

# Kentucky Academic Standards



Kentucky Department of  
**E D U C A T I O N**

**Social Studies**

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# Kentucky Academic Standards for Social Studies

## INTRODUCTION

### Background on the *Kentucky Academic Standards for Social Studies: Educating for Civic Life in a Democracy*

America’s history is vast and complex; from past to present, it is the story of people, places, events, ideas and documents that shaped today’s nation. Thomas Jefferson asserted, “Educate and inform the whole mass of people. They are the only sure reliance for the preservation of our liberty.”

Democracy’s survival depends upon the generational transmission of the political vision of liberty and equality that makes and unites Americans. The preservation of this American vision is dependent upon the willingness and ability of its citizens to address problems collaboratively and deliberately, defend their own rights and the rights of others and balance personal interests with the general welfare of society. It also depends on a loyalty to the political institutions the founders created. Devotion to human dignity and freedom, equal rights, justice, the rule of law, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint and self-respect must be learned and practiced. Preparing young people for participation in America’s democratic society is vital. The progress of communities and states, the nation and the world rests upon the preparation of young people to balance personal interest collaboratively with the public good.

The National Council for the Social Studies contends: “The primary purpose of Social Studies is to help young people 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.” Civic competence requires a commitment to democratic values and the ability to use knowledge about one’s community, nation and world. Social studies classrooms are the ideal locations to foster civic virtue, apply inquiry practices, consider current issues, engage in civil discourse and build a civic identity and an awareness of international issues. They should be laboratories of democracy where the diversity among learners embodies the democratic goal of embracing pluralism. Students must be taught to cherish freedom and to accept responsibility for preserving and extending it, finding their own best ways of doing so on the basis of free, independent thinking. These skills, habits and qualities of character will prepare students to accept responsibility for preserving and defending their liberties and empower them to think critically, reason and problem solve. Thus, the civic mission of social studies is crucial and demands the inclusion of each and every student in Kentucky.

In order to prepare young people in the 21st century to carry on the ideals of the founders, social studies education must aim to develop students' knowledge of important social studies concepts and their use of disciplinary thinking skills. Achieving this aim is the mission of social studies education in Kentucky. The *Kentucky Academic Standards (KAS) for Social Studies* is designed to promote the development of knowledge and skills that will produce Kentucky graduates who are civically engaged, socially responsible and culturally aware. These standards guide student exploration of the relationships and interactions among individuals and groups at local, state, national and international levels through the disciplines of civics, economics, geography and history and the inquiry practices of questioning, investigating, using evidence and communicating conclusions. The standards are designed to include a breadth of knowledge, not as isolated facts to be simply memorized, but as useable knowledge to be integrated into an understanding of the world.

In order to be culturally literate, students must have knowledge of each of the four social studies disciplines and an appreciation for the interconnectedness of all four disciplines. This is central to students’ preparation for a successful transition into civic life.

Prepared Kentucky graduates in social studies use the tools, thinking, and practices of civics, economics, geography and history to:

- Understand the fundamental values and principles of America’s democratic republic, using civic mindedness to be informed citizens, foster civic dispositions and be life-long participants in the political process.
- Understand the interaction of buyers and sellers in markets, workings of the national economy and interactions within the global marketplace, using economic reasoning to make sound economic decisions and maximize the well-being of individuals and society.
- Understand the cultural, economic, social and civic implications of life in Earth’s many environments and the interplay of human activity and physical features on the Earth’s surface, using geographic literacy skills to enhance quality of life, preserve resources, and be life-long evaluators of what happens in the places in which they live and throughout the world.
- Understand America’s past and what decisions of the past account for present circumstances, using historical thinking skills to confront today’s problems, be informed on taking an active position on issues and make sense of the interconnected world around them.

By studying these disciplines, working individually and/or collaboratively, students will read, synthesize ideas, compose and communicate ideas effectively to analyze issues from multiple perspectives, make decisions and solve problems as a responsible member of society. Thus, students will be better prepared for the responsibilities and demands of civic life.

Active participants in a democratic society and complex world recognize democracy’s potential while also recognizing its challenges and dilemmas. Echoing the words of Rosa Parks, the writers’ vision is that the implementation of these standards will help Kentucky students become culturally literate persons who are “concerned about freedom and equality and justice and prosperity for all people.”

### ***Kentucky’s Vision for Students***

Knowledge of the social studies concepts, ideas and practices needed to be civically engaged, socially responsible and culturally aware directly aligns with the vision of the Kentucky Board of Education (KBE). The board’s vision is that each and every student is empowered and equipped to pursue a successful future. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451. 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;
- Core values and qualities of good character to make moral and ethical decisions throughout life;
- 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; and
- Skills to enable students to compete favorably with students in other states.

Furthermore, schools shall:

- Expect a high level of achievement from all students.
- Develop their students' ability to:
  - Use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives;
  - Apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies and practical living studies to situations they will encounter throughout their lives;
  - Become self-sufficient individuals of good character exhibiting the qualities of altruism, citizenship, courtesy, hard work, honesty, human worth, justice, knowledge, patriotism, respect, responsibility and self-discipline;
  - Become responsible members of a family, work group or community, including demonstrating effectiveness 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; and
  - Express their creative talents and interests in visual arts, music, dance and dramatic arts.
- Increase student attendance rates.
- Increase students' graduation rates and 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.

To ensure legal requirements of social studies classes are met, the Kentucky Department of Education (KDE) encourages schools to use the *Model Curriculum Framework* to ensure curricular coherence in the development of curricula that meet the grade-level expectations set forth by standards. The *Model Curriculum Framework* describes curricular coherence as the “local alignment of the standards, curriculum, instructional resources, assessment and instructional practices within and across grade levels in a school or district to help students meet grade-level expectations.”

### ***Legal Basis***

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal basis 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 (LSAC), the KBE 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.

#### **704 KAR 3:305 Minimum high school graduation requirements**

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



### **KRS 158.141 Passing grade on civics test required for high school graduation**

Beginning in July 2018, a student must pass a civics test composed of 100 questions in order to graduate from a public high school with a regular diploma. Each local board of education will be expected to prepare or approve an exam that must be composed of questions from the United States Citizenship and Immigration Services test. Students are required to score 60% or higher and may retake the exam as many times as deemed necessary to pass the test.

### **KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education**

HB 128 (2018) amended KRS 156.160 to require every public middle and high school's curriculum to include instruction about the Holocaust and other cases of genocide, as defined by the United Nations Convention on the Prevention and Punishment of the Crime of Genocide, that a court of competent jurisdiction, whether a court in the United States or the International Court of Justice, has determined to have been committed by applying rigorous standards of due process.

### **KRS 158.6450 Instruction in voter registration and election procedures**

Knowledge of procedures for voter registration and participation in elections is essential for all Kentucky students to acquire the capacities established in KRS 158.645(2) and (4). Instruction in election procedures is consistent with the goals of responsible citizenship established in KRS 158.6451. Every secondary school shall provide students in the twelfth grade information on:

- how to register to vote;
- how to vote in an election using a ballot; and,
- how to vote using an absentee ballot.

A school may provide this information through classroom activities, written materials, electronic communication, internet resources, participation in mock elections and other methods identified by the principal after consulting with teachers.

### **KRS 156.162 School council or governing body authorized to display historical and nonreligious artifacts, monuments, symbols and texts in conjunction with course of study**

In 2017, the Kentucky General Assembly passed HB 128 which, amended KRS 156.162 to permit a School-Based Decision Making Council (SBDM) to offer an elective high school social studies course and required the KDE to develop course standards on the Hebrew Scriptures, Old Testament of the Bible; the New Testament of the Bible; or a combination of the Hebrew Scriptures and the New Testament of the Bible.

### **KRS 158.075 Veterans Days observance in public schools**

On Veterans Day, or one (1) of the five (5) school days preceding Veterans Day, one (1) class or instructional period shall be devoted to the observance of Veterans Day. Students shall assemble in one (1) or more groups, as decided by the school principal, to attend the Veterans Day program. The program shall be approved by the principal and, at a minimum, shall consist of a teacher and a veteran speaking on the meaning of Veterans Day. To develop a Veterans Day program, Kentucky public schools are encouraged to seek advice from the Kentucky Department of Veterans Affairs and veterans' service organizations, including but not limited to the American Legion and the Veterans of Foreign Wars.

**Section 111 of Division J of Pub. L. 108-447, the "Consolidated Appropriations Act, 2005," Dec. 8, 2004; 118 Stat. 2809, 3344-45 (Section 111).  
Constitution Day**

Pursuant to legislation passed by Congress, educational institutions receiving Federal funding are required to hold an educational program pertaining to the United States Constitution on September 17 of each year.

**KRS 158.6453 Review of academic standards and assessments**

Per Section 2(a), beginning in fiscal year 2017-2018, and every six (6) years thereafter, the Kentucky Department of Education shall implement a process for reviewing Kentucky's academic standards and the alignment of corresponding assessments for possible revision or replacement to ensure alignment with post-secondary readiness standards necessary for global competitiveness and with state career and technical education standards. (b) The revisions to the content standards shall:

1. Focus on critical knowledge, skills and capacities needed for success in the global economy;
2. Result in fewer but more in-depth standards to facilitate mastery learning;
3. Communicate expectations more clearly and concisely to teachers, parents, students and citizens;
4. Be based on evidence-based research;
5. Consider international benchmarks; and
6. Ensure that the standards are aligned from elementary to high school to post-secondary education so that students can be successful at each education level.

**704 KAR 8:060 Kentucky Academic Standards for Social Studies**

This administrative regulation adopts into law the *Kentucky Academic Standards for Social Studies*.

**KRS 158.196 Instructional materials standards and concepts — Documents and speeches to be included**

Section 4(3)(a) of Senate Bill 1 (2022) created KRS 158.196 to require the KDE to incorporate fundamental American documents and speeches into the grade-level-appropriate middle and high school social studies academic standards and align corresponding assessments, including but not limited to:

1. *The Mayflower Compact*;
2. *The Declaration of Independence*;
3. *The Constitution of the United States*;
4. *The Federalist No. 1 (Alexander Hamilton)*;
5. *The Federalist Nos. 10 and 51 (James Madison)*;
6. *The June 8, 1789, speech on amendments to the Constitution of the United States by James Madison*;
7. *The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights*;
8. *The 1796 Farewell Address by George Washington*;
9. *The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803)*;
10. *The Monroe Doctrine by James Monroe*;
11. *What to the Slave is the Fourth of July? speech by Frederick Douglass*;
12. *The United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857)*;

13. *Final Emancipation Proclamation by Abraham Lincoln;*
14. *The Gettysburg Address by Abraham Lincoln;*
15. *Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton;*
16. *The September 18, 1895, Atlanta Exposition Address by Booker T. Washington;*
17. *Of Booker T. Washington and Others by W.E.B. Du Bois;*
18. *The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896);*
19. *The August 31, 1910, New Nationalism speech by Theodore Roosevelt;*
20. *The January 11, 1944, State of the Union Address by Franklin D. Roosevelt;*
21. *The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955);*
22. *Letter from Birmingham Jail by Martin Luther King, Jr.;*
23. *The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and*
24. *A Time for Choosing by Ronald Reagan.*

### **Standards Review Process**

Per KRS 158.6543, the *KAS for Social Studies* (2019) was entirely conceived and written by teams of Kentucky educators. The Social Studies Advisory Panel (AP) was composed of 24 teachers, three public post-secondary professors from institutions of higher education and four community members. The function of the AP was to review and revise the standards and make recommendations for changes to a Review Committee (RC). The Social Studies RC was composed of six teachers, four public post-secondary professors from institutions of higher education and three community members. The function of the RC was to review the work and findings from the AP and make recommendations to revise or replace existing standards. The team was selected based on their expertise in the area of social studies, including those with a specialty in the disciplines of social studies. When choosing writers, the selection committee considered state-wide representation for public elementary, middle and high school teachers as well as higher education instructors and community members.

## Writers' Vision Statement

The writing team (2019) envisioned standards that would afford students an opportunity to provide social studies learning experiences that will prepare all K–12 students in Kentucky to be productive and involved members of society. Under this framework, Kentucky students will engage actively with the social studies concepts, ideas and practices needed to participate in and navigate the community, state, nation and world in which they live. In an ever-changing and increasingly interconnected world, students must be life-long critical thinkers and questioners who can undertake multidimensional, complex reasoning.

Throughout grades K–12, students have the opportunity to interact with diverse groups of people, ask thoughtful questions, think critically, evaluate sources, make informed decisions and communicate logically and effectively — all skills students need to engage in the world around them with consideration of the past, present and future.

The KDE provided the following foundational documents to inform the writing team's work:

- Center for Civic Education. (2014). *National Standards for Civics and Government*. Retrieved from <http://www.civiced.org/standards>
- Council for Economic Education. (2010). *Voluntary National Content Standards in Economics*. Retrieved from <https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf>
- Council of Chief State School Officers. (2011). *Global Competence Matrices*. Washington, D.C. Retrieved from <https://teaching.unsw.edu.au/sites/default/files/upload-files/Global%20Competence%20Matrices.pdf>
- Council of Chief State School Officers with the American Historical Association, the American Institutes for Research, the National Council for History Education, and the National Council for the Social Studies. (2014). *U.S. History Framework for the 2014 National Assessment of Educational Progress*. Retrieved from <https://nagb.gov/content/nagb/assets/documents/publications/frameworks/history/2014-history-framework.pdf>
- Council of Chief State School Officers with the National Assessment Governing Board. (2010). *Geography Framework for the 2010 National Assessment of Educational Progress*. Retrieved from <https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/geography/2010-geography-framework.pdf>
- Council of Chief State School Officers, Center for Civic Education, the American Institutes for Research for the National Assessment Governing Board. (2014). *Civics Framework for the 2014 National Assessment of Educational Progress*. Retrieved from <https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/civics/2014-civics-framework.pdf>
- Downs, R. & Heffron, S. (Eds.). *Geography for Life: The National Geography Standards, Second Edition*. (2012). Geography Education National Implementation Project. Retrieved from <https://www.nationalgeographic.org/standards/national-geography-standards/>
- Draft Kentucky Social Studies Standards for the Next Generation, 2015.
- *Kentucky Academic Standards, Social Studies* (2006).
- *Kentucky Academic Standards for Social Studies* (2019). Retrieved from [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky\\_Academic\\_Standards\\_for\\_Social\\_Studies\\_2019.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_for_Social_Studies_2019.pdf)
- Kentucky Department of Education. (2009). *Characteristics of Highly Effective Social Studies Teaching & Learning in Kentucky Schools*. Frankfort, KY: Retrieved from <https://education.ky.gov/curriculum/standards/teachtools/Documents/SocialStudiesCHETL.pdf>

- National Assessment Governing Board, the American Institutes for Research, the Council for Economic Education, and the Council of Chief State School Officers. (2012). *Economics Framework for the 2012 National Assessment of Educational Progress*. Retrieved from <https://www.nagb.gov/content/nagb/assets/documents/publications/frameworks/economics/2012-economics-framework.pdf>
- National Center for History in the Schools. (1996). United States history content standards for grades 5–12. In *National Standards for History*. Los Angeles, CA: University of California, Los Angeles. Retrieved from <https://phi.history.ucla.edu/nchs/united-states-history-content-standards/>
- National Council for the Social Studies. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K–12 Civics, Economics, Geography, and History*. Silver Spring, MD: NCSS. Retrieved from <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>
- Partnership for 21<sup>st</sup> Century Learning. (2016). *Framework for 21<sup>st</sup> Century Learning*. Washington, D.C.: P21. Retrieved from <http://www.p21.org/about-us/p21-framework>
- Review of state academic standards documents (Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Minnesota, Nebraska, New Jersey, New York, Ohio, Tennessee, Utah, Wisconsin).

Additionally, participants brought their own knowledge to the process. The writers also thoughtfully considered feedback from the public and social studies community.

### ***Design Considerations***

Design decisions (2019) were informed by reviews of current evidence-based practices, state social studies standards and public comments regarding the 2006 *Kentucky Academic Standards for Social Studies*. The design is intended to convey the importance of both conceptual knowledge and understanding within four disciplinary strands in social studies (civics, geography, economics and history) and the development of the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Grade-level and grade-span concepts within each of the four disciplinary lenses provide the specificity, content and context for the appropriate application of the practices. The complexity of the standards within the concepts and practices progresses from kindergarten through high school.

To reinforce the importance of early literacy, the K-5 *KAS for Social Studies* includes expectations that students be provided with the background knowledge and content vocabulary to support their growth as readers. The K-5 grade-level standards provide the minimum social studies content and practices to be taught at each grade level. The revisions to the K-5 standards align with and build upon early childhood standards, providing a developmentally appropriate progression as students transition from preschool to kindergarten.

## Standards Use and Development

### ***The Kentucky Academic Standards (KAS) are Standards, not Curriculum***

The *KAS for Social Studies* outlines the minimum standards Kentucky students should learn in each grade level, kindergarten through eighth grade or high school grade-span. The standards address a foundational framework of what is to be learned, but do not address how learning experiences are to be designed or what resources should be used.

A standard represents a goal or outcome of an educational program; standards are vertically aligned, expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a state-wide baseline of what students should know and be able to do at the conclusion of a grade or grade-span. The instructional program should emphasize the development of students' abilities to acquire and apply the standards. The curriculum must ensure that appropriate accommodations are made for diverse populations of students found within Kentucky schools.

These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Kentucky law.

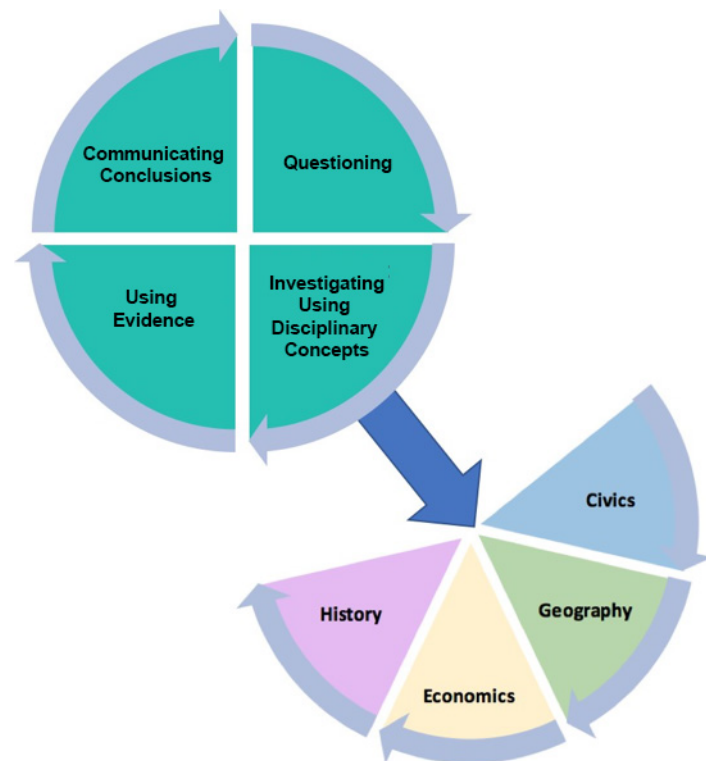
### ***Translating the Standards into Curriculum***

The KDE does not require specific curricula or strategies to be used to engage students in the *Kentucky Academic Standards*. Local schools and districts choose to meet the minimum required standards using a locally adopted curriculum according to KRS 160.345, which outlines the method by which the curriculum is to be determined. As educators implement academic standards, they, along with community members, must guarantee postsecondary readiness that will ensure all learners are transition ready. To achieve this, Kentucky students need a curriculum designed and structured for a rigorous, relevant and personalized learning experience, including a wide variety of learning opportunities. The *Kentucky Model Curriculum Framework* is a resource to support districts and schools in the continuous process of designing and reviewing local curriculum.

## Organization of the Standards

The *KAS for Social Studies* is organized around the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Students will consider or pose questions and then investigate those questions through the disciplinary lenses of civics, economics, geography and history. Students complete the inquiry process by communicating evidence-based conclusions.

Within the architecture, the standards place an equal importance on both the mastery of important social studies concepts and disciplinary practices. Throughout a child's social studies education, students engage in the inquiry practices – questioning, investigating, using evidence and communicating conclusions. Students use these practices to acquire, refine and extend knowledge and understanding of key social studies concepts within the four disciplinary lenses of civics, economics, geography, and history. As indicated by the graphic, concept knowledge cannot be achieved effectively without the practice of inquiry. Neither development of the practices nor development of the knowledge and understanding within the lenses is sufficient on its own to equip young people with the knowledge and skills necessary to carry on the ideals of the founders.



### ***Inquiry Practices: Questioning, Investigating, Using Evidence and Communicating Conclusions***

The inquiry process is critical for effective student understanding of civics, economics, geography and history. Inquiry instruction requires teachers and students to ask questions that drive student investigation of the subject matter and eliminates the “skills vs. content” dilemma in social studies, as both are needed to successfully engage in inquiry. Students will engage in inquiry using the tools, conceptual understandings and the language of political scientists, economists, geographers and historians at a developmentally appropriate level. Students will craft arguments, apply reasoning, make comparisons, corroborate their sources and interpret and synthesize evidence as political scientists, economists, geographers and historians.

The inquiry practices are color-coded to indicate the integration of inquiry throughout the grade-level standards and are defined in the following chart:

Inquiry Practice	Inquiry Practice Definition
<b>Questioning (Q)</b>	The development of two types of questions – compelling and supporting – is essential to the study of each social studies discipline. Compelling questions are open-ended, enduring and centered on significant unresolved issues. Supporting questions can be answered through use of the concepts and practices of each social studies discipline. Within this document, the Questioning inquiry practice is coded as “Q.”
<b>Investigating</b>	The Investigating portion of the inquiry process enables students to gain insight into compelling and supporting questions using content, concepts and tools from each social studies discipline. Investigating involves the skills students need to analyze information and develop substantiated conclusions. Investigating occurs through the exploration of the discipline strand standards and does not require an additional code for identification.
<b>Using Evidence (UE)</b>	All valid claims must be based on logical evidence. In order for students to construct coherent arguments and explanations using their understanding of the social studies disciplines, they must understand how to substantiate those claims using evidence. This skill requires students to collect, evaluate and synthesize evidence from primary and secondary sources to develop and support a claim. Within this document, the Using Evidence inquiry practice is coded as “UE.”
<b>Communicating Conclusions (CC)</b>	A student’s ability to communicate their own conclusions effectively and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations and discussions can be used to share conclusions with a variety of audiences. In a world of ever-expanding communication opportunities inside and outside their school walls, students should also be able to utilize newer media forms in order to share their conclusions and hear the voices of those whose conclusions may be different. Within this document, the Communicating Conclusions inquiry practice is coded as “CC.”

Within all grade levels in this document, the discipline strands are color- and character-coded.

#### Discipline Strand Key

<b>Civics (C)</b>	<b>Economics (E)</b>	<b>Geography (G)</b>	<b>History (H)</b>
Blue	Yellow	Green	Purple

In Kentucky, the discipline strands in social studies are meant to be taught in unison. Students recall and understand themes and topics better if the social studies strands are integrated and not taught in isolation.



The disciplinary strands are defined in this chart:

Disciplinary Strand	Disciplinary Strand Definition
<b>Civics (C)</b>	Civics is the study of the rights and duties of citizenship. Knowledge about the structures of power, authority and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state and national governments and international organizations function and interact. Within this document, the discipline of Civics is coded as “C.”
<b>Economics (E)</b>	Economics is concerned chiefly with description and analysis of the production, distribution and consumption of goods and services. Individuals, families, businesses and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In an interconnected economy marked by rapid technological change, students must learn how to be better producers, consumers and economic citizens. Within this document, the discipline of Economics is coded as “E.”
<b>Geography (G)</b>	Geography is the study of the physical features of the Earth and of human activity as well as how they interact within space, including the distribution of populations and resources, land use and culture. Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work and play. Knowledge of geography helps students to address the various cultural, economic, social and civic implications of life in Earth’s many environments. Within this document, the discipline of Geography is coded as “G.”
<b>History (H)</b>	History is the study of past events, commonly with a focus on their causes and intended/unintended effects. Students need to understand their historical roots and those of others and how past events have shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provide a needed perspective in addressing the past, the present and the future. Within this document, the discipline of History is coded as “H.”

Within the discipline strands, students engage with disciplinary concepts and practices outlined in the chart below. Disciplinary concepts are the broad ideas that enable a student to understand the language of each discipline and are designed to remain with students long after they are transition ready. The disciplinary practices refer to the skills students are expected to learn and apply when engaging with the disciplinary concepts.

The overall organization enables teachers to design curricula and instruction that enables students to investigate concepts within the disciplines of social studies.

### Applying Disciplinary Concepts and Practices

Civics (C)	Economics (E)	Geography (G)	History (H)
Civic and Political Institutions (CP)	Microeconomics (MI)	Migration and Movement (MM)	Change and Continuity (CH)
Roles and Responsibilities of a Citizen (RR)	Macroeconomics (MA)	Human Interactions and Interconnections (HI)	Cause and Effect (CE)
Civic Virtues and Democratic Principles (CV)	Specialization, Trade and Interdependence (ST)	Human Environment Interaction (HE)	Conflict and Compromise (CO)
Processes, Rules and Laws (PR)	Incentives, Choices and Decision Making (IC)	Geographic Reasoning (GR)	Kentucky History (KH)
Kentucky Government (KGO)	Kentucky Economics (KE)	Kentucky Geography (KGE)	

The disciplinary concepts and practices are defined in the following chart. The concepts remain the same throughout the document and only appear when they are grade-level, theme and discipline appropriate.

Concepts and Practices	Concepts and Practices Definition
<b>C: Civic and Political Institutions</b>	Knowledge of law, politics and government is essential to understanding the important institutions of society and the principles these institutions are intended to reflect. Within this document, the Civic and Political Institution concepts and practices is coded as “CP.”
<b>C: Roles and Responsibilities of a Citizen</b>	Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism and separation of powers. It also includes civic dispositions, such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives, citizens should use when they interact with each other on public matters. It means understanding the diverse arguments made about the underlying principles and fundamental documents and their meanings. Within this document, the Roles and Responsibilities of a Citizen concepts and practices is coded as “RR.”

Concepts and Practices	Concepts and Practices Definition
<b>C: Civic Virtues and Democratic Principles</b>	Understanding democratic principles, such as equality, freedom, liberty and respect for individual rights, and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic. Learning civic virtues and democratic principles requires obtaining factual knowledge of written provisions found in important texts, such as the fundamental documents of the United States. Within this document, the Civic Virtues and Democratic Principles concepts and practices is coded as “CV.”
<b>C: Processes, Rules and Laws</b>	Determining how groups of people make decisions, govern themselves and address public problems is a key component of functioning in a democratic republic. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems. Within this document, the Process, Rules and Laws concepts and practices is coded as “PR.”
<b>C: Kentucky Government</b>	Kentucky’s government influenced the history and culture of the citizens of Kentucky. These standards promote understanding of the functions of local government where applicable. Within this document, the Kentucky Government concepts and practices is coded as “KGO.”
<b>E: Microeconomics</b>	Through the study of microeconomics, the significance of how decisions are made and how these decisions impact resource use will be examined. Opportunities will be afforded to understand how to make more productive decisions while examining the interactions that occur among individuals, households, firms and/or businesses. Within this document, the Microeconomics concepts and practices is coded as “MI.”
<b>E: Macroeconomics</b>	Through the study of macroeconomics, how an economy functions as a whole will be studied by looking at topics, such as inflation and Gross Domestic Product (GDP). Within this document, the Macroeconomics concepts and practices is coded as “MA.”
<b>E: Specialization, Trade and Interdependence</b>	Assessing economic interdependence of regions and countries through understanding specialization and trade is critical for understanding how societies function in an international marketplace. Within this document, the Specialization, Trade and Interdependence concepts and practices is coded as “ST.”

Concepts and Practices	Concepts and Practices Definition
<b>E: Incentives, Choices and Decision Making</b>	Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making. Within this document, the Incentives, Choices and Decision concepts and practices is coded as “IC.”
<b>E: Kentucky Economics</b>	Kentucky’s economy is driven by the goods and services produced in the state. These standards promote economic skills and reasoning where applicable. Within this document, the Kentucky Economics concepts and practices is coded as “KE.”
<b>G: Migration and Movement</b>	The size, composition, distribution and movement of human populations are fundamental and active features on Earth’s surface. Causes and consequences of migration are influenced by cultural, economic and environmental factors. Past, present and future conditions on Earth’s surface cannot be fully understood without asking and answering questions about the spatial patterns of human population. Within this document, the Migration and Movement concepts and practices is coded as “MM.”
<b>G: Human Interactions and Interconnections</b>	Interconnections occur in both human and physical systems. These interconnections create complex spatial patterns at multiple scales that continue to change over time. Human Interactions and interconnections speed the diffusion of ideas and innovations, intensifying spatial integration and transforming regions. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations and economic organizations. Within this document, the Human Interactions and Interconnections concepts and practices is coded as “HI.”
<b>G: Human Environment Interaction</b>	Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and types of interactions that occur. Earth’s human systems and physical systems are in constant interaction and have reciprocal influences among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis and explanation. Within this document, the Human Environment Interaction concepts and practices is coded as “HE.”
<b>G: Geographic Reasoning</b>	Geographic reasoning refers to understanding the location, scale, patterns and trends of the geographic and temporal relationships among data, phenomena and issues. Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information, organizing and analyzing the information and using effective means to communicate the findings. Within this document, the Geographic Reasoning concepts and practices is coded as “GR.”

Concepts and Practices	Concepts and Practices Definition
<b>G: Kentucky Geography</b>	The promotion of geographic knowledge and skills specific to Kentucky is essential to understand the places and environments throughout Kentucky. These standards promote investigative and problem-solving skills both inside and outside the classroom where applicable. Within this document, the Kentucky Geography concepts and practices is coded as “KGE.”
<b>H: Change and Continuity</b>	Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural and other factors. Within this document, the Change and Continuity concepts and practices is coded as “CH.”
<b>H: Conflict and Compromise</b>	Conflict and compromise examines the opportunities for people in communities, nations, regions or the world to engage in activities in which they openly clash with one another while retaining the capacity at other times to work together toward accomplishing common goals. Within this document, the Conflict and Compromise concepts and practices is coded as “CO.”
<b>H: Cause and Effect</b>	Cause and effect is layered, involving both long-term ideologies, institutions and conditions and short-term motivations, actions and events. Causes offered for any particular event may differ based on the scale of the topic and the approaches of the scholar. Within this document, the Cause and Effect concepts and practices is coded as “CE.”
<b>H: Kentucky History</b>	Kentucky influenced and has been influenced by the history of the United States and world. These standards address clear Kentucky connections in the history standards where applicable. Within this document, the Kentucky History concepts and practices is coded as “KH.”

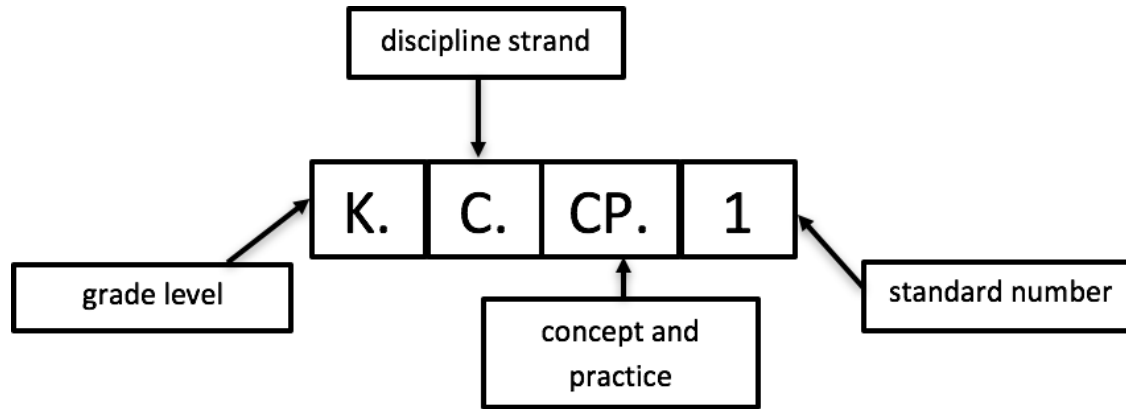
For K-8 and high school, grade-band introductions are provided as a high-level overview of what effective social studies education looks like in each grade band. Concise grade-level introductions are included to aid all stakeholders in understanding the design, corresponding theme and progression of the standards.

