

SOCIAL STUDIES STANDARDS GUIDE

DIOCESE OF OWENSBORO

Revised, 2020





DIOCESE OF OWENSBORO

McRaith Catholic Center

OFFICE OF THE BISHOP

August 2019

My dear brothers and sisters in Christ,

It is my pleasure to present to you the Diocese of Owensboro's K-12 Social Studies Standards. I am grateful to those who worked to adopt comprehensive, rigorous academic standards that are integrated with Catholic Identity.

Social Studies presents a natural forum to ask 'big' questions and make applications of principles to daily life. Sample questions are provided at each grade level to enable viewing subject matter with the eyes of faith, assist discussion, and practice the application of Catholic Social Teaching.

Unique within the standards are the references to the *Catechism of the Catholic Church* and other Magisterial documents that can assist parents and teachers in their on-going formation in the faith. It is hoped that parents will access the Catholic primary resources within this document not only as the primary educators of their children, but also as a means of deepening their own understanding of Catholic Social Teaching's application to daily life.

May these standards serve as the proverbial mustard seed which will yield tremendous growth in the faith in Owensboro, enabling its users to become missionary disciples at home, in our community and to the ends of the earth.

Sincerely in Christ,

Most Reverend William F. Medley
Bishop of the Diocese of Owensboro

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MISSION STATEMENT OF THE CATHOLIC SCHOOLS OF THE DIOCESE OF OWENSBORO

The curriculum in the Catholic School reflects the six tasks of catechesis:

“to promote knowledge of the faith, to further knowledge of liturgy and the sacraments, to support moral formation in Jesus Christ, to teach the Christian how to pray with Christ, to prepare the Christian to live in community and to participate actively in the life and mission of the Church.”

(NDC, #20; GDC, #85-86)

The mission of the Catholic Schools of the Diocese of Owensboro is to share in the Church's mission, to proclaim the message of Jesus Christ as lived out in the Catholic Church which creates a worshipping community of believers whose service is a witness of their Christian love.

Standards Review and Revision Cycle

Diocese of Owensboro

Subject Area	Next Diocesan Standards Review and Revision	Last Revised	Subjects and Standards approval by: Diocesan Standards Committee, PACESS, and Most Rev. William F. Medley	Textbooks purchased <i>(if purchasing)</i>
Group VI -- Religion, Vocational Studies, and Practical Living	2020-2021	2012	Spring 2021	Summer 2021
Group I -- Math	2021-2022	2015	Spring 2022	Summer 2022
Group II -- English/Language Arts	2022-2023	2016	Spring 2023	Summer 2023
Group III-- Science	2023-2024	2017	Spring 2024	Summer 2024
Group IV-- Social Studies	2024-2025	2019	Spring 2025	Summer 2025
Group V-- Arts and Humanities Foreign Language	2025-2026	2010	Spring 2026	Summer 2026

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NATIONAL STANDARDS AND BENCHMARKS FOR EFFECTIVE CATHOLIC SCHOOLS

“A school’s Catholic Identity should not be confined to the religion curriculum and campus ministry activities. Every subject taught should be connected in some way to the school’s Catholic Identity. The effective way of aligning academics with Catholic Identity is by integrating the seven principles of Catholic Social Teaching into the overall school curriculum.” (Momentum, Sept./Oct. 2008)

Standard 2:

An excellent Catholic school adhering to mission provides a rigorous academic program for religious studies and catechesis in the Catholic faith, set within a total academic curriculum that integrates faith, culture and life.

- 2.4 The school’s Catholic Identity requires excellence in academic and intellectual formation in all subjects including religious education.
- 2.5 Faculty uses the lenses of Scripture and the Catholic intellectual tradition in all subjects to help students think critically and ethically about the world around them.
- 2.7 The theory and practice of the Church’s social teachings are essential elements of the curriculum.

The United States Conference of Catholic Bishops affirms the message of the Congregation on Catholic Education that intellectual development of the person and growth as a Christian go forward hand in hand. Rooted in the mission of the Church, the Catholic school brings faith, culture and life together in harmony. In 2005, the bishops noted that “young people of the third millennium must be a source of energy and leadership in our Church and our nation. And, therefore, we must provide young people with an academically rigorous and doctrinally sound program of education” (Renewing Our Commitment to Catholic Elementary and Secondary School in the Third Millennium, 2005).

The essential elements of “an academically rigorous and doctrinally sound program” mandate curricular experiences—including co-curricular and extra-curricular activities—which are rigorous, relevant, research-based, and infused with Catholic faith and traditions. The following essential elements provide a framework for the design, implementation, and assessment of authentic academic excellence in Catholic school education from prekindergarten through secondary school.

Standard 7:

An excellent Catholic school has a clearly articulated rigorous curriculum aligned with relevant standards, 21st century skills, and Gospel values, implemented through effective instruction.

- 7.1 The curriculum adheres to appropriate, delineated standards, and is vertically aligned to ensure that every student successfully completes a rigorous and coherent sequence of academic courses based on the standards and rooted in Catholic values.
- 7.2 Standards are adopted across the curriculum, and include integration of the religious, spiritual, moral, and ethical dimensions of learning in all subjects.
- 7.3 Curriculum and instruction for 21st century learning provide students with the knowledge, understanding, and skills to become creative, reflective, literate, critical, and moral evaluators, problem solvers, decision makers, and socially responsible global citizens.
- 7.4 Curriculum and instruction for 21st century learning prepares students to become expert users of technology, able to create, publish, and critique digital products that reflect their understanding of the content and their technological skills.
- 7.5 Classroom instruction is designed to intentionally address the affective dimensions of learning, such as intellectual and social dispositions, relationship building, and habits of mind.
- 7.6 Classroom instruction is designed to engage and motivate all students, addressing the diverse needs and capabilities of each student, and accommodating students with special needs as fully as possible.
- 7.7 Faculty collaborate in professional learning communities to develop, implement, and continuously improve the effectiveness of the curriculum and instruction to result in high levels of student achievement.
- 7.8 The faculty and professional support staff meet (arch) diocesan, state, and/or national requirements for academic preparation and licensing to ensure their capacity to provide effective curriculum and instruction.
- 7.9 Faculty and professional support staff demonstrate and continuously improve knowledge and skills necessary for effective instruction, cultural sensitivity, and modeling of Gospel values.
- 7.10 Faculty and staff engage in high quality professional development, including religious formation, and are accountable for implementation that supports student learning.

Standard 8:

An excellent Catholic school uses school-wide assessment methods and practices to document student learning and program effectiveness, to make student performances transparent, and to inform the continuous review of curriculum and the improvement of instructional practices.

- 8.1 School-wide and student data generated by a variety of tools are used to monitor, review, and evaluate the curriculum and co-curricular programs; to plan for continued and sustained student growth; and to monitor and assess faculty performance.
- 8.2 School-wide and aggregated student data are normed to appropriate populations and are shared with all stakeholders.
- 8.3 Faculty use a variety of curriculum-based assessments aligned with learning outcomes and instructional practices to assess student learning, including formative, summative, authentic performance, and student self-assessment.
- 8.4 Criteria used to evaluate student work and the reporting mechanisms are valid, consistent, transparent, and justly administered.
- 8.5 Faculty collaborate in professional learning communities to monitor individual and class-wide student learning through methods such as common assessments and rubrics.

From: *National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools*, <http://www.catholicschoolstandards.org/the-standards/2014-07-13-13-36-30/download-the-standards>

NATIONAL STANDARDS FOR SOCIAL STUDIES

National Council for the Social Studies (NCSS) defines social studies as the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decision for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

(Adopted by NCSS in 1992. See *National Council for the Social Studies, Expectations of Excellence: Curriculum Standards for Social Studies*, Washington, D.C.: NCSS, 1994)

The revised standards are focused on ten themes:

1. *Culture* – Learners will understand how human beings create, learn, share, and adapt to culture.
2. *Time, Continuity, and Change* – Through the study of the past and its legacy, learners examine the institutions, values, and beliefs of people in the past, acquire skills in historical inquiry and interpretation, and gain an understanding of how important historical events and developments have shaped the modern world.
3. *People, Places, and Environments* – Learners will develop their spatial views and perspectives of the world and will understand the relationships between people, places, and environments.
4. *Individual Development and Identity* – Learners will understand individual development and identity by studying the influence of various times, cultures, groups, and institutions.
5. *Individuals, Groups, and Institutions* – Learners will understand how institutions are formed, maintained, and changes and will understand how they influence individuals, groups, and other institutions.
6. *Power, Authority, and Governance* – Learners will develop an understanding of the principles, processes, structures, and institutions of government, and examine how power and authority are or have been obtained in various systems of government.
7. *Production, Distribution, and Consumption* – Learners will study the interdependent world economy and will develop an understanding of how a variety of systems have been developed to decide the answer to fundamental questions related to what is to be produced, how production is to be organized, and how goods and services are to be distributed.
8. *Science, Technology, and Society* – Learners will understand how developments in science and technology impact individuals, groups, institutions, and societies
9. *Global Connections* – Learners will study global interdependence and will develop an understanding of the increasingly complex connections among individuals, groups,

institutions, nations, and world communities in order to identify the issues arising from global connections, and to support informed and ethical decision-making.

10. *Civic Ideals and Practices* – Learners will study civic ideals, principles and practices of citizenship in a democratic society.

From: *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning and Assessment*, Silver Spring, Maryland. NCSS, 2010.

The content and performance Social Studies standards are organized around the following guidelines:

1. *Civics and Government* – Citizenship entails an understanding of the nature of government and the unique qualities of a democracy including fundamental rights, structure, and the role of the citizen. Students will apply justice, equality, responsibility, and freedom to life. Students will understand and be able to describe various forms of government, and analyze rights and responsibilities within each. Students will have a working knowledge of the basic documents of the U.S. government.
2. *Cultures and Societies* – Culture is the way of life shared by a group of people. Culture includes ideas, religion, traditions, philosophy, social rules and institutions. Students will analyze human behavior based on the major components of culture. Students will interact and work cooperatively with diverse groups throughout the world based on their knowledge of culture. Students will understand that culture relates directly to environment, economy, religion, education, family, and government.
3. *Economics* – Economics includes the study of production, distribution, and consumption of goods and services. Students will understand how their economic decisions affect themselves, others, the nation, and the world as a whole. Students will be able to reconcile unlimited wants with limited resources. Students will understand the effects of economic decision in daily living.
4. *Geography* – The study of location, place, regions, movement and human/environmental interaction. Understanding the world and its delicate balance are essential in man's survival. A geographic perspective allows better understanding of the past and preparation for the future.
5. *Historical Perspective* – History is an interpretation of events, people, ideas, and their interaction over time. In order for students to understand the present and make plans for the future, they must understand the past. Students will be able to understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

The United States Conference of Catholic Bishops encourages Catholic School educators to promote curriculum development in the area of the Catholic Church's social teaching and to teach these themes every day by weaving these ideas into curricula and classrooms. The Church's social teaching is a rich treasure of wisdom about building a just society and living lives of holiness amidst the challenges of modern society.

CATHOLIC SOCIAL TEACHING

Major Themes:

- Life and Dignity of the Human Person – The Catholic Church proclaims that human life is sacred and that the dignity of the human person is the foundation of a moral vision for society. The Church believes that every person is precious, that people are more important than things and the measure of every institution is whether it threatens or enhances the life and dignity of the human person.
- Call to Family, Community and Participation – The Catholic Church tradition proclaims that the person is not only sacred but also social. Marriage and the family is the central social institution that must be supported and strengthened, not undermined. Our Church teaches that the role of government and other institutions is to protect human life and human dignity and promote the common good.
- Rights and Responsibilities – Catholic tradition teaches that human dignity can be protected and a healthy community can be achieved only if human rights are protected and responsibilities are met.
- Option for the Poor and Vulnerable – Catholic teaching proclaims that a basic moral test is how our most vulnerable members are faring. We are instructed in Matthew 25: 31-46 to put the needs of the poor and vulnerable first.
- The Dignity of Work and the Rights of Workers – The Catholic Church believes that the economy must serve people, not the other way around. Work is more than a way to make a living; it is a form of continuing participation in God's creation.
- Solidarity – Catholic social teaching proclaims that we are our brothers' and sisters' keepers, wherever they live. We are one human family whatever our national, racial, ethnic, economic, and ideological differences. Learning to practice the virtue of solidarity means learning that "loving our neighbor" has global dimensions in an interdependent world.
- Care for God's Creation –The Catholic tradition insists that we show our respect for the Creator by our stewardship of creation. We are called to protect people and the planet, living our faith in relationship with all of God's creation.

From: *Sharing Catholic Social Teaching: Challenges and Directions*, United States Conference of Catholic Bishops, 2012.

“Teachers should guide the students’ work in such a way that they will be able to discover a religious dimension in the world of human history.

As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author... They will see the development of civilizations, and learn about progress in such things as economic development, human freedom, and international cooperation. When they are ready to appreciate it, students can be invited to reflect on the fact that this human struggle takes place within the divine history of universal salvation. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur.”

From: *The Religious Dimension of Education in a Catholic School*, 1988, #58-59

http://www.vatican.va/roman_curia/congregations/ccatheduc/documents/rc_con_ccatheduc_doc_19880407_catholic-school_en.html

INTRODUCTION

Catholic schools are privileged to enable the teaching of current and future citizens in how the faith permeates every aspect of the day, and all employees serve this end by modeling faith's integration and making it relevant to students. The content areas of Social Studies are particularly suited for faith's integration.

Catholic World View (CWV)

Teachers of Social Studies in Catholic schools in the Diocese of Owensboro are expected to present all standards within the Catholic World View. The teaching and learning of Social Studies facts and concepts through the lens of the Catholic World View means putting on the mind of Christ, our "GODgles", so to speak, and enabling faith and reason to transcend temporal limits. The Catholic World View is not a system but an infinitely long view of reality permeated by grace, which is dynamic, reasonable, and objective.

Jesus is the reason for each Catholic school's existence, and one cannot separate Jesus from His Paschal Mystery, His providential and redemptive suffering, death and resurrection. The content of Social Studies prompts existential questions that find meaning in the person of Christ. Teachers of Social Studies in the Catholic schools in the Diocese of Owensboro have confidence to lead students to Him, even while recognizing their own powerlessness in His presence.

The Social Studies curriculum for the Diocese of Owensboro has been categorized into four strands: Civics, Geography, History and Economics (K-2 has an additional strand of Identity). Each strand has a Catholic World View outline with references to the [*Catechism of the Catholic Church*](#). Each grade level features suggested Catholic heroes that facilitate standards of education within the Catholic World View and a link to Catholic primary resources. Standards include Catholic World View points of reflection. It is essential to note that all strands, at all grade levels, can and should apply to Catholic Social Teaching.

Catholic Social Teaching (CST)

Catholic Social Teaching presents the Gospel way of life, but has been given specific order and terminology in Magisterial Documents in the last two centuries and has become influential on a global scale. Catholic Social Teaching is a portion of Catholic World View that presents principles and reference points for the decision-making process at every level. For instance, "Does this protect the dignity of the person or treat him as a means to another end? Does this decision respect proper communication channels? Does this decision adversely affect others or the environment?" Catholic Social Teaching should be second nature to all students and employees in the Catholic schools in the Diocese of Owensboro and seen as a main reference in each aspect of Social Studies and, most importantly, each personal life.

As the teaching of Social Studies naturally flows into current politics, teachers can use this as opportunity to model the Church's approach: "The Church's social teaching proposes principles for reflection, provides criteria for judgment and it gives guidelines for action (CCC, 2423)." While avoiding personal political affiliation and modeling respect for legitimate authority, teachers facilitate their referencing of the Church's primary resources for relevant statements.

The principles of Catholic Social Teaching are many and this curriculum will be using them as outlined by the United States Conference of Catholic Bishops. All references will be using the Church's primary resources, all of which can be found online vatican.va and USCCB.org.

Teachers of Social Studies in Catholic schools have the privilege of empowering others with confidence in Divine Providence and trust in His Church. While the Catholic World View's paradox of the cross is not readily apparent to those who do not know Christ, the principles articulated in Catholic Social Teaching have been accepted as true, beautiful, and good by most cultures. In many cases, it is the witness of these teachings that has helped non-Christians be open to the person of Jesus. Teachers of Social Studies in the Diocese of Owensboro are privileged to be called to be missionary disciples.

DISCIPLINARY STRANDS

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

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

The disciplinary strands are: Civics (C), Economics (E), Geography (G), and History (H).

Civics (C)—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.”

Economics (E)—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.”

Geography (G)—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.”

History (H)—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 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.”

CATHOLIC WORLD VIEW IN SOCIAL STUDIES

Teachers are responsible for demonstrating Faith's integration at all times and should reflect on the Catholic World View (CWV) in lesson planning for Social Studies. Approaching details from this very broad lens takes practice for all ages but adds the ever sought relevance of lesson content to "real life".

The points with the reference number to *Catechism of the Catholic Church* should serve as a springboard to further investigation, study, and meditation. Using the four strands throughout the Social Studies Curriculum serves a practical purpose, but the reality in the CWV is that all is one and therefore impossible to categorize without overlaps. Although not directly in the outline, the principles in Catholic Social Teaching (CST) apply to each strand as they apply to the lunchroom and global decision making.

Civics

- A person is a religious and moral being. (CCC #27-35, 44)
 - Various cultures, by reason, have formed a religion usually involving worship and sacrifice. God made us to search for Him and to know He exists by reason alone. (35-39,47,237,286)
 - All cultures demonstrate that man has an intrinsic desire to do good and avoid evil. (1706,1777)
 - God judges man according to conscience. (819,1776-1802)
 - Cultures form and enforce laws. The Ten Commandments follow the natural law, written on the hearts of all men. (1954, 2070-2073)
- Man is made in the image and likeness of God. (355-361; 1700-1715).
 - Man is a relational/social being. The Trinity is a relationship of three persons. (1877-1885)
 - Family: As original cell of social life (2207) family must be protected by social measures (2209-2213)
 - Solidarity: humanity is one family. (1939-1942).
 - We are our brother's keeper. (2196)
 - We must protect the vulnerable. (1932, 2443)
 - Man is called to Communion with self, others, and God. (1, 1719)
- Man's rights bring responsibility. (1734, 1913-1917)
 - Social structures (government) exist to serve mankind/the common good. (1905,1929-1933)
 - Progress (1908) and politics (1910) serve the common good.

Economics

- All economic systems should serve the common good and protect man's dignity. (2419, 2426-24-36)
 - The disordered desire which makes money or power an ultimate end violates the dignity of the human person. (2423-24)
 - Justice and solidarity call economic systems to recognize the poor. (2443-2449, 2459)

- Catholic Social Teaching provides principles for reflection, criteria for judgment and guidelines for action. (2420-2463)
 - Catholic Social Teaching may name systems as incompatible with principles, but will not endorse political parties. (1884, 2423)
 - Catholic Social Teaching principles apply from the smallest transaction to global actions. (2423, 2437-2442)

History

- History contains a series of interconnected choices/events. (310)
 - God does not intend our bad choices but permits them in respect of our freedom (385-402, 1730-1742). Sin creates a proclivity to sin (1965-1869).
 - What may seem to be God's apparent incapability of stopping evil (272-274) surfaces in the study of history and prompts important existential questions which call for reflection, which takes time for mediation, study, and prayer. (1742)
 - Divine providence is an understanding of God's grace throughout time. (309-314)
 - God's time is not man's time.
- Jesus is real. He entered into our time and space by becoming man to redeem us. (1698)
 - Catholics are fulfilled Jews and as such are traced man's first creation. (59-752)
 - The Catholic Church, as citizens of the Kingdom of God, has and will continue to survive and transcend every temporal boundary and political system. (760)
 - Behaviors of individual Catholics do not alter truths of the faith. If popes or Catholics have done evil, the evil done does not represent the Church's teaching. (769, 308)
 - The paradox of the Cross: only in Jesus do suffering and death "make sense". (604-607, 618, 1460)

Geography

- God transcends Creation and is present to it. (300, 770, 771)
- God gave man dominion over all creation. (2415-2418)
 - Universal destination of goods. (2402, 2452)
 - Right to private property. (2401)
 - Governments have the right to oversee lands and property ownership. (2237, 2406)
 - Man is steward of creation. (2415-2418, 2456)

SAINTS (CATHOLIC HEROES) RELEVANT TO K-2 SOCIAL STUDIES THEMES

Mothers	Fathers
Blessed Mother Monica Zelig Martin Margaret Bosco Gianna Molla Frances of Rome Perpetua Felicity Elizabeth Ann Seton	Saint Joseph Louis Martin Martin of Tours Thomas More Stephen of Hungary Louis IX Manuel Morales
Young Saints	Other
Dominic Savio—obedience St. Therese Lisieux—little way Maria Goretti—forgiveness Jacinta/Francisco—prayer Martin dePorres—helpful St. Aloysius Gonzaga—good student Bernadette—struggling student Gemma Galgani—good student Pier Giorgio Frassati—sports, activism	Angels—protection Francis of Assisi—stewardship Peter Claver—active bystander Saint Nicholas—helping poor Elizabeth of Hungary—Queen Matthew—economics

SAINTS (CATHOLIC HEROES) RELEVANT TO 3-5 SOCIAL STUDIES THEMES

United States	Others
<p>North American Martyrs:</p> <p><u>Rose Philippine Duchesne, R.S.C.J.</u> <u>Francesca Saverio Cabrini</u> <u>Elizabeth Ann Bayley Seton</u> <u>John Nepomuk Neumann</u> <u>Rose-Philippine Duchesne</u> <u>Katharine Mary Drexel</u> <u>Pedro Calungsod</u> <u>Barbara Cope</u> (Marianne) <u>Kateri Tekakwitha</u> <u>Miguel José Serra Ferrer</u> (Junípero)</p> <p>Beatified:</p> <p><u>Solanus Casey O.F.M. Cap...</u> <u>Frans Xavier Seelos</u> <u>Teresa Demjanovich</u> <u>Stanley Francis Rother</u></p> <p>Venerable:</p> <p><u>Augustus Tolton</u>, <u>Pierre Toussaint</u> <u>Michael Joseph McGivney</u> <u>Henriette DeLille</u></p>	<p>Our Lady of Guadalupe Our Lady of Fatima Our Lady of Lourdes Saint Paul Dominic Frances of Assisi Vincent DePaul Martin de Porres Josephine Bakhita Vincent de Paul Louis de Marillac Thérèse of Lisieux Mother Teresa of Calcutta Peter Claver Thomas More</p>

Missionaries	
<p>To America:</p> <p>Isaac Jogues—North America Damien of Molokai—Hawaii Marianne Cope—Hawaii Theodora Guérin—Indiana Frances Cabrini—United States Rose Philippine Duchesne—Mississippi River Junipero Serra—West John Neumann—Northeast</p>	<p>From America:</p> <p>Stanley Roth—Latin America Elizabeth Ann Seton—To children Katherine Drexel—Margins in United States Kateri Tekawitha—Native American Vincent Capodanno—Military to Vietnam Emil Kapaun—Army to Korea Walter Ciszek—Russia</p>
<p>Miscellaneous:</p> <p>Francis Xavier—India, Japan Mother Teresa—India Patrick—Ireland Therese of Lisieux (via prayer) St. Paul (via writing) Matteo Ricci—China Endmund Campion—England Peter Claver—To slaves</p>	

SAINTS (CATHOLIC HEROES) RELEVANT TO 6-8 SOCIAL STUDIES THEMES

Eastern Hemisphere	Western Hemisphere	United States
Theotokos Ignatius of Antioch Athanasius Basil the Great Gregory of Nazianzus Gregory of Nyssa John Chrysostom Justin Martyr Clement of Alexandria Catherine of Alexandria Charbel Anthony of Egypt Martyrs of China Paul Miki and Companions Francis Xavier Peter Kibe Andrew Dung Lac and Comp. Walter Cizek Nguyen Van Thuan	Our Lady of Lourdes Our Lady of Fatima Our Lady of Czestochowa Augustine of Hippo Leo the Great Gregory the Great Benedict Scholastica Martin of Tours Patrick Brigid Dominic Francis of Assisi Clare of Assisi Anthony of Padua Ignatius Bernard of Clairvaux Joan of Arc Rose of Lima Martin de Porres Catherine of Sienna Albert the Great Thomas Aquinas Hildegard Teresa of Avila Theresa of Lisieux John Paul II Edith Stein Maximillian Kolbe Pier Giorgio Frassati John XXIII Padre Pio Gianna Molla	<u>St. Frances Xavier Cabrini</u> <u>St. Elizabeth Ann Seton</u> <u>St. John Neumann</u> <u>St. Rose Philippine Duchesne</u> <u>St. Katharine Drexel</u> <u>St. Théodore Guérin</u> <u>St. Damien de Veuster</u> <u>St. Marianne Cope</u> <u>St. Kateri Tekakwitha</u> <u>St. Junípero Serra</u> <u>Bl. Francis Xavier Seelos</u> <u>Bl. Teresa Demjanovich</u> <u>Bl. Stanley Rother</u> <u>Bl. Solanus Casey</u> <u>Ven. Cornelia Connelly</u> <u>Ven. Michael J. McGivney</u> <u>Ven. Henriette DeLille</u> <u>Ven. Nelson Baker</u> <u>Ven. Fulton J. Sheen</u> <u>Ven. Celestina Bottego</u> <u>Ven. Aloysius Schwartz</u> <u>Ven. Samuel Charles Mazzuchelli</u> <u>Ven. Maria Teresa Dudzik</u> <u>Ven. Pierre Toussaint</u> <u>Ven. Maria Kaupas</u> <u>Ven. Félix Varela</u> <u>Ven. Frederic Baraga</u> <u>Ven. Mary Angeline Teresa McCrory</u> <u>Ven. Alphonse Gallegos</u> <u>Ven. Patrick Peyton</u> <u>Servant of God Vincent Robert Capodanno</u> <u>Servant of God Walter Cizek</u> <u>Servant of God Terence Cooke</u> <u>Servant of God Dorothy Day</u> <u>Servant of God Emil Kapaun</u> <u>Servant of God Mary Elizabeth Lange</u> <u>Servant of God Rose Hawthorne Lathrop</u> <u>Servant of God Augustine Tolton</u>

SAINTS (CATHOLIC HEROES) RELEVANT TO HIGH SCHOOL SOCIAL STUDIES THEMES

United States	
<p>Canonized</p> <p>St. Frances Xavier Cabrini St. Elizabeth Ann Seton St. John Neumann St. Rose Philippine Duchesne St. Katharine Drexel St. Théodore Guérin St. Damien de Veuster St. Marianne Cope St. Kateri Tekakwitha St. Junípero Serra</p> <p>Beatified</p> <p>Bl. Francis Xavier Seelos Bl. Teresa Demjanovich Bl. Stanley Rother Bl. Solanus Casey</p>	<p>Venerable</p> <p>Ven. Cornelia Connelly Ven. Michael J. McGivney Ven. Henriette DeLille Ven. Nelson Baker Ven. Fulton J. Sheen Ven. Celestina Bottogo Ven. Aloysius Schwartz Ven. Samuel Charles Mazzuchelli Ven. Maria Teresa Dudzik Ven. Pierre Toussaint Ven. Maria Kaupas Ven. Félix Varela Ven. Frederic Baraga Ven. Mary Angeline Teresa McCrory Ven. Alphonse Gallegos Ven. Patrick Peyton</p>
<p>Servant of God</p> <p>Servant of God Vincent Robert Capodanno Servant of God Walter Ciszek Servant of God Terence Cooke Servant of God Dorothy Day Servant of God Emil Kapaun Servant of God Mary Elizabeth Lange Servant of God Rose Hawthorne Lathrop Servant of God Augustine Tolton</p>	

KINDERGARTEN STANDARDS: SELF AND OTHERS

In Kindergarten, students study “Self and Others.” The course is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of Social Studies and may be presented in any order. Each unit helps students study themselves in the context of their immediate surroundings. Students will learn about similarities and differences between children, families, and communities and about holidays, symbols and traditions that unite us as Americans. Students learn about respect for others, and rights and responsibilities of individuals.

