

Kentucky Academic Standards



Social Studies December 2018

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Kentucky Academic Standards

Social Studies

INTRODUCTION

Background

The United States was founded on a vision 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. The preparation of young people for participation in America's democratic republic is vital. The progress of our communities, state, nation and world rests upon the preparation of young people to collaboratively balance personal interest with the common good. Social studies classrooms are the ideal locations to foster civic virtue, consider current issues, engage in civil discourse, build a civic identity and an awareness of international issues. These skills, habits and qualities of character will prepare students to accept responsibility for preserving and defending their liberties.

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. 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* are 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.

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;
- 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 and other parts of the world.

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, English/language arts, health, practical living, including physical education, 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 as well as an effective participant in community service;
 - Think and solve problems in school situations and in a variety of situations they will encounter in life;
 - Connect and integrate experiences and new knowledge from all subject matter fields with what students have previously learned and build on past learning experiences to acquire new information through various media sources; 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 AN ACT relating to civics education in public schools

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 AN ACT relating to instruction on the Holocaust and other acts of Genocide

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 158.197 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 158.197 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 or a combination of the Hebrew Scriptures and the New Testament of the Bible.

KRS 158.075 Veterans Days observance in public schools

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

WRITERS' VISION STATEMENT

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

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

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

- Center for Civic Education. (2014). *National Standards for Civics and Government*. Retrieved from <http://www.civiced.org/standards>
- Council for Economic Education. (2010). *Voluntary National Content Standards in Economics*. Retrieved from <https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf>
- Council of Chief State School Officers. (2011). *Global Competence Matrices*. Washington, D.C. Retrieved from <https://teaching.unsw.edu.au/sites/default/files/upload-files/Global%20Competence%20Matrices.pdf>
- Downs, R. & Heffron, S. (Eds.). *Geography for Life: The National Geography Standards, Second Edition*. (2012). Geography Education National Implementation Project. Retrieved from <https://www.nationalgeographic.org/standards/national-geography-standards/>
- Draft Kentucky Social Studies Standards for the Next Generation, 2015
- *Kentucky Academic Standards, Social Studies* (current) Retrieved from https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Social_Studies.pdf

- Kentucky Department of Education. (2009). *Characteristics of Highly Effective Social Studies Teaching & Learning in Kentucky Schools*. Frankfort, KY: Retrieved from https://www.researchgate.net/profile/Mohamed_Hammad11/post/What_are_the_qualities_required_of_teachers_to_teach_21st_century_learners/attachment/59d658af79197b80779ae7e6/AS%3A539431640551424%401505621933741/download/Characteristics+of+Highly+Effective+Social+Studies+Teaching+and+Learning+in+Kentucky+Schools.pdf
- National Center for History in the Schools. (1996). United States history content standards for grades 5-12. In *National Standards for History*. Los Angeles, CA: University of California, Los Angeles. Retrieved from <https://phi.history.ucla.edu/nchs/united-states-history-content-standards/>
- National Council for the Social Studies. (2013). *The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History*. Silver Spring, MD: NCSS. Retrieved from <https://www.socialstudies.org/sites/default/files/c3/C3-Framework-for-Social-Studies.pdf>
- Partnership for 21st Century Learning. (2016). *Framework for 21st Century Learning*. Washington, D.C.: P21. Retrieved at <http://www.p21.org/about-us/p21-framework>
- Review of state academic standards documents (Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Minnesota, Nebraska, New Jersey, New York, Ohio, Tennessee, Utah, Wisconsin)

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

Design Considerations

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

To reinforce the importance of early literacy, the K-5 *Kentucky Academic Standards for Social Studies* include 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 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* outline the minimum standards Kentucky students should learn in each grade-level kindergarten through eighth grade or high school grade-span. The standards address 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 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.

