

Archdiocese of Louisville Social Studies Standards

2024

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Introduction

The National Council for Social Studies contends: “The primary purpose of Social Studies is to help young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.” Civic competence requires a commitment to democratic values and the ability to use knowledge about one’s community, nation and world. Social studies classrooms are the ideal locations to foster civic virtue, apply inquiry practices, consider current issues, engage in civil discourse and build a civic identity and an awareness of international issues. They should be laboratories of democracy where the diversity among learners embodies the democratic goal of embracing robust pluralism. Students must be taught to cherish freedom and to accept responsibility for preserving and extending it, finding their own best ways of doing so on the basis of free, independent thinking. These skills, habits and qualities of character will prepare students to think critically, reason and problem solve. Thus, the civic mission of social studies is crucial and demands the inclusion of each and every student. In order to prepare young people in the 21st century to carry on the ideals of the founders, social studies education must aim to develop students’ knowledge of important social studies concepts and their use of disciplinary thinking skills. Achieving this aim is the mission of social studies education. The Archdiocese of Louisville Social Studies document is designed to promote the development of knowledge and skills that will produce graduates who are civically engaged, critical thinkers. These standards guide student exploration of the relationships and interactions among individuals and groups at local, state, national and international levels through the disciplines of civics, economics, geography and history and the inquiry practices of questioning, investigating, using evidence and communicating conclusions. The standards are designed to include a breadth of knowledge, not as isolated facts to be simply memorized, but as usable knowledge to be integrated into an understanding of the world. Students must have knowledge of each of the four social studies disciplines and an appreciation for the interconnectedness of all four disciplines. This is central to students’ preparation for a successful transition into civic life.

Standards, Not Curriculum

The Archdiocese of Louisville Social Studies Standards outline the minimum standards Kentucky students should learn in each grade level, kindergarten through eighth grade or high school grade-span. The standards address a foundational framework of what is to be learned, but do not address how learning experiences are to be designed or what resources should be used. A standard represents a goal or outcome of an educational program; standards are vertically aligned, expected outcomes for all students. The standards do not dictate the design of a lesson plan or how units should be organized. The standards establish a state-wide baseline of what students should know and be able to do at the conclusion of a grade or grade-span. The instructional program should emphasize the development of students’ abilities to acquire and apply the standards. The curriculum must ensure that appropriate accommodations are made for diverse populations of students found within Kentucky schools. These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment.

Organization of Standards

The Archdiocese of Louisville Social Studies Standards document is organized around the inquiry practices of questioning, investigating, using evidence and communicating conclusions. Students will consider or pose questions and then investigate those questions through the disciplinary lenses of civics, economics, geography and history. Students complete the inquiry process by communicating evidence-based conclusions. Within the architecture, the standards place an equal importance on both the mastery of important social studies concepts and disciplinary practices. Throughout a child's social studies education, students engage in the inquiry practices – questioning, investigating, using evidence and communicating conclusions. Students use these practices to acquire, refine and extend knowledge and understanding of key social studies concepts within the four disciplinary lenses of civics, economics, geography, and history. As indicated by the graphic, concept knowledge cannot be achieved effectively without the practice of inquiry. Neither development of the practices nor development of the knowledge and understanding within the lenses is sufficient on its own to equip young people with the knowledge and skills necessary to carry on the ideals of the founders.



Color Code Key:

Inquiry Concepts and Practices Teal	Civics (C) Blue	Economics (E) Yellow	Geography (G) Green	History (H) Rose
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Essential Standards

Writers identified Essential Standards among the Archdiocese of Louisville Social Studies Standards. Essentials are denoted with one asterisk in this document. Standards identified as essential were evaluated according to three criteria: 1. They have endurance. The knowledge and skills in this standard are valuable beyond a single unit of study. 2. They have leverage. The knowledge and skills in this standard are valuable in multiple disciplines. 3. They demand readiness. The knowledge and skills in this standard are essential for success at the next grade level. If a standard is noted as essential, the expectation is that every student at that particular grade level will achieve mastery of the standard by the end of the academic year. Each school is encouraged to modify and adapt the essential standard list to fit their specific student population. Essential standards simply hold the priority skills for students to master; all other standards provide meaningful knowledge and grade-level skills. Please note that 4th, 5th, and 6th grade essential standards will be added during the 2024-2025 school year.

Supplementary Documents

Writers created a supplementary “Social Studies Literature List” for Kindergarten through 4th grade. The document provides teachers with trade books that are aligned with grade level standards. Each grade level has at least one book aligned to every standard. Teachers can use this booklist to anchor social studies lessons, use in a book study, or include in the classroom library. Writers also created a list of strategies for student inquiry and engagement for 5th through 8th grade. The purpose of the literature list is to equip teachers with some resources to hold developmentally-appropriate conversations about faith and science with students. Teachers can use the resources to lead students to the understanding that faith and science do not contradict one another; they live in harmony.

Acknowledgements

Name	School	Name	School
Courtney Cecil	Saint Gabriel	Emily Clark	Holy Spirit
Christina Crush	Ascension	Charlie Gonzalez	Saint Patrick
Hannah Goss	Saint Patrick	Emily Hart	Sacred Heart Model School
Chuck Heath	Saint Agnes	Ginnie Hoover	Sacred Heart Model School
Maureen Miller	John Paul II Academy	Elizabeth Ramirez	Saint Margaret Mary

Kindergarten: Myself and My Community

Introduction: The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Students begin to acquire these skills at the kindergarten level through learning experiences that allow them to explore themselves, their relationships and their communities. Students explain the purpose of local government, explain rules and responsibilities of individuals in their local community and identify several key symbols that represent the key components of being an American and a Kentuckian. Students explain how people use and communities provide goods and services. They explore geographic relationships in their local community by identifying the physical geography and explaining how humans impact the environment. Students learn to identify events and changes taking place in the school and local community by classifying events as taking place “today,” “yesterday” and “long ago.”

Key Vocabulary: civic responsibilities, community, consequences, culture, diversity, families, goods, government, human characteristics, inquiry, leaders, needs, patriotism, physical characteristics, services, symbols, wants

Kindergarten Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Ask compelling questions about their community.*	AL-K.I.Q.1*	K.I.Q.1
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>		
Using Evidence	Identify information from two or more sources to investigate characteristics of a community.*	AL-K.I.UE.1*	K.I.UE.1
	Construct responses to compelling questions about oneself and one's community	AL-K.I.UE.2	K.I.UE.2
Communicating Conclusions	Construct an explanation about their community's civic life, history, geography and/or economy.	AL-K.I.CC.1	K.I.CC.1
	Construct an argument to address a problem in the classroom or school.	AL-K.I.CC.2	K.I.CC.2
	Identify ways to be civically engaged at school.*	AL-K.I.CC.3*	K.I.CC.3
	Use listening skills to decide on and take action in their classrooms.	AL-K.I.CC.4	K.I.CC.4

Kindergarten Civics Standards

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

Civics Clarifications:

- Purpose of local governments → to provide services (parks, police and fire departments, EMS, transportation, and public works)
- Examples of responsible citizenship → being helpful and respectful, volunteering, contributing to the community
- American symbols and events → national flag, national holidays, pledge of allegiance, national anthem, monuments, etc.
- Rules → rules exist for order and safety
- Examples of leaders → school principals, fire fighters, police officers, mayors, etc.
- Kentucky symbols → state flag, state song, local monuments, etc.

