

# Kentucky Academic Standards



## Social Studies

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# Kentucky Academic Standards 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 the nation today. 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 collaboratively and deliberately address problems, 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. The preparation of young people for participation in America's democratic society is vital. The progress of communities and the state, nation and world rests upon the preparation of young people to collaboratively balance personal interest 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 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**

The Kentucky Board of Education's (KBE) 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 inform development of curricula related to these courses. The *Model Curriculum Framework* encourages putting the student at the center of planning to ensure that:

...the goal of such a curriculum is to produce students that are ethical citizens in a democratic global society and to help them become self-sufficient individuals who are prepared to succeed in an ever-changing and diverse world. Design and implementation requires professionals to accommodate the needs of each student and focus on supporting the development of the whole child so that all students have equitable access to opportunities and support for maximum academic, emotional, social and physical development.

*(Model Curriculum Framework, page 19)*

## 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) states that all public middle and high school's curriculum shall include instruction on 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 in 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.

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

Senate Bill 1 (2017) calls for the KDE to implement a process for establishing new, as well as reviewing all approved academic standards and aligned assessments beginning in the 2017-18 school year. The current schedule calls for content areas to be reviewed each year and every six years thereafter on a rotating basis. The KDE collects public comment and input on all of the draft standards for 30 days prior to finalization.

Senate Bill 1 (2017) called for content standards that

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

**704 KAR 8:060 adopts into law the *Kentucky Academic Standards for Social Studies*.**

**Standards Creation Process**

Per Senate Bill 1 (2017), the *Kentucky Academic Standards for Social Studies* 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 and Development Committee (RDC). The Social Studies RDC was composed of six teachers, four public post-secondary professors from institutions of higher education and three community members. The function of the RDC 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 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 actively will engage 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* (current) Retrieved from [https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky\\_Academic\\_Standards\\_Social\\_Studies.pdf](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Social_Studies.pdf)

- Kentucky Department of Education. (2009). *Characteristics of Highly Effective Social Studies Teaching & Learning in Kentucky Schools*. Frankfort, KY: Retrieved from [https://www.researchgate.net/profile/Mohamed\\_Hammad11/post/What are the qualities required of teachers to teach 21st century learners/attachment/59d658af79197b80779ae7e6/AS%3A539431640551424%401505621933741/download/Characteristics+of+Highly+Effective+Social+Studies+Teaching+and+Learning+in+Kentucky+Schools.pdf](https://www.researchgate.net/profile/Mohamed_Hammad11/post/What_are_the_qualities_required_of_teachers_to_teach_21st_century_learners/attachment/59d658af79197b80779ae7e6/AS%3A539431640551424%401505621933741/download/Characteristics+of+Highly+Effective+Social+Studies+Teaching+and+Learning+in+Kentucky+Schools.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 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 *Kentucky Academic Standards 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 *Kentucky Academic Standards 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 statewide 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.

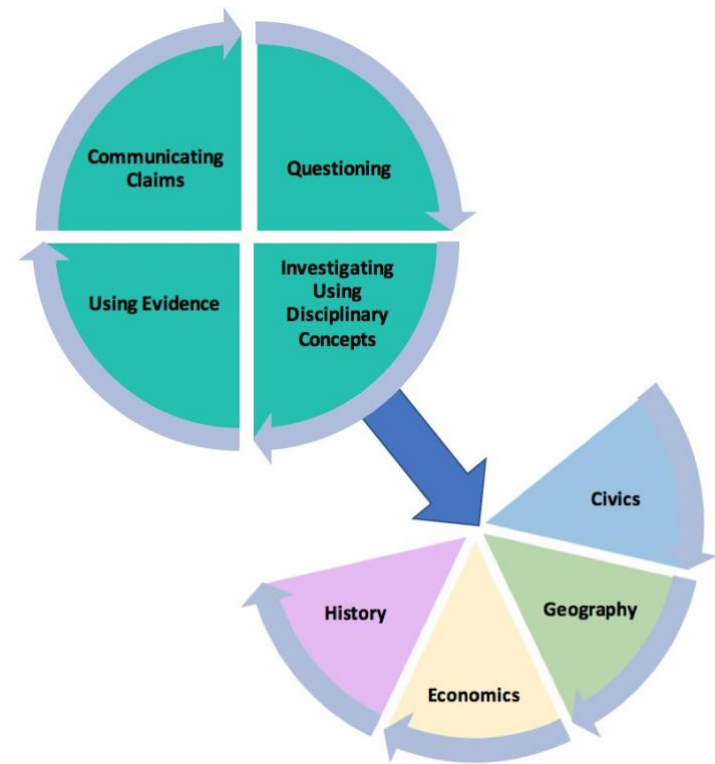
### **Translating the Standards into Curriculum**

The KDE does not require specific curriculum or strategies to be used to teach the *Kentucky Academic Standards (KAS)*. Local schools and districts choose to meet those minimum required standards using a locally adopted curriculum according to KRS 158.6453, which outlines the SBDM's role in determining curriculum. As educators implement academic standards, they, along with community members, must guarantee 21st-century 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 help an instructional supervisor, principal and/or teacher leader revisit curriculum planning, offering background information and exercises to generate “future-oriented” thinking while suggesting a process for designing and reviewing local curriculum.

## Organization of the Standards

The *Kentucky Academic Standards 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:

<b>Inquiry Practice</b>	<b>Inquiry Practice Definition</b>
<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 allows 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 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 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>
<b>Blue</b>	<b>Yellow</b>	<b>Green</b>	<b>Purple</b>

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 of “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 provides 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 refers 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 allows 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	Concept and Practice Definition
<b>C: Civic and Political Institutions</b>	Knowledge of law, politics and government are 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 concept and practice 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 founding documents and their meanings. Within this document, the Roles and Responsibilities of a Citizen concept and practice is coded as “RR.”

Concepts and Practices	Concept and Practice 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 founding documents of the United States. Within this document, the Civic Virtues and Democratic Principles concept and practice 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 concept and practice 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 concept and practice 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 concept and practice 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 concept and practice 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 concept and practice is coded as “ST.”

Concepts and Practices	Concept and Practice 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 concept and practice 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 concept and practice 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 concept and practice is coded as “MM.”
<b>G: Human Interactions and Interconnections</b>	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 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 concept and practice 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 concept and practice 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,

Concepts and Practices	Concept and Practice Definition
	organizing and analyzing the information, and using effective means to communicate the findings. Within this document, the Geographic Reasoning concept and practice is coded as “GR.”
<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 of the classroom where applicable. Within this document, the Kentucky Geography concept and practice 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 concept and practice 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 towards accomplishing common goals. Within this document, the Conflict and Compromise concept and practice 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 concept and practice 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 concept and practice 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.

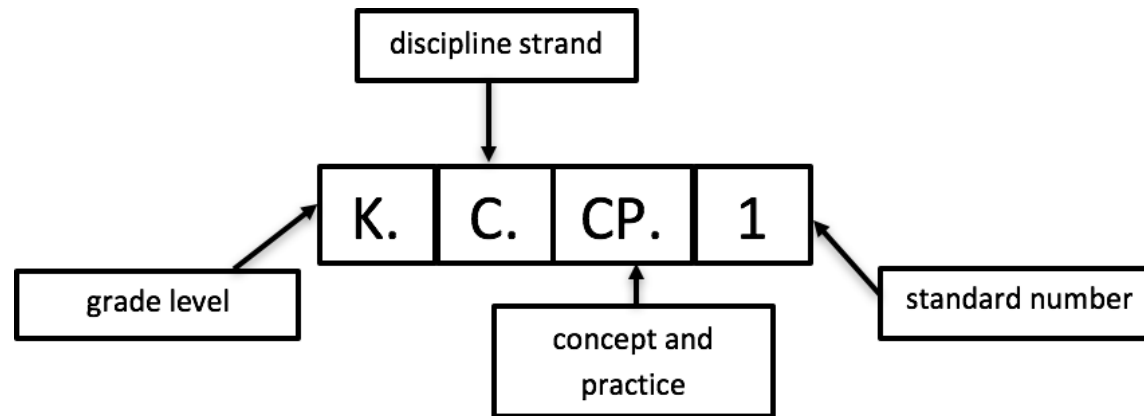
In K-8, each grade level is introduced with a grade specific overview that includes an expanded grade-level introduction, suggested key vocabulary, connections to the previous and following grade, an explanation of what inquiry looks like in practice and opportunities for cross disciplinary

connections. 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.

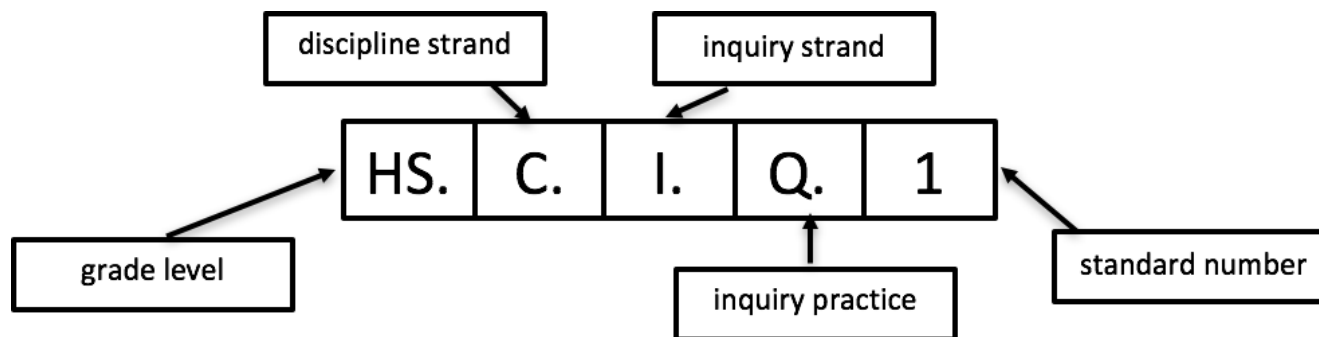
Following the grade-level standards for each grade (K-8), disciplinary clarifications are provided. The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

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.

