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# ***Pike County School District Standards Mastery Document***

Grades 9-12 Social Studies  
2021 1st Edition



**Pike County Schools  
Social Studies- Grades 9-12  
Standards Mastery Document**

**High School: Civics Standards**

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.

**Inquiry Practice- Questioning(Q)**

These are the questioning standards to be used with every high school civics standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) corresponds with the standard being taught.

<b>Standards</b>
<b>HS.C.I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.
<b>HS.C.I.Q.2</b> Generate supporting questions to develop knowledge, understanding and/or thinking relative to keep civics concepts framed by compelling questions.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW: Vocabulary:**

Rule of law  
Popular sovereignty  
Republicanism  
Federalism  
Separation of powers  
Checks and balances

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.C.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
- **HS.C.I.UE.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.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **HS.C.I.CC.1** Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.
- **HS.C.I.CC.2** Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to meaningful and/or investigative questions in civics.
- **HS.C.I.CC.3** Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supportive questions in civics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Civic and Political Institutions:HS.C.CP.2** Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.

**KNOW: Vocabulary**

Branches of Government  
State vs. National Powers  
Supreme Court Cases  
Constitutionality

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Civics and Political Institutions HS.C.CP.3** Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.

**KNOW: Vocabulary**

Democracy  
Theocracy  
Dictatorship  
Republic  
Monarchy

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Civics and Political Institutions HS.C.CP.4** Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.

**KNOW: Vocabulary**

Rule of Law

Due Process

Inalienable Rights

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.C.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Roles and Responsibilities of a Citizen HS.C.RR.1** Evaluate the civic responsibilities of individuals within a society.

**KNOW: Vocabulary**

Society

Civic Responsibilities

Civic Duties

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Roles and Responsibilities of a Citizen HS.C.RR.2** Explain how active citizens can affect the lawmaking process locally, nationally and internationally.

**KNOW: Vocabulary**

Lobbying  
Voting  
Protests  
Petitions

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW: Vocabulary**

Republicanism  
Common Law

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Civic Virtues and Democratic Principles 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.

**KNOW: Vocabulary**

Democratic Principles  
Civic Virtues  
Constitutional Rights  
Human Rights

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.C.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Civic Virtues and Democratic Principles 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.

**KNOW: Vocabulary**

Civil Rights  
Civil Disobedience  
Social Movement

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.C.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARD: Processes, Rules, and Laws HS.C.PR.1** Analyze the role of the three branches of government in the lawmaking process.

**KNOW**

Lawmaking Process

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARD: Processes, Rules, and Laws HS.C.PR.2** Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.

**KNOW**

Bureaucracy  
Elections  
Political Parties  
Interest Groups  
Media

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Processes, Rules, and Laws HS.C.PR.3** Evaluate intended and unintended consequences of public policies locally, nationally and internationally.

**KNOW: Vocabulary**

Public Policy

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Processes, Rules, and Laws HS.C.PR.4** Compare the domestic and foreign policies of the United States and other countries.

**KNOW**

Domestic Policy  
Foreign Policy  
Diplomats  
Treaties  
Tariffs  
Embargo

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARD: 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.

**KNOW**

Rule of Law  
Popular Sovereignty  
Separation of Powers  
Checks and Balances

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARD: Kentucky Government HS.C.KGO.2** Compare Kentucky's government to other states and to the federal government.

**KNOW**

Commonwealth vs. States  
Bi-Cameral  
Line-Item Veto  
Term Limits  
Districting

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.C.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARD: Kentucky Government HS.C.KGO.3** Describe how active citizens can affect change in their communities and Kentucky.

**KNOW**

Voting  
Protest  
Referendum  
Contacting Congressman  
Petition  
Lobby  
Use of Media

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**High School: Economics Standards**

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.

**Inquiry Practice- Questioning(Q)**

These are the questioning standards to be used with every high school economics standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) corresponds with the standard being taught.