That each human person is made in the image and likeness of God is a truth that one can never fully master because of the nature of God Himself and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to content difficulty or teacher/parent insecurity. Teachers and parents of kindergarteners are encouraged to meditate on the reality and source of man’s dignity by reading the [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

CATHOLIC CONNECTIONS

Individual Development and Cultural Identity - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>K.ID.CI.1 Why should differences in ourselves and others be respected? <i>Everything God created is good.</i></p> <p>K.ID.CI.2 Why is the family the first school of love? <i>A: It is where we learn from mistakes and can practice forgiveness, sharing, and helping.</i></p> <p>K.ID.CI.3 Why did God make you? <i>To love and to be loved.</i></p> <p>K.ID.CI.4 Is there ever a reason to be unkind? <i>No.</i></p> <p>K.ID.CI.5 Can God ever stop loving you? <i>No.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none">• Dignity• “Under God”• Community• Image of God <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none">• On families: 2204-2213• Self /Cultural Identity: 2441• Rules/Law: 1951, 1976• Image of God: 355-384

Civics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>K.C.CI.1 Why is work good? <i>Work helps us and others.</i></p> <p>K.C.CI.2 Why is setting and following rules good? <i>Rules help us be safe and respect others.</i></p> <p>K.C.CI.3 Did Jesus obey rules? <i>He obeyed Mary, Joseph, Pilate and encouraged his followers to give to Caesar what is Caesars.</i></p> <p>K.C.CI.4 What is the purpose of punishment for breaking a rule? <i>To help us learn to be better.</i></p> <p>K.C.CI.5 Is it ever okay to not follow a law? <i>If a law seems silly like making a bed a certain way, still obey. If it seems sinful, like hurting someone, it is better to obey God than man.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Responsibility • Universal • Obedience <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Duties of Children: 2214-2220 • Rules/Law: 1951, 1976 • The Common Good: 1905-1912 <p>Document:</p> <ul style="list-style-type: none"> • <i>Laborem Exercens</i> (“On Human Work”), 1981

Geography - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>K.G.CI.1 What does the fact that God made so many different parts to the earth tell us about God? <i>God is all powerful and all-knowing (Catechism of the Catholic Church 268-78).</i></p> <p>K.G.CI.2 Did God give us direction on how to get to Heaven? <i>Love Him and love others.</i></p> <p>K.G.CI.3 How did everything in the universe come to be? <i>God created everything out of nothing.</i></p> <p>K.G.CI.4 Can even the smartest scientists create something from nothing? <i>No.</i></p> <p>K.G.CI.5 Why did God make so many different kinds of places? <i>So we would help each other.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Omniscient • Omnipresent • Omnipotent <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Creation: 282-289, 296-301 • Visible World: 337-344 <p>Document:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015

History - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>K.H.CI.1 Why did Jesus teach us by telling stories/parables?</p> <p>K.H.CI.2 What are some of the events in Jesus’ life that we remember?</p> <p>K.H.CI.3 Do Jesus’ parables apply to us now?</p> <p>K.H.CI.4 When is Jesus’ birthday and what does He want from us on His birthday?</p> <p>K.H.CI.5 We celebrate Mary’s birthday on September 8; what would she want from us for her birthday?</p>	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Incarnation • Nativity • Providence <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • True God and True Man: 456-483 • Providence: 302-314, 2115 <p>Document:</p> <ul style="list-style-type: none"> • <i>Redemptor Hominis</i>, Pope John Paul II, 1979

GRADE 1: MY FAMILY AND OTHER FAMILIES, NOW AND LONG AGO

“My Family and Other Families, Now and Long Ago” is organized around the same five units of study that organize kindergarten Social Studies—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of Social Studies and may be presented in any order.

Students examine families and develop an awareness of cultural diversity within the American culture. Responsible citizenship is introduced, as well as the role of authority in making rules and laws. The students will increase their geography skills through the use of maps and directions. Family history provides the basis for examining sources of information and organizing that information. Economic terminology and principles are introduced in the context of family resources, as well as in making economic decisions.

The Trinity is a family and an example of communion. We are created by communion and for communion: family and relationship. Communion of persons is a truth that one can never fully master because of the nature of God Himself, and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to the difficulty of the subject or teacher/parent insecurity. Teachers and parents of first graders are encouraged to meditate on the reality and source of man’s call to communion by reading [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

CATHOLIC CONNECTIONS

Individual Development and Cultural Identity - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>1.ID.CI.1 Why should differences in ourselves and others be respected? <i>Everything God made is created good.</i></p> <p>1.ID.CI.2 Why is the family the first school of love? <i>It is where we learn from mistakes and can practice forgiveness, sharing, and helping.</i></p> <p>1.ID.CI.3 Why did God make me? <i>To love and to be loved.</i></p> <p>1.ID.CI.4 Is there ever a reason to be unkind? <i>No.</i></p> <p>1.ID.CI.5 Does Jesus love those who do not love Him? <i>Yes, Jesus loves everyone – including sinners.</i></p> <p>1.ID.CI.6 What if I know a family that does things I think are strange? <i>They need to be treated with respect as you would hope they would do for you.</i></p> <p>1.ID.CI.7 What is love? <i>To choose the good of the other. It is a choice, not a feeling.</i></p> <p>1.ID.CI.8 If I am angry at someone or find a person irritating, does this mean I don't love them? <i>No, feelings are simply feelings. Love is a choice (Catechism of the Catholic Church 1762-1774).</i></p>	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Diversity • Tolerance • Respect • Deference • Agape <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • On families: 2204-2213 • The family and society: 2207-2213 <p>Document:</p> <ul style="list-style-type: none"> • <i>Deus Caritas Est</i> (“God Is Love”), Pope Benedict XVI, 2005

Civics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>1.C.CI.1 When Jesus walked on earth he had to follow society's rules, such as paying taxes. What kind of rules should we obey and why? <i>It shows respect. We do not want to build habits of selfishness.</i></p> <p>1.C.CI.2 Why is recycling a good thing? <i>It is a small way of caring for others and taking care of the earth God gave us.</i></p> <p>1.C.CI.3 What is the difference between the Pope and the President of the United States?</p> <p>1.C.CI.4 Why are there consequences when a rule is broken? <i>So that the person can learn to be better.</i></p> <p>1.C.CI.5 Is God mad when we break rules? <i>Just as parents love us even when they punish us, God loves us unconditionally.</i></p> <p>1.C.CI.6 Is being angry a good reason to call someone a name or be unkind?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Virtue • Stewardship • Authority • Unconditional • Responsibility <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Duties of citizens: 2238-2243 • Duties of civil authorities: 2235-2237 <p>Document:</p> <ul style="list-style-type: none"> • <i>Compendium of the Social Doctrine of the Church</i>, Pontifical Council for Justice and Peace, 2004

Geography - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>1.G.CI.1 Are there certain times of the year that homeless people may need help? <i>We can always give food, but when it is very cold, we can donate things for warmth, and in the hot summer we can give water bottles.</i></p> <p>1.G.CI.2 Can you point on the map to where Jesus walked? Where does the pope live?</p> <p>1.G.CI.3 What are ways we can show respect for our environment? <i>We do this by not littering, not wasting food, keeping things in good condition, thanking God in prayer for His gifts, etc.</i></p> <p>1.G.CI.4 Why do I have to pick up my toys? <i>It shows respect for anyone who will be in that space, gratitude that you have those toys, respect for authority and is a chance to build good habits.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Universal • Solidarity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Universal destination of goods and private property: 2402-2406 • Respect for creation: 2415 <p>Document:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> ("On Care for Our Common Home"), Pope Francis, 2015

History - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>1.H.CI.1 All families have disagreements. Is this bad? <i>Not necessarily—it can teach us how to listen, search for truth, think of others, and forgive.</i></p> <p>1.H.CI.2 Why is the family the first school of love? <i>Families have the earliest and greatest opportunity for sharing, helping, and forgiving.</i></p> <p>1.H.CI.3 If I feel angry at a family member, does this mean I don't love them? <i>No, feelings are just feelings. Our choices demonstrate love. Changing diapers is not fun, but it is love.</i></p> <p>1.H.CI.4 Are people in faraway places family members? <i>All people are children of God, and they are our brothers and sisters.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Unconditional • Love (choice versus feeling) • "Benefit of the doubt" • Solidarity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • On families: 2204-2213 • Solidarity: 1939-42 • Communal character of society: 1878-1885 <p>Document:</p> <ul style="list-style-type: none"> • <i>Letter to Families</i>, John Paul II, 1994

Economics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>1.E.CI.1 Why is it good to pay people who are hired to clean and fix things? <i>Service workers are people who need a job to make a living. It is just.</i></p> <p>1.E.CI.2 Why do people sometimes ask you to make sure you turn the lights off? <i>Electricity costs money. Turning off lights also helps the environment. These are signs of good stewardship.</i></p> <p>1.E.CI.3 Children aren't old enough to have real jobs, but can they still help the family use money wisely? <i>Yes. Do not waste food, water or electricity. Take care of things in house, car yard, etc. Saying thank you and not taking things for granted is also important.</i></p> <p>1.E.CI.4 Are people who don't recycle bad? <i>We cannot judge another's conscience.</i></p> <p>1.E.CI.5 What do children in third world countries have/not have? What does that teach us about what is important for happiness?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Environment • Gratitude • Solidarity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • The Seventh Commandment: 2401-2463 <p>Document:</p> <ul style="list-style-type: none"> • <i>Compendium of the Social Doctrine of the Church</i>, Pontifical Council for Justice and Peace, 2004

GRADE 2: MY COMMUNITY AND OTHER COMMUNITIES

“My Community and Other Communities” is organized into five units of study—Individual Development and Cultural Identity; Civic Ideals and Practices; Geography, Humans, and the Environment; Time, Continuity, and Change; and Economic Systems. These units represent five of the unifying themes of social studies and may be presented in any order.

Students study their local community and learn about characteristics that define urban, suburban, and rural communities. Democratic principles and participation in government are introduced. Interaction with the environment and changes to the environment and their effects are examined. The concept of change over time and examining cause and effect are introduced. Students will examine the availability of resources and the interdependence within and across communities.

The Trinity is a family and an example of communion. We are created by communion and for communion: family and relationship. Communion of persons is a truth that one can never fully master because of the nature of God Himself, and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to the difficulty of the subject or teacher/parent insecurity. Teachers and parents of second graders are encouraged to meditate on the reality and source of man’s call to communion—union with self, others, and God, by reading [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

CATHOLIC CONNECTIONS

Individual Development and Cultural Identity - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>2.ID.CI.1 Is it better to live in an urban or suburban area? <i>It doesn’t matter; it is a matter of choice.</i></p> <p>2.ID.CI.2 Can children be good citizens? How can they build good habits? <i>Follow directions at school and home. Make good choices of friends, movies and activities. Respect others at all times.</i></p> <p>2.ID.CI.3 People in history have good and bad things. Does God love those who did bad things? <i>Yes. God loves everyone even if they choose actions for which they need consequences.</i></p> <p>2.ID.CI.4 How should we treat people who are very different from us?</p> <p>2.ID.CI.5 What is a calendar year versus a liturgical year?</p> <p>2.ID.CI.6 Why does the Church celebrate so many feast days?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none">• Dignity• Virtue• “Citizens of the Kingdom of God”• Equality• Diversity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none">• Equality and diversity: 1934-1938• Duties of children: 2214-2220 <p>Document:</p> <ul style="list-style-type: none">• <i>Welcoming the Stranger Among Us: Unity in Diversity (en Español)</i>, November 2000

Civics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>2.C.CI.1 If you happen to not like a certain person in authority (principal, governor, president, etc.), how should you handle that? <i>You should always respect the office and obey just rules (even Jesus respected Pilate). Disagreements can be handled by voting and appropriate communication.</i></p> <p>2.C.CI.2 What are some things a Christian must do when voting? <i>All voters should educate themselves on the positions of those running and vote according to their informed conscience. The Bishops have recommended using Catholic Social Teaching as a reference.</i></p> <p>2.C.CI.3 We should vote according to an informed conscience. What does this mean and how is it best to inform one's own conscience?</p> <p>2.C.CI.4 What is the purpose of consequences? <i>To help the person become better.</i></p> <p>2.C.CI.5 Are penances in confession and during Lent punishment? <i>No. They are an opportunity for reparation, to make amends.</i></p> <p>2.C.CI.6 From where does the word discipline derive? <i>The verb "dicere-to learn."</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Informed Conscience • Kingdom of God • Authority • Respect <p>Catechism of the Catholic Church References:</p> <ul style="list-style-type: none"> • Authority: 1880, 1897-1904 • Duties of citizens: 2238-2246 • Conscience: 1176-1802 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Forming Consciences for Faithful Citizenship</i>, November 2015, November 2011, November 2007 • <i>Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice</i> (en Español), November 2000

Geography - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>2.G.CI.1 If God is everywhere, why do we have Church buildings? <i>The building enables us to gather as a community. It is also a sacred space to house the Eucharist on reserve in the tabernacle.</i></p> <p>2.G.CI.2 If you were to draw a map of the inside of Catholic churches, what would they have in common? <i>An altar with seats facing it, a visible crucifix, a red candle by the tabernacle, stations of the cross, aisle for processions, etc.</i></p> <p>2.G.CI.3 What are some symbols in the Church?</p> <p>2.G.CI.4 Where did God become man and walk on earth?</p>	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Cathedral • Catholic • People of God/Kingdom of God • Crucifix versus Cross • Sanctuary, Altar, Tabernacle, Eucharist, Blessed Sacrament, Sanctuary Lamp, etc. <p>Catechism of the Catholic Church References:</p> <ul style="list-style-type: none"> • Church: 1180, 1185-86 • Human race as family: 360, 361 • Symbols: 753-57 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Towards a Pastoral Approach to Culture</i>, 1999 • <i>Laudato Si'</i> ("On Care for Our Common Home"), Pope Francis, 2015 • <i>Sacramentum Caritatis</i>, (The Eucharist as the Source and Summit of the Church's Life and Mission), Pope Benedict XVI, 2007

History - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>2.H.CI.1 Do you know how the Mass has changed and stayed the same in 2000 years? <i>See Saint Justin description of Mass in 100 AD. There have always been a Liturgy of the Word (reading of Scripture) and Liturgy of the Eucharist. The readings chosen and some words and timing of the prayers have changed.</i></p> <p>2.H.CI.2 Change in society can be good or bad. When do we know not to change something? <i>We should ask ourselves if it respects everyone.</i></p> <p>2.H.CI.3 What is meant by common good? How is your being quiet in class helping the common good?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Virtue • Solidarity • Common Good <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Respect for cultural identity: 2441 • Solidarity: 361 • Common good: 1905-1917 <p>Document:</p> <ul style="list-style-type: none"> • <i>Sacramentum Caritatis</i>, (The Eucharist as the Source and Summit of the Church's Life and Mission), Pope Benedict XVI, 2007

Economics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>2.E.CI.1 The Church uses the phrase: “preferential option for the poor”. What does this mean? <i>That things are distributed according to need versus being distributed the same for all or by popularity. For example, the person who is sick in a family should receive more time and attention.</i></p> <p>2.E.CI.2 Is a person who makes a million dollars any better than a homeless person? <i>All people have equal dignity.</i></p> <p>2.E.CI.3 Sharing and generosity are good, but when is it not good? If a homeless person asks for a bottle of alcohol, should you give it to him or her?</p> <p>2.E.CI.4 Jesus says to help the poor then tells us to be poor of heart. What is the difference? <i>Being poor of heart means not being emotionally attached to something.</i></p> <p>2.E.CI.5 What is almsgiving/tithing?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Dignity • Equity • Temperance • Moderation • “Preferential Option of the Poor” <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Economic activity and social justice: 2426-2436 • Poverty of spirit: 544, 2544-47 <p>Document:</p> <ul style="list-style-type: none"> • <i>“For I was Hungry and You Gave Me Food,” Catholic Reflections on Food, Farmers, and Farmworkers (en Español)</i>, December 2003

GRADE 3: COMMUNITIES AROUND THE WORLD

In “Communities around the World,” students learn about communities around the globe and about global citizenship. Students bring with them knowledge about their communities. In this course, students make comparisons across time and space, examining different communities and their cultures. Culture includes social organization, customs and traditions, language, arts and literature, religion, forms of government, and economic systems. Students are introduced to the concepts of prejudice, discrimination and human rights, as well as to social action.

Teachers should select at least three communities that represent different regions of the world, types of communities (urban, suburban, and rural), and governmental structures. The communities selected should reflect the diversity of the local community.

The key ideas, conceptual understandings, and content specifications guide the study of communities while exploring the major themes of social studies. The various world communities, Key Ideas and social studies practices may be presented in any order.

The Trinity is a community—a union of persons. We are created by communion and for communion: family and relationship. Communion of persons is a truth that one can never fully master because of the nature of God Himself and so is a matter of continuing education for adults. Such concepts should be introduced at every grade level and should not be avoided due to the difficulty of the subject or teacher/parent insecurity. Teachers and parents of 3rd graders are encouraged to meditate on the reality the universal call to solidarity and personal holiness, reading [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

CATHOLIC CONNECTIONS

Geography - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>3.G.CI.1 People who travel around the world often experience a sense of wonder and realize how powerful or “smart” God is. What are examples in nature that bring wonder?</p> <p>3.G.CI.2 What does the variety, complexity, and interconnectedness of earth teach us about God? <i>There is a creator who is omnipotent, omniscient, and infinite.</i></p> <p>3.G.CI.3 Do we need to take the Genesis story of creation literally? <i>No, certain parts of Scripture were not written to be historical, but to teach bigger lessons. One God made all and He made it good. He made man stewards of creation. He gave man free will from which man chose to sin and we bear the effects of that separation (original sin).</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Providence • Omnipotent • Omniscient • Infinite • Stewardship <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Almighty: 268-271 • Creation: 282-301 • Providence: 302-314 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015 • <i>Dei Verbum</i> (“Dogmatic Constitution on Divine Revelation”), November 18, 1965
History - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>3.H.CI.1 Did God become man and walk on the earth for real or is it a type of folktale? <i>Jesus is real. He really walked on earth and events surrounding Him are well documented.</i></p> <p>3.H.CI.2 Does Jesus love people who don’t believe in Him? <i>Yes.</i></p> <p>3.H.CI.3 In the beginning of America there was prejudice against Native Americans, slaves and even Catholics. <i>What is prejudice? Why is it bad and how does one NOT become prejudice?</i></p> <p>3.H.CI.4 Do Catholics in other countries have different customs/traditions? <i>Yes, especially Eastern Catholics. They have different styles in art, music, etc. But we all believe in Jesus, His Church and His Sacraments.</i></p>	<p>Catholic Big Words:</p> <ul style="list-style-type: none"> • Unconditional • Prejudice • Virtue • Incarnation • Eastern Rite • Saint, Blessed, Venerable <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Cultural identity: 2441, 2820 • Truth/judgment: 2475-2487 • Why Word became flesh: 456-460 • True God and True Man: 464-469 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> (“On Care for Our Common Home”), Pope Francis, 2015 • <i>Redemptor Hominis</i>, Pope John Paul II, 1979

Development, Movement, and Interaction of Cultures - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>3.H.CI.5 What should you do if your family likes lots of traditions around Christmas but a friend's family doesn't like any of those customs? <i>You should not be ashamed of your traditions and should feel free to celebrate them. Just as you should accept others for their practices, you will hopefully be accepted for yours.</i></p> <p>3.H.CI.6 What does the word "catholic" mean? <i>"Catholic" is Greek for universal. Catholics accept all nations, races and cultures. Similarly, Church teaching applies to all times and places.</i></p> <p>3.H.CI.7 Since the time of Jesus, Catholics have been missionaries. What is a missionary?</p> <p>3.H.CI.8 How were the following saints missionaries? <i>Paul, Thomas Aquinas, Edith Stein, Catherine of Siena (in writings). Frances Xavier, (North American martyrs, traveling distances). Peter Claver, Jeane Jugan, Mother Teresa (helping the poor). Don Bosco, Dominic, Catherine of Alexandria, Elizabeth Ann Seton (teaching). Therese of Lisieux,, Clare, Padre Pio (prayer).</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Universal • Evangelization <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Cultural identity: 2441, 2820 • Liturgy: 1156-1158, 1200-1209 • Catholic: 830-838 • Mass of all ages: 1345-1405 • Missionary mandate: 149-856 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Evangelii Nuntiandi</i> ("Evangelization in the Modern World"), Blessed Paul VI, 1975 • <i>In All Things Charity: A Pastoral Challenge for the New Millennium</i>, November 1999

Civics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>3.C.CI.1 How does following classroom rules help make you a good citizen? <i>Following directions takes virtue. Virtue is a good habit. Practicing virtue in 3rd grade makes it easier to become a prosperous citizen as you get older.</i></p> <p>3.C.CI.2 In society there are groups that may be treated unfairly. What can you do about this at your age? <i>Besides praying for those who are hurting, children can practice virtue of being courageous, just and kind in in the classroom, lunchroom, playground, etc.</i></p> <p>3.C.CI.3 Why is punishment allowed? <i>To help us become better.</i></p> <p>3.C.CI.4 How should you treat someone in authority you don't like or agree with?</p> <p>3.C.CI.5 Good citizenship is a virtue. Virtue is a good habit. Vice is a bad habit. Name some of both. How do we build virtue? <i>One choice at a time.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Catholic Social Teaching • Dignity • Responsibility • Subsidiarity • Equity – equality • Virtue <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Duties of citizens: 2238-2243 • Duties of civil authorities: 2235-2237 • Virtue: 1804 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice</i> (en Español), November 2000 • <i>Compendium of the Social Doctrine of the Church</i>, Pontifical Council for Justice and Peace, 2004

Economics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>3.E.CI.1 Is it better for a boss to pay workers a fair wage or to cut salaries in order to make more money?</p> <p>3.E.CI.2 What would Catholic Social Teaching say about what makes a good leader of groups? What makes a bad leader?</p> <p>3.E.CI.3 Should a person who has extra food help someone who has none? Likewise, should a country that has extra help a country who has none? <i>Yes.</i></p> <p>3.E.CI.4 Should you always be paid for work? <i>No—chores at home, helping a neighbor are ways of sharing gifts and talents.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Equity • Solidarity • Catholic Social Teaching <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Justice and Solidarity: 2437-2442 • Authority in Society: 22342243 • Human Solidarity: 1939-1942 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Compendium of the Social Doctrine of the Church</i>, Pontifical Council for Justice and Peace, 2004 • <i>Rerum Novarum</i> (“On the Condition of Labor”)—Pope Leo XIII, 1891 • <i>Respecting the Just Rights of Workers</i>, June 2009

GRADE 4: GEOGRAPHY, GOVERNMENT, AND HISTORY OF THE UNITED STATES AND KENTUCKY

In grade 4, the focus is on Kentucky and local communities and their change over time, incorporating the study of geography, history, economics, and government. In addition, students will learn about regions of the United States.

To further develop independent thinking and collaboration skills, the goal for learners in fourth grade is to continue fostering curiosity and engagement through learning experiences that focus on the complex and overlapping relationships within communities, states, and nations. Student experiences will allow them to interact with and evaluate the relationships through the lenses of perspective, change, and interdependence and how these viewpoints impact an individual, a society, and the world.

Through the Practices in the Inquiry Arc, students will: consider perspectives and how perspectives impact the reasons that people create and make changes to rules and laws to meet the needs of society, question and evaluate context and cause and effect, as they continue to examine historical sources, judge the validity and usefulness of sources when studying a particular topic as they sharpen historical-thinking skills, build on the economic understandings of scarcity, opportunity costs, and human capital, investigate how the relationships between buyers and sellers, supply and demand, trade and specialization, and changes to human capital all impact economic decision-making, use geographic tools to examine how the cultural, environmental, and human-made characteristics impact people's interaction with their surroundings, examine school and community relationships to identify and address issues that affect students' lives, engage with and meet perceived needs in their communities through the application of civic readiness, sharing research and communicating solutions to local issues of importance in a meaningful and authentic way

By the end of fourth grade, students will make connections to relationships within communities, states, and nations and evaluate these relationships through the lenses of perspective, change, and interdependence.

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum. Parents and teachers are encouraged to study these concepts in the Church's Primary Resources, particularly in the [*Catechism of the Catholic Church*](#) and the [*Compendium of the Social Doctrine of the Church*](#).