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.	Kindergarten: Myself and My Community																										
Each grade level begins with the inquiry practice of questioning.	<b>Introduction</b> 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 inquiry practices are color-coded to indicate the integration of inquiry throughout the grade level standards.	<table border="1"> <thead> <tr> <th>Concepts and Practices</th><th>Standards</th></tr> </thead> <tbody> <tr> <td>I: Questioning</td><td>K.I.Q.1 Ask compelling questions about their community.</td></tr> <tr> <td>I: Investigating</td><td><i>Investigating occurs through the exploration of the discipline strand standards.</i></td></tr> <tr> <td>C: Civic and Political Institutions</td><td>K.C.CP.1 Explain the purpose of local government.</td></tr> <tr> <td>C: Roles and Responsibilities of a Citizen</td><td>K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.</td></tr> <tr> <td>E: Microeconomics</td><td>K.E.MI.1 Describe why people purchase goods and services.</td></tr> <tr> <td>E: Macroeconomics</td><td>K.E.MA.1 Identify places in communities that provide goods and services.</td></tr> <tr> <td>G: Migration and Movement</td><td>K.G.MM.1 Identify why and how people and goods move to and within communities.</td></tr> <tr> <td>G: Human Interactions and Interconnections</td><td>K.G.HI.1 Identify and describe the culture of communities.</td></tr> <tr> <td>H: Change and Continuity</td><td>K.H.CH.1 Identify and describe how communities change over time.</td></tr> <tr> <td>H: Cause and Effect</td><td>K.H.CE.1 Identify the cause and effect of an event in a community.</td></tr> <tr> <td>I: Using Evidence</td><td>K.I.UE.1 Identify information from two or more sources to investigate characteristics of a community.</td></tr> <tr> <td>I: Communicating Conclusions</td><td>K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.</td></tr> </tbody> </table>	Concepts and Practices	Standards	I: Questioning	K.I.Q.1 Ask compelling questions about their community.	I: Investigating	<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.	I: Using Evidence	K.I.UE.1 Identify information from two or more sources to investigate characteristics of a community.	I: Communicating Conclusions	K.I.CC.1 Construct an explanation about their community's civic life, history, geography, and/or economy.
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Students complete the inquiry process by using evidence and communicating conclusions.																											

## High School Annotated Standards Chart

Each high school discipline is identified with a title.	
Each high school discipline has an introduction that explains the high school discipline strand.	
Each high school discipline begins with the inquiry practice of questioning.	
The inquiry practices are color-coded to indicate the integration of inquiry throughout the discipline strand standards.	
Students engage in the inquiry practice of investigation through the exploration of the discipline strand standards.	
In high school, the standards are organized by disciplines: civics, economics, geography and history.	
The disciplinary strands 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.	
In high school, the inquiry standards are coded for the identification of the grade level, the discipline strand, the inquiry strand, the inquiry practice and number within the larger set of standards.	
Students complete the inquiry process by using evidence and communicating conclusions.	

**High School: Geography**

**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 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.

Concepts and Practices	Standards
I: Questioning	HS.G.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts. HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
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.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.
I: Using Evidence	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.
I: Communicating Conclusions	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.

### **Supplementary Materials to the Standards**

The supplementary materials of the *Kentucky Academic Standards for Social Studies* is 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 *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.

#### **Appendix B: Writing and Review Teams**

This appendix includes information on the writing teams who developed the *Kentucky Academic Standards 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 U.S.). 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 founding 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 represents 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 communities by understanding and showing awareness of rules and roles, their environmental surroundings, fundamental economic concepts and the existence of diversity in the world. 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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<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.
<b>K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why</b>	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

Standard	Sample Evidence of Learning
they exist.	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.
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. 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.
<b>K.I.U.E.2 Construct responses to compelling questions about oneself and one's community.</b>	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.
<b>K.I.CC.2 Construct an argument to address a problem in the classroom or school.</b>	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.

### 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>	<b>K.I.Q.1 Ask compelling questions about their community.</b>	
<b>I: Investigating</b>	<b><i>Investigating occurs through the exploration of the discipline strand standards.</i></b>	
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.
	K.C.RR.2	Identify symbols and events that represent American patriotism.
C: Civic Virtues and Democratic Principles	K.C.CV.1	Explain ways people can work together effectively to make decisions.
C: Processes, Rules and Laws	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.
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.
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.
E: Specialization, Trade and Interdependence	K.E.ST.1	Demonstrate ways trade can be used to obtain goods and services.
E: Incentives, Choices and Decision Making	K.E.IC.1	Differentiate between needs and wants.
E: Kentucky Economics	K.E.KE.1	Explain how various jobs affect communities.
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.

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

## 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

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	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).
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.	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.
	K.C.RR.2 Identify symbols and events that represent American patriotism.	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.
C: Civic Virtues and Democratic Principles	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.

Concept and Practice	Standard	Disciplinary Clarifications
C: Processes, Rules and Laws	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.
C: Kentucky Government	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

Concept and Practice	Standard	Disciplinary Clarifications
E: Microeconomics	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.
E: Macroeconomics	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.

Concept and Practice	Standard	Disciplinary Clarifications
E: Specialization, Trade and Interdependence	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.
E: Incentives, Choices and Decision Making	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.
E: Kentucky Economics	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

Concept and Practice	Standard	Disciplinary Clarifications
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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

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

Concept and Practice	Standard	Disciplinary Clarifications
		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.
G: Human Environment Interaction	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.
G: Geographic Reasoning	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.
G: Kentucky Geography	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).

### History Disciplinary Strand

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

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

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 U.S.).

#### **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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<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.
<b>1.I.Q.2 Identify supporting questions to investigate compelling questions about</b>	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.

Standard	Sample Evidence of Learning
<b>communities in Kentucky.</b>	<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>
1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.	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.
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. 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.
<b>1.I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.</b>	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.
<b>1.I.CC.3 Identify ways to civically engage in the local community.</b>	Students can identify how they might effectively communicate a problem and solution to their school principal or local leader.

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

Concepts and Practices	Standards	
E: Specialization, Trade and Interdependence	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.
E: Incentives, Choices and Decision Making	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.
E: Kentucky Economics	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.
G: Migration and Movement	1.G.MM.1	Explain why and how people and goods move to and within communities.
G: Human Interactions and Interconnections	1.G.HI.1	Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
G: Human Environment Interaction	1.G.HE.1	Describe ways people modify their environment.
G: Geographic Reasoning	1.G.GR.1	Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
G: Kentucky Geography	1.G.KGE.1	Compare the physical and human characteristics of communities in Kentucky.
H: Change and Continuity	1.H.CH.1	Describe how events, people and innovation of the past affect their present lives, community and state.
H: Cause and Effect	1.H.CE.1	Predict the causes and effects of events in their community and state.
H: Conflict and Compromise	1.H.CO.1	Describe interactions that occur between individuals as members of groups, the community and/or state.
H: Kentucky History	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.

Concepts and Practices	Standards	
<b>I: Using Evidence</b>	<b>1.I.U.E.1</b>	Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.
	<b>1.I.U.E.2</b>	Construct responses to compelling and supporting questions about communities in Kentucky.
<b>I: Communicating Conclusions</b>	<b>1.I.CC.1</b>	Construct an explanation about a specific community in Kentucky.
	<b>1.I.CC.2</b>	Construct an argument with reasons to address how to improve the local community and Kentucky.
	<b>1.I.CC.3</b>	Identify ways to civically engage in the local community.
	<b>1.I.CC.4</b>	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

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	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.
C: Roles and Responsibilities of a Citizen	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.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	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.
C: Kentucky Government	1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities.	Kentucky leaders which may include, but are not limited to, governor, lieutenant governor, legislator or judge may

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

Concept and Practice	Standard	Disciplinary Clarifications
	1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.	<p>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

Concept and Practice	Standard	Disciplinary Clarifications
E: Microeconomics	<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>
E: Macroeconomics	1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.	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.

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

Concept and Practice	Standard	Disciplinary Clarifications
		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.
E: Specialization, Trade and Interdependence	<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>
E: Incentives, Choices and Decision Making	1.E.IC.1 Predict a person's change in behavior in response to incentives and opportunity costs.	<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>

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

Concept and Practice	Standard	Disciplinary Clarifications
	1.E.IC.2 Explain how choices are made as a result of scarcity.	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.
E: Kentucky Economics	1.E.KE.1 Identify and describe what goods and services are produced in different places and regions in Kentucky.	Goods and services in Kentucky include, but are not limited to, coal, tobacco, horses, crafts, cars, health care, hotels. 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.

#### Geography Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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

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

Concept and Practice	Standard	Disciplinary Clarifications
		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.
G: Human Environment Interaction	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.
G: Geographic Reasoning	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.
G: Kentucky Geography	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

Concept and Practice	Standard	Disciplinary Clarifications
H: Change and Continuity	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.
H: Cause and Effect	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.

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

Concept and Practice	Standard	Disciplinary Clarifications
H: Conflict and Compromise	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.
H: Kentucky History	<p>1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today.</p> <p>1.H.KH.2 Identify Kentucky symbols, songs and traditions.</p>	<p>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.</p> <p>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.</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 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 towards this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the U.S.). 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 U.S.). 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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<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.
<b>2.I.Q.2 Identify supporting questions that help answer compelling questions about</b>	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.

Standard	Sample Evidence of Learning
<b>communities found in North America.</b>	<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>
2.C.RR.1 Describe the importance of civic participation.	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.
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. Students can identify times when individuals from diverse cultural groups worked together to attempt to resolve conflict.
<b>2.I.U.E.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.</b>	Students can construct verbal and written responses to the question "How do diverse groups build good relationships?" utilizing their developed content knowledge.
<b>2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.</b>	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.

### 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 U.S.). 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
I: Questioning	<b>2.I.Q.1</b> Ask compelling questions about communities found in North America. <b>2.I.Q.2</b> Identify supporting questions that help answer compelling questions about communities found in North America.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	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.
C: Roles and Responsibilities of a Citizen	2.C.RR.1      Describe the importance of civic participation. 2.C.RR.2      Compare the rights and responsibilities of citizens in North America.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	2.C.PR.1      Describe how societies changed and continue to change through processes, rules and laws in North America.
C: Kentucky Government	2.C.KGO.1      Describe how Kentucky's laws change over time.
E: Microeconomics	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.
E: Macroeconomics	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	
E: Specialization, Trade and Interdependence	2.E.ST.1	Explain why people specialize in the production of goods and services.
E: Incentives, Choices and Decision Making	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
E: Kentucky Economics	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.
G: Migration and Movement	2.G.MM.1	Explain patterns of human settlement in North America.
G: Human Interactions and Interconnections	2.G.HI.1	Compare the ways various cultural groups connect and interact within North America.
G: Human Environment Interaction	2.G.HE.1	Explain the ways human activities impact the physical environment of North America.
G: Geographic Reasoning	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.
G: Kentucky Geography	2.G.KGE.1	Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.
H: Change and Continuity	2.H.CH.1	Identify and compare the diverse North American cultural groups of the past and today.
H: Cause and Effect	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.
H: Conflict and Compromise	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.
H: Kentucky History	2.H.KH.1	Explain how events in North America impacted Kentucky.