<b>Standards</b>
<b>HS.E.I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key economic concepts.
<b>HS.E.I.Q.2</b> Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARD: 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.

**KNOW**

Competition

Perfect Competition

Monopolistic Competition

Oligopoly

Monopoly

Price

Quantity

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Microeconomics HS.E.MI.2** Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.

**KNOW: Vocabulary**

Supply and Demand  
Equilibrium Price  
Equilibrium Quantities

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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.
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**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Microeconomics HS.E.MI.3** Analyze the roles of product and factor markets.

**KNOW**

Product

Factor Markets

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

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**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Microeconomics HS.E.MI.4** Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.

**KNOW**

Consumers

Producers

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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.
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- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

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- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW**

Economic Freedom  
Economic Equity  
Full Employment  
Price Stability  
Security  
Efficiency

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Macroeconomics HS.E.MA.2** Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.

**KNOW: Vocabulary**

Competition

Government Regulation

Allocation

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Macroeconomics HS.E.MA.3** Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.

**KNOW: Vocabulary**

Externalities of Government

Market Failure

Fiscal Policy

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Macroeconomics HS.E.MA.4** Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.

**KNOW: Vocabulary**

Taxation and the Economy  
Government Spending Policy

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Macroeconomics HS.E.MA.5** Assess how interest rates influence borrowing and investing.

**KNOW: Vocabulary**

Interest  
Interest Rates  
Borrowing  
Investing  
Loans  
Credit  
Mortgages  
Credit Score

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Macroeconomics HS.E.MA.6** Assess the effectiveness of rules and laws that protect both consumers and producers.

**KNOW: Vocabulary**

Consumer/Producer Laws

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Macroeconomics HS.E.MA.7** Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.

**KNOW: Vocabulary**

Federal Reserve  
Monetary Policy  
Price Stability  
Inflation  
Deflation

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Specialization, Trade, 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.

**KNOW: Vocabulary**

Specialization of Trade  
Goods and Services

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Specialization, Trade, Interdependence HS.E.ST.2** Analyze the role of comparative advantage in international trade of goods and services.

**KNOW: Vocabulary**

Comparative Advantage

International Trade

Global Economy

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Specialization, Trade, Interdependence HS.E.ST.3** Explain how international economic trends and policies affect political, social and economic conditions in various nations.

**KNOW: Vocabulary**

International Economic Trends  
National Boycotts and Embargo  
Economic Sanctions  
Foreign Aid

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW: Vocabulary**

Scarcity

Trade-Offs

Opportunity Cost

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

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- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Incentives, Choices, and Decision Making HS.E.IC.2** Evaluate how individuals, organizations and governments respond to incentives in the decision making process.

**KNOW: Vocabulary**

Incentives

Decision Making

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

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- 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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Incentives, Choices, and Decision Making HS.E.IC.3** Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.

**KNOW: Vocabulary**

Cost-Benefit Analysis  
Marginal Cost

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

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- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Incentives, Choices, and Decision Making HS.E.IC.4** Evaluate how incentives determine what is produced and distributed in a competitive market system.

**KNOW: Vocabulary**

Competitive Market System

Market Economy

Capitalism

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Kentucky Economics - HS.E.KE.1** Explain the impact of varying market structures on profit, price and production in Kentucky.

**KNOW: Vocabulary**

Price

Profit

Production

Market Structure

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Kentucky Economics HS.E.KE.2** Analyze how national and international trends and policies impact Kentucky's state and local economies.

**KNOW: Vocabulary**

Economic Trends

National Policy

International Policy

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Kentucky Economics HS.E.KE.3** Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky's economy.

**KNOW: Vocabulary**

Gross Domestic Product  
Healthy Economy

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- 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 perspectives relevant to compelling and/or supporting questions in economics.
- HS.E.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.
- HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or compelling questions in economics.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**High School: Geography Standards**

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.

**Inquiry Practice- Questioning(Q)**

These are the questioning standards to be used with every high school geography standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) corresponds with the standard being taught.