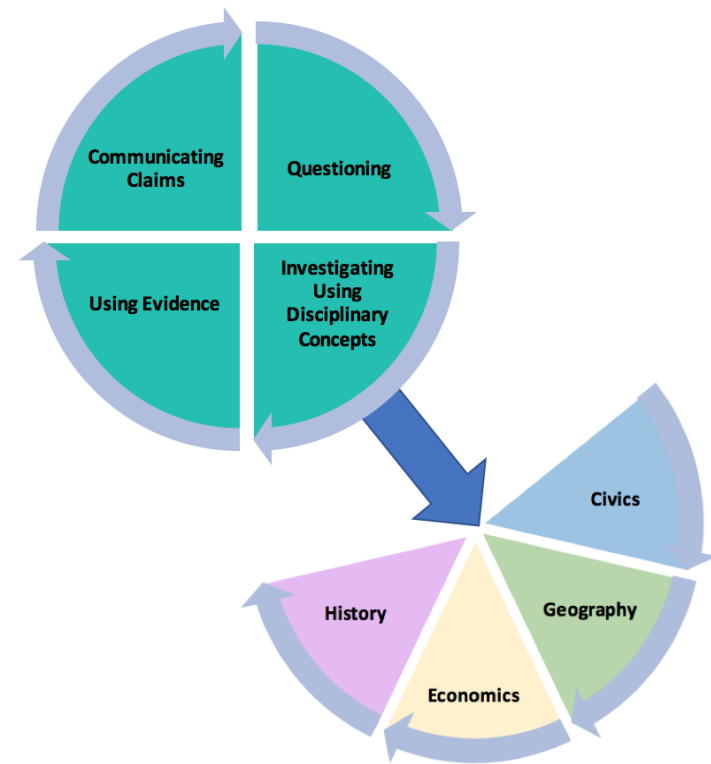
Translating the Standards into Curriculum

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. 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* are 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 disciplinary 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 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.”

Within the disciplinary 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 this chart:

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 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.”
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.”

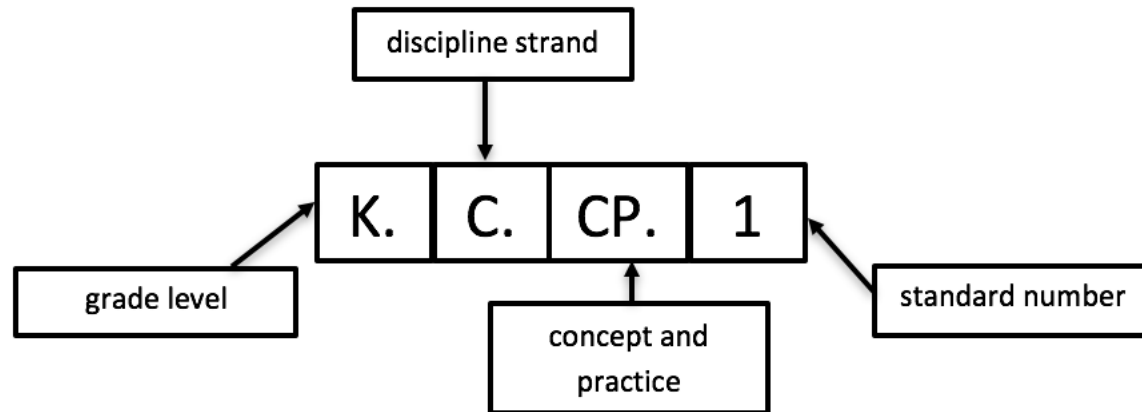
Concepts and Practices	Concept and Practice Definition
E: Incentives, Choices and Decision Making	Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision making includes weighing the additional benefit of an action against the 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. 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 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.”
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. 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.”

