boycotts, protests and social media awareness to promote their causes. Also included in non-state actors are fundamentalist groups like Islamic State, which seek to upend the norm of separation of church and state and instead create states founded on religious compulsion. Terrorist groups like these often use random violence in the hope that liberal democratic governments like the United States will become destabilized.</p>
H: Kentucky History	HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.	<p>Many Kentuckians have contributed to legislative efforts, reform movements, and global conflicts and compromises in impactful ways. Some examples include, but are not limited to: Cassius Marcellus Clay served as United States Minister to Russia where he was instrumental in ensuring that Russia did not recognize the South as an independent nation; Muhammed Ali became a global influence as a result of his fight</p>

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		for civil rights and humanitarian work; Dr. Liliayce Akers served the United Nations in many roles, including a representative to the Commission on Women; Mary Willie Arvin was a nurse who received honors from three allied countries for service during World War I.

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