In K-8, each grade level is introduced with a grade-specific overview that includes an expanded grade-level introduction, suggested key vocabulary, connections to the previous and following grade, an explanation of what inquiry looks like in practice and opportunities for cross-disciplinary connections with the *Kentucky Academic Standards (KAS) for Reading and Writing*. The grade-level theme presented in the introduction drives the standards within the concepts and practices through the four disciplines of civics, economics, geography and history.

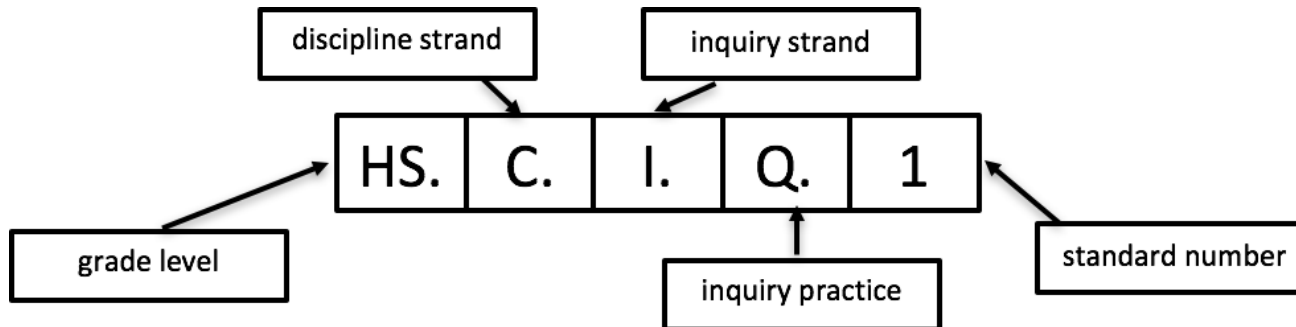
In high school, the standards are organized by the four disciplines: civics, economics, geography and history. Each discipline includes an introductory paragraph that provides an overview of the standards within the concepts and practices that will be mastered prior to high school graduation.

Following the standards for each grade K-12, disciplinary clarifications are provided. 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.

For readability, each standard is coded for identification of its grade level, discipline strand, concept and practice and number within the larger set of standards. The diagram below uses the standard K.C.CP.1 to explain the coding.



In high school, the inquiry standards are coded slightly differently. Each standard is coded for identification of the grade level, the discipline strand, the inquiry strand, the inquiry practice, and number within the larger set of standards. The diagram below uses the standard HS.C.I.Q.1 to explain the coding.





## Kindergarten through Grade 8 Annotated Standards Chart

Each elementary and middle school grade level is identified with a title and a theme.

Each grade level has an introduction to provide additional information about the theme.

Each grade level begins with the inquiry practice of questioning.

The inquiry practices are color-coded to indicate the integration of inquiry throughout the grade level standards.

Students engage in the inquiry practice of investigation through the exploration of the discipline strand standards.

The disciplinary strands civics, economics, geography and history are color-coded and identified with a corresponding character. The discipline specific character appears before the concept and practice title.

Each standard is coded for identification of its grade level, discipline, concept and practice and number within the larger set of standards.

Students complete the inquiry process by using evidence and communicating conclusions.

**Kindergarten: Myself and My Community**

**Introduction**  
 The focus of kindergarten is to provide students with rich explorations of topics that affect them and their personal environment. They engage in learning about themselves, their school, city and local communities. Students also have opportunities to compare how life in the past is different from today, with respect to their own experiences.

Concepts and Practices	Standards
<b>I: Questioning</b>	<b>K.I.Q.1 Ask compelling questions about their community.</b>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	K.C.CP.1 Explain the purpose of local government.
C: Roles and Responsibilities of a Citizen	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.
E: Microeconomics	K.E.MI.1 Describe why people purchase goods and services.
E: Macroeconomics	K.E.MA.1 Identify places in communities that provide goods and services.
G: Migration and Movement	K.G.MM.1 Identify why and how people and goods move to and within communities.
G: Human Interactions and Interconnections	K.G.HI.1 Identify and describe the culture of communities.
H: Change and Continuity	K.H.CH.1 Identify and describe how communities change over time.
H: Cause and Effect	K.H.CE.1 Identify the cause and effect of an event in a community.
<b>I: Using Evidence</b>	<b>K.I.UE.1 Identify information from two or more sources to investigate characteristics of a community.</b>
<b>I: Communicating Conclusions</b>	<b>K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.</b>

## High School Annotated Standards Chart

Each high school discipline is identified with a title.	<p style="text-align: right; margin: 0;"><b>High School: Geography</b></p> <p><b>Introduction</b> In high school, the geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standard promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 30%; padding: 5px;">Concepts and Practices</th> <th style="padding: 5px;">Standards</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"><b>I: Questioning</b></td> <td style="padding: 5px;"> <p>HS.G.I.Q.1    <b>Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.</b></p> <p>HS.G.I.Q.2    <b>Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.</b></p> </td> </tr> <tr> <td style="padding: 5px;"><b>I: Investigating</b></td> <td style="padding: 5px;"><i>Investigating occurs through the exploration of the discipline strand standards.</i></td> </tr> <tr> <td style="padding: 5px;"><b>G: Migration and Movement</b></td> <td style="padding: 5px;">HS.G.MM.1    Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</td> </tr> <tr> <td style="padding: 5px;"><b>G: Human Interactions and Interconnections</b></td> <td style="padding: 5px;">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.</td> </tr> <tr> <td style="padding: 5px;"><b>G: Human Environment Interaction</b></td> <td style="padding: 5px;">HS.G.HE.1    Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</td> </tr> <tr> <td style="padding: 5px;"><b>I: Using Evidence</b></td> <td style="padding: 5px;">HS.G.I.UE.1    <b>Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</b></td> </tr> <tr> <td style="padding: 5px;"><b>I: Communicating Conclusions</b></td> <td style="padding: 5px;">HS.G.I.CC.1    <b>Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.</b></td> </tr> </tbody> </table>	Concepts and Practices	Standards	<b>I: Questioning</b>	<p>HS.G.I.Q.1    <b>Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.</b></p> <p>HS.G.I.Q.2    <b>Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.</b></p>	<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	<b>G: Migration and Movement</b>	HS.G.MM.1    Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	<b>G: Human Interactions and Interconnections</b>	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.	<b>G: Human Environment Interaction</b>	HS.G.HE.1    Assess the reciprocal relationship between physical environment and culture within local, national and global scales.	<b>I: Using Evidence</b>	HS.G.I.UE.1 <b>Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</b>	<b>I: Communicating Conclusions</b>	HS.G.I.CC.1 <b>Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.</b>
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### Supplementary Materials to the Standards

The supplementary materials of the *KAS for Social Studies* are the result of educator involvement and public feedback. Short summaries of each of the appendices are listed below.



**Appendix A: Kindergarten through High School Progressions**

The *KAS for Social Studies* is organized in progressions from kindergarten through high school by grade level, inquiry practice, discipline and concepts and practices.

**Appendix B: Advisory Panels and Review Committee (2022)**

This appendix includes information on the standards review teams who revised the *KAS for Social Studies*.

**Appendix C: Writing and Review Teams (2019)**

This appendix includes information on the writing teams who developed the *KAS for Social Studies*.

## ***Kentucky Academic Standards for Social Studies: Kindergarten-Grade 5 Overview***

Effective social studies education in the elementary classroom fosters a child's natural ability to be curious, wonder and reason, which are essential building blocks when making sense of the world. While elementary social studies instruction is intended to spark a desire to better understand the world, it must provide the foundation for students to become knowledgeable citizens and leaders in a diverse and fast-paced world. In kindergarten through grade 5, students use the inquiry practices of questioning, investigating, using evidence and communicating conclusions to understand themselves, the cultures around them and the founding of the United States through the disciplinary lenses of civics, economics, geography and history.

### **Grade-level Introductions**

The focus of kindergarten is to provide students with rich explorations of topics that affect them and their personal environment. They engage in learning about themselves, their school, city and local communities. Students also have opportunities to compare how life in the past is different from today, with respect to their own experiences.

The focus of grade 1 is the continuation of developing students' citizenship skills by expanding their studies from a personal to a local level, to include the state. They explore the interplay between people of the past and modern communities. Students also engage in thinking and conversing about how their community impacts them.

The focus of grade 2 continues to be the development of students' understandings of the concept of community by extending their studies from their local and state community to communities found in North America (Canada, Mexico and the United States). They engage in learning the motivations of diverse groups in the past and today. Students also study the influence of settlement on people and places.

The focus of grade 3 is the extension of students' understandings of the concept of community to include global communities. Students explore interactions between groups of people in Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students also investigate how cultures work together, while acknowledging the different perspectives of diverse groups.

The focus of grade 4 builds on students' knowledge of local, national and world social studies to discover how and why people move from one place to another. Through the lens of European Exploration to the Thirteen Colonies, students engage in the study of geographic, political, economic and cultural reasons people move, as well as what they experience during the transition.

The focus of grade 5 constitutes a series of explorations about the people, places and ideas that make up the story of the nation, the United States. Students examine the founding of the United States to understand why the fundamental documents were developed and how they guided decisions in the past. Students also engage in deeper learning about our government and how it is structured.

## Kindergarten: Myself and My Community

### Specific Overview

#### Kindergarten: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Students begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore themselves, their relationships and their communities. Students explain the purpose of local government, explain rules and responsibilities of individuals in their local community and identify several key symbols that represent the key components of being an American and a Kentuckian. Students explain how people use and communities provide goods and services. They explore geographic relationships in their local community by identifying the physical geography and explaining how humans impact the environment. Students learn to identify events and changes taking place in the school and local community by classifying events as taking place “today,” “yesterday” and “long ago.”

#### Key Vocabulary

May include, but is not limited to: civic responsibilities, community, consequences, culture, diversity, families, goods, government, human characteristics, inquiry, leaders, needs, patriotism, physical characteristics, services, symbols, wants

#### Looking Back, Looking Ahead: Connections to Kentucky’s Early Childhood Standards and Grade 1

In Kentucky’s Early Childhood Standards for 3- and 4-year-olds, students engage in age-appropriate study of social and cultural relationships and the functioning of society and the role of children in the community. This understanding of community continues in kindergarten, and in grade 1, students’ citizenship skills within their communities continue to develop by expanding their studies from a personal to a local level, to include the state.

#### What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout kindergarten. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>K.I.Q.1 Ask compelling questions about their community.</b>	“Why do I have to be responsible?” Teachers can pose this question to students to facilitate exploration about why this standard applies to them and/or their school, city and local communities.

Standard	Sample Evidence of Learning
<p><b>K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.</b></p>	<p>Rules exist so that society can operate orderly so that no one is harmed. Rules that apply in schools and communities may include being kind to parents and siblings, not running in the hallways, following the rules at practice and taking turns on the playground. Students can identify that a classroom rule, such as raising their hand to answer questions during circle time, is needed to ensure all students have the opportunity to participate in a classroom discussion, to encourage listening skills and to show respect for others when they speak. Students can identify that a school rule, such as walking quietly in the hallway when transitioning activities, is required to ensure everyone’s safety and to be respectful of the learning happening in classrooms. Therefore, students have to be responsible by following school and classroom rules in order to show respect for others and to promote the general well-being.</p>
<p><b>K.E.KE.1 Explain how various jobs affect communities.</b></p>	<p>By living in communities, people can enjoy the benefit of the various skills and talents of others. People often do a job they are good at or gain specialized skills from working at a specific job. These jobs may include fire fighters, factory workers, police officers, teachers, store clerks, doctors or mechanics. Various jobs like these contribute to the common good and help shape the unique nature of a student’s community. Students can explain how various tasks or jobs have a positive effect on their household, classroom and community. They can describe the responsibilities they have in helping their family work well or making their classroom a strong learning community.</p>
<p><b>K.I.UE.2 Construct responses to compelling questions about oneself and one’s community.</b></p>	<p>With prompting and support, students can explain why rules in the school and community exist based on experience they have in their everyday lives. For example, students can explain that a community rule, such as not passing a school bus when the stop sign is out, is needed to ensure that students are safe when loading and unloading a school bus.</p>
<p><b>K.I.CC.2 Construct an argument to address a problem in the classroom or school.</b></p>	<p>Students can identify a situation in the school or community that would benefit from a new rule. Is the lunch line unorganized? Are the procedures for entering the school building in the morning not clear? Students can compose an argument, using a combination of drawing, dictating, writing and digital resources, to state the problem in the classroom or school and an opinion on a new rule, which would promote the safety of their classmates. Students should provide reasons with details to support the opinion.</p>

### **Opportunities for Cross-Disciplinary Connections**

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing*, by providing students with a variety of texts (literary, informational, visual, digital, etc.) in order to understand how rules and laws are designed to keep people safe and keep things fair. Students could begin learning how to distinguish fact from opinion by generating a series of statements about what they know about rules and laws and then processing the difference between those statements that are fact and those that are opinion. After learning the purpose and form of informational texts, students could write an informational piece, design a presentation or create a visual to explain how a certain rule or law keeps people safe and/or keeps things fair. They could also develop an opinion on a rule or law that needs to be created or changed.

## Kindergarten: Myself and My Community Standards

### Introduction

The focus of kindergarten is to provide students with rich explorations of topics that affect them and their personal environment. They engage in learning about themselves, their school, city and local communities. Students also have opportunities to compare how life in the past is different from today, with respect to their own experiences.

Concepts and Practices	Standards
<b>I: Questioning</b>	K.I.Q.1 Ask compelling questions about their community.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	K.C.CP.1 Explain the purpose of local government.
<b>C: Roles and Responsibilities of a Citizen</b>	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.
	K.C.RR.2 Identify symbols and events that represent American patriotism.
<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1 Explain ways people can work together effectively to make decisions.
<b>C: Processes, Rules and Laws</b>	K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.
	K.C.PR.2 Describe consequences of following or not following rules.
<b>C: Kentucky Government</b>	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.
	K.C.KGO.2 Identify local and Kentucky state symbols and events.
<b>E: Microeconomics</b>	K.E.MI.1 Describe why people purchase goods and services.
<b>E: Macroeconomics</b>	K.E.MA.1 Identify places in communities that provide goods and services.
<b>E: Specialization, Trade and Interdependence</b>	K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.
<b>E: Incentives, Choices and Decision Making</b>	K.E.IC.1 Differentiate between needs and wants.
<b>E: Kentucky Economics</b>	K.E.KE.1 Explain how various jobs affect communities.

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	K.G.MM.1 Identify why and how people and goods move to and within communities.
<b>G: Human Interactions and Interconnections</b>	K.G.HI.1 Identify and describe the culture of communities.
<b>G: Human Environment Interaction</b>	K.G.HE.1 Identify ways humans interact with their environment.
<b>G: Geographic Reasoning</b>	K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.
<b>G: Kentucky Geography</b>	K.G.KGE.1 Identify physical and environmental characteristics of communities.
<b>H: Change and Continuity</b>	K.H.CH.1 Identify and describe how communities change over time.
	K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.
<b>H: Cause and Effect</b>	K.H.CE.1 Identify the cause and effect of an event in a community.
<b>H: Conflict and Compromise</b>	K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.
<b>H: Kentucky History</b>	K.H.KH.1 Compare life in the past to life today in communities.
<b>I: Using Evidence</b>	K.I.UE.1 Identify information from two or more sources to investigate characteristics of a community.
	K.I.UE.2 Construct responses to compelling questions about oneself and one's community.
<b>I: Communicating Conclusions</b>	K.I.CC.1 Construct an explanation about their community's civic life, history, geography and/or economy.
	K.I.CC.2 Construct an argument to address a problem in the classroom or school.
	K.I.CC.3 Identify ways to civically engage at school.
	K.I.CC.4 Use listening skills to decide on and take action in their classrooms.

## Kindergarten: 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.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	K.C.CP.1 Explain the purpose of local government.	The purpose of local governments, such as county, town or township or municipal governments is to provide services, such as parks and recreation services, police and fire departments, housing services, emergency medical services, municipal courts, transportation services (including public transportation) and public works (streets, sewers, snow removal, signage and so forth).
<b>C: Roles and Responsibilities of a Citizen</b>	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.	The roles and responsibilities of being a responsible citizen in the school, home and neighborhood may include, but are not limited to, being helpful to and respectful of others and volunteering for and carrying out tasks beneficial to the community, such as helping a classmate with a difficult math problem, putting away the dishes at home or volunteering to clean up a local park.
<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1 Explain ways people can work together effectively to make decisions.	The symbols and events that represent American patriotism may include, but are not limited to, the National Flag, National Holidays, the Pledge of Allegiance, the National Anthem and any history or stories surrounding significant monuments found in a child’s local community.
<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1 Explain ways people can work together effectively to make decisions.	In a democratic system, people work together to listen to everyone’s voice and make decisions together. Ways people can work together to effectively make decisions may include listening carefully to everyone’s opinion, talking together to brainstorm solutions and compromising to try and be sure everyone is satisfied.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Processes, Rules and Laws</b>	K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.	Rules exist so that society can operate orderly so that no one is harmed. Rules that apply in schools and communities may include being kind to parents and siblings, not running in the hallways, following the rules at practice and taking turns on the playground.
	K.C.PR.2 Describe consequences of following or not following rules.	If rules are not followed, negative consequences may occur, like a sibling being hurt, falling down in the hallway or a student not getting to play at recess.
<b>C: Kentucky Government</b>	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.	The leaders in local communities may include, but are not limited to, school principals, fire fighters, police officers, mayors. They have roles like making choices and responsibilities like following the rules and keeping those they are in charge of safe.
	K.C.KGO.2 Identify local and Kentucky state symbols and events.	The symbols and events that represent Kentucky may include, but are not limited to, the state flag, the state song, and any history or stories surrounding significant monuments found in a child’s local community.

**Economics Disciplinary Strand**

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	K.E.MI.1 Describe why people purchase goods and services.	People purchase goods and services both for enjoyment and to meet their needs. This may include, but is not limited to, buying an extra bag of chips at lunch versus needing a bottle of water after a long run, or a mechanic changing your tires because they are worn versus painting your car your favorite color.
<b>E: Macroeconomics</b>	K.E.MA.1 Identify places in communities that provide goods and services.	One way communities help individuals is by providing goods and services. For example, goods like groceries and toys may be found at stores and services like medical care may be found at a hospital or doctor’s office.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Specialization, Trade and Interdependence</b>	K.E.ST.1      Demonstrate ways trade can be used to obtain goods and services.	Sometimes a community does not have the resources or skills to produce all the goods and services needed. Therefore, they may trade a good or service they do have to another place in order to receive from that place a good or service they don't have.
<b>E: Incentives, Choices and Decision Making</b>	K.E.IC.1      Differentiate between needs and wants.	Needs are goods and services that are required to survive, such as food, clothing and shelter. Wants are goods or services that are not needed but are wished for or desired. While ice cream is a food, it is not a need because ice cream is not a specific item required to survive.
<b>E: Kentucky Economics</b>	K.E.KE.1      Explain how various jobs affect communities.	By living in communities, people can enjoy the benefit of the various skills and talents of others. People often do a job they are good at or gain specialized skills from working at a specific job. These jobs may include fire fighters, factory workers, police officers, teachers, store clerks, doctors or mechanics. Various jobs like these contribute to the common good and help shape the unique nature of a student's community.

**Geography Disciplinary Strand**

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	K.G.MM.1      Identify why and how people and goods move to and within communities.	Weather, climate, job opportunities, natural resources, the economy and culture, among others, can be determining factors in whether or not people move to and within communities and why goods may need to be shipped throughout communities.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Interactions and Interconnections</b>	K.G.HI.1 Identify and describe the culture of communities.	Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like values, norms, beliefs and ways of behaving. Culture can be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration. For example, the culture of a student’s classroom might include the value of respecting others. This value might be reflected in a rule posted on the wall which says to take turns when speaking.
<b>G: Human Environment Interaction</b>	K.G.HE.1 Identify ways humans interact with their environment.	Humans live in places with different landforms, weather patterns, climates and resources. They may interact with their environment in many ways, for example by measuring precipitation, living near a water source, climbing mountains, planting trees or farming. Sometimes human environment interactions can be negative, for example when an earthquake occurs or when litter is dropped in the woods.
<b>G: Geographic Reasoning</b>	K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.	Maps represent characteristics of familiar areas. Students may begin to use the properties of maps which may include, but are not limited to, title, legend, cardinal directions, scale (like classroom versus whole school) and symbols (like using triangles to represent mountains). To create these maps, students should differentiate between absolute and relative location using vocabulary such as above, next to, below, behind and between.
<b>G: Kentucky Geography</b>	K.G.KGE.1 Identify physical and environmental characteristics of communities.	Physical and environmental characteristics of a community include the climate and weather patterns (temperature, wind, precipitation), landforms (plains, mountains, deserts, hills, canyons), natural resources (water, soil, trees, coal, oil) and natural hazards (tornados, fire, earthquakes).

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	<p>K.H.CH.1 Identify and describe how communities change over time.</p> <p>K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.</p>	<p>Communities undergo many changes over time. For example, buildings are built or sometimes abandoned, and roads are paved or fall into disuse. As communities grew, perhaps more buildings and roads were added and as technology changed, transportation transitioned from horses and wagons to cars and airplanes.</p> <p>Communities can be made up of individuals representing diverse racial, religious, ethnic and cultural backgrounds. The interactions of diverse groups influence the overall culture of a community and dictate the traditions (customs, beliefs and institutions) found in the classroom, school and local community.</p>
<b>H: Cause and Effect</b>	<p>K.H.CE.1 Identify the cause and effect of an event in a community.</p>	<p>Events occur throughout the year in every community. These events include various causes and effects. Events may include, but are not limited to, factory openings or closures or charitable events, such as a community walk, parade or festival.</p>
<b>H: Conflict and Compromise</b>	<p>K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.</p>	<p>Whether working independently or cooperatively, people learn in the context of families, peers, schools and communities. Groups found in a student’s community may, at times, conflict with one another; however, members of a community must cooperate through work, play or learning to complete tasks.</p>
<b>H: Kentucky History</b>	<p>K.H.KH.1 Compare life in the past to life today in communities.</p>	<p>Comparing life of the past to that of the present may include, but is not limited to, examining communities and how they change over time within the context of “today,” “yesterday” and “long ago.”</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Grade 1: Impact on Community and State

### Specific Overview

#### Grade 1: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. First graders continue to work toward this goal by beginning to understand how they can impact their community and the state in a variety of ways, and how they are impacted by the communities in which they live. They explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include the state. Students describe the purpose of Kentucky government, identify Kentucky leaders and identify how civic identity is shaped by symbolic figures, places and events. Students identify and describe what goods and services are produced in Kentucky and explain why the goods and services produced are traded with other communities. Students describe how culture and experience influence the cultural landscape of places and regions within their community and state. Students explore geographic relationships at different scales and make models and maps to show locations of familiar surroundings using cardinal and relative directions. Students compare life in Kentucky in the past to life in Kentucky today within the context of “today,” “yesterday” and “long ago.”

#### Key Vocabulary

May include, but is not limited to: consumers, goods, government, private institutions, producers, public institutions, responsibilities, rights, scarcity, services, tradition

#### Looking Back, Looking Ahead: Connections to Kindergarten and Grade 2

In kindergarten, students use their immediate surroundings to learn about the foundations of responsible citizenship in their school, city and local communities. In grade 1, this understanding of community continues as students discover how their community fits into Kentucky. In grade 2, students apply their understanding of local and state communities to how communities work together throughout North America (Canada, Mexico and the United States).

#### *What this would look like in practice*

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 1. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>1.I.Q.1 Ask compelling questions about communities in Kentucky.</b>	“What makes a community healthy?” Teachers can pose this question to students to facilitate exploration about why this standard applies to them and/or their community and state.

Standard	Sample Evidence of Learning
<b>1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.</b>	<p>Teachers can pose these questions to students to facilitate exploration about why this standard applies to them and/or their community and state to address the compelling question.</p> <ul style="list-style-type: none"> <li>• How do public services impact a community?</li> <li>• How does our community recognize other cultures?</li> <li>• How do community members solve community problems?</li> </ul>
<b>1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.</b>	<p>By living in communities, people can enjoy the benefit of the various skills and talents of others. People often do a job they are good at or gain specialized skills from working at a specific job. These jobs may include things like fire fighter, factory worker, police officer, teacher, store clerk, doctor or mechanic. Various jobs like these contribute to the common good and help shape the unique nature of a student’s community. Students can explain how jobs from public and private institutions have a positive effect on the community. They can describe how the jobs from public and private institutions contribute to the overall health of the community.</p>
<b>1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.</b>	<p>Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like religions, philosophies, moral codes, language, social relations, technologies, institutions and organizations. The culture of a community is unique and is illustrated by the traditions found in that community. These traditions may be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration. Due to Kentucky’s varied landscape, community culture is often built around features specific to an area, which can include, but is not limited to, farming, crafts or industry. Students can describe how culture and experience impact the community. They can identify how the culture of the community contributes to the health of the community.</p>
<b>1.I.UE.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</b>	<p>Students can interview family members and friends about their community as one source of information. Additional sources may include, but are not limited to, a community website or a published brochure.</p>
<b>1.I.CC.3 Identify ways to civically engage in the local community.</b>	<p>Students can identify how they might effectively communicate a problem and solution to their school principal or local leader.</p>

### **Opportunities for Cross-Disciplinary Connections**

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to identify the claim and the reasons an author gives to support a claim about a community in a text, or identify information from two or more texts on what makes a community healthy. After learning the purpose and form of informational texts, students could write an informational piece, design a presentation or create a visual to explain what makes a community healthy. They could also compose an opinion on a way to solve a community problem or better serve the community.

## Grade 1: Impact on Community and State Standards

### Introduction

The focus of grade 1 is the continuation of developing students' citizenship skills by expanding their studies from a personal to a local level, to include the state. They explore the interplay between people of the past and modern communities. Students also engage in thinking and conversing about how their community impacts them.

Concepts and Practices	Standards
<b>I: Questioning</b>	1.I.Q.1 Ask compelling questions about communities in Kentucky. 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	1.C.CP.1 Describe the purpose of Kentucky government.
<b>C: Roles and Responsibilities of a Citizen</b>	1.C.RR.1 Identify the rights and responsibilities of citizens.
<b>C: Civic Virtues and Democratic Principles</b>	1.C.CV.1 Describe basic democratic principles. 1.C.CV.2 Describe civic virtues.
<b>C: Processes, Rules and Laws</b>	1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.
<b>C: Kentucky Government</b>	1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities. 1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.
<b>E: Microeconomics</b>	1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers). 1.E.MI.2 Give an example of a cost or benefit of an event.
<b>E: Macroeconomics</b>	1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.
<b>E: Specialization, Trade and Interdependence</b>	1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities. 1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.



Concepts and Practices	Standards	
<b>E: Incentives, Choices and Decision Making</b>	1.E.IC.1 1.E.IC.2	Predict a person’s change in behavior in response to incentives and opportunity costs. Explain how choices are made as a result of scarcity.
<b>E: Kentucky Economics</b>	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.
<b>G: Migration and Movement</b>	1.G.MM.1	Explain why and how people and goods move to and within communities.
<b>G: Human Interactions and Interconnections</b>	1.G.HI.1	Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
<b>G: Human Environment Interaction</b>	1.G.HE.1	Describe ways people modify their environment.
<b>G: Geographic Reasoning</b>	1.G.GR.1	Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
<b>G: Kentucky Geography</b>	1.G.KGE.1	Compare the physical and human characteristics of communities in Kentucky.
<b>H: Change and Continuity</b>	1.H.CH.1	Describe how events, people and innovation of the past affect their present lives, community and state.
<b>H: Cause and Effect</b>	1.H.CE.1	Predict the causes and effects of events in their community and state.
<b>H: Conflict and Compromise</b>	1.H.CO.1	Describe interactions that occur between individuals as members of groups, the community and/or state.
<b>H: Kentucky History</b>	1.H.KH.1 1.H.KH.2	Compare life in Kentucky in the past to life in Kentucky today. Identify Kentucky symbols, songs and traditions.
<b>I: Using Evidence</b>	1.I.UE.1 1.I.UE.2	Identify information from two or more sources to describe multiple perspectives about communities in Kentucky. Construct responses to compelling and supporting questions about communities in Kentucky.

Concepts and Practices	Standards	
<b>I: Communicating Conclusions</b>	1.I.CC.1	Construct an explanation about a specific community in Kentucky.
	1.I.CC.2	Construct an argument with reasons to address how to improve the local community and Kentucky.
	1.I.CC.3	Identify ways to civically engage in the local community.
	1.I.CC.4	Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

### Grade 1: 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.

#### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	1.C.CP.1 Describe the purpose of Kentucky government.	Kentucky government creates laws that benefit the well-being and safety of community members. Kentucky government approves budgets and administers amenities and services, including, but not limited to, roads, public schools, state parks, state courts and public safety.
<b>C: Roles and Responsibilities of a Citizen</b>	1.C.RR.1 Identify the rights and responsibilities of citizens.	Rights and responsibilities may include, but are not limited to, the right to an education, the right to vote, freedom of speech and the responsibility to pay taxes and serve on a jury.
<b>C: Civic Virtues and Democratic Principles</b>	1.C.CV.1 Describe basic democratic principles.  1.C.CV.2 Describe civic virtues.	Democratic principles are the building blocks of good government and may include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom.  Civic virtues are principles that encourage citizens to be involved in activities that benefit society, which may include, but are not limited to, taking turns, being kind to others, serving on a jury and voting in elections.
<b>C: Processes, Rules and Laws</b>	1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.	Rules and laws are created to establish order, benefit citizens and keep people safe. They may include, but are not limited to, obeying traffic signs or attending school. These have the purpose of maintaining safety and providing educational opportunities.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Kentucky Government</b>	<p>1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities.</p> <p>1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.</p>	<p>Kentucky leaders which may include, but are not limited to, governor, lieutenant governor, legislator or judge may be identified. Roles like making and upholding laws, and responsibilities like listening to citizens' needs, may be explained.</p> <p>Civic identity can be shaped by diverse historical figures from the state, local communities, and unique places, which may include, but are not limited to, Churchill Downs, Mammoth Cave and the Appalachian Mountains, as well as events that have shaped civic identity in Kentucky like national conflicts.</p>

#### Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	<p>1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).</p> <p>1.E.MI.2 Give an example of a cost or benefit of an event.</p>	<p>Consumers purchase goods and services; producers provide these goods and services.</p> <p>When making a choice, a person often considers the benefits of the choice and the costs of the choice. For example, a school may want the benefit of more space for children to play gained by expanding the playground but will experience the cost of losing shade when two trees are cut down to make room. A community might want the benefit of more classrooms gained by building a new school, but must incur the cost of purchasing the land first.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Macroeconomics</b>	<p>1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.</p>	<p>By living in communities, people can enjoy the benefit of the various skills and talents of others. People often do a job they are good at or gain specialized skills from working at a specific job. These jobs may include things like fire fighter, factory worker, police officer, teacher, store clerk, doctor or mechanic. Various jobs like these contribute to the common good and help shape the unique nature of a student’s community.</p> <p>Public institutions are owned by the government whereas private institutions are owned by citizens. Public institutions may include, but are not limited to, schools and libraries. Private institutions may include, but are not limited to, homeless shelters run by charities and local businesses.</p>
<b>E: Specialization, Trade and Interdependence</b>	<p>1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.</p> <p>1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.</p>	<p>Sometimes a community does not have the resources or skills to produce all the goods and services they would like. Therefore, they may trade a good or service they do have to another place in order to receive from that place a good or service they don’t have. Communities are benefitted when they can provide goods and services based on resources and skills available to them. For example, coal is available in some regions and can be traded to regions which do not have this resource.</p> <p>When individuals develop special skills, or specialize, goods and services are created more efficiently. This means that places and people do and produce what they are best at and can trade those goods and services for those of places that specialize in something different.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Incentives, Choices and Decision Making</b>	<p>1.E.IC.1      Predict a person’s change in behavior in response to incentives and opportunity costs.</p> <p>1.E.IC.2      Explain how choices are made as a result of scarcity.</p>	<p>An incentive encourages or motivates a decision maker in favor of a particular choice. For example, an incentive can encourage a positive behavior, such as working to earn more money. An incentive can also discourage behavior, such as receiving a fine for driving too fast.</p> <p>Opportunity cost is what is given up to achieve something else, such as choosing to stay inside and play video games instead of going to play outside. The time not spent playing outside is the opportunity cost of staying inside to play video games.</p> <p>Scarcity means that resources are limited. Examples of scarcity include, but are not limited to, a classroom with twenty students but only five computers or the fact that a student has a limited amount of time to play outside after school. Because of scarcity, people must make choices about how to allocate these limited resources.</p>
<b>E: Kentucky Economics</b>	<p>1.E.KE.1      Identify and describe what goods and services are produced in different places and regions in Kentucky.</p>	<p>Goods and services in Kentucky include, but are not limited to, coal, tobacco, horses, crafts, cars, health care, hotels.</p> <p>Each region may specialize in a good or service and thus be able to trade that good or service with those who specialize in something else.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	1.G.MM.1 Explain why and how people and goods move to and within communities.	Sometimes a community does not have the resources or skills to produce all the goods and services they would like. Therefore, they may trade their goods or services with others, causing goods and services to move to and within that community. People also move to and within communities. Examples may include a cafeteria shipping in bananas which grow only in warm climates to eat at lunch in a place that is cold, or a family moving to be close to their child’s school to save time during their commute.
<b>G: Human Interactions and Interconnections</b>	1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.	Culture can be defined as the main characteristics shared by a group of people at a particular time and in a particular place that are learned and passed down by rules, traditions and stories. Culture can include, but is not limited to, characteristics like religions, philosophies, moral codes, language, social relations, technologies, institutions and organizations. The culture of a community is unique and is illustrated by the traditions found in that community. These traditions may be passed on informally from person to person and can be described through song, story, decoration, ritual and/or celebration. Due to Kentucky’s varied landscape, community culture is often built around features specific to an area, which can include, but is not limited to, farming, crafts or industry.
<b>G: Human Environment Interaction</b>	1.G.HE.1 Describe ways people modify their environment.	People may modify their environment in ways that include, but are not limited to, planting trees, building structures, expanding cities, farming and diverting waterways.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Geographic Reasoning</b>	1.G.GR.1 Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.	Geographic representations include, but are not limited to, maps, globes, graphs, diagrams, GPS and aerial photographs. Students may use the properties of these representations which include, but are not limited to, title, legend, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians to organize information about familiar places at different scales, like classroom, town or state.
<b>G: Kentucky Geography</b>	1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.	Communities differ in physical characteristics, such as land and water forms, natural vegetation and climate, as well as human characteristics, such as housing, transportation, types of clothing, food items, language and religion.