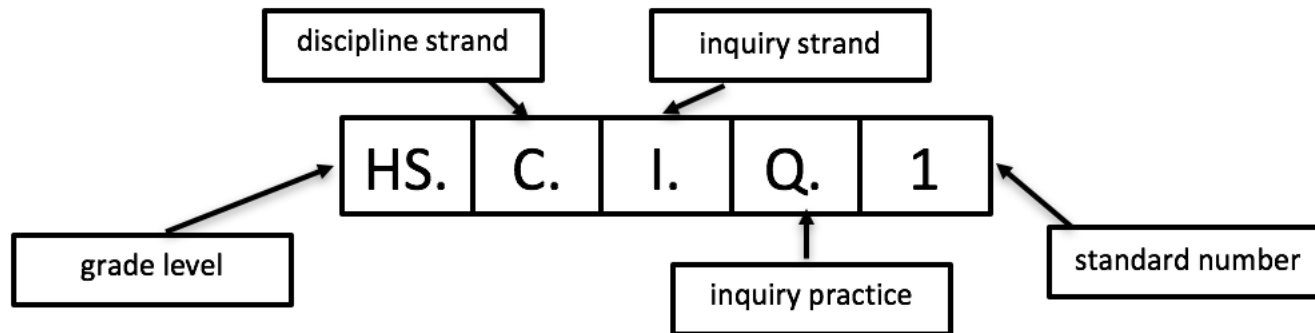
In K-8, each grade level is introduced with a paragraph to provide information about the corresponding theme. The grade-level theme drives the standards within the concepts and practices through the four disciplines. The concepts remain the same throughout the document and only appear when they are grade level, theme and discipline appropriate.

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.



The following annotated graphics provide clarification for the overall organization for the *Kentucky Academic Standards for the Social Studies*.

Kindergarten through Grade 8

Kindergarten: Myself and My Community

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

Introduction

The focus of kindergarten is to provide students with opportunities to engage in learning about themselves and their community. They engage in learning about themselves and their community. They also have opportunities to compare how life in the past is different from today, with respect to their own experiences.

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

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.

Concepts and Practices	Standards
I: Questioning	K.I.Q.1 Ask compelling questions about their community.
	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
	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 citizens.
E: Microeconomics	K.E.MI.1 Identify and describe the culture of communities.
E: Macroeconomics	K.E.MA.1 Identify and describe the culture of communities.
G: Migration and Movement	K.G.HI.1 Identify and describe the culture of 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.U.1 Identify information from two or more sources to describe 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.

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.

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

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

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

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

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

Each grade level begins with the inquiry practice of questioning.

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

High School

In high school, the standards are organized by disciplines: civics, economics, geography and history.

High School: Geography

Each high school discipline is identified with a title.

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 methods and tools for spatial analysis and the conceptual knowledge of geography is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. Through the study of geography, students are able to apply their conceptual knowledge through the use of geographic methods and tools for spatial analysis 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 geographic concepts. Use supporting questions to develop key geographic concepts from
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 influence patterns and population distribution at multiple scales.
G: Human Interactions and Interconnections	HS.G.HI.1 Analyze how the interactions between people and empires in
G: Human Environment	Analyze the reciprocal relationship between the human environment and culture within
I: Using Evidence	<i>the credibility of multiple sources represents to compelling and/or supporting questions</i>
I: Communicating Conclusions	HS.G.I.CC.1 Engage in civil discussion, reach consensus when opinions relevant to compelling and/or supporting

The inquiry practices are color coded to indicate the integration of inquiry throughout the discipline strand standards.

Each high school discipline begins with the inquiry practice of questioning.

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

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

The disciplinary strands are color coded and identified with a corresponding character. The discipline specific character appears before the concept and practice title.

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.

Supplementary Materials to the Standards

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

Appendix A: Kindergarten through High School Progressions

The *Kentucky Academic Standards for Social Studies* are 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. 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. 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 and Colonial America, 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 things that make up the story of our 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

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.

Grade 1: Impact on Community

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 2: North American Interactions

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. 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 2.I.Q.2	Ask compelling questions about communities found in North America. 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 2.C.CP.2	Explain the need for civic and political structures in North America. 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 2.C.RR.2	Describe the importance of civic participation. Compare the rights and responsibilities of citizens in North America.
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.
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 2.E.MI.2	Describe how examples of capital, human and natural resources are related to goods and services. Describe how people are both producers and consumers.
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.

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 worked 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	2.I.U.E.1 2.I.U.E.2 2.I.U.E.3 2.I.U.E.4	Identify characteristics of primary and secondary sources. Determine whether the evidence in primary and secondary sources is fact or opinion. Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it. Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.
I: Communicating Conclusions	2.I.CC.1 2.I.CC.2 2.I.CC.3 2.I.CC.4	Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America. Construct an argument with reasons and details to address a civic issue on a community in North America. Identify ways to civically engage in Kentucky. Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.