CATHOLIC CONNECTIONS

Geography of the United States - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>4.G.CI.1 When people begin to alter creation for progress, what Catholic Social Teaching principles should be kept in mind? <i>Those workers treated fairly. That it will benefit others now and in the future...</i></p> <p>4.G.CI.2 Were Catholics involved with people that took land from Native Americans or had bad labor practices? <i>Maybe. How individuals act does not mean the Church teaches to do so.</i></p> <p>4.G.CI.3 What does it mean to use a person as a means to an end and is this bad? <i>Sometimes people have taken advantage of people for their own greed of money, progress or power and this is very wrong.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Providence • Stewardship • Utilitarianism • Dignity • Respect <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Development: 2441 • Human work: 1700,2427,2460 • Dignity of human person: 1700 • Inversion of means/ends: 1887 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Respecting the Just Rights of Workers</i>, June 2009 • <i>The Church and Racism: Towards a More Fraternal Society</i>, Pontifical Council for Justice and Peace, 1989

Civics: Government of the United States - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>4.C.CI.1 What is the purpose of having laws?</p> <p>4.C.CI.2 What should a person do if they do not like the person in authority? <i>The person, position and just rulings should be respected. One can disagree in legitimate forums and become a more involved citizen to facilitate change.</i></p> <p>4.C.CI.3 What is one's responsibility when voting? <i>Voters should educate themselves well and vote according to an informed conscience.</i></p> <p>4.C.CI.4 Is it possible for a law to be bad? <i>Yes, for instance, Dred Scott Decision. We should obey unless it is an evil law.</i></p> <p>4.C.CI.5 What is the principle of subsidiarity? What does it look like in the classroom, the school, and different levels of government? What does it look like when subsidiarity is not present?</p> <p>4.C.CI.6 Peter was the first Pope and the Apostles were Bishops. What does the government structure of the Church look like now?</p> <p>4.C.CI.7 What is the natural Law? Jesus gave us a new law. What is that?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Informed Conscience • Natural Law • Common Good • Subsidiarity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Natural law: 1954-1960 • Duties of civil authority: 2234-2237 • Duties of Citizens: 2238-2243 • Freedom and Responsibility: 1731-38 • Conscience: 1776-1802 • Subsidiarity: 1883 • Hierarchical constitution of Church: 974-945 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Ecclesia in America</i> ("The Church in America"), St. John Paul II, 1999 • <i>Catholics in Political Life</i>, June 2004 • <i>Forming Consciences for Faithful Citizenship</i>, November 2015

United States Economics - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>4.E.CI.1 Why are the duties of civil authorities and duties of citizens included in the 4th Commandment? <i>Honor thy Father and Mother discusses roles of families. As a human family, we also have political families.</i></p> <p>4.E.CI.2 Because some early settlers took advantage of others which enabled them to get the land, on which we now live, does this make their choice good? <i>No. One may never do evil so good may come of it (Catechism of the Catholic Church 1789). We should never be unkind.</i></p> <p>4.E.CI.3 Why does the 7th Commandment deal with economics and trade? <i>Thou shall not steal deals with treatments of things, including private property, money and creation.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Solidarity • Dignity • Responsibility • Catholic Social Teaching • Stewardship <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Fourth Commandment: 2197-2257 • Seventh Commandment: 2401-2463 <p>Document:</p> <ul style="list-style-type: none"> • <i>Compendium of the Social Doctrine of the Church</i>, Pontifical Council for Justice and Peace, 2004

Geography of Kentucky - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>4.G.K.CI.1 God created different environments so we would help each other. How does Kentucky's land help others?</p> <p>4.G.K.CI.2 What are practical ideas of respecting creation? Are there jobs in Kentucky that are better than others? <i>While pay may be different, work is a virtue and has equal dignity. However, doing a job to help family and society is better than doing a job for greed.</i></p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Stewardship • Respect • Common good <p><i>Catechism of the Catholic Church</i> Reference:</p> <ul style="list-style-type: none"> • Stewardship: 2415-2418 <p>Documents:</p> <ul style="list-style-type: none"> • <i>Laudato Si'</i> ("On Care for Our Common Home"), Pope Francis, 2015 • <i>"For I was Hungry and You Gave Me Food," Catholic Reflections on Food, Farmers, and Farmworkers (en Español)</i>, December 2003

History and Culture of Kentucky - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>4.H.K.CI.1 Kentucky is a state with one of the lowest Catholic Populations. Some states are mostly Catholic. Is this bad? <i>No. It may make it more difficult to be Catholic because others do not understand you. The Catholic Church has survived every period and history and will always be there and so being a minority does not mean we should worry.</i></p> <p>4.H.K.CI.2 Catholics are usually leaders in society in education and helping others. What are some ways this is done in Kentucky?</p> <p>4.H.K.CI.3 What if some of my friends are not Catholic? God loves them very much and you do not need to worry about them. Always be kind and set a good example.</p> <p>4.H.K.CI.4 What is the history of Catholicism in Kentucky?</p> <p>4.H.K.CI.5 What are the charisms of the different religious orders in Kentucky? <i>Dominicans, Ursulines, Passionists, Daughters of Charity, Benedictine, etc.</i></p> <p>4.H.K.CI.6 In the Diocese of Owensboro, there are many programs to help others. What are some of them? What is Catholic Charities?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Service • Servant-leader • Equality <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Social Justice: 1928-1948 <p>Document:</p> <ul style="list-style-type: none"> • <i>“For I was Hungry and You Gave Me Food,” Catholic Reflections on Food, Farmers, and Farmworkers (en Español)</i>, December 2003

Civics: Government of Kentucky - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>4.H.K.CI.1 What are the principles in Catholic Social Teaching?</p> <p>4.H.K.CI.2 What is the principle of subsidiarity? How does subsidiarity work in your classroom? How would subsidiarity work in the Kentucky government?</p> <p>4.H.K.CI.3 How can you apply each principle of Catholic Social Teaching to the classroom? Your home life?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Subsidiarity • Solidarity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Subsidiarity 1883,1885,1894 <p>Document:</p> <ul style="list-style-type: none"> • Compendium of the Social Doctrine of the Church, Pontifical Council for Justice and Peace, 2000

Economics of Kentucky - Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>4.E.K.CI.1 Does a person who makes more money in Kentucky have more dignity?</p> <p>4.E.K.CI.2 God does not judge us on whether we went to school, but those of us who have the privilege of going to school should use this time well. What habits/virtues can I practice as a student now that will help me be an adult of integrity?</p> <p>4.E.K.CI.3 If you don't have a job, what habits show gratitude, stewardship and help your family's economy? <i>Turning off lights/water; taking care of and cleaning things; finishing your plate; not wasting, etc.</i></p> <p>4.E.K.CI.4 We are told to help the poor and also told that “Blessed are the poor of heart. What is the difference? The beatitudes are the “attitudes” Jesus asked us to have. What are they and how can you put each into practice?</p>	<p>Catholic Social Teaching Big Words:</p> <ul style="list-style-type: none"> • Community • Responsibility • Participation • Dignity <p><i>Catechism of the Catholic Church</i> References:</p> <ul style="list-style-type: none"> • Community: 1877-1885 • Responsibility and participation: 1913-1927 • Poverty of spirit:2443-49;2544-50 <p>Document:</p> <ul style="list-style-type: none"> • Dignitas Personae (“The Dignity of a Person”), Congregation for the Doctrine of the Faith, 1998

GRADE 5: THE UNITED STATES: FIRST INHABITANTS— THE CONSTITUTION

Grade 5 Social Studies is arranged chronologically and incorporates geography as well as economic, social, and political trends. The course content is divided into eight Key Ideas, tracing the human experience in the United States from pre-Columbian times until the Constitution. Throughout the course, teachers should help students see connections across time. For example, when examining indentured servitude and slavery, teachers could examine experiences of immigrants and informed action that citizens might take.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. In the grade 5 course, these include Key Ideas Colonial Development, Historical Development of the Constitution.

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum.

CATHOLIC CONNECTIONS

Geography - Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>5.G.CI.1 What are principles in Catholic Social Teaching? How does each apply to interactions with classmates, teammates, families, local community, nation, and world?</p> <p>5.G.CI.2 In many instances, the government sanctioned slavery and bad treatment of Native Americans. When should we not obey the law? We should obey except those that tell us to disobey God's law. It is better to obey God than man. <i>Catechism of the Catholic Church</i> 2242.</p> <p>5.G.CI.3 The Catechism of the Catholic Church gives criteria for just war and when it is okay to intervene with military when others are oppressed. Try reading them. <i>Catechism of the Catholic Church</i> 2243, 2309</p> <p>5.G.CI.4 Motives to bully/mistreat Native Americans or endorse slavery vary. Are there similarities in past human behaviors to what we can be tempted to do in our daily lives? What ways are people unkind today? What ways do people use others selfishly?</p> <p>5.G.CI.5 If people did bad things for a good reason is it okay? <i>No. One may never do evil that good may come from it. See Catechism of the Catholic Church</i> 1749-1756, 1789.</p> <p>5.G.CI.6 Are those that did bad thing going to hell? <i>No one but God can judge another's conscience; we can merely say it was not a good action. See Catechism of the Catholic Church</i> 1735-1738, 1776-1794.</p> <p>5.G.CI.7 Ideologies are learned. How was the ideology of slavery fostered? What is forming your ideology now? How is technology being used to form your ideology and what of that can you control?</p>
History and Economics - Catholic Connections
<p>5.H.CI.1 What is the United States Conference of Catholic Bishops?</p> <p>5.H.CI.2 Study www.usccb.org. What are different things it contains?</p> <p>5.H.CI.3 The Church came out with many encyclicals about issues of social justice. The USCCB summarized them into seven categories. What is an encyclical? What are the seven parts of Catholic Social Teaching according to the USCCB?</p> <p>5.H.CI.4 Which commandment would discuss matters of economics? What are things that this commandment includes? See <i>Catechism of the Catholic Church</i> 2401-2463.</p>

Civics - Catholic Connections

Catholic Social Teaching Questions:

5.C.CI.1 Those working on the development of the Constitution had examples of governments from many other countries and times in history. What principles does the Church suggest are important in structuring government authority and did the US Constitution meet these principles? *See Catechism of the Catholic Church 1901-1917, 1928-1942, 2422-2425, 243.*

5.C.CI.2 Freedom is a central theme in Catholic Social Teaching and the United States Constitution. Are there certain principles that underlie Catholic Social Teaching's understanding of freedom? For instance, are you free to kill everyone? *See Catechism of the Catholic Church 1730-1740.*

5.C.CI.3 What are the "know nothings"? At the writing of the Constitution there were prejudices, including an anti-Catholic sentiment. One misperception was that Catholics were "papists" and so loyal to a leader of another country. Does being Catholic mean you are not American? Explain.

5.C.CI.4 Discuss prejudice against any group. What are the origins of prejudice and how can Catholic Social Teaching address this?

5.C.CI.5 Did the writers of the Constitution intend that free speech meant people could say whatever they want, such as being unkind or yelling fire in a crowded room? Explain how sin doesn't set us free.

GRADE 6 SOCIAL STUDIES CURRICULUM FRAMEWORK

In sixth grade, exploring a time span from pre-history into the present day, the focus is in the geography and history of the Eastern and Western Hemispheres, including the religious dimension in the development of cultures, civilizations, and empires. The Eastern Hemisphere includes Ancient Mesopotamia, Egypt, and Ancient Israel. China, Japan, India, Africa, and Russia are also included. Interactions between societies and the comparison of government and economics are also emphasized. Students will examine the Eastern Hemisphere today using geographic skills.

The goal in sixth grade is to search for ways to understand why change occurs and to question and evaluate the meaning of this change while integrating Catholic Identity through the changes in the Eastern Hemisphere.

Normal at this age is a growing awareness of others as other. Introduction to Catholic Anthropology is natural to this age and to this area of social studies. Students will more deeply understand what it means to be created in the image and likeness of God, to be ‘religious beings, to be social beings, to have reason and free will and to have a dignity that carries rights and responsibilities.

CATHOLIC CONNECTIONS

Present Day Eastern Hemisphere Geography - Catholic Connections
Catholic Social Teaching Questions: 6.G.CI.1 Find on the map where Jesus walked on earth. 6.G.CI.2 Rome is in ‘the West’. Why is it not in the Middle East where Jesus walked? <i>St. Peter was the first pope and he died in Rome and so this is where his successor lived, etc.</i> 6.G.CI.3 Currently there are about 27 Catholic Rites. Most western Catholics belong to the Roman Rite. What are similarities and differences between eastern and western Catholic rites? <i>If you were to attend an Eastern Catholic Mass, it would look different in many places. The liturgies vary in ceremony and language, but Eastern Catholics believe in the same doctrine. It is said the Church breathes with two lungs – the western and eastern hemisphere.</i>

The First Humans Through the Neolithic Revolution in the Eastern Hemisphere - Catholic Connections
Catholic Social Teaching Questions: 6.G.CI.4 Should Catholics take the creation story in Genesis literally? <i>Catechism of the Catholic Church 282-289</i> 6.G.CI.5 What do we mean by “Man is a Religious Being”? God gave man the ability to know His existence through reason. Since the beginning, cultures have created systems of worship and sacrifice. God made us to search for Him and a free will to choose Him. <i>Catechism of the Catholic Church 27-35</i> 6.G.CI.6 God made us the way He did on purpose. What does mankind have in common and why did God make us this way? <i>God gave us a desire for happiness to search for him, reason to know Him, free will to choose Him, a survival instinct to want to live forever, an interdependence and family to desire a relationship with him, etc.</i> 6.G.CI.7 The Ten Commandments are common and remind us of the natural law. They are the “minimum” of what is expected. Jesus gave us the beatitudes. How do Jesus’ ‘laws’ call us to go deeper? What does “beatitude mean”? What is the beatific vision? 6.G.CI.8 What does it mean that man was made in the image and likeness of God? <i>Catechism of the Catholic Church 355-384</i>

Early River Valley Civilizations in the Eastern Hemisphere (CA. 3500 B.C. – CA. 500 B.C.) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>6.C.CL1 What do we mean when we say Catholics are fulfilled Jews? <i>Jesus fulfilled the law and the prophets. Even everything we do at Mass has Jewish origins Jesus fulfilled. The apostles and early Christians considered themselves to be Jewish until the Jewish religion said followers of Jesus as Messiah were no longer Jewish.</i></p> <p>6.C.CL2 What is <i>Nostra Aetate</i>?</p> <p>6.C.CL3 The Catholic Church (especially as fulfilled Jews) has survived unchanged in every culture and political system. How can this be? <i>Truth, beauty and goodness are transcendent. Truth does not change. Similarly, Jesus promised the gates of Hell will never prevail against the Church.</i></p> <p>6.C.CL4 God can bring good out of anything. If Joseph was not sold into slavery by his brothers what would have happened to the Egyptians at that time? What lesson can we learn from this?</p> <p>6.C.CL5 Leaders should work for the common good and respect the dignity of each person. History shows that judgments can be clouded by fear or desire for control or power. What are examples of choices that are clouded by fear or disordered desire?</p>

Comparative World Religions (CA. 2000 B.C. – CA. 630 A.D.) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>6.H.CL1 Man is a 'religious being'. How is this evidenced in these times?</p> <p>6.H.CL2 Read <i>Nostra Aetate</i>. What are the main points to that document?</p> <p>6.H.CL3 What is ecumenical dialogue?</p> <p>6.H.CL4 What do Catholics believe about gender roles? <i>Complementary, different, but equal. See Catechism of the Catholic Church #2331-2336.</i></p> <p>6.H.CL5 If there are so many religions, how do I know which one is true? <i>There are many proofs to know this, and you are encouraged to study them and pray about it.</i></p> <p>6.H.CL6 People in all religions do bad things. What is an important distinction to make? <i>What people do may not be what that religion teaches. In history even popes have sinned, but the teachings of the Church have never changed. Some religions do have things that are incompatible with Jesus' teaching, but it is important to not judge that religion by the choices of individuals. All religions should have some good and common ground on which to begin a healthy relationship.</i></p> <p>6.H.CL7 Do Catholics believe they have the one true Church? <i>Yes. All religions have good in them, but the Catholic Church has the fullness of the faith.</i></p> <p>6.H.CL8 Is Jesus just a myth? <i>No. He is real. No historian denies a man named Jesus made the extraordinary claims, performed deeds and that had so many die rather than say they did not witness the Resurrection. God became man at a specific time and place in history.</i></p> <p>6.H.CL9 When was the word "Catholic" first used? <i>Before 100 AD by Ignatius of Antioch.</i></p> <p>6.H.CL10 What were the first three centuries of Christianity like? What is the <i>Acts of the Martyrs</i>?</p> <p>6.H.CL10 There was great political turmoil over the Christological heresies. What is a Christological heresy and how did the Church 'solve' the turmoil. <i>Through ecumenical councils like Nicea.</i></p>

Comparative Classical Civilizations in the Eastern Hemisphere (CA. 600 B.C. – CA. 500 A.D.) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>6.C.CI.6 Jesus became man in a culture that thought (and many still think) vengeance is a virtue. His messages of loving enemies and “blessed are the peacemakers” were radical. People, we know, can disagree and still be at peace. What attitudes help and hinder peace? <i>See Catechism of the Catholic Church 1716, 1909, 1938, 1941, 2015, 2315, 2317, 2442.</i></p> <p>6.C.CI.7 Is it okay to disagree with others? <i>Yes, but one must always be kind and respectful.</i></p> <p>6.C.CI.8 What did Jesus mean when He said “Do you think I came to bring peace on earth? No, I tell you, but division”? <i>Taken in context, He was preparing that many would not like Him or His teaching. In some matters, it is better to stand by what is right than to avoid conflict. Look at all the martyrs that would rather die than deny Jesus or sin.</i></p> <p>6.C.CI.9 Catholic Social Teaching puts Jesus’ teaching into modern words. Compare/contrast Catholic Social Teaching beliefs against other religions. Do all religions believe that every person has dignity? That we should work for peace? That we should love our enemies?</p>

GRADE 7 SOCIAL STUDIES CURRICULUM FRAMEWORK THE WESTERN HEMISPHERE

Grade 7 Social Studies is based on the history and geography of the Western Hemisphere, including the development of cultures, civilizations, and empires; interaction between societies; and the comparison of the government and economic systems of modern nations. It also incorporates elements of archaeology. The course is divided into seven Key Ideas that cover a time span from prehistory into modern times. Teachers are encouraged to make and teach local connections throughout the course, especially in the examination of citizenship related to modern political and economic issues.

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum.

Teachers should note that some Key Ideas and Concepts may require extra time or attention. These include Key Ideas 5.3 European Exploration and its Effects, 5.6 Government, and 5.7 Economics.

CATHOLIC CONNECTIONS

Early Peoples of the Americas - Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>7.G.CI.1 Early archeology shows us that early mankind lived to gather in groups and had religion involving worship and sacrifice. What does this tell us about God? God created man as a social because He is ultimately calling us to be in relationship with Him. He also created us with the ability to know Him by reason alone, a desire to be happy to search for Him and free will to choose Him. See <i>Catechism of the Catholic Church</i> 27, 357, 1057, 1704, 2467.</p> <p>7.G.CI.2 Why is sacrifice part of most religions? Sacrifice has the instinct of giving up something of one's own out of reverence for the other. As it comes naturally in loving relationships, so it does when man "realizes" the greatness of God. Jesus came to sacrifice once and for all to call us to communion with Him. See <i>Catechism of the Catholic Church</i> 602-609.</p> <p>7.G.CI.3 What is meant by "the universal destination of goods"? Does this mean I can take whatever I want when I want? Why or why not? <i>Catechism of the Catholic Church</i> 2402-2406.</p> <p>7.G.CI.4 How does virtue (generosity) and vice (greed) affect history? How does it affect personal lives?</p>

Complex Societies and Civilizations - Catholic Connections

Catholic Social Teaching Questions:

7.C.CL1 Through Catholic Anthropology, what do we learn about how and why God made man as He did? *We see that mankind is religious, social, interdependent, with a free will and an instinct to live and to do good and avoid evil. This demonstrates that He created us to search for Him and ultimately live in relationship with Him for eternity. See Catechism of the Catholic Church 360.*

7.C.CL2 Who are the North American Martyrs and how did they approach introducing people to Jesus? *By learning and integrating themselves into the culture in all ways but sin.*

7.C.CL3 What are the national contributions of Martin of Tours, Clotilda, Gregory of Tours, Patrick, Columba, Bede, Augustine of Canterbury, Boniface, Ansgar, Olaf, Cyril and Methodius, Stephen the Great, Vladimir and Olga, Bernard, Patrick, Brigid, etc.?

European Exploration and Its Effects - Catholic Connections

Catholic Social Teaching Questions:

7.G.CL5 Does the fact that we now have a prosperous America justify slavery and the mistreatment of Native Americans? A key point in morality is that we believe the end does not justify the means. One may never do evil that good may come of it. *See Catechism of the Catholic Church 1789.*

7.G.CL6 Are people involved in bad things like the slave trade going to hell? *Only God can judge another's conscience (Catechism of the Catholic Church 1776-1802). We can say such actions are in contradiction to the natural and moral law and are wrong (Catechism of the Catholic Church 1749-1756).*

7.G.CL7 What can we learn from Henriette DeLille, Peter Claver, Pierre Toussaint, Augustus Tolton, and Josephine Bakhita, Katharine Drexel and Kateri Tekakwitha?

7.G.CL8 What is utilitarianism and how do we see people being treated as objects then and now?

Geography in the Western Hemisphere - Catholic Connections

Catholic Social Teaching Questions:

7.G.CL9 What is Molokai and who are Father Damien and Marianne Cope?

7.G.CL10 Locate the territory of the following Catholic heroes: Isaac Jogues, Frances Cabrini, Elizabeth Ann Seton, John Neumann, Rose Philippine Duchene, Katherine Drexel, Theodore Guerin, Junipero Serra, Frances Xavier Seelos, Stanley Rother, Solanus Casey, Pierre Toussaint, Michael Joseph McGivney, and the many other venerable and servants of God from the west.

Comparative Cultures - Catholic Connections

Catholic Social Teaching Questions:

7.H.CL1 What are the many focuses of the Catholic Charities organization – internationally and in Kentucky?

7.H.CL2 What was the effect of Our Lady of Guadalupe on culture?

7.H.CL3 Pope Francis was the first pope from the Americas. Where did he live and what are aspects of his culture growing up?

Government - Catholic Connections

Catholic Social Teaching Questions:

7.C.CI.4 Political systems in Latin America have been volatile. Discuss why volatile governments think Catholicism is a threat needing severe punishment.

7.C.CI.5 What is the story behind “Viva Christo Rey”? Who is Jose Sanchez de Rio? Who is Oscar Romero? Stanley Rother? Miguel Pro?

7.C.CI.6 The Church has not stated preference for a particular political system, but recommends criteria for judgment. According to the *Catechism of the Catholic Church* 2425, which political systems does the Church reject and why? Do these systems exist in the Americas today and if so, where?

7.C.CI.7 There is a saying: “the road to Hell is paved with good intentions”. Can good intentions make a wrong action morally acceptable? See *Catechism of the Catholic Church* 1749-1756.

7.C.CI.8 The Catholic Church believes that the end does not justify the means. Many in political power think it is acceptable to do evil if good comes of it, that the end DOES justify the means. What are the ramifications of both philosophies? *Catechism of the Catholic Church* 1756,1789

Economics - Catholic Connections

Catholic Social Teaching Questions:

7.E.CI.1 What are some of the economic principles the Church suggests in the *Catechism of the Catholic Church* 2422-2449?

7.E.CI.2 The Catholic Church has spoken against the effects of industrialization. Although not as prevalent, types of ‘sweatshops’ still exist. Large American companies produce products in poor countries. What can a normal American do to address the concern of poor working conditions of big industries? See *Catechism of the Catholic Church* 1783-1785, 1868-69, 1913-1917.

7.E.CI.3 South America is largely a third world country while the United States is first world. What problems do families have in South America compared to families in the United States? How can we act in solidarity’ with our brothers and sisters in South America? *Practicing gratitude, prioritizing worries, not wasting food, clothing, money, being good stewards of home and environment, etc.*

7.E.CI.4 What does “preferential option for the poor” mean? See *Catechism of the Catholic Church* 2433.

GRADE 8 SOCIAL STUDIES CURRICULUM FRAMEWORK

Students will learn the principles in Catholic Social Teaching and apply these principles to daily life and to the broader concepts in the Social Studies Curriculum. Students will learn how to access statements of Catholic primary resources for clarification of principles and applications to politics and daily life.

CATHOLIC CONNECTIONS

History - Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>8.H.CL1 Why are primary resources important? What are Catholic Primary Resources?</p> <p>8.H.CL2 What issues in society has the Church addressed this year (see www.vatican.va, www.usccb.org)?</p> <p>8.H.CL3 We study history so we don't repeat errors, yet history continually repeats itself. What errors existed in these times and are there similarities today in different circumstances?</p> <p>8.H.CL4 During this time period, many prejudices existed – against Native Americans, African Americans, immigrants and Catholics. What is the Know-nothing party?</p> <p>8.H.CL5 John and Charles Carroll are not saints, but why are they significant in US Catholicism?</p> <p>8.H.CL6 Anti-Catholicism still exists in pockets today. What kinds of things do people not understand about the Church? What is the Blaine Amendment?</p> <p>8.H.CL7 In early US History, many believed one could not be American if they were a “papist”/ had the pope as a leader. Explain how one can be an American and still be a faithful Catholic.</p> <p>8.H.CL8 Ideologies of discrimination are learned. How were ideologies in early America formed? How is technology affecting your ideology?</p> <p>8.H.CL9 What is “formation of conscience? How are you forming your conscience? See <i>Catechism of the Catholic Church</i> 1776-1802.</p> <p>8.H.CL10 <i>Rerum Novarum</i> sparked an international reform movement. It also helped people view Catholics a little more favorably. What is this document, when and why was it published?</p> <p>8.H.CL11 Research some Catholic heroes of this time period: Elizabeth Ann Seton, Pierre Toussaint, Michael Joseph McGivney, Henriette deLille, Theodore Guerin, John Neumann, Rose Phillipine Duchesne,</p> <p>8.H.CL12 What are the principles found in Catholic Social Teaching?</p> <p>8.H.CL13 Can poor work conditions exist today and what would cause them? What principles from Catholic Social Teaching can keep this from happening?</p> <p>8.H.CL14 Who is Dorothy Day and what is the Catholic Workers Movement?</p> <p>8.H.CL15 Fulton Sheen helped dispel anti-Catholic sentiment. How?</p> <p>8.H.CL16 Discuss ways media forms your way of thinking without even realizing it.</p> <p>8.H.CL17 What criteria does the Church suggest when deciding to go to war? See <i>Catechism of the Catholic Church</i> 2243, 2308-2310.</p> <p>8.H.CL18 What causes prejudice of any kind and how can CST help prevent unjust discrimination?</p> <p>8.H.CL19 Many saints experienced ill treatment. What do we learn from how they reacted? See Martin dePorres, Henriette deLille, Josephine Bahkita, Pierre Toussaint, Augustus Tolton.</p> <p>8.H.CL20 What is technology's effect on today's culture and how we view others? Is Catholic Social Teaching promoted by today's media?</p> <p>8.H.CL21 People often find and fight for a cause they see as important. What ‘causes’ has the United States Conference of Catholic Bishops asked us to be involved in? www.usccb.org</p>

Civics - Catholic Connections

Catholic Social Teaching Questions:

8.C.CI.1 The Dred Scott case illustrates how a majority opinion can be legal but morally wrong. Are there other situations today that are similar (e.g. Roe v. Wade, Blaine Amendment)?

8.C.CI.1 What is the USCCB? What does it say on racism? <http://www.usccb.org/issues-and-action/human-life-and-dignity/racism/index.cfm>

8.C.CI.1 Catholic Social Teaching believes in tolerance and non-discrimination, but can one be too tolerant? *Yes. See Catechism of the Catholic Church 2264-65.*

8.C.CI.1 Catholic Social Teaching follows principles readily accepted by non-Catholics. Read Martin Luther King's Letter from the Birmingham Jail and trace Catholic Social Teaching principles in it.

HIGH SCHOOL SOCIAL STUDIES PRACTICES

A. Gathering, Interpreting, and Using Evidence

1. Define and frame questions about events and the world in which we live, form hypotheses as potential answers to these questions, use evidence to answer these questions, and consider and analyze counter-hypotheses.
2. Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
3. Analyze evidence in terms of content, authorship, point of view, bias, purpose, format, and audience.
4. Describe, analyze, and evaluate arguments of others.
5. Make inferences and draw conclusions from evidence.
6. Deconstruct and construct plausible and persuasive arguments, using evidence.
7. Create meaningful and persuasive understandings of the past by fusing disparate and relevant evidence from primary and secondary sources and drawing connections to the present.

B. Chronological Reasoning and Causation

1. Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events.
2. Identify causes and effects using examples from different time periods and courses of study across several grade levels.
3. Identify, analyze, and evaluate the relationship between multiple causes and effects
4. Distinguish between long-term and immediate causes and multiple effects (time, continuity, and change).
5. Recognize, analyze, and evaluate dynamics of historical continuity and change over periods of time and investigate factors that caused those changes over time.
6. Recognize that choice of specific period civilizations favors one narrative, region, or group over another narrative, region, or group.
7. Relate patterns of continuity and change to larger historical processes and themes.
8. Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events.

C. Comparison and Contextualization

1. Identify similarities and differences between geographic regions across historical time periods, and relate differences in geography to different historical events and outcomes.
2. Identify, compare, and evaluate multiple perspectives on a given historical experience.
3. Identify and compare similarities and differences between historical developments over time and in different geographical and cultural contexts.
4. Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts).

5. Recognize the relationship between geography, economics, and history as a context for events and movements and as a matrix of time and place.
6. Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes and draw connections to the present (where appropriate).

D. Geographic Reasoning

1. Ask geographic questions about where places are located, why their locations are important, and how their locations are related to the locations of other places and people.
2. Identify, describe, and evaluate the relationships between people, places, regions, and environments by using geographic tools to place them in a spatial context.
3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.
4. Recognize and interpret (at different scales) the relationships between patterns and processes.
5. Recognize and analyze how place and region influence the social, cultural, and economic characteristics of civilizations.
6. Characterize and analyze changing connections between places and regions.