Concepts and Practices	Standards	
I: Using Evidence	<p>2.I.U.E.1 Identify characteristics of primary and secondary sources.</p> <p>2.I.U.E.2 Determine whether the evidence in primary and secondary sources is fact or opinion.</p> <p>2.I.U.E.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.</p> <p>2.I.U.E.4 Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.</p>	
I: Communicating Conclusions	<p>2.I.CC.1 Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.</p> <p>2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.</p> <p>2.I.CC.3 Identify ways to civically engage in Kentucky.</p> <p>2.I.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

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	<p>2.C.CP.1 Explain the need for civic and political structures in North America.</p> <p>2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.</p>	<p>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.</p> <p>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.</p>
C: Roles and Responsibilities of a Citizen	<p>2.C.RR.1 Describe the importance of civic participation.</p> <p>2.C.RR.2 Compare the rights and responsibilities of citizens in North America.</p>	<p>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.</p> <p>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.</p>

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

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic Virtues and Democratic Principles	<p>2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities.</p> <p>2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.</p>	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.
C: Processes, Rules and Laws	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.
C: Kentucky Government	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.

#### Economics Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
E: Microeconomics	2.E.MI.1 Describe how examples of capital, human, and natural resources are related to goods and services.	Capital resources are goods and tools used in production (logging truck, machinery); human resources include the

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

Concept and Practice	Standard	Disciplinary Clarifications
	2.E.MI.2 Describe how people are both producers and consumers.	<p>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>
E: Macroeconomics	<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>
E: Specialization, Trade and Interdependence	2.E.ST.1 Explain why people specialize in the production of goods and services.	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.
E: Incentives, Choices and Decision Making	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).

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

Concept and Practice	Standard	Disciplinary Clarifications
E: Kentucky Economics	2.E.KE.1 Provide examples of each of the factors of production in Kentucky.	<p>Factors of production are land, labor, capital and entrepreneurial skills. Examples of factors of production in Kentucky may include, but are not limited to:</p> <p>Land: natural resources used to produce goods and services, such as water, coal, forests  Labor: coal miners, engineers, doctors  Capital: machinery, tools, money used for investment  Entrepreneurial skills: the qualities of a person who combines the other factors of production to make a profit</p>

#### Geography Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	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

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

Concept and Practice	Standard	Disciplinary Clarifications
		modern day North America, urbanization has decreased the amount of forested land, and increased industrial production has caused more air and water pollution.
G: Geographic Reasoning	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.
G: Kentucky Geography	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.

#### History Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
H: Change and Continuity	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 slaves from Africa. In North America today, diverse groups from across the globe live and interact to create our modern context.

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

Concept and Practice	Standard	Disciplinary Clarifications
H: Cause and Effect	<p>2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships.</p> <p>2.H.CE.2 Describe the events and innovations that had effects on North America.</p>	<p>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.</p> <p>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.</p>
H: Conflict and Compromise	<p>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.</p>	<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.</p>
H: Kentucky History	<p>2.H.KH.1 Explain how events in North America impacted Kentucky.</p>	<p>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.</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 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 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 U.S). 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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<b>3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.</b>	“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.
<b>3.I.Q.2 Develop supporting questions that help answer compelling questions about the</b>	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

Standard	Sample Evidence of Learning
<b>interactions of diverse groups of people.</b>	question. <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>
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. 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.
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. Students can analyze how the settlement and movement of diverse groups of people impact different communities across the world.
<b>3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.</b>	Students can analyze newspaper covers from a variety of countries reporting on the same event.
<b>3.I.CC.3 Identify strategies to address local, regional or global problems.</b>	Students can analyze one local problem of scarcity or overabundance of a good and identify strategies to alleviate the problem.

### 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	
I: Questioning	3.I.Q.1 3.I.Q.2	Ask compelling questions about the interactions of diverse groups of people. Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	3.C.CP.1 3.C.CP.2	Explain the basic purposes and functions of differing governing bodies in the world. Compare how diverse societies govern themselves.
C: Roles and Responsibilities of a Citizen	3.C.RR.1	Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
C: Civic Virtues and Democratic Principles	3.C.CV.1	Compare civic virtues and democratic principles within a variety of diverse world communities.
C: Processes, Rules and Laws	3.C.PR.1	Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.
E: Microeconomics	3.E.MI.1 3.E.MI.2	Explain how producers and consumers interact to determine the prices of goods and services in markets. Describe the relationship between supply and demand.
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.
E: Specialization, Trade and Interdependence	3.E.ST.1	Describe examples of economic interdependence.

Concepts and Practices	Standards	
E: Incentives, Choices and Decision Making	3.E.IC.1	Explain how people use incentives and opportunity costs to inform economic decisions.
E: Kentucky Economics	3.E.KE.1	Explain how trade between people and groups can benefit Kentucky.
G: Migration and Movement	3.G.MM.1	Analyze how human settlement and movement impact diverse groups of people.
G: Human Interactions and Interconnections	3.G.HI.1	Explain how the cultural aspects of a region spread beyond its borders.
G: Human Environment Interaction	3.G.HE.1	Explain how the culture of places and regions influence how people modify and adapt to their environments.
G: Geographic Reasoning	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.
G: Kentucky Geography	3.G.KGE.1	Describe the impact of cultural diffusion and blending on Kentucky in the past and today.
H: Change and Continuity	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.
H: Cause and Effect	3.H.CE.1	Compare diverse world communities in terms of members, customs and traditions to the local community.
H: Conflict and Compromise	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.
H: Kentucky History	3.H.KH.1	Explain how world events impact Kentucky, both in the past and today.
I: Using Evidence	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.

Concepts and Practices	Standards	
	3.I.U.E.3	Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.
I: Communicating Conclusions	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

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	<p>3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world.</p> <p>3.C.CP.2 Compare how diverse societies govern themselves.</p>	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.
C: Roles and Responsibilities of a Citizen	3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes 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.
C: Civic Virtues and Democratic Principles	3.C.CV.1 Compare civic virtues and democratic principles within a variety of diverse world communities.	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

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

Concept and Practice	Standard	Disciplinary Clarifications
		<p>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>
C: Processes, Rules and Laws	3.C.PR.1 Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.	<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>

#### Economics Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
E: Microeconomics	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

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Concept and Practice	Standard	Disciplinary Clarifications
	3.E.MI.2 Describe the relationship between supply and demand.	<p>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.</p> <p>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.</p> <p>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.</p>
E: Macroeconomics	<p>3.E.MA.1 Differentiate between private property and public property.</p> <p>3.E.MA.2 Investigate how the cost of things changes over time.</p>	<p>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.</p> <p>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</p>

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

Concept and Practice	Standard	Disciplinary Clarifications
		commodity in the United States is more expensive today than it was in 1950 because of increases in demand over time.
E: Specialization, Trade and Interdependence	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.
E: Incentives, Choices and Decision Making	3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.	<p>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.</p> <p>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.</p>

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

Concept and Practice	Standard	Disciplinary Clarifications
E: Kentucky Economics	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

Concept and Practice	Standard	Disciplinary Clarifications
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	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

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

Concept and Practice	Standard	Disciplinary Clarifications
		filled by manufacturing, causing them to modify the environment by clearing land to build factories.
G: Geographic Reasoning	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.
G: Kentucky Geography	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.

#### History Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
H: Change and Continuity	<p>3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.</p> <p>3.H.CH.2 Identify contributions made by inventors in diverse world communities.</p>	<p>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.</p> <p>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</p>

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

Concept and Practice	Standard	Disciplinary Clarifications
		the modern world forges a basic understanding of the ways modern people benefit from those who lived in the past.
H: Cause and Effect	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.
H: Conflict and Compromise	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.
H: Kentucky History	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 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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<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.
<b>4.I.Q.2 Develop supporting questions to answer</b>	Teachers can pose these questions to students to facilitate exploration about why this standard

Standard	Sample Evidence of Learning
<b>compelling questions about migration and settlement.</b>	<p>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>
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.	<p>Groups which came to the Americas include European settlers and African slaves, who interacted with the American Indians 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>
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.	<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 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 Integrate evidence from two or more sources to answer compelling and supporting questions.</b>	<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>
<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>	<p>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.</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 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>	<b>4.I.Q.1</b>	<b>Ask compelling questions about migration and settlement.</b>
	<b>4.I.Q.2</b>	<b>Develop supporting questions to answer compelling questions about migration and settlement.</b>
<b>I: Investigating</b>	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	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.
C: Roles and Responsibilities of a Citizen	4.C.RR.1	Describe the importance of civic participation, and locate examples in past and current events.
C: Civic Virtues and Democratic Principles	4.C.CV.1	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
C: Processes, Rules and Laws	4.C.PR.1	Describe the processes people use to change rules and laws.
C: Kentucky Government	4.C.KGO.1	Explain how the development of rules improves communities and attempts to meet the needs of citizens.
E: Microeconomics	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.
E: Macroeconomics	4.E.MA.1	Compare and contrast different ways that the government interacts with the economy.

Concepts and Practices	Standards	
E: Specialization, Trade and Interdependence	4.E.ST.1	Explain how trade leads to increasing economic interdependence.
E: Incentives, Choices and Decision Making	4.E.IC.1	Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
E: Kentucky Economics	4.E.KE.1	Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	4.G.HE.1	Analyze how geographic features created challenges and opportunities for the development of Colonial America.
G: Geographic Reasoning	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.
G: Kentucky Geography	4.G.KGE.1	Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.
H: Change and Continuity	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.
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.

Concepts and Practices	Standards	
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.
I: Using Evidence	4.I.U.E.1	<b>Integrate evidence from two or more sources to answer compelling and supporting questions.</b>
	4.I.U.E.2	<b>Determine the value and limitations of primary and secondary sources.</b>
	4.I.U.E.3	<b>Develop claims with evidence to answer compelling and supporting questions.</b>
I: Communicating Conclusions	4.I.CC.1	<b>Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement.</b>
	4.I.CC.2	<b>Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.</b>
	4.I.CC.3	<b>Describe different strategies that can be taken to address issues of migration and settlement.</b>
	4.I.CC.4	<b>Use listening and consensus-building to determine ways to support people in transitioning to a new community.</b>

## 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

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	<p>4.C.CP.1 Describe diverse forms of self-government used by various groups in Colonial America.</p> <p>4.C.CP.2 Compare the political form of monarchy with the self-governing system developed in Colonial America.</p>	<p>Each colony had elected representatives to make most of the decisions, 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.</p> <p>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.</p>
C: Roles and Responsibilities of a Citizen	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.
C: Civic Virtues and Democratic Principles	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,

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

Concept and Practice	Standard	Disciplinary Clarifications
		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.
C: Processes, Rules and Laws	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.
C: Kentucky Government	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.

#### Economics Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
E: Microeconomics	<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.