#### History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.	The past impacts the present through the cultures which exist in an area, the ways people interact and the technology which modern people use.
<b>H: Cause and Effect</b>	1.H.CE.1 Predict the causes and effects of events in their community and state.	An event is an experience, incident or a planned public or social occasion. For example, Kentucky is known for the thoroughbred industry and is home to the Kentucky Derby. Students may predict why Kentucky hosts such an event and the effects of the event on their community and state.
<b>H: Conflict and Compromise</b>	1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.	Whether working independently or cooperatively, people learn in the context of families, peers, schools and communities. Groups found in a student's community and state may, at times, conflict with one another; however, members of a community must cooperate through work, play or learning to complete tasks.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Kentucky History</b>	1.H.KH.1      Compare life in Kentucky in the past to life in Kentucky today.	Life in Kentucky communities is affected by customs, gender roles, ethnic and cultural groups, available transportation, technology, education and recreation among others, and these change over time. Students may compare the similarities and differences of life of an American Indian before colonization to their own life or the life of an early Kentucky settler to their own life.
	1.H.KH.2      Identify Kentucky symbols, songs and traditions.	Kentucky symbols, songs and traditions may include, but are not limited to, the state flag, the state bird, the state song and the Kentucky Derby.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Grade 2: North American Interactions

### Specific Overview

#### Grade 2: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Second graders continue to work toward this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the United States). Students explain the need for civic and political structures and compare the rights and responsibilities of citizens. Students explain patterns of human settlement and compare the ways various cultural groups connect and interact within North America. Students describe how examples of capital, human, and natural resources are related to goods and services, and they categorize different limited resources as renewable and non-renewable. Students identify and compare the diverse cultural groups of North America and engage in learning the motivations of diverse groups in the past and today within the context of “today,” “yesterday” and “long ago.”

#### Key Vocabulary

May include, but is not limited to: capital, civic, common goods, conflict, consumer, culture, economy, entrepreneurship, geographic, geographic features, human resources, innovations, labor, land, natural resources, non-renewable resource, producer, production, renewable resource, resources, responsibilities, rights, society, virtues

#### Looking Back, Looking Ahead: Connections to Grade 1 and Grade 3

In grade 1, students explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include Kentucky. In grade 2, students apply their understanding of local and state communities to how communities work together throughout North America (Canada, Mexico and the United States). In grade 3, students begin to apply the concept of the community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia).

#### What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 2. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>2.I.Q.1 Ask compelling questions about communities found in North America.</b>	“How do diverse groups build good relationships?” Teachers can pose this question to students to facilitate exploration about why this standard applies to communities in North America.

Standard	Sample Evidence of Learning
<b>2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.</b>	<p>Teachers can pose these questions to students to facilitate exploration about why this standard applies to communities in North America to address the compelling question.</p> <ul style="list-style-type: none"> <li>• How do diverse groups civically participate?</li> <li>• How do diverse groups share resources?</li> <li>• How do diverse groups resolve conflict?</li> </ul>
<b>2.C.RR.1 Describe the importance of civic participation.</b>	<p>Human society is only possible through cooperation. Students may begin to understand how civic participation in modern times may include voting and participating in the election process, attending public meetings, and writing letters to representatives. In earlier societies of North America, civic participation may have included sharing resources, filling specialized roles like artisans and contributing to the success of the larger society. Students can describe how several ways of participating in one’s community help human societies in North America function.</p>
<b>2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.</b>	<p>Early American Indian societies and early explorers had cultural differences that created conflicts they attempted to resolve. For example, Europeans believed in land ownership, but many American Indian groups believed land was not a commodity to be possessed by individuals. These differences created conflicts and led to negative consequences for many American Indians. Students can identify times when individuals from diverse cultural groups worked together to attempt to resolve conflict.</p>
<b>2.I.UE.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.</b>	<p>Students can construct verbal and written responses to the question “How do diverse groups build good relationships?” utilizing their developed content knowledge.</p>
<b>2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.</b>	<p>Students can discuss civic issues found within communities. When civic issues are identified, students can discuss the multiple perspectives surrounding the issue. Students can develop an opinion on how to address the civic issue and then construct an argument with reasons and details.</p>

### **Opportunities for Cross-Disciplinary Connections**

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to describe the connections between individuals, diverse groups and/or historical events over the course of a text. Students could also identify information gained from visuals and words in a text, and explain how the information contributes to the understanding of the text. They might also describe the relationship between information in two or more texts on the same topic, such as how diverse groups build good relationships. After learning the purpose and form of informational texts, students could write an informational piece, design a presentation, or create a visual to explain how diverse groups build good relationships. They may also compose an opinion on a way to address a civic issue in a community in North America.

## Grade 2: North American Interactions Standards

### Introduction

The focus of grade 2 continues to be the development of students’ understandings of the concept of community by extending their studies from their local and state community to communities found in North America (Canada, Mexico and the United States). They engage in learning the motivations of diverse groups in the past and today. Students also study the influence of settlement on people and places.

Concepts and Practices	Standards
<b>I: Questioning</b>	2.I.Q.1 Ask compelling questions about communities found in North America. 2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	2.C.CP.1 Explain the need for civic and political structures in North America. 2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
<b>C: Roles and Responsibilities of a Citizen</b>	2.C.RR.1 Describe the importance of civic participation. 2.C.RR.2 Compare the rights and responsibilities of citizens in North America.
<b>C: Civic Virtues and Democratic Principles</b>	2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities. 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.
<b>C: Processes, Rules and Laws</b>	2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.
<b>C: Kentucky Government</b>	2.C.KGO.1 Describe how Kentucky’s laws change over time.
<b>E: Microeconomics</b>	2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services. 2.E.MI.2 Describe how people are both producers and consumers.
<b>E: Macroeconomics</b>	2.E.MA.1 Identify the cost of everyday, common goods. 2.E.MA.2 Explain the role of prices in an economic market.

Concepts and Practices	Standards	
<b>E: Specialization, Trade and Interdependence</b>	2.E.ST.1	Explain why people specialize in the production of goods and services.
<b>E: Incentives, Choices and Decision Making</b>	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
<b>E: Kentucky Economics</b>	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.
<b>G: Migration and Movement</b>	2.G.MM.1	Explain patterns of human settlement in North America.
<b>G: Human Interactions and Interconnections</b>	2.G.HI.1	Compare the ways various cultural groups connect and interact within North America.
<b>G: Human Environment Interaction</b>	2.G.HE.1	Explain the ways human activities impact the physical environment of North America.
<b>G: Geographic Reasoning</b>	2.G.GR.1	Examine geographic features of places in North America, using a variety of geographic data, including maps, photos and other geographic tools.
<b>G: Kentucky Geography</b>	2.G.KGE.1	Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.
<b>H: Change and Continuity</b>	2.H.CH.1	Identify and compare the diverse North American cultural groups of the past and today.
<b>H: Cause and Effect</b>	2.H.CE.1 2.H.CE.2	Describe events in North America shaped by multiple cause and effect relationships. Describe the events and innovations that had effects on North America.
<b>H: Conflict and Compromise</b>	2.H.CO.1	Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.
<b>H: Kentucky History</b>	2.H.KH.1	Explain how events in North America impacted Kentucky.
<b>I: Using Evidence</b>	2.I.UE.1 2.I.UE.2 2.I.UE.3 2.I.UE.4	Identify characteristics of primary and secondary sources. Determine whether the evidence in primary and secondary sources is fact or opinion. Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it. Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.

Concepts and Practices	Standards
<b>I: Communicating Conclusions</b>	<p>2.1.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.</p> <p>2.1.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.</p> <p>2.1.CC.3 Identify ways to civically engage in Kentucky.</p> <p>2.1.CC.4 Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.</p>

## Grade 2: 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.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	2.C.CP.1      Explain the need for civic and political structures in North America.	All societies have a structure for maintaining law and order and meeting their population’s needs. For example, some early American Indian societies had a hierarchy that included personal connections to leadership through elders, councils and chiefs. Others had more complex hierarchies with kings, nobles and priests like the Maya.
	2.C.CP.2      Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.	Effective government is one which creates order, establishes justice and meets the needs of its citizens. If a government does not complete these functions, the lives of citizens may not be as productive, safe or fulfilling.
<b>C: Roles and Responsibilities of a Citizen</b>	2.C.RR.1      Describe the importance of civic participation.	Civic participation in modern times may include voting and participating in the election process, attending public meetings and writing letters to representatives. In earlier societies of North America, civic participation may have included sharing resources, filling specialized roles like artisans and contributing to the success of the larger society.
	2.C.RR.2      Compare the rights and responsibilities of citizens in North America.	There are basic rights afforded to citizens in North America today which are similar to those of early North American societies. In other ways, citizens of modern democracies have more rights than people in the past, such as the expansion of voting rights to people who are able to participate in elections at the local, state and national level.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic Virtues and Democratic Principles</b>	2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities. 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.	Civic virtues are actions and duties citizens undertake, such as voting or attending a town meeting, to contribute to their communities. Democratic principles include equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom. These virtues and principles form the foundation for interactions between citizens and governments and help governments, societies and communities decide which decisions are correct and which actions should be taken.
<b>C: Processes, Rules and Laws</b>	2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.	Societies of North America have changed over time through processes, rules and laws. In the past, long-standing American Indian societies changed as encounters with early European explorers created a new context through new laws like the establishment of private property. Today throughout North America, there are different views on how society and government should be organized. For example, Canada, Mexico and the U.S. have different government structures.
<b>C: Kentucky Government</b>	2.C.KGO.1 Describe how Kentucky’s laws change over time.	As the needs of Kentuckians change, citizens have the opportunity to affect laws in their state by exercising their right to vote, writing letters to news outlets and legislators, and speaking at public meetings. The government of the state debates and passes laws that work to meet citizens’ needs. Kentucky laws have changed over time, such as the requirement to wear a seatbelt in a vehicle.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	<p>2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services.</p> <p>2.E.MI.2 Describe how people are both producers and consumers.</p>	<p>Capital resources are goods and tools used in production (logging truck, machinery); human resources include the people involved in the production of goods and services (horse trainers, coal miners); and natural resources are the materials (renewable and non-renewable) used in the production of goods and services (lumber, coal, wind).</p> <p>Producers are people who use resources to provide goods or services. Consumers are people who choose to purchase goods or services. Because of specialization, a person can be both a producer providing a good or service they excel in, and a consumer, trading their own specialization for a good or service from someone with a different specialization.</p>
<b>E: Macroeconomics</b>	<p>2.E.MA.1 Identify the cost of everyday, common goods.</p> <p>2.E.MA.2 Explain the role of prices in an economic market.</p>	<p>Examples of everyday goods include, but are not limited to, groceries, clothes, household appliances or gasoline. Thinking about and identifying prices of common items helps lay a framework for later content.</p> <p>An economic market is created when goods and services are exchanged by producers and consumers. Prices are an indicator of what consumers are willing to pay for an item and what payment producers require to make an item.</p>
<b>E: Specialization, Trade and Interdependence</b>	<p>2.E.ST.1 Explain why people specialize in the production of goods and services.</p>	<p>Specialization increases efficiency by allowing different people to become experts in the production of all of the various goods and services found in an economy. As societies become larger, more specialization can occur. For example, in nomadic North American tribes, specialization was low, but among settled agricultural states like the Aztecs, specialization was high.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Incentives, Choices and Decision Making</b>	2.E.IC.1 Categorize different limited resources as renewable and non-renewable resources.	Renewable resources are resources that can be created, re-purposed (recycled materials into new materials) or re-grown (forests, crops). Nonrenewable resources are finite (natural gas, coal, oil).
<b>E: Kentucky Economics</b>	2.E.KE.1 Provide examples of each of the factors of production in Kentucky.	Factors of production are land, labor, capital and entrepreneurial skills. Examples of factors of production in Kentucky may include, but are not limited to: <i>Land:</i> natural resources used to produce goods and services, such as water, coal, forests <i>Labor:</i> coal miners, engineers, doctors <i>Capital:</i> machinery, tools, money used for investment Entrepreneurial skills: the qualities of a person who combines the other factors of production to make a profit

#### Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	2.G.MM.1 Explain patterns of human settlement in North America.	Geographic features, such as bodies of water, topography, climate, land and natural resources, often affect where people settle and how these people sustain themselves. For example, the Aztec empire built their capital city within a lake to provide defense and enhance transportation, and over 90 percent of the population of Canada live within 100 miles of the United States border because that is the location of most of their farmable land.
<b>G: Human Interactions and Interconnections</b>	2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.	In early North American societies, cultural groups connected through trade, migration, technology sharing and conquest. As exploration and colonization from the eastern hemisphere to the western hemisphere began, levels of connection and interaction within North America increased. Today, Canada, Mexico and the United States interact for trade of many goods and services.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Environment Interaction</b>	2.G.HE.1 Explain ways human activities impact the physical environment of North America.	Human movement, settlement and use of resources impacts the physical environment. For example, when French exploration and colonization of North America began, animals with fur were hunted to a greater extent. In modern day North America, urbanization has decreased the amount of forested land, and increased industrial production has caused more air and water pollution.
<b>G: Geographic Reasoning</b>	2.G.GR.1 Examine geographic features of places in North America, using a variety of geographic data, including maps, photos and other geographic tools.	Geographic representations include, but are not limited to, maps, globes, graphs, diagrams, GPS and aerial photographs. Students may use the properties of these representations, which include, but are not limited to, title, legend, compass rose, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians, to examine information about geographic features of an area.
<b>G: Kentucky Geography</b>	2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.	Geographic features, such as natural resources, often affect where people settle and how people sustain themselves. For example, early European settlers established Louisville due to the geographic features of the Ohio River and Falls. Similarly, the Mississippi River Valley provided the water resources and transportation necessary for the creation of the early American Indian Mississippian mound culture. Modern civilizations tend to still be near sources of water.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.	Diverse groups from early North American societies included a variety of American Indians and indigenous people in modern-day Canada and Mexico living in large centralized agricultural civilizations, smaller agricultural villages, and as nomadic hunter gatherers. It also included early European explorers, from a variety of nations, and people who were brought forcibly, such as enslaved people from Africa. In North America today, diverse groups from across the globe live and interact to create our modern context.
<b>H: Cause and Effect</b>	2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships.  2.H.CE.2 Describe the events and innovations that had effects on North America.	The presence of diverse American Indian groups in North America created a variety of lifestyles and interactions among groups. As European exploration began, interactions among these groups began influencing events across the continent.  Some examples of events and innovations influential to early North America include, but are not limited to, caravel ships, navigational technology like the compass and astrolabe, the domestication of maize as well as advanced Mayan mathematics and astronomy.
<b>H: Conflict and Compromise</b>	2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.	Early American Indian societies and early explorers had cultural differences that created conflicts they attempted to resolve. For example, Europeans believed in land ownership, but many American Indian groups believed land was not a commodity to be possessed by individuals. These differences created conflicts and led to negative consequences for many American Indians.
<b>H: Kentucky History</b>	2.H.KH.1 Explain how events in North America impacted Kentucky.	Many diverse American Indian groups inhabited Kentucky prior to European exploration and settlement. Early European exploration laid a foundation for the eventual creation of the Commonwealth. However, elements of the complex history remain; for example, the name “Kentucky” is derived from American Indian languages.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## **Grade 3: Global Interactions**

### **Specific Overview**

#### **Grade 3: Introduction**

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Third graders continue to work toward this goal by applying the concept of community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students explain the basic purposes and functions of differing governing bodies in the world while comparing how diverse societies govern themselves. Students illustrate the relationship between supply and demand and describe examples of economic interdependence. Students explain how the cultural aspects of a region spread beyond its borders and how culture influences how people modify and adapt to their environments. Students compare diverse world communities in terms of members, customs and traditions to their local community while explaining how world events impact Kentucky. Students also investigate how communities work together while acknowledging the different perspectives of diverse groups in today's world.

#### **Key Vocabulary**

May include, but is not limited to: benefit, chronological, contributions, culture, customs and traditions, demand, diverse, economic interdependence, governing bodies, immigrant, incentives, influence, law, multicultural, opportunity costs, property, region, representations, rule, supply

#### **Looking Back, Looking Ahead: Connections Grade 2 and Grade 4**

In grade 2, students apply their understanding of local and state communities to how communities work together throughout North America (Canada, Mexico and the United States). In grade 3, students apply the concept of the community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). In grade 4, students use this knowledge to examine the reasons why and how people move from one place to another through migration and settlement of Colonial America.

#### **What this would look like in practice**

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 3. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>3.I.Q.1</b> Ask compelling questions about the interactions of diverse groups of people.	<p>“How does where we live affect how we live?” Teachers can pose this question to students to facilitate exploration about why this standard applies to diverse groups of people in the world.</p>
<b>3.I.Q.2</b> Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	<p>Teachers can pose these questions to students to facilitate exploration about why this standard applies to the interactions of diverse groups of people in the world to address the compelling question.</p> <ul style="list-style-type: none"> <li>• What goods are imported to and exported from Kentucky?</li> <li>• How does the movement of goods impact diverse groups of people in the world?</li> <li>• How are lives similar and different in communities across the world?</li> </ul>
<b>3.E.KE.1</b> Explain how trade between people and groups can benefit Kentucky.	<p>People and groups in Kentucky benefit from trade for goods and services not available to them in their area, region or the state. Kentuckians also benefit by selling abundant or specialized items outside the state to those without as much access. For example, Kentucky’s specialization in horse breeding and racing means that people from across the world come to the state to access these goods and services, helping boost the economy. Kentucky’s natural access to coal also serves as an item of trade across borders to areas not as rich in this resource. Students can explain how trading for goods, both to distribute what is locally produced and to acquire what not is available locally, impacts a students’ daily life.</p>
<b>3.G.MM.1</b> Analyze how human settlement and movement impact diverse groups of people.	<p>Human movement and settlement impacts both the people who move and those who may already be present in an area. For example, modern workers may choose to move to urban areas to seek greater economic opportunity and refugees fleeing conflict might cross national borders to seek safety and stability. In each case, there are positive and negative impacts both for those who move and for those already present in the areas to which migrations occur. Students can analyze how the settlement and movement of diverse groups of people impact different communities across the world.</p>
<b>3.I.U.E.1</b> Describe how multiple perspectives shape the content and style of a primary and secondary source.	<p>Students can analyze newspaper covers from a variety of countries reporting on the same event.</p>
<b>3.I.CC.3</b> Identify strategies to address local, regional or global problems.	<p>Students can analyze one local problem of scarcity or overabundance of a good and identify strategies to alleviate the problem.</p>

### **Opportunities for Cross-Disciplinary Connections**

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to describe the relationship between individuals or a series of historical events over the course of a text. Students could also describe how reasons and evidence support specific claims in a text about interactions among diverse groups of people or the impact of human settlement and movement on diverse groups of people. They could also explain the relationship between information in two or more texts on the same topic, such as how trade benefits Kentucky. Students could compose explanatory pieces, using writing and digital resources, to examine how where we live affects how we live, and they could compose an opinion on a way to address a local, regional or global problem with supporting reasons.



## Grade 3: Global Interactions Standards

### Introduction

The focus of grade 3 is the extension of students' understandings of the concept of community to include global communities. Students explore interactions between groups of people in Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students also investigate how cultures work together while acknowledging the different perspectives of diverse groups.

Concepts and Practices	Standards
<b>I: Questioning</b>	3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people. 3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world. 3.C.CP.2 Compare how diverse societies govern themselves.
<b>C: Roles and Responsibilities of a Citizen</b>	3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
<b>C: Civic Virtues and Democratic Principles</b>	3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.
<b>C: Processes, Rules and Laws</b>	3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.
<b>E: Microeconomics</b>	3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets. 3.E.MI.2 Describe the relationship between supply and demand.
<b>E: Macroeconomics</b>	3.E.MA.1 Differentiate between private property and public property. 3.E.MA.2 Investigate how the cost of things changes over time.
<b>E: Specialization, Trade and Interdependence</b>	3.E.ST.1 Describe examples of economic interdependence.
<b>E: Incentives, Choices and Decision Making</b>	3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.
<b>E: Kentucky Economics</b>	3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.
<b>G: Human Interactions and Interconnections</b>	3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.
<b>G: Human Environment Interaction</b>	3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.
<b>G: Geographic Reasoning</b>	3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.
<b>G: Kentucky Geography</b>	3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.
<b>H: Change and Continuity</b>	3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.
	3.H.CH.2 Identify contributions made by inventors in diverse world communities.
<b>H: Cause and Effect</b>	3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.
<b>H: Conflict and Compromise</b>	3.H.CO.1 Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.
<b>H: Kentucky History</b>	3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.
<b>I: Using Evidence</b>	3.I.UE.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.
	3.I.UE.2 Explain the relationship between two or more sources on the same theme or topic.
	3.I.UE.3 Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.
<b>I: Communicating Conclusions</b>	3.I.CC.1 Construct an explanation, using relevant information, to address a local, regional or global problem.
	3.I.CC.2 Construct an argument with reasons and supporting evidence to address a local, regional or global problem.
	3.I.CC.3 Identify strategies to address local, regional or global problems.
	3.I.CC.4 Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems.

### Grade 3: 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.

#### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world. 3.C.CP.2 Compare how diverse societies govern themselves.	Societies across the modern world govern themselves using a variety of political forms. There are different processes for selecting leaders, solving problems and making decisions. For example, the process of electing a president of a democracy differs from the process by which a monarchy is established or a parliamentary system selects leaders. Sometimes, these governments are very similar to the democracy of the United States. Sometimes they are very different, such as the dictatorship of modern North Korea.
<b>C: Roles and Responsibilities of a Citizen</b>	3.C.RR.1 Examine how the government maintains order, keeps people safe, and enforces rules and laws in diverse world communities.	Across the modern world, varying forms of government exist. For example, the government of Spain is a constitutional monarchy while the government of India is a parliamentary democracy. Examining the principles and practices of various government types is essential to students' later ability to analyze and compare these forms and helps them comprehend the organizational structures of the world in which they live.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>C: Civic Virtues and Democratic Principles</b></p>	<p>3.C.CV.1      Compare civic virtues and democratic principles within a variety of diverse world communities.</p>	<p>Not all communities are founded on democratic principles, and throughout the modern world, there are different views on how society and government should be organized. Being able to compare the underlying principles and ideas embedded in various forms of government is the starting point for more complex understanding and analysis of these views.</p> <p>Civic virtues are actions, attitudes, duties and practices citizens undertake to contribute to enhance their local, state, national or international community.</p> <p>Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, the right to alter or abolish the government, justice, responsibility and freedom. These principles are not found in all countries worldwide; thus, not all are democratic governments. For example, Norway is classified as a full democracy, holding elections every other year, whereas Syria is classified as an authoritarian regime because it has a limited or no electoral process in place.</p>
<p><b>C: Processes, Rules and Laws</b></p>	<p>3.C.PR.1      Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.</p>	<p>Different forms of governments have different ways to create and implement laws. These differences influence how diverse populations are governed in different areas of the world today. For example, the government of the modern United States is a representative democracy, which uses elections to choose leaders who then create and vote on legislation, whereas the government of modern Saudi Arabia is an absolute monarchy, in which the king rules and makes decisions.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	3.E.MI.1 Explain how producers and consumers interact to determine the prices of goods and services in markets.	Producers (sellers) and consumers (buyers) determine the prices of goods and services in markets through their choices. Buyers weigh the costs (price of computers, price of internet) and benefits (impact on household) of purchases based on their available resources and income, and they make choices about consumption based on these factors. Producers make decisions based on consumer choices and adjust what, how and where they make products.
<b>E: Microeconomics</b>	3.E.MI.2 Describe the relationship between supply and demand.	Demand refers to how much quantity of a product or service is wanted by buyers from the point of view of the consumer. The quantity demanded is the amount of a product people are willing to buy at a certain price. Supply represents how much the market can offer and is always from the point of view of the supplier. The quantity supplied refers to the amount of a certain good producers are willing to supply when receiving a certain price. A business owner can sell a product at \$2.00 or \$4.00. Provided that all other variables remain the same, the business owner would want to sell the product, and more of it, for \$4.00. If the business owner supplies ten quantities of the product and only three are bought, the price drops to meet the market. If the business owner supplies ten quantities of the product and fifteen are bought, the price rises to meet the market.
<b>E: Macroeconomics</b>	3.E.MA.1 Differentiate between private property and public property.	Private property is a legal designation for the ownership of property by non-governmental legal entities like individuals. Public property is property that is owned by the government and dedicated to public use.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Macroeconomics (continued)</b>	3.E.MA.2 Investigate how the cost of things changes over time.	Prices of goods and services change over time and place. For example, a tank of gasoline is relatively inexpensive in many oil-producing nations, and the cost of that commodity in the United States is more expensive today than it was in 1950 because of increases in demand over time.
<b>E: Specialization, Trade and Interdependence</b>	3.E.ST.1 Describe examples of economic interdependence.	Economic interdependence is the reliance on one another to produce and trade goods and services. Through interdependence, specialization is possible, which enhances efficiency. An example is a local farmer producing and selling tomatoes at a farmer’s market to a mechanic who might later repair the farmer’s car at his/her shop. Each person specializes and is benefitted by knowing they can trade their specialized good or service to the other, in return for the good or service in which they do not specialize. Individuals also rely on each other to obtain or share capital and human or natural resources domestically and internationally. For example, coal and lumber is shipped to U.S. cities as well as to other countries or some companies outsource manufacturing of clothes to other countries.
<b>E: Incentives, Choices and Decision Making</b>	3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions. (see “continued”)	Incentives are the motivators that influence all people’s economic decisions. All people are influenced by incentives. For example, a student may ask their parents to purchase a kid’s meal in order to receive a toy included in the purchase.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Incentives, Choices and Decision Making</b> <i>(continued)</i>	3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions. <i>(continued)</i>	Opportunity cost is the benefit missed when an economic actor like a consumer, business, government or investor chooses one alternative over another. For example, a student who received birthday money may choose to purchase a fun new toy. However, they must weigh the cost of choosing that toy over all the other toys they might have selected instead. The toys they did not buy represent the opportunity cost of their choice.
<b>E: Kentucky Economics</b>	3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.	People and groups in Kentucky benefit from trade for goods and services not available to them in their area, region or the state. Kentuckians also benefit by selling abundant or specialized items outside the state to those without as much access. For example, Kentucky’s specialization in horse breeding and racing means that people from across the world come to the state to access these goods and services, helping boost the economy. Kentucky’s natural access to coal also serves as an item of trade across borders to areas not as rich in this resource.

**Geography Disciplinary Strand**

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.	Human movement and settlement impacts both the people who move and those who may already be present in an area. For example, modern workers may choose to move to urban areas to seek greater economic opportunity, and refugees fleeing conflict might cross national borders to seek safety and stability. In each case, there are positive and negative impacts both for those who move and for those already present in the areas to which migrations occur.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Interactions and Interconnections</b>	3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.	Especially in the modern interconnected world, ease of travel, trade and information transfer enables many diverse cultural attributes to spread to new places. This can happen in ways that include, but are not limited to, migration, communication, travel, technology transfer and trade.
<b>G: Human Environment Interaction</b>	3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.	Different cultures place importance on different values. These embedded differences influence how people interact with and respond to the locations in which they live and work. For example, modern consumer desires are filled by manufacturing, causing them to modify the environment by clearing land to build factories.
<b>G: Geographic Reasoning</b>	3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.	Geographic data can be represented in a wide variety of ways and across a broad array of platforms. Effective use of geographic tools is critical to the ability to interpret data and understand the world. Components of a map which include, but are not limited to, title, legend, compass rose, cardinal and intermediate directions, scale, symbols, grid, principal parallels and meridians help students examine cultural and physical features of the world. By utilizing the understandings and tools of a geographer, it is possible to draw conclusions about how physical and cultural characteristics affect people.
<b>G: Kentucky Geography</b>	3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.	The state of Kentucky exists as a blend of diverse cultures from across the world and the past. From the original inhabitants to early immigrants to modern refugees, the modern Commonwealth of Kentucky represents an example of the ways cultures interact, creating today's context. Diversity serves as a strength for the state.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	3.H.CH.1      Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.	Using visual tools like timelines can help create an understanding of how the modern world came into being. Studying how the main cultural attributes of a variety of geographic regions developed helps create a foundation for students to comprehend the modern context in which they live.
	3.H.CH.2      Identify contributions made by inventors in diverse world communities.	The ability to adapt, ease workload and make life better is a defining attribute of humanity. Examining the technological contributions of a diverse array of people to the modern world forges a basic understanding of the ways modern people benefit from those who lived in the past.
<b>H: Cause and Effect</b>	3.H.CE.1      Compare diverse world communities in terms of members, customs and traditions to the local community.	Cultural customs and traditions in diverse parts of the world will have similarities and differences to the cultures and traditions within local communities. Various customs and traditions can be compared, contrasted and appreciated for their uniqueness.
<b>H: Conflict and Compromise</b>	3.H.CO.1      Evaluate the effects of people, goods and ideas that diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.	Especially in the modern interconnected world, ease of travel, trade and information transfer enables many diverse cultural attributes to spread to new places. These movements have effects on both the people and things which move as well as on the people and things in the location to which the movement takes place.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Kentucky History</b>	3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.	Kentucky does not exist in isolation; it is connected to broader national and world events in ways that impact its citizens. For example, European exploration impacted the American Indians living in Kentucky negatively through the transfer of disease and displacement of villages and positively, through the introduction of new technologies. Modern Kentuckians are also impacted by world events, such as when Kentuckians give to charities, which help victims of natural disasters in other areas.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Grade 4: Migration and Settlement

### Specific Overview

#### Grade 4: Introduction

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Fourth graders continue to work toward this goal by examining the reasons why and how people move from one place to another through their study of the migration and settlement of Colonial America. Students will describe diverse forms of self-government used by various groups in Colonial America while assessing the ability of various forms of government to foster civic virtues and uphold democratic principles. Students will compare and contrast different ways that the government interacts with the economy. Students will describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement. Students will compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations or regions. Students will explain examples of conflict and collaboration among diverse groups of people as they encountered one another.