Kindergarten Economics Standards

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

Economics Clarifications:

- Goods and Services → people purchase goods and services to meet their needs or wants
- Community Providers → goods can be found at grocery stores or toy stores. Services can be found at doctors offices or salons.
- Jobs → community members use their talents and skills to work in a job that provides goods or services to the community

Kindergarten Geography Standards

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

Geography Clarifications:

- Migration and Movement → weather, climate, jobs, natural resources, the economy, etc. are factors that influence the movement of people and goods
- Culture → the main characteristics shared by a group of people. Culture is passed down by rules, traditions, and stories. Culture includes values, norms, beliefs, ways of behaving, etc.
- Environment → humans live in places with different landforms, weather, climate, and resources. Humans make adjustments to be able to live in particular environments (ex. Living near a water source, farming local crops, etc.)
- Maps → use elements like the title, legend, cardinal directions, scale, etc. Use positional language like above, below, next to, behind, between.
- Characteristics of Kentucky → include climate and weather, landforms, natural resources, and natural hazards

Kindergarten History Standards

History Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Change and Continuity	Identify and describe how communities change over time.	AL-K.H.CH.1	K.H.CH.1
	Compare traditions found in communities over time, including those from diverse backgrounds.	AL-K.H.CH.2	K.H.CH.2
Cause and Effect	Identify the cause and effect of an event in a community.	AL-K.H.CE.1	K.H.CE.1
Conflict and Compromise	Describe interactions that occur between individuals/groups in families, classrooms and communities.*	AL-K.G.HE.1*	K.G.HE.1
Geographic Reasoning	Create maps of familiar areas, such as the classroom, school and community.	AL-K.H.CO.1	K.H.CO.1
Kentucky History	Compare life in the past to life today in communities.*	AL-K.H.KH.1*	K.H.KH.1

History Clarifications:

- Community Change → technology influences the way communities function (ex. Covered wagons to cars and airplanes)
- Traditions → The interactions of diverse groups influence the overall culture of a community and dictate the traditions (customs, beliefs and institutions) found in the classroom, school and local community
- Cause and Effect → examine events like factory openings or closures, charitable events (community walk, parade, or festival), etc.
- Conflict and Compromise → groups found in a student's community may disagree; however, members of a community must cooperate through work, play or learning to complete tasks. Discuss student examples of such groups and conflicts/solutions.
- Past vs. Present → use language like "today," "yesterday," and "long ago"

First Grade: Impact on Community and State

Introduction: The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. First graders continue to work toward this goal by beginning to understand how they can impact their community and the state in a variety of ways, and how they are impacted by the communities in which they live. They explore the interplay between people of the past and modern communities by expanding their studies from a personal to a local level, to include the state. Students describe the purpose of Kentucky government, identify Kentucky leaders and identify how civic identity is shaped by symbolic figures, places and events. Students identify and describe what goods and services are produced in Kentucky and explain why the goods and services produced are traded with other communities. Students describe how culture and experience influence the cultural landscape of places and regions within their community and state. Students explore geographic relationships at different scales and make models and maps to show locations of familiar surroundings using cardinal and relative directions. Students compare life in Kentucky in the past to life in Kentucky today within the context of “today,” “yesterday” and “long ago.”

Key Vocabulary: consumers, goods, government, private institutions, producers, public institutions, responsibilities, rights, scarcity, services, tradition

First Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Ask compelling questions about communities in Kentucky.	AL-1.I.Q.1	1.I.Q.1
	Identify supporting questions to investigate compelling questions about communities in Kentucky.	AL-1.I.Q.2	1.I.Q.2
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>		
Using Evidence	Identify information from two or more sources to describe multiple perspectives about communities in Kentucky.	AL-1.I.U.E.1	1.I.U.E.1
	Construct responses to compelling and supporting questions about communities in Kentucky.*	AL-1.I.U.E.2*	1.I.U.E.2
Communicating Conclusions	Construct an explanation about a specific community in Kentucky.	AL-1.I.CC.1	1.I.CC.1
	Construct an argument with reasons to address how to improve the local community and Kentucky.	AL-1.I.CC.2	1.I.CC.2
	Identify ways to be civically engaged in the local community.	AL-1.I.CC.3	1.I.CC.3
	Use listening and voting procedures to decide on and take action in their school, local community or Kentucky.*	AL-1.I.CC.4*	1.I.CC.4

First Grade Civics Standards

Civics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Civic and Political Institutions	Describe the purpose of Kentucky government.*	AL-1.C.CP.1*	1.C.CP.1
Roles and Responsibilities of a Citizen	Identify the rights and responsibilities of citizens*.	AL-1.C.RR.1*	1.C.RR.1
Civic Virtues and Democratic Principles	Describe basic democratic principles.	AL-1.C.CV.1	1.C.CV.1
	Describe civic virtues.*	AL-1.C.CV.2*	1.C.CV.2
Processes, Laws, and Rules	Investigate and understand the purpose of rules and laws.	AL-1.C.PR.1	1.C.PR.1
Kentucky Government	Identify Kentucky leaders, and explain their roles and responsibilities.	AL-1.C.KGO.1	1.C.KGO.1
	Investigate how civic identity is shaped by symbolic figures, places and events.	AL-1.C.KGO.2	1.C.KGO.2

Civics Clarifications:

- Kentucky government → approves budgets and provides services like roads, public schools, state parks, state courts and public safety
- Democratic principles → justice, responsibility, and freedom
- Civic virtues → any actions for the benefit of society (greater good). Examples include cleaning up trash, being kind, following laws, etc.
- Civic identity → ask questions around what it means to be a Kentuckian. What symbols, places, and events make you proud to be from KY?

First Grade Economics Standards

Economics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Microeconomics	Differentiate between buyers (consumers) and sellers (producers).*	AL-1.E.MI.1*	1.E.MI.1
	Give an example of the cost or benefit of an event.	AL-1.E.MI.2	1.E.MI.2
Macroeconomics	Describe how different jobs, as well as public and private institutions, help people in the community.	AL-1.E.MA.1	1.E.MA.1
Specialization, Trade, and Interdependence	Explain why the goods and services people in a community produce are traded with those produced in other communities.	AL-1.E.ST.1	1.E.ST.1
	Investigate how people can benefit themselves and others by developing special skills, strengths and goods.	AL-1.E.ST.2	1.E.ST.2
Incentives, Choices, and Decision Making	Predict a person's change in behavior in response to incentives and opportunity costs.	AL-1.E.IC.1	1.E.IC.1
	Explain how choices are made as a result of scarcity.*	AL-1.E.IC.2*	1.E.IC.2
Kentucky Economics	Identify and describe what goods and services are produced in different places and regions in Kentucky.	AL-1.E.KE.1	1.E.KE.1

Economics Clarifications:

- Cost/benefit → When making a choice, a person often considers the benefits of the choice and the costs of the choice. Ex: a school may want to expand the playground, but will experience the cost of losing shade when two trees are cut down to make room
- Trade → When individuals develop special skills, goods and services are created more efficiently. This means that places and people do and produce what they are best at and can trade those goods and services for those of places that specialize in something different. Trade also allows resources to flow to areas where they are not available (ex: coal)
- Incentives → Something that encourages or motivates people to make a particular choice.
- Opportunity Cost → What is given up to achieve something else. Ex: giving up time in the sun outside to play video games
- Scarcity → limited resources
- KY → Goods and services in Kentucky include, but are not limited to, coal, tobacco, horses, crafts, cars, health care, hotels

First Grade Geography Standards

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

Geography Clarifications:

- Migration and Movement → Sometimes a community does not have the resources or skills to produce all the goods and services they would like. Therefore, they may trade their goods or services with others, causing goods and services to move to and within that community
- Culture → The main characteristics shared by a group of people that are learned and passed down by rules, traditions and stories
- Modifying Environment → Examples include building roads, planting trees, farming, expanding cities, etc.
- Geographic representations → maps, globes, graphs, diagrams, GPS and aerial photographs
 - Students may use the properties of these representations which include the title, legend, cardinal and intermediate directions, scale, symbols to organize information about familiar places
- Communities → Differ in physical characteristics, such as land and water forms, natural vegetation and climate, as well as human characteristics, such as housing, transportation, types of clothing, food items, etc.