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

Concept and Practice	Standard	Disciplinary Clarifications
E: Macroeconomics	4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.	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.
E: Specialization, Trade and Interdependence	4.E.ST.1 Explain how trade leads to increasing economic interdependence.	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.
E: Incentives, Choices and Decision Making	4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.	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.
E: Kentucky Economics	4.E.KE.1 Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.	Producers in colonial Kentucky utilized the abundance of land to produce agricultural surpluses, which were shipped to urban markets in the East.

### Geography Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
G: Migration and Movement	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 slaves from Africa. Slavery is forced migration taking place during this time period because people were kidnapped from Africa and forced into bondage.
G: Human Interactions and Interconnections	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 slavery.

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

Concept and Practice	Standard	Disciplinary Clarifications
G: Human Environment Interaction	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.
G: Geographic Reasoning	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.
G: Kentucky Geography	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.

#### History Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
H: Change and Continuity	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	There were many inventions and innovations during this time period that had a positive impact on colonial life.

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

Concept and Practice	Standard	Disciplinary Clarifications
	from European Exploration to the Thirteen Colonies.	These include, but are not limited to, new political ideologies and agricultural improvements.
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.	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.
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.	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.
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.	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 foundational 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 Grade 4 and 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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<b>5.I.Q.1 Ask compelling questions about the founding of the United States.</b>	“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 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting</b>	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></ul>

Standard	Sample Evidence of Learning
<b>questions.</b>	<ul style="list-style-type: none"> <li>• What actions taken by the British Parliament angered the colonists?</li> <li>• How do the founding documents establish an American identity?</li> </ul>
5.E.MA.1 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.
5.H.CE.1 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. These causes served as a basis for individuals like George Washington, Thomas Jefferson, Sam Adams, etc., 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 founding 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 Use evidence to develop claims in response to compelling and supporting questions.</b>	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 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.</b>	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 founding 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	
I: Questioning	<b>5.I.Q.1</b> Ask compelling questions about the founding of the United States. <b>5.I.Q.2</b> Generate supporting questions to answer compelling questions about 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.	
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	<b>5.C.CP.1</b> Analyze the development and establishment of the U.S. federal government. <b>5.C.CP.2</b> Analyze the structure of the U.S. government, including separation of power and its system of checks and balances. <b>5.C.CP.3</b> Describe how the U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.	
C: Roles and Responsibilities of a Citizen	<b>5.C.RR.1</b> Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship. <b>5.C.RR.2</b> Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.	
C: Civic Virtues and Democratic Principles	<b>5.C.CV.1</b> Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	
C: Processes, Rules and Laws	<b>5.C.PR.1</b> Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.	
C: Kentucky Government	<b>5.C.KGO.1</b> Explain the roles and responsibilities of a Kentucky citizen.	
E: Microeconomics	<b>5.E.MI.1</b> Explain the relationship between supply and demand.	

Concepts and Practices	Standards	
E: Macroeconomics	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.
E: Specialization, Trade and Interdependence	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
E: Incentives, Choices and Decision Making	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
E: Kentucky Economics	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
G: Geographic Reasoning	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.
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.
H: Change and Continuity	5.H.CH.1	Describe the impact of foundational documents on the development of the United States.

Concepts and Practices	Standards	
	5.H.CH.2	Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.
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.
I: Using Evidence	5.I.U.1	Use evidence to develop claims in response to compelling and supporting questions.
	5.I.U.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.3	Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.
I: Communicating Conclusions	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

Concept and Practice	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	<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 U.S. Constitution 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 United States Constitution was established, creating the structure and rules for government, the powers and checks of each branch 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>
C: Roles and Responsibilities of a Citizen	<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.</p>
C: Civic Virtues and Democratic Principles	<p>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.</p>	<p>Americans have the freedoms they enjoy because of the democratic principles laid out in the nation's founding documents. These democratic principles include, but are not limited to, equality before the law, inalienable 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.

Concept and Practice	Standard	Disciplinary Clarifications
		(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.
C: Processes, Rules and Laws	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 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.
C: Kentucky Government	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.

### Economics Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
E: Microeconomics	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.
E: Macroeconomics	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. 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.
E: Specialization, Trade and Interdependence	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

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

Concept and Practice	Standard	Disciplinary Clarifications
		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.
E: Incentives, Choices and Decision Making	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.
E: Kentucky Economics	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.

### Geography Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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	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

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

Concept and Practice	Standard	Disciplinary Clarifications
	diffuse and blend with migration and settlement.	culture today, including, but not limited to, holidays, music, food and dances.
G: Human Environment Interaction	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.
G: Geographic Reasoning	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.
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.	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.

#### History Disciplinary Strand

Concept and Practice	Standard	Disciplinary Clarifications
H: Change and Continuity	5.H.CH.1 Describe the impact of foundational documents on the development of the United States.	The founding documents, including, but not limited to, the Declaration of Independence, U.S. Constitution and 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 slavery were embedded in the founding documents.

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

Concept and Practice	Standard	Disciplinary Clarifications
	5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	Innovation can result in a variety of impacts. For example, the invention of the cotton gin helped shape industry in the early United States and also led to the increased demand for land and slave labor.
H: Cause and Effect	<p>5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.</p> <p>5.H.CE.2 Analyze the role religion played in early colonial society.</p> <p>5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.</p>	<p>The American Revolution was caused by a variety of events that compounded over time, including many different British Acts 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.</p> <p>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.</p> <p>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 slaves and created, through force, the capital through which the later industrial economy was created.</p>
H: Conflict and Compromise	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	The creation of the nation's founding 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

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

Concept and Practice	Standard	Disciplinary Clarifications
		argument ultimately led to the compromise of creating a two-house legislature in the central government.
H: Kentucky History	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: Grade 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 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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<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 generate their own compelling questions on the development of civilizations between 3500 BCE-600 CE. An example of a compelling question is “How do complex societies develop?”
<b>6.I.Q.3 Identify the types of supporting</b>	Student identification of discipline specific supporting questions is essential to the inquiry process

Standard	Sample Evidence of Learning
<b>questions each of the social studies disciplines uses to answer compelling and supporting questions.</b>	<p>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 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>
<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>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>
<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>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>
<b>6.I.U.E.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.</b>	<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>
<b>6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.</b>	<p>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.</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 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	
I: Questioning	6.I.Q.1	Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.
	6.I.Q.2	Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.
	6.I.Q.3	Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
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.
C: Roles and Responsibilities of a Citizen	6.C.RR.1	Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	6.C.PR.1	Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
E: Microeconomics	6.E.MI.1	Trace the chain of supply for a needed product.

Concepts and Practices	Standards	
	6.E.MI.2 6.E.MI.3 6.E.MI.4	Predict and analyze unintended costs and benefits of economic decisions. Explain how markets exist whenever there is an exchange of goods and services. Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
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.
E: Specialization, Trade and Interdependence	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.
E: Incentives, Choices and Decision Making	6.E.IC.1	Analyze the economic choices of individuals, societies and governments.
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 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.
G: Human Environment Interaction	6.G.HE.1 6.G.HE.2	Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE. 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.

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.
H: Conflict and Compromise	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.
H: Kentucky History	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.
I: Using Evidence	6.I.U.E.1	<b>Develop claims, citing relevant evidence, in response to compelling and supporting questions.</b>
	6.I.U.E.2	<b>Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.</b>
	6.I.U.E.3	<b>Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.</b>
I: Communicating Conclusions	6.I.CC.1	<b>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.</b>
	6.I.CC.2	<b>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.</b>
	6.I.CC.3	<b>Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.</b>
	6.I.CC.4	<b>Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.</b>

Concepts and Practices	Standards
	<b>6.I.CC.5</b> 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

Disciplinary	Standard	Clarification Statement
C: Civic and Political Institutions	<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>	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.
C: Roles and Responsibilities of a Citizen	6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.	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.

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

Disciplinary	Standard	Clarification Statement
C: Civic Virtues and Democratic Principles	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 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.
C: Processes, Rules and Laws	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.

#### Economics Disciplinary Strand

Disciplinary	Standard	Clarification Statement
E: Microeconomics	6.E.MI.1 Trace the chain of supply for a needed product.	The chain of supply for a product outlines the process by

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

Disciplinary	Standard	Clarification Statement
	<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>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>
E: Macroeconomics	<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>
E: Specialization, Trade and Interdependence	<p>6.E.ST.1 Compare specialization in two or more civilizations or empires.</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. 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</p>

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

Disciplinary	Standard	Clarification Statement
	6.E.ST.2 Examine how new knowledge, technology and specialization increase productivity.	<p>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.</p> <p>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.</p>
E: Incentives, Choices and Decision Making	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

Disciplinary	Standard	Clarification Statement
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.	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.
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.	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

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Disciplinary	Standard	Clarification Statement
	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>forced to adapt to environments in which they found themselves.</p> <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>
G: Human Environment Interaction	<p>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> <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>	<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> <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 China.</p>
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	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

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Disciplinary	Standard	Clarification Statement
	3500 BCE-600 CE.	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

Disciplinary	Standard	Clarification Statement
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>	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.
H: Cause and Effect	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

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Disciplinary	Standard	Clarification Statement
		shift to agriculture, food surpluses and specialization serves as the starting point for all later developments.
H: Conflict and Compromise	<p>6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.</p> <p>6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.</p>	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.
H: Kentucky History	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 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 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.</b>	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to generate their own compelling questions on the growth and expansion of civilizations from 600-1600. An example of a compelling question is “Can technology

Standard	Sample Evidence of Learning
	transform civilization?”
<b>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</b>	<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> </ul> <p>Students can compare the first question as a civics specific questions to the second question, which uses the lens of an economist.</p>
<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>	<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 Explain how growing interdependence and advances in technology improve standards of living.</b>	<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>
<b>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.</b>	<p>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.</p>
<b>7.I.CC.1 Construct explanation, using reasoning,</b>	<p>Students can discuss how technology impacts civilization. They can explain the strengths and</p>

Standard	Sample Evidence of Learning
<b>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.</b>	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	
I: Questioning	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.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
C: Civic and Political Institutions	7.C.CP.1	Compare political institutions and their impacts on people in empires between 600-1600.
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.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	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.
E: Microeconomics	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	
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.
E: Specialization, Trade and Interdependence	7.E.ST.1 7.E.ST.2 7.E.ST.3 7.E.ST.4	Explain the impact of supply and demand on the emergence of global markets. Analyze the impact of specialization upon trade and the cost of goods and services. Explain how growing interdependence and advances in technology improve standards of living. Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.
E: Incentives, Choices and Decision Making	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.
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.
G: Human Interactions and Interconnections	7.G.HI.1 7.G.HI.2	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. Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.
G: Human Environment Interaction	7.G.HE.1 7.G.HE.2	Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600. Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.
G: Geographic Reasoning	7.G.GR.1 7.G.GR.2	Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600. Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.