#### Key Vocabulary

May include, but is not limited to: cause and effect, collaboration, Colonial America, colonial Kentucky, consumers, demand, factors of production, ingenuity, innovation, landforms, migration, monarchy, opportunity costs, producers, profit, settlement, supply

#### Looking Back, Looking Ahead: Connections to Grade 3 and Grade 5

In grade 3, students begin to apply the concept of the community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). In grade 4, students will use this knowledge to discover the reasons people move to and from different places, including the interactions and implications resulting from this movement. In grade 5, students will examine the conflict and compromise that resulted from this movement to understand the tensions and factors that led to the fight for independence and the establishment of the United States of America.

#### What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 4. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>4.I.Q.1 Ask compelling questions about migration and settlement.</b>	“Why do diverse groups of people settle in new areas?” Teachers can pose this question to students to facilitate exploration about why this standard applies to migration and settlement.

Standard	Sample Evidence of Learning
<b>4.I.Q.2</b> Develop supporting questions to answer compelling questions about migration and settlement.	<p>Teachers can pose these questions to students to facilitate exploration about why this standard applies migration and settlement to address the compelling question.</p> <ul style="list-style-type: none"> <li>• How did cultures of diverse groups interact, blend and have conflict from European Exploration to the Thirteen Colonies?</li> <li>• What were the motives for migration and settlement of diverse groups of people from European Exploration to the Thirteen Colonies?</li> <li>• What environmental characteristics supported settlement?</li> </ul>
<b>4.G.MM.1</b> Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.	<p>Groups which came to the Americas include those individuals who immigrated from a variety of European countries and people who were brought forcibly, such as enslaved people from Africa. These groups interacted with the American Indians who were already present. Each of these groups had ideas, technology, food, language, values and traditions that were unique to them, and when they met in North America, it created a new and distinct culture that borrowed and blended as each contributed to the whole. Students can compare the ideas, technology, food, language, values and traditions between groups that immigrated or were brought forcibly to the United States from Exploration to the Thirteen Colonies.</p>
<b>4.H.CH.1</b> Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.	<p>During this time, American Indians were already established. Many different groups of people from European countries immigrated to North America. Africans were forced into migration and enslaved by colonists. Many conflicts arose as a result of land disputes and differences of culture. Interactions between groups could be positive or negative. A student might describe how diverse groups of people began interacting from European Exploration to the Thirteen Colonies. Students might investigate the impacts, both positive and negative, of these interactions, including trading opportunities, access to farmlands and natural resources, cultural diffusion and blending, access to and spread of new technologies, plants and animals through the Columbian Exchange, and oppression and devastation due to disease and displacement.</p>
<b>4.I.U.E.1</b> Integrate evidence from two or more sources to answer compelling and supporting questions.	<p>Students can use a map of colonial overseas trade and an informational source on early available resources in the Americas as two sources of information.</p>

Standard	Sample Evidence of Learning
<b>4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.</b>	Students can discuss the challenges and opportunities people face when transitioning to a new community. When challenges and opportunities are identified, students can develop an opinion on why diverse groups of people settle in new areas and then construct an argument using reasons and supporting evidence.

### Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to explain the individuals, events, ideas or concepts in a historical text, including what happened and why, based on specific information over the course of a text. Students could also compare and contrast a firsthand and secondhand account of the same event or topic. They might explain how reasons and evidence support particular claims in a text. Students could also integrate information from two or more texts on the same topic, such as why diverse groups of people settle in new areas. Students could compose an informative and/or explanatory text, using writing and digital resources, to examine why diverse groups of people settle in new areas, conveying ideas and information clearly. They could also compose an opinion, using writing and digital resources, on the challenges and opportunities people face when transitioning to a new community, supporting the opinion with reasons and evidence.

## Grade 4: Migration and Settlement Standards

### Introduction

The focus of grade 4 builds on students’ knowledge of local, national and world social studies to discover how and why people move from one place to another. Through the lens of European Exploration to the Thirteen Colonies, students engage in the study of geographic, political, economic and cultural reasons people move as well as what they experience during the transition.

Concepts and Practices	Standards
<b>I: Questioning</b>	4.I.Q.1 Ask compelling questions about migration and settlement. 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America. 4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.
<b>C: Roles and Responsibilities of a Citizen</b>	4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events.
<b>C: Civic Virtues and Democratic Principles</b>	4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
<b>C: Processes, Rules and Laws</b>	4.C.PR.1 Describe the processes people use to change rules and laws.
<b>C: Kentucky Government</b>	4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.
<b>E: Microeconomics</b>	4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets. 4.E.MI.2 Investigate the relationship between supply and demand.
<b>E: Macroeconomics</b>	4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.
<b>E: Specialization, Trade and Interdependence</b>	4.E.ST.1 Explain how trade leads to increasing economic interdependence.
<b>E: Incentives, Choices and Decision Making</b>	4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.

Concepts and Practices	Standards	
<b>E: Kentucky Economics</b>	4.E.KE.1	Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.
<b>G: Migration and Movement</b>	4.G.MM.1	Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.
<b>G: Human Interactions and Interconnections</b>	4.G.HI.1	Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
<b>G: Human Environment Interaction</b>	4.G.HE.1	Analyze how geographic features created challenges and opportunities for the development of Colonial America.
<b>G: Geographic Reasoning</b>	4.G.GR.1	Analyze how location and regional landforms affect human settlement, movement and use of various natural resources, using maps, photos and other geographic representations.
<b>G: Kentucky Geography</b>	4.G.KGE.1	Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.
<b>H: Change and Continuity</b>	4.H.CH.1	Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.
	4.H.CH.2	Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.
<b>H: Cause and Effect</b>	4.H.CE.1	Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.
<b>H: Conflict and Compromise</b>	4.H.CO.1	Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
<b>H: Kentucky History</b>	4.H.KH.1	Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.
<b>I: Using Evidence</b>	4.I.U.E.1	Integrate evidence from two or more sources to answer compelling and supporting questions.
	4.I.U.E.2	Determine the value and limitations of primary and secondary sources.
	4.I.U.E.3	Develop claims with evidence to answer compelling and supporting questions.

Concepts and Practices	Standards
<b>I: Communicating Conclusions</b>	<p>4.I.CC.1 Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.</p> <p>4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.</p> <p>4.I.CC.3 Describe different strategies that can be taken to address issues of migration and settlement.</p> <p>4.I.CC.4 Use listening and consensus-building to determine ways to support people in transitioning to a new community.</p>



### Grade 4: 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.

#### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	4.C.CP.1      Describe diverse forms of self-government used by various groups in Colonial America.	Each colony established a type of self-government (grounded in the principles of the Mayflower Compact) but each was ultimately under the control of the British monarchy. This includes, but is not limited to, town hall meetings held in New England colonies and the first permanent English Colony of Jamestown House of Burgesses.
	4.C.CP.2      Compare the political form of monarchy with the self-governing system developed in Colonial America.	Monarchies often have a more powerful executive as well as less opportunity for everyday people to have a voice in government. In Colonial America, not all voices were heard, for example, women, enslaved people and those who did not own property were excluded. However, more people were involved in government choices than was typical in a monarchy.
<b>C: Roles and Responsibilities of a Citizen</b>	4.C.RR.1      Describe the importance of civic participation, and locate examples in past and current events.	Civic participation may include voting and participating in the election process, attending public meetings and writing letters to representatives. When people are civically engaged, many benefits occur, for example, the inclusion of more opinions and viewpoints within the compromises made to create laws and rules which affect citizens.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic Virtues and Democratic Principles</b>	4.C.CV.1      Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.	Civic virtues are principles that encourage citizens to be involved in activities that contribute to the bettering of society. Democratic principles include, but are not limited to, equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom. Students should examine the ability of various forms of government to accomplish the goal of fostering civic virtue and upholding democratic principles.
<b>C: Processes, Rules and Laws</b>	4.C.PR.1      Describe the processes people use to change rules and laws.	People can use a variety of methods to change rules and laws. In Colonial America, colonists had ways of addressing rules and laws within their colony. For example, the House of Burgesses in Jamestown had a legislative process for adopting and changing policies. However, colonists were not represented in the British monarchy that had power over them. In order for colonists to change the British laws that affected them, they had to use other processes like protesting and boycotting.
<b>C: Kentucky Government</b>	4.C.KGO.1      Explain how the development of rules improves communities and attempts to meet the needs of citizens.	Rules are needed in order for societies to function effectively. By developing rules, communities can establish conditions under which the needs of citizens are met.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	<p>4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets.</p> <p>4.E.MI.2 Investigate the relationship between supply and demand.</p>	Prices of goods, services and resources are affected by supply (how much is sold at a given price) and demand (how much is purchased at a given price). A price (equilibrium price) is determined in a free market when the amount of an item that is demanded equals the amount being supplied (when quantity demanded = quantity supplied). For example, colonists cultivated tobacco in Jamestown to meet the increased demand for the product in England. The production of this product based on demand made the colony of Jamestown economically successful because people were willing to pay a higher price for the product.
<b>E: Macroeconomics</b>	<p>4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.</p>	In Colonial America, the economy of the colonies was designed to help Great Britain, the mother country. For example, colonies were required to sell raw materials to the mother country for low prices. This affected the economy by limiting competition.
<b>E: Specialization, Trade and Interdependence</b>	<p>4.E.ST.1 Explain how trade leads to increasing economic interdependence.</p>	Trading and bartering are necessary when groups possess different goods and services that others do not. When trading occurs, the two groups become interdependent on one another for those goods and services.
<b>E: Incentives, Choices and Decision Making</b>	<p>4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.</p>	Americans Indians used the resources available to them. As colonists migrated to the New World and settled, they traded with the American Indians. Colonists settled where they were able to make their own money or grow their own crops to barter.
<b>E: Kentucky Economics</b>	<p>4.E.KE.1 Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.</p>	Producers in colonial Kentucky utilized the abundance of land to produce agricultural surpluses, which were shipped to urban markets in the East.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European Exploration to the Thirteen Colonies.	These groups include those individuals who immigrated from a variety of European countries and people who were brought forcibly, such as enslaved people from Africa. The institution of slavery is forced migration taking place during this time period because people were kidnapped from Africa and forced into bondage.
<b>G: Human Interactions and Interconnections</b>	4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.	American Indians had already established settlements based on resources and historical placement. Early colonists also chose their settlements based on access to resources and economic ventures, and people were brought forcibly from Africa through the Triangular Trade Route and forced into the institution of slavery.
<b>G: Human Environment Interaction</b>	4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.	An example of a geographic feature that created a challenge for the colonists was the Appalachian Mountains, which were a physical barrier for the colonists and discouraged expansion to the west. The Cumberland Gap acted as a geographic opportunity for colonists to move further west.
<b>G: Geographic Reasoning</b>	4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.	The New England, Middle and Southern Colonies had different environmental factors that influenced their lifestyles. For example, the New England region had rocky soil that was not ideal for farming, so they relied on fishing and shipbuilding from the abundance of lumber available as their primary industry.
<b>G: Kentucky Geography</b>	4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.	Technology broadly references innovations as diverse as the horse collar and the modern Internet. Immigration for early settlers was an arduous process when compared to modern movement. For example, Daniel Boone was required by physical geography and technology to travel through the Cumberland Gap, whereas today, we travel over mountains on interstate highways.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.	During this time, American Indians were already established. Many different groups of people from European countries immigrated to North America. Africans were forced into migration and enslaved by colonists. Many conflicts arose as a result of land disputes and differences of culture. Interactions between groups could be positive or negative.
	4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.	There were many inventions and innovations during this time period that had a positive impact on colonial life. These include, but are not limited to, new political ideologies and agricultural improvements.
<b>H: Cause and Effect</b>	4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.	Significant events occurred throughout this time period that impacted one another chronologically. An example is continued European immigration brought disease to the American Indians that ultimately resulted in more deaths than from fighting.
<b>H: Conflict and Compromise</b>	4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.	The American Indians and European colonists sometimes collaborated. They traded goods, such as animal skins and weapons, and some American Indians showed settlers how to farm and navigate the land effectively. They also had continuous conflict over different ideas about land ownership and nature.
<b>H: Kentucky History</b>	4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.	Many different groups of people contributed to the history of the colonies and Kentucky during this time period. This includes, but is not limited to, American Indians, European colonists, indentured servants and enslaved people.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## **Grade 5: Colonization to Constitution**

### **Specific Overview**

#### **Grade 5: Introduction**

The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Fifth grade students will work toward this goal by examining the conflict and compromise that resulted from migration and settlement to understand the tensions and factors that led to the fight for independence and the establishment of the United States. Students will analyze the development and establishment of the U.S. federal government. Students will describe why the government collects taxes and what goods and services it provides society. Students will analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States. Students will describe the impact of fundamental documents on the development of the United States to inform their analysis on how a founding principle is applicable to today.

#### **Key Vocabulary**

May include, but is not limited to: absolute location, amendments, Antifederalists, cabinet, checks and balances, culturally diverse, executive branch, federal system, Federalists, government, House of Representatives, inalienable rights, judicial branch, judicial review, latitude, legislative branch, longitude, opportunity cost, physical environment, political system, popular sovereignty, preamble, relative location, Senate, specialization, veto

#### **Looking Back, Looking Ahead: Connections to Grades 4 and Grade 6**

In grade 4, students examine the reasons why and how people move from one place to another through the migration and settlement of Colonial America. In grade 5, students analyze the conflict and compromise that resulted from migration and settlement to understand the tensions and factors that led to the fight for independence and the establishment of the United States. In grade 6, students use their knowledge of the formation of the government and society of the United States to explore the development of early civilizations throughout the world.

#### **What this would look like in practice**

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 5. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>5.I.Q.1</b> Ask compelling questions about the founding of the United States.	“What unites Americans?” Teachers can pose this question to students to facilitate exploration about why this standard applies to the founding of the United States.
<b>5.I.Q.3</b> Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Teachers can pose these questions to students to facilitate exploration about why this standard applies the founding of the United States to address the compelling question. <ul style="list-style-type: none"> <li>• Why did the British Parliament raise taxes on the colonists?</li> <li>• What actions taken by the British Parliament angered the colonists?</li> <li>• How do the fundamental documents establish an American identity?</li> </ul>
<b>5.E.MA.1</b> Describe why the government collects taxes and what goods and services it provides society.	Taxes are instrumental for governments to operate. Following the French and Indian War, Britain raised revenues on the colonies sparking outrage and questions of legitimacy. This was one action that led colonists to question their role within the British Empire, setting the stage for the American Revolution. Students can describe why the government collects taxes and what can occur when people feel that taxation does not meet the needs of its citizens.
<b>5.H.CE.1</b> Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	There are multiple causes of the American Revolution, including, but not limited to, the role of the French and Indian War, the enactments of a series of taxes and duties, the presence of British troops, and the Enlightenment ideologies. Many of the different British Acts are listed in the Declaration of Independence. These causes served as a basis for individuals like George Washington, Thomas Jefferson, Sam Adams, others and groups like the Sons of Liberty and the Second Continental Congress to take action. The fight for independence pulled together different colonies and individuals for a common cause. Students can analyze the fundamental documents to determine the causes of the American Revolution and the ways individuals and groups were united to fight for a common cause.
<b>5.I.U.1</b> Use evidence to develop claims in response to compelling and supporting questions.	Through sourcing, building context and doing close readings of historical sources, students can corroborate these sources to build evidence for claims made in response to compelling and supporting questions.
<b>5.I.CC.4</b> Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Students can discuss current issues in small or whole group settings. When current issues are identified, students can collaborate to collectively understand and access how to address current issues and have possible opportunities for civic engagement.

### **Opportunities for Cross-Disciplinary Connections**

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to explain the relationships or interactions between individuals, events, ideas or concepts in a historical text, including what happened and why, based on specific information over the course of a text. Students could also compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. They might analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. Students could also integrate information from several texts on the same topic, such as what unites Americans. Students could compose an informative and/or explanatory text, using writing and digital resources, to examine what unites Americans, conveying ideas and information clearly. They may also compose an opinion, using writing and digital resources, on the best strategies for addressing a current issue, supporting the opinion with reasons and evidence.



## Grade 5: Colonization to Constitution Standards

### Introduction

The focus of grade 5 constitutes a series of explorations about the people, places and ideas that make up the story of the United States. Students examine the founding of the United States to understand why the fundamental documents were developed and how they guided decisions in the past. Students also engage in deeper learning about our government and how it is structured.

Concepts and Practices	Standards	
<b>I: Questioning</b>	5.I.Q.1	Ask compelling questions about the founding of the United States.
	5.I.Q.2	Generate supporting questions to answer compelling questions about the founding of the United States.
	5.I.Q.3	Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
<b>C: Civic and Political Institutions</b>	5.C.CP.1	Analyze the development and establishment of the U.S. federal government.
	5.C.CP.2	Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.
	5.C.CP.3	Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.
<b>C: Roles and Responsibilities of a Citizen</b>	5.C.RR.1	Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.
	5.C.RR.2	Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.
<b>C: Civic Virtues and Democratic Principles</b>	5.C.CV.1	Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.
<b>C: Processes, Rules and Laws</b>	5.C.PR.1	Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.
<b>C: Kentucky Government</b>	5.C.KGO.1	Explain the roles and responsibilities of a Kentucky citizen.

Concepts and Practices	Standards	
<b>E: Microeconomics</b>	5.E.MI.1	Explain the relationship between supply and demand.
<b>E: Macroeconomics</b>	5.E.MA.1	Describe why the government collects taxes and what goods and services it provides society.
	5.E.MA.2	Explain how the United States developed into a market economy.
<b>E: Specialization, Trade and Interdependence</b>	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
<b>E: Incentives, Choices and Decision Making</b>	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
<b>E: Kentucky Economics</b>	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
<b>G: Migration and Movement</b>	5.G.MM.1	Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.
<b>G: Human Interactions and Interconnections</b>	5.G.HI.1	Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.
	5.G.HI.2	Analyze how and why cultural characteristics diffuse and blend with migration and settlement.
<b>G: Human Environment Interaction</b>	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
<b>G: Geographic Reasoning</b>	5.G.GR.1	Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.
<b>G: Kentucky Geography</b>	5.G.KGE.1	Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.

Concepts and Practices	Standards	
<b>H: Change and Continuity</b>	5.H.CH.1	Describe the impact of fundamental documents on the development of the United States.
	5.H.CH.2	Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.
<b>H: Cause and Effect</b>	5.H.CE.1	Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.
	5.H.CE.2	Analyze the role religion played in early colonial society.
	5.H.CE.3	Describe the social and economic impact of the slave trade on diverse groups.
<b>H: Conflict and Compromise</b>	5.H.CO.1	Analyze the role conflict and collaboration played in the founding of the United States.
<b>H: Kentucky History</b>	5.H.KH.1	Describe the role of Kentucky settlers in the American Revolution.
<b>I: Using Evidence</b>	5.I.UE.1	Use evidence to develop claims in response to compelling and supporting questions.
	5.I.UE.2	Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.
	5.I.UE.3	Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.
<b>I: Communicating Conclusions</b>	5.I.CC.1	Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.
	5.I.CC.2	Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.
	5.I.CC.3	Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.
	5.I.CC.4	Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.

## Grade 5: 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.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	<p>5.C.CP.1 Analyze the development and establishment of the U.S. federal government.</p> <p>5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.</p> <p>5.C.CP.3 Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.</p>	<p>The Articles of Confederation formed shortly after the beginning of the Revolutionary War. This governing document ensured state sovereignty, allowing each state to be independent and govern itself. The central government established had very limited power. Later, the Constitution of the United States was established, creating the structure and rules for government, the powers and checks of each branch (grounded in arguments found in the Federalist Nos. 10 and 51 (James Madison)) and how changes can be made (the amendment process). The legislative branch makes the laws; the executive branch carries out the laws; and the judicial branch interprets the laws. Each branch has powers that allow them to check and balance the powers of the others. For example, the executive branch is responsible for nominating federal judges, who then must be confirmed by the legislative branch.</p>
<b>C: Roles and Responsibilities of a Citizen</b>	<p>5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.</p> <p>5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.</p>	<p>Americans can demonstrate good citizenship by participating in the election process, contributing to their community through public service, helping others in their school and community and understanding current events. Americans also have personal rights as citizens that are protected by the Constitution of the United States.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic Virtues and Democratic Principles</b>	5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	Americans have the freedoms they enjoy because of the democratic principles laid out in the nation’s fundamental documents. These democratic principles include, but are not limited to, equality before the law, inalienable rights (rights people are born with that cannot be taken away), consent of the governed, right to alter or abolish the government, justice, responsibility and freedom.
<b>C: Processes, Rules and Laws</b>	5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.	One of the goals of American government laid out in the Preamble to the Constitution of the United States is to promote the general welfare. The government does this in a variety of ways through more formal policies like welfare and informal policies like local food banks.
<b>C: Kentucky Government</b>	5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.	Kentucky citizens have certain roles and responsibilities to the state. Kentuckians also have personal rights as a citizen that are protected by the Constitution of the United States.

**Economics Disciplinary Strand**

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	5.E.MI.1 Explain the relationship between supply and demand.	If demand for a product or service is high, then more producers will make or supply the item, leading to higher supply. If demand is low, producers will create a smaller supply. For example, the British empire needed many ships for their Navy, which required a large demand for lumber and labor from their colonies in the Americas. Because of this demand, a lot of logging and ship building took place in Colonial America to supply that demand.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Macroeconomics</b>	5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.  5.E.MA.2 Explain how the United States developed into a market economy.	Governments need money to operate and provide services for their citizens. This money comes from taxes, as written in the Constitution of the United States. With new goods being created in the young nation, new markets sprang up leading to a new kind of economy, different from the colonial economy.
<b>E: Specialization, Trade and Interdependence</b>	5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.	As the colonies grew to a nation, each part of the country developed a unique economy (specialized) based on the available resources. New England colonies relied upon the ocean to make money. The swift-moving rivers of New England provided the perfect resource for the growth of factories. This gave New England a comparative advantage over the more agrarian economy of the South. However, New England was still dependent upon the South for the cotton that was spun in the factories.
<b>E: Incentives, Choices and Decision Making</b>	5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.	Many colonists came to the New World to make the most of the opportunities they encountered. Georgia, for example, became a place for debtors to work off what they owed, and many settled in New England for religious freedoms. As the nation grew, new incentives were given to settle in various parts of the colonies, at a large cost to both the colonists themselves and their families. Many of these settlers were having to give up much of their livelihood to do so.
<b>E: Kentucky Economics</b>	5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.	Many colonists came to Kentucky to make money, making the most of the opportunities they found. As Kentucky grew from part of the Virginia Colony to a state, Kentuckians discovered new incentives to make money and new opportunities to increase their wealth. In spite of these opportunities, some Kentuckians made the choice to not take advantage of incentives offered.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.	A factor restricting movement was physical barriers, such as the Appalachian Mountains and the Mississippi River. A factor encouraging movement included the industrial development in the larger colonial cities at the time.
<b>G: Human Interactions and Interconnections</b>	5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States. 5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.	Many cultural groups were present in America at this time, including immigrants from many different European countries, forced migrants from Africa and many different American Indian groups. They all possessed different traditions, beliefs and customs that influenced American culture today, including, but not limited to, holidays, music, food and dances.
<b>G: Human Environment Interaction</b>	5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.	Throughout U.S. history, there have been geographic push and pull factors that have influenced the movement of people. Depending on proximity to water and natural resources, people have altered the environment for means of survival and economic benefits, among other motivations.
<b>G: Geographic Reasoning</b>	5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.	In the early United States, many larger cities, such as Charleston, Philadelphia and Boston developed in areas where the geographic location made trade easier, especially near oceans, rivers and other waterways.
<b>G: Kentucky Geography</b>	5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.	During the early years of the United States, Kentucky was much more sparsely populated than the other states that had already established themselves as colonies. Early pioneers in Kentucky primarily practiced subsistence farming as they lived off of the land and provided for their families.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.	The fundamental documents, including, but not limited to, the Declaration of Independence, the Constitution of the United States and the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights, established the United States government and presented the philosophical, traditional and political foundations on which the nation was built. New political ideologies influenced the democratic principles that guided the founding of the nation and formation of the government. Certain groups, including women, African Americans and American Indians, did not receive equal rights or representation. Protections for the institution of slavery were embedded in the fundamental documents.
	5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Innovation, prior to 1789, resulted in a variety of impacts. For example, the inventions of Benjamin Franklin, such as the lightning rod, Franklin Stove and bifocals, helped shape industry in the early United States.
<b>H: Cause and Effect</b>	5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	The American Revolution was caused by a variety of events that compounded over time, including many different British Acts, listed in the Declaration of Independence, that increased taxes on American colonists and limited settlement, such as the Stamp Act and the Proclamation of 1763. Other events that increased tension were the Boston Massacre, Boston Tea Party and Intolerable Acts.
	5.H.CE.2 Analyze the role religion played in early colonial society.	Freedom of religion served as the reason many colonists, such as the Puritans, initially immigrated to America. Within the colonies, the Middle colonies offered freedom of religion, which attracted diverse groups, such as Quakers. New England had strict religious rules that governed the rules of their colonies.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect (continued)</b>	5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.	Slavery was a brutal, dehumanizing institution and existed to extract labor, through force, to get difficult work done. Because the economy was built on the production of cash crops for an export market, the South relied on this labor to work plantations and produce the amount of cash crops that sustained their economy. The slave trade caused the loss of personal liberty and degradation of inherent human dignity to enslaved persons and created, through force, the capital through which the later industrial economy was created.
<b>H: Conflict and Compromise</b>	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	The creation of the nation’s fundamental documents was not a simple task; a great deal of debate and compromise was involved to reach consensus and ratification. For example, representatives from both Virginia and New Jersey each wanted a legislature based on differing factors, and this argument ultimately led to the compromise of creating a two-house legislature in the central government. Also, with the ratification of the Constitution of the United States, differing opinions of the Federalists and Anti-Federalists regarding the rights of individuals and the power of the central government (for example in the Federalist No. 1 (Alexander Hamilton) and the Federalist Nos. 10 and 51 (James Madison)), led to the creation of the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights.
<b>H: Kentucky History</b>	5.H.KH.1 Describe the role of Kentucky settlers in the American Revolution.	Although it had not yet achieved statehood and only consisted of three counties at the time, Kentucky militia grew and participated in the Revolution through conflict with the British and American Indians.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## ***Kentucky Academic Standards for Social Studies: Grades 6-8 Overview***

Effective social studies education in the middle school classroom encourages students to be future leaders who understand the complexities of the world. 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. It provides the context and understanding of how humans interact with each other and diverse societies over time. In social studies education in the middle school classroom, students are required to engage in real world connections between the content learned and the modern world to discuss current local, regional and global issues, to understand how problems can manifest themselves over time and to make decisions about ways to take action on current local, regional and global issues. In grades 6 through 8, students use the inquiry practices of questioning, investigating, using evidence and communicating conclusions to understand how and why civilizations developed, how movement and migration impacted the growth and expansion of civilizations and how conflict and compromise impacted the founding of the United States through the disciplinary lenses of civics, economics, geography and history.

### **Grade-level Introductions**

The focus of grade 6 is the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires around the world between 3500 BCE-600 CE. Students examine the rise of social, cultural and government structures that become the foundations of the modern world. Students evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

The focus of grade 7 is the examination of how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders. Students analyze the political, geographic and social impact of the expansion of empires to understand how the interactions of the early modern world establish the foundations of modern society. Students evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. By considering multiple perspectives, students will recognize the impact of diversity in the United States, forging a deep understanding of the Founding Generation, the independent American spirit and uniquely American traditions. Students explore the interconnections of politics, geography and economics in the United States from the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Students evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.

## Grade 6: Development of Civilizations

### Specific Overview

#### Grade 6: Introduction

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Sixth graders continue to work toward this goal by investigating the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires between 3500 BCE-600 CE. Students will explain the origins, functions and structures of governments. Students explain how markets exist whenever there is an exchange of goods and services. Students compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas. Students will compare the origins and development of early world religions. Students will describe how River Valley Civilizations transitioned to empires. Through an understanding of ancient history, students develop an appreciation for the foundations of the modern world.

#### Key Vocabulary

May include, but is not limited to: citizen, Classical Empire, democracy, hunter-gatherer societies, monarchy, monotheism, Neolithic Revolution, polytheism, republic, River Valley Civilization, theocracy

#### Looking Back, Looking Ahead: Connections to Grade 5 and Grade 6

In grade 5, students examine the tensions and factors that led to the fight for independence and the establishment of the United States of America. In grade 6, students use their knowledge of the formation of the government and society of the United States to explore the development of early civilizations throughout the world. In grade 7, students examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600.

#### What this would look like in practice:

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 6. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.</b>	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to develop their own compelling questions, with teacher support, on the development of civilizations between 3500 BCE-600. An example of a compelling question is “How do complex societies develop?”

Standard	Sample Evidence of Learning
<p><b>6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</b></p>	<p>Student identification of discipline-specific supporting questions is essential to the inquiry process because in order to gain an understanding of the issue, topic or question, students must be able to think about it through the four disciplinary lenses. Teachers provide opportunities for students to develop and identify discipline specific supporting questions on the development of civilizations between 3500 BCE-600 CE.</p> <ul style="list-style-type: none"> <li>• “How did trade contribute to political power in Ancient Rome and Han Dynasty of China?” Students can identify this question as an economics-specific question.</li> <li>• “What characteristics do complex societies like River Valley Civilizations and Classical Empires have in common?” Students can identify this question as a geography-specific question.</li> </ul>
<p><b>6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</b></p>	<p>River Valley Civilizations and Classical Empires were built on agricultural production, which created a surplus of food. Because of agricultural surpluses, not all people needed to engage in hunting and gathering calories to meet their own needs, which freed some humans to begin specializing. With the specialization of labor came a host of innovations, ideas and products that allowed human societies to move beyond hunting and gathering groups to increasingly large and complex communities: villages, urban centers, city-states, states and empires. This complexity required increasing levels of government organization and resulted in the growth of markets and changes within them, for example, the shift from bartering to coin-based economies.</p>
<p><b>6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</b></p>	<p>Students may examine topography, natural resource distribution and geographic connections to understand why River Valley Civilizations and Classical Empires existed where and when they did. For humans to build complex societies based on agricultural surpluses and specialization, certain resources must be in place. However, students may also note that certain advantages or constraints exist in the environment of a place, which help make it unique.</p>
<p><b>6.I.UE.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.</b></p>	<p>Students can analyze primary and secondary sources and compare the evidence to provide a historical and contemporary understanding of supporting and compelling questions. Sources may include, but are not limited to, political arguments, economic data, geographic representations and/or accounts from historians.</p>

Standard	Sample Evidence of Learning
<b>6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.</b>	Students can discuss local, regional and global problems throughout the development of civilizations. Students can collaboratively and individually evaluate how individuals and groups addressed problems throughout the development of civilizations to today.

### Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to determine the perspective and purpose in a text, and explain how it is conveyed. Students could also integrate information from print and non-print formats to develop a coherent understanding of a topic, such as how complex societies develop. They can identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims. Students could also compare/contrast how two or more authors present similar events. They could compose informative and/or explanatory texts to examine a topic, such as how complex societies develop, conveying ideas and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence to address how a specific problem can manifest itself at local, regional and global levels over time.