First Grade History Standards

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

History Clarifications:

- The Past → The past impacts the present through the cultures that exist, the ways people interact, and the technology people use
- Cause and Effect → Students may predict why Kentucky hosts such an event and the effects of the event on their community and state
- Conflict and Compromise → Groups found in a student's community and state may, at times, conflict with one another; however, members of a community must cooperate through work, play or learning to complete tasks.

Second Grade: North American Interactions

Introduction: The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Second graders continue to work toward this goal by beginning to understand how communities work together throughout North America (Canada, Mexico and the United States). Students explain the need for civic and political structures and compare the rights and responsibilities of citizens. Students explain patterns of human settlement and compare the ways various cultural groups connect and interact within North America. Students describe how examples of capital, human, and natural resources are related to goods and services, and they categorize different limited resources as renewable and non-renewable. Students identify and compare the diverse cultural groups of North America and engage in learning the motivations of diverse groups in the past and today within the context of “today,” “yesterday” and “long ago.”

Key Vocabulary: capital, civic, common goods, conflict, consumer, culture, economy, entrepreneurship, geographic, geographic features, human resources, innovations, labor, land, natural resources, non-renewable resource, producer, production, renewable resource, resources, responsibilities, rights, society, virtues

Second Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Ask compelling questions about communities found in North America	AL-2.I.Q.1	2.I.Q.1
	Identify supporting questions that help answer compelling questions about communities found in North America.*	AL-2.I.Q.2*	2.I.Q.2
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards</i>		
Using Evidence	Identify characteristics of primary and secondary sources	AL-2.I.UE.1	2.I.UE.1
	Determine whether the evidence in primary and secondary sources is fact or opinion.*	AL-2.I.UE.2*	2.I.UE.2
	Identify a primary and secondary source, and explain who created it, when they created it, where they created it and why they created it	AL-2.I.UE.3	2.I.UE.3
	Construct responses to compelling and supporting questions, using reasoning, examples and details, about the diversity of communities in North America.	AL-2.I.UE.4	2.I.UE.4
Communicating Conclusions	Construct an explanation, using correct sequence and relevant information, to provide information on a community in North America.*	AL-2.I.CC.1*	2.I.CC.1
	Construct an argument with reasons and details to address a civic issue in a community in North America.	AL-2.I.CC.2	2.I.CC.2
	Identify ways to civically engage in Kentucky.	AL-2.I.CC.3	2.I.CC.3
	Use listening and consensus-building procedures to discuss how to take action in the local community or Kentucky	AL-2.I.CC.4	2.I.CC.4

Second Grade Civics Standards

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

Civics Clarifications:

- Need for civic and political structures → to maintain law and order and meet the population's needs
- Civic virtues → actions and duties citizens undertake, such as voting or attending a town meeting, to contribute to their communities.
- Democratic principles → equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom
- Changing laws → The government of the state debates and passes laws that work to meet citizens' needs. Kentucky laws have changed over time, such as the requirement to wear a seatbelt in a vehicle.

Second Grade Economics Standards

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

Economics Clarifications:

- Resources → Capital resources are goods and tools used in production (logging truck, machinery); human resources include the people involved in the production of goods and services (horse trainers, coal miners); and natural resources are the materials (renewable and nonrenewable) used in the production of goods and services (lumber, coal, wind).
- Producers and Consumers → Producers are people who use resources to provide goods or services. Consumers are people who choose to purchase goods or services.
- Prices → An economic market is created when goods and services are exchanged by producers and consumers. Prices are an indicator of what consumers are willing to pay for an item and what payment producers require to make an item.
- Specialization → Specialization increases efficiency by allowing different people to become experts in the production of all of the various goods and services found in an economy
- Renewable and Nonrenewable → Renewable resources can be created, repurposed (recycled material) or re-grown. Nonrenewable resources are finite (natural gas, coal, oil).
- Factors of Production → land, labor, capital and entrepreneurial skills

Second Grade Geography Standards

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

Geography Clarifications:

- Settlement → geographic features affect where people settle and how settlers sustain themselves. We categorize communities as urban, rural, or suburban
- Connections → cultural groups connect through trade, migration, technology sharing and conquest
- Geographic Features → maps, globes, graphs, diagrams, GPS and aerial photographs
 - Students may use the properties of these representations which include the title, legend, cardinal and intermediate directions, scale, symbols to examine information about geographic features
- Kentucky Settlement → Geographic features, such as natural resources, often affect where people settle and how people sustain themselves. For example, early European settlers established Louisville due to the geographic features of the Ohio River and Falls. Similarly, the Mississippi River Valley provided the water resources and transportation necessary for the creation of the early American Indian Mississippian mound culture.

Second Grade History Standards

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

History Clarifications:

- Cultural Groups → American Indians that lived in large centralized agricultural civilizations, smaller agricultural villages, and as nomadic hunter/gatherers. Early European explorers, from a variety of nations, and people who were brought forcibly, such as enslaved people from Africa. In North America today, diverse groups from across the globe live and interact to create our modern context.
- Cause and Effect → The presence of American Indian groups in North America created a variety of lifestyles and interactions among groups
- Innovations → caravel ships, navigational technology like the compass and astrolabe, the domestication of maize as well as advanced Mayan mathematics and astronomy
- Conflict and Compromise → Early American Indian societies and early explorers had cultural differences that created conflicts they attempted to resolve.
- Kentucky → Many diverse American Indian groups inhabited Kentucky prior to European exploration and settlement. Early European exploration laid a foundation for the eventual creation of the Commonwealth.

Third Grade: Global Interactions

Introduction: The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Third graders continue to work toward this goal by applying the concept of community globally, understanding the impact of interaction between groups within the continent of Africa, the Americas, Asia, Europe and Oceania (Australasia, Melanesia, Micronesia and Polynesia). Students explain the basic purposes and functions of differing governing bodies in the world while comparing how diverse societies govern themselves. Students illustrate the relationship between supply and demand and describe examples of economic interdependence. Students explain how the cultural aspects of a region spread beyond its borders and how culture influences how people modify and adapt to their environments. Students compare diverse world communities in terms of members, customs and traditions to their local community while explaining how world events impact Kentucky. Students also investigate how communities work together while acknowledging the different perspectives of diverse groups in today's world.

Key Vocabulary: benefit, chronological, contributions, culture, customs and traditions, demand, diverse, economic interdependence, governing bodies, immigrant, incentives, influence, law, multicultural, opportunity costs, property, region, representations, rule, supply

Third Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Ask compelling questions about the interactions of diverse groups of people.*	AL-3.I.Q.1*	3.I.Q.1
	Develop supporting questions that help answer compelling questions about the interactions of diverse groups of people.	AL-3.I.Q.2	3.I.Q.2
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>		
Using Evidence	Describe how multiple perspectives shape the content and style of a primary and secondary source.*	AL-3.I.UE.1*	3.I.UE.1
	Explain the relationship between two or more sources on the same theme or topic.	AL-3.I.UE.2	3.I.UE.2
	Construct responses to compelling and supporting questions about the interactions of diverse groups of people using evidence and reasoning.	AL-3.I.UE.3	3.I.UE.3
Communicating Conclusions	Construct an explanation, using relevant information, to address a local, regional or global problem.*	AL-3.I.CC.1*	3.I.CC.1
	Construct an argument with reasons and supporting evidence to address a local, regional or global problem.	AL-3.I.CC.2	3.I.CC.2
	Identify strategies to address local, regional or global problems.	AL-3.I.CC.3	3.I.CC.3
	Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems.	AL-3.I.CC.4	3.I.CC.4