Grade 3: Global Interactions

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. 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. Illustrate 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.1	Describe how multiple perspectives shape the content and style of a primary and secondary source.
	3.I.U.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 4: Migration and Settlement

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 and Colonial America, 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	Explain how cultural, economic and environmental characteristics affect the movement of people, goods and ideas.
G: Human Interactions and Interconnections	4.G.HI.1	Compare the distinctive cultural characteristics of groups that immigrated to the United States from other nations 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	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.
I: Communicating Conclusions	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.
	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: Colonization to Constitution

Introduction

The focus of grade 5 constitutes a series of explorations about the people, places and things that make up the story of our 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.

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	Analyze 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 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 effect 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 impact of slavery and slave trade on the development and growth of the British, colonial and U.S.' economies.
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.

Kentucky Academic Standards for Social Studies: Grade 6-7 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 Grade 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 interactions between 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 investigation of the growth of civilizations. Students interact with and analyze a variety of sources to evaluate how decisions were made on land use and how that led to unique cultures and civilizations. Students examine the emergence of the development of governments, economies and religions.

The focus of grade 7 is the examination of how movement and migration impacted the interactions between civilizations through conquest and trade. Growth and expansion of Empires in Afro-Eurasia and the Americas will be examined through multiple perspectives using primary and secondary sources. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders.

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding 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.

Grade 6: Development of Civilizations

Introduction

The focus of grade 6 is the investigation of the growth of civilizations. Students interact with and analyze a variety of sources to evaluate how decisions were made on land use and how that led to unique cultures and civilizations. Students examine the emergence of the development of governments, economies and religions.

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 Period Empires between 3500 BCE-600 CE.
	6.C.CP.2	Explain connections between government and religion in River Valley Civilizations and Classical Period 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 Period 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	Predict and analyze unintended costs and benefits of economic decisions.
E: Macroeconomics	6.E.MA.1 6.E.MA.2 6.E.MA.3 6.E.MA.4	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. Describe how civilizations used bartering to establish mediums of exchange to meet their wants. Explain how market conditions 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 Period Empires between 3500 BCE-600 CE. Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.
G: Geographic Reasoning	6.G.GR.1	Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Concepts and Practices	Standards	
H: Change and Continuity	6.H.CH.1	Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.
	6.H.CH.2	Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.
H: Cause and Effect	6.H.CE.1	Analyze the causes and effects of the rise of River Valley Civilizations.
H: Conflict and Compromise	6.H.CO.1	Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.
	6.H.CO.2	Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
H: Kentucky History	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.
I: Using Evidence	6.I.U.E.1	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.
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 7: Growth and Expansion of Civilization

Introduction

The focus of grade 7 is the examination of how movement and migration impacted the interactions between civilizations through conquest and trade. Growth and expansion of Empires in Afro-Eurasia and the Americas will be examined through multiple perspectives using primary and secondary sources. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders.

Concepts and Practices	Standards	
I: Questioning	7.I.Q.1	Develop compelling questions, focusing on key concepts in world history between 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 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.
E: Macroeconomics	7.E.MA.1	Explain how economic systems developed from traditional to market economies.

Concepts and Practices	Standards	
	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 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. Explain 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 expansion of civilizations.
	7.I.CC.4	Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.

Concepts and Practices	Standards
	7.I.CC.5 Explain how each of the social studies disciplines analyze a specific problem from the expansion of civilizations.

Grade 8: The United States: 1600-1877

Introduction

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding 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.

Concepts and Practices	Standards	
I: Questioning	8.I.Q.1	Develop compelling questions, focusing on key concepts in U.S. history 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 relies onto answer compelling questions is necessary to the inquiry processes.
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.
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.

Concepts and Practices	Standards	
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.
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.

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 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.
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.

Concepts and Practices	Standards	
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 sectional differences within the United States led to conflicts between 1840-1877.
H: Kentucky History	8.H.KH.1	Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877.
I: Using Evidence	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.
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 concerning the founding 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 founding of the United States.
	8.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout U.S. history.
	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 from U.S. history using each of the social studies disciplines.