## Grade 6: Development of Civilizations Standards

### Introduction

The focus of grade 6 is the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires around the world between 3500 BCE-600 CE. Students examine the rise of social, cultural and government structures that become the foundations of the modern world. Students evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

Concepts and Practices	Standards
<b>I: Questioning</b>	<p>6.I.Q.1      Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.</p> <p>6.I.Q.2      Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.</p> <p>6.I.Q.3      Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	<p>6.C.CP.1      Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p> <p>6.C.CP.2      Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p> <p>6.C.CP.3      Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>
<b>C: Roles and Responsibilities of a Citizen</b>	6.C.RR.1      Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.
<b>C: Civic Virtues and Democratic Principles</b>	6.C.CV.1      Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>C: Processes, Rules and Laws</b>	6.C.PR.1      Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Concepts and Practices	Standards
<b>E: Microeconomics</b>	<p>6.E.MI.1 Trace the chain of supply for a needed product.</p> <p>6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions.</p> <p>6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.</p> <p>6.E.MI.4 Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>
<b>E: Macroeconomics</b>	<p>6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants.</p> <p>6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>
<b>E: Specialization, Trade and Interdependence</b>	<p>6.E.ST.1 Compare specialization in two or more civilizations or empires.</p> <p>6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.</p>
<b>E: Incentives, Choices and Decision Making</b>	<p>6.E.IC.1 Analyze the economic choices of individuals, societies and governments.</p>
<b>G: Migration and Movement</b>	<p>6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>
<b>G: Human Interactions and Interconnections</b>	<p>6.G.HI.1 Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE.</p> <p>6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.</p>
<b>G: Human Environment Interaction</b>	<p>6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p> <p>6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.</p>
<b>G: Geographic Reasoning</b>	<p>6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>

Concepts and Practices	Standards	
<b>H: Change and Continuity</b>	6.H.CH.1	Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.
	6.H.CH.2	Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.
<b>H: Cause and Effect</b>	6.H.CE.1	Analyze the causes and effects of the rise of River Valley Civilizations.
<b>H: Conflict and Compromise</b>	6.H.CO.1	Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.
	6.H.CO.2	Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
<b>H: Kentucky History</b>	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.
<b>I: Using Evidence</b>	6.I.UE.1	Develop claims, citing relevant evidence, in response to compelling and supporting questions.
	6.I.UE.2	Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.
	6.I.UE.3	Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.
<b>I: Communicating Conclusions</b>	6.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.
	6.I.CC.2	Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
	6.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.
	6.I.CC.4	Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.
	6.I.CC.5	Describe a specific problem from the development of civilizations using each of the social studies disciplines.



## Grade 6: 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.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	<p>6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.</p> <p>6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.</p> <p>6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>	<p>As civilizations developed and populations increased, there was a need for an organized system of government. The governments created across the world in this era were influenced by geography, economic needs, religious ideologies and culture, among other factors. For example, pharaohs in Egypt had both political power and were worshipped as gods, while ancient Mesopotamian kings linked their power to divine sources but were not actually considered divine themselves. Ancient Greece is credited with the creation of the first limited democracy, which arose from a need for more equal representation, while principles of equality before the law and citizens' rights were developed in the Roman Republic. Elsewhere, Classical China was the first empire to use an effective, merit-based bureaucracy.</p>
<b>C: Roles and Responsibilities of a Citizen</b>	<p>6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.</p>	<p>Ancient Greece and Rome's unique geographic settings, economies and social structures caused new types of governments to arise. The principles of rights, roles and responsibilities of citizens evolved out of those governments, however, not all people living in these places were considered citizens. Instead, limited citizenship was established based on qualifications like gender or owning property.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic Virtues and Democratic Principles</b>	6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500-BCE-600 CE.	One of the potential civilizations for study is Han Dynasty of China. Building on past dynasties like the Shang, Zhou and Qin, this empire based its ideology in Confucianism, produced silk for trade along Central Asian trade routes like the Silk Roads and controlled the southern region of the Yangtze River Valley where rice production occurred. These unique characteristics influenced the social and government structure of the empire through the creation of the Confucian bureaucratic system based on examination, which legitimized the emperor and a social hierarchy built on the labor of peasants.
<b>C: Processes, Rules and Laws</b>	6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	As organized government is developed, a set of laws is usually established. These laws may vary depending on geographic location, social structure and culture. For example, Hammurabi’s Code grew up organically, as a set of rulings from disputes brought before the king and included very specific punishments and procedures regarding daily life. In Rome, a formal law code called the Twelve Tables enshrined rights and responsibilities of those considered citizens and, because the code was written and displayed in the forum, protected the people against infringement of these rights by rulers. In most River Valley Civilizations and Classical Empires, law codes can reveal the values and priorities of the cultures; in most places, for example, citizens, free people and elites were treated differently, punished less harshly and protected through more rights than those who were enslaved or considered non-citizens.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	<p>6.E.MI.1 Trace the chain of supply for a needed product.</p> <p>6.E.MI.2 Predict and analyze unintended costs and benefits of economic decisions.</p> <p>6.E.MI.3 Explain how markets exist whenever there is an exchange of goods and services.</p> <p>6.E.MI.4 Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>	<p>The chain of supply for a product outlines the process by which raw materials are processed to create a final product. For example, reeds on the Nile were processed to create papyrus and baskets in Egypt.</p> <p>Costs and benefits of economic decisions are sometimes unintended or unexpected. For example, as agriculture was developed in Mesopotamia, there was a surplus of food that led to an increase in population and a greater ability to have specialization of labor.</p> <p>An economic market is the meeting place or mechanism allowing buyers and sellers of an economic product to come together. Trade between civilizations created a market. As a result of a civilization’s specialization or unique resources of geographic areas, different goods were sought and traded.</p>
<b>E: Macroeconomics</b>	<p>6.E.MA.1 Describe how civilizations used bartering to establish mediums of exchange to meet their wants.</p> <p>6.E.MA.2 Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.</p>	<p>Before currency was established, civilizations bartered and traded specialized goods and services, which also led to the spread of ideas, people, religions, products and diseases. During the period of Classical Empires, markets became more complex, often based on coinage struck by the central government, and were conducted over longer distances, impacting large regions. Economic activity may include, but is not limited to, unemployment, government spending, inflation and/or investment.</p>
<b>E: Specialization, Trade and Interdependence</b>	<p>6.E.ST.1 Compare specialization in two or more civilizations or empires. (see “continued”)</p>	<p>After the development of agriculture, people were able to settle in one area and, because farmers were creating a food surplus, not all people needed to be involved in procuring food.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Specialization, Trade and Interdependence (continued)</b>	6.E.ST.1 Compare specialization in two or more civilizations or empires. <i>(continued)</i>	Thus, specialization occurred, in which people and states began specializing in a variety of jobs and in the production of diverse products. Depending on available resources, each civilization specialized in unique production of goods and services. For example, tea and silk are both natural resources located in China and began being intentionally produced through specialization during the Classical Empire period. Rome, centered on the Mediterranean Sea, grew, pressed and shipped olive oil throughout the Mediterranean basin. In the Classical Empire of Maurya India, cotton was grown, processed and turned into cotton textiles, and pepper was traded throughout the Indian Ocean Maritime System all the way to Rome.
	6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.	By basing society on farming rather than hunting and gathering, agricultural surpluses were attained, and specialization occurred. Specialization increases efficiency, leads to greater trade and connection, and speeds the discovery and spread of knowledge and technology.
<b>E: Incentives, Choices and Decision Making</b>	6.E.IC.1 Analyze the economic choices of individuals, societies and governments.	The choices made by individuals, societies and governments were influenced by geography, culture and societal norms.

#### Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	Migration patterns of hunter gatherers during the Paleolithic Period can be credited to the need to find food and water. The development of civilizations was made possible by the proximity to water sources and the availability of domesticable plants and animals. The environmental characteristics of a place influenced how people navigated, traded and specialized.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Interactions and Interconnections</b>	6.G.HI.1 Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE.	<p>After the Neolithic Revolution, the surplus of food affected the population in developing civilizations and empires. With no need for constant hunting and gathering, people were able to settle in one place. As they did, they were forced to adapt to environments in which they found themselves.</p>
	6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.	<p>Interactions between civilizations occurred through trade and were facilitated or hindered by geographic features. The ancient civilizations of Egypt and Kush were physically and economically connected by the Nile River. Through this connection, religious and cultural ideas were spread, and physical goods like ivory and gold were exchanged.</p>
<b>G: Human Environment Interaction</b>	6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilizations and Classical Period Empires between 3500 BCE-600 CE.	<p>Civilizations have manipulated their physical environments to meet their needs through irrigation systems, aqueducts and other farming techniques. In addition, environments have shaped the development of human societies, as humans innovated to overcome environmental challenges or take advantage of resources, as with the invention of the sailboat in Mesopotamia. The River Valley Civilization of Harappa on the Indus River was able to use coastal sea navigation to trade with Mesopotamia.</p>
	6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.	<p>Food surpluses also led to population growth and the spread of humans from the various origin points of agriculture to more and more locations. In addition, human land use was changed as the settled lifestyle of those in agricultural Civilizations and Empires caused them to use more resources in increasingly intensive ways. For example, the specialization of metallurgy led Classical Empires deforestation to create the charcoal used in smelting furnaces in places like Rome and Han Dynasty of China.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Geographic Reasoning</b>	6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	As human societies grow, they must adapt to their environment and geography and also cause changes to Earth’s surface. Examining geographic representations of the River Valley Civilizations and Classical Empires helps students better understand the patterns people created while expanding as well as how their development was influenced in similar and different ways by their respective environments. For example, River Valley Civilizations share common characteristics: proximity to water sources and domesticable plants and animals as well as manipulation of the water sources and soil fertility. In Classical Empires, advantages like the Mediterranean Sea provided easier transport within empires like Rome whereas China’s Han Dynasty lacked an internal waterway that could link their empire north to south.

**History Disciplinary Strand**

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.  6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.	As conflict ensued between neighboring civilizations over land, labor, trade and control of resources and power, states began to overthrow and conquer one another. An expansion of territory is seen as city-states grew into states and then empires. Population growth and the development of iron metallurgy also spurred the growth from Civilization to Empire. Throughout this process, ideas and cultures were created, shared and blended, and polytheistic and monotheistic religions as well as ideologies were developed and practiced.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect</b>	6.H.CE.1 Analyze the causes and effects of the rise of River Valley Civilizations.	The Neolithic Revolution should be cited as the transition from groups of nomadic hunter gatherers to settled farmers. Due to the proximity to water and the presence of unique domesticable plants and animals, agriculture was developed, leading to permanent settlements where people could specialize in a trade or craft. This led to the rise of civilization in the river valleys of Africa and Asia. The effects of this transition are varied and important as this shift to agriculture, food surpluses and specialization serves as the starting point for all later developments.
<b>H: Conflict and Compromise</b>	6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE. 6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.	Trade networks and economic ties allowed for the sharing of ideas, culture and goods. This contributed to conflict over power and control of resources and territory. For example, trade between Rome and China benefitted both through the exchange of luxury products and the growth of their economies, whereas trade and economic ties between Greece and Rome led to one empire's conquest of the other.
<b>H: Kentucky History</b>	6.H.KH.1 Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.	The foundation of Kentucky's state government is influenced by the democratic ideas of the Athenian city-state and the Roman Republic. In order to emphasize the influence of these ideals on the government of Kentucky, architects used Neoclassical architecture, which uses Greek and Roman style, detail and structures. In addition, public, written law codes and constitutions like Kentucky's have their roots in the written laws of Rome.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## **Grade 7: Growth and Expansion of Civilization**

### **Specific Overview**

#### **Grade 7: Introduction**

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Seventh graders continue to work toward this goal by examining how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600. Seventh graders will compare political institutions and their impacts on people in empires. Students will compare how different economic systems choose to allocate the production, distribution and consumption of resources. Students will examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration. Students will evaluate the political, geographic, economic and social impact of the expansion of empires during this period. Grounding students' understanding of large empires in examples from across the entire globe, students will see how the accomplishments, developments, conflicts, migrations and interactions of the early modern world establish the foundations of modern society.

#### **Key Vocabulary**

May include, but is not limited to: Afro-Eurasia, empire, global interconnectedness, global market, Indian Ocean Maritime System, Mesoamerica, migration, conquest, Renaissance, Scientific Revolution, Silk Roads

#### **Looking Back, Looking Ahead: Connections to Grade 6 and Grade 8**

In grade 6, students investigate the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires between 3500 BCE-600 CE. In grade 7, students will examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas. In grade 8, students investigate of how conflict and compromise impacted the founding and development of the United States from 1600-1877.

#### **What this would look like in practice**

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 7. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.



Standard	Sample Evidence of Learning
<b>7.I.Q.1</b> Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.	<p>Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to develop their own compelling questions, with teacher support, on the growth and expansion of civilizations from 600-1600. An example of a compelling question is “Can technology transform civilization?”</p>
<b>7.I.Q.3</b> Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>Student comparison of discipline-specific supporting questions is essential to the inquiry process because in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to generate their own supporting questions on the growth and expansion of civilizations from 600-1600 and compare the types of supporting questions each of the four disciplines uses.</p> <ul style="list-style-type: none"> <li>• What roles did subjects of various empires play within their societies and governments?</li> <li>• How did Europeans build on the technology of other civilizations in their attempt to enter world economic markets during the period of exploration?</li> <li>• Students can compare the first question as a civics-specific question to the second question, which uses the lens of an economist.</li> </ul>
<b>7.C.RR.1</b> Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	<p>Students can compare the rights, roles and responsibilities of subjects living in empires between 600-1600, such as feudal France and Japan in Eurasia, Maya Civilization and the Aztec Empire of the Americas, trade-based empires of Ghana and Mali in West Africa and the highly centralized dynasties of China like the Tang and Song. Students may begin to understand that there are different sources of legitimacy in different places and that the roles of everyday people politically, socially and economically vary over time and place.</p>
<b>7.E.ST.3</b> Explain how growing interdependence and advances in technology improve standards of living.	<p>Students may examine how an important technology like paper making originated in China and spread through human interconnections (for example, through trade and connections during conflicts) and led to the easier and cheaper transmission of ideas and knowledge. In turn, this increased rates of literacy, created a large pool of creative and innovative thinkers, allowed human societies who gained this technology to make advances more quickly and improved standards of living.</p>

Standard	Sample Evidence of Learning
<b>7.I.U.E.3</b> Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.	Through sourcing documents, doing close readings, corroborating documents and contextualization, students can research, gather information and use sources to construct meaning while building evidence for claims and arguments.
<b>7.I.CC.1</b> Construct explanation, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.	Students can discuss how technology impacts civilization. They can explain the strengths and weaknesses of technology’s impact on the growth and expansion of civilizations. Students can compose explanations, using reasoning, correct sequence, examples and details with relevant information and data.

### Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to analyze the interactions between individuals, events and ideas over the course of a text. They could determine the perspective and purpose in a text and analyze how the author distinguishes his or her position from that of others. They can identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient. Students could also analyze how two or more authors writing about the same topic, such as technology’s impact on civilization, present key information by emphasizing different evidence or advancing different interpretations of facts. They could compose explanatory texts to examine a topic, such as the strengths and weaknesses of technology’s impact on the growth and expansion of civilizations, conveying ideas, concepts and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.

## Grade 7: Growth and Expansion of Civilization Standards

### Introduction

The focus of grade 7 is the examination of how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders. Students analyze the political, geographic and social impact of the expansion of empires to understand how the interactions of the early modern world establish the foundations of modern society. Students evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

Concepts and Practices	Standards	
<b>I: Questioning</b>	7.I.Q.1	Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.
	7.I.Q.2	Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.
	7.I.Q.3	Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
<b>C: Civic and Political Institutions</b>	7.C.CP.1	Compare political institutions and their impacts on people in empires between 600-1600.
<b>C: Roles and Responsibilities of a Citizen</b>	7.C.RR.1	Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.
<b>C: Civic Virtues and Democratic Principles</b>	7.C.CV.1	Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.
<b>C: Processes, Rules and Laws</b>	7.C.PR.1	Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.
<b>E: Microeconomics</b>	7.E.MI.1	Analyze the role of consumers and producers in product markets.
	7.E.MI.2	Analyze the relationship between supply and demand.
	7.E.MI.3	Categorize the four factors of production and how they are combined to make goods and deliver services.

Concepts and Practices	Standards	
<b>E: Macroeconomics</b>	7.E.MA.1	Compare the economic development of traditional and market economies.
	7.E.MA.2	Compare how different economic systems choose to allocate the production, distribution and consumption of resources.
<b>E: Specialization, Trade and Interdependence</b>	7.E.ST.1	Explain the impact of supply and demand on the emergence of global markets.
	7.E.ST.2	Analyze the impact of specialization upon trade and the cost of goods and services.
	7.E.ST.3	Explain how growing interdependence and advances in technology improve standards of living.
	7.E.ST.4	Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.
<b>E: Incentives, Choices and Decision Making</b>	7.E.IC.1	Analyze how economic choices were made based on scarcity.
	7.E.IC.2	Analyze the impact of growth and expansion on the allocation of resources and economic incentives.
<b>G: Migration and Movement</b>	7.G.MM.1	Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.
<b>G: Human Interactions and Interconnections</b>	7.G.HI.1	Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.
	7.G.HI.2	Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.
<b>G: Human Environment Interaction</b>	7.G.HE.1	Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.HE.2	Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.
<b>G: Geographic Reasoning</b>	7.G.GR.1	Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.GR.2	Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.

Concepts and Practices	Standards	
<b>H: Change and Continuity</b>	7.H.CH.1	Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.
<b>H: Cause and Effect</b>	7.H.CE.1	Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.
	7.H.CE.2	Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.
<b>H: Conflict and Compromise</b>	7.H.CO.1	Explain how religion influenced state-building, trade and cultural interactions between 600-1600.
	7.H.CO.2	Evaluate various motives for expansion among multiple empires between 600-1600.
<b>I: Using Evidence</b>	7.I.UE.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	7.I.UE.2	Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.
	7.I.UE.3	Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.
<b>I: Communicating Conclusions</b>	7.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
	7.I.CC.2	Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.
	7.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.
	7.I.CC.4	Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.
	7.I.CC.5	Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.

## Grade 7: 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.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.	In areas like Africa, the Americas, Asia, Europe and the Middle East, political institutions like centralized monarchies, bureaucracies, tax collection, deliberative bodies, court systems, education systems, labor extraction and support for subjects were developed. Depending on time and place, people had a variety of roles to play within their governing institutions, and the systems of rule could enhance or detract from the lives of those living within them.
<b>C: Roles and Responsibilities of a Citizen</b>	7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	Subjects living within empires had various rights, roles, responsibilities and limitations, often dependent upon their position and role in society. However, the source of political legitimacy was usually seen to be given by divine sources who ruled over subjects under their authority. Over time, the source of legitimacy has come to be the will of governed, as active citizens. Depending upon time and place, for example, the rights of women have changed dramatically over time; in some places and times women had unique and independent roles, like those of Buddhist nuns in Tang Dynasty China, and in some places and times, they led very restricted lives, as when foot binding was practiced in Song Dynasty China.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic Virtues and Democratic Principles</b>	7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.	The empires and states of this time often concentrated the power of the government in one person. In spite of this, the leader must still maintain order and justice. Each government had its own methods to meet this charge, and, in some places like the Republic of Venice, a more democratic form of government developed, with limited participation by some members of society.
<b>C: Processes, Rules and Laws</b>	7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.	Law codes were created during this time to maintain order and meet the needs of the subjects. In some places, the organization of law codes in organized formats made the legal system more efficient and fairer, for example within the Ottoman Empires. Similarly, in China, the Great Tang Code codified a system for punishments. By writing laws down, justice may become less arbitrary, and a state may be run in a more orderly fashion. However, the idea of rights and responsibilities for all people living under a government has developed slowly over time and is not always present or protected in the law codes of earlier times.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	<p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p>	<p>The economy of the world between 600-1600 exploded into an interregional, and eventually, global marketplace with goods and services being exchanged to meet consumer desires. In addition, the four factors of production: land, labor, capital, and entrepreneurship pushed people to find and produce new products that would generate wealth and expand their empires. For example, during the Age of Exploration, Europeans built on and refined navigation technologies like the compass and astrolabe, which led to the development of international trade for products like silver, sugar, tobacco and tea.</p>
<b>E: Macroeconomics</b>	<p>7.E.MA.1 Compare the economic development of traditional and market economies.</p> <p>7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.</p>	<p>The difference between a traditional and market economy can be seen in the manner in which economic activities under both systems are carried out. A traditional economy is based on traditions and customs. Traditional economies produce products and services that are a direct result of their beliefs, customs, traditions and religions. In such societies, the question of what to produce is guided by the available resources. To this end, if there is a lot of land, the members of that society might depend on agriculture. If the abundant resource is water, then the society might depend largely on fishing. This is unlike the market system, in which there are many production choices as a result of targeted efforts by the members of the society to utilize different resources to increase the choice of goods and services that are available to consumers. The concept of the market emerged as empires expanded. For example, during the Song dynasty, the money supply increased based on trade routes. This led to moving away from traditional self-sufficiency to a reliance on a cash economy and interdependence.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Specialization, Trade and Interdependence</b>	<p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p>	<p>Interregional trading systems, such as the Silk Roads, Indian Ocean Maritime System and the Trans Saharan routes were created through consumer demands for luxury and specialty items. Demand for Asian luxury goods continued to expand during the period of the Crusades, as Europeans sought access to markets from which they were geographically remote. Due to the highly specialized or environmentally dependent nature of many of these items, the cost for them was high. These high costs stimulated a new period of exploration among Europeans, who built on and refined technologies originating in Asia, such as the compass, astrolabe and gunpowder. The creation of the Atlantic System of trade expanded economic growth, stimulated the growth of wealth and linked the continents together to improve average standards of living. Graphs may be used to interpret the impact of supply and demand on the emergence of global markets.</p>
<b>E: Incentives, Choices and Decision Making</b>	<p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.</p>	<p>Resources are not infinite, and the search to find, conquer and utilize these limited resources was a main driver of the growth of empires during 600–1600.</p> <p>As empires grew, resources became more abundant and stimulated growth within the economy. For example, toward the end of the period, European populations were growing, and productive farmland was scarce. Scarcity provided one incentive for exploration, and lands within the Americas were incorporated into the empires of nations like Spain, Portugal, England, France and the Netherlands.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.	<p>Push and pull factors either push people away from their home or pull them to a new place. These might include a war, a famine or a new opportunity. Before this period, the collapse of Classical Empires led to a decrease in population and movement. As populations recovered and new empires were built or reconstituted, migrations rose. For example, Arabs who converted to Islam began building large land-based empires across the Mediterranean and into Central Asia. Scandinavian Vikings raided and traded to supplement their farming villages, often settling in new areas and being incorporated into the populations already present. After the creation of the Atlantic System of trade, European indentured servants moved to the coast of North America, as American Indians moved west due to encroachment on their lands. Forced migrations occurred as West Africans were captured and taken through coercion to the Americas and the Caribbean along the Middle Passage of the Triangular Trade Route.</p>
<b>G: Human Interactions and Interconnections</b>	7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.	<p>Trade routes provide one example of cooperation within empires during this period. For example, large West African empires like Ghana, Mali and Songhay controlled much of the world's gold supply, and traders moved across the desert along routes protected by the militaries of West African monarchs in order to gain access to this valued natural resource. Conflict was often the result during the convergence of diverse people in the New World, as individuals, groups of people as well as governments, grappled to control land and resources across the Americas. For example, both the Aztec and Inca Empires were militarily defeated as the empire of Spain fought for control of the resources and labor in these areas.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Interactions and Interconnections</b> <i>(continued)</i>	7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.	While the Age of Exploration brought about economic growth in Europe, a variety of American Indians and indigenous people in the Americas suffered. Europeans brought diseases like smallpox, which devastated American Indian populations.
<b>G: Human Environment Interaction</b>	7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.  7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.	Physical geography influenced nearly everything about how empires and their subjects acted, reacted and interacted. It drove agricultural economies as well as trade routes. For example, the capital of the Byzantine Empire, at Constantinople, was purposefully located at an easily defensible location overlooking a natural chokepoint between the Mediterranean and Black Seas. As trade routes developed, geography helped determine the location of newly thriving towns. As people moved, they adapted to and changed their environment, using the resources around them and causing problems like salinization, pollution and decreasing soil fertility, all of which negatively impacted food supply, sparking innovations like the three-field system as well as further migration to new lands.
<b>G: Geographic Reasoning</b>	7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.  7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.	Understanding how geography both connects and separates people is an important component of understanding empires and peoples in the period 600–1600. For example, a body of water can be seen as a barrier to or a conduit of migration, trade, innovation and culture. The use of geographic tools is essential to understanding patterns of human movement and settlement as well as the ways humans, in turn, impact the environment.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.	<p>The creation of the Atlantic System and the Columbian Exchange of plants, animals, people and disease between hemispheres changed the world. 1450–1600 was also a time of frantic land grabs in an era when wealth was most often represented by land ownership. The position of Europe on the world stage began to change, as it moved from the periphery of trade systems to a more central role. As these links were formed, a new global system of trade emerged as plants, animals, ideas and technology were exchanged, and impacts, both negative and positive, were felt.</p>
<b>H: Cause and Effect</b>	7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.  7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	<p>The Renaissance, Scientific Revolution and the Enlightenment were turning points in world history. They came about as a result of the political, geographic, economic and social changes occurring within, and because of, expanding empires. Increased trade, more interconnectedness and the constant search for new resources led people to rediscover the past, develop new ways of thinking and invent new tools and technologies to propel them into the future. Reason began to be prioritized over received wisdom as a new understanding of the natural world, based on scientific experimentation, took hold. The use of reason expanded also, as Enlightenment philosophes wrote about logical ways to organize human societies and formulate government structures.</p> <p>Centralization of governments, closer connections between diverse parts of the world, increasing trade and wealth, the oppression of people to extract labor, and the creation of new social hierarchies are all examples of impacts resulting from the expansion of empires.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Conflict and Compromise</b>	7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.	<p>Empires expanded from 600-1600 for a variety of reasons from religious ideologies to resource extraction to land acquisition. Religion played a crucial role as new empires like the Ottoman Empire based their ideology on Islam. Traders on the Indian Ocean interacted with city-states along the East African Coast, creating the unique Swahili civilization and language. In Europe, fights between Protestant and Roman Catholic Christians caused wars. Empires, such as the West African empires of Ghana and Mali, the Mongol empire in Central Asia, the Aztec and Inca Empires in the Americas and the Tang, Song, and Ming Dynasties of China, expanded and interacted. This time period led to a cultural interconnectedness and cultural diffusion at a larger scale.</p>
	7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.	

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## **Grade 8: The United States: 1600-1877**

### **Specific Overview**

#### **Grade 8: Introduction**

The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Eighth graders continue to work toward this goal by investigating how conflict and compromise impacted the founding and development of the United States between 1600-1877 in the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Eighth graders will analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, the expansion of the definition over time and the changes in participation over time. Students will assess how regions of the United States specialized based on supply and demand due to their geographic locations. Students will explain how global interconnections impacted culture, land use and trade in the United States. Students will explain the role of changing political, social and economic perspectives had on the lives of diverse groups of people.

#### **Key Vocabulary**

May include, but is not limited to: amendment, citizenship, Constitution, democracy, diverse perspectives, federalism, republic

#### **Looking Back, Looking Ahead: Connections to Grade 7 and Grade 9**

In grade 7, students examine how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas. In grade 8, students investigate how conflict and compromise impacted the founding and development of the United States from 1600-1877. The interplay between world and United States history allows students to see how the ideas of movement, migration, conflict and competition evolve and change over time in different locations and time periods. Students enter high school with the content knowledge and disciplinary skills needed to ask questions, propose solutions and thrive in an ever-changing world.

#### **What this would look like in practice**

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 8. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
<b>8.I.Q.1</b> Develop compelling questions related to the development of the United States between 1600–1877.	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to develop their own compelling questions, with teacher support, on the development of the United States between 1600-1877. An example of a compelling question is “Can conflict truly be resolved?”
<b>8.I.Q.3</b> Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>Student evaluation of discipline-specific supporting questions is essential to the inquiry process, because, in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to evaluate how the supporting questions help answer the compelling questions on the United States between 1600-1877.</p> <ul style="list-style-type: none"> <li>• In what ways did laws subjugate the enslaved population? Students can identify this question as a civics-specific question and evaluate its appropriateness in addressing the compelling question.</li> <li>• What were the arguments over land use leading up to the Civil War? Students can identify this question as a geography-specific question and evaluate its appropriateness in addressing the compelling question.</li> </ul>
<b>8.C.RR.2</b> Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.	<p>Citizenship has evolved throughout our nation’s history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the What to the Slave is the Fourth of July? speech by Frederick Douglass, the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857), the passage of Reconstruction Amendments (13th–15th) followed by Jim Crow restrictions and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.</p>
<b>8.H.CO.4</b> Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.	<p>As increasing sectional differences emerged, the disparity between regions grew and were influenced by differing cultural, geographic, economic and political factors and characteristics. For example, the small farm-based economy in the New England Colonies differed from the plantation-based economy in the Southern Colonies. These differences gave rise to different labor systems. The South was reliant on the institution of slavery while the North was reliant on wage labor and indentured servitude. This led to conflicts over issues such as the slave trade, the spread of the institution of slavery to new territories, abolition, human rights and, ultimately, the Civil War. These concepts are addressed in documents such as the Final Emancipation Proclamation and the Gettysburg Address by Abraham Lincoln.</p>

Standard	Sample Evidence of Learning
<b>8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</b>	Students can use multiple sources to create evidenced-based claims and support them with multiple sources to answer the compelling question. These sources could be primary or secondary, text, print or visual.
<b>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</b>	Students can discuss problems concerning the development of the United States. Students can then collaboratively and individually evaluate how individuals and groups addressed a specific problem at various levels from the past and to today.

### Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to determine the perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. They can identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient, and recognizing when irrelevant evidence is used. Students could also analyze two or more texts with conflicting information on the same topic concerning the development of the United States and identify where the texts disagree in fact or interpretation. They could compose explanatory texts to examine a topic on the development of the United States, conveying ideas, concepts and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence to analyze how multiple perspectives, diversity and conflict and compromise.



## Grade 8: The United States: 1600-1877 Standards

### Introduction

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. By considering multiple perspectives, students will recognize the impact of diversity in the United States, forging a deep understanding of the Founding Generation, the independent American spirit and uniquely American traditions. Students explore the interconnections of politics, geography and economics in the United States from the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Students evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.

Concepts and Practices	Standards
<b>I: Questioning</b>	<p>8.I.Q.1      Develop compelling questions related to the development of the United States between 1600-1877.</p> <p>8.I.Q.2      Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877.</p> <p>8.I.Q.3      Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	<p>8.C.CP.1      Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.</p> <p>8.C.CP.2      Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.</p> <p>8.C.CP.3      Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.</p>
<b>C: Roles and Responsibilities of a Citizen</b>	<p>8.C.RR.1      Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p> <p>8.C.RR.2      Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>

Concepts and Practices	Standards	
<b>C: Roles and Responsibilities of a Citizen</b> <i>(continued)</i>	8.C.RR.3	Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.
<b>C: Civic Virtues and Democratic Principles</b>	8.C.CV.1	Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.
<b>C: Processes, Rules and Laws</b>	8.C.PR.1 8.C.PR.2	8.C.PR.1 Explain the relationship between federalism and local, state and national governments. 8.C.PR.2 Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.
<b>C: Kentucky Government</b>	8.C.KGO.1	Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.
<b>E: Microeconomics</b>	8.E.MI.1 8.E.MI.2	8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877. 8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.
<b>E: Macroeconomics</b>	8.E.MA.1 8.E.MA.2 8.E.MA.3 8.E.MA.4	8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking. 8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations. 8.E.MA.3 Analyze the purpose of taxation and its impact on government spending. 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.
<b>E: Specialization, Trade and Interdependence</b>	8.E.ST.1	Analyze why economic interdependence existed between the regions of the United States between 1783-1877.
<b>E: Incentives, Choices and Decision Making</b>	8.E.IC.1 8.E.IC.2	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives. 8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.
<b>E: Kentucky Economics</b>	8.E.KE.1 8.E.KE.2	8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War. 8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.
<b>G: Human Interactions and Interconnections</b>	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.
<b>G: Human Environment Interaction</b>	8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.
<b>G: Geographic Reasoning</b>	8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.
<b>G: Kentucky Geography</b>	8.G.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.
<b>H: Change and Continuity</b>	<p>8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.</p> <p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.</p> <p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</p> <p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to:</p> <ul style="list-style-type: none"> <li>• The Mayflower Compact;</li> <li>• The Declaration of Independence;</li> <li>• The Constitution of the United States;</li> <li>• The Federalist No. 1 (Alexander Hamilton);</li> <li>• The Federalist Nos. 10 and 51 (James Madison);</li> </ul>

Concepts and Practices	Standards
<b>H: Change and Continuity</b> <i>(continued)</i>	<ul style="list-style-type: none"> <li>• The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison;</li> <li>• The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights;</li> <li>• The 1796 Farewell Address by George Washington;</li> <li>• The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803);</li> <li>• The Monroe Doctrine by James Monroe;</li> <li>• What to the Slave is the Fourth of July? speech by Frederick Douglass;</li> <li>• The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857);</li> <li>• Final Emancipation Proclamation by Abraham Lincoln;</li> <li>• The Gettysburg Address by Abraham Lincoln; and</li> <li>• Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton.</li> </ul>
<b>H: Cause and Effect</b>	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>
<b>H: Conflict and Compromise</b>	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.</p>
<b>H: Kentucky History</b>	<p>8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.</p> <p>8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.</p>

Concepts and Practices	Standards	
<b>I: Using Evidence</b>	8.I.U.E.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	8.I.U.E.2	Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.
	8.I.U.E.3	Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions.
<b>I: Communicating Conclusions</b>	8.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.
	8.I.CC.2	Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.
	8.I.CC.3	Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.
	8.I.CC.4	Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.
	8.I.CC.5	Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

### Grade 8: 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.

#### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.	Our fundamental documents derived from experiences with British rule in the colonies. With heavy influence from a variety of philosophers and intellectuals (for instance, the June 8, 1789, speech on amendments to the Constitution of the United States by James Madison), the Constitution of the United States and the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights, lay out the system of democratic rule as well as specified citizen rights.
	8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.	
	8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.	

