

Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect (continued)	HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945. <i>(continued)</i>	<p>This reticence on the part of free market democracies, including the policy of isolation and non-interference by the United States, emboldened authoritarian governments like that of Germany, Italy and Japan to push their imperial boundaries and expand, ultimately leading to WWII, first in the Pacific and later in Europe and Africa. Economically, the traditional European powers were undermined as two new global powers with antagonistic worldviews, the United States and the Union of Soviet Socialist Republics (USSR), emerged. Socially, the cost of total war led all members of nation-states to become necessary. As nation-states called upon citizens to take part in the war effort, citizens began to push nation-states to recognize and protect their rights. For example, the origin of the many aspects of the women’s rights, labor and civil rights movements trace their roots to the role these citizens played in helping win WWII.</p>
	HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present.	<p>Not only were there catastrophic demographic results of World Wars, as whole generations were decimated, but also the foundations of the European world order, which had dominated throughout the 1800s, were eroded. Millions of colonial peoples were drafted or volunteered to fight during both WWI and WWII. Having helped the mother-nation fight, they expected a reward of greater autonomy back home. In places like colonial India, however, independence was not granted.</p> <p>Over time, a separate national identity emerged, and pushing for national sovereignty became the norm, especially after WWII, as European colonial empires fell apart under the weight of Europe’s economic collapse. Empires became an antiquated idea as the modern map of nation-states we see in today’s world emerged. Methods from non-violence (as in India) and negotiation (as in Ghana) to violent revolution (as in Kenya) were used as colonial people demanded freedom and independence. These new nations changed the geopolitical landscape, with rival Cold War powers seeking influence within them and, in some cases, became the battle grounds upon which the proxy wars of the Cold War were fought, as in Korea and Vietnam.</p>

The identified disciplinary clarifications are possible suggestions; they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Concepts and Practices	Standard	Disciplinary Clarifications
<p>H: Conflict and Compromise</p>	<p>HS.WH.CO.1 Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.</p>	<p>Interactions between groups have always been a driver of change and development. In the period 1300-1750, interactions between and among peoples increased, leading to exchanges of technology, ideas, cultures and people. In the early part of the era, the Ottoman Empire was a bridge between multiple world regions as its territory extended from Eastern Europe and North Africa through the Middle East and into Central Asia. With its cosmopolitan trading hub and political capital at Istanbul, it was well-placed to link the economic producers of luxury goods in Asia with the less advanced economies of Europe, which was a primary consumer of Asian luxuries in the period. This exchange of goods allowed tax revenue to flow into the Ottoman capital, which in turn fostered their military strength and conquests as well as their cultural achievements, for example, the building of the Blue Mosque. In the middle and later portion of the era, the opening of the Atlantic System led to huge changes as streams of cultural influence between Europeans, American Indians and Africans intersected in the Americas. A new, hybrid culture emerged, with contributions from all three populations.</p>
	<p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions. (see “continued”)</p>	<p>The change from land-based, contiguous empires before 1750 to transoceanic industrial empires after 1750 created a new era of conflict. As industrialization took root in Europe, modernizing weapons, transportation and communication, the ability to project power increased. This led nations like Britain and France to seek empires overseas, and the conquest of older, land-based empires like that of Mughal India in 1857 and the take-over less-centralized or modernized regions like that of Congo by Belgium during the late-1800s Scramble for Africa occurred. In other areas, industrialized nations rapidly expanded their borders, taking land from indigenous peoples, as in the case of Russia expanding east through Siberia to the Pacific Ocean or the United States expanding West through the Great Plains and Rocky Mountains to the Pacific Ocean.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Conflict and Compromise <i>(continued)</i>	HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions. <i>(continued)</i>	<p>In the early 1900s, tensions between imperialist powers erupted in events like the Fashoda Incident between Britain and France and the Morocco crises between Germany and France, leading to the outbreak of WWI in 1914. During the Interwar Period, expansionist Japanese policies led to the subjugation of Korea as well as Northern China, while Germany sought “lebensraum” through the takeover of parts of Czechoslovakia and finally, Poland, which led to the outbreak of WWII.</p>
	HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.	<p>Two major powers remained following the end of WWII, the United States and the USSR, which had been allies during that conflict. However, ideological divides and the desire to spread these ideologies through global dominance, led to the start of the Cold War. Known as the First World, the United States and its allies made up one side of the conflict. Known as the Second World, the Soviet Union and its allies made up the other side of the conflict. Caught in the middle was the Third World, locations which were not fully aligned with one side or the other. Based on two rival alliance systems, NATO and the Warsaw Pact, both the First World and the Second World sought to establish their hegemony in the Third World through soft power like economic policies and aid, political sway and cultural influence. In addition to soft power, hard power was used to establish control as proxy wars were fought in places as varied as Korea, Afghanistan, Nicaragua and Angola.</p>
	HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.	<p>Among Third World Nations, an international Non-Aligned Movement was created by leaders like those of Ghana and Egypt, which tried to increase solidarity and cooperation among non-aligned nations. Other international organizations formed the basis of First World power, like the World Bank and the International Monetary Fund (IMF), both created at the Bretton Woods Convention following WWII. Other organizations, like the United Nations, the International Atomic Energy Agency, promoted cooperation and de-escalation, with mixed results. These organizations, along with other international cooperative agreements like United Nations Children's Fund (UNICEF) and the World Trade Organization (WTO), have had both successes and failures.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Conflict and Compromise <i>(continued)</i>	HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.	<p>While measures of world health have sharply increased and global poverty has sharply decreased, some critique these global organizations as anti-democratic or holdovers of colonial power.</p> <p>The period began with advancements like the use of petroleum-powered combustion engines on ships, the laying of the enhanced transatlantic telegraph cables and effective international financial organizations and has evolved to include cheap and safe international air travel, the internet, cloud computing and global manufacturing systems. Container ships send goods efficiently across the globe from producers to consumers who are inextricably linked through economic interconnection. While globally all parties have seen incomes rise through these changes, within nations, economic disparities have increased. This has led both to enhanced cooperation, as distributed manufacturing and service systems have become standard, as well as to increasing tensions, as protectionist economic policies are sometimes instituted by governments seeking to stabilize the social and economic fabric of their nation.</p>
	HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945-present.	<p>The global order which emerged after WWII includes the belief in free market economics and democratic government systems with civil rights for citizens, rooted in popular sovereignty and the separation of religious and political authority. Economically bolstered by the IMF and World Bank and politically backed by norms established by international groups like the United Nations (UN) and the International Court of Justice (ICJ), the global order is primarily based upon the ideological values of the United States and its democratic allies and is backed by U.S. military and economic power through organizations like NATO. During the Cold War, this order was challenged by the USSR, which sought to have its own ideology of Communism become the global norm.</p>

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Concepts and Practices	Standard	Disciplinary Clarifications
H: Conflict and Compromise <i>(continued)</i>	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. <i>(continued)</i>	While these efforts ultimately failed following the collapse of the USSR in 1991, there are still challengers to this established order among both state and non-state actors. In foreign policy, powers like post-Cold War Russia seek to enhance their power and prestige by undermining American authority in places like Crimea and Syria while stirring dissention between democratic governments. Economically, newly powerful actors like China seek to expand their influence by tapping into the power their wealth and military hold. Both of these states are authoritarian in nature, posing a challenge to the United States and the democratic, free-trade ideals it seeks to promote. Among non-state actors are groups seeking greater social justice, who often use peaceful methods like boycotts, protests and social media awareness to promote their causes. Also included in non-state actors are fundamentalist groups like Islamic State, which seek to upend the norm of separation of church and state and instead create states founded on religious compulsion. Terrorist groups like these often use random violence in the hope that liberal democratic governments like the United States will become destabilized.
H: Kentucky History	HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world. HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.	Many Kentuckians have contributed to legislative efforts, reform movements, and global conflicts and compromises in impactful ways. Some examples include, but are not limited to: Cassius Marcellus Clay served as United States Minister to Russia where he was instrumental in ensuring that Russia did not recognize the South as an independent nation; Muhammed Ali became a global influence as a result of his fight for civil rights and humanitarian work; Dr. Liliayce Akers served the United Nations in many roles, including a representative to the Commission on Women; Mary Willie Arvin was a nurse who received honors from three allied countries for service during World War I.

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Appendix A: Kindergarten through High School Progressions

The *Kentucky Academic Standards for Social Studies* is organized in progressions from kindergarten through high school by grade level, inquiry practice, discipline, and concepts and practices.

Inquiry Progressions

Inquiry Progression: Questioning

The development of two types of questions—compelling and supporting—is essential to the study of each social studies discipline. Compelling questions are open-ended, enduring and centered on significant unresolved issues. Supporting questions can be answered through use of the concepts and practices of each social studies discipline. Within this document, the inquiry practice of Questioning is coded as “Q.”

Grade Level	Standards
Kindergarten	K.I.Q.1 Ask compelling questions about their community.
Grade 1	1.I.Q.1 Ask compelling questions about communities in Kentucky. 1.I.Q.2 Identify supporting questions to investigate compelling questions about communities in Kentucky.
Grade 2	2.I.Q.1 Ask compelling questions about communities found in North America. 2.I.Q.2 Identify supporting questions that help answer compelling questions about communities found in North America.
Grade 3	3.I.Q.1 Ask compelling questions about the interactions of diverse groups of people. 3.I.Q.2 Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.
Grade 4	4.I.Q.1 Ask compelling questions about migration and settlement. 4.I.Q.2 Develop supporting questions to answer compelling questions about migration and settlement.
Grade 5	5.I.Q.1 Ask compelling questions about the founding of the United States. 5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States. 5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.

