

**Combined Curriculum Document  
Social Studies - High School**

**Big Idea: Cultures and Societies**

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

**Academic Expectations**

- 2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>
<p><b>SS-H-CS-U-1</b> Students will understand that culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.</p>	<p><b>SS-H-CS-S-1</b> Students will demonstrate an understanding of the nature of culture:</p> <ul style="list-style-type: none"> <li><b>a)</b> analyze cultural elements of diverse groups in the United States (Reconstruction to present)</li> <li><b>b)</b> describe how belief systems, knowledge, technology, and behavior patterns define cultures</li> <li><b>c)</b> analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</li> </ul> <p><b>SS-H-CS-S-5</b> Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p>	<p><b>SS-HS-2.1.1</b> Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). <b>DOK 2</b></p>

**Combined Curriculum Document  
Social Studies - High School**

	<p><b>SS-H-CS-S-4</b> Students will describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)</p> <p><b>SS-H-CS-S-5</b> Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)</p>	<p><b>SS-HS-2.3.2</b> Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p align="center"><b>DOK 2</b></p>
<p><b>SS-H-CS-U-5</b> Students will understand that a variety of factors promote cultural diversity in a society, a nation, and the world.</p>	<p><b>SS-H-CS-S-1</b> Students will demonstrate an understanding of the nature of culture:</p> <ul style="list-style-type: none"> <li>a) analyze cultural elements of diverse groups in the United States (Reconstruction to present)</li> <li>b) describe how belief systems, knowledge, technology, and behavior patterns define cultures</li> <li>c) analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements</li> </ul> <p><b>SS-H-CS-S-5</b> Students will compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-</p>	<p><b>SS-HS-2.1.1</b> Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p align="center"><b>DOK 2</b></p>

**Combined Curriculum Document  
Social Studies - High School**

	Internet, geographic tools, news media): <b>a)</b> interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region) <b>b)</b> analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity <b>c)</b> evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions <b>d)</b> explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)	<b>SS-HS-4.2.4</b> <i>Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</i>
<b>SS-H-G-U-3</b> Students will understand that human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.	<b>SS-H-G-S-4</b> Students will investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present): <b>a)</b> describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment <b>b)</b> interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)	<b>SS-HS-4.4.1</b> <i>Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</i>  <b>SS-HS-4.4.2</b> <i>Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</i>  <b>DOK 2</b>

**Combined Curriculum Document  
Social Studies - High School**

		<i>globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.</i>
<b>SS-H-G-U-6</b> Students will understand that citizens in an interdependent global community impact their physical environments through the use of land and other resources.	<b>SS-H-G-S-4</b> Students will investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present):  a) describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment  b) interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)	<b>SS-HS-4.4.2</b> Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present).  <b>DOK 2</b>
		<b>SS-HS-4.3.2</b> Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.  <b>DOK 2</b>
<b>SS-H-G-U-7</b> Students will understand that environmental changes and physical and human geographic factors have influenced world economic, political, and social conditions.	<b>SS-H-G-S-2</b> Students will investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):  a) interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem,	<b>SS-HS-4.2.4</b> Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).

**Combined Curriculum Document  
Social Studies - High School**

**Big Idea: Historical Perspective**

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

**Academic Expectations**

**2.20** Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

<b>Program of Studies: Understandings</b>	<b>Program of Studies: Skills and Concepts</b>	<b>Related Core Content for Assessment</b>
<p>All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era in both U.S. and World will include the following Understandings:</p> <p><b>SS-H-HP-U-1</b> Students will understand that history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze historical events.</p> <p><b>SS-H-HP-U-2</b> Students will understand that history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.</p> <p><b>SS-H-HP-U-3</b> Students will understand that geography and natural resources have a significant impact on historical perspectives and events.</p> <p><b>SS-H-HP-U-4</b> Students will understand that advances in research, science and technology have a significant impact on historical events, American society, and the global community.</p>	<p><b>SS-H-HP-S-1</b> Students will demonstrate an understanding of the interpretive nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p style="padding-left: 20px;">a) investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)</p> <p style="padding-left: 20px;">b) examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p>	<p><b>SS-HS-5.1.1</b> Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p style="text-align: right;"><b>DOK 3</b></p> <p><b>SS-HS-5.1.2</b> Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p style="text-align: right;"><b>DOK 3</b></p>

**Combined Curriculum Document  
Social Studies - High School**

		addressed these challenges.  <b>DOK 2</b>
<p><b>All of the following Understandings are grouped together in this document to reflect the conceptual nature of historical perspective. Each specific era in World will include the following Understandings:</b></p> <p><b>SS-H-HP-U-WC2</b> Students will understand that world civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.</p> <p><b>SS-H-HP-U-WC3</b> Students will understand that each era in the history of the world has social, political and economic characteristics.</p> <p><b>SS-H-HP-U-WC4</b> Students will understand that an increasingly interdependent world provides challenges and opportunities.</p>	<p><b>SS-H-HP-S-1</b> Students will demonstrate an understanding of the interpretive nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):</p> <p><b>a)</b> investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)</p> <p><b>b)</b> examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)</p> <p><b>SS-H-HP-S-2</b> Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts</p> <p><b>SS-H-HP-S-4</b> Students will research issues or interpret accounts of historical events in world history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts):</p> <p><b>a)</b> explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation</p> <p><b>b)</b> analyze how new ideas and</p>	<p><b>SS-HS-5.1.1</b> Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).</p> <p><b>DOK 3</b></p> <p><b>SS-HS-5.1.2</b> Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.</p> <p><b>DOK 3</b></p> <p><b>SS-HS-5.3.1</b> Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation.</p> <p><b>DOK 2</b></p> <p><b>SS-HS-5.3.2</b> Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.</p> <p><b>DOK 2</b></p>

**Combined Curriculum Document  
Social Studies - High School**

	technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world	<b>SS-HS-5.3.3</b> Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.
	<p><b>c)</b> investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long-range impacts on the modern world</p> <p><b>d)</b> examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)</p> <p><b>e)</b> analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East</p> <p><b>f)</b> examine how countries around the world have addressed the challenges of rapid social, political and economic changes during the second half of the 20th century (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances,</p>	<p><b>SS-HS-5.3.4</b> Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).</p> <p><b>DOK 3</b></p> <p><b>SS-HS-5.3.5</b> Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.</p> <p><b>DOK 3</b></p> <p><b>SS-HS-5.3.6</b> Students will explain how the second half of the 20th century was characterized by rapid social, political and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances,</p>