Third Grade Civics Standards

Civics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Civic and Political Institutions	Explain the basic purposes and functions of differing governing bodies in the world.	AL-3.C.CP.1	3.C.CP.1
	Compare how diverse societies govern themselves.*	AL-3.C.CP.2*	3.C.CP.2
Roles and Responsibilities of a Citizen	Examine how the government maintains order, keeps people safe, and makes and enforces rules and laws in diverse world communities.	AL-3.C.RR.1	3.C.RR.1
Civic Virtues and Democratic Principles	Compare civic virtues and democratic principles within a variety of diverse world communities.	AL-3.C.CV.1	3.C.CV.1
Processes, Laws, and Rules	Explain how processes, rules and laws influence how individuals are governed and how diverse world communities address problems.*	AL-3.C.PR.1*	3.C.PR.1

Civics Clarifications:

- Purpose of Government → maintains order, keeps people safe, and makes and enforces rules and laws
- Types of Government → monarchy, parliamentary system, dictatorship, oligarchy, democracy, etc.
- Civic virtues → actions and duties citizens undertake, such as voting or attending a town meeting, to contribute to their communities
- Democratic principles → equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom
- Problem Solving → Different types of government solve problems differently. Ex) The United States is a representative democracy, which uses elections to choose leaders who then create and vote on legislation, whereas the government of Saudi Arabia is an absolute monarchy, in which the king rules and makes decisions.

Third Grade Economics Standards

Economics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Microeconomics	Explain how producers and consumers interact to determine the prices of goods and services in markets.*	AL-3.E.MI.1*	3.E.MI.1
	Describe the relationship between supply and demand.	AL-3.E.MI.2	3.E.MI.2
Macroeconomics	Differentiate between private property and public property.	AL-3.E.MA.1	3.E.MA.1
	Investigate how the cost of things changes over time.	AL-3.E.MA.2	3.E.MA.2
Specialization, Trade, and Interdependence	Describe examples of economic interdependence.	AL-3.E.ST.1	3.E.ST.1
Incentives, Choices, and Decision Making	Explain how people use incentives and opportunity costs to inform economic decisions.	AL-3.E.IC.1	3.E.IC.1
Kentucky Economics	Explain how trade between people and groups can benefit Kentucky.	AL-3.E.KE.1	3.E.KE.1

Economics Clarifications:

- Prices in Markets → Buyers weigh the costs (price of computers, price of internet) and benefits (impact on household) of purchases based on their available resources and income, and they make choices about consumption based on these factors. Producers make decisions based on consumer choices and adjust what, how and where they make products.
- Supply → quantity of item to sell. If there is a lot, it's high; if there is only a few, it's low.
- Demand → how much people want it. If a lot of people want it, it's high; if not many want it, it's low.
- Cost → Supply and demand affect how much things cost. If many people want something but there isn't much of it, the price rises. If there's a lot of something, but not many people want it, the price decreases
- Economic interdependence → the reliance on one another to produce and trade goods and services. Ex) farmer and baker, toy maker and truck driver, teacher and school supply store, etc.
- Incentives and Opportunity Cost → Incentives are the motivators that influence all people's spending decisions. Opportunity cost is what is given up to achieve something else. Ex) a child may spend their \$5 allowance on 3 pieces of candy, but in doing so they cannot get the toy they wanted.
- Kentucky → we benefit from trade when we get access to goods and services that are not available in our state

Third Grade Geography Standards

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

Geography Clarifications:

- Settlement → When people decide where to live (settlement), it can create communities with different cultures, traditions, and languages.
- Culture → communities can share their culture through food, music, religion, etc. with other neighboring communities
- Geographic Representation → Ex) communities in a mountainous region versus those living in the plains
- Kentucky → From the original inhabitants to early immigrants to modern refugees, the modern Commonwealth of Kentucky represents an example of the ways cultures interact, creating today's context

Third Grade History Standards

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

History Clarifications:

- Chronology → using visual tools like timelines can help create an understanding of how the modern world came into being
- Inventions → Ex) Cai Lun invented paper, Brahmagupta introduced the concept of zero, and Edison invented the lightbulb
- Comparing Communities → Ex) compare members, customs, and traditions in Tokyo, Japan with those in Louisville, KY
- Kentucky → European exploration impacted the American Indians living in Kentucky negatively through the transfer of disease and displacement of villages and positively, through the introduction of new technologies.

Fourth Grade: Migration and Settlement

Introduction: The goal of social studies education is for children to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Fourth graders continue to work toward this goal by examining the reasons why and how people move from one place to another through their study of the migration and settlement of Colonial America. Students will describe diverse forms of self-government used by various groups in Colonial America while assessing the ability of various forms of government to foster civic virtues and uphold democratic principles. Students will compare and contrast different ways that the government interacts with the economy. Students will describe and evaluate the relationship between resource availability, opportunity costs, migration and settlement. Students will compare the distinctive cultural characteristics of groups that immigrated or were brought forcibly to the United States from other nations or regions. Students will explain examples of conflict and collaboration among diverse groups of people as they encountered one another.

Key Vocabulary: cause and effect, collaboration, Colonial America, colonial Kentucky, consumers, demand, factors of production, ingenuity, innovation, landforms, migration, monarchy, opportunity costs, producers, profit, settlement, supply

Fourth Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Ask compelling questions about migration and settlement.	AL-4.I.Q.1	4.I.Q.1
	Develop supporting questions to answer compelling questions about migration and settlement.	AL-4.I.Q.2	4.I.Q.2
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards</i>		
Using Evidence	Integrate evidence from two or more sources to answer compelling and supporting questions	AL-4.I.U.E.1	4.I.U.E.1
	Determine the value and limitations of primary and secondary sources.	AL-4.I.U.E.2	4.I.U.E.2
	Develop claims with evidence to answer compelling and supporting questions	AL-4.I.U.E.3	4.I.U.E.3

Fourth Grade Civics Standards

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

Civics Clarifications:

- Colonial America → Each colony established a type of self-government (grounded in the principles of the Mayflower Compact) but each was ultimately under the control of the British monarchy. Monarchies often have a more powerful executive as well as less opportunity for everyday people to have a voice in government. In Colonial America, not all voices were heard.
- Civic Participation → Ex) voting, attending public meetings, writing letters to representatives, etc. Communities benefit when citizens are engaged because more perspectives are included and can influence the creation of rules and laws.
- Civic Virtues and Democratic Principles → Civic virtues are actions and duties citizens undertake, such as voting or attending a town meeting, to contribute to their communities. Examples of democratic principles include equality before the law, inalienable rights, consent of the governed, right to alter or abolish the government, justice, responsibility and freedom.
- Rules and Laws → In order for colonists to change the British laws, they had to protest and boycott. Now most laws are changed/created through the legislative process.

Fourth Grade Economics Standards

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

Economics Clarifications:

- Economic Market → producers make things, consumers decide what they want, and the balance between supply and demand determines the value of those products in the economic markets.
- Economy and Government → In Colonial America, the economy of the colonies was designed to help Great Britain. Ex) colonies were required to sell raw materials to Britain for low prices. This affected the economy by limiting competition.
- Trade → allows two (or more) groups to receive goods and services, causing those groups to become interdependent
- Migration and Settlement → Americans Indians used the resources available to them. As colonists migrated to the New World and settled, they traded with the American Indians. Colonists settled where they were able to make their own money or grow their own crops to barter.
- Kentucky → Producers in colonial Kentucky utilized the abundance of land to produce agricultural surpluses, which were shipped to urban markets in the East