Grade Level	Standards
High School: Geography	<p>HS.G.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key geographic concepts.</p> <p>HS.G.I.Q.2 Generate supporting questions to develop knowledge, understanding and thinking relative to key geographic concepts framed by compelling questions.</p>
High School: United States History	<p>HS.UH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in U.S. history.</p> <p>HS.UH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in U.S. history framed by compelling questions.</p>
High School: World History	<p>HS.WH.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key concepts in world history.</p> <p>HS.WH.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key concepts in world history framed by compelling questions.</p>
Grade 6	<p>6.I.Q.1 Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE.</p> <p>6.I.Q.2 Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE.</p> <p>6.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>
Grade 7	<p>7.I.Q.1 Develop compelling questions, focusing on the growth and expansion of civilizations from 600–1600.</p> <p>7.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions related to the growth and expansion of civilizations between 600-1600.</p> <p>7.I.Q.3 Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.</p>

Grade Level	Standards	
Grade 8	8.I.Q.1	Develop compelling questions related to the development of the United States between 1600-1877.
	8.I.Q.2	Generate supporting questions using the disciplines of social studies to help answer compelling questions in early U.S. history.
	8.I.Q.3	Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
High School: Civics	HS.C.I.Q.1	Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.
	HS.C.I.Q.2	Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.
High School: Economics	HS.E.I.Q.1	Generate compelling questions to frame thinking, inquiry and/or understanding of key economic concepts.
	HS.E.I.Q.2	Generate supporting questions to develop knowledge, understanding and thinking relative to key economic concepts framed by compelling questions.

Inquiry Progression: Using Evidence

All valid claims must be based on logical evidence. In order for students to construct coherent arguments and explanations using their understanding of the social studies disciplines, they must understand how to substantiate those claims using evidence. This skill requires students to collect, evaluate and synthesize evidence from primary and secondary sources to develop and support a claim. Within this document, the inquiry practice of Using Evidence is coded as “UE.”

Grade Level	Standards	
Kindergarten	K.I.UE.1	Identify information from two or more sources to investigate characteristics of a community.
	K.I.UE.2	Construct responses to compelling questions about oneself and one’s community.
Grade 1	1.I.UE.1	Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.
	1.I.UE.2	Construct responses to compelling and supporting questions about communities in Kentucky.
Grade 2	2.I.UE.1	Identify characteristics of primary and secondary sources.
	2.I.UE.2	Determine whether the evidence in primary and secondary sources is fact or opinion.
	2.I.UE.3	Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it.
	2.I.UE.4	Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.
Grade 3	3.I.UE.1	Describe how multiple perspectives shape the content and style of a primary and secondary source.
	3.I.UE.2	Explain the relationship between two or more sources on the same theme or topic.
	3.I.UE.3	Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.

Grade Level	Standards	
Grade 4	4.I.U.E.1	Integrate evidence from two or more sources to answer compelling and supporting questions.
	4.I.U.E.2	Determine the value and limitations of primary and secondary sources.
	4.I.U.E.3	Develop claims with evidence to answer compelling and supporting questions.
Grade 5	5.I.U.E.1	Use evidence to develop claims in response to compelling and supporting questions.
	5.I.U.E.2	Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.
	5.I.U.E.3	Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.
Grade 6	6.I.U.E.1	Develop claims, citing relevant evidence, in response to compelling and supporting questions.
	6.I.U.E.2	Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.
	6.I.U.E.3	Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.
Grade 7	7.I.U.E.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	7.I.U.E.2	Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.
	7.I.U.E.3	Gather relevant information from multiple sources while using the origin, authority, structure and context of the sources to guide the selection to answer compelling and supporting questions.

Grade Level	Standards	
Grade 8	8.I.U.E.1	Use multiple sources to develop claims in response to compelling and supporting questions.
	8.I.U.E.3	Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.
	8.I.U.E.2	Gather relevant information from multiple sources while using the origin, authority, structure, context and corroborative value of the sources to guide the selection to answer compelling and supporting questions.
High School: Civics	HS.C.I.U.E.1	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
	HS.C.I.U.E.2	Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.
	HS.C.I.U.E.3	Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.
High School: Economics	HS.E.I.U.E.1	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.
	HS.E.I.U.E.2	Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in economics.
	HS.E.I.U.E.3	Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in economics.
High School: Geography	HS.G.I.U.E.1	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
	HS.G.I.U.E.2	Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in geography.
	HS.G.I.U.E.3	Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in geography.

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

Inquiry Progression: Communicating Conclusions

A student’s ability to effectively communicate their own conclusions and listen carefully to the conclusions of others can be considered a capstone of social studies disciplinary practices. Traditional products such as essays, reports, tables, diagrams, graphs, multimedia presentations and discussions can be used to share conclusions with a variety of audiences. In a world of ever-expanding communication opportunities inside and outside their school walls, students should also be able to utilize newer media forms in order to share their conclusions and hear the voices of those whose conclusions may be different. Within this document, the inquiry practice of Communicating Conclusions is coded as “CC.”

Grade Level	Standards	
Kindergarten	K.I.CC.1	Construct an explanation about their community’s civic life, history, geography and/or economy.
	K.I.CC.2	Construct an argument to address a problem in the classroom or school.
	K.I.CC.3	Identify ways to civically engage at school.
	K.I.CC.4	Use listening skills to decide on and take action in their classrooms.
Grade 1	1.I.CC.1	Construct an explanation about a specific community in Kentucky.
	1.I.CC.2	Construct an argument with reasons to address how to improve the local community and Kentucky.
	1.I.CC.3	Identify ways to civically engage in the local community.
	1.I.CC.4	Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.
Grade 2	2.I.CC.1	Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.
	2.I.CC.2	Construct an argument with reasons and details to address a civic issue on a community in North America.
	2.I.CC.3	Identify ways to civically engage in Kentucky.
	2.I.CC.4	Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky.
Grade 3	3.I.CC.1	Construct an explanation, using relevant information, to address a local, regional or global problem.
	3.I.CC.2	Construct an argument with reasons and supporting evidence, to address a local, regional or global problem.

Grade Level	Standards	
Grade 3 (continued)	3.I.CC.3	Identify strategies to address local, regional or global problems.
	3.I.CC.4	Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems.
Grade 4	4.I.CC.1	Construct an explanation, using reasoning and relevant information, to examine the causes and effects of an issues around migration and settlement.
	4.I.CC.2	Construct an argument with reasons and supporting evidence on the challenges and opportunities people face when transitioning to a new community.
	4.I.CC.3	Describe different strategies that can be taken to address issues of migration and settlement.
	4.I.CC.4	Use listening and consensus-building to determine ways to support people in transitioning to a new community.
Grade 5	5.I.CC.1	Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.
	5.I.CC.2	Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.
	5.I.CC.3	Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.
	5.I.CC.4	Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.
Grade 6	6.I.CC.1	Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the development of civilizations.
	6.I.CC.2	Construct arguments, using claims and evidence from multiple credible sources, while acknowledging the strengths and limitations of the arguments, to address how a specific problem can manifest itself at local, regional and global levels over time.
	6.I.CC.3	Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations

Grade Level	Standards
Grade 6 (continued)	<p>6.I.CC.4 Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> <p>6.I.CC.5 Describe a specific problem from the development of civilizations using each of the social studies disciplines.</p>
Grade 7	<p>7.1.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations concerning the growth and expansion of civilizations.</p> <p>7.1.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional and global levels over time, identifying its characteristics and causes and the challenges and opportunities faced by those trying to address the problem.</p> <p>7.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.</p> <p>7.I.CC.4 Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.</p> <p>7.I.CC.5 Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.</p>
Grade 8	<p>8.I.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.</p> <p>8.I.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.</p> <p>8.I.CC.3 Evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.</p> <p>8.I.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.</p> <p>8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>

Grade Level	Standards
High School: Civics	<p>HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in civics.</p>
High School: Economics	<p>HS.E.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in economics.</p> <p>HS.E.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in economics.</p>
High School: Geography	<p>HS.G.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in geography.</p> <p>HS.G.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in geography.</p>
High School: United States History	<p>HS.UH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in U.S. history.</p> <p>HS.UH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in U.S. history.</p>

Grade Level	Standards
High School: World History	<p>HS.WH.I.CC.1 Engage in meaningful discussions/democratic discourse and respect diverse opinions relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling/supporting questions in world history.</p> <p>HS.WH.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling/supporting questions in world history.</p>

Civics Progressions

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

Civics Progressions by Grade Level

Kindergarten

Concepts and Practices	Standards
C: Civic and Political Institutions	K.C.CP.1 Explain the purpose of local government.
C: Roles and Responsibilities of a Citizen	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings.
	K.C.RR.2 Identify symbols and events that represent American patriotism.
C: Civic Virtues and Democratic Principles	K.C.CV.1 Explain ways people can work together effectively to make decisions.
C: Processes, Rules and Laws	K.C.PR.1 Identify examples of rules that apply in the school and community, and explain why they exist.
	K.C.PR.2 Describe consequences of following or not following rules.
C: Kentucky Government	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities.
	K.C.KGO.2 Identify local and Kentucky state symbols and events.

Grade 1

Concepts and Practices	Standards
C: Civic and Political Institutions	1.C.CP.1 Describe the purpose of Kentucky government.
C: Roles and Responsibilities of a Citizen	1.C.RR.1 Identify the rights and responsibilities of citizens.

Concepts and Practices	Standards
C: Civic Virtues and Democratic Principles	1.C.CV.1 Describe basic democratic principles. 1.C.CV.2 Describe civic virtues.
C: Processes, Rules and Laws	1.C.PR.1 Investigate rules and laws in Kentucky to understand their purpose.
C: Kentucky Government	1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities. 1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.

Grade 2

Concepts and Practices	Standards
C: Civic and Political Institutions	2.C.CP.1 Explain the need for civic and political structures in North America. 2.C.CP.2 Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
C: Roles and Responsibilities of a Citizen	2.C.RR.1 Describe the importance of civic participation. 2.C.RR.2 Compare the rights and responsibilities of citizens in North America.
C: Civic Virtues and Democratic Principles	2.C.CV.1 Evaluate how civic virtues guide governments, societies and communities. 2.C.CV.2 Evaluate how democratic principles guide governments, societies and communities.
C: Processes, Rules and Laws	2.C.PR.1 Describe how societies changed and continue to change through processes, rules and laws in North America.
C: Kentucky Government	2.C.KGO.1 Describe how Kentucky's laws change over time.

Grade 3

Concepts and Practices	Standards
C: Civic and Political Institutions	3.C.CP.1 Explain the basic purposes and functions of differing governing bodies in the world. 3.C.CP.2 Compare how diverse societies govern themselves.