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 United States within the democratic system 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.

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.

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.

The United States history standards continue the investigation and analysis of the history of the United States beginning with the Industrialization of America to the modern world. Starting in 1877, the standards move from rural to urban spaces and to the open West. As students study the United States' move to a manufacturing economy, 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.

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.

High School: Civics

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

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 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.</p> <p>HS.E.MA.4 Analyze the impact of 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.
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	Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.
	HS.E.IC.4	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.5	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

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	HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at

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.1 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

Introduction

In high school, students continue their investigation and analysis of the history of the United States, beginning with the Industrialization of America to the modern world. Starting in 1877, the standards move from rural to urban spaces and to the open West. As students study the United States' move to a manufacturing economy, 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 economic indicators 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 1900-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	<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>
I: Using Evidence	<p>HS.UH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.</p>
I: Communicating Conclusions	<p>HS.UH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.</p>

High School: World History

Introduction

In high school, the 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* are organized in progressions from Kindergarten through High School by grade level, inquiry practice, discipline, and concepts and practices.

Inquiry Progressions: 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.

Grade Level	Standards	
	6.I.Q.3	Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
Grade 7	7.I.Q.1	Develop compelling questions, focusing on key concepts in world history between 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 questions.
Grade 8	8.I.Q.1	Develop compelling questions focused on key concepts in U.S. history in the period 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 relies onto answer compelling questions is necessary to the inquiry processes.
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.

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

Inquiry Progressions: 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 schoolhouse 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>identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the expansion of civilizations.</p> <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> <p>7.I.CC.5 Explain how each of the social studies disciplines analyze a specific problem from the expansion of civilizations.</p>
Grade 8	<p>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 concerning the founding of the United States.</p> <p>8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the founding of the United States.</p> <p>8.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout U.S. history.</p> <p>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.</p> <p>8.I.CC.5 Evaluate a specific problem from U.S. history using each of the social studies disciplines.</p>
High School: Civics	<p>HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.</p> <p>HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics.</p>
High School: Economics	<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>

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 Progression

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.”

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.

Concepts and Practices	Standards	
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.

Concepts and Practices	Standards	
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.
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.

Concepts and Practices	Standards	
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 Period Empires between 3500 BCE-600 CE.
	6.C.CP.2	Explain connections between government and religion in River Valley Civilizations and Classical Period 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 Period 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.

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.
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.

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.

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.
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.

Concepts and Practices	Standards	
	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.
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 Period Empires between 3500 BCE-600 CE.
		6.C.CP.2	Explain connections between government and religion in River Valley Civilizations and Classical Period 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 Period 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.
High School	C: Roles and Responsibilities of a Citizen	HS.C.RR.1	Evaluate the civic responsibilities of individuals within a society.
		HS.C.RR.2	Explain how active citizens can affect the lawmaking process locally, nationally and internationally.

Civics Progression: Civic Virtues and Democratic Principles

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

Grade Level	Concepts and Practices	Standards	
Kindergarten	C: Civic Virtues and Democratic Principles	K.C.CV.1	Explain ways people can work together effectively to make decisions.
Grade 1	C: Civic Virtues and Democratic Principles	1.C.CV.1 1.C.CV.2	Describe basic democratic principles. Describe civic virtues.
Grade 2	C: Civic Virtues and Democratic Principles	2.C.CV.1 2.C.CV.2	Evaluate how civic virtues guide governments, societies and communities. Evaluate how democratic principles guide governments, societies and communities.
Grade 3	C: Civic Virtues and Democratic Principles	3.C.CV.1	Compare civic virtues and democratic principles within a variety of diverse world communities.
Grade 4	C: Civic Virtues and Democratic Principles	4.C.CV.1	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
Grade 5	C: Civic Virtues and Democratic Principles	5.C.CV.1	Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.
Grade 6	C: Civic Virtues and Democratic Principles	6.C.CV.1	Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 7	C: Civic Virtues and Democratic Principles	7.C.CV.1	Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.
Grade 8	C: Civic Virtues and Democratic Principles	8.C.CV.1	Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.