Concepts and Practices	Standards	
H: Change and Continuity	7.H.CH.1	Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.
H: Cause and Effect	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.
H: Conflict and Compromise	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.
I: Using Evidence	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.
I: Communicating Conclusions	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

Disciplinary	Standard	Clarification Statement
C: Civic and Political Institutions	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.
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.	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.
C: Civic Virtues and Democratic Principles	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,

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Disciplinary	Standard	Clarification Statement
		and, in some places like the Republic of Venice, a more democratic form of government developed, with limited participation by some members of society.
C: Processes, Rules and Laws	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 fair, 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.

#### Economics Disciplinary Strand

Disciplinary	Standard	Clarification Statement
E: Microeconomics	<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>	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.
E: Macroeconomics	<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</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

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

Disciplinary	Standard	Clarification Statement
	choose to allocate the production, distribution and consumption of resources.	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.
E: Specialization, Trade and Interdependence	<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>	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

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Disciplinary	Standard	Clarification Statement
		markets.
E: Incentives, Choices and Decision Making	<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>

#### Geography Disciplinary Strand

Disciplinary	Standard	Clarification Statement
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.	<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</p>

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Disciplinary	Standard	Clarification Statement
		coercion to the Americas and the Caribbean along the Middle Passage of the Triangular Trade Route.
G: Human Interactions and Interconnections	<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>	<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> <p>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.</p>
G: Human Environment Interaction	<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>	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

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Disciplinary	Standard	Clarification Statement
		which negatively impacted food supply, sparking innovations like the three-field system as well as further migration to new lands.
G: Geographic Reasoning	<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>	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.

#### History Disciplinary Strand

Disciplinary	Standard	Clarification Statement
H: Change and Continuity	7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.	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.
H: Cause and Effect	<p>7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.</p> <p>7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between</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

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

Disciplinary	Standard	Clarification Statement
	600-1600.	<p>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>
H: Conflict and Compromise	<p>7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.</p> <p>7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.</p>	<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>

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 Seven and Grade Nine**

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.

<b>Standard</b>	<b>Sample Evidence of Learning</b>
<b>8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.</b>	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to generate their own compelling questions 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 Evaluate the types of supporting</b>	Student evaluation of discipline specific supporting questions is essential to the inquiry process,

Standard	Sample Evidence of Learning
<b>questions each of the social studies disciplines uses to answer compelling and supporting questions.</b>	<p>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>
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>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 US 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 passage of the Reconstruction Amendments (13th - 15th) followed by Jim Crow restrictions.</p>
8.H.CO.4 Explain how sectionalism and 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 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 slavery to new territories, abolition, human rights and, ultimately, the Civil War.</p>
<b>8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.</b>	<p>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.</p>
<b>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</b>	<p>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.</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 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 impacted the development of the United States.

## 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	
I: Questioning	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 U.S. history between 1600-1877.
	8.I.Q.3	Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
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 Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding 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.
C: Roles and Responsibilities of a Citizen	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.

Concepts and Practices	Standards	
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	8.C.PR.1	Explain the relationship between federalism and local, state and national governments.
	8.C.PR.2	Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 – 1877.
C: Kentucky Government	8.C.KGO.1	Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.
E: Microeconomics	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.
E: Macroeconomics	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.
E: Specialization, Trade and Interdependence	8.E.ST.1	Analyze why economic interdependence existed between the regions of the United States between 1783-1877.
E: Incentives, Choices and Decision Making	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.

Concepts and Practices	Standards	
E: Kentucky Economics	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.
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 the Colonial Era to Reconstruction from 1600-1877.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	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.
G: Geographic Reasoning	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.
G: Kentucky Geography	8.G.KGE.1	Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.
H: Change and Continuity	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.
	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.

Concepts and Practices	Standards	
H: Cause and Effect	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.
	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.
H: Conflict and Compromise	8.H.CO.1	Explain how colonial resistance to British control led to the Revolutionary War.
	8.H.CO.2	Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.
	8.H.CO.3	Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.
	8.H.CO.4	Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.
H: Kentucky History	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.
I: Using Evidence	8.I.U.E.1	<b>Use multiple sources to develop claims in response to compelling and supporting questions.</b>
	8.I.U.E.2	<b>Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.</b>
	8.I.U.E.3	<b>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>

Concepts and Practices	Standards	
I: Communicating Conclusions	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

Disciplinary Strand	Standard	Clarification Statement
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.	Our founding documents derived from experiences with British rule in the colonies. With heavy influence from a variety of European philosophers, the Constitution and 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 Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding 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.	
C: Roles and Responsibilities of a Citizen	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.	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 passage of the Reconstruction Amendments (13th - 15th) followed by Jim Crow restrictions.
	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.	

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

Disciplinary Strand	Standard	Clarification Statement
C: Civic Virtues and Democratic Principles	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>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>
C: Processes, Rules and Laws	<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 U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 – 1877.</p>	<p>The U.S. Constitution 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 needs to be amended. There are a variety of ways for the Constitution to be interpreted and amended, which allows it to remain a viable living document. For example, while the Constitution did not expressly allow slavery, the founding fathers did not expressly forbid it. The Dred Scott Decision did ultimately permit slavery, while the Emancipation Proclamation attempted to end slavery in rebelling areas. Eventually the 13th Amendment abolished the institution.</p>
C: Kentucky Government	8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.	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

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Disciplinary Strand	Standard	Clarification Statement
		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.

### Economics Disciplinary Strand

Disciplinary Strand	Standard	Clarification Statement
E: Microeconomics	<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>	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.
E: Macroeconomics	<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>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>

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

Disciplinary Strand	Standard	Clarification Statement
	8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.	Government cannot infringe on individual rights, such as property rights, and has certain rules they must follow.
E: Specialization, Trade and Interdependence	8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.	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.
E: Incentives, Choices and Decision Making	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.	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.
E: Kentucky Economics	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.	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.

### Geography Disciplinary Strand

Disciplinary Strand	Standard	Clarification Statement
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 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 slavery. As the colonies gave way to an independent nation, people continued to move. Shifts in economies and environments contributed to these moves.
G: Human	8.G.HI.1 Explain how global interconnections impacted	Trade that occurred between the United States and other

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

Disciplinary Strand	Standard	Clarification Statement
Interactions and Interconnections	culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.	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.
G: Human Environment Interaction	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 slave labor and an increase in production.
G: Geographic Reasoning	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.
G: Kentucky Geography	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.

#### History Disciplinary Strand

Disciplinary Strand	Standard	Clarification Statement
H: Change and Continuity	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.	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

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

Disciplinary Strand	Standard	Clarification Statement
	<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>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 slaves, women, American Indians, European and Asian Immigrants.</p>
H: Cause and Effect	<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. As the Civil War ended and Reconstruction began, the promise of freedom was tempered with the reality of segregation and discrimination faced by former slaves.</p>
H: Conflict and Compromise	<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,</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 rebelled against Britain to establish a new nation.</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>

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

Disciplinary Strand	Standard	Clarification Statement
	<p>inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.</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.</p> <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 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 slavery to new territories, abolition, human rights and, ultimately, the Civil War.</p>
H: Kentucky History	<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>	<p>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.</p>

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 lead 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
I: Questioning	<p><b>HS.C.I.Q.1</b>    <b>Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.</b></p> <p><b>HS.C.I.Q.2</b>    <b>Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.</b></p>
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	<p>HS.C.CP.1    Explain how the U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.</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>
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>
C: Civic Virtues and Democratic Principles	<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	
	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.
C: Processes, Rules and Laws	HS.C.PR.1 HS.C.PR.2 HS.C.PR.3 HS.C.PR.4	Analyze the role of the three branches of government in the lawmaking process. Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy. Evaluate intended and unintended consequences of public policies locally, nationally and internationally. Compare the domestic and foreign policies of the United States and other countries.
C: Kentucky Government	HS.C.KGO.1 HS.C.KGO.2 HS.C.KGO.3	Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances. Compare Kentucky's government to other states and to the federal government. Describe how active citizens can affect change in their communities and Kentucky.
I: Using Evidence	HS.C.I.U.1 HS.C.I.U.2 HS.C.I.U.3	<b>Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.</b> <b>Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.</b> <b>Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.</b>
I: Communicating Conclusions	HS.C.I.CC.1 HS.C.I.CC.2 HS.C.I.CC.3	<b>Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.</b> <b>Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.</b> <b>Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics.</b>

## 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
I: Questioning	<p><b>HS.E.I.Q.1</b>    <b>Generate compelling questions to frame thinking, inquiry and/or understanding of key economic concepts.</b></p> <p><b>HS.E.I.Q.2</b>    <b>Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</b></p>
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
E: Microeconomics	<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>
E: Macroeconomics	<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>

Concepts and Practices	Standards	
	HS.E.MA.5	Assess how interest rates influence borrowing and investing.
	HS.E.MA.6	Assess the effectiveness of rules and laws that protect both consumers and producers.
	HS.E.MA.7	Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.
E: Specialization, Trade and Interdependence	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.
	HS.E.ST.2	Analyze the role of comparative advantage in international trade of goods and services.
	HS.E.ST.3	Explain how international economic trends and policies affect political, social and economic conditions in various nations.
E: Incentives, Choices and Decision Making	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.
	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.
	HS.E.IC.4	Evaluate how incentives determine what is produced and distributed in a competitive market system.
E: Kentucky Economics	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.
I: Using Evidence	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.
	HS.E.I.UE.2	Gather information and evidence from credible sources representing a variety of

Concepts and Practices	Standards
	<p>HS.E.I.UE.3 perspectives relevant to compelling and/or supporting questions in economics. Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.</p>
I: Communicating Conclusions	<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 compelling questions in economics.</p>

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

Concepts and Practices	Standards
	<p>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.2 Explain how the geography of Kentucky influences the development of the state.</p>
I: Using Evidence	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>HS.G.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.</b></p>
I: Communicating Conclusions	<p><b>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.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>

## 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

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

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

Concepts and Practices	Standards	
H: Change and Continuity	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.
H: Cause and Effect	HS.UH.CE.1	Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.
	HS.UH.CE.2	Analyze the events that caused the United States to emerge as a global power between 1890-1991.
	HS.UH.CE.3	Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.
	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.
	HS.UH.CE.5	Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.
	HS.UH.CE.6	Analyze how global interactions impacted American culture and society from 1890-present.

