



Kentucky Academic Standards for Social Studies

Standards and Regulation

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



KAS for Social Studies – Standards View



- Each elementary and middle school grade level is identified with a title and a theme.
- Each grade level has an introduction to provide additional information about the theme.
- Each grade level begins with the inquiry practice of questioning.
- The inquiry practices are color-coded to indicate the integration of inquiry throughout the grade level standards.
- Students engage in the inquiry practice of investigation through the exploration of the discipline strand standards.
- The disciplinary strands civics, economics, geography and history are color-coded and identified with a corresponding character. The discipline specific character appears before the concept and practice title.
- Each standard is coded for identification of its grade level, discipline, concept and practice and number within the larger set of standards.
- Students complete the inquiry process by using evidence and communicating conclusions.

Kindergarten: Myself and My Community

Introduction

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

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

KAS for Social Studies – Progressions View



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.

KAS for Social Studies

Since the December KBE meeting:

- ▶ Additional focus groups were held including representatives from Kentucky education organizations and stakeholders.
- ▶ Based on feedback, the writing teams reviewed the draft *KAS for Social Studies* for concerns raised. This feedback informed revision of the standards and the development of the grade level specific overviews and disciplinary clarifications.



KAS for Social Studies

Sections added since the December KBE meeting:

- ▶ Expanded grade level introduction
- ▶ Suggested Key Vocabulary
- ▶ Looking Back, Looking Ahead
- ▶ What this would look like in practice
- ▶ Opportunities for Cross Disciplinary Connections
- ▶ Disciplinary Clarifications



KAS for Social Studies

Grade 6: Development of Civilizations Specific Overview

Grade 6: Introduction

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

Key Vocabulary:

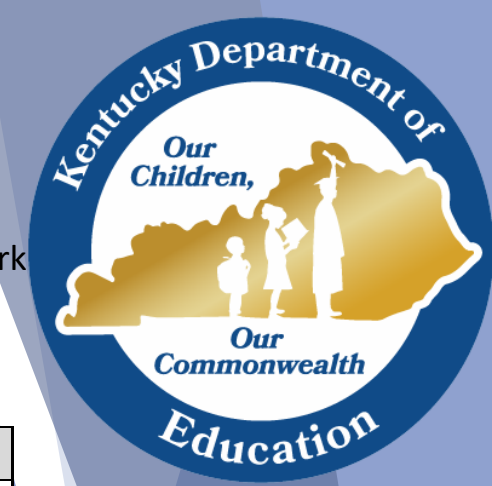
May include, but is not limited to: citizen, Classical Empire, democracy, hunter-gatherer societies, monarchy, monotheism, Neolithic Revolution, polytheism, republic, River Valley Civilization, theocracy

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

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



What this would like in practice:



What this would look like in practice

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

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

Opportunities for Cross Disciplinary Connections

Opportunities for Cross Disciplinary Connections

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



Disciplinary Clarifications

Grade 6: Disciplinary Clarifications and Instructional Support

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

Civics Disciplinary Strand

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



Draft *Kentucky Academic Standards* *Social Studies*



Questions?