Concepts and Practices	Standards	
C: Roles and Responsibilities of a Citizen	3.C.RR.1	Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
C: Civic Virtues and Democratic Principles	3.C.CV.1	Compare civic virtues and democratic principles within a variety of diverse world communities.
C: Processes, Rules and Laws	3.C.PR.1	Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.

Grade 4

Concepts and Practices	Standards	
C: Civic and Political Institutions	4.C.CP.1	Describe diverse forms of self-government used by various groups in Colonial America.
	4.C.CP.2	Compare the political form of monarchy with the self-governing system developed in Colonial America.
C: Roles and Responsibilities of a Citizen	4.C.RR.1	Describe the importance of civic participation, and locate examples in past and current events.
C: Civic Virtues and Democratic Principles	4.C.CV.1	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles.
C: Processes, Rules and Laws	4.C.PR.1	Describe the processes people use to change rules and laws.
C: Kentucky Government	4.C.KGO.1	Explain how the development of rules improves communities and attempts to meet the needs of citizens.

Grade 5

Concepts and Practices	Standards
C: Civic and Political Institutions	5.C.CP.1 Analyze the development and establishment of the U.S. federal government.
	5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.
	5.C.CP.3 Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.
C: Roles and Responsibilities of a Citizen	5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.
	5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.
C: Civic Virtues and Democratic Principles	5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.
C: Processes, Rules and Laws	5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.
C: Kentucky Government	5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.

Grade 6

Concepts and Practices	Standards
C: Civic and Political Institutions	6.C.CP.1 Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
	6.C.CP.2 Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
	6.C.CP.3 Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
C: Roles and Responsibilities of a Citizen	6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.

Concepts and Practices	Standards
C: Civic Virtues and Democratic Principles	6.C.CV.1 Analyze how historical, economic, geographic and cultural characteristics influence social and government structures in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
C: Processes, Rules and Laws	6.C.PR.1 Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Grade 7

Concepts and Practices	Standards
C: Civic and Political Institutions	7.C.CP.1 Compare political institutions and their impacts on people in empires between 600-1600.
C: Roles and Responsibilities of a Citizen	7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.
C: Civic Virtues and Democratic Principles	7.C.CV.1 Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.
C: Processes, Rules and Laws	7.C.PR.1 Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.

Grade 8

Concepts and Practices	Standards
C: Civic and Political Institutions	8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.
	8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.

Concepts and Practices	Standards	
C: Civic and Political Institutions <i>(continued)</i>	8.C.CP.3	Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.
C: Roles and Responsibilities of a Citizen	8.C.RR.1	Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.
	8.C.RR.2	Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.
	8.C.RR.3	Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.
C: Civic Virtues and Democratic Principles	8.C.CV.1	Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.
C: Processes, Rules and Laws	8.C.PR.1	Explain the relationship between federalism and local, state and national governments.
	8.C.PR.2	Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.
C: Kentucky Government	8.C.KGO.1	Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.

High School

Concepts and Practices	Standards	
C: Civic and Political Institutions	HS.C.CP.1	Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.
	HS.C.CP.2	Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.

Concepts and Practices	Standards	
C: Civic and Political Institutions <i>(continued)</i>	HS.C.CP.3	Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.
	HS.C.CP.4	Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.
C: Roles and Responsibilities of a Citizen	HS.C.RR.1	Evaluate the civic responsibilities of individuals within a society
	HS.C.RR.2	Explain how active citizens can affect the lawmaking process locally, nationally and internationally.
C: Civic Virtues and Democratic Principles	HS.C.CV.1	Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.
	HS.C.CV.2	Assess how the expansion of civic virtues, democratic principles, constitutional rights and human right influence the thoughts and actions of individuals and groups.
C: Civic Virtues and Democratic Principles	H.C.CV.3	Analyze the impact of the efforts of individuals and reform movements on the expansion of civil right and liberties locally, nationally and internationally.
C: Processes, Rules and Laws	HS.C.PR.1	Analyze the role of the three branches of government in the lawmaking process.
	HS.C.PR.2	Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.
	HS.C.PR.3	Evaluate intended and unintended consequences of public policies locally, nationally and internationally
	HS.C.PR.4	Compare the domestic and foreign policies of the United States and other countries.
C: Kentucky Government	HS.C.KGO.1	Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.
	HS.C.KGO.2	Compare Kentucky’s government to other states and to the federal government
	HS.C.KGO.3	Describe how active citizens can affect change in their communities and Kentucky.

Civics Progression: Civic and Political Institutions

Knowledge of law, politics and government is essential to understanding the important institutions of society and the principles these institutions are intended to reflect. Within this document, the Civic and Political Institution Concepts and Practices is coded as “CP.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	C: Civic and Political Institutions	K.C.CP.1	Explain the purpose of local government.
Grade 1	C: Civic and Political Institutions	1.C.CP.1	Describe the purpose of Kentucky government.
Grade 2	C: Civic and Political Institutions	2.C.CP.1	Explain the need for civic and political structures in North America.
Grade 2	C: Civic and Political Institutions	2.C.CP.2	Explain that the functions of effective government are to create order, establish justice and meet the needs of their citizens.
Grade 3	C: Civic and Political Institutions	3.C.CP.1	Explain the basic purposes and functions of differing governing bodies in the world.
Grade 3	C: Civic and Political Institutions	3.C.CP.2	Compare how diverse societies govern themselves.
Grade 4	C: Civic and Political Institutions	4.C.CP.1	Describe diverse forms of self-government used by various groups in Colonial America.
Grade 4	C: Civic and Political Institutions	4.C.CP.2	Compare the political form of monarchy with the self-governing system developed in Colonial America.
Grade 5	C: Civic and Political Institutions	5.C.CP.1	Analyze the development and establishment of the U.S. federal government.
Grade 5	C: Civic and Political Institutions	5.C.CP.2	Analyze the structure of the U.S. government, including separation of power and its system of checks and balances.
Grade 5	C: Civic and Political Institutions	5.C.CP.3	Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.

Grade Level	Concepts and Practices	Standards	
Grade 6	C: Civic and Political Institutions	6.C.CP.1	Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
		6.C.CP.2	Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
		6.C.CP.3	Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 7	C: Civic and Political Institutions	7.C.CP.1	Compare political institutions and their impacts on people in empires between 600-1600.
Grade 8	C: Civic and Political Institutions	8.C.CP.1	Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.
		8.C.CP.2	Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.
		8.C.CP.3	Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.
High School	C: Civic and Political Institutions	HS.C.CP.1	Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.
		HS.C.CP.2	Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.

Grade Level	Concepts and Practices	Standards
High School <i>(continued)</i>	C: Civic and Political Institutions <i>(continued)</i>	<p>HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.</p> <p>HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.</p>

Civics Progression: Roles and Responsibilities of a Citizen

Exemplifying the characteristics of productive citizenship includes adherence to and understanding of the social contract, consent of the governed, limited government, legitimate authority, federalism and separation of powers. It also includes civic dispositions – such as honesty, mutual respect, cooperation and attentiveness to multiple perspectives – citizens should use when they interact with each other on public matters. It means understanding the diverse arguments made about the underlying principles and fundamental documents and their meanings. Within this document, the Roles and Responsibilities of a Citizen Concepts and Practices is coded as “RR.”

Grade Level	Concepts and Practices	Standards
Kindergarten	C: Roles and Responsibilities of a Citizen	K.C.RR.1 Identify roles and responsibilities of self and others at home, in school and neighborhood settings. K.C.RR.2 Identify symbols and events that represent American patriotism.
Grade 1	C: Roles and Responsibilities of a Citizen	1.C.RR.1 Identify the rights and responsibilities of citizens.
Grade 2	C: Roles and Responsibilities of a Citizen	2.C.RR.1 Describe the importance of civic participation. 2.C.RR.2 Compare the rights and responsibilities of citizens in North America.
Grade 3	C: Roles and Responsibilities of a Citizen	3.C.RR.1 Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.
Grade 4	C: Roles and Responsibilities of a Citizen	4.C.RR.1 Describe the importance of civic participation, and locate examples in past and current events.
Grade 5	C: Roles and Responsibilities of a Citizen	5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship. 5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.
Grade 6	C: Roles and Responsibilities of a Citizen	6.C.RR.1 Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome.

Grade Level	Concepts and Practices	Standards
Grade 7	C: Roles and Responsibilities of a Citizen	7.C.RR.1 Compare rights, roles, responsibilities and limitations of subjects in empires between 600-1600 with those of citizens in modern countries.
Grade 8	C: Roles and Responsibilities of a Citizen	<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p> <p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.</p>
High School	C: Roles and Responsibilities of a Citizen	<p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p>

Civics Progression: Civic Virtues and Democratic Principles

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

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

Grade Level	Concepts and Practices	Standards
Grade 8	C: Civic Virtues and Democratic Principles	<p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>
High School	C: Civic Virtues and Democratic Principles	<p>HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.</p> <p>HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.</p> <p>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.</p>

Civics Progression: Processes, Rules and Laws

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

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

Grade Level	Concepts and Practices	Standards
High School	C: Processes, Rules and Laws	<p>HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.</p> <p>HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.</p> <p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p> <p>HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.</p>

Civics Progression: Kentucky Government

Kentucky’s government influenced the history and culture of the citizens of Kentucky. These standards promote understanding of the functions of local government where applicable. Within this document, the Kentucky Government Concepts and Practices is coded as “KGO.”

Grade Level	Concepts and Practices	Standards
Kindergarten	C: Kentucky Government	K.C.KGO.1 Identify leaders in the local community, and explain their roles and responsibilities. K.C.KGO.2 Identify local and Kentucky state symbols and events.
Grade 1	C: Kentucky Government	1.C.KGO.1 Identify Kentucky leaders, and explain their roles and responsibilities. 1.C.KGO.2 Investigate how civic identity is shaped by symbolic figures, places and events.
Grade 2	C: Kentucky Government	2.C.KGO.1 Describe how Kentucky’s laws change over time.
Grade 3	C: Kentucky Government	N/A
Grade 4	C: Kentucky Government	4.C.KGO.1 Explain how the development of rules improves communities and attempts to meet the needs of citizens.
Grade 5	C: Kentucky Government	5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.
Grade 6	C: Kentucky Government	N/A
Grade 7	C: Kentucky Government	N/A
Grade 8	C: Kentucky Government	8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.
High School	C: Kentucky Government	HS.C.KGO.1 Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances. HS.C.KGO.2 Compare Kentucky’s government to other states and to the federal government. HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.