Fourth Grade Geography Standards

Geography	Standards	ArchLou	KY
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Concepts and Practices		Standard Code	Standard Code
Migration and Movement	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.	AL-4.G.MM.1	4.G.MM.1
Human Interactions and Connections	Explain how cultural, economic and environmental characteristics affect the interactions of people, goods and ideas from European Exploration to the Thirteen Colonies.	AL-4.G.HI.1	4.G.HI.1
Human Environment Interaction	Analyze how geographic features created challenges and opportunities for the development of Colonial America.	AL-4.G.HE.1	4.G.HE.1
Geographic Reasoning	Analyze how location and regional landforms affect human settlement, movement and use of various natural resources, using maps, photos and other geographic representations.	AL-4.G.GR.1	4.G.GR.1
Kentucky Geography	Compare how the movement of people, goods and ideas in Colonial America and modern Kentucky were affected by technology.	AL-4.G.KGE.1	4.G.KGE.1

Geography Clarifications:

- Cultural Characteristics → Examples of groups to compare: European immigrants, enslaved Africans, Native Americans, etc. Ex) Spanish colonists influenced traditional, architecture, and culture in Florida, Texas, and the Southwest.
- Geographic Features → Ex) a geographic feature that created a challenge for the colonists was the Appalachian Mountains, which were a physical barrier for the colonists and discouraged expansion to the west. The Cumberland Gap acted as a geographic opportunity for colonists to move further west.
- Settlement → Ex) the New England region had rocky soil that was not ideal for farming, so they relied on fishing and shipbuilding from the abundance of lumber available as their primary industry.
- Technology → Technology broadly references innovations as diverse as the horse collar and the modern Internet. Ex) Daniel Boone traveling through the Cumberland Gap.

Fourth Grade History Standards

History	Standards	ArchLou	KY
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Concepts and Practices		Standard Code	Standard Code
Change and Continuity	Describe how migration and settlement impacted diverse groups of people as they encountered one another from European Exploration to the Thirteen Colonies.	AL-4.H.CH.1	4.H.CH.1
	Describe the impact innovation and human ingenuity had on the development of the United States from European Exploration to the Thirteen Colonies.	AL-4.H.CH.2	4.H.CH.2
Cause and Effect	Utilize chronological sequences of events to explain causes and effects of historical developments from European Exploration to the Thirteen Colonies (e.g. timelines).	AL-4.H.CE.1	4.H.CE.1
Conflict and Compromise	Explain examples of conflict and collaboration among various groups of people from European Exploration to the Thirteen Colonies as they encountered one another.	AL-4.H.CO.1	4.H.CO.1
Kentucky History	Identify and describe the significance of diverse groups of people in Kentucky from European Exploration to the Thirteen Colonies.	AL-4.H.KH.1	4.H.KH.1

History Clarifications:

- Migration and Settlement → During this time, American Indians were already established. Many different groups of people from European countries immigrated to North America. Africans were forced into migration and enslaved by colonists. Many conflicts arose as a result of land disputes and differences of culture. Interactions between groups could be positive or negative.
- Innovation → Ex) new political ideologies and agricultural improvements
- Conflict and Collaboration → The American Indians and European colonists sometimes collaborated. They traded goods, such as animal skins and weapons, and some American Indians showed settlers how to farm and navigate the land effectively. They also had continuous conflict over different ideas about land ownership and nature.
- Kentucky People → Ex) Native Americans, Hernando de Soto, Daniel Boone, European Americans, enslaved Africans, etc.

Fifth: Development of Civilizations

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

Key Vocabulary: citizen, Classical Empire, democracy, hunter-gatherer societies, monarchy, monotheism, Neolithic Revolution, polytheism, republic, River Valley Civilization, theocracy

Fifth Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Develop compelling questions related to the development of civilizations between 3500 BCE-600 CE	AL-5.I.Q.1	6.I.Q.1
	Generate supporting questions related to the development of civilizations between 3500 BCE-600 CE	AL-5.I.Q.1	6.I.Q.1
	Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	AL-5.I.Q.1	6.I.Q.1
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards</i>		
Using Evidence	Develop claims, citing relevant evidence, in response to compelling and supporting questions	AL-5.I.U.E.1	6.I.U.E.1
	Compare evidence from primary and secondary sources to assist in answering compelling and supporting questions.	AL-5.I.U.E.2	6.I.U.E.2
	Gather primary and secondary sources, and determine their relevance and intended use to answer compelling and supporting questions.	AL-5.I.U.E.3	6.I.U.E.3
Communicating Conclusions	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.	AL-5.I.CC.1	6.I.CC.1
	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.	AL-5.I.CC.2	6.I.CC.2
	Evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.	AL-5.I.CC.3	6.I.CC.3
	Engage in a range of deliberative and democratic procedures to discuss current local, regional and global issues.	AL-5.I.CC.4	6.I.CC.4
	Describe a specific problem from the development of civilizations using each of the social studies disciplines.	AL-5.I.CC.5	6.I.CC.5

Fifth Grade Civics Standards

Civics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Civic and Political Institutions	Explain the origins, functions and structures of governments in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	AL-5.C.CP.1	6.C.CP.1
	Explain connections between government and religion in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	AL-5.C.CP.2	6.C.CP.2
	Describe the political institutions of monarchy, democracy, republic, empire and theocracy in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	AL-5.C.CP.3	6.C.CP.3
Roles and Responsibilities of a Citizen	Evaluate the rights, roles, responsibilities and limitations of the concept of citizen in Classical Greece and Rome	AL-5.C.RR.1	6.C.RR.1
Civic Virtues and Democratic Principles	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.	AL-5.C.CV.1	6.C.CV.1
Processes, Laws, and Rules	Analyze the purposes and effects of laws in River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	AL-5.C.PR.1	6.C.PR.1

Civics Clarifications:

- Origins, Functions, and Structures → in River Valley Civilizations, people formed governments to work together in places near rivers. They needed rules for farming, water, and safety. In Classical Period Empires, leaders ruled over large areas, collecting taxes and making laws to keep everyone connected and organized.
- Government and Religion → in River Valley Civilizations and Classical Period Empires, the connection between government and religion was strong. Leaders often claimed divine authority, and religious beliefs influenced laws and rituals, providing a sense of unity and order within these ancient societies.
- Forms of Government → monarchy (one ruler), democracy (citizens hold power, through voting), republic (elected leaders), empire (typically one ruler), and theocracy (God is ultimate authority, religion rules)
- Roles and Responsibilities → In Classical Greece and Rome, the concept of citizenship was foundational to the political and social structure. While citizens enjoyed certain rights and had specific roles and responsibilities (like voting), there were also exclusions based on gender, slavery, and origin.
- Social and Government Structures → Example civilization for study: Han Dynasty of China
- Laws → laws played crucial roles in establishing order, regulating behavior, and shaping the social, economic, and political structures of the respective societies. They reflected the values and priorities of these civilizations and were essential for the functioning and cohesion of these ancient communities.

Fifth Grade Economics Standards

Economics Concepts and Practices	Standards	Standard Code	KY Standard Code
Microeconomics	Trace the chain of supply for a needed product.	AL-5.E.MI.1	6.E.MI.1
	Predict and analyze unintended costs and benefits of economic decisions.	AL-5.E.MI.2	6.E.MI.2
	Explain how markets exist whenever there is an exchange of goods and services.	AL-5.E.MI.3	6.E.MI.3
	Compare the markets of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	AL-5.E.MI.4	6.E.MI.4
Macroeconomics	Describe how civilizations used bartering to establish mediums of exchange to meet their wants.	AL-5.E.MA.1	6.E.MA.1
	Explain how market conditions and economic activity affected the growth of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	AL-5.E.MA.2	6.E.MA.2
Specialization, Trade, and Interdependence	Compare specialization in two or more civilizations or empires	AL-5.E.ST.1	6.E.ST.1
	Examine how new knowledge, technology and specialization increase productivity.	AL-5.E.ST.2	6.E.ST.2
Incentives, Choices, and Decision Making	Analyze the economic choices of individuals, societies and governments	AL-5.E.IC.1	6.E.IC.1

Economics Clarifications:

- Chain of Supply → outlines the process by which raw materials are processed to create a final product
- Cost and Benefit → Ex) as agriculture was developed in Mesopotamia, there was a surplus of food that led to an increase in population and a greater ability to have specialization of labor.
- Economic Market → the mechanism allowing buyers and sellers of a good or service to come together. Trade creates a market.
- Comparing Markets → River Valley Civilizations and Classical Empires both had markets that facilitated trade and exchange, the scale, complexity, and role of governments in regulating these markets evolved significantly over time, reflecting the economic and technological advancements of each era.
- Specialization → Ex) tea and silk are both natural resources located in China and began being intentionally produced through specialization during the Classical Empire period. Rome, on the other hand, grew, pressed and shipped olive oil throughout the Mediterranean basin.
- Choices → The choices made by individuals, societies and governments were influenced by geography, culture and societal norms.