Grade Level	Concepts and Practices	Standards	
High School	C: Civic Virtues and Democratic Principles	HS.C.CV.1	Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.
		HS.C.CV.2	Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.
		HS.C.CV.3	Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.

Civics Progression: Processes, Rules and Laws

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

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

Grade Level	Concepts and Practices	Standards	
		HS.C.PR.3	<p>interest groups and media in shaping public policy.</p> <p>Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p>
		HS.C.PR.4	<p>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.”

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.

Concepts and Practices	Standards	
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	Illustrate 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.

Concepts and Practices	Standards	
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.

Grade 4

Concepts and Practices	Standards	
E: Microeconomics	4.E.MI.1 4.E.MI.2	Explain the role of producers, consumers, products and labor in economic markets. 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.
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	Analyze 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.

Concepts and Practices	Standards	
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.

Grade 6

Concepts and Practices	Standards	
E: Microeconomics	6.E.MI.1 6.E.MI.2	Trace the chain of supply for a needed product. Predict and analyze unintended costs and benefits of economic decisions.
E: Macroeconomics	6.E.MA.1 6.E.MA.2 6.E.MA.3 6.E.MA.4	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. Describe how civilizations used bartering to establish mediums of exchange to meet their wants. Explain how market conditions 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.

Grade 7

Concepts and Practices	Standards	
E: Microeconomics	7.E.MI.1 7.E.MI.2	Analyze the role of consumers and producers in product markets. Analyze the relationship between supply and demand.

Concepts and Practices	Standards	
	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 7.E.MA.2	Explain how economic systems developed from traditional to 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. Explain 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.

Grade 8

Concepts and Practices	Standards	
E: Microeconomics	8.E.MI.1 8.E.MI.2	Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877. Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.
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.

Concepts and Practices	Standards	
	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 8.E.IC.2	Evaluate economic decisions based on scarcity, opportunity costs and incentives. Assess the impact of growth and expansion on the allocation of resources and economic incentives.
E: Kentucky Economics	8.E.KE.1 8.E.KE.2	Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War. 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 HS.E.MI.2 HS.E.MI.3 HS.E.MI.4	Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production. Analyze the impact of supply and demand shifts on equilibrium price and quantities produced. Analyze the roles of product and factor markets. Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.

Concepts and Practices	Standards
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.</p> <p>HS.E.MA.4 Analyze the impact of various government taxation and spending policies on the economy.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p> <p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p>
E: Specialization, Trade and Interdependence	<p>HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.</p> <p>HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.</p> <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>
E: Incentives, Choices and Decision Making	<p>HS.E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.</p> <p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision making process.</p> <p>HS.E.IC.3 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.</p> <p>HS.E.IC.4 Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.</p> <p>HS.E.IC.5 Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>

Concepts and Practices	Standards	
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	Illustrate 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	Analyze 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.
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 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.

Grade Level	Concepts and Practices	Standards	
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 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 6.E.MA.3 6.E.MA.4	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. Describe how civilizations used bartering to establish mediums of exchange to meet their wants. Explain how market conditions 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	Explain how economic systems developed from traditional to 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	Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.

Grade Level	Concepts and Practices	Standards	
		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.
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.
		HS.E.MA.4	Analyze the impact of various government taxation and spending policies on the economy.
		HS.E.MA.5	Assess how interest rates influence borrowing and investing.

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	Explain 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	Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.
		HS.E.IC.4	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.5	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. 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.	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 8.E.KE.2	Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War. 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 HS.E.KE.2 HS.E.KE.3	Explain the impact of varying market structures on profit, price and production in Kentucky. Analyze how national and international trends and policies impact Kentucky's state and local economies. Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky's economy.

Geography Progression

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."

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	Explain how cultural, economic and environmental characteristics affect the movement of people, goods and ideas.
G: Human Interactions and Interconnections	4.G.HI.1	Compare the distinctive cultural characteristics of groups that immigrated to the United States from other nations from European exploration through 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.