Economics Progressions

Economics is concerned chiefly with description and analysis of the production, distribution and consumption of goods and services. Individuals, families, businesses and governments must make complex economic choices as they decide what goods and services to provide and how to allocate limited resources for distribution and consumption. In an interconnected economy marked by rapid technological change, students must learn how to be better producers, consumers and economic citizens. Within this document, the discipline of Economics is coded as “E.”

Economics Progressions by Grade Level

Kindergarten

Concepts and Practices	Standards
E: Microeconomics	K.E.MI.1 Describe why people purchase goods and services.
E: Macroeconomics	K.E.MA.1 Identify places in communities that provide goods and services.
E: Specialization, Trade and Interdependence	K.E.ST.1 Demonstrate ways trade can be used to obtain goods and services.
E: Incentives, Choices and Decision Making	K.E.IC.1 Differentiate between needs and wants.
E: Kentucky Economics	K.E.KE.1 Explain how various jobs affect communities.

Grade 1

Concepts and Practices	Standards
E: Microeconomics	1.E.MI.1 Differentiate between buyers (consumers) and sellers (producers).
	1.E.MI.2 Give an example of a cost or benefit of an event.
E: Macroeconomics	1.E.MA.1 Describe how different jobs, as well as public and private institutions, help people in the community.
E: Specialization, Trade and Interdependence	1.E.ST.1 Explain why the goods and services people in a community produce are traded with those produced in other communities.
	1.E.ST.2 Investigate how people can benefit themselves and others by developing special skills, strengths and goods.

Concepts and Practices	Standards	
E: Incentives, Choices and Decision Making	1.E.IC.1	Predict a person's change in behavior in response to incentives and opportunity costs.
	1.E.IC.2	Explain how choices are made as a result of scarcity.
E: Kentucky Economics	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.

Grade 2

Concepts and Practices	Standards	
E: Microeconomics	2.E.MI.1	Describe how examples of capital, human, and natural resources are related to goods and services.
	2.E.MI.2	Describe how people are both producers and consumers.
E: Macroeconomics	2.E.MA.1	Identify the cost of everyday, common goods.
	2.E.MA.2	Explain the role of prices in an economic market.
E: Specialization, Trade and Interdependence	2.E.ST.1	Explain why people specialize in the production of goods and services.
E: Incentives, Choices and Decision Making	2.E.IC.1	Categorize different limited resources as renewable and non-renewable resources.
E: Kentucky Economics	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.

Grade 3

Concepts and Practices	Standards	
E: Microeconomics	3.E.MI.1	Explain how producers and consumers interact to determine the prices of goods and services in markets.
	3.E.MI.2	Describe the relationship between supply and demand.
E: Macroeconomics	3.E.MA.1	Differentiate between private property and public property.
	3.E.MA.2	Investigate how the cost of things changes over time.

Concepts and Practices	Standards
E: Specialization, Trade and Interdependence	3.E.ST.1 Describe examples of economic interdependence.
E: Incentives, Choices and Decision Making	3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.
E: Kentucky Economics	3.E.KE.1 Explain how trade between people and groups can benefit Kentucky.

Grade 4

Concepts and Practices	Standards
E: Microeconomics	4.E.MI.1 Explain the role of producers, consumers, products and labor in economic markets. 4.E.MI.2 Investigate the relationship between supply and demand.
E: Macroeconomics	4.E.MA.1 Compare and contrast different ways that the government interacts with the economy.
E: Specialization, Trade and Interdependence	4.E.ST.1 Explain how trade leads to increasing economic interdependence.
E: Incentives, Choices and Decision Making	4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
E: Kentucky Economics	4.E.KE.1 Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.

Grade 5

Concepts and Practices	Standards
E: Microeconomics	5.E.MI.1 Explain the relationship between supply and demand.
E: Macroeconomics	5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society. 5.E.MA.2 Explain how the United States developed into a market economy.

Concepts and Practices	Standards	
E: Specialization, Trade and Interdependence	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
E: Incentives, Choices and Decision Making	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
E: Kentucky Economics	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.

Grade 6

Concepts and Practices	Standards	
E: Microeconomics	6.E.MI.1	Trace the chain of supply for a needed product.
	6.E.MI.2	Predict and analyze unintended costs and benefits of economic decisions.
	6.E.M1.3	Explain how markets exist whenever there is an exchange of goods and services.
	6.E.M1.4	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
E: Macroeconomics	6.E.MA.1	Describe how civilizations used bartering to establish mediums of exchange to meet their wants.
	6.E.MA.2	Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
E: Specialization, Trade and Interdependence	6.E.ST.1	Compare specialization in two or more civilizations or empires.
	6.E.ST.2	Examine how new knowledge, technology and specialization increase productivity.
E: Incentives, Choices and Decision Making	6.E.IC.1	Analyze the economic choices of individuals, societies and governments.

Grade 7

Concepts and Practices	Standards
E: Microeconomics	<p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p>
E: Macroeconomics	<p>7.E.MA.1 Compare the economic development of traditional and market economies.</p> <p>7.E.MA.2 Compare how different economic systems choose to allocate the production, distribution and consumption of resources.</p>
E: Specialization, Trade and Interdependence	<p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p>
E: Incentives, Choices and Decision Making	<p>7.E.IC.1 Analyze how economic choices were made based on scarcity.</p> <p>7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.</p>

Grade 8

Concepts and Practices	Standards
E: Microeconomics	<p>8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>
E: Macroeconomics	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p>

Concepts and Practices	Standards
E: Macroeconomics (continued)	8.E.MA.3 Analyze the purpose of taxation and its impact on government spending. 8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.
E: Specialization, Trade and Interdependence	8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.
E: Incentives, Choices and Decision Making	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives. 8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.
E: Kentucky Economics	8.E.KE.1 Explain how regional trends and policies impacted Kentucky’s economy prior to the Civil War. 8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.

High School

Concepts and Practices	Standards
E: Microeconomics	HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production. HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced. HS.E.MI.3 Analyze the roles of product and factor markets. HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.

Concepts and Practices	Standards
E: Macroeconomics	<p>HS.E.MA.1 Evaluate how values and beliefs like economic freedom, equity, full employment, price stability, security, efficiency and growth help to form different types of economic systems.</p> <p>HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.</p> <p>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p> <p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p> <p>HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.</p>
E: Specialization, Trade and Interdependence	<p>HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.</p> <p>HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.</p> <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>
E: Incentives, Choices and Decision Making	<p>HS.E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.</p> <p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision-making process.</p> <p>HS.E.IC.3 Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.</p> <p>HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>

Concepts and Practices	Standards
E: Kentucky Economics	<p>HS.E.KE.1 Analyze how national and international trends and policies impact Kentucky's state and local economies.</p> <p>HS.E.KE.2 Explain the impact of varying market structures on profit, price and production in Kentucky.</p> <p>HS.E.KE.3 Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky's economy.</p>

Economics Progression: Microeconomics

Through the study of microeconomics, the significance of how decisions are made and how these decisions impact resource use will be examined. Opportunities will be afforded to understand how to make more productive decisions while examining the interactions that occur among individuals, households, firms and/or businesses. Within this document, the Microeconomics Concepts and Practices is coded as “MI.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Microeconomics	K.E.MI.1	Describe why people purchase goods and services.
Grade 1	E: Microeconomics	1.E.MI.1	Differentiate between buyers (consumers) and sellers (producers).
		1.E.MI.2	Give an example of a cost or benefit of an event.
Grade 2	E: Microeconomics	2.E.MI.1	Describe how examples of capital, human, and natural resources are related to goods and services.
		2.E.MI.2	Describe how people are both producers and consumers.
Grade 3	E: Microeconomics	3.E.MI.1	Explain how producers and consumers interact to determine the prices of goods and services in markets.
		3.E.MI.2	Describe the relationship between supply and demand.
Grade 4	E: Microeconomics	4.E.MI.1	Explain the role of producers, consumers, products and labor in economic markets.
		4.E.MI.2	Investigate the relationship between supply and demand.
Grade 5	E: Microeconomics	5.E.MI.1	Explain the relationship between supply and demand.
Grade 6	E: Microeconomics	6.E.MI.1	Trace the chain of supply for a needed product.
		6.E.MI.2	Predict and analyze unintended costs and benefits of economic decisions.
		6.E.MI.3	Explain how markets exist whenever there is an exchange of goods and services.
		6.E.MI.4	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Grade Level	Concepts and Practices	Standards
Grade 7	E: Microeconomics	<p>7.E.MI.1 Analyze the role of consumers and producers in product markets.</p> <p>7.E.MI.2 Analyze the relationship between supply and demand.</p> <p>7.E.MI.3 Categorize the four factors of production and how they are combined to make goods and deliver services.</p>
Grade 8	E: Microeconomics	<p>8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>
High school	E: Microeconomics	<p>HS.E.MI.1 Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.</p> <p>HS.E.MI.2 Analyze and graph the impact of supply and demand shifts on equilibrium price and quantities produced.</p> <p>HS.E.MI.3 Analyze the roles of product and factor markets.</p> <p>HS.E.MI.4 Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole.</p>

Economics Progression: Macroeconomics

Through the study of macroeconomics, how an economy functions as a whole will be studied by looking at topics such as inflation and Gross Domestic Product (GDP). Within this document, the Macroeconomics Concepts and Practices is coded as “MA.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Macroeconomics	K.E.MA.1	Identify places in communities that provide goods and services.
Grade 1	E: Macroeconomics	1.E.MA.1	Describe how different jobs, as well as public and private institutions, help people in the community.
Grade 2	E: Macroeconomics	2.E.MA.1 2.E.MA.2	Identify the cost of everyday, common goods. Explain the role of prices in an economic market.
Grade 3	E: Macroeconomics	3.E.MA.1 3.E.MA.2	Differentiate between private property and public property. Investigate how the cost of things changes over time.
Grade 4	E: Macroeconomics	4.E.MA.1	Compare and contrast different ways that the government interacts with the economy.
Grade 5	E: Macroeconomics	5.E.MA.1 5.E.MA.2	Describe why the government collects taxes and what goods and services it provides society. Explain how the United States developed into a market economy.
Grade 6	E: Macroeconomics	6.E.MA.1 6.E.MA.2	Describe how civilizations used bartering to establish mediums of exchange to meet their wants. Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 7	E: Macroeconomics	7.E.MA.1 7.E.MA.2	Compare the economic development of traditional and market economies. Compare how different economic systems choose to allocate the production, distribution and consumption of resources.