Concepts and Practices	Standards	
H: Conflict and Compromise	HS.UH.CO.1 HS.UH.CO.2 HS.UH.CO.3 HS.UH.CO.4 HS.UH.CO.5	<p>Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p> <p>Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p> <p>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>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>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>
H: Kentucky History	HS.UH.KH.1	Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
I: Using Evidence	HS.UH.I.UE.1 HS.UH.I.UE.2 HS.UH.I.UE.3	<p><b>Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</b></p> <p><b>Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</b></p> <p><b>Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.</b></p>
I: Communicating Conclusions	HS.UH.I.CC.1 HS.UH.I.CC.2 HS.UH.I.CC.3	<p><b>Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</b></p> <p><b>Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</b></p> <p><b>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.</b></p>

## 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 lead 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

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

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

Concepts and Practices	Standards
<b>I: Investigating</b>	<b><i>Investigating occurs through the exploration of the discipline strand standards.</i></b>
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 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>
H: Cause and Effect	<p>HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.</p> <p>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 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</p>

Concepts and Practices	Standards
	<p>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>
H: Conflict and Compromise	<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>
H: Kentucky History	<p>HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.</p>
I: Using Evidence	<p><b>HS.WH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</b></p> <p><b>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.</b></p> <p><b>HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.</b></p>

Concepts and Practices	Standards
I: Communicating Conclusions	<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>

## 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	
<b>Kindergarten</b>	K.I.Q.1	Ask compelling questions about their community.
<b>Grade 1</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>Grade 2</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>Grade 3</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>Grade 4</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>Grade 5</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>Grade 6</b>	6.I.Q.1	Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.
	6.I.Q.2	Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.
	6.I.Q.3	Identify the types of supporting questions each of the social studies disciplines

Grade Level	Standards	
		uses to answer compelling and supporting questions.
Grade 7	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.
Grade 8	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.
High School: Civics	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.
High School: Economics	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.
High School: Geography	HS.G.I.Q.1	Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.
	HS.G.I.Q.2	Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.
High School: United States History	HS.UH.I.Q.1	Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.
	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.
High School: World History	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.

### 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.U.E.1	Identify information from two or more sources to investigate characteristics of a community.
	K.I.U.E.2	Construct responses to compelling questions about oneself and one’s community.
<b>Grade 1</b>	1.I.U.E.1	Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.
	1.I.U.E.2	Construct responses to compelling and supporting questions about communities in Kentucky.
<b>Grade 2</b>	2.I.U.E.1	Identify characteristics of primary and secondary sources.
	2.I.U.E.2	Determine whether the evidence in primary and secondary sources is fact or opinion.
	2.I.U.E.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.U.E.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.U.E.1	Describe how multiple perspectives shape the content and style of a primary and secondary source.
	3.I.U.E.2	Explain the relationship between two or more sources on the same theme or topic.
	3.I.U.E.3	Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.
<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.

Grade Level	Standards	
Grade 6	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.
Grade 7	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 8	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.
High School: Civics	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.
High School: Economics	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.

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

### 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.
	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 issue around migration and settlement.

Grade Level	Standards	
	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.
	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.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,

Grade Level	Standards	
	7.I.CC.3	identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem. 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.
<b>High School: Civics</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 meaningful and/or investigative 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 supportive questions in civics.
<b>High School: Economics</b>	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.
	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.
	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 compelling questions in economics.

Grade Level	Standards
<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>
<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**

<b>Concepts and Practices</b>	<b>Standards</b>	
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.
	K.C.RR.2	Identify symbols and events that represent American patriotism.
C: Civic Virtues and Democratic Principles	K.C.CV.1	Explain ways people can work together effectively to make decisions.
C: Processes, Rules and Laws	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.
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**

<b>Concepts and Practices</b>	<b>Standards</b>	
C: Civic and Political Institutions	1.C.CP.1	Describe the purpose of Kentucky government.
C: Roles and Responsibilities of a Citizen	1.C.RR.1	Identify the rights and responsibilities of citizens.
C: Civic Virtues and Democratic Principles	1.C.CV.1	Describe basic democratic principles.
	1.C.CV.2	Describe civic virtues.
C: Processes, Rules and Laws	1.C.PR.1	Investigate rules and laws in Kentucky to understand their purpose.
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**

Concepts and Practices	Standards	
C: Civic and Political Institutions	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.
C: Roles and Responsibilities of a Citizen	2.C.RR.1	Describe the importance of civic participation.
	2.C.RR.2	Compare the rights and responsibilities of citizens in North America.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	2.C.PR.1	Describe how societies changed and continue to change through processes, rules and laws in North America.
C: Kentucky Government	2.C.KGO.1	Describe how Kentucky's laws change over time.

**Grade 3**

Concepts and Practices	Standards	
C: Civic and Political Institutions	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.
C: Roles and Responsibilities of a Citizen	3.C.RR.1	Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
C: Civic Virtues and Democratic Principles	3.C.CV.1	Compare civic virtues and democratic principles within a variety of diverse world communities.
C: Processes, Rules and Laws	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	
C: Civic and Political Institutions	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.
C: Roles and Responsibilities of a Citizen	4.C.RR.1	Describe the importance of civic participation, and locate examples in past and current events.

Concepts and Practices	Standards	
C: Civic Virtues and Democratic Principles	4.C.CV.1	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
C: Processes, Rules and Laws	4.C.PR.1	Describe the processes people use to change rules and laws.
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

Concepts and Practices	Standards	
C: Civic and Political Institutions	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 U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.
C: Roles and Responsibilities of a Citizen	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.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	5.C.PR.1	Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.
C: Kentucky Government	5.C.KGO.1	Explain the roles and responsibilities of a Kentucky citizen.

#### Grade 6

Concepts and Practices	Standards	
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

Concepts and Practices	Standards	
		CE.
C: Roles and Responsibilities of a Citizen	6.C.RR.1	Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	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	
C: Civic and Political Institutions	7.C.CP.1	Compare political institutions and their impacts on people in empires between 600-1600.
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.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	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	
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 Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding 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.

Concepts and Practices	Standards	
C: Roles and Responsibilities of a Citizen	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.
C: Civic Virtues and Democratic Principles	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.
C: Processes, Rules and Laws	8.C.PR.1	Explain the relationship between federalism and local, state and national governments.
	8.C.PR.2	Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 – 1877.
C: Kentucky Government	8.C.KGO.1	Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.

### High School

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

Concepts and Practices	Standards	
C: Civic Virtues and Democratic Principles	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.
	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.
C: Processes, Rules and Laws	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.
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.

### Civics Progression: Civic and Political Institutions

Knowledge of law, politics and government are 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 concept and practice is coded as “CP.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	C: Civic and Political Institutions	K.C.CP.1	Explain the purpose of local government.
Grade 1	C: Civic and Political Institutions	1.C.CP.1	Describe the purpose of Kentucky government.
Grade 2	C: Civic and Political Institutions	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.
Grade 3	C: Civic and Political Institutions	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.
Grade 4	C: Civic and Political Institutions	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.
Grade 5	C: Civic and Political Institutions	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 U.S. Constitution upholds popular sovereignty, ensures rule of law and establishes a federal system.
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 Level	Concepts and Practices	Standards	
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 Declaration of Independence, Articles of Confederation, U.S. Constitution, Bill of Rights and other founding 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 U.S. Constitution embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.
		HS.C.CP.2	Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.
		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.

### 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 founding documents and their meanings. Within this document, the Roles and Responsibilities of a Citizen concept and practice is coded as “RR.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	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.
		K.C.RR.2	Identify symbols and events that represent American patriotism.
Grade 1	C: Roles and Responsibilities of a Citizen	1.C.RR.1	Identify the rights and responsibilities of citizens.
Grade 2	C: Roles and Responsibilities of a Citizen	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	C: Roles and Responsibilities of a Citizen	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	C: Roles and Responsibilities of a Citizen	4.C.RR.1	Describe the importance of civic participation, and locate examples in past and current events.
Grade 5	C: Roles and Responsibilities of a Citizen	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	C: Roles and Responsibilities of a Citizen	6.C.RR.1	Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.
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	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.

Grade Level	Concepts and Practices	Standards	
		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.
High School	C: Roles and Responsibilities of a Citizen	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.

### 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 founding documents of the United States. Within this document, the Civic Virtues and Democratic Principles concept and practice is coded as “CV.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	C: Civic Virtues and Democratic Principles	K.C.CV.1	Explain ways people can work together effectively to make decisions.
Grade 1	C: Civic Virtues and Democratic Principles	1.C.CV.1 1.C.CV.2	Describe basic democratic principles. Describe civic virtues.
Grade 2	C: Civic Virtues and Democratic Principles	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.
Grade 3	C: Civic Virtues and Democratic Principles	3.C.CV.1	Compare civic virtues and democratic principles within a variety of diverse world communities.
Grade 4	C: Civic Virtues and Democratic Principles	4.C.CV.1	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
Grade 5	C: Civic Virtues and Democratic Principles	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.
Grade 6	C: Civic Virtues and Democratic Principles	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.
Grade 7	C: Civic Virtues and Democratic Principles	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 8	C: Civic Virtues and Democratic Principles	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.

Grade Level	Concepts and Practices	Standards	
High School	C: Civic Virtues and Democratic Principles	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.

### 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 concept and practice is coded as “PR.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	C: Processes, Rules and Laws	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.
Grade 1	C: Processes, Rules and Laws	1.C.PR.1	Investigate rules and laws in Kentucky to understand their purpose.
Grade 2	C: Processes, Rules and Laws	2.C.PR.1	Describe how societies changed and continue to change through processes, rules and laws in North America.
Grade 3	C: Processes, Rules and Laws	3.C.PR.1	Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.
Grade 4	C: Processes, Rules and Laws	4.C.PR.1	Describe the processes people use to change rules and laws.
Grade 5	C: Processes, Rules and Laws	5.C.PR.1	Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.
Grade 6	C: Processes, Rules and Laws	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	C: Processes, Rules and Laws	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	C: Processes, Rules and Laws	8.C.PR.1	Explain the relationship between federalism and local, state and national governments.
		8.C.PR.2	Explain how the U.S. Constitution was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789 – 1877.
High School	C: Processes, Rules and Laws	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,

Grade Level	Concepts and Practices	Standards	
		HS.C.PR.3	interest groups and media in shaping public policy. 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.

### 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 concept and practice 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**

<b>Concepts and Practices</b>	<b>Standards</b>	
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.
E: Specialization, Trade and Interdependence	K.E.ST.1	Demonstrate ways trade can be used to obtain goods and services.
E: Incentives, Choices and Decision Making	K.E.IC.1	Differentiate between needs and wants.
E: Kentucky Economics	K.E.KE.1	Explain how various jobs affect communities.

##### **Grade 1**

<b>Concepts and Practices</b>	<b>Standards</b>	
E: Microeconomics	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.
E: Macroeconomics	1.E.MA.1	Describe how different jobs, as well as public and private institutions, help people in the community.
E: Specialization, Trade and Interdependence	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.
E: Incentives, Choices and Decision Making	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.
E: Kentucky Economics	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	
E: Microeconomics	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.
E: Macroeconomics	2.E.MA.1	Identify the cost of everyday, common goods.
	2.E.MA.2	Explain the role of prices in an economic market.
E: Specialization, Trade and Interdependence	2.E.ST.1	Explain why people specialize in the production of goods and services.
E: Incentives, Choices and Decision Making	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
E: Kentucky Economics	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.