Concepts and Practices	Standards	
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 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 Civilizations and Classical Period Empires between 3500 BCE-600 CE.
	6.G.HE.2	Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.
G: Geographic Reasoning	6.G.GR.1	Use maps and other geographic representations, geospatial technologies and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
G: Kentucky Geography	N/A	

Grade 7

Concepts and Practices	Standards	
G: Migration and Movement	7.G.MM.1	Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.
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	Explain how cultural, economic and environmental characteristics affect the movement of people, goods and ideas.
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	<div data-bbox="1003 159 1976 267"> HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales. </div> <div data-bbox="1003 267 1976 341"> HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth’s surface. </div>

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	Compare the distinctive cultural characteristics of groups that immigrated to the United States from other nations from European exploration through 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 Period 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	HS.G.HE.1 HS.G.HE.2	Assess the reciprocal relationship between physical environment and culture within local, national and global scales. Analyze how human settlements are influenced by or influence the relationship between people and the environment.

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 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. 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 Progression

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.”

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 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 worked 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 3.H.CH.2	Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities. 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.

Concepts and Practices	Standards	
	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.
H: Conflict and Compromise	4.H.CO.1	Explain examples of conflict and collaboration among various groups of people from European exploration to the Thirteen Colonies as they encountered one another.
H: Kentucky History	4.H.KH.1	Identify and describe the significance of diverse groups of people in Kentucky from European exploration to the Thirteen Colonies.

Grade 5

Concepts and Practices	Standards	
H: Change and Continuity	5.H.CH.1	Describe the impact of 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 effect 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 impact of slavery and slave trade on the development and growth of the British, colonial and U.S.' economies.
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.
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

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 sectional differences within the United States led to conflicts between 1840-1877.
H: Kentucky History	8.H.KH.1	Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877.

High School

United States History

Concepts and Practices	Standards
H: Change and Continuity	<p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</p> <p>HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.</p> <p>HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.</p> <p>HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.</p> <p>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.</p> <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>
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 economic indicators 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 1900-present.</p> <p>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p>

Concepts and Practices	Standards
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>

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>

Concepts and Practices	Standards
	<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> <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>

Concepts and Practices	Standards
	<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>

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 K.H.CH.2	Identify and describe how communities change over time. 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 3.H.CH.2	Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities. Identify contributions made by inventors in diverse world communities.
Grade 4	H: Change and Continuity	4.H.CH.1 4.H.CH.2	Describe how migration and settlement impacted diverse groups of people as they encountered one another from European exploration to the Thirteen Colonies. 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 5.H.CH.2	Describe the impact of foundational documents on the development of the United States. 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 6.H.CH.2	Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE. 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 effect individuals and groups had on the conflict. Analyze the role religion played in early colonial society. Describe the impact of slavery and slave trade on the development and growth of the British, colonial and U.S.’ economies.
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 economic indicators 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 1900-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 worked 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 sectional differences within the United States led to conflicts between 1840-1877.
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.
High School (UH)	H: Kentucky History	HS.UH.KH.1	Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
High School (WH)	H: Kentucky History	HS.WH.KH.1	Describe the impact of world history on Kentuckians and how Kentucky impacted the world.

Appendix B: Writing and Review Committees

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

Social Studies Advisory Panel (AP) Members

Ashley Adkins, Paducah Independent
Michelle Bloomfield, Bath County
Katherine Booth, Scott County
Brenda Chelliah, Jefferson County
Kendra Childress, Union County
Regina Dawson, University of Kentucky
Scott Dobler, Kentucky Geographic Alliance
Gwyn Dicken, Boone County
Rachel Durbin, Russellville Independent
Annabeth Edens, Scott County
Harmony Hendrick, Warren County
Amanda Hirsch, Henderson County
Allison Hunt, Jefferson County
Maggie Lowe, Fairview Independent
Beth Malcolm, Kentucky YMCA Youth Association
Kelly Ann Mitchell, Bourbon County
Kim Mroch, Trigg County
Ryan New, Boyle County
Diana Patrick, Kenton County
Kevin Presnell, Madison County
Heather Ransom, Jefferson County
Wendy Satterthwaite, Berea Independent
Megan Schanie, Frazier History Museum
Kimberlee Sharp, Morehead University
Caroline Sheffield, University of Louisville

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

Social Studies Review and Development Committee (RDC) Members

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