E. Economics and Economics Systems

1. Use marginal benefits and marginal costs to construct an argument for or against an approach or solution to an economic issue.
2. Analyze the ways in which incentives influence what is produced and distributed in a market system.
3. Evaluate the extent to which competition between sellers and between buyers exists in specific markets.
4. Describe concepts of property rights and rule of law as they apply to a market economy.
5. Use economic indicators to analyze the current and future state of the economy.
6. Analyze government economic policies and the effects on the national and global economy.

F. Civic Participation

1. Demonstrate respect for the rights of others in discussions and classroom debates; respectfully disagree with other viewpoints and provide evidence for a counter-argument.
2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.
3. Explain differing philosophies of social and political participation and the role of the individual leading to group-driven philosophies.

4. Identify, describe, and contrast the roles of the individual in opportunities for social and political participation in different societies.
5. Participate in persuading, debating, negotiating, and compromising in the resolution of conflicts and differences.
6. Identify situations in which social actions are required and determine an appropriate course of action.
7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.
8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

HIGH SCHOOL STANDARDS

WORLD HISTORY AND GEOGRAPHY (HG)

World History and Geography begins with the Paleolithic Era and the development of the first civilizations, continues with an examination of classical societies, and traces the expansion of trade networks and their global impact. The course emphasizes the key themes of interactions over time, shifts in political power and the role of belief systems. The course then provides a snapshot of the world circa 1750. The course continues chronologically up to the present. Several concepts are woven throughout the course including industrialization, nationalism, imperialism, conflict technology and the interconnectedness of the world. The last three Key Ideas focus on global issues, applying a more thematic approach.

Students will be aware of primary resources for Church teaching to include The Compendium of the Social Doctrine of the Church, the Catechism of the Catholic Church and current statements of the United States Conference of Catholic Bishops. Students will study the timeline and principles in the Church's Social encyclicals: *Rerum Novarum*, *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Sollicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.

CATHOLIC CONNECTIONS

World History & Geography Development of Civilization Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.1 Do Catholics believe we must take the creation story as presented in Genesis literally? <i>See Catechism of the Catholic Church 2282-89.</i></p> <p>HS.HG.CI.2 What do we mean when we say man is a religious being? <i>See Catechism of the Catholic Church 27-30.</i></p> <p>HS.HG.CI.3 Can man know that God exists by reason alone? <i>See Catechism of the Catholic Church 32-34.</i></p> <p>HS.HG.CI.4 What is the natural law? <i>See Catechism of the Catholic Church 1954-1959.</i></p> <p>HS.HG.CI.5 Why did God make man a religious, social and moral being, with a sense of the natural law, a desire for happiness, a survival instinct and a need of interdependence? <i>All lead to communion with Him. See Catechism of the Catholic Church I, 27-30.</i></p> <p>HS.HG.CI.6 Man's dignity rests in that he is created and loved by God – not in his usefulness. How can society abuse this fundamental principle?</p> <p>HS.HG.CI.7 What does it mean that man is made in the image of God? <i>See Catechism of the Catholic Church 356-361, 1701-1715.</i></p>

World History & Geography Belief Systems: Rise & Impact Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.8 Belief systems affect one's world view. The Catholic World View puts on the mind Christ, our "God" gles. Can you explain the Catholic World View of the human person? Of love? Of death? Of suffering? Of science? Of politics? Time?</p> <p>HS.HG.CI.9 What is <i>Nostra Aetate</i>? Summarize <i>Nostra Aetate</i>'s main points.</p> <p>HS.HG.CI.10 In ecumenical dialogue, what would be practices that are helpful and not helpful? Should you compromise your belief in the name of peace?</p> <p>HS.HG.CI.11 How can it be said that Catholics are fulfilled Jews?</p> <p>HS.HG.CI.12 Why is the pope located in Rome? (St. Peter died there)</p> <p>HS.HG.CI.13 How, when and why was the canon of the Bible established?</p>	

World History & Geography Classical Civilizations: Expansion, Achievement, Decline Catholic Connections	
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.14 What aspects of the Hellenistic culture influenced Judaism/Christianity?</p> <p>HS.HG.CI.15 Why is philosophy so important in Catholic tradition and a requirement in the training of all priests? (<i>Fides et Ratio</i> and <i>Veritatis Splendor</i>)</p> <p>HS.HG.CI.16 Who is Saint Justin (Martyr)? How is his approach at conflict resolution applicable today? Reading him, how has the Mass changed in 2000 years? See <i>Catechism of the Catholic Church</i> 1345.</p> <p>HS.HG.CI.17 Describe the first few centuries (33-313 AD) of Catholicism. What is "The acts of the martyrs"?</p> <p>HS.HG.CI.18 How did the following people influence the world today: St. Paul, Ignatius of Antioch, Polycarp, Ambrose, Augustine, Anthony of Egypt, Leo the Great? Why are these early martyrs so popular even today? Sebastian, Lawrence, Agnes, Cecilia, Lucy, Anastasia, Perpetua, Felicity?</p> <p>HS.HG.CI.19 Some say Constantine founded Christianity in 325. Why would they say this and how do we know it is not so? See <i>Catechism of the Catholic Church</i> 763-766; 830.</p> <p>HS.HG.CI.20 Who are the Apostolic Fathers and Fathers of the Church and how did they affect culture and politics?</p> <p>HS.HG.CI.21 When Christianity was made the official religion of the empire (313AD), would you say this helped or hurt the Church and why?</p> <p>HS.HG.CI.22 Why is it said that Pope Leo the Great saved Rome from the Huns?</p> <p>HS.HG.CI.23 When Christianity was legalized and martyrdom ceased as a way of life, monasticism appeared. What was monasticism then and now? Are there monasteries in Kentucky?</p> <p>HS.HG.CI.24 What is the influence of Benedict, Scholastica, and Gregory the Great?</p> <p>HS.HG.CI.25 What is Gnosticism then and now? What is Pelegianism then and now? (<i>Placuit Deo</i>).</p> <p>HS.HG.CI.26 The first several centuries saw eastern/western political divisions according to adherence the heresy of the day. What was the governmental and geographical effect of Church conclusions to heretical movements – for example, Arianism.</p> <p>HS.HG.CI.27 Why was Rome chosen as the seat of Peter and not Constantinople?</p> <p>HS.HG.CI.28 How can it be said persecution of the Church (beginning with Stephen) caused its quick spread through the nations?</p>	

World History & Geography Rise of Transregional Trade Networks Catholic Connections	
Catholic Social Teaching Questions:	
HS.HG.CI.29	What is an ecumenical council vs. a plenary council? When was the first Council? <i>See Acts 15.</i>
HS.HG.CI.30	How was the Church a “light in the dark ages”? What was the significance of monasticism for society?
HS.HG.CI.31	What is <i>Nostrae Aetate</i> and what are main points?
HS.HG.CI.32	Islam has a different anthropology and understanding of virtue than Christianity. How can Catholics enter into true dialogue and peaceful coexistence – then and now? <i>See Catechism of the Catholic Church 841, Nostrae Aetate</i>
HS.HG.CI.33	In history, Catholics, including popes, have done good things and bad things. How it is the truths of the Church have survived every conflict and scandal? <i>See Catechism of the Catholic Church 823-826.</i>
HS.HG.CI.34	The Catholic Church has about 27 different Rites, many of which are Eastern. What does this mean? What does this look like today? <i>See Catechism of the Catholic Church 1200-1209.</i>
HS.HG.CI.35	How and why are icons made? What was the Iconoclast Movement?

World History & Geography Political Powers & Achievements Catholic Connections	
Catholic Social Teaching Questions:	
HS.HG.CI.36	What is the significance of the beginning of the Dominican and Franciscans to the Church and society?
HS.HG.CI.37	Some Catholic saints are given national significance. What is the national significance of Clotilda? Gregory of Tours? Patrick? Columba? Bede? Augustine of Canterbury? Boniface? Ansgar? Olaf? Cyril and Methodius? Stephen the Great? Vladimir and Olga? Bernard?
HS.HG.CI.38	What does “catholic” mean? <i>See Catechism of the Catholic Church 830-32.</i>
HS.HG.CI.39	At different times for different reasons prelates in the Church also held political positions. The Church stopped this practice. Was this a good decision? Why?
HS.HG.CI.40	How was the Church able to survive when there was widespread internal corruption? <i>See Catechism of the Catholic Church 889-91, 2051, 2298.</i>
HS.HG.CI.41	Who is Albert the Great and what did he do for science?
HS.HG.CI.42	Thomas Aquinas demonstrated how the faith is reasonable by combining science and religion. What did this look like? <i>See his Summa Theologica.</i>
HS.HG.CI.43	Compare and contrast the Catholic Social teaching against the view of other religions.
HS.HG.CI.44	What is <i>Fides et Ratio</i> ? Can the faith and reason/science ever contradict each other? <i>No.</i>

World History & Geography Social & Cultural Growth & Conflict Catholic Connections	
Catholic Social Teaching Questions:	
HS.HG.CI.45	What is the difference between the Orthodox Church and Eastern Rite Catholics?
HS.HG.CI.46	What was the Filioque controversy?
HS.HG.CI.47	The Church has made many efforts in this century to heal the wounds of the schism of 1054. What are some of the steps toward reconciliation and how successful were they?
HS.HG.CI.48	What is <i>Ut Unum Sint</i> ? What did John Paul II mean in it when he said “The Church must breathe with two lungs”?
HS.HG.CI.49	What is ecumenical dialogue and what are some of its essential elements?
HS.HG.CI.50	For centuries members of the clergy could hold political office and power which sometimes lead to corruption. What is the Church’s current position of clergy holding political power? <i>See The Directory on the Ministry and Life of Priests, issued by the Congregation for the Clergy and USCCB web-site.</i>
HS.HG.CI.51	Catherine of Siena supported Urban and Vincent Ferrer supported Clement during the Avignon papacy. One was wrong but both are great saints. What lesson does this have for us on what holiness is? <i>See Catechism of the Catholic Church 828.</i>
HS.HG.CI.52	Catherine of Siena is known for many things including writing letters correcting the pope while still maintaining reverence. What lessons can we learn from her?
HS.HG.CI.53	Martin Luther’s 95 Thesis highlighted real abuses of the time. But Luther also fought some fundamentals of the faith. Did the Church make an effort to correct the abuses? What is the Council of Trent?
HS.HG.CI.54	How did the following affect history: Ignatius of Loyola, Teresa of Avila, Charles Borromeo, Thomas More, St. Philip Neri, Edmund Campion?
HS.HG.CI.55	Traditions with a capital “T” cannot be changed. Traditions with a little “t” can be changed. <i>See Catechism of the Catholic Church 888-892.</i> How is this illustrated after the Protestant Reformation?

World History & Geography The Ottoman Empire & The Ming Dynasty Pre-1600 Catholic Connections	
Catholic Social Teaching Questions:	
HS.HG.CI.56	To what does Papal infallibility apply and how often is it used? <i>See Catechism of the Catholic Church 889, 890, 891, 2051.</i>
HS.HG.CI.57	Can popes sin? <i>Yes. But this does not affect the teachings of the Church Herself.</i>
HS.HG.CI.58	What is the Church’s view of scientific progress? <i>See Catechism of the Catholic Church 159, 2293.</i>
HS.HG.CI.59	What is the significance of Our Lady of Victory and the rosary with the Battle of LePonte?
HS.HG.CI.60	Why did Thomas Aquinas write <i>Summa Contra Gentiles</i> ?
HS.HG.CI.61	What did John Paul II mean when he said Islam is not a religion of redemption? How does Christianity differ? Where can we find common ground? <i>See Catechism of the Catholic Church 840-842.</i>
HS.HG.CI.62	Catholics have done very bad things in the name of the Church, during crusades, Inquisition, feudal times, etc. How does this not prove the Church is not from Jesus?

World History & Geography Africa & the Americas Pre-1600 Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.63 What was the cultural impact of Our Lady of Guadalupe?</p> <p>HS.HG.CI.64 Today most states in the United States have missionaries from Africa—why is this? <i>Africa’s Catholic population is very large and America’s is getting smaller, for many reasons including secularism, relativism, and materialism.</i></p> <p>HS.HG.CI.65 What is the difference between religion and superstition? <i>See Catechism of the Catholic Church 2111.</i></p> <p>HS.HG.CI.66 Man is a religious being and sacrifice is a part of many religions. What is the Catholic understanding of the role of sacrifice in Jesus? <i>See Catechism of the Catholic Church 613-618, 901, 1330, 1367, 1419, 901, 1545, 1851, 2099-2100. What does it mean by “offer it up”?</i></p> <p>HS.HG.CI.67 Who are the North American Martyrs? Who is Bartolomea de Las Casas? Junipero Serra? Juan Diego?</p>

World History & Geography Transformation of Western Europe & Russia Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.68 How do the modern “printing presses” (cinema and social media) form your conscience, knowingly or unknowingly? How much of what you see and read can you control? <i>See Catechism of the Catholic Church 2493-2499.</i></p> <p>HS.HG.CI.69 Since 1967, the Church has celebrated World Communications Day. What are the messages given by the Church to those in communication? <i>See Catechism of the Catholic Church 2493-2499.</i></p> <p>HS.HG.CI.70 Discuss the media’s effect on current culture in America.</p> <p>HS.HG.CI.71 Machiavelli wrote in his book, <i>The Prince</i>, that “the end justifies the means”. The Church says the end does not justify the means as one should never do evil that good may come of it. <i>See Catechism of the Catholic Church 1756, 1759, 1761, 1789.</i> What are the ramifications for a country with a leader with either fundamental belief?</p> <p>HS.HG.CI.72 The Church believes no scientific discovery can ever contradict the Faith. (<i>Fides et Ratio</i> and <i>Veritatis Spendor</i>). It does recommend principles for research. What are some principles for scientific research? <i>See Catechism of the Catholic Church 31, 39, 159, 283-84, 1673, 1723.</i></p> <p>HS.HG.CI.73 The Church is a promoter of the arts, music, architecture and literature as a means of creating and communicating truth, beauty and goodness. What are some classics from this time that illustrate this well? <i>See Catechism of the Catholic Church 2500-2503.</i></p> <p>HS.HG.CI.74 Gothic and Romanesque architecture are said to have built in ‘theologies’. How is this?</p> <p>HS.HG.CI.75 The Church said everyone is called to be saints and missionaries. (<i>See Catechism of the Catholic Church 849-856</i>) Saints and missionaries must respond to the needs of the time. What are the needs of this time and what are some ways to grow in holiness as well as evangelize today in your place and time?</p>

World History & Geography Interactions & Disruptions Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.76 The US Bishops have spoken out against modern forms of slavery, especially regarding human trafficking. What are some current human rights abuses that mimic the idea that people are property to be used as a means to an end?</p> <p>HS.HG.CI.77 People traveled for “gold, glory, and God”. Who are Francis Xavier, Paul Miki and Companions, North American Martyrs, Peter Claver, Peter Chanel?</p> <p>HS.HG.CI.78 Progress and development can be good. What are some principles Pope Paul VI gives for development in <i>Populorum Progressio</i>?</p> <p>HS.HG.CI.79 The ideas of solidarity and that man has dignity may seem evident, but looking at history what are examples and how are these concepts missing? Are there areas in the world today where this central principle is missing? How might you convince a bully that all men have dignity? What are some principles for a bystander to injustice? See <i>Catechism of the Catholic Church</i> 2437-2442.</p>

World History & Geography The World in 1750 Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.80 It is said that power corrupts. Why is this? Do you see this in history?</p> <p>HS.HG.CI.81 What qualities did Jesus say belongs to leaders in the kingdom of God? What is a servant-leader?</p> <p>HS.HG.CI.82 The teachings of the Catholic Church have never and will never change. Human traditions in the church can and do change. How is this evident in history, especially the protestant revolt/reformation?</p> <p>HS.HG.CI.83 What is <i>Dignitatis Humanae</i>? When were times in history that the religious freedom as described in this document practiced and not practiced?</p> <p>HS.HG.CI.84 We did not live in places and times studied in world history. How can one distinguish whether we are being taught opinion vs. fact? There are history text books written with bias. What are primary sources? How might the Protestant revolt/reformation be described by someone who does not understand the Catholic Church?</p> <p>HS.HG.CI.85 It is important to know what the Church teaches and not base our opinion solely on others’ opinions or interpretations. What are primary sources in the Church? See Vatican.va and USCCB.org.</p>

World History & Geography 1750-1914: An Age of Revolutions, Industrialization, and Empires Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.86 Jesus said we are citizens and members of the kingdom of God. Catholics believe we can live in any society due to this transcendent view. Why do totalitarian regimes want to suppress religion? See <i>Catechism of the Catholic Church</i> 763.</p> <p>HS.HG.CI.87 What is the Carmelite Massacre and who are the Carmelite nuns of Campiegne?</p> <p>HS.HG.CI.88 Many Enlightenment ‘thinkers’ believed the Church was superstitious, and in fact many at that time were. What is the difference between superstition and religion? See <i>Catechism of the Catholic Church</i> 2111.</p> <p>HS.HG.CI.89 Moral Relativism is an erroneous way of thinking about truth that started with enlightenment philosophy. What is objective truth and subjective truth? Pope Benedict said this generation lives under a dictatorship of moral relativism. What are examples of moral relativism in society?</p> <p>HS.HG.CI.90 Everyone can be a little Robespierre or Napoleon and justify his/her own actions, but the Church says there are actions which are objectively wrong regardless of intention. Explain this. See <i>Catechism of the Catholic Church</i> 1749-1761.</p> <p>HS.HG.CI.91 What are the Council of Trent and the “Catholic Enlightenment”?</p>

World History & Geography
Causes & Effects of the Industrial Revolution
Catholic Connections

Catholic Social Teaching Questions:

HS.HG.CI.92 *Rerum Novarum* was written in response to the Industrial Revolution and is the foundational document for Catholic Social Teaching. What are main points in *Rerum Novarum*?

HS.HG.CI.93 What ‘problems’ are the social encyclicals following *Rerum Novarum* addressing and what principles did they suggest for the issues presented? See the [*Compendium of the Social Doctrine of the Church*](#) for a summary of *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Sollicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.

HS.HG.CI.94 Utilitarianism is when we see people as objects. See *Catechism of the Catholic Church* 1929-1933. How is utilitarianism evident in the Industrial Revolution? Discuss how we can see utilitarianism today?

HS.HG.CI.95 The definition of love is “to will the good of the other as other”. What are ways our nice treatment of others may be for selfish reasons and not for their good alone? See [*Deus Caritas Est*](#) (God Is Love)—Pope Benedict XVI, 2005.

HS.HG.CI.96 A business or government that ‘micromanages’ lacks the principle of subsidiarity. See *Catechism of the Catholic Church* 1883, 1894. What does this mean? How is a violation of the principle of subsidiarity a concern in socialism?

HS.HG.CI.97 What is the history of May Day and why did the Church dedicate May 1st to St. Joseph the Worker in 1955?

HS.HG.CI.98 Governments are called to work for the common good and protect the dignity of each person. See *Catechism of the Catholic Church* 1897-1912. History demonstrates human judgment can be clouded by fear or desire for power. How can we not let our judgment become clouded?

World History & Geography
Imperialism
Catholic Connections

Catholic Social Teaching Questions:

HS.HG.CI.99 Look at the index in the *Compendium of the Social Doctrine of the Church*. In the study of history in your continued education, how can the Compendium and the Catechism be helpful when asked to analyze situations? What topics do you see as applicable to current politics in Kentucky and America? What is wrong with the statement “it is not personal, it is just business”? What should be the ultimate goal of all business and politics? See *Catechism of the Catholic Church* 1907-10, 1929-1937

World History & Geography 1914-Present: Crisis & Achievement in the 20th Century Catholic Connections	
Catholic Social Teaching Questions:	
HS.HG.CI.100	Analyze the “Just War” principles as found in the <i>Catechism of the Catholic Church</i> 2263-2267.
HS.HG.CI.101	What does the Church say about the accumulation of arms (the arms race)? <i>See the Catechism of the Catholic Church</i> 2315.
HS.HG.CI.102	The Ten Commandments reflect the natural law. Jesus asks us to go deeper with the beatitudes. What would the beatitudes look like in a person your age in your circumstances? In a leader?
HS.HG.CI.103	Viktor Frankl wrote the classic <i>Man’s Search for Meaning</i> as a result of his suffering in concentration camps. Look up some of his most famous quotes. Which one is your favorite?
HS.HG.CI.104	John Paul II lived in horrendous times and later said “suffering is in the world to release love”. What does this mean? What does it mean to say that suffering is redemptive?
HS.HG.CI.105	Why do many attribute John Paul II to the fall of communism? How did he operate within a communist government as a young bishop?
HS.HG.CI.106	John Paul II died on the vigil of Divine Mercy, a feast he helped institute. During these tumultuous world wars, the devotion of Divine Mercy spread quickly. Who is Faustina and what is the devotion to the image of Divine Mercy?
HS.HG.CI.107	Edith Stein died in a concentration camp, so why are her writings becoming popular now?
HS.HG.CI.108	Padre Pio was a favorite person to visit for soldiers during the war. Who was Padre Pio?
HS.HG.CI.109	What is the miracle of the Rosary of Hiroshima?

World History & Geography Unresolved Global Conflict (1945-1991: The Cold War) Catholic Connections	
Catholic Social Teaching Questions:	
HS.HG.CI.110	The cold war existed on a large scale, but what are examples of similar ‘cold war’ behaviors in daily relationships and what messages of Jesus address this?
HS.HG.CI.111	What is liberal secularism? What is practical atheism?
HS.HG.CI.112	A person’s actions reflect inherent ideology. What daily actions do or do not demonstrate recognition of the dignity in each person? Trust in God’s love?
HS.HG.CI.113	What does the Church say about the accumulation of arms? <i>See Catechism of the Catholic Church</i> 2243.
HS.HG.CI.114	Who is Nguyễn Văn Thuận? Vincent Robert Capodanno? Walter Cizek? Emil Kapaun?

World History & Geography Decolonization & Nationalism (1900-2000) Catholic Connections	
Catholic Social Teaching Questions:	
HS.HG.CI.115	Individuality is good and individualism is not. What is the difference?
HS.HG.CI.116	Patriotism is good and extreme nationalism not. What is the difference? <i>Sollicitudo Rei Socialis</i> , 26,33
HS.HG.CI.117	“We need to participate for the common good. Sometimes we hear: a good Catholic is not interested in politics. This is not true: good Catholics immerse themselves in politics by offering the best of themselves so that the leader can govern.”- Pope Francis, 9/16/13 How can you become involved at your age?

World History & Geography Tension Between Traditional Cultures & Modernization Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.118 The Church publishes documents to address current prevalent issues. Researching the website for the United States Conference of Catholic Bishops, www.usccb.org, what are the issues that the bishops have determined are important and need addressing at this time?</p> <p>HS.HG.CI.119 Why does the Church even care about principles in government and business? <i>See Catechism of the Catholic Church 2246.</i></p> <p>HS.HG.CI.120 Out of respect, the United States made Mother Teresa an honorary citizen of the United States. This was done even though she spoke out against some American practices when she was here. Who is Mother Teresa and what were her messages?</p> <p>HS.HG.CI.121 What is the lesson in the parable of the “widow’s mite”? Which of Jesus’ parables do you think address current issues?</p> <p>HS.HG.CI.122 It is easy to criticize others, past and present, from our own armchair. Besides “putting on the mind of Christ” (Phil. 2), what are important elements in dialogue and understanding of others? <i>See Catechism of the Catholic Church 2478.</i></p> <p>HS.HG.CI.123 Some believe if you are basically a good person it doesn’t matter what you do. Most despots and criminals would say they are basically good, mean well or have a good goal. Are good intentions enough when analyzing the morality of your actions? <i>See Catechism of the Catholic Church 1749-1761.</i></p> <p>HS.HG.CI.124 How can you best inform your conscience at your age? Is it better to judge on what “someone said” or what the person actually said? How can you watch the news intelligently? Where can you find what the Church actually teaches?</p> <p>HS.HG.CI.125 The Bishops have published points on forming your conscience as a faithful citizen. What are some of its main points? www.usccb.org</p> <p>HS.HG.CI.126 Who is Our Lady of Kibeho?</p>

World History & Geography Globalization & A Changing Global Environment (1990-Present) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.HG.CI.127 Should richer nations help poorer nations? <i>See Catechism of the Catholic Church 2241.</i></p> <p>HS.HG.CI.128 According to the principle of solidarity, what do those in third world countries have to do with you?</p> <p>HS.HG.CI.129 We can get caught up in what we call first world problems. How can technology and globalization actually help us overcome misprioritized worries?</p> <p>HS.HG.CI.130 Pier Giorgio Frassati is becoming a favorite saint for young people and social activists. Who is he and why is he known as ‘a man of the beatitudes’?</p> <p>HS.HG.CI.131 If you want to make the world a better place Michael Jackson suggested starting with the man in the mirror. Jesus suggested taking the plank out of your own eye first. How can being personally virtuous make the world a better place? What practical things can you do to be the change you want to see in the world?</p> <p>HS.HG.CI.132 In the face of conflict, nature compels one to fight, flight, or freeze. Jesus told us to turn the other cheek which isn’t a natural reaction. It takes courage to stand your ground on matters of faith knowing you’ll be hit and would seem too many as being intolerant. Which conflicts in society today are asking you to compromise your faith?</p>

World History & Geography
Human Rights Violations
Catholic Connections

Catholic Social Teaching Questions:

HS.HG.CI.132 For the most part, the Universal Declaration of Human Rights reflects Catholic Social Teaching – which reflects the natural law. Which countries do not accept this declaration and why?

HS.HG.CI.133 Actions speak louder than words. What behaviors in people your age may demonstrate belief for or against principles in Catholic Social Teaching, such as respect for each human person?

HS.HG.CI.134 Looking at Catholic Social Teaching and the Declaration of Human Rights, where in the world are human rights being violated? Where and how are they being violated in the United States? Has the Church addressed this issue and how?

HS.HG.CI.135 Violation of human rights happens because of ways of thinking/ideologies. Looking at Catholic Social Teaching and actions of those who violate human rights, what would you say were the core beliefs of the violators (for example: X uses others for personal gain, so this shows X)?

HS.HG.CI.136 When and where did the following Catholics suffer and what does this say to the need to promote man's dignity: Immaculee Ilibagiza, Romero and the four American Church women, Nguyen Van Thuan, Walter Joseph Ciszek, Emil Kapaun?