**Grade 3**

Concepts and Practices	Standards	
E: Microeconomics	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.
E: Macroeconomics	3.E.MA.1	Differentiate between private property and public property.
	3.E.MA.2	Investigate how the cost of things changes over time.
E: Specialization, Trade and Interdependence	3.E.ST.1	Describe examples of economic interdependence.
E: Incentives, Choices and Decision Making	3.E.IC.1	Explain how people use incentives and opportunity costs to inform economic decisions.
E: Kentucky Economics	3.E.KE.1	Explain how trade between people and groups can benefit Kentucky.

**Grade 4**

Concepts and Practices	Standards	
E: Microeconomics	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.
E: Macroeconomics	4.E.MA.1	Compare and contrast different ways that the government interacts with the economy.

Concepts and Practices	Standards	
E: Specialization, Trade and Interdependence	4.E.ST.1	Explain how trade leads to increasing economic interdependence.
E: Incentives, Choices and Decision Making	4.E.IC.1	Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
E: Kentucky Economics	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	
E: Microeconomics	5.E.MI.1	Explain the relationship between supply and demand.
E: Macroeconomics	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.
E: Specialization, Trade and Interdependence	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
E: Incentives, Choices and Decision Making	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
E: Kentucky Economics	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.

#### Grade 6

Concepts and Practices	Standards	
E: Microeconomics	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.
E: Macroeconomics	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

Concepts and Practices	Standards	
E: Specialization, Trade and Interdependence	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.
E: Incentives, Choices and Decision Making	6.E.IC.1	Analyze the economic choices of individuals, societies and governments.

## Grade 7

Concepts and Practices	Standards	
E: Microeconomics	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.
E: Macroeconomics	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.
E: Specialization, Trade and Interdependence	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.
E: Incentives, Choices and Decision Making	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.

**Grade 8**

Concepts and Practices	Standards	
E: Microeconomics	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.
E: Macroeconomics	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.
E: Specialization, Trade and Interdependence	8.E.ST.1	Analyze why economic interdependence existed between the regions of the United States between 1783-1877.
E: Incentives, Choices and Decision Making	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.
E: Kentucky Economics	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	
E: Microeconomics	HS.E.MI.1	Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.
	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.
E: Macroeconomics	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.
	HS.E.MA.2	Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.
	HS.E.MA.3	Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.
	HS.E.MA.4	Analyze the impact of fiscal policies, various government taxation and spending policies on the economy
	HS.E.MA.5	Assess how interest rates influence borrowing and investing.
	HS.E.MA.6	Assess the effectiveness of rules and laws that protect both consumers and producers.
	HS.E.MA.7	Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.
E: Specialization, Trade and Interdependence	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.
	HS.E.ST.2	Analyze the role of comparative advantage in international trade of goods and services.
	HS.E.ST.3	Explain how international economic trends and policies affect political, social and economic conditions in various nations.

Concepts and Practices	Standards	
E: Incentives, Choices and Decision Making	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.
	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.
	HS.E.IC.4	Evaluate how incentives determine what is produced and distributed in a competitive market system.
E: Kentucky Economics	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.

### 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 concept and practice is coded as “MI.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Microeconomics	K.E.MI.1	Describe why people purchase goods and services.
Grade 1	E: Microeconomics	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.
Grade 2	E: Microeconomics	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.
Grade 3	E: Microeconomics	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.
Grade 4	E: Microeconomics	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.
Grade 5	E: Microeconomics	5.E.MI.1	Explain the relationship between supply and demand.
Grade 6	E: Microeconomics	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 7	E: Microeconomics	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.

Grade Level	Concepts and Practices	Standards	
Grade 8	E: Microeconomics	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.
High school	E: Microeconomics	HS.E.MI.1	Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.
		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.

### 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 concept and practice 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 8	E: Macroeconomics	8.E.MA.1 8.E.MA.2 8.E.MA.3	Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking. Assess how regions of the United States specialized based on supply and demand due to their geographic locations. Analyze the purpose of taxation and its impact on government spending.

Grade Level	Concepts and Practices	Standards	
		8.E.MA.4	Analyze how property rights are defined, protected, enforced and limited by government.
High School	E: Macroeconomics	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.
		HS.E.MA.2	Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.
		HS.E.MA.3	Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.
		HS.E.MA.4	Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.
		HS.E.MA.5	Assess how interest rates influence borrowing and investing.
		HS.E.MA.6	Assess the effectiveness of rules and laws that protect both consumers and producers.
		HS.E.MA.7	Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.

### 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 concept and practice is coded as “ST.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Specialization, Trade and Interdependence	K.E.ST.1	Demonstrate ways trade can be used to obtain goods and services.
Grade 1	E: Specialization, Trade and Interdependence	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.
Grade 2	E: Specialization, Trade and Interdependence	2.E.ST.1	Explain why people specialize in the production of goods and services.
Grade 3	E: Specialization, Trade and Interdependence	3.E.ST.1	Describe examples of economic interdependence.
Grade 4	E: Specialization, Trade and Interdependence	4.E.ST.1	Explain how trade leads to increasing economic interdependence.
Grade 5	E: Specialization, Trade and Interdependence	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	E: Specialization, Trade and Interdependence	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.
Grade 7	E: Specialization, Trade and Interdependence	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.

Grade Level	Concepts and Practices	Standards	
Grade 8	E: Specialization, Trade and Interdependence	8.E.ST.1	Analyze why economic interdependence existed between the regions of the United States between 1783-1877.
High School	E: Specialization, Trade and Interdependence	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.
		HS.E.ST.2	Analyze the role of comparative advantage in international trade of goods and services.
		HS.E.ST.3	Explain how international economic trends and policies affect political, social and economic conditions in various nations.

### 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 concept and practice is coded as “IC.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Incentives, Choices and Decision Making	K.E.IC.1	Differentiate between needs and wants.
Grade 1	E: Incentives, Choices and Decision Making	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.
Grade 2	E: Incentives, Choices and Decision Making	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
Grade 3	E: Incentives, Choices and Decision Making	3.E.IC.1	Explain how people use incentives and opportunity costs to inform economic decisions.
Grade 4	E: Incentives, Choices and Decision Making	4.E.IC.1	Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
Grade 5	E: Incentives, Choices and Decision Making	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
Grade 6	E: Incentives, Choices and Decision Making	6.E.IC.1	Analyze the economic choices of individuals, societies and governments.
Grade 7	E: Incentives, Choices and Decision Making	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.
Grade 8	E: Incentives, Choices and Decision Making	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.
High School	E: Incentives, Choices and Decision Making	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.

Grade Level	Concepts and Practices	Standards	
		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.
		HS.E.IC.4	Evaluate how incentives determine what is produced and distributed in a competitive market system.

### 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 concept and practice is coded as "KE."

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Kentucky Economics	K.E.KE.1	Explain how various jobs affect communities.
Grade 1	E: Kentucky Economics	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.
Grade 2	E: Kentucky Economics	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.
Grade 3	E: Kentucky Economics	3.E.KE.1	Explain how trade between people and groups can benefit Kentucky.
Grade 4	E: Kentucky Economics	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	E: Kentucky Economics	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
Grade 6	E: Kentucky Economics	N/A	
Grade 7	E: Kentucky Economics	N/A	
Grade 8	E: Kentucky Economics	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	E: Kentucky Economics	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 of "G."

#### **Geography Progressions by Grade Level**

##### **Kindergarten**

<b>Concepts and Practices</b>	<b>Standards</b>	
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.
G: Human Environment Interaction	K.G.HE.1	Identify ways humans interact with their environment.
G: Geographic Reasoning	K.G.GR.1	Create maps of familiar areas, such as the classroom, school and community.
G: Kentucky Geography	K.G.KGE.1	Identify physical and environmental characteristics of communities.

##### **Grade 1**

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

**Grade 2**

Concepts and Practices	Standards	
G: Migration and Movement	2.G.MM.1	Explain patterns of human settlement in North America.
G: Human Interactions and Interconnections	2.G.HI.1	Compare the ways various cultural groups connect and interact within North America.
G: Human Environment Interaction	2.G.HE.1	Explain the ways human activities impact the physical environment of North America.
G: Geographic Reasoning	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.
G: Kentucky Geography	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	
G: Migration and Movement	3.G.MM.1	Analyze how human settlement and movement impact diverse groups of people.
G: Human Interactions and Interconnections	3.G.HI.1	Explain how the cultural aspects of a region spread beyond its borders.
G: Human Environment Interaction	3.G.HE.1	Explain how the culture of places and regions influence how people modify and adapt to their environments.
G: Geographic Reasoning	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.
G: Kentucky Geography	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	
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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.

Concepts and Practices	Standards	
G: Human Environment Interaction	4.G.HE.1	Analyze how geographic features created challenges and opportunities for the development of Colonial America.
G: Geographic Reasoning	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.
G: Kentucky Geography	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	
G: Migration and Movement	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.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
G: Geographic Reasoning	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.
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.

Concepts and Practices	Standards	
	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. Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.
	6.G.HE.2	
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.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	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.
G: Geographic Reasoning	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.
G: Kentucky Geography	N/A	

**Grade 8**

Concepts and Practices	Standards	
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 to Reconstruction from 1600-1877.
G: Human Interactions and Interconnections	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.
G: Human Environment Interaction	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.
G: Geographic Reasoning	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.
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	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.
G: Human Interactions and Interconnections	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.
	HS.G.HI.2	Analyze how cultural and economic decisions influence the characteristics of various places.
	HS.G.HI.3	Explain how people create natural and cultural regions to interpret Earth's complexity.
G: Human Environment Interaction	HS.G.HE.1	Assess the reciprocal relationship between physical environment and culture within local, national and global scales.
	HS.G.HE.2	Analyze how human settlements are influenced by or influence the relationship between people and the environment.

Concepts and Practices	Standards	
G: Geographic Reasoning	HS.G.GR.1	Interpret the relationships among human and physical patterns and processes at local, national and global scales.
	HS.G.GR.2	Analyze how environmental factors influence population distributions from place to place.
G: Kentucky Geography	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.

### 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 concept and practice is coded as "MM."

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Migration and Movement	K.G.MM.1	Identify why and how people and goods move to and within communities.
Grade 1	G: Migration and Movement	1.G.MM.1	Explain why and how people and goods move to and within communities.
Grade 2	G: Migration and Movement	2.G.MM.1	Explain patterns of human settlement in North America.
Grade 3	G: Migration and Movement	3.G.MM.1	Analyze how human settlement and movement impact diverse groups of people.
Grade 4	G: Migration and Movement	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.
Grade 5	G: Migration and Movement	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.
Grade 6	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.
Grade 7	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.
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.