Fifth Grade Geography Standards

Geography Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Migration and Movement	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.	AL-5.G.MM.1	6.G.MM.1
Human Interactions and Connections	Explain how population changes in River Valley Civilizations and Classical Empires affected land use between 3500 BCE-600 CE	AL-5.G.HI.1	6.G.HI.1
	Analyze the impact of interactions between various River Valley Civilizations and between various Classical Empires between 3500 BCE-600 CE.	AL-5.G.HI.2	6.G.HI.2
Human Environment Interaction	Analyze how physical environments shaped the development of River Valley Civilizations and Classical Empires between 3500 BCE-600 CE.	AL-5.G.HE.1	6.G.HE.1
	Analyze how River Valley Civilizations and Classical Empires impacted the environment, both positively and negatively, between 3500 BCE-600 CE	AL-5.G.HE.2	6.G.HE.2
Geographic Reasoning	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	AL-5.G.GR.1	6.G.GR.1

Geography Clarifications:

- Migration and Movement → environmental characteristics influenced how people navigated, traded, and specialized. The development of civilizations was made possible by the proximity to water sources and the availability of domesticable plants and animals.
- Population Changes → After the Neolithic Revolution, there was a food surplus that allowed people to settle in one place because they no longer needed to continually hunt and gather.
- Impact on Environment → Human land use was changed as the settled lifestyle of those in agricultural Civilizations and Empires caused them to use more resources in increasingly intensive ways. Ex) deforestation to create charcoal for smelting furnaces (Rome/Han Dynasty of China).
- Geographic Reasoning → Ex) River Valley Civilizations share common characteristics: proximity to water sources and domesticable plants and animals as well as manipulation of the water sources and soil fertility. In Classical Empires, advantages like the Mediterranean Sea provided easier transport within empires like Rome whereas China's Han Dynasty lacked an internal waterway that could link their empire north to south.

Fifth Grade History Standards

History Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Change and Continuity	Describe how River Valley Civilizations transitioned to empires between 3500 BCE-600 CE.	AL-5.H.CH.1	6.H.CH.1
	Compare the origins and development of early world religions from River Valley Civilizations to Classical Empires 3500 BCE-600 CE.	AL-5.H.CH.2	6.H.CH.2
Cause and Effect	Analyze the causes and effects of the rise of River Valley Civilizations	AL-5.H.CE.1	6.H.CE.1
Conflict and Compromise	Explain the role conflict played in the development and expansion of Classical Empires between 3500 BCE-600 CE.	AL-5.H.CO.1	6.H.CO.1
	Analyze the impact trade networks had on interactions among various human societies between 3500 BCE-600 CE.	AL-5.H.CO.2	6.H.CO.2
Kentucky History	Determine the influences of Classical Greece and Rome on the structures of Kentucky's state government.	AL-5.H.KH.1	6.H.KH.1

History Clarifications:

- Change and Continuity → As conflict ensued between neighboring civilizations over land, labor, trade and control of resources and power, states began to overthrow and conquer one another. An expansion of territory is seen as city-states grew into states and then empires.
- Cause and Effect → The Neolithic Revolution should be cited as the transition from groups of nomadic hunter gatherers to settled farmers. Due to the proximity to water and the presence of plants and animals, agriculture was developed, leading to permanent settlements where people could specialize in a trade or craft. This led to the rise of civilization in the river valleys of Africa and Asia. The effects of this transition are varied and important as this shift to agriculture, food surpluses and specialization serves as the starting point for all later developments.
- Conflict and Compromise → Trade networks and economic ties allowed for the sharing of ideas, culture and goods. This contributed to conflict over power and control of resources and territory.
- KY History → The foundation of Kentucky's state government is influenced by the democratic ideas of the Athenian city state and the Roman Republic. In order to emphasize the influence of these ideals on the government of Kentucky, architects used Neoclassical architecture, which uses Greek and Roman style, detail and structures. In addition, public, written law codes and constitutions like Kentucky's have their roots in the written laws of Rome.

Sixth Grade: Growth and Expansion of Civilization

Introduction: The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Sixth graders continue to work toward this goal by examining how movement and migration impacted the interactions between expanding civilizations through conquest and trade in Afro-Eurasia (North Africa, Sub-Saharan Africa, Asia and Europe) and the Americas from 600-1600. Sixth graders will compare political institutions and their impacts on people in empires. Students will compare how different economic systems choose to allocate the production, distribution and consumption of resources. Students will examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration. Students will evaluate the political, geographic, economic and social impact of the expansion of empires during this period. Grounding students' understanding of large empires in examples from across the entire globe, students will see how the accomplishments, developments, conflicts, migrations and interactions of the early modern world establish the foundations of modern society.

Key Vocabulary: Afro-Eurasia, empire, global interconnectedness, global market, Indian Ocean Maritime System, Mesoamerica, migration, conquest, Renaissance, Scientific Revolution, Silk Roads

Sixth Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	Standard Code	KY Standard Code
Questioning	Develop compelling questions, focusing on the growth and expansion of civilizations from 600-1600.	AL-6.I.Q.1	7.I.Q.1
	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.	AL-6.I.Q.2	7.I.Q.2
	Compare the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	AL-6.I.Q.3	7.I.Q.3
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>		
Using Evidence	Use multiple sources to develop claims in response to compelling and supporting questions.	AL-6.I.U.E.1	7.I.U.E.1
	Analyze evidence from multiple perspectives and sources to support claims and refute opposing claims, noting evidentiary limitations to answer compelling and supporting questions.	AL-6.I.U.E.2	7.I.U.E.2
	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	AL-6.I.U.E.3	7.I.U.E.3
Communicating Conclusions	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.	AL-6.I.CC.1	7.I.CC.1
	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.	AL-6.I.CC.2	7.I.CC.2
	Evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.	AL-6.I.CC.3	7.I.CC.3
	Use a range of deliberative and democratic procedures to discuss current local, regional and global issues.	AL-6.I.CC.4	7.I.CC.4
	Analyze a specific problem from the growth and expansion of civilizations using each of the social studies disciplines.	AL-6.I.CC.5	7.I.CC.5

Sixth Grade Civics Standards

Civics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Civic and Political Institutions	Compare political institutions and their impacts on people in empires between 600-1600.	AL-6.C.CP.1	7.C.CP.1
Roles and Responsibilities of a Citizen	Compare rights, roles, responsibilities and limitations of subjects in empires between 600- 1600 with those of citizens in modern countries.	AL-6.C.RR.1	7.C.RR.1
Civic Virtues and Democratic Principles	Describe the methods used by non-democratic governments to create order, establish justice and meet the needs of their subjects between 600-1600.	AL-6.C.CV.1	7.C.CV.1
Processes, Laws, and Rules	Assess the effectiveness of law codes to create order, establish justice and meet the needs of their subjects between 600-1600.	AL-6.C.PR.1	7.C.PR.1

Civics Clarifications:

- Political Institutions → Ex) Byzantine Empire, Islamic Caliphates, Mongol Empire, Ming Dynasty, Ottoman Empire, etc.
- Roles and Responsibilities → Subjects living within empires had various rights, roles, responsibilities and limitations, often dependent upon their position and role in society.
- Non-Democratic Governments → In summary, nondemocratic governments used strong leaders, centralized authority, legal codes, military control, and other methods to maintain order, establish justice, and meet the needs of their subjects.
- Laws → Ex) Byzantine Empire, Islamic Caliphates, Mongol Empire, Ming Dynasty, Ottoman Empire, etc.