UNITED STATES HISTORY

CATHOLIC CONNECTIONS

United States History Colonial Foundations (1607-1763) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CI.1 The Diocese of Owensboro has a variety of ministries that help groups in need of help for various reasons. What are some of these ‘outreach’ programs?</p> <p>HS.H.CI.2 In America’s founding, freedom was wanted, but religious liberty was not a popular idea in that Catholics were held in suspicion or contempt in many places. Using the USCCB as reference, discuss current challenges and opportunities American Catholics face regarding Religious Liberty.</p> <p>HS.H.CI.3 No two saints are the same yet all have things in common. What do saints from every time and place have in common?</p> <p>HS.H.CI.4 What is the USCCB? Familiarize yourself with the breadth of topics addressed in its website. Are there areas of concern in the United States that you think the Bishops are not addressing? What do you think they would say?</p> <p>HS.H.CI.5 When the USCCB makes an official statement, is it a primary source for the Church? <i>Yes</i>. When a local pastor makes a statement is that a primary source for the Church? <i>No</i>.</p>
United States History Constitutional Foundations (1763-1824) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CI.6 What can we learn by the times in history that the majority of opinion was not the right one (Dred Scott)? Are there current trends in opinion in which the Christian view is a minority and ironically not tolerated because they’re viewed as intolerant?</p> <p>HS.H.CI.7 The Church encourages citizens to inform one’s conscience. Everything you choose is a choice to form conscience and habits. (<i>See Catechism of the Catholic Church 1776-1789</i>) What are the best ways to form your conscience at your age? How does one find what the Church actually teaches vs what someone says it says? How is technology forming you?</p> <p>HS.H.CI.8 What is an inalienable right and what did the framers of the Constitution mean by liberty? Can/should people be free to do anything they want? <i>See Catechism of the Catholic Church 1730-1748.</i></p> <p>HS.H.CI.9 <i>According to the Preamble to the Constitution, where does man get His rights?</i></p> <p>HS.H.CI.10 If a person in your class constantly beatboxes while the teacher is teaching, what Catholic Social Teaching principle is being violated? How would you respond to someone who says “It is a free country I can do what I want”?</p>
United States History Expansion, Nationalism, and Sectionalism (1800-1865) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CI.11 Attitudes cannot change with one decision – such as in slavery. Jesus Himself was not accepted readily. What is culture? Can you tell when culture is forming you and when you are forming a culture? <i>See Catechism of the Catholic Church 2820.</i></p> <p>HS.H.CI.12 Pope Benedict said we live under a cultural dictatorship of relativism. What is moral relativism and how does its prevalence in culture affect society? What is objective truth and subjective truth?</p> <p>HS.H.CI.13 How would you describe our current culture and where does this culture stand with Catholic Social Teaching? (e.g., secularism, individualism, materialism, relativism, etc.)</p> <p>HS.H.CI.14 Does slavery exist today? What is human trafficking and what has the Church said about it?</p> <p>HS.H.CI.15 The Dred Scott decision is one of many examples when people thought they were right when they are wrong. Why do you think they did not see it was wrong? How can we form our conscience correctly?</p>

United States History
Post-Civil War Era (1865-1900)
Catholic Connections

Catholic Social Teaching Questions:

HS.H.CI.16 What is the Diocese of Owensboro doing regarding immigration?

HS.H.CI.17 There are many levels and nuances in immigration policy (state and federal) and practices. Different media stations may take different slants. How does one properly inform one's conscience on this matter? What stands has the United States Conference of Catholic Bishops made regarding immigration? See www.usccb.com and *See Catechism of the Catholic Church 2241*.

HS.H.CI.18 What can we learn about immigration from the following: Katharine Drexel, Rose Philippine Duchesne, Marianne Cope, Damian of Molokai, Theodore Guerin, Isaac Jogues, John Neumann, Elizabeth Ann Seton?

United States History
Industrialization & Urbanization (1870-1920)
Catholic Connections

Catholic Social Teaching Questions:

HS.H.CI.19 *Rerum Novarum* was a game changer for world thought. What is *Rerum Novarum*?

HS.H.CI.20 Most people justify their actions in their own mind. How do you think those who led the industrial movement justified the poor treatment of workers? Do people today ever justify unkindness and if so, how?

HS.H.CI.21 While we cannot judge another's conscience, there are distinctions that help us assess our own culpability. What is vincible ignorance, invincible ignorance and the natural law? *See Catechism of the Catholic Church 1734-38*.

HS.H.CI.22 Why are economic principles discussed in the *Catechism of the Catholic Church* in the 7th commandment? 2401-2463. What are some economic principles mentioned?

United States History
The Rise of American Power (1890-1920)
Catholic Connections

Catholic Social Teaching Questions:

HS.H.CI.23 Why are governmental relationships covered in the fourth commandment in the *Catechism of the Catholic Church*? *See 2196-2257*. What are some principles mentioned?

HS.H.CI.24 What is solidarity? Have you ever been told when wasting food to think of poor children who have nothing? Why would this 'thought' make a difference?

HS.H.CI.25 Do you ever find yourself worried over something and think – this is just a first world problem? What are problems you face compared to problems a person your age faces in a third world country?

HS.H.CI.26 What are some main points in [*Ecclesia in America*](#) (The Church in America)—St. John Paul II, 1999?

United States History Prosperity & Depression (1920-1939) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CL.27 Educated persons in the US at this time were beginning to read Catholic social encyclicals. Who is Dorothy Day and what is the Catholic Worker movement which came during this period?</p> <p>HS.H.CL.28 What is the difference between poverty and what Jesus meant by “Blessed are the poor in spirit”? <i>See Catechism of the Catholic Church 2545-47.</i></p> <p>HS.H.CL.29 St. Paul spoke often on the paradox of the cross. “When I am powerless I am strong”. Christ and his followers preach dependence on God vs self. Catholics believe in the redemptive power of suffering (“offering it up”). What is the paradox of the cross? How does a view of the redemptive power of suffering help in times of trial?</p> <p>HS.H.CL.30 The Church believes nothing in science can contradict the faith (<i>Fides et Ratio</i>). However, science without guiding principles, can have negative consequences. Bioethics is now a field of study. What are some bioethics problems that have arisen due to a lack of understanding of the dignity of each person and other Catholic Social Teaching principles?</p> <p>HS.H.CL.31 What are some bioethical principles found in <i>Evangelium Vitae</i> (<i>The Gospel of Life</i>)—St. John Paul II, 1995 and subsequent publications? How do they compare to Catholic Social Teaching?</p>

United States History WWII (1935-1945) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CL.32 Edith Stein became known after dying in a concentration camp. Her writings, however, are now opening many doors for the “feminine genius.” Who is Edith Stein? What is meant in the Church by the term “Feminine Genius”? What is <i>Mulieris Dignitatem</i>?</p> <p>HS.H.CL.33 J.R.R. Tolkien, famous author of <i>Lord of the Rings</i>, wrote letters in 1941 to his son Michael who was deployed. What were the messages in these letters?</p> <p>HS.H.CL.34 Hitler was a culmination to a mindset called the eugenics movement. What is eugenics? How did Margaret Sanger’s interest in eugenics affect today? What other things did The United States do for the eugenics movement before Hitler? Does eugenics exist today? What are the basic principles in Catholic Social Teaching that eugenics violates?</p>

United States History Cold War (1945-1990) Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CL.35 What does the Church say about an arms race? <i>See Catechism of the Catholic Church 2315.</i></p> <p>HS.H.CL.36 Pope John Paul II and Ronald Reagan both worked to end communism. How did Pope John Paul II, when a young Bishop in Krakow, operate within a communist government?</p> <p>HS.H.CL.37 Scripture says “do not be afraid” 365 times. This was Pope John Paul’s first words as pope. Thomas Aquinas says that fear is the root of many unhealthy vices, even laziness. Describe events during this time you think were driven by fear.</p> <p>HS.H.CL.38 What is armed resistance to oppression? Since WWII, the US has used arms to stop oppression. Studying facts in history, was the US justified in each case according to the condition in the Catechism? <i>See Catechism of the Catholic Church 2243.</i></p> <p>HS.H.CL.39 The Catholic Church publishes encyclicals in response to a need in the current culture. What encyclicals were published during this time and what were they in response to?</p> <p>HS.H.CL.40 Trace Catholic Social Teaching Principles in Martin Luther King’s letter from the Birmingham jail.</p>

<p>United States History Social & Economic Change/Domestic Issues (1945-present) Catholic Connections</p>
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CI.41 The publishing of Catholic Social Teaching, the example of Catholic faithful citizens and John F. Kennedy all helped in decreasing anti-Catholic sentiments. Who was Fulton Sheen and how did he help people accept Catholicism?</p> <p>HS.H.CI.42 Who is Dorothy Day and what is the Catholic Worker movement?</p> <p>HS.H.CI.43 At a time when prejudice against Catholics was waning, baptized Catholics were leaving due to what they thought of Vatican II and Humane Vitae. What is Vatican II and what are the basic points of Humane Vitae? Why were these not popular?</p> <p>HS.H.CI.44 Stanley Rother and Bernard (Solanus) Casey lived in the 20th century and their holiness has been recognized by the Church. Who are they and how do they demonstrate that there is no ‘one way’ to be holy?</p> <p>HS.H.CI.45 The United States Conference of Catholic Bishops frequently makes statements on current events and movements. Look at www.usccb.org. What are current movements the Church is addressing in the US and what are they saying about it?</p> <p>HS.H.CI.46 Why is Thomas More the patron in the US for fighting for Religious Liberty?</p> <p>HS.H.CI.47 Kentucky still has the Blaine Amendment. What is this? What is the process that would need to happen for this to be changed? What can you do to change a policy?</p>
<p>United States History United States in a Globalized World (1990-present) Catholic Connections</p>
<p>Catholic Social Teaching Questions:</p> <p>HS.H.CI.48 The United States has some recent soldiers/prisoners of war that are beatified. What can we learn from Emil Kapaun, Vincent Cappadonna, Walter Ciszek?</p> <p>HS.H.CI.49 Who are the Maryknoll Missionaries?</p> <p>HS.H.CI.50 In analyzing the US decision to enter a war, use the principles as set forth in the <i>Catechism of the Catholic Church</i>. Legitimate Defense: <i>See 2309-2313 and armed resistance to oppression, 2243.</i></p> <p>HS.H.CI.51 How does the media affect American culture? What can you do to make sure you are forming your conscience well? <i>See Catechism of the Catholic Church 1776-1802.</i></p> <p>HS.H.CI.52 What are root causes of discrimination and prejudice of any kind?</p> <p>HS.H.CI.53 Catherine of Siena who was involved in her country’s politics said” Be who God meant you to be and you will set fire to the world”. How does God mean you to be?</p> <p>HS.H.CI.54 What American processes keep and which violate the principle of subsidiarity? <i>See Catechism of the Catholic Church 1884-1885, 1892.</i></p>

CIVICS

This course aims to provide students with opportunities to become engaged in the political process by acquiring the knowledge and practicing the skills necessary for active citizenship. Content specifications are not included, so that the course can adapt to present local, national, and global circumstances, allowing teachers to select flexibly from current events to illuminate key ideas and conceptual understandings. Participation in government and in our communities is fundamental to the success of American democracy.

Students will be aware of primary resources for Church teaching to include *The Compendium of Social Doctrine of the Church*, *The Catechism of the Catholic Church* and current statements of the United States Conference of Catholic Bishops. Students will study the timeline and principles in the Church's Social encyclicals: *Rerum Novarum*, *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Sollicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.

CATHOLIC CONNECTIONS

Civics Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.C.CI.1 St Thomas More has been chosen as a patron by many Catholics involved in politics. Why is this?</p> <p>HS.C.CI.2 What is the Red Mass? When is it for Kentucky and for the Nation?</p> <p>HS.C.CI.3 Voters should be informed and vote according to their informed conscience. What things are you doing now that forms your conscience knowingly or unknowingly? <i>See Catechism of the Catholic Church 1776-1802.</i></p> <p>HS.C.CI.4 If you would like to change a policy at school, home, or in the government, you should most likely follow the principle of subsidiarity. What are ways the principle of subsidiarity is followed and not followed well (for both authority and subordinate)? <i>See Catechism of the Catholic Church 1883, 1885, 1894, 2209.</i></p> <p>HS.C.CI.5 What does Catholic Social Teaching suggest are risks of unfettered capitalism? <i>See Catechism of the Catholic Church 2424 and Amoris Laetitia</i></p> <p>HS.C.CI.6 It is best to not take a news station's opinion on what the Church says. How do you find out what the Church really intends to say on an issue?</p> <p>HS.C.CI.7 Not everyone believes every person has dignity from the moment of conception (embryo) (<i>see Catechism of the Catholic Church 1929-1948</i>). Catholics are involved in politics in solidarity to protect various vulnerable populations. What is solidarity? Can you think of some groups of persons not getting treated with the dignity?</p> <p>HS.C.CI.8 What current outreach programs does the Diocese of Owensboro have?</p> <p>HS.C.CI.9 Machiavelli said the end justifies the means. The Church says the end does not justify the means because one may never do evil that good may come of it (<i>see Catechism of the Catholic Church 1789</i>). Explain how each world view affects all aspects of government structuring. What are ways we treat people as objects for our personal gain?</p>

Civics Foundations of American Democracy Catholic Connections
Catholic Social Teaching Questions: HS.C.CI.10 What are the principles of Catholic Social Teaching? How is each important to civic life? HS.C.CI.11 Read the <i>Catechism of the Catholic Church</i> 1904. Does the US follow this well? HS.C.CI.12 How is the principle of subsidiarity followed or not followed in the many systems in the US? How does a leader in any group practice subsidiarity? HS.C.CI.13 What principles does the Church recommend for authority in political life? <i>See Catechism of the Catholic Church 1897-1904 and www.usccb.org</i> HS.C.CI.14 Can you think of times in history when the majority of opinion was not on the morally correct side?

Civics Civil Rights & Civil Liberties Catholic Connections
Catholic Social Teaching Questions: HS.C.CI.15 The term “freedom” is taken in many ways. What does the Church say constitutes “authentic freedom” <i>See Catechism of the Catholic Church 1730-1748 and Veritatis Splendor.</i> HS.C.CI.16 Issues relating to Religious Liberty in America have varied. What things are the United States Conference of Catholic Bishops following regarding religious liberty at this moment and what is their stand? <i>See www.usccb.org and Catechism of the Catholic Church 2014-2109</i> HS.C.CI.17 Can you think of principles that should govern “Freedom of the Press”? <i>See Catechism of the Catholic Church 2464-2499.</i> HS.C.CI.18 How would you respond to someone who does not follow rules and says that it is a ‘free country which means they can do what they want’? HS.C.CI.19 Catholic Social Teaching discusses the importance of family and the governments need to protect family. There is no perfect family, so why it is important and why does it need protecting? <i>See Catechism of the Catholic Church 2207-2213.</i> HS.C.CI.20 Most Supreme Court members have acknowledged the importance of the natural law. What is the natural law?

Civics Rights, Responsibilities, and Duties of Citizenship Catholic Connections
Catholic Social Teaching Questions: HS.C.CI.21 Voters should be informed and vote according to their informed conscience. What things are you doing now that forms your conscience knowingly or unknowingly? <i>See Catechism of the Catholic Church 1776-1802.</i> HS.C.CI.22 The Church has now asked bishops and priests to not run for office and most will not even promote a particular person but will propose principles for consideration. What principles has the USCCB recommended for consideration when voting? <i>See Catechism of the Catholic Church 2419-2425 and www.usccb.org.</i> HS.C.CI.23 What recommendations/requests have the US bishops asked of Catholics in Political Life. Statements can be found on www.usccb.org . <i>See Catechism of the Catholic Church CCC 2442.</i> HS.C.CI.24 Laws exist for the common good. Obeying laws shows respect for others. What are some classroom or schools laws that show respect for the common good? HS.C.CI.25 Participation in civic life is a principle promoted by Catholic Social Teaching. Someone your age can participate in many ways. What are some examples?

Civics Political & Civic Participation Catholic Connections
Catholic Social Teaching Questions: HS.C.CI.26 What current political issues have the United States Conference of Catholic Bishops spoken up about most recently? HS.C.CI.27 What is the difference between calumny and detraction? <i>Catechism of the Catholic Church</i> 2476-2479. Disagreeing is different than disrespect. Is being disrespectful ever acceptable? How did Jesus treat Pilate? HS.C.CI.28 Read the last statement from the USCCB on faithful citizenship. What in this can you not do because of your age?

Civics Public Policy Catholic Connections
Catholic Social Teaching Questions: HS.C.CI.29 Catholics have been asked to become informed and engaged in the Social Justice issue of the day. Who are the people in office now that you would write for particular issues? Is there any reason you cannot write a letter to a politician at your age? HS.C.CI.30 How can you become an engaged citizen and make a positive difference in society? HS.C.CI.31 The USCCB has challenged policy many times. For instance, in the development of ACA, it strongly voiced not wanting tax payer money to fund abortion and was successful. Are they challenging any policies now? HS.C.CI.32 EdChoice has strived to change policy for Kentucky Catholic Schools. What processes have they employed to this end? How has the Blaine Amendment prohibited some changes in policy? HS.C.CI.33 What are Catholic Primary sources where you can find out how the Church addresses issues in which you are interested? HS.C.CI.34 What is vincible and invincible ignorance? <i>See Catechism of the Catholic Church</i> 1790-1794.

ECONOMICS

“Economics, the Enterprise System, and Finance” examines the principles of the United States free market economy in a global context. Students will examine their individual responsibility for managing their personal finances. Students will analyze the role of supply and demand in determining the prices individuals and businesses face in the product and factor markets, and the global nature of these markets. Students will study changes to the workforce in the United States, and the role of entrepreneurs in our economy, as well as the effects of globalization. Students will explore the challenges facing the United States free market economy in a global environment and various policy-making opportunities available to government to address these challenges.

Students will be aware of primary resources for Church teaching on economic issues to include The *Compendium of Social Doctrine of the Church*, the *Catechism of the Catholic Church* and current statements of the United States Conference of Catholic Bishops. Students will study the timeline and principles in the Church’s Social encyclicals: *Rerum Novarum*, *Quadragesimo Anno*, *Mater et Magistra*, *Pacem in Terris*, *Dignitatis Humanae*, *Gaudium et Spes*, *Populorum Progressio*, *Octogesimo Adveniens*, *Laborem Exercens*, *Sollicitudo Rei Socialis*, *Centesimus Annus*, *Evangelium Vitae*, *Caritas in Veritate*, *Evangelium Gaudium* and *Laudato Si*.

CATHOLIC CONNECTIONS

Economics Individual Responsibility & The Economy Catholic Connections
<p>Catholic Social Teaching Questions:</p> <p>HS.E.CI.1 The first thing Adam and Eve did when questioned was not take personal responsibility. What should personal responsibility look like for you at this time? <i>See Catechism of the Catholic Church 1913-1917.</i></p> <p>HS.E.CI.2 Virtue is a good habit and practice brings authentic freedom. What virtues can you be practicing now to help you become a free and responsible citizen and family member? <i>See Catechism of the Catholic Church 1730-1748.</i></p> <p>HS.E.CI.3 What principles does the Church specifically recommend regarding economic life in the Catechism? <i>See Catechism of the Catholic Church 2426-2436.</i></p> <p>HS.E.CI.4 What are examples of good stewardship?</p> <p>HS.E.CI.5 “Enabling” is when helping ultimately hurts the other. Some hold the opinion that welfare helps the poor, some that welfare creates laziness and a sense of entitlement. What principles does the Church recommend? Taking into account the human condition as well as principles, what recommendations can be made for welfare programs? Do you think there is a perfect solution? <i>See Moral Principles and Policy Priorities for Welfare Reform, March 1995.</i></p>

<p style="text-align: center;">Economics Individuals & Businesses in the Product & Factor Markets Catholic Connections</p>
<p>Catholic Social Teaching Questions:</p> <p>HS.E.CI.6 What is utilitarianism and how can a distorted view of the human person affect business?</p> <p>HS.E.CI.7 Why was <i>Rerum Novarum</i> written? Since then, what other economic issue has the Church addressed through encyclicals?</p> <p>HS.E.CI.8 Sometimes persons do not want to trade with those who do not share the same values. Countries will use trade to influence countries. How might the principle of cooperation in evil affect economic decisions? <i>See Catechism of the Catholic Church 1868-1869.</i></p> <p>HS.E.CI.9 Pope Francis has often cited the 2009 encyclical, <i>Caritas in Veritate</i>, on consumer responsibility, calling to mind that “every person ought to have the awareness that ‘purchasing is always a moral– and not simply an economic– act. Have you ever left a group for this reason? Are there any companies that support things you do not?</p>
<p style="text-align: center;">Economics The Impact of American Capitalism in a Global Economy Catholic Connections</p>
<p>Catholic Social Teaching Questions:</p> <p>HS.E.CI.10 Socialism and capitalism have spectrums. What has the Church said are concerns with “enfettered capitalism”? Extreme socialism? <i>See Catechism of the Catholic Church 2423-2425.</i></p> <p>HS.E.CI.11 Do rich nations have a responsibility to poorer nations? <i>See Catechism of the Catholic Church 2439.</i></p> <p>HS.E.CI.12 What is the “universal destination of goods” and how does this apply to economics? <i>See Catechism of the Catholic Church 2402-2406.</i></p> <p>HS.E.CI.13 “It is not personal, it is just business.” According to our understanding of the human person, is this statement ever true? <i>No. See Catechism of the Catholic Church 2426, 2432.</i></p> <p>HS.E.CI.14 Can money bring happiness? <i>See Catechism of the Catholic Church 1723.</i> What did St. Augustine say about man’s restless heart?</p> <p>HS.E.CI.15 What are signs someone is inverting values and placing profit over the person? <i>See Catechism of the Catholic Church 1887.</i></p>
<p style="text-align: center;">Economics The Tools of Economic Policy in a Global Economy Catholic Connections</p>
<p>Catholic Social Teaching Questions:</p> <p>HS.E.CI.16 What is solidarity? Are you your brothers’ keeper?</p> <p>HS.E.CI.17 The <i>Catechism of the Catholic Church</i> places international relationships under the 4th commandment. Why? What principles does it suggest? 2199, 2207-2213, 2234-2246</p> <p>HS.E.CI.18 What are economic principles suggested by the Church in Catholic Social Teaching? What is the relevance of each today? <i>See index of Compendium of the Social Doctrine of the Church.</i></p>

GRADES K-2 LEARNING STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

Reading Standards for Informational Text

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text, including church documents.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text, including Scripture and other Catholic works.
5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities and differences between two texts, including Scripture and other Catholic works on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

Writing Standards

Text Types and Purposes

1. Use a combination of drawing, dictating, pre-writing, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

2. Use a combination of drawing, dictating, pre-writing, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
3. Use a combination of drawing, dictating, pre-writing, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Production and Distribution of Writing (begins in grade 2)

4. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
5. With guidance and support from adults, use technology to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge

6. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
7. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers, diverse partners, and adults in small and larger groups.
 - a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
 - b. Continue a conversation through multiple exchanges.
 - c. Seek to understand and communicate with individuals from different cultural backgrounds.
2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

GRADES 3-5 STANDARDS FOR ENGLISH LANGUAGE ARTS AND LITERACY

Reading Standards for Informational Text

Key Ideas and Details

1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2. Determine the main idea of a text, including church documents, recount the key details and explain how they support the main idea.
3. Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
4. Quote accurately from a text when explaining what the text, including church documents, says explicitly and when drawing inferences from the text.
5. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
6. Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

Craft and Structure

7. Determine the meaning of general academic and domain-specific words and phrases in a text, including Scripture and other Catholic works, relevant to a grade 5 topics or subject area.
8. Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
9. Analyze multiple accounts of the same event, Biblical event or topic, noting important similarities and differences in the point of view they represent.

Integration of Knowledge and Ideas

10. Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
11. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
12. Integrate information from several texts, including Scripture and other Catholic works, on the same topic in order to write or speak about the subject knowledgeably.

Range of Reading and Level of Text Complexity

13. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

Writing Standards

Text Types and Purposes

1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
 - a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.
 - b. Provide logically ordered reasons that are supported by facts and details.
 - c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
 - d. Provide a concluding statement or section related to the opinion presented.
2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
 - b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
 - c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
 - d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
 - e. Provide a concluding statement or section related to the information or explanation presented.
3. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events. 49

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
 - a. Write poetry and use similes, metaphors, and figurative language.
5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.)
6. With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two paragraphs in a 30 minute sitting.

Research to Build and Present Knowledge

7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.
 - a. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”).
 - b. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Speaking and Listening Standards

Comprehension and Collaboration

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
 - a. Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
 - b. Follow agreed-upon rules for discussions and carry out assigned roles.
 - c. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
 - d. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.
2. Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Presentation of Knowledge and Ideas

4. Report on a topic or text or present an opinion from a Catholic perspective, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
5. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
6. Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

GRADES 6-8 READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES

Reading Standards for Informational Text

Key Ideas and Details

- 6-8.A.1 Cite specific textual evidence to support analysis of primary and secondary sources.
- 6-8.A.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.
- 6-8.A.3 Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes a law, how interest rates are raised or lowered).

Craft and Structure

- 6-8.A.4 Determine the meanings of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.
- 6-8.A.5 Describe how a text presents information (e.g., sequentially, comparatively, causally).
- 6-8.A.6 Identify aspects of a text that reveal an author's point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).

Integration of Knowledge and Ideas

- 6-8.A.7 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
- 6-8.A.8 Distinguish between fact, opinion, and reasoned judgment in a text.
- 6-8.A.9 Analyze the relationship between a primary and secondary source on the same topic. Range of Reading and Level of Text Complexity
- 6-8.A.10 By the end of grade 8, read and comprehend history/social studies texts in the grades 5-8 text complexity band independently and proficiently.
- 6-8.B Writing Standards, Text Types and Purposes
- 5-8.B.1 Write arguments focused on discipline-specific content.

- 6-8.B.1a Introduce claims about a topic or issue, acknowledge and distinguish the claims from alternate or opposing claims, and organize the reasons and evidence logically.
- 6-8.B.1b Support claims with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- 6-8.B.1c Use words, phrases, and clauses to create cohesion and clarify the relationships between claims, counterclaims, reasons, and evidence.
- 6-8.B.1d Establish and maintain a formal style.
- 6-8.B.1e Provide a concluding statement or section that follows and supports the argument presented.
- 6-8.B.2 Write informative/explanatory texts, including the narration of historical events.
- 6-8.B.2a Introduce a topic, clearly previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- 6-8.B.2b Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- 6-8.B.2c Use appropriate and varied transitions to create cohesion and clarify the relationships between ideas and concepts.
- 6-8.B.2d Use precise language and domain-specific vocabulary to inform about or explain the topic.
- 6-8.B.2e Establish and maintain a formal style and objective tone. 5-8.B.2f Provide a concluding statement or section that follows from and supports the information or explanation presented.

Production and Distribution of Writing

- 6-8.B.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- 6-8.B.4 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or

trying a new approach, focusing on how well purpose and audience have been addressed.

- 6-8.B.5 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

Research to Build and Present Knowledge

- 6-8.B.6 Conduct short research projects to answer a question (including a self-generated question), drawing exploration on several sources and generating additional related, focused questions that allow for multiple avenues of
- 6-8.B.7 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- 6-8.B.8 Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

- 6-8.B.9 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- NOTE: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical importance.

Comprehension and Collaboration

- 6-8.C.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- 6-8.C.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- 6-8.C.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

6-8.C.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience. 5-8.C.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

6-8.C.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

6-8.C. Note on Range and Content of Student Speaking and Listening:

To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations - as part of a whole class, in small groups, and with a partner - built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever the intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others' meritorious ideas while expressing their own clearly and persuasively.

New technologies have broadened and expanded the role that speaking and listening play in acquiring and sharing knowledge and have tightened their link to other forms of communication. The Internet has accelerated the speed at which connections between speaking, listening, reading, and writing can be made, requiring that students be ready to use these modalities nearly simultaneously. Technology itself is changing quickly, creating a new urgency for students to be adaptable in response to change.

APPENDIX

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES: THE THEMES OF SOCIAL STUDIES

CULTURE

Social studies programs should include experiences that provide for the study of culture and cultural diversity.

Human beings create, learn, share, and adapt to culture. The study of culture examines the socially transmitted beliefs, values, institutions, behaviors, traditions and way of life of a group of people; it also encompasses other cultural attributes and products, such as language, literature, music, arts and artifacts, and foods. Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive. In a multicultural, democratic society and globally connected world, students need to understand the multiple perspectives that derive from different cultural vantage points.