Grade Level	Concepts and Practices	Standards	
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 concept and practice is coded as “HI.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Human Interactions and Interconnections	K.G.HI.1	Identify and describe the culture of communities.
Grade 1	G: Human Interactions and Interconnections	1.G.HI.1	Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
Grade 2	G: Human Interactions and Interconnections	2.G.HI.1	Compare the ways various cultural groups connect and interact within North America.
Grade 3	G: Human Interactions and Interconnections	3.G.HI.1	Explain how the cultural aspects of a region spread beyond its borders.
Grade 4	G: Human Interactions and Interconnections	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	G: Human Interactions and Interconnections	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.
Grade 6	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.
Grade 7	G: Human Interactions and Interconnections	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.

Grade Level	Concepts and Practices	Standards	
		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.
Grade 8	G: Human Interactions and Interconnections	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.
High School	G: Human Interactions and Interconnections	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.
		HS.G.HI.2	Analyze how cultural and economic decisions influence the characteristics of various places.
		HS.G.HI.3	Explain how people create natural and cultural regions to interpret Earth's complexity.

### 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 concept and practice is coded as "HE."

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Human Environment Interaction	K.G.HE.1	Identify ways humans interact with their environment.
Grade 1	G: Human Environment Interaction	1.G.HE.1	Describe ways people modify their environment.
Grade 2	G: Human Environment Interaction	2.G.HE.1	Explain the ways human activities impact the physical environment of North America.
Grade 3	G: Human Environment Interaction	3.G.HE.1	Explain how the culture of places and regions influence how people modify and adapt to their environments.
Grade 4	G: Human Environment Interaction	4.G.HE.1	Analyze how geographic features created challenges and opportunities for the development of Colonial America.
Grade 5	G: Human Environment Interaction	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	G: Human Environment Interaction	6.G.HE.1	Analyze how physical environments shaped the development of River Valley Civilizations 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.
Grade 7	G: Human Environment Interaction	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.
Grade 8	G: Human Environment Interaction	8.G.HE.1	Analyze how cultural and technological changes influenced how people interacted with their environments in the

Grade Level	Concepts and Practices	Standards
		United States from the Colonial Era to Reconstruction from 1600-1877.
High School	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>

### 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 concept and practice is coded as “GR.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Geographic Reasoning	K.G.GR.1	Create maps of familiar areas, such as the classroom, school and community.
Grade 1	G: Geographic Reasoning	1.G.GR.1	Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
Grade 2	G: Geographic Reasoning	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.
Grade 3	G: Geographic Reasoning	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.
Grade 4	G: Geographic Reasoning	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.
Grade 5	G: Geographic Reasoning	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.
Grade 6	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.
Grade 7	G: Geographic Reasoning	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.

Grade Level	Concepts and Practices	Standards	
Grade 8	G: Geographic Reasoning	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.
High School	G: Geographic Reasoning	HS.G.GR.1	Interpret the relationships among human and physical patterns and processes at local, national and global scales.
		HS.G.GR.2	Analyze how environmental factors influence population distributions from place to place.

### 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 of the classroom where applicable. Within this document, the Kentucky Geography concept and practice is coded as “KGE.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Kentucky Geography	K.G.KGE.1	Identify physical and environmental characteristics of communities.
Grade 1	G: Kentucky Geography	1.G.KGE.1	Compare the physical and human characteristics of communities in Kentucky.
Grade 2	G: Kentucky Geography	2.G.KGE.1	Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.
Grade 3	G: Kentucky Geography	3.G.KGE.1	Describe the impact of cultural diffusion and blending on Kentucky in the past and today.
Grade 4	G: Kentucky Geography	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	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	G: Kentucky Geography	N/A	
Grade 7	G: Kentucky Geography	N/A	
Grade 8	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	G: Kentucky Geography	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 provides 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**

<b>Concepts and Practices</b>	<b>Standards</b>	
H: Change and Continuity	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.
H: Cause and Effect	K.H.CE.1	Identify the cause and effect of an event in a community.
H: Conflict and Compromise	K.H.CO.1	Describe interactions that occur between individuals/groups in families, classrooms and communities.
H: Kentucky History	K.H.KH.1	Compare life in the past to life today in communities.

##### **Grade 1**

<b>Concepts and Practices</b>	<b>Standards</b>	
H: Change and Continuity	1.H.CH.1	Describe how events, people and innovation of the past affect their present lives, community and state.
H: Cause and Effect	1.H.CE.1	Predict the causes and effects of events in their community and state.
H: Conflict and Compromise	1.H.CO.1	Describe interactions that occur between individuals as members of groups, the community and/or state.
H: Kentucky History	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	
H: Change and Continuity	2.H.CH.1	Identify and compare the diverse North American cultural groups of the past and today.
H: Cause and Effect	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.
H: Conflict and Compromise	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.
H: Kentucky History	2.H.KH.1	Explain how events in North America impacted Kentucky.

**Grade 3**

Concepts and Practices	Standards	
H: Change and Continuity	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.
H: Cause and Effect	3.H.CE.1	Compare diverse world communities in terms of members, customs and traditions to the local community.
H: Conflict and Compromise	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.
H: Kentucky History	3.H.KH.1	Explain how world events impact Kentucky, both in the past and today.

**Grade 4**

Concepts and Practices	Standards	
H: Change and Continuity	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.
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.
	4.H.CO.1	Explain examples of conflict and collaboration among various groups of people from

Concepts and Practices	Standards	
H: Conflict and Compromise		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 foundational 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.
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.
H: Conflict and Compromise	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.
	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures

Concepts and Practices	Standards
H: Kentucky History	of Kentucky's state government.

#### Grade 7

Concepts and Practices	Standards
H: Change and Continuity	7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.
H: Cause and Effect	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.
H: Conflict and Compromise	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
H: Change and Continuity	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. 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.
H: Cause and Effect	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. 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.

H: Conflict and Compromise	8.H.CO.1	Explain how colonial resistance to British control led to the Revolutionary War.
	8.H.CO.2	Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.
	8.H.CO.3	Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.
	8.H.CO.4	Explain how sectionalism and slavery within the United States led to conflicts between 1820-1877.
H: Kentucky History	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.

### High School: United States History

Concepts and Practices	Standards	
H: Change and Continuity	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.

H: Cause and Effect	<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>
H: Conflict and Compromise	<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>
H: Kentucky History	<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
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 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>
H: Cause and Effect	<p>HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.</p> <p>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 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>

	HS.WH.CE.9	Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present.
H: Conflict and Compromise	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.
	HS.WH.CO.2	Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.
	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.
	HS.WH.CO.4	Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.
	HS.WH.CO.5	Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.
	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.
H: Kentucky History	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 concept and practice is coded as “CH.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	H: Change and Continuity	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.
Grade 1	H: Change and Continuity	1.H.CH.1	Describe how events, people and innovation of the past affect their present lives, community and state.
Grade 2	H: Change and Continuity	2.H.CH.1	Identify and compare the diverse North American cultural groups of the past and today.
Grade 3	H: Change and Continuity	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.
Grade 4	H: Change and Continuity	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.
Grade 5	H: Change and Continuity	5.H.CH.1	Describe the impact of foundational 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 6	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.

Grade Level	Concepts and Practices	Standards	
Grade 7	H: Change and Continuity	7.H.CH.1	Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.
Grade 8	H: Change and Continuity	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 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.
High School (UH)	H: Change and Continuity	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.

Grade Level	Concepts and Practices	Standards
		<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>
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 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 concept and practice is coded as “CE.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	H: Cause and Effect	K.H.CE.1	Identify the cause and effect of an event in a community.
Grade 1	H: Cause and Effect	1.H.CE.1	Predict the causes and effects of events in their community and state.
Grade 2	H: Cause and Effect	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.
Grade 3	H: Cause and Effect	3.H.CE.1	Compare diverse world communities in terms of members, customs and traditions to the local community.
Grade 4	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.
Grade 5	H: Cause and Effect	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.
Grade 6	H: Cause and Effect	6.H.CE.1	Analyze the causes and effects of the rise of River Valley Civilizations.
Grade 7	H: Cause and Effect	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 8	H: Cause and Effect	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.

Grade Level	Concepts and Practices	Standards	
		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.
High School (UH)	H: Cause and Effect	HS.UH.CE.1	Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.
		HS.UH.CE.2	Analyze the events that caused the United States to emerge as a global power between 1890-1991.
		HS.UH.CE.3	Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.
		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.
		HS.UH.CE.5	Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.
		HS.UH.CE.6	Analyze how global interactions impacted American culture and society from 1890-present.
High School (WH)	H: Cause and Effect	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 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

Grade Level	Concepts and Practices	Standards
		<p>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 towards accomplishing common goals. Within this document, the Conflict and Compromise concept and practice is coded as “CO.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	H: Conflict and Compromise	K.H.CO.1	Describe interactions that occur between individuals/groups in families, classrooms and communities.
Grade 1	H: Conflict and Compromise	1.H.CO.1	Describe interactions that occur between individuals as members of groups, the community and/or state.
Grade 2	H: Conflict and Compromise	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.
Grade 3	H: Conflict and Compromise	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.
Grade 4	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.
Grade 5	H: Conflict and Compromise	5.H.CO.1	Analyze the role conflict and collaboration played in the founding of the United States.
Grade 6	H: Conflict and Compromise	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.
Grade 7	H: Conflict and Compromise	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	H: Conflict and Compromise	8.H.CO.1	Explain how colonial resistance to British control led to the Revolutionary War.

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

Grade Level	Concepts and Practices	Standards	
		HS.WH.CO.4	Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.
		HS.WH.CO.5	Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.
		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.

### 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 concept and practice is coded as “KH.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	H: Kentucky History	K.H.KH.1	Compare life in the past to life today in communities.
Grade 1	H: Kentucky History	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	H: Kentucky History	2.H.KH.1	Explain how events in North America impacted Kentucky.
Grade 3	H: Kentucky History	3.H.KH.1	Explain how world events impact Kentucky, both in the past and today.
Grade 4	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	H: Kentucky History	5.H.KH.1	Describe the role of Kentucky settlers in the American Revolution.
Grade 6	H: Kentucky History	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures of Kentucky’s state government.
Grade 7	H: Kentucky History	N/A	
Grade 8	H: Kentucky History	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.
High School (UH)	H: Kentucky History	HS.UH.KH.1	Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
High School (WH)	H: Kentucky History	HS.WH.KH.1	Describe the impact of world history on Kentuckians and how Kentucky impacted the world.

## **Appendix B: Writing and Review Committees**

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  
Randee Wright, Breckinridge County  
Rachael Yaden, Lincoln County  
Erin Yetter, Federal Reserve Bank of St. Louis

**Social Studies Review and Development Committee (RDC) 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