Grade Level	Concepts and Practices	Standards
Grade 8	E: Macroeconomics	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p> <p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p> <p>8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.</p>
High School	E: Macroeconomics	<p>HS.E.MA.1 Evaluate how values and beliefs like economic freedom, equity, full employment, price stability, security, efficiency and growth help to form different types of economic systems.</p> <p>HS.E.MA.2 Analyze ways in which competition and government regulation influence what is produced and allocated in an economy.</p> <p>HS.E.MA.3 Describe the externalities of government attempts to remedy market failure and improve market outcomes through fiscal policy.</p> <p>HS.E.MA.4 Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.</p> <p>HS.E.MA.5 Assess how interest rates influence borrowing and investing.</p> <p>HS.E.MA.6 Assess the effectiveness of rules and laws that protect both consumers and producers.</p> <p>HS.E.MA.7 Explain how the Federal Reserve uses monetary policy to promote price stability, employment and economic growth.</p>

Economics Progression: Specialization, Trade and Interdependence

Assessing economic interdependence of regions and countries through understanding specialization and trade is critical for understanding how societies function in an international marketplace. Within this document, the Specialization, Trade and Interdependence Concepts and Practices is coded as “ST.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Specialization, Trade and Interdependence	K.E.ST.1	Demonstrate ways trade can be used to obtain goods and services.
Grade 1	E: Specialization, Trade and Interdependence	1.E.ST.1 1.E.ST.2	Explain why the goods and services people in a community produce are traded with those produced in other communities. Investigate how people can benefit themselves and others by developing special skills, strengths and goods.
Grade 2	E: Specialization, Trade and Interdependence	2.E.ST.1	Explain why people specialize in the production of goods and services.
Grade 3	E: Specialization, Trade and Interdependence	3.E.ST.1	Describe examples of economic interdependence.
Grade 4	E: Specialization, Trade and Interdependence	4.E.ST.1	Explain how trade leads to increasing economic interdependence.
Grade 5	E: Specialization, Trade and Interdependence	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
Grade 6	E: Specialization, Trade and Interdependence	6.E.ST.1 6.E.ST.2	Compare specialization in two or more civilizations or empires. Examine how new knowledge, technology and specialization increase productivity.

Grade Level	Concepts and Practices	Standards
Grade 7	E: Specialization, Trade and Interdependence	<p>7.E.ST.1 Explain the impact of supply and demand on the emergence of global markets.</p> <p>7.E.ST.2 Analyze the impact of specialization upon trade and the cost of goods and services.</p> <p>7.E.ST.3 Explain how growing interdependence and advances in technology improve standards of living.</p> <p>7.E.ST.4 Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.</p>
Grade 8	E: Specialization, Trade and Interdependence	<p>8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.</p>
High School	E: Specialization, Trade and Interdependence	<p>HS.E.ST.1 Draw conclusions regarding the effect of specialization and trade on production, distribution and consumption of goods and services for individuals, businesses and societies.</p> <p>HS.E.ST.2 Analyze the role of comparative advantage in international trade of goods and services.</p> <p>HS.E.ST.3 Explain how international economic trends and policies affect political, social and economic conditions in various nations.</p>

Economics Progression: Incentives, Choices and Decision Making

Economic decision making involves setting goals and identifying the resources available to achieve those goals. Economic decision making includes weighing the additional benefit of an action against the additional cost. Investigating the incentives that motivate people is an essential part of analyzing economic decision making. Within this document, the Incentives, Choices and Decision Concepts and Practices is coded as “IC.”

Grade Level	Concepts and Practices	Standards
Kindergarten	E: Incentives, Choices and Decision Making	K.E.IC.1 Differentiate between needs and wants.
Grade 1	E: Incentives, Choices and Decision Making	1.E.IC.1 Predict a person’s change in behavior in response to incentives and opportunity costs. 1.E.IC.2 Explain how choices are made as a result of scarcity.
Grade 2	E: Incentives, Choices and Decision Making	2.E.IC.1 Categorize different limited resources as renewable and non-renewable resources.
Grade 3	E: Incentives, Choices and Decision Making	3.E.IC.1 Explain how people use incentives and opportunity costs to inform economic decisions.
Grade 4	E: Incentives, Choices and Decision Making	4.E.IC.1 Describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement.
Grade 5	E: Incentives, Choices and Decision Making	5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.
Grade 6	E: Incentives, Choices and Decision Making	6.E.IC.1 Analyze the economic choices of individuals, societies and governments.
Grade 7	E: Incentives, Choices and Decision Making	7.E.IC.1 Analyze how economic choices were made based on scarcity. 7.E.IC.2 Analyze the impact of growth and expansion on the allocation of resources and economic incentives.
Grade 8	E: Incentives, Choices and Decision Making	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives. 8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.

Grade Level	Concepts and Practices	Standards
High School	E: Incentives, Choices and Decision Making	<p>HS.E.IC.1 Predict the way scarcity causes individuals, organizations and governments to evaluate tradeoffs, make choices and incur opportunity costs.</p> <p>HS.E.IC.2 Evaluate how individuals, organizations and governments respond to incentives in the decision-making process.</p> <p>HS.E.IC.3 Perform a cost-benefit analysis on a real-world situation, using economic thinking to describe the marginal costs and benefits of a particular situation.</p> <p>HS.E.IC.4 Evaluate how incentives determine what is produced and distributed in a competitive market system.</p>

Economics Progression: Kentucky Economics

Kentucky’s economy is driven by the goods and services produced in the state. The standards promote economic skills and reasoning where applicable. Within this document, the Kentucky Economics Concepts and Practices is coded as “KE.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	E: Kentucky Economics	K.E.KE.1	Explain how various jobs affect communities.
Grade 1	E: Kentucky Economics	1.E.KE.1	Identify and describe what goods and services are produced in different places and regions in Kentucky.
Grade 2	E: Kentucky Economics	2.E.KE.1	Provide examples of each of the factors of production in Kentucky.
Grade 3	E: Kentucky Economics	3.E.KE.1	Explain how trade between people and groups can benefit Kentucky.
Grade 4	E: Kentucky Economics	4.E.KE.1	Predict how producers in colonial Kentucky used the factors of production to make goods, deliver services and earn profits.
Grade 5	E: Kentucky Economics	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
Grade 6	E: Kentucky Economics	N/A	
Grade 7	E: Kentucky Economics	N/A	
Grade 8	E: Kentucky Economics	8.E.KE.1	Explain how regional trends and policies impacted Kentucky’s economy prior to the Civil War.
		8.E.KE.2	Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.
High School	E: Kentucky Economics	HS.E.KE.1	Explain the impact of varying market structures on profit, price and production in Kentucky.
		HS.E.KE.2	Analyze how national and international trends and policies impact Kentucky’s state and local economies.
		HS.E.KE.3	Analyze how the four components of Gross Domestic Product (GDP) are combined to assess the health of Kentucky’s economy.

Geography Progressions

Geography is the study of the physical features of the earth and its atmosphere and of human activity as it affects and is affected by these, including the distribution of populations and resources, land use and industries. Students gain geographical perspectives of the world by studying the earth and the interactions of people with places where they live, work and play. Knowledge of geography helps students to address the various cultural, economic, social and civic implications of life in Earth’s many environments. Within this document, the discipline of Geography is coded as “G.”

Geography Progressions by Grade Level

Kindergarten

Concepts and Practices	Standards
G: Migration and Movement	K.G.MM.1 Identify why and how people and goods move to and within communities.
G: Human Interactions and Interconnections	K.G.HI.1 Identify and describe the culture of communities.
G: Human Environment Interaction	K.G.HE.1 Identify ways humans interact with their environment.
G: Geographic Reasoning	K.G.GR.1 Create maps of familiar areas, such as the classroom, school and community.
G: Kentucky Geography	K.G.KGE.1 Identify physical and environmental characteristics of communities.

Grade 1

Concepts and Practices	Standards
G: Migration and Movement	1.G.MM.1 Explain why and how people and goods move to and within communities.
G: Human Interactions and Interconnections	1.G.HI.1 Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
G: Human Environment Interaction	1.G.HE.1 Describe ways people modify their environment.
G: Geographic Reasoning	1.G.GR.1 Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
G: Kentucky Geography	1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.

Grade 2

Concepts and Practices	Standards
G: Migration and Movement	2.G.MM.1 Explain patterns of human settlement in North America.
G: Human Interactions and Interconnections	2.G.HI.1 Compare the ways various cultural groups connect and interact within North America.
G: Human Environment Interaction	2.G.HE.1 Explain the ways human activities impact the physical environment of North America.
G: Geographic Reasoning	2.G.GR.1 Examine geographic features of places in North America, using a variety of geographic Data, including maps, photos and other geographic tools.
G: Kentucky Geography	2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.

Grade 3

Concepts and Practices	Standards
G: Migration and Movement	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.
G: Human Interactions and Interconnections	3.G.HI.1 Explain how the cultural aspects of a region spread beyond its borders.
G: Human Environment Interaction	3.G.HE.1 Explain how the culture of places and regions influence how people modify and adapt to their environments.
G: Geographic Reasoning	3.G.GR.1 Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.
G: Kentucky Geography	3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.

Grade 4

Concepts and Practices	Standards
G: Migration and Movement	4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European exploration to the Thirteen Colonies.
G: Human Interactions and Interconnections	4.G.HI.1 Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
G: Human Environment Interaction	4.G.HE.1 Analyze how geographic features created challenges and opportunities for the development of Colonial America.
G: Geographic Reasoning	4.G.GR.1 Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.
G: Kentucky Geography	4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.

Grade 5

Concepts and Practices	Standards
G: Migration and Movement	5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.
G: Human Interactions and Interconnections	5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States. 5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.
G: Human Environment Interaction	5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
G: Geographic Reasoning	5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.

Concepts and Practices	Standards
G: Kentucky Geography	5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.