Cultures are dynamic and change over time. The study of culture prepares students to ask and answer questions such as: What is culture? What roles does culture play in human and societal development? What are the common characteristics across cultures? How is unity developed within and among cultures? What is the role of diversity and how is it maintained within a culture? How do various aspects of culture such as belief systems, religious faith, or political ideals, influence other parts of a culture such as its institutions or literature, music, and art? How does culture change over time to accommodate different ideas, and beliefs? How does cultural diffusion occur within and across communities, regions, and nations?

Through experience, observation, and reflection, students will identify elements of culture as well as similarities and differences among cultural groups across time and place. They will acquire knowledge and understanding of culture through multiple modes, including fiction and non-fiction, data analysis, meeting and conversing with peoples of divergent backgrounds, and completing research into the complexity of various cultural systems.

In schools, this theme typically appears in units and courses dealing with geography, history, sociology, and anthropology, as well as multicultural topics across the curriculum. Young learners can explore concepts of likenesses and differences among cultural groups through school subjects such as language arts, mathematics, science, music, and art. In social studies, learners interact with class members and discover culturally-based likenesses and differences. They begin to identify the cultural basis for some celebrations and ways of life in their community and in examples from across the world. In the middle grades, students begin to explore and ask questions about the nature of various cultures and the development of cultures across time and place. They learn to analyze specific aspects of culture, such as language and beliefs, and the influence of culture on human behavior. As students' progress through high school, they can understand and use complex cultural concepts such as adaptation, assimilation, acculturation, diffusion, and dissonance that are drawn from anthropology, sociology, and other disciplines to explain how culture and cultural systems function.

TIME, CONTINUITY, AND CHANGE

Social studies programs should include experiences that provide for the study of the past and its legacy.

Studying the past makes it possible for us to understand the human story across time. The historical experiences of societies, peoples and nations reveal patterns of continuity and change. Historical analysis enables us to identify continuities over time in core institutions, values, ideals, and traditions, as well as processes that lead to change within societies and institutions, and that result in innovation and the development of new ideas, values and ways of life.

Knowledge and understanding of the past enable us to analyze the causes and consequences of events and developments, and to place these in the context of the institutions, values and beliefs of the periods in which they took place. Study of the past makes us aware of the ways in which human beings have viewed themselves, their societies and the wider world at different periods of time.

Knowing how to read, reconstruct and interpret the past allows us to answer questions such as: How do we learn about the past? How can we evaluate the usefulness and degree of reliability of different historical sources? What are the roots of our social, political and economic systems? What are our personal roots and how can they be viewed as part of human history? Why is the past important to us today? How has the world changed and how might it change in future? How do perspectives about the past differ, and to what extent do these differences inform contemporary ideas and actions?

Children in early grades learn to locate themselves in time and space. They gain experience with sequencing to establish a sense of order and time, and begin to understand the historical concepts that give meaning to the events that they study. The use of stories about the past can help children develop their understanding of ethical and moral issues as they learn about important events and developments. Children begin to recognize that stories can be told in different ways, and that individuals may hold divergent views about events in the past. They learn to offer explanations for why views differ, and thus develop the ability to defend interpretations based on evidence from multiple sources. They begin to understand the linkages between human decisions and consequences. The foundation is laid for the further development of historical knowledge, skills, and values in the middle grades.

Through a more formal study of history, students in the middle grades continue to expand their understanding of the past and are increasingly able to apply the research methods associated with historical inquiry. They develop a deeper understanding and appreciation for differences in perspectives on historical events and developments, recognizing that interpretations are influenced by individual experiences, sources selected, societal values, and cultural traditions. They are increasingly able to use multiple sources to build interpretations of past events and eras. High school students use historical methods of inquiry to engage in the examination of more sophisticated sources. They develop the skills needed to locate and analyze multiple sources, and to evaluate the historical accounts made by others. They build and defend interpretations that reconstruct the past, and draw on their knowledge of history to make informed choices and decisions in the present.

PEOPLE, PLACES, AND ENVIRONMENTS

Social studies programs should include experiences that provide for the study of people, places, and environments.

The study of people, places, and environments enables us to understand the relationship between human populations and the physical world. Students learn where people and places are located and why they are there. They examine the influence of physical systems, such as climate, weather and seasons, and natural resources, such as land and water, on human populations. They study the causes, patterns and effects of human settlement and migration, learn of the roles of different kinds of population centers in a society, and investigate the impact of human activities on the environment. This enables them to acquire a useful basis of knowledge for informed decision-making on issues arising from human-environmental relationships.

During their studies, learners develop an understanding of spatial perspectives, and examine changes in the relationship between peoples, places and environments. They study the communications and transportation networks that link different population centers, the reasons for these networks, and their impact. They identify the key social, economic and cultural characteristics of populations in different locations as they expand their knowledge of diverse peoples and places. Learners develop an understanding of the growth of national and global regions, as well as the technological advances that connect students to the world beyond their personal locations.

Today's social, cultural, economic and civic issues demand that students apply knowledge, skills, and understandings as they address questions such as: Why do people decide to live where they do or move to other places? Why is location important? How do people interact with the environment and what are some of the consequences of those interactions? What physical and other characteristics lead to the creation of regions? How do maps, globes, geographic tools and geospatial technologies contribute to the understanding of people, places, and environments?

In schools, this theme typically appears in units and courses dealing with geography, regional studies, and world cultures. Student experiences will encourage increasingly abstract thought as they use data and apply skills in analyzing human behavior in relation to its physical and cultural environment. In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states, as well as peoples and places distant and unfamiliar, to explore geographic concepts and skills. They learn to use maps, globes, and other geographic tools. They also express interest in and concern for the use and misuse of the physical environment. During the middle grades, students explore people, places, and environments in this country and in different regions of the world. They learn to evaluate issues such as population growth and its impact, “push and pull” factors related to migration, and the causes and implications of national and global environmental change. Students in high school are able to apply an understanding of geospatial technologies and other geographic tools and systems to a broad range of themes and topics. As they analyze complex processes of change in the relationship between people, places, and environments, and the resulting issues and challenges, they develop their skills at evaluating and recommending public policies.

INDIVIDUAL DEVELOPMENT AND IDENTITY

Social studies programs should include experiences that provide for the study of individual development and identity.

Personal identity is shaped by an individual's culture, by groups, by institutional influences, and by lived experiences shared with people inside and outside the individual's own culture throughout her or his development. Given the nature of individual development in a social and cultural context, students need to be aware of the processes of learning, growth, and interaction at every level of their own school experiences. The examination of various forms of human behavior enhances an understanding of the relationships between social norms and emerging personal identities, the social processes that influence identity formation, and the ethical principles underlying individual action.

Questions related to identity and development, which are important in psychology, sociology, and anthropology, are central to the understanding of who we are. Such questions include: How do individuals grow and change physically, emotionally and intellectually? Why do individuals behave as they do? What influences how people learn, perceive, and grow? How do people meet their basic needs in a variety of contexts? How do individuals develop over time? How do social, political, and cultural interactions support the development of identity? How are development and identity defined at other times and in other places?

The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.

In the early grades, young learners develop their personal identities in the context of families, peers, schools, and communities. Central to this development are the exploration, identification, and analysis of how individuals and groups are alike and how they are unique, as well as how they relate to each other in supportive and collaborative ways. In the middle grades, issues of personal identity are refocused as the individual begins to explain his or her unique qualities in relation to others, collaborates with peers and with others, and studies how individuals develop in different societies and cultures. At the high school level, students need to encounter multiple opportunities to examine contemporary patterns of human behavior, using methods from the behavioral sciences to apply core concepts drawn from psychology, sociology, and anthropology as they apply to individuals, societies, and cultures.

INDIVIDUALS, GROUPS, AND INSTITUTIONS

Social studies programs should include experiences that provide for the study of interactions among individuals, groups, and institutions.

Institutions are the formal and informal political, economic, and social organizations that help us carry out, organize, and manage our daily affairs. Schools, religious institutions, families, government agencies, and the courts all play an integral role in our lives. They are organizational embodiments of the core social values of those who comprise them, and play a

variety of important roles in socializing individuals and meeting their needs, as well as in the promotion of societal continuity, the mediation of conflict, and the consideration of public issues.

It is important that students know how institutions are formed, what controls and influences them, how they control and influence individuals and culture, and how institutions can be maintained or changed. The study of individuals, groups, and institutions, drawing upon sociology, anthropology, and other disciplines, prepares students to ask and answer questions such as: What is the role of institutions in this and other societies? How am I influenced by institutions? How do institutions change? What is my role in institutional change?

Students identify those institutions that they encounter. They analyze how the institutions operate and find ways that will help them participate more effectively in their relationships with these institutions. Finally, students examine the foundations of the institutions that affect their lives, and determine how they can contribute to the shared goals and desires of society.

In schools, this theme typically appears in units and courses dealing with sociology, anthropology, psychology, political science, and history. Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict—for example, the school board removing playground equipment for safety reasons vs. the same equipment being used in a city park playground (i.e., swings, monkey bars, or sliding boards). They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs. Middle school learners will benefit from varied experiences through which they examine the ways in which institutions change over time, promote social conformity, and influence culture. They should be encouraged to use this understanding to suggest ways to work through institutional change for the common good. High school students must understand the paradigms and traditions that undergird social and political institutions. They should be provided opportunities to examine, use, and add to the body of knowledge offered by the behavioral sciences and social theory in relation to the ways people and groups organize themselves around common needs, beliefs, and interests.

POWER, AUTHORITY, AND GOVERNANCE

Social studies programs should include experiences that provide for the study of how people create, interact with, and change structures of power, authority, and governance.

The development of civic competence requires an understanding of the foundations of political thought, and the historical development of various structures of power, authority, and governance. It also requires knowledge of the evolving functions of these structures in contemporary U.S. society, as well as in other parts of the world. Learning the basic ideals and values of a constitutional democracy is crucial to understanding our system of government. By examining the purposes and characteristics of various governance systems, learners develop an understanding of how different groups and nations attempt to resolve conflicts and seek to establish order and security.

In exploring this theme, students confront questions such as: What are the purposes and functions of government? Under what circumstances is the exercise of political power legitimate? What are the proper scope and limits of authority? How are individual rights protected and challenged within the context of majority rule? What conflicts exist among fundamental principles and values of constitutional democracy? What are the rights and responsibilities of citizens in a constitutional democracy?

Through study of the dynamic relationships between individual rights and responsibilities, the needs of social groups, and concepts of a just society, learners become more effective problem-solvers and decision-makers when addressing the persistent issues and social problems encountered in public life. By applying concepts and methods of political science and law, students learn how people work to promote positive societal change.

In schools, this theme typically appears in units and courses dealing with government, politics, political science, civics, history, law, and other social sciences. Learners in the early grades explore their natural and developing sense of fairness and order as they experience relationships with others. They develop an increasingly comprehensive awareness of rights and responsibilities in specific contexts. During the middle school years, these rights and responsibilities are applied in more complex contexts with emphasis on new applications. Learners study the various systems that have been developed over the centuries to allocate and employ power and authority in the governing process. High school students develop their abilities to understand and apply abstract principles. At every level, learners should have opportunities to apply their knowledge and skills to participate in the workings of the various levels of power, authority, and governance.

PRODUCTION, DISTRIBUTION, AND CONSUMPTION

Social studies programs should include experiences that provide for the study of how people organize for the production, distribution, and consumption of goods and services.

People have wants that often exceed the limited resources available to them. The unequal distribution of resources necessitates systems of exchange, including trade, to improve the well-being of the economy, while the role of government in economic policy-making varies over time and from place to place. Increasingly, economic decisions are global in scope and require systematic study of an interdependent world economy and the role of technology in economic growth. As a result, a variety of ways have been invented to decide upon answers to four fundamental questions: What is to be produced? How is production to be organized? How are goods and services to be distributed and to whom? What is the most effective allocation of the factors of production (land, labor, capital, and entrepreneurship)?

In exploring this theme, students confront such questions as: What factors influence decision-making on issues of the production, distribution and consumption of goods? What are the best ways to deal with market failures? How does interdependence brought on by globalization impact local economies and social systems?

Students will gather and analyze data, as well as use critical thinking skills to determine how best to deal with scarcity of resources. The economic way of thinking will also be an important tool for students as they analyze complex aspects of the economy.

In schools, this theme typically appears in units and courses dealing with concepts, principles, and issues drawn from the discipline of economics. Young learners begin by prioritizing their economic wants vs. needs. They explore economic decision-making as they compare their own economic experiences with those of others and consider the wider consequences of those decisions on groups, communities, the nation, and beyond. In the middle grades, learners expand their knowledge of economic concepts and principles, and use economic reasoning processes in addressing issues related to fundamental economic questions. High school students develop economic perspectives and deeper understanding of key economic concepts and processes through systematic study of a range of economic and sociopolitical systems, with particular emphasis on the examination of domestic and global economic policy options related to matters such as trade, resource use, unemployment, and health care.

SCIENCE, TECHNOLOGY, AND SOCIETY

Social studies programs should include experiences that provide for the study of relationships among science, technology, and society.

Science, and its practical application, technology, have had a major influence on social and cultural change, and on the ways people interact with the world. Scientific advances and technology have influenced life over the centuries, and modern life, as we know it, would be impossible without technology and the science that supports it.

There are many questions about the role that science and technology play in our lives and in our cultures. What can we learn from the past about how new technologies result in broader social change, some of which is unanticipated? Is new technology always better than that which it replaces? How can we cope with the ever-increasing pace of change, perhaps even the concern that technology might get out of control? How can we manage technology so that the greatest numbers of people benefit? How can we preserve fundamental values and beliefs in a world that is rapidly becoming one technology-linked village? How do science and technology affect our sense of self and morality? How are disparate cultures, geographically separated but impacted by global events, brought together by the technology that informs us about events, and offered hope by the science that may alleviate global problems (e.g., the spread of AIDS)? How can gaps in access to benefits of science and technology be bridged?

This theme appears in units or courses dealing with history, geography, economics, and civics and government. It draws upon several scholarly fields from the natural and physical sciences, social sciences, and the humanities for specific examples of issues as well as the knowledge base for considering responses to the societal issues related to science and technology.

Young children learn how science and technologies influence beliefs, knowledge, and their daily lives. They study how basic technologies such as telephones, ships, automobiles, and airplanes have evolved and how we have employed technology such as air conditioning, dams,

and irrigation to modify our physical environment and contribute to changes in global health and economics. From history (their own and others'), they can construct examples of the effects of technologies such as the wheel, the stirrup, an understanding of DNA, and the Internet. In the middle grades, students begin to explore the complex influence of scientific findings and technology on human values, the growth of knowledge, and behavior. Students examine scientific ideas and technological changes that have surprised people and even challenged their beliefs, as in the case of discoveries about our universe and their technological applications, as well as the genetic basis of life, atomic physics, and other subjects. As they move from the middle grades to high school, students continue to think analytically about the consequences of change and how we can manage science and technology to increase benefits to all. Students gain the knowledge to analyze issues such as the protection of privacy in the age of the Internet; electronic surveillance; the opportunities and challenges of genetic engineering; test-tube life; and other findings and technologies with implications for beliefs, longevity, and the quality of life and the environment.

GLOBAL CONNECTIONS

Social studies programs should include experiences that provide for the study of global connections and interdependence.

Global connections have intensified and accelerated the changes faced at the local, national, and international levels. The effects are evident in rapidly changing social, economic, and political institutions and systems. World trade has expanded and technology has removed or lowered many barriers, bringing far-flung cultures, institutions, and systems together. Connections among nations and regions of the world provide opportunities as well as uncertainties. The realities of global interdependence require deeper understanding of the increasing and diverse global connections among world societies and regions.

In exploring this theme, students confront questions such as: What are the different types of global connections? What global connections have existed in the past, exist currently, and are likely in the future? How do ideas spread between societies in today's interconnected world? How does this result in change in those societies? What are the other consequences of global connections? What are the benefits from and problems associated with global interdependence? How might people in different parts of the world have different perspectives on these benefits and problems? What influence has increasing global interdependence had on patterns of international migration? How should people and societies balance global connectedness with local needs? What is needed for life to thrive on an ever changing and increasingly interdependent planet?

Analyses of the costs and benefits of increased global connections, and evaluations of the tensions between national interests and global priorities, contribute to the development of possible solutions to persistent and emerging global issues. By interpreting the patterns and relationships of increased global interdependence, and its implications for different societies, cultures and institutions, students learn to examine policy alternatives that have both national and global implications.

This theme typically appears in units or courses dealing with geography, culture, economics, history, political science, government, and technology but may also draw upon the natural and physical sciences and the humanities, including literature, the arts, and languages. Through exposure to various media and first-hand experiences, young learners become aware of how things that happen in one part of the world impact other parts of the world. Within this context, students in early grades examine and explore various types of global connections as well as basic issues and concerns. They develop responsive action plans, such as becoming e-pals with a class in another part of the world. In the middle years, learners can initiate analyses of the consequences of interactions among states, nations, and world regions as they respond to global events and changes. At the high school level, students are able to think systematically about personal, national, and global decisions, and to analyze policies and actions, and their consequences. They also develop skills in addressing and evaluating critical issues such as peace, conflict, poverty, disease, human rights, trade, and global ecology.

CIVIC IDEALS AND PRACTICES

Social studies programs should include experiences that provide for the study of the ideals, principles, and practices of citizenship in a democratic republic.

An understanding of civic ideals and practices is critical to full participation in society and is an essential component of education for citizenship, which is the central purpose of social studies. All people have a stake in examining civic ideals and practices across time and in different societies. Through an understanding of both ideals and practices, it becomes possible to identify gaps between them, and study efforts to close the gaps in our democratic republic and worldwide.

Learning how to apply civic ideals as part of citizen action is essential to the exercise of democratic freedoms and the pursuit of the common good. Through social studies programs, students acquire a historical and contemporary understanding of the basic freedoms and rights of citizens in a democracy, and learn about the institutions and practices that support and protect these freedoms and rights, as well as the important historical documents that articulate them. Students also need to become familiar with civic ideals and practices in countries other than our democratic republic.

Questions faced by students studying this theme might be: What are the democratic ideals and practices of a constitutional democracy? What is the balance between rights and responsibilities? What is civic participation? How do citizens become involved? What is the role of the citizen in the community and the nation, and as a member of the world community? Students will explore how individuals and institutions interact. They will also recognize and respect different points of view. Students learn by experience how to participate in community service and political activities and how to use democratic processes to influence public policy.

In schools, this theme typically appears in units or courses dealing with civics, history, political science, cultural anthropology, and fields such as global studies and law-related education, while also drawing upon content from the humanities. In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, participating in mock

elections, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama. By the middle grades, students expand their knowledge of democratic ideals and practices, along with their ability to analyze and evaluate the relationships between these ideals and practices. They are able to see themselves taking civic roles in their communities. High school students increasingly recognize the rights and responsibilities of citizens in identifying societal needs, setting directions for public policies, and working to support both individual dignity and the common good. They become familiar with methods of analyzing important public issues and evaluating different recommendations for dealing with these issues.

NATIONAL CURRICULUM STANDARDS FOR SOCIAL STUDIES: A FRAMEWORK FOR TEACHING, LEARNING, AND ASSESSMENT

Published in 2010, the National Council for Social Studies National Curriculum Standards consists of ten themes incorporating fields of study that correspond with one or more relevant disciplines.

NCSS believes that effective social studies programs include experiences that provide for the study of:

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Individual Development and Identity
- Individuals, Groups, and Institutions
- Power, Authority, and Governance
- Production, Distribution, and Consumption
- Science, Technology, and Society
- Global Connections
- Civic Ideals and Practices

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

Published in 2013 and the result of a three year state-led collaborative effort, the C3 Framework was developed to serve two audiences: **for states** to upgrade their state social studies standards and **for practitioners** — local school districts, schools, teachers and curriculum writers — to strengthen their social studies programs. Its objectives are to: a) enhance the rigor of the social studies disciplines; b) build critical thinking, problem solving, and participatory skills to become engaged citizens; and c) align academic programs to the State Standards for English Language Arts and Literacy in History/Social Studies. The C3 Framework is designed to guide states in their efforts to upgrade their social studies standards and to inform the pedagogical approaches of social studies educators across the nation.

The C3 Framework is organized around four dimension of inquiry:

- Dimension 1: Developing Questions and Planning Inquiries
- Dimension 2: Applying Disciplinary Tools and Concepts
- Dimension 3: Evaluating Sources and Using Evidence
- Dimension 4: Communicating Conclusions and Taking Informed Action

From: National Council for the Social Studies, www.socialstudies.org/standards

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

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In June 2017, a Religious Studies Companion Document was added as a Supplement to the C3 Framework. It is included in the downloadable pdf file of the Framework.

What are the guiding principles?

The C3 is driven by the following shared principles about high quality social studies education:

- Social studies prepares the nation’s young people for college, careers, and civic life.
- Inquiry is at the heart of social studies.
- Social studies involves interdisciplinary applications and welcomes integration of the arts and humanities.
- Social studies is composed of deep and enduring understandings, concepts, and skills from the disciplines. Social studies emphasize skills and practices as preparation for democratic decision-making.
- Social studies education should have direct and explicit connections to the Common Core State Standards for English Language Arts.

What are the instructional shifts for social studies?

The C3 Framework, like the State Standards, emphasizes the acquisition and application of knowledge to prepare students for college, career, and civic life. It intentionally envisions social studies instruction as an inquiry arc of interlocking and mutually reinforcing elements that speak to the intersection of ideas and learners. The Four Dimensions highlighted below center on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to become active and engaged citizens in the 21st century.

C3 Framework Organization

Dimension 1: Developing Questions and Planning Inquiries	Dimension 2: Applying Disciplinary Tools and Concepts	Dimension 3: Evaluating Sources and Using Evidence	Dimension 4: Communicating Conclusions and Taking Informed Action
Developing Questions and Planning Inquiries	Civics	Gathering and Evaluating Sources	Communicating and Critiquing Conclusions
	Economics		
	Geography	Developing Claims and Using Evidence	Taking Informed Action
	History		

Connections to the State Standards for English Language Arts and Literacy in History/Social Studies

The C3 Framework changes the conversation about literacy instruction in social studies by creating a context that is meaningful and purposeful. Reading, writing, speaking and listening and language skills are critically important for building disciplinary literacy and the skills needed for college, career, and civic life. Each of the Four Dimensions are strategically aligned to the State Standards for English Language Arts and Literacy in History/Social Studies.

From: National Council for the Social Studies, <https://www.socialstudies.org/c3>

CATHOLIC CHURCH HISTORY RESOURCES

Church History for middle school students. Lesson plans, video links, resources, etc.

<https://catholicreligione teacher.com/churchhistory/>

Church History Timeline AD 0-2000. Diocese of Fr. Wayne, South Bend IN,

<http://www.diocesefwsb.org/Data/Resources/bf0b0881fa8bc7eb20fdd14f1360af0b-6-2009-Church-History-Timeline-Final.pdf>

Church History Timeline – St. Borromeo Catholic Church. One page tree showing each church that has broken away from the Catholic Church from AD 0 – present time.

<http://www.scborromeo.org/truth/figure1.pdf>

Catholic Church History Timelines – Catholic Bridge. Timeline 1 – 500 AD; timeline of the bible, 51 – 1546 AD; timeline of Catholic/Orthodox Church relations, 300- 2001 AD; Popes back to Peter with active links to all up until Pope Pius X from New Advent.

<http://catholicbridge.com/catholic/timeline-of-catholic-church.php>

American Catholic History Research Center Resources – The Catholic University of America

“This exhibit contains links to digitized primary source documents and photos, as well as annotations and other resources for teaching American History from a Catholic Perspective. Created with high school teachers in mind, the links and annotations attempt to highlight documents that can be useful as examples in 9 specific areas of American History. The site could, potentially, be used by student as a starting point for primary source research.”