<b>Standards</b>
<b>HS.G.I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.
<b>HS.G.I.Q.2</b> Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Migration and Movement HS.G.MM.1** Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.

**KNOW: Vocabulary**

Population Distribution

Migration Patterns

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Migration and Movement HS.G.MM.2** Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.

**KNOW: Vocabulary**

Spatial Distribution of Human Populations

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Human Connections and Interactions - 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.

**KNOW: Vocabulary**

Claim/Distribution of Resources

Cooperation

Conflict

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Human Connections and Interactions HS.G.HI.2** Analyze how cultural and economic decisions influence the characteristics of various places.

**KNOW: Vocabulary**

Culture

Economic Decisions

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Human Connections and Interactions HS.G.HI.3** Explain how people create natural and cultural regions to interpret Earth's complexity.

**KNOW: Vocabulary**

Natural and Cultural Regions

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Human Environment Interaction HS.G.HE.1** Assess the reciprocal relationship between physical environment and culture within local, national and global scales.

**KNOW: Vocabulary**

Physical Environment  
Cultural Environment  
Reciprocal Relationship

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Human Environment Interaction HS.G.HE.2** Analyze how human settlements are influenced by or influence the relationship between people and the environment.

**KNOW: Vocabulary**

Settlement Trends

5 Themes of Geography

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Geographic Reasoning HS.G.GR.1** Interpret the relationships among human and physical patterns and processes at local, national and global scales.

**KNOW: Vocabulary**

Human Patterns

Physical Patterns

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Geographic Reasoning HS.G.GR.2** Analyze how environmental factors influence population distributions from place to place.

**KNOW**

Population Distribution

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW**

Traditional Customs  
Generational Influence  
Bible Belt  
Rural vs. Urban

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Kentucky Geography HS.G.KGE.2** Explain how the geography of Kentucky influences the development of the state.

**KNOW: Vocabulary**

Bluegrass  
Appalachia  
Metropolitan

**DO: Investigating- Using Evidence: (use 1 or more of the following)**

- **HS.G.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
- **HS.G.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

**MASTERY: Communicating Conclusions: (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**High School: United States History Standards**

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

**United States History**

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

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Inquiry Practice- Questioning(Q)**

These are the questioning standards to be used with every high school history standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) corresponds with the standard being taught.

<b>Standards</b>
<b>HS.UH.I.Q.1</b> Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.
<b>HS.UH.I.Q.2</b> Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW: Vocabulary**

Diverse Groups

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity HS.UH.CH.2** Analyze changes to economic policies, the size of government and the power of government between 1890-1945.

**KNOW: Vocabulary**

Progressive Era  
Age of Imperialism  
Federal Reserve  
New Freedom  
Free Enterprise  
Capitalism  
High Tariffs  
Laissez Faire  
New Deal

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity 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.

**KNOW: Vocabulary**

Agrarian  
Industrial  
Federal Reserve  
Property Rights  
Legal System  
Corporations

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity 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.

**KNOW: Vocabulary**

Income  
Working Conditions  
Labor Laws  
Labor Unions

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARDS: Change and Continuity HS.UH.CH.5** Analyze the impact of technology and new ideas on American culture from 1877- present.

**KNOW**

Technology  
Pure Agrarian Society  
Advanced Agrarian Society  
Industrial Era

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity HS.UH.CH.6** Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.

**KNOW: Vocabulary**

Middle East Crisis

Global Terrorism

Rise/Influence of Social Media

Technological Revolution

Global Economy (NAFTA, NATO)

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.UH.CE.1** Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.

**KNOW: Vocabulary**

Rural vs. Urban Communities

New Deal - Works Programs

Labor Laws

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.UH.CE.2** Analyze the events that caused the United States to emerge as a global power between 1890-1991.

**KNOW: Vocabulary**

Spanish-American War  
Yellow Journalism  
World War I and II  
Cold War

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.UH.CE.3** Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.

**KNOW: Vocabulary**

Boom and Bust

Government Intervention and Social Response

Recession

Depression

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.UH.CE.4** Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.