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Roles and Responsibilities of a Citizen</b>	<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p> <p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.</p>	<p>Citizenship has evolved throughout our nation’s history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the What to the Slave is the Fourth of July? speech by Frederick Douglass, the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857), the passage of Reconstruction Amendments (13th–15th) followed by Jim Crow restrictions and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.</p>
<b>C: Civic Virtues and Democratic Principles</b>	<p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p>While the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government are stated in the Declaration of Independence, the actual carrying out of these principles has varied throughout the nation’s early history.</p> <p>History has shown that laws and principles have not always impacted groups in the same way. For example, although the Declaration of Independence states that all men are created equal, people of color, women and other diverse groups were not initially included.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Processes, Rules and Laws</b>	<p>8.C.PR.1 Explain the relationship between federalism and local, state and national governments.</p> <p>8.C.PR.2 Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.</p>	<p>The Constitution of the United States calls for the separation of powers between state and federal governments. Federalism is the principle in which both the state and national government have independent and shared powers. There are certain powers given to the state, federal or both governments, such as the right to tax, regulate business and establish schools. Both national and state governments can levy taxes, but only states have the power to establish and maintain schools.</p> <p>Sometimes, the Constitution of the United States needs to be amended. There are a variety of ways for the Constitution of the United States to be interpreted and amended, which allows it to remain a viable living document. For example, judicial review was established by the United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803). While the Constitution of the United States did not expressly allow the institution of slavery, the founding fathers did not expressly forbid it. The decision from the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857) did ultimately permit the institution of slavery, while the Final Emancipation Proclamation by Abraham Lincoln attempted to end the institution of slavery in rebelling areas. Eventually the 13th Amendment abolished the institution.</p>
<b>C: Kentucky Government</b>	<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p>	<p>Kentucky has played a role in national politics since statehood by providing government leaders and legislation that impacted the nation. Kentucky is also home to a variety of national sites that bore witness to the struggles of the early nation. For example, Kentucky statesman Henry Clay served as a force for compromise as he oversaw the negotiation of the Missouri Compromise of 1820, the Tariff Compromise of 1833 and the Compromise of 1850.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



## Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	<p>8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>	<p>As the U.S. developed from a group of British colonies to a young, independent nation, the economy developed as well. With a wealth of new resources, Americans created new ways to manufacture products and new markets to distribute these goods. These changes to the economy resulted in changes to the American standard of living. The equilibrium price is the price at which producers and consumers agree to exchange. Graphs may be used to illustrate how supply and demand determine equilibrium price and quantity.</p>
<b>E: Macroeconomics</b>	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p> <p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p> <p>8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.</p>	<p>The government influences the economy by creating a national currency, establishing taxes and providing public services.</p> <p>As the United States grew, sectionalism brought about distinct specializations between the North and the South in the textile industry. The North specialized in manufactured goods while the South specialized in the growing of raw materials. These economies grew and changed over time.</p> <p>As economies grow, taxes are collected at the local, state and federal level to be used for government services, such as the military, education and parks.</p> <p>Government cannot infringe on individual rights, such as property rights, and has certain rules they must follow.</p>
<b>E: Specialization, Trade and Interdependence</b>	<p>8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.</p>	<p>As distinct regions emerged in the United States, trade relationships were established between different areas of the country. The South produced raw materials, such as cotton, that were then traded to the North for the textile industry.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Incentives, Choices and Decision Making</b>	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives.	New resources and markets led to new decisions for the young country. As the nation expanded, it had to address possible problems with scarcity and the allocation of resources. Available resources helped some parts of the country and hurt other parts. For example, the colony of Jamestown had a suitable climate for agriculture, while the Puritan settlement did not. Thus, the northern colonies developed a market economy and established trade.
	8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.	
<b>E: Kentucky Economics</b>	8.E.KE.1 Explain how regional trends and policies impacted Kentucky’s economy prior to the Civil War.	Due to the geographic location of the state, Kentucky was tied economically to both the Union and Confederacy through railroad networks, slave trade and general economic trade networks. Kentucky was located at the crossroads of America and, because of that, specific economic choices were made.
	8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.	

**Geography Disciplinary Strand**

Concepts and Practices	Standard	Disciplinary Clarification
<b>G: Migration and Movement</b>	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.	People came to the colonies for a variety of reasons. Some came for economic gain or for a better life. Some were forced to move from their homelands and tribes because of land encroachment and the institution of slavery. As the colonies gave way to an independent nation, people continued to move. Shifts in economies and environments contributed to these moves.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarification
<b>G: Human Interactions and Interconnections</b>	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.	Trade that occurred between the United States and other parts of the world impacted global interconnections and relationships. The exchange of goods and ideas shaped culture and land use. For example, cities in the New England colonies were sites for whaling and importing goods, which dictated how the land was used, the jobs citizens held, and the relationship with other countries who shipped goods through the ports.
<b>G: Human Environment Interaction</b>	8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.	It is important to understand that the ways that people interact with their environment change as new cultural and technological changes occur. For example, the invention of the Cotton Gin led to an increase in demand for the labor of enslaved individuals and an increase in production.
<b>G: Geographic Reasoning</b>	8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.	Geography influenced how and where Americans migrated during the time period 1600-1877. As people move and adapt to their environments, Earth's surface changes. For example, as settlers moved through the Cumberland Gap into Kentucky, they searched for areas to settle. Factors that influence these settlement patterns may include water source, fertile soil or elevation.
<b>G: Kentucky Geography</b>	8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.	The location of Kentucky placed it in the path of westward expansion and settlement throughout the time period. Geographic features, such as river systems and mountain ranges, influenced the movement of people. During the Civil War, Kentucky was identified as a border state because of its geographic location and reluctance to secede from the Union.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.	<p>The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed enslaved people, women, American Indians, European and Asian Immigrants. These concepts are addressed in documents such as the 1796 Farewell Address by George Washington, the Monroe Doctrine by James Monroe, and What to the Slave is the Fourth of July? speech by Frederick Douglass.</p> <p>All fundamental documents and speeches listed should be analyzed, as they help form the foundation of the American experience from 1600-1877. The sources listed in the standard are not a comprehensive list of documents needed to fully portray and understand American history, but they do provide insight into key actions, movements, and moments, in addition to establishing precedents and core principles.</p>
	8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.	
	8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.	
	8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.	
	8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.	
	8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to: <ul style="list-style-type: none"> <li>• The Mayflower Compact;</li> <li>• The Declaration of Independence;</li> <li>• The Constitution of the United States;</li> <li>• The Federalist No. 1 (Alexander Hamilton);</li> <li>• The Federalist Nos. 10 and 51 (James Madison);</li> </ul>	

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>H: Change and Continuity</b> <i>(continued)</i></p>	<ul style="list-style-type: none"> <li>• The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison;</li> <li>• The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights;</li> <li>• The 1796 Farewell Address by George Washington;</li> <li>• The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803);</li> <li>• The Monroe Doctrine by James Monroe;</li> <li>• What to the Slave is the Fourth of July? speech by Frederick Douglass;</li> <li>• The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857);</li> <li>• Final Emancipation Proclamation by Abraham Lincoln;</li> <li>• The Gettysburg Address by Abraham Lincoln; and</li> <li>• Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton.</li> </ul>	<p>In addition to these documents and speeches, multiple source types that capture diverse perspectives and voices may be included to fully contextualize American history.</p> <p>For example, from this list, a teacher could use What to the Slave is the Fourth of July? speech by Frederick Douglas to help their students analyze and evaluate an enslaved person's perspective on the discord between the values of liberty and the institution of slavery.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect</b>	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>	<p>The location and geography of Americans in the Colonial Era shaped political mindsets, priorities and beliefs of societal roles that led to rebellion and regional differences during the Revolutionary and Early Republic Periods. As the population of the United States moved westward, it had a direct effect on diverse groups of American Indians.</p> <p>As the Civil War ended and Reconstruction began, the promise of freedom was tempered with the reality of segregation and discrimination faced by formerly enslaved people.</p>
<b>H: Conflict and Compromise</b>	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p>	<p>The American colonies resisted British control. Because of various British actions, such as the Proclamation of 1763, Stamp Act, Sugar Act and Intolerable Acts, the colonists resisted British control and ultimately rebelled against Britain to establish a new nation as outlined in the Declaration of Independence.</p> <p>As the young republic grew, conflicts arose. Compromises, such as the Missouri Compromise, Compromise of 1850 and the Kansas-Nebraska Act, became necessary to appease both the North and the South.</p> <p>As increasing sectional differences emerged between the North and South, reform movements, such as the Abolitionist Movement, Seneca Falls Convention and other social movements took place. These concepts are addressed in documents such as What to the Slave is the Fourth of July? speech by Frederick Douglass and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Conflict and Compromise</b> <i>(continued)</i>	8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.	As increasing sectional differences emerged, the disparity between regions grew and were influenced by differing cultural, geographic, economic and political factors and characteristics. For example, the small farm-based economy in the New England Colonies differed from the plantation-based economy in the Southern Colonies. These differences gave rise to different labor systems. The South was reliant on the institution of slavery while the North was reliant on wage labor and indentured servitude. This led to conflicts over issues such as the slave trade, the spread of the institution of slavery to new territories, abolition, human rights and, ultimately, the Civil War. These concepts are addressed in documents such as the Final Emancipation Proclamation and the Gettysburg Address by Abraham Lincoln.
<b>H: Kentucky History</b>	8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.  8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.	Kentucky played a pivotal role in the development of the nation. People in the Kentucky region helped form national policies and an American identity. Kentucky sites are part of the American narrative. From the time of the opening of the Cumberland Gap, people moving into present-day Kentucky encountered people who were already in residence.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## ***Kentucky Academic Standards for Social Studies: High School Overview***

Effective social studies education in the high school classroom challenges students to be prepared for responsible civic engagement in the future. The founders of the United States emphasized that the vitality and security of a democracy depends upon the education and willingness of its citizens to participate actively in society. Life in the American democratic republic is constantly changing; as a result, students must transition to life beyond high school with the content knowledge, skills and dispositions to adapt to the challenges and complexities of the ever-changing modern world in order to sustain democratic traditions. In social studies education in the high school classroom, students are compelled to revisit and develop further understanding of fundamental beliefs about society and the institutions of the United States to construct new social contexts and relationships. By developing discipline-specific inquiry skills in high school, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be civically, economically, geographically and historically informed, engaged citizens.

### **Discipline Introductions**

The civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens.

The economics standards explore how people satisfy unlimited wants with scarce resources through the concepts of economic decision making. Students explore economic issues at both the micro- and macroeconomic levels using graphs, charts and data to analyze, describe and explain economic concepts. By developing economic inquiry skills, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be economically informed, engaged citizens.

The geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in



World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

The world history standards engage students in historical thinking focused on the Pre-Modern era to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Starting in the period 1300 through 1450, the Regional Transformation and Consolidation era develops many of the foundations of world history by requiring students to explore empires around the world and their early prominence on the world stage. The period 1450 through 1750, the Transregional and Global Interactions era, covers the global integration of ideas and movement by connecting major trends in world history like the Renaissance, Exploration and the Enlightenment. The next period, 1750 to 1900, covers the Political and Economics Revolutions era by developing many of the crucial concepts that led to a need for more resources and the corresponding global competition. In the period 1900 to 1945, the standards cover Global Conflict through looking at the World Wars, other conflicts and how changes on the global scale attempted to prevent future conflicts. The final period, 1945 to the present, focuses on the Cold War, Decolonization and the Modern World while covering many of the changing cultural components of the present age. The standards are designed to develop students' knowledge of important social studies concepts (for example, people, places, events, ideas and documents) and their use of disciplinary thinking skills in world history. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

## High School: Civics Standards

### Introduction

In high school, the civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens.

Concepts and Practices	Standards
<b>I: Questioning</b>	<p>HS.C.I.Q.1    Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.</p> <p>HS.C.I.Q.2    Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.</p>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>C: Civic and Political Institutions</b>	<p>HS.C.CP.1    Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.</p> <p>HS.C.CP.2    Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.</p> <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>
<b>C: Roles and Responsibilities of a Citizen</b>	<p>HS.C.RR.1    Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.RR.2    Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p>
<b>C: Civic Virtues and Democratic Principles</b>	<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>

Concepts and Practices	Standards
<b>C: Civic Virtues and Democratic Principles (<i>continued</i>)</b>	HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.
<b>C: Processes, Rules and Laws</b>	HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process. HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy. HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally. HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.
<b>C: Kentucky Government</b>	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. HS.C.KGO.2 Compare Kentucky’s government to other states and to the federal government. HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.
<b>I: Using Evidence</b>	HS.C.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics. HS.C.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics. HS.C.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.
<b>I: Communicating Conclusions</b>	HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics. HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in civics. HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in civics.

## High School Civics: 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.

### Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b>	HS.C.CP.1 Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.	<p>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 of the United States enacted federalism, which designates shared powers between the federal government and the states. The Constitution of the United States designed separate, co-equal branches of government constrained through checks and balances, which helps limit the powers among the three branches of government.</p> <p>Within the Constitution of the United States, 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 orders that may challenge legislative authority while demonstrating implicit constitutional powers of the executive branch.</p>
	HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.	

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Civic and Political Institutions</b> <i>(continued)</i>	HS.C.CP.3      Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.	<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.</p> <p>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>
	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>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 of the United States.</p>
<b>C: Roles and Responsibilities of a Citizen</b>	HS.C.RR.1      Evaluate the civic responsibilities of individuals within a society.	<p>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</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Roles and Responsibilities of a Citizen</b> <i>(continued)</i>	HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.	internationally engaged citizens are critical to positively evolving societies. For example, concepts of citizens’ rights and equality before the law are ideas present within fundamental 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.
<b>C: Civic Virtues and Democratic Principles</b>	HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.  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.  HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.	<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 fundamental 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 of the United States.</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) 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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Processes, Rules and Laws</b>	HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.	<p>The Constitution of the United States 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>
	HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	<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>
	HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.	<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 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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>C: Processes, Rules and Laws (continued)</b>	<p>HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.</p>	<p>Domestic and foreign policies vary from country to country based on their system of government, incentives and ability to project power.</p> <p>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>
<b>C: Kentucky Government</b>	<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>HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky</p>	<p>Similar to the Constitution of the United States, 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 of the United States, state powers include those “not delegated to the United States by the Constitution, nor prohibited by it to the States...”</p> <p>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.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



## High School: Economics Standards

### Introduction

In high school, the economics standards explore how people satisfy unlimited wants with scarce resources through the concepts of economic decision making. Students explore economic issues at both the micro- and macroeconomic levels using graphs, charts and data to analyze, describe and explain economic concepts. By developing economic inquiry skills, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be economically informed, engaged citizens.

Concepts and Practices	Standards
<b>I: Questioning</b>	<p>HS.E.I.Q.1    Generate compelling questions to frame thinking, inquiry and/or understanding of key economic concepts.</p> <p>HS.E.I.Q.2    Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</p>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>E: Microeconomics</b>	<p>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.</p> <p>HS.E.MI.2    Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.</p> <p>HS.E.MI.3    Analyze the roles of product and factor markets.</p> <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>
<b>E: Macroeconomics</b>	<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>HS.E.MA.3    Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p>

Concepts and Practices	Standards
<b>E: Macroeconomics (continued)</b>	<p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p> <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>
<b>E: Specialization, Trade and Interdependence</b>	<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 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>
<b>E: Incentives, Choices and Decision Making</b>	<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>HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>
<b>E: Kentucky Economics</b>	<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>

Concepts and Practices	Standards
<b>I: Using Evidence</b>	<p>HS.E.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.</p>
<b>I: Communicating Conclusions</b>	<p>HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in economics.</p>

## High School Economics: 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.

### Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics</b>	<p>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.</p>	<p>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.</p> <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.</p> <p>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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Microeconomics (continued)</b>	HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.	<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>
	HS.E.MI.3 Analyze the roles of product and factor markets.	<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 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>
	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>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 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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Macroeconomics</b>	<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>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>HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.</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> <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.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Macroeconomics (continued)</b>	HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.	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, such as 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.
	HS.E.MA.5 Assess how interest rates influence borrowing and investing.	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 purchase homes, cars or appliances, or they might start or expand a business.
	HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.	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.
	HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Specialization, Trade and Interdependence</b>	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>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>
	HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.	<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>
	HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations. (see “continued”)	<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.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.



Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Specialization, Trade and Interdependence</b> <i>(continued)</i>	HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations. <i>(continued)</i>	<p>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 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>
<b>E: Incentives, Choices and Decision Making</b>	HS.E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.  HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision-making process.	<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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>E: Incentives, Choices and Decision Making</b> <i>(continued)</i>	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.	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 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.
	HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.	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 within their territory. For example, a community may offer land incentives to a business to relocate a factory to their community.
<b>E: Kentucky Economics</b>	HS.E.KE.1 Explain the impact of varying market structures on profit, price and production in Kentucky.	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.
	HS.E.KE.2 Analyze how national and international trends and policies impact Kentucky's state and local economies.	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.
	HS.E.KE.3 Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky's economy.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## High School: Geography Standards

### Introduction

In high school, the geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.

Concepts and Practices	Standards
<b>I: Questioning</b>	<p>HS.G.I.Q.1    Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.</p> <p>HS.G.I.Q.2    Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.</p>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
<b>G: Migration and Movement</b>	<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>
<b>G: Human Interactions and Interconnections</b>	<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>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>
<b>G: Human Environment Interaction</b>	<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>

Concepts and Practices	Standards
<b>G: Geographic Reasoning</b>	<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>
<b>G: Kentucky Geography</b>	<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>
<b>I: Using Evidence</b>	<p>HS.G.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.</p>
<b>I: Communicating Conclusions</b>	<p>HS.G.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in geography.</p>

## High School Geography: 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.

### *Geography Disciplinary Strand*

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Migration and Movement</b>	HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.	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).
	HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Interactions and Interconnections</b>	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.	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.
	HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.	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.
	HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth’s complexity.	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).

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>G: Human Environment Interaction</b>	<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 issues for the land and animals near human populations, but it also leads to issues with disease within the humans living there.</p>
<b>G: Geographic Reasoning</b>	<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>
<b>G: Kentucky Geography</b>	<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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## High School: United States History Standards

### Introduction

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States’ transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

### United States History

<b>1877–1890</b>	Industrialization, Urbanization and Expansion
<b>1890–1929</b>	Cultural Shifts, U.S. Emergence as a Global Power and Growing Prosperity
<b>1929–1945</b>	Great Depression through World War II
<b>1945–1991</b>	Post-War Prosperity, Cold War and Civil Rights
<b>1991–Present</b>	Collapse of the Cold War Order and Modern Challenges

Concepts and Practices	Standards
<b>I: Questioning</b>	<p>HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.</p> <p>HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.</p>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>



Concepts and Practices	Standards
<b>H: Change and Continuity</b>	HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.
	HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.
	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.
	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.
	HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.
	HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.
	HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to: <ul style="list-style-type: none"> <li>• The September 18, 1895, Atlanta Exposition Address by Booker T. Washington;</li> <li>• Of Booker T. Washington and Others by W.E.B. Du Bois;</li> <li>• The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896);</li> <li>• The August 31, 1910, New Nationalism speech by Theodore Roosevelt;</li> <li>• The January 11, 1944, State of the Union Address by Franklin D. Roosevelt;</li> <li>• The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955);</li> <li>• Letter from Birmingham Jail by Martin Luther King, Jr.;</li> <li>• The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and</li> <li>• A Time for Choosing by Ronald Reagan.</li> </ul>

Concepts and Practices	Standards
<b>H: Cause and Effect</b>	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.</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>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <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>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>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p>
<b>H: Conflict and Compromise</b>	<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>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>
<b>H: Kentucky History</b>	<p>HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.</p>
<b>I: Using Evidence</b>	<p>HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.</p>

Concepts and Practices	Standards
<b>I: Communicating Conclusions</b>	<p>HS.UH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.</p>

## High School U.S. History: 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.

### U.S. History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	<p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</p>	<p>Different groups of people migrated to specific areas of the country and shaped identity of those areas. For example, push and pull factors 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, such as roads and railroads, as well as changes to the Constitution of the United States 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. These concepts are addressed in documents such as the August 31, 1910, New Nationalism speech by Theodore Roosevelt and the January 11, 1944, State of the Union Address by Franklin D. Roosevelt.</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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity (continued)</b>	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>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>
	HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.	<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>
	HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present. (see “continued”)	<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 hegemony 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.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity (continued)</b>	HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present. <i>(continued)</i>	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.
	HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to: <ul style="list-style-type: none"> <li>• The September 18, 1895, Atlanta Exposition Address by Booker T. Washington;</li> <li>• Of Booker T. Washington and Others by W.E.B. Du Bois;</li> <li>• The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896);</li> <li>• The August 31, 1910, New Nationalism speech by Theodore Roosevelt;</li> <li>• The January 11, 1944, State of the Union Address by Franklin D. Roosevelt;</li> </ul>	All fundamental documents and speeches listed should be evaluated, as they help form the foundation of the American experience from 1877-present. The sources listed in the standard are not a comprehensive list of documents needed to fully portray and understand American history, but they do provide insight into key action, movements and moments, in addition to establishing precedents and core principles. In addition to these documents and speeches, multiple source types that capture diverse perspectives and voices may be included to fully contextualize American history.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b> <i>(continued)</i>	<ul style="list-style-type: none"> <li>• The United States Supreme Court opinions in <i>Brown v. Board of Education of Topeka</i>, 347 U.S. 483 (1954) and <i>Brown v. Board of Education of Topeka</i>, 349 U.S. 294 (1955);</li> <li>• Letter from Birmingham Jail by Martin Luther King, Jr.;</li> <li>• The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and</li> <li>• A Time for Choosing by Ronald Reagan.</li> </ul>	<p>For example, from this list, a teacher could use <i>A Time for Choosing</i> to help their students evaluate how free markets and democratic governance were set in opposition to the model adopted by the USSR during the Cold War.</p>
<b>H: Cause and Effect</b>	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.</p>	<p>The identity of Americans and groups within the United States are complex and shaped by diverse factors, including migration patterns, culture, economics, geography, and both internal and external forces. While there are continuities in the way Americans view themselves and each other, there are also shifts in perceptions, as the concept of citizenship expanded over time. Some of the many possible examples of the ways diverse groups viewed themselves and contributed to the identity of the United States can be seen in the following documents: the September 18, 1895, Atlanta Exposition Address by Booker T. Washington, <i>Of Booker T. Washington and Others</i> by W.E.B. Du Bois, and the August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>H: Cause and Effect</b> <i>(continued)</i></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). These concepts are addressed in documents such as A Time for Choosing by Ronald Reagan and the January 11, 1944, State of the Union Address by Franklin D. Roosevelt.</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 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>

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Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>H: Cause and Effect</b> <i>(continued)</i></p>	<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>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 stagflation, such as the high inflation and unemployment rates, 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 of the United States 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. These concepts are addressed in documents such as <i>Of Booker T. Washington and Others</i> by W.E.B. Du Bois; the United States Supreme Court opinions in <i>Brown v. Board of Education of Topeka</i>, 347 U.S. 483 (1954) and <i>Brown v. Board of Education Topeka</i>, 349 U.S. 294 (1955); <i>Letter from Birmingham Jail</i> by Martin Luther King, Jr.; the August 28, 1963, <i>I Have a Dream</i> speech by Martin Luther King, Jr.; the September 18, 1895, <i>Atlanta Exposition Address</i> by Booker T. Washington; and the United States Supreme Court opinion in <i>Plessy v. Ferguson</i>, 163 U.S. 537 (1896).</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect</b> <i>(continued)</i>	HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.	<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 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. The concepts are addressed in documents such as A Time for Choosing by Ronald Reagan; the January 11, 1944, State of the Union Address by Franklin D. Roosevelt; and Letter from Birmingham Jail by Martin Luther King Jr.</p>
<b>H: Conflict and Compromise</b>	HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.  HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.	<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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Conflict and Compromise</b> <i>(continued)</i>	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>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 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>
	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>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.</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>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. These concepts are addressed in documents such as A Time for Choosing by Ronald Reagan.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>H: Kentucky History</b></p>	<p>HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.</p>	<p>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 Berea College v Kentucky and the United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896) cases 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 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>

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## High School: World History Standards

### Introduction

The world history standards engage students in historical thinking focused on the Pre-Modern era to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Starting in the period 1300 through 1450, the Regional Transformation and Consolidation era develops many of the foundations of world history by requiring students to explore empires around the world and their early prominence on the world stage. The period 1450 through 1750, the Transregional and Global Interactions era, covers the global integration of ideas and movement by connecting major trends in world history like the Renaissance, Exploration and the Enlightenment. The next period, 1750 to 1900, covers the Political and Economics Revolutions era by developing many of the crucial concepts that led to a need for more resources and the corresponding global competition. In the period 1900 to 1945, the standards cover Global Conflict through looking at the World Wars, other conflicts and how changes on the global scale attempted to prevent future conflicts. The final period, 1945 to the present, focuses on the Cold War, Decolonization and the Modern World while covering many of the changing cultural components of the present age. The standards are designed to develop students' knowledge of important social studies concepts (e.g., people, places, events, ideas and documents) and their use of disciplinary thinking skills in world history. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

### World History

<b>1300–1450</b>	Regional Transformation and Consolidation
<b>1450–1750</b>	Transregional and Global Interactions
<b>1750–1900</b>	Political and Economic Revolutions
<b>1900–1945</b>	Global Conflict
<b>1945–Present</b>	Cold War, Decolonization and the Modern World

Concepts and Practices	Standards
<b>I: Questioning</b>	HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.
	HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	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.
	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.
	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.
	HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.
	HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888.
	HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.
	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.
<b>H: Cause and Effect</b>	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.
	HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.
	HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of the institution of plantation-based slavery into the Americas between 1500-1888.
	HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.
	HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.
	HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.
	HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.

Concepts and Practices	Standards
<b>H: Cause and Effect (<i>continued</i>)</b>	<p>HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.</p> <p>HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present.</p>
<b>H: Conflict and Compromise</b>	<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>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> <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>HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</p> <p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</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, boycotts, terrorism, guerilla warfare and other methods from 1945-present.</p>
<b>H: Kentucky History</b>	<p>HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.</p>
<b>I: Using Evidence</b>	<p>HS.WH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.</p>

Concepts and Practices	Standards
<b>I: Communicating Conclusions</b>	<p>HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.</p>



## High School World History: 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.

### World History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b>	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.	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.
	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.	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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b> <i>(continued)</i>	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>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 empire 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>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.</p>
	HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.	<p>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>

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Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>H: Change and Continuity</b> <i>(continued)</i></p>	<p>HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888.</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 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 the institution of chattel slavery's end. Enslaved people who performed domestic work were common across the Middle East throughout 1300-1900, and the institution of 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 the institution 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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Change and Continuity</b> <i>(continued)</i>	HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.	<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 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, legally ended the institution of 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>
	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>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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect</b>	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>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>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.</p>
	HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.	<p>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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>H: Cause and Effect</b> <i>(continued)</i></p>	<p>HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of the institution 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 the institution 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 institutional plantation-based 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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect (continued)</b>	HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.	<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 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>
	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>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>
	HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.	<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 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>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect (continued)</b>	HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.	<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>
	HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945. <i>(see “continued”)</i>	<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.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Cause and Effect (continued)</b>	HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945. <i>(continued)</i>	<p>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 Pacific and later in Europe and Africa. Economically, the traditional European powers were undermined as two new global powers with antagonistic worldviews, 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>
	HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present.	<p>Not only were there catastrophic demographic results of World 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.</p> <p>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 see 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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Concepts and Practices	Standard	Disciplinary Clarifications
<p><b>H: Conflict and Compromise</b></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. (see “continued”)</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 the United States expanding West through the Great Plains and Rocky Mountains to the Pacific Ocean.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Conflict and Compromise</b> <i>(continued)</i>	HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions. <i>(continued)</i>	<p>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>
	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>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.</p>
	HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.	<p>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 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.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Conflict and Compromise</b> <i>(continued)</i>	HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.	<p>While measures of world health have sharply increased and global poverty has sharply decreased, some critique these global organizations as anti-democratic or holdovers 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>
	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, boycotts, terrorism, guerilla warfare, and other methods from 1945-present.	<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 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.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<b>H: Conflict and Compromise</b> <i>(continued)</i>	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, boycotts, terrorism, guerilla warfare, and other methods from 1945-present. <i>(continued)</i>	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.
<b>H: Kentucky History</b>	HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.  HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.	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 for civil rights and humanitarian work; Dr. Liliyalce 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.

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

## Appendix A: Kindergarten through High School Progressions

The *Kentucky Academic Standards for Social Studies* is organized in progressions from kindergarten through high school by grade level, inquiry practice, discipline, and concepts and practices.

### Inquiry Progressions

#### Inquiry Progression: Questioning

The development of two types of questions—compelling and supporting—is essential to the study of each social studies discipline. Compelling questions are open-ended, enduring and centered on significant unresolved issues. Supporting questions can be answered through use of the concepts and practices of each social studies discipline. Within this document, the inquiry practice of Questioning is coded as “Q.”

Grade Level	Standards
Kindergarten	K.I.Q.1 Ask compelling questions about their community.
Grade 1	1.I.Q.1 Ask compelling questions about communities in Kentucky. 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.
Grade 2	2.I.Q.1 Ask compelling questions about communities found in North America. 2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.
Grade 3	3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people. 3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
Grade 4	4.I.Q.1 Ask compelling questions about migration and settlement. 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
Grade 5	5.I.Q.1 Ask compelling questions about the founding of the United States. 5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States. 5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

Grade Level	Standards
<b>High School: Geography</b>	<p>HS.G.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.</p> <p>HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.</p>
<b>High School: United States History</b>	<p>HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.</p> <p>HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.</p>
<b>High School: World History</b>	<p>HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.</p> <p>HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.</p>
<b>Grade 6</b>	<p>6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.</p> <p>6.I.Q.2 Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.</p> <p>6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>
<b>Grade 7</b>	<p>7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600–1600.</p> <p>7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.</p> <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>

Grade Level	Standards	
<b>Grade 8</b>	8.I.Q.1	Develop compelling questions related to the development of the United States between 1600-1877.
	8.I.Q.2	Generate supporting questions using the disciplines of social studies to help answer compelling questions in early U.S. history.
	8.I.Q.3	Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
<b>High School: Civics</b>	HS.C.I.Q.1	Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.
	HS.C.I.Q.2	Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.
<b>High School: Economics</b>	HS.E.I.Q.1	Generate compelling questions to frame thinking, inquiry and/or understanding of key economic concepts.
	HS.E.I.Q.2	Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.



### Inquiry Progression: Using Evidence

All valid claims must be based on logical evidence. In order for students to construct coherent arguments and explanations using their understanding of the social studies disciplines, they must understand how to substantiate those claims using evidence. This skill requires students to collect, evaluate and synthesize evidence from primary and secondary sources to develop and support a claim. Within this document, the inquiry practice of Using Evidence is coded as “UE.”

Grade Level	Standards	
<b>Kindergarten</b>	K.I.UE.1	Identify information from two or more sources to investigate characteristics of a community.
	K.I.UE.2	Construct responses to compelling questions about oneself and one’s community.
<b>Grade 1</b>	1.I.UE.1	Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.
	1.I.UE.2	Construct responses to compelling and supporting questions about communities in Kentucky.
<b>Grade 2</b>	2.I.UE.1	Identify characteristics of primary and secondary sources.
	2.I.UE.2	Determine whether the evidence in primary and secondary sources is fact or opinion.
	2.I.UE.3	Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.
	2.I.UE.4	Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.
<b>Grade 3</b>	3.I.UE.1	Describe how multiple perspectives shape the content and style of a primary and secondary source.
	3.I.UE.2	Explain the relationship between two or more sources on the same theme or topic.
	3.I.UE.3	Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.