Grade 6

Concepts and Practices	Standards
G: Migration and Movement	6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
G: Human Interactions and Interconnections	6.G.HI.1 Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE. 6.G.HI.2 Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.
G: Human Environment Interaction	6.G.HE.1 Analyze how physical environments shaped the development of River Valley Civilization and Classical Empires between 3500 BCE-600 CE. 6.G.HE.2 Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.
G: Geographic Reasoning	6.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
G: Kentucky Geography	N/A

Grade 7

Concepts and Practices	Standards
G: Migration and Movement	7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Concepts and Practices	Standards
G: Human Interactions and Interconnections	7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.
	7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.
G: Human Environment Interaction	7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.
G: Geographic Reasoning	7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.
	7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.
G: Kentucky Geography	N/A

Grade 8

Concepts and Practices	Standards
G: Migration and Movement	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from Colonial Era to Reconstruction from 1600-1877.
G: Human Interactions and Interconnections	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States from the Colonial Era to Reconstruction from 1600-1877.
G: Human Environment Interaction	8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.
G: Geographic Reasoning	8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.

Concepts and Practices	Standards
G: Kentucky Geography	8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.

High School

Concepts and Practices	Standards
G: Migration and Movement	<p>HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales.</p> <p>HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.</p>
G: Human Interactions and Interconnections	<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.</p> <p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.</p> <p>HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth's complexity.</p>
G: Human Environment Interaction	<p>HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</p> <p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>
G: Geographic Reasoning	<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p> <p>HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.</p>
G: Kentucky Geography	<p>HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state.</p> <p>HS.G.KGE.1 Explain how the geography of Kentucky influences the development of the state.</p>

Geography Progression: Migration and Movement

The size, composition, distribution and movement of human populations are fundamental and active features on Earth’s surface. Causes and consequences of migration are influenced by cultural, economic and environmental factors. Past, present and future conditions on Earth’s surface cannot be fully understood without asking and answering questions about the spatial patterns of human population. Within this document, the Migration and Movement Concepts and Practices is coded as “MM.”

Grade Level	Concepts and Practices	Standards
Kindergarten	G: Migration and Movement	K.G.MM.1 Identify why and how people and goods move to and within communities.
Grade 1	G: Migration and Movement	1.G.MM.1 Explain why and how people and goods move to and within communities.
Grade 2	G: Migration and Movement	2.G.MM.1 Explain patterns of human settlement in North America.
Grade 3	G: Migration and Movement	3.G.MM.1 Analyze how human settlement and movement impact diverse groups of people.
Grade 4	G: Migration and Movement	4.G.MM.1 Compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations from European exploration to the Thirteen Colonies.
Grade 5	G: Migration and Movement	5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.
Grade 6	G: Migration and Movement	6.G.MM.1 Compare how human and environmental characteristics of a region influenced the movement of people, goods and ideas during the rise of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 7	G: Migration and Movement	7.G.MM.1 Analyze the push and pull factors that influenced movement, voluntary migration and forced migration in the societies and empires of Afro-Eurasia and the Americas between 600-1600.

Grade Level	Concepts and Practices	Standards
Grade 8	G: Migration and Movement	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from Colonial Era through Reconstruction to 1600-1877.
High school	G: Migration and Movement	HS.G.MM.1 Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales. HS.G.MM.2 Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.

Geography Progression: Human Interactions and Interconnections

Interconnections occur in both human and physical systems. All of these interconnections create complex spatial patterns at multiple scales that continue to change over time. Human Interactions and Interconnections speeds the diffusion of ideas and innovations, intensifying spatial integration and transforming regions. Global-scale issues and problems cannot be resolved without extensive collaboration among the world’s peoples, nations and economic organizations. Within this document, the Human Interactions and Interconnections Concepts and Practices is coded as “HI.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Human Interactions and Interconnections	K.G.HI.1	Identify and describe the culture of communities.
Grade 1	G: Human Interactions and Interconnections	1.G.HI.1	Describe how culture and experience influence the cultural landscape of places and regions within their community and state.
Grade 2	G: Human Interactions and Interconnections	2.G.HI.1	Compare the ways various cultural groups connect and interact within North America.
Grade 3	G: Human Interactions and Interconnections	3.G.HI.1	Explain how the cultural aspects of a region spread beyond its borders.
Grade 4	G: Human Interactions and Interconnections	4.G.HI.1	Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.
Grade 5	G: Human Interactions and Interconnections	5.G.HI.1 5.G.HI.2	Describe the traditions diverse cultural groups brought with them when they moved to and within the United States. Analyze how and why cultural characteristics diffuse and blend with migration and settlement.
Grade 6	G: Human Interactions and Interconnections	6.G.HI.1 6.G.HI.2	Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE. Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.

Grade Level	Concepts and Practices	Standards
Grade 7	G: Human Interactions and Interconnections	<p>7.G.HI.1 Distinguish how cooperation and conflict within and among the societies and empires of Afro-Eurasia and the Americas between 600-1600 influenced the division and control of land and resources.</p> <p>7.G.HI.2 Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.</p>
Grade 8	G: Human Interactions and Interconnections	<p>8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States from Colonial Era to Reconstruction from 1600-1877.</p>
High School	G: Human Interactions and Interconnections	<p>HS.G.HI.1 Analyze how the forces of cooperation and conflict within and among people, nations and empires influence the division and control of Earth's surface and resources.</p> <p>HS.G.HI.2 Analyze how cultural and economic decisions influence the characteristics of various places.</p> <p>HS.G.HI.3 Explain how people create natural and cultural regions to interpret Earth's complexity.</p>

Geography Progression: Human Environment Interaction

Human-environment interactions happen both in specific places and across broad regions. Culture influences the locations and types of interactions that occur. Earth’s human systems and physical systems are in constant interaction and have reciprocal influences among them. These interactions result in a variety of spatial patterns that require careful observation, investigation, analysis and explanation. Within this document, the Human

Environment Interaction Concepts and Practices is coded as “HE.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Human Environment Interaction	K.G.HE.1	Identify ways humans interact with their environment.
Grade 1	G: Human Environment Interaction	1.G.HE.1	Describe ways people modify their environment.
Grade 2	G: Human Environment Interaction	2.G.HE.1	Explain the ways human activities impact the physical environment of North America.
Grade 3	G: Human Environment Interaction	3.G.HE.1	Explain how the culture of places and regions influence how people modify and adapt to their environments.
Grade 4	G: Human Environment Interaction	4.G.HE.1	Analyze how geographic features created challenges and opportunities for the development of Colonial America.
Grade 5	G: Human Environment Interaction	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
Grade 6	G: Human Environment Interaction	6.G.HE.1	Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.
Grade 6	G: Human Environment Interaction	6.G.HE.2	Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE.

Grade Level	Concepts and Practices	Standards
Grade 7	G: Human Environment Interaction	<p>7.G.HE.1 Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.G.HE.2 Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways.</p>
Grade 8	G: Human Environment Interaction	<p>8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>
High School	G: Human Environment Interaction	<p>HS.G.HE.1 Assess the reciprocal relationship between physical environment and culture within local, national and global scales.</p> <p>HS.G.HE.2 Analyze how human settlements are influenced by or influence the relationship between people and the environment.</p>

Geography Progression: Geographic Reasoning

Geographic reasoning refers to understanding the location, scale, patterns and trends of the geographic and temporal relationships among data, phenomena and issues. Creating maps and using geospatial technologies requires a process of answering geographic questions by gathering relevant information, organizing and analyzing the information, and using effective means to communicate the findings. Within this document, the Geographic Reasoning Concepts and Practices is coded as “GR.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	G: Geographic Reasoning	K.G.GR.1	Create maps of familiar areas, such as the classroom, school and community.
Grade 1	G: Geographic Reasoning	1.G.GR.1	Create geographic representations to identify the location of familiar places, and organize information regarding familiar places at different scales.
Grade 2	G: Geographic Reasoning	2.G.GR.1	Examine geographic features of places in North America, using a variety of geographic data, including maps, photos, and other geographic tools.
Grade 3	G: Geographic Reasoning	3.G.GR.1	Explain how physical and cultural characteristics of world regions affect people, using a variety of maps, photos and other geographic representations.
Grade 4	G: Geographic Reasoning	4.G.GR.1	Analyze how location and regional landforms affect human settlement, movement and use of various national resources, using maps, photos and other geographic representations.
Grade 5	G: Geographic Reasoning	5.G.GR.1	Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.
Grade 6	G: Geographic Reasoning	6.G.GR.1	Use maps and other geographic representations, geospatial technologies, and spatial thinking to determine similarities and differences among River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.

Grade Level	Concepts and Practices	Standards
Grade 7	G: Geographic Reasoning	<p>7.G.GR.1 Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.</p> <p>7.G.GR.2 Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.</p>
Grade 8	G: Geographic Reasoning	<p>8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>
High School	G: Geographic Reasoning	<p>HS.G.GR.1 Interpret the relationships among human and physical patterns and processes at local, national and global scales.</p> <p>HS.G.GR.2 Analyze how environmental factors influence population distributions from place to place.</p>

Geography Progression: Kentucky Geography

The promotion of geographic knowledge and skills specific to Kentucky is essential to understand the places and environments throughout Kentucky. These standards promote investigative and problem-solving skills both inside and outside the classroom where applicable. Within this document, the Kentucky Geography Concepts and Practices is coded as “KGE.”

Grade Level	Concepts and Practices	Standards
Kindergarten	G: Kentucky Geography	K.G.KGE.1 Identify physical and environmental characteristics of communities.
Grade 1	G: Kentucky Geography	1.G.KGE.1 Compare the physical and human characteristics of communities in Kentucky.
Grade 2	G: Kentucky Geography	2.G.KGE.1 Analyze reasons for similarities and differences in the settlement patterns of North America and Kentucky.
Grade 3	G: Kentucky Geography	3.G.KGE.1 Describe the impact of cultural diffusion and blending on Kentucky in the past and today.
Grade 4	G: Kentucky Geography	4.G.KGE.1 Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.
Grade 5	G: Kentucky Geography	5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.
Grade 6	G: Kentucky Geography	N/A
Grade 7	G: Kentucky Geography	N/A
Grade 8	G: Kentucky Geography	8.G.KGE.1 Analyze Kentucky’s role in the early nation through Reconstruction based on its physical geography and location.
High School	G: Kentucky Geography	HS.G.KGE.1 Explain how Kentuckians view sense of place differently based on cultural and environmental characteristics of varying regions of the state. HS.G.KGE.1 Explain how the geography of Kentucky influences the development of the state.