Sixth Grade Economics Standards

Economics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Microeconomics	Analyze the role of consumers and producers in product markets.	AL-6.E.MI.1	7.E.MI.1
	Analyze the relationship between supply and demand.	AL-6.E.MI.2	7.E.MI.2
	Categorize the four factors of production and how they are combined to make goods and deliver services.	AL-6.E.MI.3	7.E.MI.3
Macroeconomics	Compare the economic development of traditional and market economies.	AL-6.E.MA.1	7.E.MA.1
	Compare how different economic systems choose to allocate the production, distribution and consumption of resources.	AL-6.E.MA.2	7.E.MA.2
Specialization, Trade, and Interdependence	Explain the impact of supply and demand on the emergence of global markets.	AL-6.E.ST.1	7.E.ST.1
	Analyze the impact of specialization upon trade and the cost of goods and services.	AL-6.E.ST.2	7.E.ST.2
	Explain how growing interdependence and advances in technology improve standards of living.	AL-6.E.ST.3	7.E.ST.3
	Analyze the interregional trading systems of the Americas, Africa, Asia and Europe between 600-1450.	AL-6.E.ST.4	7.E.ST.4
Incentives, Choices, and Decision Making	Analyze how economic choices were made based on scarcity.	AL-6.E.IC.1	7.E.IC.1
	Analyze the impact of growth and expansion on the allocation of resources and economic incentives.	AL-6.E.IC.2	7.E.IC.2

Economics Clarifications:

- Microeconomics → the four factors of production: land, labor, capital, and entrepreneurship pushed people to find and produce new products that would generate wealth and expand their empires.
- Macroeconomics → A traditional economy is based on traditions and customs. Traditional economies produce products and services that are a direct result of their beliefs, customs, traditions and religions. The market system utilizes different resources to increase the choice of goods and services that are available to consumers.
- Specialization and Trade → Graphs may be used to interpret the impact of supply and demand on the emergence of global markets.
- Choices → Resources are not infinite, and the search to find, conquer and utilize these limited resources was a main driver of the growth of empires during 600–1600. As empires grew, resources became more abundant and stimulated growth within the economy.

Sixth Grade Geography Standards

Geography Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Migration and Movement	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.	AL-6.G.MM.1	7.G.MM.1
Human Interactions and Connections	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.	AL-6.G.HI.1	7.G.HI.1
	Examine ways in which one culture can both positively and negatively influence another through cultural diffusion, trade relationships, expansion and exploration.	AL-6.G.HI.2	7.G.HI.2
Human Environment Interaction	Examine how physical geography influenced the societies and empires of Afro-Eurasia and the Americas between 600-1600.	AL-6.G.HE.1	7.G.HE.1
	Explain how societies and empires of Afro-Eurasia and the Americas between 600-1600 impacted the environment in a variety of ways	AL-6.G.HE.2	7.G.HE.2
Geographic Reasoning	Analyze the spatial organization of people, places and environments found in the societies and empires of Afro-Eurasia and the Americas between 600-1600.	AL-6.G.GR.1	7.G.GR.1
	Use maps and other geographic representations, geospatial technologies, and spatial thinking to interpret the relationships between humans and their environment.	AL-6.G.GR.2	7.G.GR.2

Geography Clarifications:

- Migration and Movement → The collapse of Classical Empires led to a decrease in population and movement. As populations recovered and new empires were built, migrations rose. Ex) Arabs who converted to Islam built empires across the Mediterranean and into Central Asia.
- Cooperation and Conflict → Cooperation rose as a result of trade. Conflict rose out of a desire to control land and resources.
- Culture → Ex) Europeans brought diseases like smallpox, which devastated American Indian populations.
- Environment → As trade routes developed, geography helped determine the location of newly thriving towns. As people moved, they adapted to and changed their environment, using the resources around them and causing problems like salinization, pollution and decreasing soil fertility, all of which negatively impacted food supply, sparking innovations like the three-field system as well as further migration to new lands.
- Geographic Reasoning → Ex) a body of water can be seen as a barrier to or a conduit of migration, trade, innovation and culture.

Sixth Grade History Standards

History Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Change and Continuity	Indicate changes resulting from increased interactions and connections between Afro-Eurasia and the Americas between 1450-1600.	AL-6.H.CH.1	7.H.CH.1
Cause and Effect	Analyze the causes and effects of the Renaissance, Scientific Revolution and the Enlightenment.	AL-6.H.CE.1	7.H.CE.1
	Evaluate the political, geographic, economic and social impact of the expansion of empires between 600-1600.	AL-6.H.CE.2	7.H.CE.2
Conflict and Compromise	Explain how religion influenced state-building, trade and cultural interactions between 600-1600.	AL-6.H.CO.1	7.H.CO.1
	Evaluate various motives for expansion among multiple empires between 600-1600.	AL-6.H.CO.2	7.H.CO.2

History Clarifications:

- Change → The creation of the Atlantic System and the Columbian Exchange of plants, animals, people and disease between hemispheres changed the world. 1450–1600 was also a time of frantic land grabs in an era when wealth was most often represented by land ownership. The position of Europe on the world stage began to change, as it moved from the periphery of trade systems to a more central role. As these links were formed, a new global system of trade emerged as plants, animals, ideas and technology were exchanged, and impacts, both negative and positive, were felt.
- Cause and Effect → The Renaissance, Scientific Revolution and the Enlightenment came about as a result of the political, geographic, economic and social changes occurring within, and because of, expanding empires. Centralization of governments, closer connections between diverse parts of the world, increasing trade and wealth, the oppression of people to extract labor, and the creation of new social hierarchies are all examples of impacts resulting from the expansion of empires.
- Conflict and Compromise → Empires expanded for a variety of reasons from religious ideologies to resource extraction to land acquisition. Religion played a crucial role as new empires like the Ottoman Empire based their ideology on Islam. Traders on the Indian Ocean interacted with city-states along the East African Coast, creating the unique Swahili civilization and language. In Europe, fights between Protestant and Roman Catholic Christians caused wars. Empires, such as the West African empires of Ghana and Mali, the Mongol empire in Central Asia, the Aztec and Inca Empires in the Americas and the Tang, Song, and Ming Dynasties of China, expanded and interacted. This time period led to a cultural interconnectedness and cultural diffusion at a larger scale.

Seventh Grade: The United States 1600-1865

Introduction: The goal of social studies education is for students to develop thinking and decision-making skills that prepare them for responsible citizenship in a democratic society. Seventh graders continue to work toward this goal by investigating how conflict and compromise impacted the founding and development of the United States between 1600-1865 in the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, and the Civil War. Seventh graders will analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, the expansion of the definition over time and the changes in participation over time. Students will assess how regions of the United States specialized based on supply and demand due to their geographic locations. Students will explain how global interconnections impacted culture, land use and trade in the United States. Students will explain the role of changing political, social and economic perspectives had on the lives of diverse groups of people.