Grade Level	Standards	
<b>Grade 4</b>	4.I.U.E.1	Integrate evidence from two or more sources to answer compelling and supporting questions.
	4.I.U.E.2	Determine the value and limitations of primary and secondary sources.
	4.I.U.E.3	Develop claims with evidence to answer compelling and supporting questions.
<b>Grade 5</b>	5.I.U.E.1	Use evidence to develop claims in response to compelling and supporting questions.
	5.I.U.E.2	Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.
	5.I.U.E.3	Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.
<b>Grade 6</b>	6.I.U.E.1	Develop claims, citing relevant evidence, in response to compelling and supporting questions.
	6.I.U.E.2	Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.
	6.I.U.E.3	Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.
<b>Grade 7</b>	7.I.U.E.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	7.I.U.E.2	Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.
	7.I.U.E.3	Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

Grade Level	Standards	
<b>Grade 8</b>	8.I.U.E.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	8.I.U.E.3	Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.
	8.I.U.E.2	Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions.
<b>High School: Civics</b>	HS.C.I.U.E.1	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
	HS.C.I.U.E.2	Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
	HS.C.I.U.E.3	Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.
<b>High School: Economics</b>	HS.E.I.U.E.1	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.
	HS.E.I.U.E.2	Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.
	HS.E.I.U.E.3	Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.
<b>High School: Geography</b>	HS.G.I.U.E.1	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
	HS.G.I.U.E.2	Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
	HS.G.I.U.E.3	Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

Grade Level	Standards
<b>High School: United States History</b>	<p>HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.</p>
<b>High School: World History</b>	<p>HS.WH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.</p>

### Inquiry Progression: Communicating Conclusions

A student’s ability to effectively communicate their own conclusions and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations and discussions can be used to share conclusions with a variety of audiences. In a world of ever-expanding communication opportunities inside and outside their school walls, students should also be able to utilize newer media forms in order to share their conclusions and hear the voices of those whose conclusions may be different. Within this document, the inquiry practice of Communicating Conclusions is coded as “CC.”

Grade Level	Standards	
<b>Kindergarten</b>	K.I.CC.1	Construct an explanation about their community’s civic life, history, geography and/or economy.
	K.I.CC.2	Construct an argument to address a problem in the classroom or school.
	K.I.CC.3	Identify ways to civically engage at school.
	K.I.CC.4	Use listening skills to decide on and take action in their classrooms.
<b>Grade 1</b>	1.I.CC.1	Construct an explanation about a specific community in Kentucky.
	1.I.CC.2	Construct an argument with reasons to address how to improve the local community and Kentucky.
	1.I.CC.3	Identify ways to civically engage in the local community.
	1.I.CC.4	Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.
<b>Grade 2</b>	2.I.CC.1	Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.
	2.I.CC.2	Construct an argument with reasons and details to address a civic issue on a community in North America.
	2.I.CC.3	Identify ways to civically engage in Kentucky.
	2.I.CC.4	Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.
<b>Grade 3</b>	3.I.CC.1	Construct an explanation, using relevant information, to address a local, regional or global problem.
	3.I.CC.2	Construct an argument with reasons and supporting evidence, to address a local, regional or global problem.

Grade Level	Standards	
<b>Grade 3 (continued)</b>	3.I.CC.3	Identify strategies to address local, regional or global problems.
	3.I.CC.4	Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems.
<b>Grade 4</b>	4.I.CC.1	Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issues around migration and settlement.
	4.I.CC.2	Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.
	4.I.CC.3	Describe different strategies that can be taken to address issues of migration and settlement.
	4.I.CC.4	Use listening and consensus-building to determine ways to support people in transitioning to a new community.
<b>Grade 5</b>	5.I.CC.1	Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.
	5.I.CC.2	Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.
	5.I.CC.3	Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.
	5.I.CC.4	Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.
<b>Grade 6</b>	6.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.
	6.I.CC.2	Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
	6.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations

Grade Level	Standards	
<b>Grade 6 (continued)</b>	6.I.CC.4	Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.
	6.I.CC.5	Describe a specific problem from the development of civilizations using each of the social studies disciplines.
<b>Grade 7</b>	7.1.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.
	7.1.CC.2	Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.
	7.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.
	7.I.CC.4	Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.
	7.I.CC.5	Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.
<b>Grade 8</b>	8.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.
	8.I.CC.2	Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.
	8.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.
	8.I.CC.4	Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.
	8.I.CC.5	Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.

Grade Level	Standards
<b>High School: Civics</b>	<p>HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in civics.</p>
<b>High School: Economics</b>	<p>HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in economics.</p>
<b>High School: Geography</b>	<p>HS.G.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in geography.</p>
<b>High School: United States History</b>	<p>HS.UH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.</p>



Grade Level	Standards
<b>High School: World History</b>	<p>HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.</p>

## Civics Progressions

Civics is the study of the rights and duties of citizenship. Knowledge about the structures of power, authority and governance and their evolving functions in contemporary society is essential if young citizens are to develop civic responsibility. Young people become more effective citizens and problem solvers when they know how local, state and national governments and international organizations function and interact. Within this document, the discipline of Civics is coded as “C.”

### Civics Progressions by Grade Level

#### Kindergarten

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	K.C.CP.1 Explain the purpose of local government.
<b>C: Roles and Responsibilities of a Citizen</b>	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.
	K.C.RR.2 Identify symbols and events that represent American patriotism.
<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1 Explain ways people can work together effectively to make decisions.
<b>C: Processes, Rules and Laws</b>	K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.
	K.C.PR.2 Describe consequences of following or not following rules.
<b>C: Kentucky Government</b>	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.
	K.C.KGO.2 Identify local and Kentucky state symbols and events.

#### Grade 1

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	1.C.CP.1 Describe the purpose of Kentucky government.
<b>C: Roles and Responsibilities of a Citizen</b>	1.C.RR.1 Identify the rights and responsibilities of citizens.

Concepts and Practices	Standards
<b>C: Civic Virtues and Democratic Principles</b>	1.C.CV.1 Describe basic democratic principles. 1.C.CV.2 Describe civic virtues.
<b>C: Processes, Rules and Laws</b>	1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.
<b>C: Kentucky Government</b>	1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities. 1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.

## Grade 2

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	2.C.CP.1 Explain the need for civic and political structures in North America. 2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
<b>C: Roles and Responsibilities of a Citizen</b>	2.C.RR.1 Describe the importance of civic participation. 2.C.RR.2 Compare the rights and responsibilities of citizens in North America.
<b>C: Civic Virtues and Democratic Principles</b>	2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities. 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.
<b>C: Processes, Rules and Laws</b>	2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.
<b>C: Kentucky Government</b>	2.C.KGO.1 Describe how Kentucky's laws change over time.

## Grade 3

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world. 3.C.CP.2 Compare how diverse societies govern themselves.

Concepts and Practices	Standards	
<b>C: Roles and Responsibilities of a Citizen</b>	3.C.RR.1	Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
<b>C: Civic Virtues and Democratic Principles</b>	3.C.CV.1	Compare civic virtues and democratic principles within a variety of diverse world communities.
<b>C: Processes, Rules and Laws</b>	3.C.PR.1	Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.

#### Grade 4

Concepts and Practices	Standards	
<b>C: Civic and Political Institutions</b>	4.C.CP.1	Describe diverse forms of self-government used by various groups in Colonial America.
	4.C.CP.2	Compare the political form of monarchy with the self-governing system developed in Colonial America.
<b>C: Roles and Responsibilities of a Citizen</b>	4.C.RR.1	Describe the importance of civic participation, and locate examples in past and current events.
<b>C: Civic Virtues and Democratic Principles</b>	4.C.CV.1	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
<b>C: Processes, Rules and Laws</b>	4.C.PR.1	Describe the processes people use to change rules and laws.
<b>C: Kentucky Government</b>	4.C.KGO.1	Explain how the development of rules improves communities and attempts to meet the needs of citizens.

## Grade 5

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	5.C.CP.1 Analyze the development and establishment of the U.S. federal government.
	5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.
	5.C.CP.3 Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.
<b>C: Roles and Responsibilities of a Citizen</b>	5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.
	5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.
<b>C: Civic Virtues and Democratic Principles</b>	5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.
<b>C: Processes, Rules and Laws</b>	5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.
<b>C: Kentucky Government</b>	5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.

## Grade 6

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
	6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
	6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>C: Roles and Responsibilities of a Citizen</b>	6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.

Concepts and Practices	Standards
<b>C: Civic Virtues and Democratic Principles</b>	6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>C: Processes, Rules and Laws</b>	6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

### Grade 7

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.
<b>C: Roles and Responsibilities of a Citizen</b>	7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.
<b>C: Civic Virtues and Democratic Principles</b>	7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.
<b>C: Processes, Rules and Laws</b>	7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.

### Grade 8

Concepts and Practices	Standards
<b>C: Civic and Political Institutions</b>	8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.
	8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.

Concepts and Practices	Standards	
<b>C: Civic and Political Institutions</b> <i>(continued)</i>	8.C.CP.3	Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.
<b>C: Roles and Responsibilities of a Citizen</b>	8.C.RR.1	Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.
	8.C.RR.2	Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.
	8.C.RR.3	Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.
<b>C: Civic Virtues and Democratic Principles</b>	8.C.CV.1	Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.
<b>C: Processes, Rules and Laws</b>	8.C.PR.1	Explain the relationship between federalism and local, state and national governments.
	8.C.PR.2	Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.
<b>C: Kentucky Government</b>	8.C.KGO.1	Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.

### High School

Concepts and Practices	Standards	
<b>C: Civic and Political Institutions</b>	HS.C.CP.1	Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.
	HS.C.CP.2	Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.

Concepts and Practices	Standards	
<b>C: Civic and Political Institutions</b> <i>(continued)</i>	HS.C.CP.3	Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.
	HS.C.CP.4	Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.
<b>C: Roles and Responsibilities of a Citizen</b>	HS.C.RR.1	Evaluate the civic responsibilities of individuals within a society
	HS.C.RR.2	Explain how active citizens can affect the lawmaking process locally, nationally and internationally.
<b>C: Civic Virtues and Democratic Principles</b>	HS.C.CV.1	Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.
	HS.C.CV.2	Assess how the expansion of civic virtues, democratic principles, constitutional rights and human right influence the thoughts and actions of individuals and groups.
<b>C: Civic Virtues and Democratic Principles</b>	H.C.CV.3	Analyze the impact of the efforts of individuals and reform movements on the expansion of civil right and liberties locally, nationally and internationally.
<b>C: Processes, Rules and Laws</b>	HS.C.PR.1	Analyze the role of the three branches of government in the lawmaking process.
	HS.C.PR.2	Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.
	HS.C.PR.3	Evaluate intended and unintended consequences of public policies locally, nationally and internationally
	HS.C.PR.4	Compare the domestic and foreign policies of the United States and other countries.
<b>C: Kentucky Government</b>	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.
	HS.C.KGO.2	Compare Kentucky’s government to other states and to the federal government
	HS.C.KGO.3	Describe how active citizens can affect change in their communities and Kentucky.



### Civics Progression: Civic and Political Institutions

Knowledge of law, politics and government is essential to understanding the important institutions of society and the principles these institutions are intended to reflect. Within this document, the Civic and Political Institution Concepts and Practices is coded as “CP.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>C: Civic and Political Institutions</b>	K.C.CP.1	Explain the purpose of local government.
<b>Grade 1</b>	<b>C: Civic and Political Institutions</b>	1.C.CP.1	Describe the purpose of Kentucky government.
<b>Grade 2</b>	<b>C: Civic and Political Institutions</b>	2.C.CP.1	Explain the need for civic and political structures in North America.
<b>Grade 2</b>	<b>C: Civic and Political Institutions</b>	2.C.CP.2	Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
<b>Grade 3</b>	<b>C: Civic and Political Institutions</b>	3.C.CP.1	Explain the basic purposes and functions of differing governing bodies in the world.
<b>Grade 3</b>	<b>C: Civic and Political Institutions</b>	3.C.CP.2	Compare how diverse societies govern themselves.
<b>Grade 4</b>	<b>C: Civic and Political Institutions</b>	4.C.CP.1	Describe diverse forms of self-government used by various groups in Colonial America.
<b>Grade 4</b>	<b>C: Civic and Political Institutions</b>	4.C.CP.2	Compare the political form of monarchy with the self-governing system developed in Colonial America.
<b>Grade 5</b>	<b>C: Civic and Political Institutions</b>	5.C.CP.1	Analyze the development and establishment of the U.S. federal government.
<b>Grade 5</b>	<b>C: Civic and Political Institutions</b>	5.C.CP.2	Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.
<b>Grade 5</b>	<b>C: Civic and Political Institutions</b>	5.C.CP.3	Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.

Grade Level	Concepts and Practices	Standards	
Grade 6	C: Civic and Political Institutions	6.C.CP.1	Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
		6.C.CP.2	Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
		6.C.CP.3	Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 7	C: Civic and Political Institutions	7.C.CP.1	Compare political institutions and their impacts on people in empires between 600-1600.
Grade 8	C: Civic and Political Institutions	8.C.CP.1	Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.
		8.C.CP.2	Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.
		8.C.CP.3	Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.
High School	C: Civic and Political Institutions	HS.C.CP.1	Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.
		HS.C.CP.2	Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.

Grade Level	Concepts and Practices	Standards
High School <i>(continued)</i>	C: Civic and Political Institutions <i>(continued)</i>	<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>

### Civics Progression: Roles and Responsibilities of a Citizen

Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism and separation of powers. It also includes civic dispositions – such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives – citizens should use when they interact with each other on public matters. It means understanding the diverse arguments made about the underlying principles and fundamental documents and their meanings. Within this document, the Roles and Responsibilities of a Citizen Concepts and Practices is coded as “RR.”

Grade Level	Concepts and Practices	Standards
Kindergarten	<b>C: Roles and Responsibilities of a Citizen</b>	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings. K.C.RR.2 Identify symbols and events that represent American patriotism.
Grade 1	<b>C: Roles and Responsibilities of a Citizen</b>	1.C.RR.1 Identify the rights and responsibilities of citizens.
Grade 2	<b>C: Roles and Responsibilities of a Citizen</b>	2.C.RR.1 Describe the importance of civic participation. 2.C.RR.2 Compare the rights and responsibilities of citizens in North America.
Grade 3	<b>C: Roles and Responsibilities of a Citizen</b>	3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
Grade 4	<b>C: Roles and Responsibilities of a Citizen</b>	4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events.
Grade 5	<b>C: Roles and Responsibilities of a Citizen</b>	5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship. 5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.
Grade 6	<b>C: Roles and Responsibilities of a Citizen</b>	6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.

Grade Level	Concepts and Practices	Standards
Grade 7	C: Roles and Responsibilities of a Citizen	7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.
Grade 8	C: Roles and Responsibilities of a Citizen	<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p> <p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.</p>
High School	C: Roles and Responsibilities of a Citizen	<p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p>

### Civics Progression: Civic Virtues and Democratic Principles

Understanding principles such as equality, freedom, liberty and respect for individual rights and how they apply to both official institutions and informal interactions among citizens is a fundamental concept of being a citizen in a democratic republic. Learning these virtues and principles requires obtaining factual knowledge of written provisions found in important texts, such as the fundamental documents of the United States. Within this document, the Civic Virtues and Democratic Principles Concepts and Practices is coded as “CV.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>C: Civic Virtues and Democratic Principles</b>	K.C.CV.1	Explain ways people can work together effectively to make decisions.
<b>Grade 1</b>	<b>C: Civic Virtues and Democratic Principles</b>	1.C.CV.1 1.C.CV.2	Describe basic democratic principles. Describe civic virtues.
<b>Grade 2</b>	<b>C: Civic Virtues and Democratic Principles</b>	2.C.CV.1 2.C.CV.2	Evaluate how civic virtues guide governments, societies and communities. Evaluate how democratic principles guide governments, societies and communities.
<b>Grade 3</b>	<b>C: Civic Virtues and Democratic Principles</b>	3.C.CV.1	Compare civic virtues and democratic principles within a variety of diverse world communities.
<b>Grade 4</b>	<b>C: Civic Virtues and Democratic Principles</b>	4.C.CV.1	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
<b>Grade 5</b>	<b>C: Civic Virtues and Democratic Principles</b>	5.C.CV.1	Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.
<b>Grade 6</b>	<b>C: Civic Virtues and Democratic Principles</b>	6.C.CV.1	Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>Grade 7</b>	<b>C: Civic Virtues and Democratic Principles</b>	7.C.CV.1	Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.

Grade Level	Concepts and Practices	Standards
Grade 8	<b>C: Civic Virtues and Democratic Principles</b>	<p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>
High School	<b>C: Civic Virtues and Democratic Principles</b>	<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 movements on the expansion of civil rights and liberties locally, nationally and internationally.</p>

### Civics Progression: Processes, Rules and Laws

Determining how groups of people make decisions, govern themselves and address public problems is a key component of functioning in a democratic republic. People address problems at all scales, from a classroom to the agreements among nations. Public policies are among the tools that governments use to address public problems. Within this document, the Process, Rules and Laws Concepts and Practices is coded as “PR.”

Grade Level	Concepts and Practices	Standards
<b>Kindergarten</b>	<b>C: Processes, Rules and Laws</b>	K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist. K.C.PR.2 Describe consequences of following or not following rules.
<b>Grade 1</b>	<b>C: Processes, Rules and Laws</b>	1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.
<b>Grade 2</b>	<b>C: Processes, Rules and Laws</b>	2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.
<b>Grade 3</b>	<b>C: Processes, Rules and Laws</b>	3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.
<b>Grade 4</b>	<b>C: Processes, Rules and Laws</b>	4.C.PR.1 Describe the processes people use to change rules and laws.
<b>Grade 5</b>	<b>C: Processes, Rules and Laws</b>	5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.
<b>Grade 6</b>	<b>C: Processes, Rules and Laws</b>	6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>Grade 7</b>	<b>C: Processes, Rules and Laws</b>	7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.
<b>Grade 8</b>	<b>C: Processes, Rules and Laws</b>	8.C.PR.1 Explain the relationship between federalism and local, state and national governments. 8.C.PR.2 Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.



Grade Level	Concepts and Practices	Standards
High School	C: Processes, Rules and Laws	<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 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>

### Civics Progression: Kentucky Government

Kentucky’s government influenced the history and culture of the citizens of Kentucky. These standards promote understanding of the functions of local government where applicable. Within this document, the Kentucky Government Concepts and Practices is coded as “KGO.”

Grade Level	Concepts and Practices	Standards
Kindergarten	C: Kentucky Government	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.
		K.C.KGO.2 Identify local and Kentucky state symbols and events.
Grade 1	C: Kentucky Government	1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities.
		1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.
Grade 2	C: Kentucky Government	2.C.KGO.1 Describe how Kentucky’s laws change over time.
Grade 3	C: Kentucky Government	N/A
Grade 4	C: Kentucky Government	4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.
Grade 5	C: Kentucky Government	5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.
Grade 6	C: Kentucky Government	N/A
Grade 7	C: Kentucky Government	N/A
Grade 8	C: Kentucky Government	8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.
High School	C: Kentucky Government	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.
		HS.C.KGO.2 Compare Kentucky’s government to other states and to the federal government.
		HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.

## Economics Progressions

Economics is concerned chiefly with description and analysis of the production, distribution and consumption of goods and services. Individuals, families, businesses and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In an interconnected economy marked by rapid technological change, students must learn how to be better producers, consumers and economic citizens. Within this document, the discipline of Economics is coded as “E.”

### Economics Progressions by Grade Level

#### Kindergarten

Concepts and Practices	Standards
<b>E: Microeconomics</b>	K.E.MI.1 Describe why people purchase goods and services.
<b>E: Macroeconomics</b>	K.E.MA.1 Identify places in communities that provide goods and services.
<b>E: Specialization, Trade and Interdependence</b>	K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.
<b>E: Incentives, Choices and Decision Making</b>	K.E.IC.1 Differentiate between needs and wants.
<b>E: Kentucky Economics</b>	K.E.KE.1 Explain how various jobs affect communities.

#### Grade 1

Concepts and Practices	Standards
<b>E: Microeconomics</b>	1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).
	1.E.MI.2 Give an example of a cost or benefit of an event.
<b>E: Macroeconomics</b>	1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.
<b>E: Specialization, Trade and Interdependence</b>	1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.
	1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.

Concepts and Practices	Standards	
<b>E: Incentives, Choices and Decision Making</b>	1.E.IC.1	Predict a person’s change in behavior in response to incentives and opportunity costs.
	1.E.IC.2	Explain how choices are made as a result of scarcity.
<b>E: Kentucky Economics</b>	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.

## Grade 2

Concepts and Practices	Standards	
<b>E: Microeconomics</b>	2.E.MI.1	Describe how examples of capital, human, and natural resources are related to goods and services.
	2.E.MI.2	Describe how people are both producers and consumers.
<b>E: Macroeconomics</b>	2.E.MA.1	Identify the cost of everyday, common goods.
	2.E.MA.2	Explain the role of prices in an economic market.
<b>E: Specialization, Trade and Interdependence</b>	2.E.ST.1	Explain why people specialize in the production of goods and services.
<b>E: Incentives, Choices and Decision Making</b>	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
<b>E: Kentucky Economics</b>	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.

## Grade 3

Concepts and Practices	Standards	
<b>E: Microeconomics</b>	3.E.MI.1	Explain how producers and consumers interact to determine the prices of goods and services in markets.
	3.E.MI.2	Describe the relationship between supply and demand.
<b>E: Macroeconomics</b>	3.E.MA.1	Differentiate between private property and public property.
	3.E.MA.2	Investigate how the cost of things changes over time.

Concepts and Practices	Standards	
<b>E: Specialization, Trade and Interdependence</b>	3.E.ST.1	Describe examples of economic interdependence.
<b>E: Incentives, Choices and Decision Making</b>	3.E.IC.1	Explain how people use incentives and opportunity costs to inform economic decisions.
<b>E: Kentucky Economics</b>	3.E.KE.1	Explain how trade between people and groups can benefit Kentucky.

#### Grade 4

Concepts and Practices	Standards	
<b>E: Microeconomics</b>	4.E.MI.1	Explain the role of producers, consumers, products and labor in economic markets.
	4.E.MI.2	Investigate the relationship between supply and demand.
<b>E: Macroeconomics</b>	4.E.MA.1	Compare and contrast different ways that the government interacts with the economy.
<b>E: Specialization, Trade and Interdependence</b>	4.E.ST.1	Explain how trade leads to increasing economic interdependence.
<b>E: Incentives, Choices and Decision Making</b>	4.E.IC.1	Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
<b>E: Kentucky Economics</b>	4.E.KE.1	Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.

#### Grade 5

Concepts and Practices	Standards	
<b>E: Microeconomics</b>	5.E.MI.1	Explain the relationship between supply and demand.
<b>E: Macroeconomics</b>	5.E.MA.1	Describe why the government collects taxes and what goods and services it provides society.
	5.E.MA.2	Explain how the United States developed into a market economy.

Concepts and Practices	Standards	
<b>E: Specialization, Trade and Interdependence</b>	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
<b>E: Incentives, Choices and Decision Making</b>	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
<b>E: Kentucky Economics</b>	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.

## Grade 6

Concepts and Practices	Standards	
<b>E: Microeconomics</b>	6.E.MI.1	Trace the chain of supply for a needed product.
	6.E.MI.2	Predict and analyze unintended costs and benefits of economic decisions.
	6.E.M1.3	Explain how markets exist whenever there is an exchange of goods and services.
	6.E.M1.4	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>E: Macroeconomics</b>	6.E.MA.1	Describe how civilizations used bartering to establish mediums of exchange to meet their wants.
	6.E.MA.2	Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>E: Specialization, Trade and Interdependence</b>	6.E.ST.1	Compare specialization in two or more civilizations or empires.
	6.E.ST.2	Examine how new knowledge, technology and specialization increase productivity.
<b>E: Incentives, Choices and Decision Making</b>	6.E.IC.1	Analyze the economic choices of individuals, societies and governments.

## Grade 7

Concepts and Practices	Standards
<b>E: Microeconomics</b>	<p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p>
<b>E: Macroeconomics</b>	<p>7.E.MA.1 Compare the economic development of traditional and market economies.</p> <p>7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.</p>
<b>E: Specialization, Trade and Interdependence</b>	<p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p>
<b>E: Incentives, Choices and Decision Making</b>	<p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.</p>

## Grade 8

Concepts and Practices	Standards
<b>E: Microeconomics</b>	<p>8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>
<b>E: Macroeconomics</b>	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p>

Concepts and Practices	Standards
<b>E: Macroeconomics (<i>continued</i>)</b>	8.E.MA.3 Analyze the purpose of taxation and its impact on government spending. 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.
<b>E: Specialization, Trade and Interdependence</b>	8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.
<b>E: Incentives, Choices and Decision Making</b>	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives. 8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.
<b>E: Kentucky Economics</b>	8.E.KE.1 Explain how regional trends and policies impacted Kentucky’s economy prior to the Civil War. 8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.

### High School

Concepts and Practices	Standards
<b>E: Microeconomics</b>	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. HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced. HS.E.MI.3 Analyze the roles of product and factor markets. HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.



Concepts and Practices	Standards
<b>E: Macroeconomics</b>	<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>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p> <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>
<b>E: Specialization, Trade and Interdependence</b>	<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 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>
<b>E: Incentives, Choices and Decision Making</b>	<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>HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>

Concepts and Practices	Standards
<b>E: Kentucky Economics</b>	<p>HS.E.KE.1 Analyze how national and international trends and policies impact Kentucky’s state and local economies.</p> <p>HS.E.KE.2 Explain the impact of varying market structures on profit, price and production in Kentucky.</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>

### Economics Progression: Microeconomics

Through the study of microeconomics, the significance of how decisions are made and how these decisions impact resource use will be examined. Opportunities will be afforded to understand how to make more productive decisions while examining the interactions that occur among individuals, households, firms and/or businesses. Within this document, the Microeconomics Concepts and Practices is coded as “MI.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>E: Microeconomics</b>	K.E.MI.1	Describe why people purchase goods and services.
<b>Grade 1</b>	<b>E: Microeconomics</b>	1.E.MI.1	Differentiate between buyers (consumers) and sellers (producers).
		1.E.MI.2	Give an example of a cost or benefit of an event.
<b>Grade 2</b>	<b>E: Microeconomics</b>	2.E.MI.1	Describe how examples of capital, human, and natural resources are related to goods and services.
		2.E.MI.2	Describe how people are both producers and consumers.
<b>Grade 3</b>	<b>E: Microeconomics</b>	3.E.MI.1	Explain how producers and consumers interact to determine the prices of goods and services in markets.
		3.E.MI.2	Describe the relationship between supply and demand.
<b>Grade 4</b>	<b>E: Microeconomics</b>	4.E.MI.1	Explain the role of producers, consumers, products and labor in economic markets.
		4.E.MI.2	Investigate the relationship between supply and demand.
<b>Grade 5</b>	<b>E: Microeconomics</b>	5.E.MI.1	Explain the relationship between supply and demand.
<b>Grade 6</b>	<b>E: Microeconomics</b>	6.E.MI.1	Trace the chain of supply for a needed product.
		6.E.MI.2	Predict and analyze unintended costs and benefits of economic decisions.
		6.E.MI.3	Explain how markets exist whenever there is an exchange of goods and services.
		6.E.MI.4	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Grade Level	Concepts and Practices	Standards	
<b>Grade 7</b>	<b>E: Microeconomics</b>	7.E.MI.1 7.E.MI.2 7.E.MI.3	Analyze the role of consumers and producers in product markets. Analyze the relationship between supply and demand. Categorize the four factors of production and how they are combined to make goods and deliver services.
<b>Grade 8</b>	<b>E: Microeconomics</b>	8.E.MI.1 8.E.MI.2	Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877. Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.
<b>High school</b>	<b>E: Microeconomics</b>	HS.E.MI.1 HS.E.MI.2 HS.E.MI.3 HS.E.MI.4	Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production. Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced. Analyze the roles of product and factor markets. Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.

### Economics Progression: Macroeconomics

Through the study of macroeconomics, how an economy functions as a whole will be studied by looking at topics such as inflation and Gross Domestic Product (GDP). Within this document, the Macroeconomics Concepts and Practices is coded as “MA.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Macroeconomics	K.E.MA.1	Identify places in communities that provide goods and services.
Grade 1	E: Macroeconomics	1.E.MA.1	Describe how different jobs, as well as public and private institutions, help people in the community.
Grade 2	E: Macroeconomics	2.E.MA.1 2.E.MA.2	Identify the cost of everyday, common goods. Explain the role of prices in an economic market.
Grade 3	E: Macroeconomics	3.E.MA.1 3.E.MA.2	Differentiate between private property and public property. Investigate how the cost of things changes over time.
Grade 4	E: Macroeconomics	4.E.MA.1	Compare and contrast different ways that the government interacts with the economy.
Grade 5	E: Macroeconomics	5.E.MA.1 5.E.MA.2	Describe why the government collects taxes and what goods and services it provides society. Explain how the United States developed into a market economy.
Grade 6	E: Macroeconomics	6.E.MA.1 6.E.MA.2	Describe how civilizations used bartering to establish mediums of exchange to meet their wants. Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 7	E: Macroeconomics	7.E.MA.1 7.E.MA.2	Compare the economic development of traditional and market economies. Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

Grade Level	Concepts and Practices	Standards
<b>Grade 8</b>	<b>E: Macroeconomics</b>	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p> <p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p> <p>8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.</p>
<b>High School</b>	<b>E: Macroeconomics</b>	<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>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p> <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>

### Economics Progression: Specialization, Trade and Interdependence

Assessing economic interdependence of regions and countries through understanding specialization and trade is critical for understanding how societies function in an international marketplace. Within this document, the Specialization, Trade and Interdependence Concepts and Practices is coded as “ST.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	<b>E: Specialization, Trade and Interdependence</b>	K.E.ST.1	Demonstrate ways trade can be used to obtain goods and services.
Grade 1	<b>E: Specialization, Trade and Interdependence</b>	1.E.ST.1 1.E.ST.2	Explain why the goods and services people in a community produce are traded with those produced in other communities. Investigate how people can benefit themselves and others by developing special skills, strengths and goods.
Grade 2	<b>E: Specialization, Trade and Interdependence</b>	2.E.ST.1	Explain why people specialize in the production of goods and services.
Grade 3	<b>E: Specialization, Trade and Interdependence</b>	3.E.ST.1	Describe examples of economic interdependence.
Grade 4	<b>E: Specialization, Trade and Interdependence</b>	4.E.ST.1	Explain how trade leads to increasing economic interdependence.
Grade 5	<b>E: Specialization, Trade and Interdependence</b>	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
Grade 6	<b>E: Specialization, Trade and Interdependence</b>	6.E.ST.1 6.E.ST.2	Compare specialization in two or more civilizations or empires. Examine how new knowledge, technology and specialization increase productivity.

Grade Level	Concepts and Practices	Standards
Grade 7	<b>E: Specialization, Trade and Interdependence</b>	<p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p>
Grade 8	<b>E: Specialization, Trade and Interdependence</b>	<p>8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.</p>
High School	<b>E: Specialization, Trade and Interdependence</b>	<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 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>



### Economics Progression: Incentives, Choices and Decision Making

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making. Within this document, the Incentives, Choices and Decision Concepts and Practices is coded as “IC.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>E: Incentives, Choices and Decision Making</b>	K.E.IC.1	Differentiate between needs and wants.
<b>Grade 1</b>	<b>E: Incentives, Choices and Decision Making</b>	1.E.IC.1 1.E.IC.2	Predict a person’s change in behavior in response to incentives and opportunity costs. Explain how choices are made as a result of scarcity.
<b>Grade 2</b>	<b>E: Incentives, Choices and Decision Making</b>	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
<b>Grade 3</b>	<b>E: Incentives, Choices and Decision Making</b>	3.E.IC.1	Explain how people use incentives and opportunity costs to inform economic decisions.
<b>Grade 4</b>	<b>E: Incentives, Choices and Decision Making</b>	4.E.IC.1	Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
<b>Grade 5</b>	<b>E: Incentives, Choices and Decision Making</b>	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
<b>Grade 6</b>	<b>E: Incentives, Choices and Decision Making</b>	6.E.IC.1	Analyze the economic choices of individuals, societies and governments.
<b>Grade 7</b>	<b>E: Incentives, Choices and Decision Making</b>	7.E.IC.1 7.E.IC.2	Analyze how economic choices were made based on scarcity. Analyze the impact of growth and expansion on the allocation of resources and economic incentives.
<b>Grade 8</b>	<b>E: Incentives, Choices and Decision Making</b>	8.E.IC.1 8.E.IC.2	Evaluate economic decisions based on scarcity, opportunity costs and incentives. Assess the impact of growth and expansion on the allocation of resources and economic incentives.