<https://cuomeka.wrlc.org/exhibits/show/hsresources>

An Overview of Christian History – compiled by Felix Just, S.J., Ph.D., Highlights from and Supplements to *People of God: The History of Catholic Christianity* by Anthony E. Gilles (St. Anthony Messenger Press, 2000)

<http://catholic-resources.org/Courses/Christianity-Gilles.htm>

CICI: Catholic Identity Curriculum Integration: <http://cici-online.org/catechetical-connections/resources-for-students>

Catholic Online, saints, current events, etc.: www.catholic.org

USCCB website: <http://www.usccb.org/>

Vatican website: www.vatican.va

Liturgical year/saints/This Sunday's Liturgy: see www.sadlierreligion.com

PAPAL DOCUMENTS ON CATHOLIC SOCIAL TEACHING

Rerum Novarum (On the Condition of Labor)—Pope Leo XIII, 1891

Quadragesimo Anno (After Forty Years)—Pope Pius XI, 1931

Mater et Magistra (Christianity and Social Progress)—St. John XXIII, 1961

Pacem in Terris (Peace on Earth)—St. John XXIII, 1963

Gaudium et Spes (Pastoral Constitution on the Church in the Modern World)—Second Vatican Council, 1965

Dignitatis Humanae (Declaration on Religious Freedom)—Second Vatican Council, 1965

Populorum Progressio (On the Development of Peoples)—Blessed Paul VI, 1967

Octogesima Adveniens (A Call to Action)—Blessed Pope Paul VI, 1971

Evangelii Nuntiandi (Evangelization in the Modern World)—Blessed Paul VI, 1975

Laborem Exercens (On Human Work)—St. John Paul II, 1981

Sollicitudo Rei Socialis (On Social Concern)—St. John Paul II, 1987

The Church and Racism: Towards a more fraternal society —Pontifical Council for Justice and Peace, 1989

UNITED STATES CATHOLIC BISHOPS DOCUMENTS

Forming Consciences for Faithful Citizenship, *November 2015*, **November 2011**, **November 2007**

Labor Day Statements

Respecting the Just Rights of Workers, *June 2009*

A Culture of Life and the Penalty of Death / **en Español** *November 2005*

Catholics in Political Life, *June 2004*

"For I Was Hungry and You Gave Me Food" Catholic Reflections on Food, Farmers, and Farmworkers | **en Español** *December 2003*

Strangers No Longer | **en Español** *January 2003*, Joint Statement from Bishops of the United States and Mexico

A Place at the Table: A Catholic Recommitment to Overcome Poverty and to Respect the Dignity of All God's Children | **en Español** , *December 2002*

Statement on Iraq, *November 2002*

Statement on Israeli-Palestinian Violence, *March 2002*

A Call to Solidarity with Africa | **en français**, *November 2001*

A Pastoral Message: Living with Faith and Hope After September 11, *November 2001*

Resolution on the Israeli-Palestinian Crisis, *June 2001*

<p><u>Centesimus Annus</u> (The Hundredth Year)—St. John Paul II, 1991</p> <p><u>Veritatis splendor</u> (The Splendor of Truth)—St. John Paul II, 1993</p> <p><u>Evangelium Vitae</u> (The Gospel of Life)—St. John Paul II, 1995</p> <p><u>Dignitas Personae</u> (The Dignity of a Person)—Congregation for the Doctrine of the Faith, 1998</p> <p><u>Ecclesia in America</u> (The Church in America)—St. John Paul II, 1999</p> <p><u>Fides et Ratio</u> (Faith and Reason)—St. John Paul II, 1998</p> <p><u>Doctrinal Note on Some Questions Regarding the Participation of Catholics in Political Life</u> - Congregation for the Doctrine of the Faith, 2002</p> <p><u>Compendium of the Social Doctrine of the Church</u> —Pontifical Council for Justice and Peace, 2004</p> <p><u>Deus Caritas Est</u> (God Is Love)—Pope Benedict XVI, 2005</p> <p><u>Sacramentum Caritatis</u> (The Eucharist as the Source and Summit of the Church's Life and Mission)—Pope Benedict XVI, 2007 (especially paragraphs 47, 49, 82-84, and 88-92)</p> <p><u>Caritas in Veritate</u> (Charity in Truth)—Pope Benedict XVI, 2009</p> <p><u>Evangelii Gaudium</u> (The Joy of the Gospel)—Pope Francis, 2013</p> <p><u>Laudato Si'</u> (On Care for Our Common</p>	<p><u>Global Climate Change: A Plea for Dialogue, Prudence, and the Common Good</u> <u>en Español</u> <i>June 2001</i></p> <p><u>Responsibility, Rehabilitation, and Restoration: A Catholic Perspective on Crime and Criminal Justice</u> <u>en Español</u> <i>November 2000</i></p> <p><u>Welcoming the Stranger Among Us: Unity in Diversity</u> <u>en Español</u> <i>November 2000</i></p> <p><u>Everyday Christianity: To Hunger and Thirst for Justice</u> <u>en Español</u> <i>November 1999</i></p> <p><u>In All Things Charity: A Pastoral Challenge for the New Millennium</u>, <i>November 1999</i></p> <p><u>A Good Friday Appeal to End the Death Penalty</u> <u>en Español</u> <i>April 1999</i></p> <p><u>A Commitment to All Generations: Social Security and the Common Good</u>, <i>May 1999</i></p> <p><u>A Jubilee Call for Debt Forgiveness</u>, <i>April 1999</i></p> <p><u>Living the Gospel of Life</u> <u>en Español</u> <i>November 1998</i></p> <p><u>Sharing Catholic Social Teaching: Challenges and Directions</u> <u>en Español</u> <i>June 1998</i></p> <p><u>Called to Global Solidarity</u> <u>en Español</u> <i>November 1997</i></p> <p><u>A Catholic Framework for Economic Life</u> <u>en Español</u> <i>November 1996</i></p> <p><u>A Decade After Economic Justice for All</u> <u>en Español</u> <i>November 1995</i></p>
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<p>Home)—Pope Francis, 2015</p>	<p><u>Sowing Weapons of War</u>, June 1995</p> <p><u>Moral Principles and Policy Priorities for Welfare Reform</u>, March 1995</p> <p><u>The Cries of the Poor are Still with Us</u>, September 1995</p> <p><u>Confronting a Culture of Violence</u> <u>en Español</u> November 1994</p> <p><u>Communities of Salt and Light</u> <u>en Español</u> November 1993</p> <p><u>The Harvest of Justice is Sown in Peace</u>, November 1993</p> <p><u>A Framework for Comprehensive Healthcare Reform</u>, 1993</p> <p><u>When I call for Help: A Pastoral Response to Domestic Violence Against Women</u> <u>en Español</u> September 1992</p> <p><u>A Matter of the Heart</u>, November 1992</p> <p><u>Renewing the Earth</u> <u>en Español</u>, 1991</p> <p><u>A Century of Social Teaching</u>, 1990</p> <p><u>New Slavery, New Freedom</u>, 1990</p> <p><u>Called to Compassion and Responsibility</u>, November 1989</p> <p><u>Toward Peace in the Middle East</u>, 1989</p> <p><u>Homelessness and Housing</u>, March 1988</p> <p><u>Statement on Central America</u> <u>en Español</u> <u>Economic Justice for All</u> <u>en Español</u>, November 1986</p> <p><u>The Challenge of Peace</u>, 1983</p>
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	<p><u>Statement on Capital Punishment</u>, November 1980</p> <p><u>In the Name of Peace: Collective Statements on War and Peace</u>, 1919-1980</p> <p><u>Brothers and Sisters to Us</u> <u>en Español</u>, 1979</p> <p><u>Pastoral Statement on Persons with Disabilities</u>, 1978</p> <p><u>Declaration on Conscientious Objection and Selective Conscientious Objection</u>, October 1971</p>
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THE CARDINAL NEWMAN SOCIETY CATHOLIC SCHOOL

CURRICULUM STANDARDS HISTORY RESOURCES

Best Practice Suggestions for History in Catholic Schools, Grades K-6

- Use an interdisciplinary approach – History, Literature, Theology.
- Emphasize the sociological and cultural process and achievements, including moral values, over a series of disjointed events.
- Use historical fiction to complement and elaborate on the stories of history.
- Combine selections from historical texts discussing external developments surrounding Christendom with texts that study Christianity itself and its expressions of human thought, life, and institutions throughout the ages.
- Consider dividing history into four or six successive time periods based on distinctive movements of culture. For instance: Ancient History – 5000 BC to 400 AD; Medieval/Early Renaissance 400 AD – 1600 AD; Late Renaissance/Early Modern 1600 AD – 1850 AD; Modern Times. Another option: 1. Patristic Christianity, from the first to the beginning of the fourth century; 2. Patristic Christianity, from the fourth to the sixth centuries; 3. The Formation of Western Christendom, from the sixth to the eleventh centuries; 4. Medieval Christendom, from the eleventh to the fifteenth centuries; 5. Divided Christendom, from the sixteenth to the eighteenth centuries; 6. Secularized Christendom, from the eighteenth century to today.

Best Practice Suggestions for History in Catholic Schools, Grades 7-12

- Use an interdisciplinary approach – History, Literature, Theology.
- Whenever possible use primary texts (or translations) in historical inquiry.
- Whenever possible incorporate Socratic discussions into history.
- Emphasize the sociological and cultural process and achievements, including moral values, over a series of disjointed events.

History – Resources

[Catholic Textbook Project](#): *From sea to shining sea, All ye lands, Light to the nations Part I & II, Lands of hope and promise.* (Teacher manuals and student workbooks).

[Massachusetts history and social science curriculum framework: August 2003](#). Recommended by Dr. Sandra Stotsky.

Weidenkopf, S. (2009). *Epic: A journey through Church history*. Contains DVDs, CDs, Student Workbook, and Time-line.

CATHOLIC PIONEERS OF KENTUCKY

Tim Talbott

Kentucky's earliest settlers came from the states of the mid-Atlantic region. While Virginia, Kentucky's mother state, probably sent the most migrants, North Carolina, Pennsylvania, and Maryland also sent significant numbers. Many who came from Maryland were Catholics who established parishes in the "new West."

Among those determined to immigrate to Kentucky were a group sixty Maryland Catholic families, largely from St. Mary's County. In 1785, about twenty-five of those families made the journey on the Ohio River via flatboat to Limestone (now Maysville) and then overland to the fortified Goodwin's Station in present-day Nelson County. Leaving the women and children at Goodwin's Station, the men of the party, led by Basil Hayden, set out for claimed lands on Pottinger's Creek in present-day Marion County. After the land was cleared, homes were built and crops were planted.

The first priest to serve at the newly-formed Pottinger's Creek community was a Father Whelan, who arrived in 1787 and served for three years. Because a church was not immediately erected, services were held in private homes. Finally, in 1792, a log structure was constructed by Rev. William de Rohan, which proved to be the first Catholic church built west of the Allegheny Mountains. This church was called Holy Cross. The present church at Holy Cross was constructed in 1823 under the direction of Belgian missionary Charles Nerinckx. Father Robert Byrne served as pastor of Holy Cross for its first twenty years.

In 1805, an order of Trappist monks (Order of Cistercians of the Strict Observance) who had been driven out of France by Napoleon arrived and leased land for a cloister. They later purchased land, but, unable to pay the debt, they returned to France in 1809. An order returned to Kentucky in 1848 and established Our Lady of Gethsemane near their original location.

During the nineteenth century, Catholic communities flourished in nearby Bardstown. Later, migrants from Ireland and Germany formed large Catholic parishes in Louisville and Covington. However, to this day, Holy Cross is considered the cradle of Catholicism in Kentucky.

SOCIAL STUDIES RESOURCES*

“America, A Narrative History”: A text published by WW Norton. As a free supplement to the book, Norton has published ten Google Earth tours. These tours include major themes and events in US History, providing history lessons within a geographic context.

6 Cool Interactive Sites To Learn More About American History: awesome interactive resources to learn the following topics in depth:

<http://www.makeuseof.com/tag/6-cool-interactive-sites-learn-americanhistory/>

7 Places to Find & Watch Documentaries Online:

<http://www.freotech4teachers.com/2012/09/7-places-to-find-watchdocumentaries.html#.VSpclPnF-68>

7 Useful YouTube Channels for History Teachers: A Consortium of nonpartisan, nonprofit organizations committed to strengthening civic life in the U.S. by increase the quality of civics education in our nation’s schools and by improving accessibility to high-quality, no-cost learning materials.

<http://www.freotech4teachers.com/2012/02/7-useful-youtube-channels-forhistory.html#.VSpVWvnF-68>

Abraham Lincoln site: <http://www.abrahamlincolnonline.org/lincoln.html>

ActiveHistory: <http://www.activehistory.co.uk/gallery/>

ALA Top 25 Websites for Teaching and Learning: Allows users to create timelines that incorporate text, images, audio, and video, you can embed the timeline in a blog or share it via email, available in English and Spanish.

<http://www.ala.org/aasl/awards/best>

American Memory from the Library of Congress: American Memory provides “free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and sheet music that document the American experience.

<https://memory.loc.gov/ammem/index.html>

American Muslim Women’s Association: Ancient history, British history, World war, Historic figures, Family history, Hands on history, History for kids and History games.

<http://www.amwa.us>

American Panorama: This interactive atlas highlights events that have occurred in U.S. history.

<http://dsl.richmond.edu/panorama/>

American Social History Project: Research-based resources which highlight American diversity

<https://ashp.cuny.edu/>

Annenberg Learning: http://www.learner.org/interactives/?page=1&per_page=20&query=

Arabian American Oil Company: <http://www.saudiaramcoworld.com>

BBC history site – <http://www.bbc.co.uk/history>

Big History Project: By sharing the big picture and challenging middle and high school students to look at the world from many different perspectives, we hope to inspire a greater love of learning and help them better understand how we got here, where we're going, and how they fit in.

<https://school.bighistoryproject.com/bhplive>

Bread for the World: <http://www.bread.org/hunger/us/>

California History-Social Science Project: A statewide network of scholars and K-12 teachers, dedicated to providing the highest quality history instruction, with a special focus on meeting the needs of English learners, native speakers with low literacy, and students from economically disadvantaged communities.

<http://chssp.ucdavis.edu/>

Calisphere: <http://www.calisphere.universityofcalifornia.edu/>

Catholic Apostolate Center Resources: Resources for Catholic Social Teaching, Cultural Diversity, Prayer and Catechesis, Faithful Citizenship, Christian Unity, Laudato Si', and more.

<https://www.catholicapostolatecenter.org/resources.html>

Catholic Curriculum Exchange: We were founded by Catholic teachers who wanted something different — inspiring professional development programs and classroom-ready Catholic textbooks and catechetical resources that more effectively engage students and their families.

<https://sophiainstituteforteachers.org/curriculum>

Center for Civic Education: <http://www.civiced.org/>

Center for History and New Media: Improving teaching and learning about the past through innovative digital resources, tools, and strategies.

<http://chnm.gmu.edu/teaching-and-learning/>

Classroom Law Project: The Classroom Law Project brings vital and engaging civics and law-related education programs into schools, teaching students at all grade levels the values and skills essential to being a participating citizen in our democracy.

<https://www.classroomlaw.org/>

Crash Course World History: Courses in one YouTube channel- World History, US History, Economics, U.S. Government and Politics.

<https://www.youtube.com/user/crashcourse/search?query=social+studies>

Constitutional Rights Foundation Chicago: CRFC strengthens American democracy by providing elementary and secondary students with hands-on learning about the Constitution to prepare them for informed civic engagement.

<http://www.crfc.org/teaching-materials>

C-SPAN Classroom: <http://www.c-spanclassroom.org/>

Cultural Institutions: New cultural education site

<http://nysculturaled.org/>

DECA: Prepares emerging leaders and entrepreneurs in marketing, finance, hospitality and management in high schools and colleges around the globe. The High School Division includes 185,000 members in 5,000 schools. The Collegiate Division (formerly known as Delta Epsilon Chi) includes over 15,000 members in 200 colleges and universities. Teachers and students can join the membership programs with very small fees.

<http://www.fold3.com/?xid=159A>

Digital History: Digital History Using New Technologies to Enhance Teaching and Research

<http://digitalhistory.unl.edu/>

Digital Public Library of America - A collection of historical and cultural items

<https://dp.la/>

Digital Vaults: Digitally archives historical documents, photos, and other media from institutions all over the world.

<http://www.digitalvaults.org/>

Discovery Education Virtual Field Trips: Take your students beyond the classroom walls and into some of the world's most iconic locations for rich and immersive learning experiences.

<http://www.discoveryeducation.com//Events/virtual-field-trips/explore/by-subject/social-studies.cfm>

DocsTeach: An online teaching tool from the US National Archives for teachers to find and create interactive learning activities with primary-source documents that promote historical thinking skills in 21st century classroom.

<https://www.docsteach.org/>

Discovery: gives access to free classroom-ready lesson plans and activities for K-12 education, organized by grade level and subject for science, social studies, and literature.

<http://www.discoveryeducation.com/>

ECHO: George Mason University. Comprehensive guide to websites in the history of science, technology, and industry.

<http://echo.gmu.edu/>

Echoes and Reflections: <http://www.echoesandreflections.org>

EconEDlink: <http://www.econedlink.org/>

EDSITEment! The Best of the Humanities on the Web: National Endowment for the Humanities website of lessons and other resources.

<https://edsitement.neh.gov/lesson-plans>

Edutecher: Links to all kinds of educational sites, videos, lesson plans.

<http://www.edutecher.net/links.php>

EdTech Teacher: Aims to provide quick, convenient, and reliable access to the best history-oriented resources online in a wide range of categories and has been designed to benefit history teachers and their students.

<http://besthistorysites.net/>

Edutopia Online: <http://www.edutopia.org/>

Exile: Exile is one of the core, yet often overlooked, themes underlying the entire Biblical storyline. In this video, we'll see how Israel's exile to Babylon is a picture of all humanity's exile from Eden. As you might guess, Jesus is the one to open the way back home.

https://www.youtube.com/watch?v=xSua9_WhQFE

Eyewitness Exhibits: (Archives.gov) <http://www.archives.gov/exhibits/eyewitness/>

Eyewitness to History: <http://www.eyewitnesstohistory.com/>

FBI: <http://www.fbi.gov/>

Facing History and Ourselves: Empowering teachers & students to think critically about *history* & to understand the impact of their choices.

<https://www.facinghistory.org/>

Fold3 – The Arizona Memorial: <http://www.fold3.com/?xid=159>

Fordham University Internet History Sourcebooks Project:
<https://sourcebooks.fordham.edu/>

Frederick Douglass Family Foundation: <http://www.fdfi.org>

Free Documentary TV: <http://www.freedocumentary.tv/genre/news-politics/>

Freedom a History of US For teachers: <http://www.pbs.org/wnet/historyofus/teachers/>

Games for Learning Social Studies: <http://classroom-aid.com/educational-resources/social-study/learning-games-social-studies/>

Gilder Lehrman Institute of American History: <https://www.gilderlehrman.org>

Go Social Studies Go: <http://www.gosocialstudiesgo.com/>

Google Life Archive: <http://images.google.com/hosted/life>

H2O for Life: <http://www.h2oforliveschools.org>

H-Kentucky Humanities and Social Sciences Online: <https://networks.h-net.org/node/2289/h-kentucky-resources>

High School Financial Planning Program: <http://www.hsfpp.org/>

Hindu Foundation of America: <http://www.hafsite.org/resources>

HipHughes History: HipHughes History has over 300 Instructional Videos for students of the Social Studies, teachers flipping their class and life-long learners. So whether you're looking for a pedagogical ally, a non-biased explanation of that new Supreme Court case or you're a kid who needs to study HHH has your brain's back!

<https://hiphugheshistory.weebly.com/>

Hippocampus: Free, core academic web site that delivers rich multimedia content—videos, animations, and simulations—on general education subjects to middle-school and high-school teachers and college professors, and their students.

<https://www.hippocampus.org/>

Historical Thinking Matters: Focused on key topics in U.S. history, that is designed to teach students how to critically read primary sources and how to critique and construct historical narratives.

<http://historicalthinkingmatters.org/>

History Animated: <http://historyanimated.com/newhistoryanimated/>

History Departments Around the World: <http://chnm.gmu.edu/history-departments-around-the-world/departments/?do=find>

History Matters: <http://historymatters.gmu.edu/search.php>

History Tech: Using technologies in teaching Social Studies

<https://historytech.wordpress.com/2012/03/02/tip-of-the-week-livebinders-and-social-studies/>

Historypin: <https://www.historypin.org/>

iCivics: iCivics gives students the necessary tools to learn about and participate in civic life, and teachers the materials and support to achieve this goal. Free resources include print-and-go lesson plans, interactive digital tools, and award-winning games

<https://www.icivics.org/>

iEARN: is an international (30 countries) non-profit organization that encourages and facilitates the use of Internet indexes.

<http://www.earn.org>

Indian Ocean in World History: <http://www.IndianOceanHistory.org>

Integrating ELA and Social Studies in teaching about the Revolutionary War: Interactive Evolution of States

<http://www.mapofus.org/> (Search tip: Add “source:life” to any Google image search and search only the LIFE photo archive. For example: computer source:life)

John F. Kennedy Presidential Library: <http://www.jfklibrary.org/>

Journey of Mankind: <http://www.bradshawfoundation.com/journey/>

Kids.gov Social Studies Resources: lets anyone can draw and type on a map with all of the zoom options and most of the search options available on Google Maps.

<http://kids.usa.gov/teachers/social-studies/index.shtml>

Kentucky- 50 US States: <http://50states.mrdonn.org/kentucky.html>

Kentucky Council for the Social Studies Resources: <http://www.kysscouncil.org/kentucky-resources.html>

Kentucky Historical Society: <https://history.ky.gov/category/collections/>

Liberty Day Institute: <http://www.libertyday.org/index.php>

Learning Page: <http://www.loc.gov/teachers>

Lesson Plan Archive: <http://www.nytimes.com/learning/teachers/lessons/archive.html>

Library of Congress: One of the world's largest collections of online digital resources for social studies.

<https://www.thetechvocate.org/15-best-social-studies-websites-teachers/>

Library of Congress Learning Page: <http://www.loc.gov/teachers/index.html>

Lincoln Archives: <http://www.lincolnnarchives.us/>

MapMaker: Interactive (a tool from National Geographic)

http://mapmaker.education.nationalgeographic.com/?ar_a=1&b=1&ls=000000000000

Mapping America: Census data by zip code, it offers four categories of maps that you can explore; education, housing and families, income, and race and ethnicity.

<http://projects.nytimes.com/census/2010/explorer?hp>

Mapping the Census Interactive Map: Military records and photos

<http://projects.nytimes.com/census/2010/explorer>

National Archives: A collection of U.S. history docs and other resources.

<https://www.archives.gov/>

National Constitution Center: The first and only institution in America established by Congress to “disseminate information about the United States Constitution on a non-partisan basis in order to increase the awareness and understanding of the Constitution among the American people.

<https://constitutioncenter.org/>

National Council for the Social Studies: Preparing students for college, career and civic life.

<http://www.socialstudies.org/>

National Council for the Social Studies: C3 Framework: <https://www.socialstudies.org/c3>

National Endowment for Financial Education: <http://www.nefe.org>

National Endowment for the Humanities: <http://edsitement.neh.gov/lesson-plan/declare-causes-declaration-independence>

National Geographic: <http://natgeoed.org>

National Geographic Teachers Site: Outstanding database of engaging photos and videos that are related to social studies.

<http://education.nationalgeographic.org/education/>

National Museum of American History: <http://americanhistory.si.edu/>

National Park Service Geological Resources: www.nature.nps.gov/geology

National Park Service: <http://www.nps.gov/kids/>

National Portrait Gallery: <http://npgportraits.si.edu/eMuseumNPG/code/emuseum.asp>

National WWII Museum: <https://www.nationalww2museum.org/>

National Women's History Museum: <http://www.libertyday.org/index.php>

New York State Museum: <http://www.nysm.nysed.gov/>

New York State Social Studies Field Guide: <https://www.engageny.org/resource/new-york-state-k-12-social-studies-field-guide>

Newspaper Map: <http://newspapermap.com/>

Not Another History Teacher History and Technology- A Perfect Pair:
<http://notanotherhistoryteacher.edublogs.org/>

Online Interactive Resources for Social Studies (Ten pages of resources in this document):
http://www.einstruction.com/files/default/files/samples/Soc-Interactive_Websites.pdf

Pare Lorentz Center: <http://parelorentzcenter.org./>

PBS- History Detectives: <http://www.pbs.org/opb/historydetectives/educators/technique-guide/online-resources/>

PBS TeacherSource: Lesson plans, TV programs, professional development and videos.
<http://www.ket.pbslearningmedia.org/>

Pinterest Social Studies Resources: <https://www.pinterest.com/lauracandler/social-studies-teaching-resources/>

Primary Source: <http://www.primarysource.org/>

Resources for History Teachers: <http://resourcesforhistoryteachers.wikispaces.com/>

Salem Witchcraft Accusation History: <http://www2.iath.virginia.edu/bcr/salem/salem.html>

Scribble Maps: <http://scribblemaps.com>

Sikh Coalition: <http://www.sikhcoalition.org/resources/about-sikhs>

Smarthistory.org: From Khan Academy.

<https://www.khanacademy.org/humanities/art-history-basics/beginners-art-history/a/cave-paintingcontemporary-art-and-everything-in-between>

Smithsonian Center for Education: <http://www.si.edu/>

Smithsonian: <http://www.si.edu/>

Smithsonian's History Explorer: <http://historyexplorer.si.edu/home/>

Smithsonian Learning Lab: <https://learninglab.si.edu/>

Social Studies & History Teacher: <https://multimedialearningllc.wordpress.com/>

Stanford History Education Group: Research-based social studies curriculum that sparks historical research.

<https://sheg.stanford.edu/>

State Library and Archives: <http://sos.tn.gov/tsla/online-resources>

Sultan Qaboos Cultural Center: <http://www.sqcc.org/>

Teach UNICEF: <http://teachunicef.org>

Teachers First: <http://www.teachersfirst.com/matrix.htm>

Teachers Network: This site features major initiatives of the veteran non-profit organization designed for teachers, by teachers.

Teaching Tolerance: <http://tolerance.org>

Teaching American History: <http://teachingamericanhistory.org/library/>

Teaching with Primary Sources: Teaching with Primary Sources offers free K-12 professional development thanks to funds provided by the Library of Congress.

<http://library.mtsu.edu/tps/>

Teaching History: Website that collects history resources and materials and provides support for K-12 history teachers through funding from the U.S. Department of Education.

<https://www.teachinghistory.org/>

The British Museum: http://www.britishmuseum.org/explore/young_explorers1.aspx

The Center on Congress at Indiana University: A good collection of interactive, role-playing activities for learning about how the United States' government functions. In "How a Member Decides to Vote" students take on the role of a Congressman or Congresswoman for a week. During the simulated week, students receive phone calls from constituents, read newspaper headlines, meet with constituents, meet with lobbyists, and attend meetings with other Congressmen and Congresswomen.

<http://congress.indiana.edu/>

The Economics of Seinfeld: uses clips (as well as clips from other television shows or movies) to make economic concepts come alive, making them more real for students.

<http://yadayadayadaecon.com/>

The Flow of History: Written by a High School History teacher as a series of flow charts that are easy to follow.

<http://www.flowofhistory.com/>

The Google Cultural Institute: <https://www.google.com/culturalinstitute/home>

The History 2.0 Classroom: <http://kulowiectech.blogspot.com/2011/11/choose-your-own-adventure-videos.html>

The History Channel: Your must-have site for history resources, including teaching materials, TV shows, videos, games.

www.history.com

The Howard Zinn Project: Based on the lens of history highlighted in Howard Zinn's best-selling book *A People's History of the United States*, the website offers free, downloadable lessons and articles organized by theme, time period, and reading level.

<https://www.zinnedproject.org/>

The Inquiry Design Model: The Inquiry Design Model (IDM) is a distinctive approach to creating curriculum and instructional materials that honors teachers' knowledge and expertise, avoids over prescription, and focuses on the main elements of the instructional design process as envisioned in the Inquiry Arc of the *College, Career, and Civic Life (C3) Framework for State*

[*Social Studies Standards*](#) (2013). Unique to the IDM is the blueprint, a one-page representation of the questions, tasks, and sources that define a curricular inquiry.

<http://www.c3teachers.org/>

The Learning Network: The New York Times is the resources for teaching based on New York Times content, with lesson ideas and quizzes on news.

<http://learning.blogs.nytimes.com>

The Library of Congress: The Library of Congress offers classroom materials and professional development to help teachers effectively use primary sources from the Library's vast digital collections in their teaching.

www.loc.gov

The Metropolitan Museum of Art:

<http://www.metmuseum.org/research/metpublications/titles-with-full-text-online?searchtype=F>

The National Archives' Digital Classroom: The Smithsonian is the single largest museum in the world and houses many treasures from the U.S. and abroad. This site contains lesson plans, online resources, and links to images, publications, and music for every subject area.

<http://www.archives.gov/education/>

The New York Times Learning Network: On the web lesson plan archive that can be searched by keyword, searched by subject, or browsed by subject.

<http://www.nytimes.com/learning/>

The Oyez Project: Chicago-Kent is a multimedia archive devoted to the Supreme Court of the United States and its work.

<http://www.oyez.org/about>

The University of Florida Digital Collections (UFDC): Hosts more than 300 outstanding digital collections, containing over seven million pages of unique manuscripts and letters, antique maps, rare children's literature books, theses and dissertations, newspapers, historic photographs, oral histories, and more.

<http://ufdc.ufl.edu/>

The Web Quest Page: <http://webquest.org/index.php>

The World Digital Library (WDL): <http://www.wdl.org/en/>

Thinkfinity: <http://www.thinkfinity.org/content-partners.html>

Timelines.tv: <http://timelines.tv/>

Times for Kids: <http://www.timeforkids.com/>

United Nations: <http://www.un.org/en/index.html>

United States Census Bureau: <http://www.census.gov/>

United States Conference of Catholic Bishops: www.usccb.org

United States Department of the Treasury: <http://www.treasury.gov/Pages/default.aspx>

United States Government site for children: <http://kids.usa.gov/>

United States House of Representatives: <http://www.house.gov/>

United States Mint: <http://www.usmint.gov/>

United States Senate: <http://www.senate.gov/>

US Government Teachers Blog: <http://usgovteducatorsblog.blogspot.com/>

US History: <http://www.ushistory.org/>

US History Teachers Blog: <http://ushistoryeducatorblog.blogspot.com/>

US History Tours: <http://www.wnorton.com/college/history/america8/full/historytours.aspx>

Use Game-Based Learning to Teach Civics (Edutopia): <http://www.edutopia.org/blog/game-based-learning-civics-andrew-miller>

Vatican Museums: http://mv.vatican.va/3_EN/pages/MV_Home.html

Virtual Middle School Library of Social Studies Resources:

<http://www.sldirectory.com/teachf/socsci.html>

Voices of Democracy: Collection of primary source documents that produce a sound starting point for any historical research project

<http://voicesofdemocracy.umd.edu/>

Women's Rights National Historical Park: <http://www.nps.gov/wori/index.htm>

World History for Us All: <http://worldhistoryforusall.sdsu.edu/default.php>

World History Matters: A portal to world history websites including Women in World History, World History Sources and more.