History Progressions

History is the study of past events, often including an explanation of their causes. Students need to understand their historical roots and those of others and how past events shaped their world. In developing these insights, students must know what life was like in the past and how things change and develop over time. Reconstructing and interpreting historical events provide a needed perspective in addressing the past, the present and the future. Within this document, the discipline of History is coded as “H.”

History Progressions by Grade Level

Kindergarten

Concepts and Practices	Standards
H: Change and Continuity	K.H.CH.1 Identify and describe how communities change over time. K.H.CH.2 Compare traditions found in communities over time, including those from diverse backgrounds.
H: Cause and Effect	K.H.CE.1 Identify the cause and effect of an event in a community.
H: Conflict and Compromise	K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.
H: Kentucky History	K.H.KH.1 Compare life in the past to life today in communities.

Grade 1

Concepts and Practices	Standards
H: Change and Continuity	1.H.CH.1 Describe how events, people and innovation of the past affect their present lives, community and state.
H: Cause and Effect	1.H.CE.1 Predict the causes and effects of events in their community and state.
H: Conflict and Compromise	1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.
H: Kentucky History	1.H.KH.1 Compare life in Kentucky in the past to life in Kentucky today. 1.H.KH.2 Identify Kentucky symbols, songs and traditions.

Grade 2

Concepts and Practices	Standards
H: Change and Continuity	2.H.CH.1 Identify and compare the diverse North American cultural groups of the past and today.
H: Cause and Effect	2.H.CE.1 Describe events in North America shaped by multiple cause and effect relationships. 2.H.CE.2 Describe the events and innovations that had effects on North America.
H: Conflict and Compromise	2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.
H: Kentucky History	2.H.KH.1 Explain how events in North America impacted Kentucky.

Grade 3

Concepts and Practices	Standards
H: Change and Continuity	3.H.CH.1 Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities. 3.H.CH.2 Identify contributions made by inventors in diverse world communities.
H: Cause and Effect	3.H.CE.1 Compare diverse world communities in terms of members, customs and traditions to the local community.
H: Conflict and Compromise	3.H.CO.1 Evaluate the effects of people, goods and ideas that have diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.
H: Kentucky History	3.H.KH.1 Explain how world events impact Kentucky, both in the past and today.

Grade 4

Concepts and Practices	Standards
H: Change and Continuity	4.H.CH.1 Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies. 4.H.CH.2 Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.

Concepts and Practices	Standards
H: Cause and Effect	4.H.CE.1 Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.
H: Conflict and Compromise	4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
H: Kentucky History	4.H.KH.1 Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.

Grade 5

Concepts and Practices	Standards
H: Change and Continuity	5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.
	5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to the Constitution of the United States.
H: Cause and Effect	5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.
	5.H.CE.2 Analyze the role religion played in early colonial society.
	5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.
H: Conflict and Compromise	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.
H: Kentucky History	5.H.KH.1 Describe the role of Kentucky settlers in the American Revolution.

Grade 6

Concepts and Practices	Standards
H: Change and Continuity	6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.
	6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.
H: Cause and Effect	6.H.CE.1 Analyze the causes and effects of the rise of River Valley Civilizations.

Concepts and Practices	Standards
H: Conflict and Compromise	6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.
	6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
H: Kentucky History	6.H.KH.1 Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.

Grade 7

Concepts and Practices	Standards
H: Change and Continuity	7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.
H: Cause and Effect	7.H.CE.1 Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.
	7.H.CE.2 Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.
H: Conflict and Compromise	7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600.
	7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.

Grade 8

Concepts and Practices	Standards
H: Change and Continuity	8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.
	8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.
	8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.

Concepts and Practices	Standards
<p>H: Change and Continuity (<i>continued</i>)</p>	<p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</p> <p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to:</p> <ul style="list-style-type: none"> • The Mayflower Compact; • The Declaration of Independence; • The Constitution of the United States; • The Federalist No. 1 (Alexander Hamilton); • The Federalist Nos. 10 and 51 (James Madison); • The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison; • The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights; • The 1796 Farewell Address by George Washington; • The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803); • The Monroe Doctrine by James Monroe; • What to the Slave is the Fourth of July? speech by Frederick Douglass; • The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857); • Final Emancipation Proclamation by Abraham Lincoln; • The Gettysburg Address by Abraham Lincoln; and • Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton
<p>H: Cause and Effect</p>	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>

Concepts and Practices	Standards
H: Conflict and Compromise	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.</p>
H: Kentucky History	<p>8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877.</p> <p>8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.</p>

High School: United States History

Concepts and Practices	Standards
H: Change and Continuity	<p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</p> <p>HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.</p> <p>HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.</p> <p>HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.</p> <p>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.</p> <p>HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.</p> <p>HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to:</p>

Concepts and Practices	Standards
H: Change and Continuity (<i>continued</i>)	<ul style="list-style-type: none"> • The September 18, 1895, Atlanta Exposition Address by Booker T. Washington; • Of Booker T. Washington and Others by W.E.B. Du Bois; • The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896); • The August 31, 1910, New Nationalism speech by Theodore Roosevelt; • The January 11, 1944, State of the Union Address by Franklin D. Roosevelt; • The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955); • Letter from Birmingham Jail by Martin Luther King, Jr.; • The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and • A Time for Choosing by Ronald Reagan.
H: Cause and Effect	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.</p> <p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.</p> <p>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <p>HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.</p> <p>HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</p> <p>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p>

Concepts and Practices	Standards
H: Conflict and Compromise	<p>HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p> <p>HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.</p> <p>HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.</p> <p>HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.</p>
H: Kentucky History	<p>HS.UH.KH.1 Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.</p>

High School: World History

Concepts and Practices	Standards
H: Change and Continuity	<p>HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500.</p> <p>HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.</p> <p>HS.WH.CH.3 Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750.</p> <p>HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.</p> <p>HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888.</p> <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.</p> <p>HS.WH.CH.7 Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present.</p>

Concepts and Practices	Standards
H: Cause and Effect	<p>HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans-Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450</p> <p>HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.</p> <p>HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of the institution of plantation-based slavery into the Americas between 1500-1888.</p> <p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.</p> <p>HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</p> <p>HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.</p> <p>HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.</p> <p>HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.</p> <p>HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present.</p>
H: Conflict and Compromise	<p>HS.WH.CO.1 Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.</p> <p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> <p>HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.</p> <p>HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</p> <p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p>

Concepts and Practices	Standards
H: Conflict and Compromise <i>(continued)</i>	HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare, and other methods from 1945-present.
H: Kentucky History	HS.WH.KH.1 Describe the impact of world history on Kentuckians and how Kentucky impacted the world.

History Progression: Change and Continuity

Chronological reasoning requires understanding processes of change and continuity over time, which means assessing similarities and differences between historical periods and between the past and present. It also involves understanding how a change in one area of life relates to a change in other areas, thus bringing together political, economic, intellectual, social, cultural and other factors. Within this document, the Change and

Continuity Concepts and Practices is coded as “CH.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	H: Change and Continuity	K.H.CH.1	Identify and describe how communities change over time.
		K.H.CH.2	Compare traditions found in communities over time, including those from diverse backgrounds.
Grade 1	H: Change and Continuity	1.H.CH.1	Describe how events, people and innovation of the past affect their present lives, community and state.
Grade 2	H: Change and Continuity	2.H.CH.1	Identify and compare the diverse North American cultural groups of the past and today.
Grade 3	H: Change and Continuity	3.H.CH.1	Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities.
		3.H.CH.2	Identify contributions made by inventors in diverse world communities.
Grade 4	H: Change and Continuity	4.H.CH.1	Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.
		4.H.CH.2	Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.
Grade 5	H: Change and Continuity	5.H.CH.1	Describe the impact of fundamental documents on the development of the United States.
		5.H.CH.2	Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.

Grade Level	Concepts and Practices	Standards
Grade 6	H: Change and Continuity	<p>6.H.CH.1 Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.</p> <p>6.H.CH.2 Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.</p>
Grade 7	H: Change and Continuity	<p>7.H.CH.1 Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.</p>
Grade 8	H: Change and Continuity	<p>8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.</p> <p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from Colonial Era to Reconstruction from 1600-1877.</p> <p>8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.</p> <p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</p> <p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.CH.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to:</p> <ul style="list-style-type: none"> • The Mayflower Compact; • The Declaration of Independence; • The Constitution of the United States; • The Federalist No. 1 (Alexander Hamilton); • The Federalist Nos. 10 and 51 (James Madison);

Grade Level	Concepts and Practices	Standards
Grade 8 (continued)	H: Change and Continuity (continued)	<ul style="list-style-type: none"> • The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison; • The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights; • The 1796 Farewell Address by George Washington; • The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803); • The Monroe Doctrine by James Monroe; • What to the Slave is the Fourth of July? speech by Frederick Douglass; • The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857); • Final Emancipation Proclamation by Abraham Lincoln; • The Gettysburg Address by Abraham Lincoln; and • Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton.
High School (UH)	H: Change and Continuity	<p>HS.UH.CH.1 Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1877-present.</p> <p>HS.UH.CH.2 Analyze changes to economic policies, the size of government and the power of government between 1890-1945.</p> <p>HS.UH.CH.3 Analyze the impact of economic institutions, including the Federal Reserve, property rights, legal systems and corporations on the development of the United States from an agrarian to an industrial state from 1877-present.</p> <p>HS.UH.CH.4 Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1877-present.</p> <p>HS.UH.CH.5 Analyze the impact of technology and new ideas on American culture from 1877-present.</p>

Grade Level	Concepts and Practices	Standards
<p>High School (UH) <i>(continued)</i></p>	<p>H: Change and Continuity <i>(continued)</i></p>	<p>HS.UH.CH.6 Analyze the role of the United States in global affairs in the post-Cold War Era from 1991-present.</p> <p>HS.UH.CH.7 Evaluate the impact of fundamental documents and speeches on the development of the United States from 1877 to present that shall include but are not limited to:</p> <ul style="list-style-type: none"> • The September 18, 1895, Atlanta Exposition Address by Booker T. Washington; • Of Booker T. Washington and Others by W.E.B. Du Bois; • The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896); • The August 31, 1910, New Nationalism speech by Theodore Roosevelt; • The January 11, 1944, State of the Union Address by Franklin D. Roosevelt; • The United States Supreme Court opinions in Brown v. Board of Education of Topeka, 347 U.S. 483 (1954) and Brown v. Board of Education of Topeka, 349 U.S. 294 (1955); • Letter from Birmingham Jail by Martin Luther King, Jr.; • The August 28, 1963, I Have a Dream speech by Martin Luther King, Jr.; and • A Time for Choosing by Ronald Reagan.