Grade Level	Concepts and Practices	Standards
High School	E: Incentives, Choices and Decision Making	<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>HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>

### Economics Progression: Kentucky Economics

Kentucky’s economy is driven by the goods and services produced in the state. The standards promote economic skills and reasoning where applicable. Within this document, the Kentucky Economics Concepts and Practices is coded as “KE.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>E: Kentucky Economics</b>	K.E.KE.1	Explain how various jobs affect communities.
<b>Grade 1</b>	<b>E: Kentucky Economics</b>	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.
<b>Grade 2</b>	<b>E: Kentucky Economics</b>	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.
<b>Grade 3</b>	<b>E: Kentucky Economics</b>	3.E.KE.1	Explain how trade between people and groups can benefit Kentucky.
<b>Grade 4</b>	<b>E: Kentucky Economics</b>	4.E.KE.1	Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.
<b>Grade 5</b>	<b>E: Kentucky Economics</b>	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
<b>Grade 6</b>	<b>E: Kentucky Economics</b>	N/A	
<b>Grade 7</b>	<b>E: Kentucky Economics</b>	N/A	
<b>Grade 8</b>	<b>E: Kentucky Economics</b>	8.E.KE.1	Explain how regional trends and policies impacted Kentucky’s economy prior to the Civil War.
		8.E.KE.2	Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.
<b>High School</b>	<b>E: Kentucky Economics</b>	HS.E.KE.1	Explain the impact of varying market structures on profit, price and production in Kentucky.
		HS.E.KE.2	Analyze how national and international trends and policies impact Kentucky’s state and local economies.
		HS.E.KE.3	Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky’s economy.

## Geography Progressions

Geography is the study of the physical features of the earth and its atmosphere and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use and industries. Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work and play. Knowledge of geography helps students to address the various cultural, economic, social and civic implications of life in Earth’s many environments. Within this document, the discipline of Geography is coded as “G.”

### Geography Progressions by Grade Level

#### Kindergarten

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	K.G.MM.1 Identify why and how people and goods move to and within communities.
<b>G: Human Interactions and Interconnections</b>	K.G.HI.1 Identify and describe the culture of communities.
<b>G: Human Environment Interaction</b>	K.G.HE.1 Identify ways humans interact with their environment.
<b>G: Geographic Reasoning</b>	K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.
<b>G: Kentucky Geography</b>	K.G.KGE.1 Identify physical and environmental characteristics of communities.

#### Grade 1

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	1.G.MM.1 Explain why and how people and goods move to and within communities.
<b>G: Human Interactions and Interconnections</b>	1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
<b>G: Human Environment Interaction</b>	1.G.HE.1 Describe ways people modify their environment.
<b>G: Geographic Reasoning</b>	1.G.GR.1 Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
<b>G: Kentucky Geography</b>	1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.

**Grade 2**

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	2.G.MM.1 Explain patterns of human settlement in North America.
<b>G: Human Interactions and Interconnections</b>	2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.
<b>G: Human Environment Interaction</b>	2.G.HE.1 Explain the ways human activities impact the physical environment of North America.
<b>G: Geographic Reasoning</b>	2.G.GR.1 Examine geographic features of places in North America, using a variety of geographic Data, including maps, photos and other geographic tools.
<b>G: Kentucky Geography</b>	2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.

**Grade 3**

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.
<b>G: Human Interactions and Interconnections</b>	3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.
<b>G: Human Environment Interaction</b>	3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.
<b>G: Geographic Reasoning</b>	3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.
<b>G: Kentucky Geography</b>	3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.

**Grade 4**

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European exploration to the Thirteen Colonies.
<b>G: Human Interactions and Interconnections</b>	4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
<b>G: Human Environment Interaction</b>	4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.
<b>G: Geographic Reasoning</b>	4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.
<b>G: Kentucky Geography</b>	4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.

**Grade 5**

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.
<b>G: Human Interactions and Interconnections</b>	5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.
	5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.
<b>G: Human Environment Interaction</b>	5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
<b>G: Geographic Reasoning</b>	5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.

Concepts and Practices	Standards
G: Kentucky Geography	5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.

### Grade 6

Concepts and Practices	Standards
G: Migration and Movement	6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
G: Human Interactions and Interconnections	6.G.HI.1 Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE. 6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.
G: Human Environment Interaction	6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilization and Classical Empires between 3500 BCE-600 CE. 6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.
G: Geographic Reasoning	6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
G: Kentucky Geography	N/A

### Grade 7

Concepts and Practices	Standards
G: Migration and Movement	7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Concepts and Practices	Standards
<b>G: Human Interactions and Interconnections</b>	7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.
	7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.
<b>G: Human Environment Interaction</b>	7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.
<b>G: Geographic Reasoning</b>	7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.
<b>G: Kentucky Geography</b>	N/A

### Grade 8

Concepts and Practices	Standards
<b>G: Migration and Movement</b>	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from Colonial Era to Reconstruction from 1600-1877.
<b>G: Human Interactions and Interconnections</b>	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States from the Colonial Era to Reconstruction from 1600-1877.
<b>G: Human Environment Interaction</b>	8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.
<b>G: Geographic Reasoning</b>	8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.



Concepts and Practices	Standards
G: Kentucky Geography	8.G.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.

### High School

Concepts and Practices	Standards
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>
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>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>
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>
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>
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.1 Explain how the geography of Kentucky influences the development of the state.</p>

### Geography Progression: Migration and Movement

The size, composition, distribution and movement of human populations are fundamental and active features on Earth’s surface. Causes and consequences of migration are influenced by cultural, economic and environmental factors. Past, present and future conditions on Earth’s surface cannot be fully understood without asking and answering questions about the spatial patterns of human population. Within this document, the Migration and Movement Concepts and Practices is coded as “MM.”

Grade Level	Concepts and Practices	Standards
<b>Kindergarten</b>	<b>G: Migration and Movement</b>	K.G.MM.1 Identify why and how people and goods move to and within communities.
<b>Grade 1</b>	<b>G: Migration and Movement</b>	1.G.MM.1 Explain why and how people and goods move to and within communities.
<b>Grade 2</b>	<b>G: Migration and Movement</b>	2.G.MM.1 Explain patterns of human settlement in North America.
<b>Grade 3</b>	<b>G: Migration and Movement</b>	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.
<b>Grade 4</b>	<b>G: Migration and Movement</b>	4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European exploration to the Thirteen Colonies.
<b>Grade 5</b>	<b>G: Migration and Movement</b>	5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.
<b>Grade 6</b>	<b>G: Migration and Movement</b>	6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
<b>Grade 7</b>	<b>G: Migration and Movement</b>	7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Grade Level	Concepts and Practices	Standards
Grade 8	G: Migration and Movement	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from Colonial Era through Reconstruction to 1600-1877.
High school	G: Migration and Movement	HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales. HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface.

## Geography Progression: Human Interactions and Interconnections

Interconnections occur in both human and physical systems. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Human Interactions and Interconnections speeds the diffusion of ideas and innovations, intensifying spatial integration and transforming regions. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations and economic organizations. Within this document, the Human Interactions and Interconnections Concepts and Practices is coded as “HI.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	<b>G: Human Interactions and Interconnections</b>	K.G.HI.1	Identify and describe the culture of communities.
Grade 1	<b>G: Human Interactions and Interconnections</b>	1.G.HI.1	Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
Grade 2	<b>G: Human Interactions and Interconnections</b>	2.G.HI.1	Compare the ways various cultural groups connect and interact within North America.
Grade 3	<b>G: Human Interactions and Interconnections</b>	3.G.HI.1	Explain how the cultural aspects of a region spread beyond its borders.
Grade 4	<b>G: Human Interactions and Interconnections</b>	4.G.HI.1	Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
Grade 5	<b>G: Human Interactions and Interconnections</b>	5.G.HI.1 5.G.HI.2	Describe the traditions diverse cultural groups brought with them when they moved to and within the United States. Analyze how and why cultural characteristics diffuse and blend with migration and settlement.
Grade 6	<b>G: Human Interactions and Interconnections</b>	6.G.HI.1 6.G.HI.2	Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE. Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.

Grade Level	Concepts and Practices	Standards
Grade 7	<b>G: Human Interactions and Interconnections</b>	<p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.</p> <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.</p>
Grade 8	<b>G: Human Interactions and Interconnections</b>	<p>8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States from Colonial Era to Reconstruction from 1600-1877.</p>
High School	<b>G: Human Interactions and Interconnections</b>	<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>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>

## Geography Progression: Human Environment Interaction

Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and types of interactions that occur. Earth’s human systems and physical systems are in constant interaction and have reciprocal influences among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis and explanation. Within this document, the Human

**Environment Interaction Concepts and Practices is coded as “HE.”**

Grade Level	Concepts and Practices	Standards	
Kindergarten	<b>G: Human Environment Interaction</b>	K.G.HE.1	Identify ways humans interact with their environment.
Grade 1	<b>G: Human Environment Interaction</b>	1.G.HE.1	Describe ways people modify their environment.
Grade 2	<b>G: Human Environment Interaction</b>	2.G.HE.1	Explain the ways human activities impact the physical environment of North America.
Grade 3	<b>G: Human Environment Interaction</b>	3.G.HE.1	Explain how the culture of places and regions influence how people modify and adapt to their environments.
Grade 4	<b>G: Human Environment Interaction</b>	4.G.HE.1	Analyze how geographic features created challenges and opportunities for the development of Colonial America.
Grade 5	<b>G: Human Environment Interaction</b>	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
Grade 6	<b>G: Human Environment Interaction</b>	6.G.HE.1	Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 6	<b>G: Human Environment Interaction</b>	6.G.HE.2	Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.

Grade Level	Concepts and Practices	Standards
Grade 7	<b>G: Human Environment Interaction</b>	<p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.</p>
Grade 8	<b>G: Human Environment Interaction</b>	<p>8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>
High School	<b>G: Human Environment Interaction</b>	<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>

### Geography Progression: Geographic Reasoning

Geographic reasoning refers to understanding the location, scale, patterns and trends of the geographic and temporal relationships among data, phenomena and issues. Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information, organizing and analyzing the information, and using effective means to communicate the findings. Within this document, the Geographic Reasoning Concepts and Practices is coded as “GR.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>G: Geographic Reasoning</b>	K.G.GR.1	Create maps of familiar areas, such as the classroom, school and community.
<b>Grade 1</b>	<b>G: Geographic Reasoning</b>	1.G.GR.1	Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
<b>Grade 2</b>	<b>G: Geographic Reasoning</b>	2.G.GR.1	Examine geographic features of places in North America, using a variety of geographic data, including maps, photos, and other geographic tools.
<b>Grade 3</b>	<b>G: Geographic Reasoning</b>	3.G.GR.1	Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.
<b>Grade 4</b>	<b>G: Geographic Reasoning</b>	4.G.GR.1	Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.
<b>Grade 5</b>	<b>G: Geographic Reasoning</b>	5.G.GR.1	Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.
<b>Grade 6</b>	<b>G: Geographic Reasoning</b>	6.G.GR.1	Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.



Grade Level	Concepts and Practices	Standards
<b>Grade 7</b>	<b>G: Geographic Reasoning</b>	<p>7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p>
<b>Grade 8</b>	<b>G: Geographic Reasoning</b>	<p>8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>
<b>High School</b>	<b>G: Geographic Reasoning</b>	<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>

### Geography Progression: Kentucky Geography

The promotion of geographic knowledge and skills specific to Kentucky is essential to understand the places and environments throughout Kentucky. These standards promote investigative and problem-solving skills both inside and outside the classroom where applicable. Within this document, the Kentucky Geography Concepts and Practices is coded as “KGE.”

Grade Level	Concepts and Practices	Standards
<b>Kindergarten</b>	<b>G: Kentucky Geography</b>	K.G.KGE.1 Identify physical and environmental characteristics of communities.
<b>Grade 1</b>	<b>G: Kentucky Geography</b>	1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.
<b>Grade 2</b>	<b>G: Kentucky Geography</b>	2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.
<b>Grade 3</b>	<b>G: Kentucky Geography</b>	3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.
<b>Grade 4</b>	<b>G: Kentucky Geography</b>	4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.
<b>Grade 5</b>	<b>G: Kentucky Geography</b>	5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.
<b>Grade 6</b>	<b>G: Kentucky Geography</b>	N/A
<b>Grade 7</b>	<b>G: Kentucky Geography</b>	N/A
<b>Grade 8</b>	<b>G: Kentucky Geography</b>	8.G.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.
<b>High School</b>	<b>G: Kentucky Geography</b>	HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state. HS.G.KGE.1 Explain how the geography of Kentucky influences the development of the state.

## History Progressions

History is the study of past events, often including an explanation of their causes. Students need to understand their historical roots and those of others and how past events shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provide a needed perspective in addressing the past, the present and the future. Within this document, the discipline of History is coded as “H.”

### History Progressions by Grade Level

#### Kindergarten

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	K.H.CH.1 Identify and describe how communities change over time. K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.
<b>H: Cause and Effect</b>	K.H.CE.1 Identify the cause and effect of an event in a community.
<b>H: Conflict and Compromise</b>	K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.
<b>H: Kentucky History</b>	K.H.KH.1 Compare life in the past to life today in communities.

#### Grade 1

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.
<b>H: Cause and Effect</b>	1.H.CE.1 Predict the causes and effects of events in their community and state.
<b>H: Conflict and Compromise</b>	1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.
<b>H: Kentucky History</b>	1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today. 1.H.KH.2 Identify Kentucky symbols, songs and traditions.

**Grade 2**

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.
<b>H: Cause and Effect</b>	2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships. 2.H.CE.2 Describe the events and innovations that had effects on North America.
<b>H: Conflict and Compromise</b>	2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.
<b>H: Kentucky History</b>	2.H.KH.1 Explain how events in North America impacted Kentucky.

**Grade 3**

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities. 3.H.CH.2 Identify contributions made by inventors in diverse world communities.
<b>H: Cause and Effect</b>	3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.
<b>H: Conflict and Compromise</b>	3.H.CO.1 Evaluate the effects of people, goods and ideas that have diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.
<b>H: Kentucky History</b>	3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.

**Grade 4**

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. 4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.

Concepts and Practices	Standards
H: Cause and Effect	4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.
H: Conflict and Compromise	4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
H: Kentucky History	4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.

### Grade 5

Concepts and Practices	Standards
H: Change and Continuity	5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.
	5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to the Constitution of the United States.
H: Cause and Effect	5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.
	5.H.CE.2 Analyze the role religion played in early colonial society.
	5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.
H: Conflict and Compromise	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.
H: Kentucky History	5.H.KH.1 Describe the role of Kentucky settlers in the American Revolution.

### Grade 6

Concepts and Practices	Standards
H: Change and Continuity	6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.
	6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.
H: Cause and Effect	6.H.CE.1 Analyze the causes and effects of the rise of River Valley Civilizations.

Concepts and Practices	Standards
<b>H: Conflict and Compromise</b>	6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.
	6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
<b>H: Kentucky History</b>	6.H.KH.1 Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.

### Grade 7

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.
<b>H: Cause and Effect</b>	7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.
	7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.
<b>H: Conflict and Compromise</b>	7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.
	7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.

### Grade 8

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.
	8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.
	8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.

Concepts and Practices	Standards
<p><b>H: Change and Continuity (<i>continued</i>)</b></p>	<p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</p> <p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to:</p> <ul style="list-style-type: none"> <li>• The Mayflower Compact;</li> <li>• The Declaration of Independence;</li> <li>• The Constitution of the United States;</li> <li>• The Federalist No. 1 (Alexander Hamilton);</li> <li>• The Federalist Nos. 10 and 51 (James Madison);</li> <li>• The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison;</li> <li>• The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights;</li> <li>• The 1796 Farewell Address by George Washington;</li> <li>• The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803);</li> <li>• The Monroe Doctrine by James Monroe;</li> <li>• What to the Slave is the Fourth of July? speech by Frederick Douglass;</li> <li>• The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857);</li> <li>• Final Emancipation Proclamation by Abraham Lincoln;</li> <li>• The Gettysburg Address by Abraham Lincoln; and</li> <li>• Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton</li> </ul>
<p><b>H: Cause and Effect</b></p>	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>

Concepts and Practices	Standards
<b>H: Conflict and Compromise</b>	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.</p>
<b>H: Kentucky History</b>	<p>8.H.KH.1 Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877.</p> <p>8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.</p>

### High School: United States History

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	<p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</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>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>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>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.</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>HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to:</p>



Concepts and Practices	Standards
<b>H: Change and Continuity (<i>continued</i>)</b>	<ul style="list-style-type: none"> <li>• The September 18, 1895, Atlanta Exposition Address by Booker T. Washington;</li> <li>• Of Booker T. Washington and Others by W.E.B. Du Bois;</li> <li>• The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896);</li> <li>• The August 31, 1910, New Nationalism speech by Theodore Roosevelt;</li> <li>• The January 11, 1944, State of the Union Address by Franklin D. Roosevelt;</li> <li>• The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955);</li> <li>• Letter from Birmingham Jail by Martin Luther King, Jr.;</li> <li>• The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and</li> <li>• A Time for Choosing by Ronald Reagan.</li> </ul>
<b>H: Cause and Effect</b>	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.</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>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <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>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>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p>

Concepts and Practices	Standards
<b>H: Conflict and Compromise</b>	<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>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>
<b>H: Kentucky History</b>	<p>HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.</p>

### High School: World History

Concepts and Practices	Standards
<b>H: Change and Continuity</b>	<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>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>HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.</p> <p>HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888.</p> <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.</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>

Concepts and Practices	Standards
<b>H: Cause and Effect</b>	<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>HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.</p> <p>HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of the institution of plantation-based slavery into the Americas between 1500-1888.</p> <p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.</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>HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.</p> <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>HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.</p> <p>HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present.</p>
<b>H: Conflict and Compromise</b>	<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>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> <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>HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</p> <p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p>

Concepts and Practices	Standards
<b>H: Conflict and Compromise</b> <i>(continued)</i>	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, boycotts, terrorism, guerilla warfare, and other methods from 1945-present.
<b>H: Kentucky History</b>	HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.

## History Progression: Change and Continuity

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural and other factors. Within this document, the Change and

**Continuity Concepts and Practices is coded as “CH.”**

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>H: Change and Continuity</b>	K.H.CH.1	Identify and describe how communities change over time.
		K.H.CH.2	Compare traditions found in communities over time, including those from diverse backgrounds.
<b>Grade 1</b>	<b>H: Change and Continuity</b>	1.H.CH.1	Describe how events, people and innovation of the past affect their present lives, community and state.
<b>Grade 2</b>	<b>H: Change and Continuity</b>	2.H.CH.1	Identify and compare the diverse North American cultural groups of the past and today.
<b>Grade 3</b>	<b>H: Change and Continuity</b>	3.H.CH.1	Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.
		3.H.CH.2	Identify contributions made by inventors in diverse world communities.
<b>Grade 4</b>	<b>H: Change and Continuity</b>	4.H.CH.1	Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.
		4.H.CH.2	Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.
<b>Grade 5</b>	<b>H: Change and Continuity</b>	5.H.CH.1	Describe the impact of fundamental documents on the development of the United States.
		5.H.CH.2	Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.

Grade Level	Concepts and Practices	Standards
Grade 6	H: Change and Continuity	<p>6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.</p> <p>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</p>
Grade 7	H: Change and Continuity	<p>7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.</p>
Grade 8	H: Change and Continuity	<p>8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.</p> <p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from Colonial Era to Reconstruction from 1600-1877.</p> <p>8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.</p> <p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</p> <p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to:</p> <ul style="list-style-type: none"> <li>• The Mayflower Compact;</li> <li>• The Declaration of Independence;</li> <li>• The Constitution of the United States;</li> <li>• The Federalist No. 1 (Alexander Hamilton);</li> <li>• The Federalist Nos. 10 and 51 (James Madison);</li> </ul>

Grade Level	Concepts and Practices	Standards
Grade 8 <i>(continued)</i>	H: Change and Continuity <i>(continued)</i>	<ul style="list-style-type: none"> <li>• The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison;</li> <li>• The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights;</li> <li>• The 1796 Farewell Address by George Washington;</li> <li>• The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803);</li> <li>• The Monroe Doctrine by James Monroe;</li> <li>• What to the Slave is the Fourth of July? speech by Frederick Douglass;</li> <li>• The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857);</li> <li>• Final Emancipation Proclamation by Abraham Lincoln;</li> <li>• The Gettysburg Address by Abraham Lincoln; and</li> <li>• Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton.</li> </ul>
High School (UH)	H: Change and Continuity	<p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</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>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>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>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.</p>

Grade Level	Concepts and Practices	Standards
<p><b>High School (UH)</b> <i>(continued)</i></p>	<p><b>H: Change and Continuity</b> <i>(continued)</i></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>HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to:</p> <ul style="list-style-type: none"> <li>• The September 18, 1895, Atlanta Exposition Address by Booker T. Washington;</li> <li>• Of Booker T. Washington and Others by W.E.B. Du Bois;</li> <li>• The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896);</li> <li>• The August 31, 1910, New Nationalism speech by Theodore Roosevelt;</li> <li>• The January 11, 1944, State of the Union Address by Franklin D. Roosevelt;</li> <li>• The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955);</li> <li>• Letter from Birmingham Jail by Martin Luther King, Jr.;</li> <li>• The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and</li> <li>• A Time for Choosing by Ronald Reagan.</li> </ul>



Grade Level	Concepts and Practices	Standards
High School (WH)	H: Change and Continuity	<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>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>HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.</p> <p>HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888.</p> <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.</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>

### History Progression: Cause and Effect

Cause and effect is layered, involving both long-term ideologies, institutions and conditions and short-term motivations, actions and events. Causes offered for any particular event may differ based on the scale of the topic and the approaches of the scholar. Within this document, the Cause and Effect Concepts and Practices is coded as “CE.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>H: Cause and Effect</b>	K.H.CE.1	Identify the cause and effect of an event in a community.
<b>Grade 1</b>	<b>H: Cause and Effect</b>	1.H.CE.1	Predict the causes and effects of events in their community and state.
<b>Grade 2</b>	<b>H: Cause and Effect</b>	2.H.CE.1 2.H.CE.2	Describe events in North America shaped by multiple cause and effect relationships. Describe the events and innovations that had effects on North America.
<b>Grade 3</b>	<b>H: Cause and Effect</b>	3.H.CE.1	Compare diverse world communities in terms of members, customs and traditions to the local community.
<b>Grade 4</b>	<b>H: Cause and Effect</b>	4.H.CE.1	Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.
<b>Grade 5</b>	<b>H: Cause and Effect</b>	5.H.CE.1 5.H.CE.2 5.H.CE.3	Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict. Analyze the role religion played in early colonial society. Describe the social and economic impact of the slave trade on diverse groups.
<b>Grade 6</b>	<b>H: Cause and Effect</b>	6.H.CE.1	Analyze the causes and effects of the rise of River Valley Civilizations.
<b>Grade 7</b>	<b>H: Cause and Effect</b>	7.H.CE.1 7.H.CE.2	Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment. Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.

Grade Level	Concepts and Practices	Standards
<b>Grade 8</b>	<b>H: Cause and Effect</b>	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>
<b>High School (UH)</b>	<b>H: Cause and Effect</b>	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.</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>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <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>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>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p>
<b>High School (WH)</b>	<b>H: Cause and Effect</b>	<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>HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.</p> <p>HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of the institution of plantation-based slavery into the Americas between 1500-1888.</p>

Grade Level	Concepts and Practices	Standards
<p>High School (WH) <i>(continued)</i></p>	<p>H: Cause and Effect <i>(continued)</i></p>	<p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.</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>HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.</p> <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>HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.</p> <p>HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present.</p>

### History Progression: Conflict and Compromise

Conflict and compromise examines the opportunities for people in communities, nations, regions or worldwide to engage in activities in which they openly clash with one another while retaining the capacity at other times to work together toward accomplishing common goals. Within this document, the Conflict and Compromise Concepts and Practices is coded as “CO.”

Grade Level	Concepts and Practices	Standards
<b>Kindergarten</b>	<b>H: Conflict and Compromise</b>	K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.
<b>Grade 1</b>	<b>H: Conflict and Compromise</b>	1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.
<b>Grade 2</b>	<b>H: Conflict and Compromise</b>	2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.
<b>Grade 3</b>	<b>H: Conflict and Compromise</b>	3.H.CO.1 Evaluate the effects of people, goods and ideas that have diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.
<b>Grade 4</b>	<b>H: Conflict and Compromise</b>	4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
<b>Grade 5</b>	<b>H: Conflict and Compromise</b>	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.
<b>Grade 6</b>	<b>H: Conflict and Compromise</b>	6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE. 6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
<b>Grade 7</b>	<b>H: Conflict and Compromise</b>	7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600. 7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.

Grade Level	Concepts and Practices	Standards
<b>Grade 8</b>	<b>H: Conflict and Compromise</b>	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.</p>
<b>High School (UH)</b>	<b>H: Conflict and Compromise</b>	<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>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>
<b>High School (WH)</b>	<b>H: Conflict and Compromise</b>	<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>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> <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>

Grade Level	Concepts and Practices	Standards
<p><b>High School (WH)</b> <i>(continued)</i></p>	<p><b>H: Conflict and Compromise</b> <i>(continued)</i></p>	<p>HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</p> <p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</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, boycotts, terrorism, guerilla warfare and other methods from 1945-present.</p>

### History Progression: Kentucky History

Kentucky has influenced, and been influenced by, the history of the United States and world. The standards address clear Kentucky connections in the history standards where applicable. Within this document, the Kentucky History Concepts and Practices is coded as “KH.”

Grade Level	Concepts and Practices	Standards	
<b>Kindergarten</b>	<b>H: Kentucky History</b>	K.H.KH.1	Compare life in the past to life today in communities.
<b>Grade 1</b>	<b>H: Kentucky History</b>	1.H.KH.1 1.H.KH.2	Compare life in Kentucky in the past to life in Kentucky today. Identify Kentucky symbols, songs and traditions.
<b>Grade 2</b>	<b>H: Kentucky History</b>	2.H.KH.1	Explain how events in North America impacted Kentucky.
<b>Grade 3</b>	<b>H: Kentucky History</b>	3.H.KH.1	Explain how world events impact Kentucky, both in the past and today.
<b>Grade 4</b>	<b>H: Kentucky History</b>	4.H.KH.1	Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.
<b>Grade 5</b>	<b>H: Kentucky History</b>	5.H.KH.1	Describe the role of Kentucky settlers in the American Revolution.
<b>Grade 6</b>	<b>H: Kentucky History</b>	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures of Kentucky’s state government.
<b>Grade 7</b>	<b>H: Kentucky History</b>	N/A	
<b>Grade 8</b>	<b>H: Kentucky History</b>	8.H.KH.1 8.H.KH.2	Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877. Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.
<b>High School (UH)</b>	<b>H: Kentucky History</b>	HS.UH.KH.1	Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
<b>High School (WH)</b>	<b>H: Kentucky History</b>	HS.WH.KH.1	Describe the impact of world history on Kentuckians and how Kentucky impacted the world.



## **Appendix B: Advisory Panels and Review Committee (2022)**

The Advisory Panels and Review Committee, composed of 2019 committee members and newly joined social studies teachers, included representation from all regions of the state and represented both urban and rural areas. The committee members served in many roles in their schools, social studies community and a wide variety of professional organizations. To ensure fidelity to the standards, the advisory panels provided feedback at all stages of the development process. The advisory panels and review committee listed below represented Kentucky's best as evidenced by their countless qualifications.

### **Social Studies Advisory Panels (AP)**

Maria Ahlers, Beechwood Independent Schools  
Melinda Caudill, Fayette County Public Schools  
Harmony Hendrick, Warren County Public Schools  
Caylyn Lemaster, Ashland Independent School District  
Maggie Lowe, Spencer County Public Schools  
Kay Staebler, Jefferson County Public Schools  
Kim Mroch, Trigg County Public Schools  
Michelle Bloomfield, Rowan County Public Schools  
Rachael Yaden, Lincoln County Public Schools  
Laura Murphy, Daviess County Public Schools  
Christine Meisberger, Scott County Public Schools  
Carrie Harmon, Ashland Independent School District  
Ryan New, Jefferson County Public Schools  
Katie Booth, Scott County Public Schools  
Ashley Adkins, Paducah Independent  
Whitney Walker, Fayette County Public Schools  
Kendra Childress, Hart County Public Schools  
Allison Cecil, Jefferson County Public Schools  
Kevin Presnell, Madison County Public Schools  
Drake Williams, McCracken County Public Schools  
Jill Brown, Kentucky Geographic Alliance  
Kimberlee Sharp, Morehead State University  
Bonnie Lewis, University of Kentucky  
Caroline Sheffield, University of Louisville

**Social Studies Review Committee (RC)**

Tiffany Gruen, Erlanger-Elsmere Independent

Tiffany Grimm, Letcher County Public Schools

Lynn Lockard, Knox County Public Schools

Susie Childers, Knox County Public Schools

Laura Cooley, Pikeville Independent

Nicole Clements, Webster County Public Schools

Jodi Lewis, Kentucky Historical Society

Kimberly Sergent, Kentucky Valley Educational Cooperative

Ann Lyttle-Burns, Kentucky State University

Ryan Crowley, University of Kentucky

## **Appendix C: Writing and Review Committees (2019)**

The writing team, composed of current social studies teachers, included representation from all regions of the state and represented both urban and rural areas. While these teachers taught a variety of courses and grade levels throughout their careers, the selected committee members were currently teaching courses related to the standards development process: civics, economics, geography and history. Additionally, the selected writers served in many roles in their schools, social studies community and a wide variety of professional organizations. To ensure fidelity to the standards, the writing committee provided feedback at all stages of the development process. The writing and review committee members listed below represented Kentucky's best as evidenced by their countless qualifications.

### **Social Studies Advisory Panel (AP) Members**

Ashley Adkins, Paducah Independent  
Michelle Bloomfield, Bath County

Katherine Booth, Scott County

Brenda Chelliah, Jefferson County

Kendra Childress, Union County

Regina Dawson, University of Kentucky

Scott Dobler, Kentucky Geographic Alliance

Gwyn Dicken, Boone County

Rachel Durbin, Russellville Independent

Annabeth Edens, Scott County

Harmony Hendrick, Warren County

Amanda Hirsch, Henderson County

Allison Hunt, Jefferson County

Maggie Lowe, Fairview Independent

Beth Malcolm, Kentucky YMCA Youth Association

Kelly Ann Mitchell, Bourbon County

Kim Mroch, Trigg County

Ryan New, Boyle County

Diana Patrick, Kenton County

Kevin Presnell, Madison County

Heather Ransom, Jefferson County

Wendy Satterthwaite, Berea Independent

Megan Schanie, Frazier History Museum

Kimberlee Sharp, Morehead University

Caroline Sheffield, University of Louisville

Josh Tyree, Letcher County  
Whitney Walker, Fayette County  
Jenny Whitehead, Mason County  
Ranee Wright, Breckinridge County  
Rachael Yaden, Lincoln County  
Erin Yetter, Federal Reserve Bank of St. Louis

**Social Studies Review Committee (RC) Members**

Susie Childers, Knox County Public Schools  
Laura Cooley, Pikeville Independent  
Nicole Clements, Webster County Public Schools  
Ryan Crowley, University of Kentucky  
S. Kay Gandy, Western Kentucky University  
Erin Gilliam, Kentucky State University  
Tiffany Gruen, Erlanger-Elsmere Independent  
Claire Gwaltney, Kentucky Historical Society  
Lynn Lockard, Barbourville Independent Schools  
Amanda Minix, Allen County Public Schools  
Aaron Morris, Western Kentucky University  
Kimberly Sergent, Kentucky Valley Educational Cooperative  
Ron Wigglesworth, Junior Achievement