**KNOW: Vocabulary**

Inflation

Deflation

Gross Domestic Product (GDP)

Unemployment

Bull and Bear Market

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.UH.CE.5** Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.

**KNOW: Vocabulary**

Discrimination

Civil Rights

Civil Disobedience

Segregation vs. Desegregation

Civil Organizations (ACLU, NAACP)

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARDS: Cause and Effect HS.UH.CE.6** Analyze how global interactions impacted American culture and society from 1890-present.

**KNOW: Vocabulary**

Immigration

Imperialism

Trade Agreements

Global Conflict (World Wars, Cold War, Terrorism)

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise HS.UH.CO.1** Explain the impact of U.S. expansion at home and abroad between 1877-1929.

**KNOW: Vocabulary**

Imperialism (Military/Economic Protectorate)  
Immigration  
Statehood  
Territory  
Annexation  
Social Darwinism

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.
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- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standards: Conflict and Compromise HS.UH.CO.2** Evaluate domestic responses to migration and immigration in the United States from 1877-present.

**KNOW: Vocabulary**

Domestic  
Immigration Laws  
Migration vs. Immigration  
Nativism

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise 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.

**KNOW: Vocabulary**

Spanish American War  
World War I  
Interwar Years  
World War II  
Global Conflict and Compromise

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

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- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise 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.

**KNOW: Vocabulary**

Cold War

Communism vs Democracy

Capitalism vs Socialism

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.
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- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise 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.

**KNOW: Vocabulary**

Global Political/Economic Society (NATO, NAFTA)  
Social, Political, Economic Terrorism

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Kentucky History HS.UH.KH.1** Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.

**KNOW: Vocabulary**

Global Society

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.UH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in U.S. history.
- **HS.UH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in U.S. history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**High School: World History Standards**

The world history standards engage students in historical thinking focused on the Pre-Modern era to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Starting in the period 1300 through 1450, the Regional Transformation and Consolidation era develops many of the foundations of world history by requiring students to explore empires around the world and their early prominence on the world stage. The period 1450 through 1750, the Transregional and Global Interactions era, covers the global integration of ideas and movement by connecting major trends in world history like the Renaissance, Exploration and the Enlightenment. The next period, 1750 to 1900, covers the Political and Economics Revolutions era by developing many of the crucial concepts that lead to a need for more resources and the corresponding global competition. In the period 1900 to 1945, the standards cover Global Conflict through looking at the World Wars, other conflicts and how changes on the global scale attempted to prevent future conflicts. The final period, 1945 to the present, focuses on the Cold War, Decolonization and the Modern World while covering many of the changing cultural components of the present age. The standards are designed to develop students' knowledge of important social studies concepts (e.g., people, places, events, ideas and documents) and their use of disciplinary thinking skills in world history. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

**World History**

1300 - 1450 Regional Transformation and Consolidation

1450 - 1750 Transregional and Global Interactions

1750 - 1900 Political and Economic Revolutions

1900 - 1945 Global Conflict

1945 - Present Cold War, Decolonization and the Modern World

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Inquiry Practice- Questioning(Q)**

These are the questioning standards to be used with every high school world history standard in order to help students achieve mastery. All of these will not be used with every standard. The teacher must decide which one(s) corresponds with the standard being taught.

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

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARDS: Change and Continuity** - 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.

**KNOW**

Empire

Age of Empires (Geographic Relationships)

**DO: Using Evidence: (use 1 or more of the following)**

- HS.WH.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- HS.WH.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- HS.WH.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.
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- 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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity 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.

**KNOW:Vocabulary**

Renaissance  
Age of Enlightenment  
Reformation  
Wars of Religion  
Empire vs Nation-State vs Global Region

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
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- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity 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.

**KNOW: Vocabulary**

Indian Ocean Maritime System

Trans-Saharan System

Silk Road

Atlantic System

Relationships between Technology, Communication, and Travel

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

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- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity HS.WH.CH.4** Analyze the connections between industrialization and the development of total war between 1900-1950.