<http://worldhistorymatters.org/>

World History Sources from George Mason University:

<http://chnm.gmu.edu/whm/searchwhm.php>

World History Teachers Blog: <http://worldhistoryeducatorsblog.blogspot.com/>

Specific websites for Teaching American History- A list of websites:

- http://americanhistory.si.edu/exhibitions/small_exhibition.cfm?key=1267&exkey=143&pagekey=236
- [http://docsteach.org/documents/search?mode=browse&menu=open&era\[\]=revolution-and-the-new-nation](http://docsteach.org/documents/search?mode=browse&menu=open&era[]=revolution-and-the-new-nation)
- <http://ebookbrowse.com/pn-declaration-of-independence-lesson-plan-grades-7-through-12-rtf-d137433328>
- <http://edsitement.neh.gov/lesson-plan/declare-causes->
- <http://edsitement.neh.gov/lesson-plan/declare-causes-declaration-independence#sect-activities>
- http://en.wikipedia.org/wiki/Disease_in_colonial_America
- <http://exchange.smarttech.com> (search for Declaration of Independence and grade level in ELA)
- <http://legacy.fordham.edu/halsall/index.asp>
- <http://memory.loc.gov/ammem/index.html>
- <http://memory.loc.gov/ammem/index.html> (folklore/culture)
- <http://memory.loc.gov/ammem/index.html> (Women/African-Americans and Religion)
- http://odur.let.rug.nl/~usa/H/1994/ch3_p14.htm
- <http://questgarden.com/search/>
- <http://video.pbs.org/video/2097324181>
- http://web.clas.ufl.edu/users/ufhatch/pages/05-SecondaryTeaching/NSF-PLANS/3-2_SCIENTIS.htm
- <http://www.ala.org/aasl/standards-guidelines/best-websites/2013#snandcomm>
- <http://www.americanrevolution.org/home.html> (genealogy)
- http://www.archives.gov/digital_classroom/index.html
- <http://www.archives.gov/nae> (click digital vaults)
- <http://www.civicsrenewalnetwork.org>
- <http://www.digitalhistory.uh.edu/timeline/timelineO.cfm>
- <http://www.educatorstechnology.com/2012/08/8-excellent-free-timeline-creation.html>

- http://www.kidinfo.com/American_History/American_Revolution.html(Slavery/women/s
pies)
- http://www.kidinfo.com/American_History/American_Revolution.html (Spy Writing)
- http://www.kidinfo.com/American_History/American_Revolution.html (Pictures &
Videos)
- <http://www.nationalparks.org> (American Revolution)
- <http://www.nmai.si.edu/> (Native American Art)
- <http://www.nps.gov/teachers/teacher-resources.htm?q=National+Park>
- <http://www.p12.nysed.gov/ciai/chf/chf.html>
- <http://www.paulreverehouse.org/gift2/details/46-51.pdf> (Paul Revere)
- <http://www.pbs.org/teachers/thismonth/patriotism/index3.html>
- <http://www.pbs.org/wgbh/aia/part2/2narr4.html> (African-Americans)
- <http://www.smithsonianmag.com/>
- <http://www.teachervision.com/lesson-plans/lesson-5776.html>
- <http://www.theconstitutional.com/about/credits.html> (Walking tour of Philadelphia)
- <http://www.thefreedomtrail.org>
- <http://www.timerime.com>
- http://www.uen.org/utahlink/tours/fieldtrips2.cgi?core_area_id=4
- <http://www.ushistory.org/ValleyForge/history/weather.html>
- <http://www.vcdh.virginia.edu/jamestown/page2.html> (Virtual Jamestown)
- <http://www2.si.umich.edu/spies> (invisible ink)
- <https://historytech.wordpress.com/2012/03/02/tip-of-the-week-livebinders-and-social-studies/>
- <https://twitter.com/PatriotCast>
- <http://patriotcast.wordpress.com/>
- <https://www.engageny.org/resource/role-research-common-core-instruction>
- <https://www.gilderlehrman.org/>

From: Diocese of Knoxville Social Studies Curriculum Standards

(<https://1saxj2i1vq934y49o1o3msw9lu-wpengine.netdna-ssl.com/wp-content/uploads/2018/01/Diocese-of-Knoxville-Social-Studies-Curriculum-Standards-PK-4-2.pdf>) and the Diocese of Owensboro Catholic Schools' Office research.

As websites change, please be sure to check prior to using a site with students. A reminder that it is the expectation that Catholic school teachers preview all materials used with students for appropriate content, especially understanding the continual changing of digital content.

SOCIAL STUDIES ONLINE ASSESSMENT RESOURCES

5 Tips for Better Social Studies Bellringers

<https://www.c3socialstudies.com/5-tips-for-better-bellringers/>

Civics Q/A

The 100 civics (history and government) questions and answers for the naturalization test are listed below. The civics test is an oral test and the USCIS Officer will ask the applicant up to 10 of the 100 civics questions. An applicant must answer 6 out of 10 questions correctly to pass the civics portion of the naturalization test.

<https://www.uscis.gov/citizenship/teachers/educational-products/100-civics-questions-and-answers-mp3-audio-english-version>

Kahoot!

Create, share and play fun learning games or trivia quizzes.

<https://kahoot.com/>

Goformative

Choose a premade formative from the library and edit any question to adjust for your students.

<https://goformative.com/>

Quizizz

Free self-paced quizzes to review, assess, and engage.

<https://quizizz.com/>

Newsela

Social Studies text sets

<https://newsela.com/>

SAMPLE PARENT/GUARDIAN LETTER

Dear Parents/Guardians,

The Social Studies curriculum for the Diocese of Owensboro has been designed to infuse the faith into national standards for the subject. Your support of faith's integration will assist in it being a way of life versus just something learned at school.

How can you support this? It is strongly recommended that parents continue formation in Catholic Social Teaching. It is the goal that these principles become second nature to every student in our Catholic schools.

The curriculum can be found on the diocesan web-site. However, a general rereading of the various primary sources would be helpful.

The following Catholic primary sources are recommended. All are online.

1. www.usccb.org: search "Catholic Social Teaching." On this site you will find how the United States Conference of Catholic Bishops has organized Catholic Social Teaching into seven principles. This site is an excellent favorite as it stays up-to-date with statements on current issues. As a faithful citizen, this site helpful on many levels.
2. *Catechism of the Catholic Church*: The numbers to paragraphs vary per grade topic per grade level. While you can look up topics as needed, these paragraphs are recommended: 1877-1948, 2197-2246, 2401-2449.
3. *Compendium of Catholic Social Teaching*: This is a large text found online with search boxes for further reading.

Catholic Social Teaching is an articulation of Gospel principles that has been given order and terminology in Church Encyclicals since the Industrial Revolution.

The content of Social Studies lends well to the integration of the Gospel and Catholic Social Teaching. We adults continually form our conscience as well as those of the souls God has entrusted to us. We are blessed to be in an environment that can place all in light of the faith.

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Archdiocese of Louisville, KY Social Studies Curriculum Framework, 2017

<https://louisvillecatholicschools.com/wp-content/uploads/2017/01/2017-Social-Studies-Framework.pdf>

Cardinal Newman Society Catholic School Curriculum Science Standards

<https://newmansociety.org/catholic-curriculum-standards/for-educators/>
<https://newmansociety.org/catholic-curriculum-standards/appendix-d/>

Catechism of the Catholic Church

http://www.vatican.va/archive/ccc_css/archive/catechism/p2s2.htm

Compendium of the Social Doctrine of the Church

http://www.vatican.va/roman_curia/pontifical_councils/justpeace/documents/rc_pc_justpeace_doc_20060526_compendio-dott-soc_en.html

Diocese of Knoxville, TN Social Studies Standards

<https://dioknox.org/schools/curriculum/>

Kentucky Department of Education Standards for Social Studies

https://education.ky.gov/districts/legal/Documents/KAS_Social_Studies_2019.pdf

National Council on Social Studies

<https://www.socialstudies.org/standards>

National Standards and Benchmarks for Effective Catholic Elementary and Secondary Schools

<http://www.catholicschoolstandards.org/the-standards/2014-07-13-13-36-30/download-the-standards>

New York Social Studies Standards

<http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework>

United States Conference of Catholic Bishops

<http://www.usccb.org/beliefs-and-teachings/what-we-believe/catholic-social-teaching/seven-themes-of-catholic-social-teaching.cfm>

Kentucky Academic Standards



Social Studies

July 2019

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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>
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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.

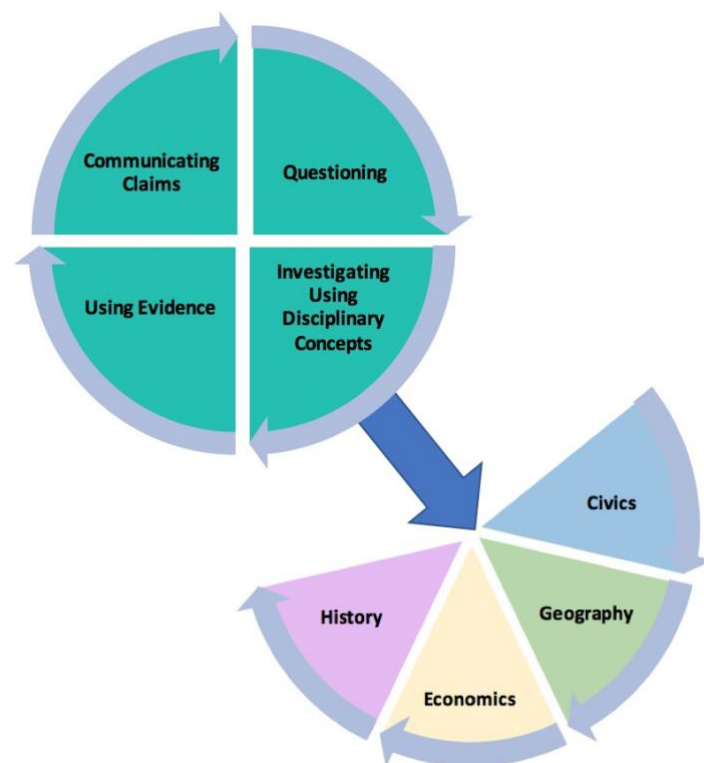
Translating the Standards into Curriculum

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:

Inquiry Practice	Inquiry Practice Definition
Questioning (Q)	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.”
Investigating	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.
Using Evidence (UE)	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.”
Communicating Conclusions (CC)	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

Civics (C)	Economics (E)	Geography (G)	History (H)
Blue	Yellow	Green	Purple

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

The disciplinary strands are defined in this chart:

Disciplinary Strand	Disciplinary Strand Definition
Civics (C)	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.”
Economics (E)	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.”
Geography (G)	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.”
History (H)	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
C: 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.”
C: 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.”

Concepts and Practices	Concept and Practice Definition
C: Civic Virtues and Democratic Principles	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.”
C: 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.”
C: 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.”
E: 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.”
E: 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.”
E: 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.”

Concepts and Practices	Concept and Practice Definition
E: 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.”
E: Kentucky Economics	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.”
G: 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.”
G: 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 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.”
G: 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.”
G: 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,

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.”
G: 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.”
H: 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.”
H: Conflict and Compromise	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.”
H: 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.”
H: Kentucky History	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.

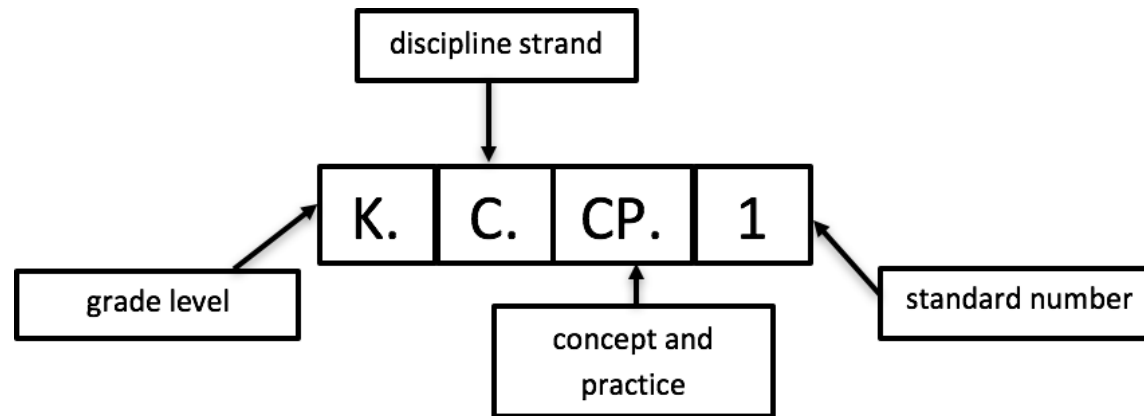
In K-8, each grade level is introduced with a grade specific overview that includes an expanded grade-level introduction, suggested key vocabulary, connections to the previous and following grade, an explanation of what inquiry looks like in practice and opportunities for cross disciplinary

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.

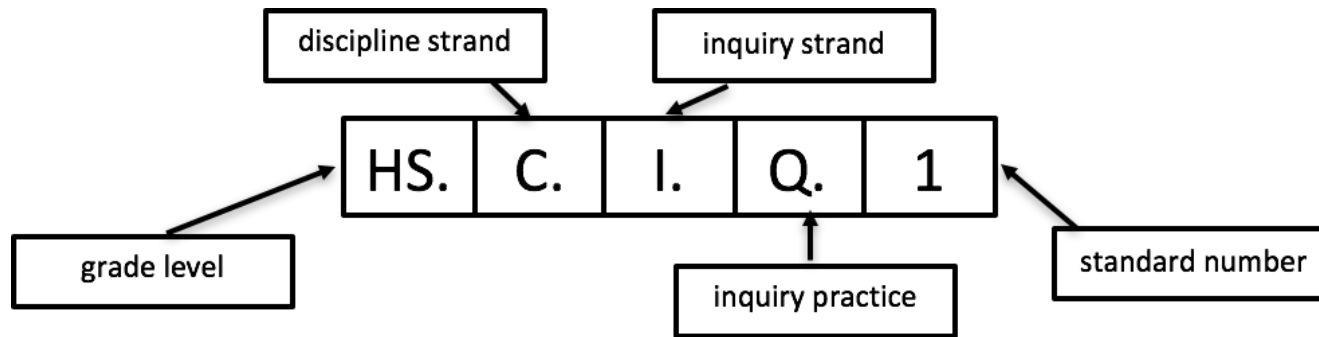
Following the grade-level standards for each grade (K-8), disciplinary clarifications are provided. The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible 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.	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.																										
The inquiry practices are color-coded to indicate the integration of inquiry throughout the grade level standards.	<table> <tr> <th>Concepts and Practices</th><th>Standards</th></tr> <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> </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.
Concepts and Practices	Standards																										
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Students engage in the inquiry practice of investigation through the exploration of the discipline strand standards.																											
The disciplinary strands civics, economics, geography and history are color-coded and identified with a corresponding character. The discipline specific character appears before the concept and practice title.																											
Each standard is coded for identification of its grade level, discipline, concept and practice and number within the larger set of standards.																											
Students complete the inquiry process by using evidence and communicating conclusions.																											

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.U.E.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.

Standard	Sample Evidence of Learning
K.I.Q.1 Ask compelling questions about their community.	“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.
K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why	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.
K.I.U.E.2 Construct responses to compelling questions about oneself and one's community.	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.
K.I.CC.2 Construct an argument to address a problem in the classroom or school.	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	
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.
	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.
I: Using Evidence	K.I.UE.1	Identify information from two or more sources to investigate characteristics of a community.
	K.I.UE.2	Construct responses to compelling questions about oneself and one's community.
I: Communicating Conclusions	K.I.CC.1	Construct an explanation about their community's civic life, history, geography and/or economy.
	K.I.CC.2	Construct an argument to address a problem in the classroom or school.
	K.I.CC.3	Identify ways to civically engage at school.
	K.I.CC.4	Use listening skills to decide on and take action in their classrooms.

Kindergarten: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

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.

Standard	Sample Evidence of Learning
1.I.Q.1 Ask compelling questions about communities in Kentucky.	“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.
1.I.Q.2 Identify supporting questions to investigate compelling questions about	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
communities in Kentucky.	<ul style="list-style-type: none"> • How do public services impact a community? • How does our community recognize other cultures? • How do community members solve community problems?
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.
1.I.U.E.1 Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.	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.
1.I.CC.3 Identify ways to civically engage in the local community.	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	
I: Using Evidence	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.
I: Communicating Conclusions	1.I.CC.1	Construct an explanation about a specific community in Kentucky.
	1.I.CC.2	Construct an argument with reasons to address how to improve the local community and Kentucky.
	1.I.CC.3	Identify ways to civically engage in the local community.
	1.I.CC.4	Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.

Grade 1: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

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.

Standard	Sample Evidence of Learning
2.I.Q.1 Ask compelling questions about communities found in North America.	“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.
2.I.Q.2 Identify supporting questions that help answer compelling questions about	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
communities found in North America.	<ul style="list-style-type: none"> • How do diverse groups civically participate? • How do diverse groups share resources? • How do diverse groups resolve conflict?
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.
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.	Students can construct verbal and written responses to the question "How do diverse groups build good relationships?" utilizing their developed content knowledge.
2.I.CC.2 Construct an argument with reasons and details to address a civic issue on a community in North America.	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	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.
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

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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.

Standard	Sample Evidence of Learning
3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people.	“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.
3.I.Q.2 Develop supporting questions that help answer compelling questions about the	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
interactions of diverse groups of people.	question. <ul style="list-style-type: none"> • What goods are imported to and exported from Kentucky? • How does the movement of goods impact diverse groups of people in the world? • How are lives similar and different in communities across the world?
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.
3.I.U.E.1 Describe how multiple perspectives shape the content and style of a primary and secondary source.	Students can analyze newspaper covers from a variety of countries reporting on the same event.
3.I.CC.3 Identify strategies to address local, regional or global problems.	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.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.

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>

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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

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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.

Standard	Sample Evidence of Learning
4.I.Q.1 Ask compelling questions about migration and settlement.	“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.
4.I.Q.2 Develop supporting questions to answer	Teachers can pose these questions to students to facilitate exploration about why this standard

Standard	Sample Evidence of Learning
compelling questions about migration and settlement.	<p>applies migration and settlement to address the compelling question.</p> <ul style="list-style-type: none"> • How did cultures of diverse groups interact, blend and have conflict from European Exploration to the Thirteen Colonies? • What were the motives for migration and settlement of diverse groups of people from European Exploration to the Thirteen colonies? • What environmental characteristics supported settlement?
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>
4.I.U.E.1 Integrate evidence from two or more sources to answer compelling and supporting questions.	<p>Students can use a map of colonial overseas trade and an informational source on early available resources in the Americas as two sources of information.</p>
4.I.CC.2 Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.	<p>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	
I: Questioning	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.
I: Investigating	<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 4.I.U.E.2 4.I.U.E.3	Integrate evidence from two or more sources to answer compelling and supporting questions. Determine the value and limitations of primary and secondary sources. Develop claims with evidence to answer compelling and supporting questions.
I: Communicating Conclusions	4.I.CC.1 4.I.CC.2 4.I.CC.3 4.I.CC.4	Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issue around migration and settlement. Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community. Describe different strategies that can be taken to address issues of migration and settlement. Use listening and consensus-building to determine ways to support people in transitioning to a new community.

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	<p>4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events.</p>	<p>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.</p>
C: Civic Virtues and Democratic Principles	<p>4.C.CV.1 Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.</p>	<p>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,</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
		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.

Standard	Sample Evidence of Learning
5.I.Q.1 Ask compelling questions about the founding of the United States.	“What unites Americans?” Teachers can pose this question to students to facilitate exploration about why this standard applies to the founding of the United States.
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting	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">• Why did the British Parliament raise taxes on the colonists?

Standard	Sample Evidence of Learning
questions.	<ul style="list-style-type: none"> • What actions taken by the British Parliament angered the colonists? • How do the founding documents establish an American identity?
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.
5.I.U.1 Use evidence to develop claims in response to compelling and supporting questions.	Through sourcing, building context and doing close readings of historical sources, students can corroborate these sources to build evidence for claims made in response to compelling and supporting questions.
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	Students can discuss current issues in small or whole group settings. When current issues are identified, students can collaborate to collectively understand and access how to address current issues and have possible opportunities for civic engagement.

Opportunities for Cross Disciplinary Connections

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

They may also compose an opinion, using writing and digital resources, on the best strategies for addressing a current issue, supporting the opinion with reasons and evidence.

Grade 5: Colonization to Constitution Standards

Introduction

The focus of grade 5 constitutes a series of explorations about the people, places and ideas that make up the story of the United States. Students examine the founding of the United States to understand why the 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	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.	
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>	
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.	
E: Microeconomics	5.E.MI.1 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.

Standard	Sample Evidence of Learning
6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.	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?”
6.I.Q.3 Identify the types of supporting	Student identification of discipline specific supporting questions is essential to the inquiry process

Standard	Sample Evidence of Learning
questions each of the social studies disciplines uses to answer compelling and supporting questions.	<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"> • “How did trade contribute to political power in Ancient Rome and Han China?” Students can identify this question as an economics specific question. • “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.
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>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>
6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	<p>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>
6.I.U.E.2 Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	<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>
6.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	<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.1	Develop claims, citing relevant evidence, in response to compelling and supporting questions.
	6.I.U.2	Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.
	6.I.U.3	Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.
I: Communicating Conclusions	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.

Concepts and Practices	Standards
	6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.

Grade 6: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

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

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.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

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
	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

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
		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
7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.	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?”
7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>Student comparison of discipline specific supporting questions is essential to the inquiry process because in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to generate their own supporting questions on the growth and expansion of civilizations from 600-1600 and compare the types of supporting questions each of the four disciplines uses.</p> <ul style="list-style-type: none"> • What roles did subjects of various empires play within their societies and governments? • How did Europeans build on the technology of other civilizations in their attempt to enter world economic markets during the period of exploration? <p>Students can compare the first question as a civics specific questions to the second question, which uses the lens of an economist.</p>
7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.	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.
7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.	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.
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.	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.
7.I.CC.1 Construct explanation, using reasoning,	Students can discuss how technology impacts civilization. They can explain the strengths and

Standard	Sample Evidence of Learning
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.	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,

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
		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

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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.

Standard	Sample Evidence of Learning
8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877.	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to 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?”
8.I.Q.3 Evaluate the types of supporting	Student evaluation of discipline specific supporting questions is essential to the inquiry process,

Standard	Sample Evidence of Learning
questions each of the social studies disciplines uses to answer compelling and supporting questions.	<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"> • 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. • 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.
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>
8.I.U.E.1 Use multiple sources to develop claims in response to compelling and supporting questions.	<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>
8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.	<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.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	8.I.U.2	Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.
	8.I.U.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.

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

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
		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>HS.C.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.</p> <p>HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.</p>
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	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics. Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics. Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.
I: Communicating Conclusions	HS.C.I.CC.1 HS.C.I.CC.2 HS.C.I.CC.3	Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics. Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics. 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.

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>HS.E.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key economic concepts.</p> <p>HS.E.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.</p>
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>
<p>I: Communicating Conclusions</p>	<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>HS.G.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.</p> <p>HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.</p>
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>HS.G.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.</p>
I: Communicating Conclusions	<p>HS.G.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in geography.</p>

High School: 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	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.
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>Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.</p>
I: Communicating Conclusions	HS.UH.I.CC.1 HS.UH.I.CC.2 HS.UH.I.CC.3	<p>Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</p> <p>Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</p> <p>Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.</p>

High School: 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	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.

Concepts and Practices	Standards
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
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>HS.WH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.</p>

Concepts and Practices	Standards
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	
Kindergarten	K.I.Q.1	Ask compelling questions about their community.
Grade 1	1.I.Q.1	Ask compelling questions about communities in Kentucky.
	1.I.Q.2	Identify supporting questions to investigate compelling questions about communities in Kentucky.
Grade 2	2.I.Q.1	Ask compelling questions about communities found in North America.
	2.I.Q.2	Identify supporting questions that help answer compelling questions about communities found in North America.
Grade 3	3.I.Q.1	Ask compelling questions about the interactions of diverse groups of people.
	3.I.Q.2	Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
Grade 4	4.I.Q.1	Ask compelling questions about migration and settlement.
	4.I.Q.2	Develop supporting questions to answer compelling questions about migration and settlement.
Grade 5	5.I.Q.1	Ask compelling questions about the founding of the United States.
	5.I.Q.2	Generate supporting questions to answer compelling questions about the founding of the United States.
	5.I.Q.3	Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
Grade 6	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	
Kindergarten	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.
Grade 1	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.
Grade 2	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.
Grade 3	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.
Grade 4	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.
Grade 5	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	
High School: Geography	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.
High School: United States History	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.
High School: World History	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	
Kindergarten	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.
Grade 1	1.I.CC.1	Construct an explanation about a specific community in Kentucky.
	1.I.CC.2	Construct an argument with reasons to address how to improve the local community and Kentucky.
	1.I.CC.3	Identify ways to civically engage in the local community.
	1.I.CC.4	Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.
Grade 2	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.
Grade 3	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 4	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.
Grade 5	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 6	6.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.
	6.I.CC.2	Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
	6.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.
	6.I.CC.4	Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.
	6.I.CC.5	Describe a specific problem from the development of civilizations using each of the social studies disciplines.
Grade 7	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	
	<p>7.I.CC.3</p> <p>7.I.CC.4</p> <p>7.I.CC.5</p>	<p>identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> <p>Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> <p>Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> <p>Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.</p>
Grade 8	<p>8.I.CC.1</p> <p>8.I.CC.2</p> <p>8.I.CC.3</p> <p>8.I.CC.4</p> <p>8.I.CC.5</p>	<p>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.</p> <p>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.</p> <p>Evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.</p> <p>Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.</p> <p>Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>
High School: Civics	<p>HS.C.I.CC.1</p> <p>HS.C.I.CC.2</p> <p>HS.C.I.CC.3</p>	<p>Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.</p> <p>Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.</p> <p>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.</p>
High School: Economics	<p>HS.E.I.CC.1</p> <p>HS.E.I.CC.2</p> <p>HS.E.I.CC.3</p>	<p>Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.</p> <p>Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.</p> <p>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>

Grade Level	Standards	
High School: Geography	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.
	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.
	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.
High School: United States History	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.
	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.
	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.
High School: World History	HS.WH.I.CC.1	Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.
	HS.WH.I.CC.2	Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.
	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.

Civics Progressions

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

Civics Progressions by Grade Level

Kindergarten

Concepts and Practices	Standards	
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

Concepts and Practices	Standards	
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
		<p>interest groups and media in shaping public policy.</p> <p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p> <p>HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.</p>

Civics Progression: Kentucky Government

Kentucky's government influenced the history and culture of the citizens of Kentucky. These standards promote understanding of the functions of local government where applicable. Within this document, the Kentucky Government 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

Concepts and Practices	Standards	
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

Concepts and Practices	Standards	
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.M1.3	Explain how markets exist whenever there is an exchange of goods and services.
	6.E.M1.4	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
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

Concepts and Practices	Standards	
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

Concepts and Practices	Standards	
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 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.

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

Concepts and Practices	Standards	
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

Concepts and Practices	Standards	
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 Sargent, Kentucky Valley Educational Cooperative
Ron Wigglesworth, Junior Achievement