Grade Level	Concepts and Practices	Standards
High School (WH)	H: Change and Continuity	<p>HS.WH.CH.1 Analyze the rise and fall of major states and empires in Africa, Asia, the Middle East, Europe and the Americas between 1300-1500.</p> <p>HS.WH.CH.2 Explain continuities and changes within the religion, ideology, science and arts of empires and nation-states in multiple global regions between 1300-1750.</p> <p>HS.WH.CH.3 Analyze changes and continuities within and among the Indian Ocean Maritime System, Trans-Saharan System and Silk Roads due to technology and the opening of the Atlantic System between 1300-1750.</p> <p>HS.WH.CH.4 Analyze the connections between industrialization and the development of total war between 1900-1950.</p> <p>HS.WH.CH.5 Analyze how continuities in the desire for cheap labor led to the institution of slavery and other systems of forced labor across the globe between 1300-1888.</p> <p>HS.WH.CH.6 Analyze changes and continuities regarding views of government power and accepted sources of legitimacy in multiple global regions from 1750-present.</p> <p>HS.WH.CH.7 Evaluate how non-Westernized empires and nations adapted and developed Western technologies and industrial practices to fit new cultural contexts from 1850-present.</p>

History Progression: Cause and Effect

Cause and effect is layered, involving both long-term ideologies, institutions and conditions and short-term motivations, actions and events. Causes offered for any particular event may differ based on the scale of the topic and the approaches of the scholar. Within this document, the Cause and Effect Concepts and Practices is coded as “CE.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	H: Cause and Effect	K.H.CE.1	Identify the cause and effect of an event in a community.
Grade 1	H: Cause and Effect	1.H.CE.1	Predict the causes and effects of events in their community and state.
Grade 2	H: Cause and Effect	2.H.CE.1 2.H.CE.2	Describe events in North America shaped by multiple cause and effect relationships. Describe the events and innovations that had effects on North America.
Grade 3	H: Cause and Effect	3.H.CE.1	Compare diverse world communities in terms of members, customs and traditions to the local community.
Grade 4	H: Cause and Effect	4.H.CE.1	Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies.
Grade 5	H: Cause and Effect	5.H.CE.1 5.H.CE.2 5.H.CE.3	Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict. Analyze the role religion played in early colonial society. Describe the social and economic impact of the slave trade on diverse groups.
Grade 6	H: Cause and Effect	6.H.CE.1	Analyze the causes and effects of the rise of River Valley Civilizations.
Grade 7	H: Cause and Effect	7.H.CE.1 7.H.CE.2	Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment. Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.

Grade Level	Concepts and Practices	Standards
Grade 8	H: Cause and Effect	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>
High School (UH)	H: Cause and Effect	<p>HS.UH.CE.1 Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.</p> <p>HS.UH.CE.2 Analyze the events that caused the United States to emerge as a global power between 1890-1991.</p> <p>HS.UH.CE.3 Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.</p> <p>HS.UH.CE.4 Assess the health of the U.S. economy by applying the economic indicators of inflation, deflation, Gross Domestic Product (GDP) and unemployment from 1877-present.</p> <p>HS.UH.CE.5 Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1877-present.</p> <p>HS.UH.CE.6 Analyze how global interactions impacted American culture and society from 1890-present.</p>
High School (WH)	H: Cause and Effect	<p>HS.WH.CE.1 Examine effects of the movement of people, cultures, goods, diseases and technologies through established systems of connection, including the Silk Roads, Trans-Saharan Trade Routes and Indian Ocean Maritime System between 1300-1450.</p> <p>HS.WH.CE.2 Analyze the political, economic, geographic and social causes and effects of exploration and colonization between 1450-1750.</p> <p>HS.WH.CE.3 Assess demographic, social and cultural consequences of forced migration and the expansion of the institution of plantation-based slavery into the Americas between 1500-1888.</p>

Grade Level	Concepts and Practices	Standards
<p>High School (WH) <i>(continued)</i></p>	<p>H: Cause and Effect <i>(continued)</i></p>	<p>HS.WH.CE.4 Analyze causes and effects of political revolutions in multiple global regions from 1750-present.</p> <p>HS.WH.CE.5 Analyze the political, social and economic causes and effects of early industrialization in Europe and North America between 1750-1850.</p> <p>HS.WH.CE.6 Examine the causes and effects of imperialism from multiple perspectives between 1750-1900.</p> <p>HS.WH.CE.7 Examine the ways non-industrialized nations attempted to combat the rising power of European Imperialism between 1750-1900.</p> <p>HS.WH.CE.8 Determine the causes of the World Wars and their global effects between 1900-1945.</p> <p>HS.WH.CE.9 Analyze the causes of Decolonization, methods of gaining independence, and geopolitical impacts of new nation-states from 1945-present.</p>

History Progression: Conflict and Compromise

Conflict and compromise examines the opportunities for people in communities, nations, regions or worldwide to engage in activities in which they openly clash with one another while retaining the capacity at other times to work together toward accomplishing common goals. Within this document, the Conflict and Compromise Concepts and Practices is coded as “CO.”

Grade Level	Concepts and Practices	Standards
Kindergarten	H: Conflict and Compromise	K.H.CO.1 Describe interactions that occur between individuals/groups in families, classrooms and communities.
Grade 1	H: Conflict and Compromise	1.H.CO.1 Describe interactions that occur between individuals as members of groups, the community and/or state.
Grade 2	H: Conflict and Compromise	2.H.CO.1 Describe events in North America that illustrate how people from diverse cultural groups attempted to work through conflicts to solve a problem.
Grade 3	H: Conflict and Compromise	3.H.CO.1 Evaluate the effects of people, goods and ideas that have diffused from one world community into other world communities and the effects of the people, goods and ideas on these communities.
Grade 4	H: Conflict and Compromise	4.H.CO.1 Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.
Grade 5	H: Conflict and Compromise	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.
Grade 6	H: Conflict and Compromise	6.H.CO.1 Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE. 6.H.CO.2 Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.
Grade 7	H: Conflict and Compromise	7.H.CO.1 Explain how religion influenced state-building, trade and cultural interactions between 600-1600. 7.H.CO.2 Evaluate various motives for expansion among multiple empires between 600-1600.

Grade Level	Concepts and Practices	Standards
Grade 8	H: Conflict and Compromise	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.</p>
High School (UH)	H: Conflict and Compromise	<p>HS.UH.CO.1 Explain the impact of U.S. expansion at home and abroad between 1877-1929.</p> <p>HS.UH.CO.2 Evaluate domestic responses to migration and immigration in the United States from 1877-present.</p> <p>HS.UH.CO.3 Analyze the role of the United States in global compromises and conflicts between 1890-1945 in the Spanish American War, World War I, the Interwar years and World War II.</p> <p>HS.UH.CO.4 Analyze the conflicting ideologies and policies of the United States and Soviet Union and their impact, both domestically and globally, during the Cold War Era between 1945-1991.</p> <p>HS.UH.CO.5 Analyze examples of conflict and compromise between the United States and other nations, groups and individuals in the post-Cold War Era from 1991-present.</p>
High School (WH)	H: Conflict and Compromise	<p>HS.WH.CO.1 Assess how inter- and intra-regional interactions shaped the development of empires and cultures in multiple global regions between 1300-1750.</p> <p>HS.WH.CO.2 Analyze examples of conflict created by global expansionist policies and actions between 1750-1945 across global regions.</p> <p>HS.WH.CO.3 Analyze how superpower rivalries created new political alliances, led to proxy wars and resulted in the rise of international organizations from 1950-present.</p>

Grade Level	Concepts and Practices	Standards
<p>High School (WH) <i>(continued)</i></p>	<p>H: Conflict and Compromise <i>(continued)</i></p>	<p>HS.WH.CO.4 Assess the effectiveness of institutions designed to foster collaboration, compromise and development from 1945-present.</p> <p>HS.WH.CO.5 Analyze how advancements in communication, technology and trade impact global interactions from 1900-present.</p> <p>HS.WH.CO.6 Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945-present.</p>

History Progression: Kentucky History

Kentucky has influenced, and been influenced by, the history of the United States and world. The standards address clear Kentucky connections in the history standards where applicable. Within this document, the Kentucky History Concepts and Practices is coded as “KH.”

Grade Level	Concepts and Practices	Standards	
Kindergarten	H: Kentucky History	K.H.KH.1	Compare life in the past to life today in communities.
Grade 1	H: Kentucky History	1.H.KH.1 1.H.KH.2	Compare life in Kentucky in the past to life in Kentucky today. Identify Kentucky symbols, songs and traditions.
Grade 2	H: Kentucky History	2.H.KH.1	Explain how events in North America impacted Kentucky.
Grade 3	H: Kentucky History	3.H.KH.1	Explain how world events impact Kentucky, both in the past and today.
Grade 4	H: Kentucky History	4.H.KH.1	Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.
Grade 5	H: Kentucky History	5.H.KH.1	Describe the role of Kentucky settlers in the American Revolution.
Grade 6	H: Kentucky History	6.H.KH.1	Determine the influences of Classical Greece and Rome on the structures of Kentucky’s state government.
Grade 7	H: Kentucky History	N/A	
Grade 8	H: Kentucky History	8.H.KH.1 8.H.KH.2	Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877. Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.
High School (UH)	H: Kentucky History	HS.UH.KH.1	Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1877-present.
High School (WH)	H: Kentucky History	HS.WH.KH.1	Describe the impact of world history on Kentuckians and how Kentucky impacted the world.