**KNOW: Vocabulary**

Industry and Technology

Total War

Women in Industry

War Effort

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

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- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity 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.

**KNOW: Vocabulary**

Triangular Trade  
Penal Colonies  
Indentured Servants  
Immigration Labor

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

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- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity 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.

**KNOW: Vocabulary**

Global Regions  
Monarchies, Absolutism, Democracy  
Global Revolution  
Global Civil War

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Change and Continuity 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.

**KNOW: Vocabulary**

Global Trade

Outsourcing

Raw Materials

Military Protection and Economic Support

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW: Vocabulary**

Silk Roads

Trans Saharan Trade Routes

Indian Ocean Maritime System

Plague

Airborne Pathogens

Push-Pull Factors

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.WH.CE.2** Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.

**KNOW: Vocabulary**

Exploration  
Colonization

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect 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.

**KNOW: Vocabulary**

Demographic  
Migration  
Plantation  
Racial Divide  
Agrarian Society  
Sharecropping  
Tenant Farming  
Generational Norms  
Economic Inequalities

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.WH.CE.4** Analyze causes and effects of political revolutions in multiple global regions from 1750-present.

**KNOW: Vocabulary**

Political Revolutions

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.WH.CE.5** Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.

**KNOW: Vocabulary**

Cause and Effect  
Industrialization  
Urbanization  
Domestic Migration

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**STANDARDS: Cause and Effect HS.WH.CE.6** Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.

**KNOW: Vocabulary**

Imperialism  
Trade  
Immigration  
Migration

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.WH.CE.7** Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.

**KNOW: Vocabulary**

Imperial Relationships and Protectorates  
Military Allies  
Economic Allies

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.WH.CE.8** Determine the causes of the World Wars and their global effects between 1900-1945.

**KNOW: Vocabulary**

MAINA

Changes in Political Geography

Rise of Superpowers

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Cause and Effect HS.WH.CE.9** Analyze the causes of Decolonization, methods of gaining independence and geopolitical impacts of new nation-states from 1945-present.

**KNOW: Vocabulary**

Imperial Relationships and Protectorates  
Military Allies  
Economic Allies  
Geo-Political  
New Nations

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: 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.

**KNOW: Vocabulary**

Inter-regional  
Intra-regional  
Empire

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise HS.WH.CO.2** Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.

**KNOW: Vocabulary**

Imperialism  
Industrial Desire for Raw Materials  
World Wars  
Expansionist

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise HS.WH.CO3** Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.

**KNOW: Vocabulary**

Super Power

Rivalries

Important International Organizations

Political Alliance

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise HS.WH.CO.4** Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.

**KNOW: Vocabulary**

Collaboration

Compromise

NATO

NAFTA

United Nations

G-Summits

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise HS.WH.CO.5** Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.

**KNOW: Vocabulary**

Communication

Technology

Tele-Communication

Internet

Social Media

International Travel

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

**Standard: Conflict and Compromise 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.

**KNOW: Vocabulary**

Protest

Uprising

Social Media Campaign

Boycott

Terrorism

Guerilla Warfare

Sit-In

Rally

March

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.



**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

- **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.

**Standard: Conflict and Compromise HS.WH.KH.1** Describe the impact of world history on Kentuckians and how Kentucky impacted the world.

**KNOW: Vocabulary**

State Kentuckians

Regional Kentuckians

National Kentuckians

Global Kentuckians

Economic Contributions

Technological Contributions

**DO: Using Evidence: (use 1 or more of the following)**

- **HS.WH.I.UE.1** Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.2** Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling/supporting questions in world history.
- **HS.WH.I.UE.3** Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling/supporting questions in world history.

**MASTERY: Communicating Conclusions (Students must score 80% mastery on two or more in order to obtain mastery of this standard)**

- **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.

**Pike County Schools**  
**Social Studies- Grades 9-12**  
**Standards Mastery Document**

- **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.