Key Vocabulary: amendment, citizenship, Constitution, democracy, diverse perspectives, federalism, republic

Seventh Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Develop compelling questions related to the development of the United States between 1600-1865.	AL-7.I.Q.1	8.I.Q.1
	Generate and evaluate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1865.*	AL-7.I.Q.2*	8.I.Q.2 and 8.I.Q.3
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>		
Using Evidence	Use multiple sources to develop claims in response to compelling and supporting questions.	AL-7.I.U.E.1	8.I.U.E.1
	Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.*	AL-7.I.U.E.2*	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.	AL-7.I.U.E.3	8.I.U.E.3
Communicating Conclusions	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	AL-7.I.CC.1	8.I.CC.1
	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. *	AL-7.I.CC.2*	8.I.CC.2
	Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.	AL-7.I.CC.3	8.I.CC.3
	Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.	AL-7.I.CC.4	8.I.CC.4
	Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.	AL-7.I.CC.5	8.I.CC.5

Seventh Grade Civics Standards

Civics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Civic and Political Institutions	Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.*	AL-7.C.CP.1*	8.C.CP.1
	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 No. 10 and 51 (James Madison), the Constitution of the United States, the Bill of Rights	AL-7.C.CP.2	8.C.CP.2
	Explain how a system of checks and balances is intended to prevent a concentration of power in one branch	AL-7.C.CP.3	8.C.CP.3
Roles and Responsibilities of a Citizen	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. *	AL-7.C.RR.1*	8.C.RR.1
	Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1865.	AL-7.C.RR.2	8.C.RR.2
	Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens. *	AL-7.C.RR.3*	8.C.RR.3
Civic Virtues and Democratic Principles	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 1600-1865.	AL-7.C.CV.1	8.C.CV.1
Processes, Laws, and Rules	Explain the relationship between federalism and local, state and national governments.	AL-7.C.PR.1	8.C.PR.1
	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 1789-1865.	AL-7.C.PR.2*	8.C.PR.2
Kentucky Government	Examine the role of Kentucky and Kentuckians within national politics between 1792-1865.*	AL-7.C.KGO.1*	8.C.KGO.1

Civics Clarifications:

- Civic and Political Institutions → Fundamental documents derived from experience with British rule, with heavy influence from philosophers and intellectuals.
- Roles and Responsibilities→ Ex) What to the Slave is the Fourth of July? speech by Frederick Douglass, the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857), the passage of Reconstruction Amendments (13th–15th)
- Democratic Principles → inalienable rights, consent of the governed, and the right to alter or abolish the government
- Federalism→ the principle in which both the state and national government have independent and shared powers. There are certain powers given to the state, federal or both governments, such as the right to tax, regulate business and establish schools.

Seventh Grade Economics Standards

Economics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Microeconomics	Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1865.	AL-7.E.MI.1	8.E.MI.1
	Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.	AL-7.E.MI.2	8.E.MI.2
Macroeconomics	Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.*	AL-7.E.MA.1*	8.E.MA.1
	Assess how regions of the United States specialized based on supply and demand due to their geographic locations	AL-7.E.MA.2	8.E.MA.2
	Analyze the purpose of taxation and its impact on government spending.*	AL-7.E.MA.3*	8.E.MA.3
	Analyze how property rights are defined, protected, enforced and limited by the government.	AL-7.E.MA.4	8.E.MA.4
Specialization, Trade, and Interdependence	Analyze why economic interdependence existed between the regions of the United States between 1783-1865.	AL-7.E.ST.1	8.E.ST.1
Incentives, Choices, and Decision Making	Evaluate economic decisions based on scarcity, opportunity costs and incentives.	AL-7.E.IC.1	8.E.IC.1
	Assess the impact of growth and expansion on the allocation of resources and economic incentives.	AL-7.E.IC.2	8.E.IC.2
Kentucky Economics	Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War	AL-7.E.KE.1	8.E.KE.1
	Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1865.	AL-7.E.KE.2	8.E.KE.2

Economics Clarifications:

- Microeconomics and Macroeconomics → Ex) Jefferson v. Hamilton, the Battle of the Bank
- Trade → As distinct regions emerged in the United States, trade relationships were established between different areas of the country.
- Growth and Expansion → Ex) Jamestown had a suitable climate for agriculture, but the Puritans did not. The northern colonies developed a market economy and established trade.
- Ky → Due to the geographic location of the state, Kentucky was tied economically to both the Union and Confederacy through railroad networks, slave trade and general economic trade networks.

Seventh Grade Geography Standards

Geography Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Migration and Movement	Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1865.	AL-7.G.MM.1	8.G.MM.1
Human Interactions and Connections	Explain how global interconnections impacted culture, land use and trade in the United States during the Colonial Era through Reconstruction from 1600-1865.	AL-7.G.HI.1	8.G.HI.1
Human Environment Interaction	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- 1865.*	AL-7.G.HE.1*	8.G.HE.1
Geographic Reasoning	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 1600-1865.	AL-7.G.GR.1	8.G.GR.1
Kentucky Geography	Analyze Kentucky's role in the early nation to Reconstruction based on its physical geography and location.	AL-7.G.KGE.1	8.G.KGE.1

Geography Clarifications:

- Migration and Movement → People came to the colonies for a variety of reasons. Some came for economic gain or for a better life. Some were forced to move from their homelands and tribes because of land encroachment and the institution of slavery. As the colonies gave way to an independent nation, people continued to move.
- Human Interactions → The exchange of goods and ideas through trade shaped culture and land use.
- Environment Interaction → Ex) the Cotton Gin led to an increase in demand for the labor of enslaved individuals and an increase in production.
- Geographic Reasoning → Ex) as settlers moved through the Cumberland Gap into Kentucky, they searched for areas to settle. Factors that influence these settlement patterns may include water source, fertile soil or elevation.
- Kentucky → The location of Kentucky placed it in the path of westward expansion and settlement throughout the time period. Geographic features, such as river systems and mountain ranges, influenced the movement of people. During the Civil War, Kentucky was identified as a border state because of its geographic location and reluctance to secede from the Union.

Seventh Grade History Standards

History Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Change and Continuity	Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.	AL-7.H.CH.1	8.H.CH.1
	Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.	AL-7.H.CH.2	8.H.CH.2
	Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.*	AL-7.H.CH.3*	8.H.CH.3
	Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.	AL-7.H.CH.4	8.H.CH.4
	Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.	AL-7.H.CH.5	8.H.CH.5
	Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1865 that shall include but are not limited to: <ul style="list-style-type: none"> • The Mayflower Compact • The Declaration of Independence • 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 • The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803) • The Monroe Doctrine by James Monroe • The Gettysburg Address * 	AL-7.H.CH.6*	8.H.CH.6
Cause and Effect	Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.*	AL-7.H.CE.1*	8.H.CE.1
	Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.	AL-7.H.CE.2	8.H.CE.2
Conflict and Compromise	Explain how colonial resistance to British control led to the Revolutionary War.*	AL-7.H.CO.1*	8.H.CO.1

	Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1865.	AL-7.H.CO.2	8.H.CO.2
	Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.	AL-7.H.CO.3	8.H.CO.3
	Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1865.*	AL-7.H.CO.4*	8.H.CO.4
Kentucky History	Articulate Kentucky's role in early American history from the earliest colonial settlement to 1865.	AL-7.H.KH.1	8.H.KH.1
	Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1865.	AL-7.H.KH.2	8.H.KH.2

History Clarifications:

- Change and Continuity → The colonies were made up of diverse people from European immigrants to enslaved Africans to the indigenous people that inhabited the land. Diverse people led to diverse perspectives, which, in turn, often led to a variety of reform movements, new ideas and technologies. Consequently, this led to conflicting ideas about how the nation should move forward - with regards to issues of voting rights, religion, citizenship and the struggles of newly freed enslaved people, women, American Indians, European and Asian Immigrants
- Cause and Effect → The location and geography of Americans in the Colonial Era shaped political mindsets, priorities and beliefs of societal roles that led to rebellion and regional differences during the Revolutionary and Early Republic Periods. As the population of the United States moved westward, it had a direct effect on diverse groups of American Indians. As the Civil War ended and Reconstruction began, the promise of freedom was tempered with the reality of segregation and discrimination faced by formerly enslaved people.
- Conflict and Compromise → The American colonies resisted British control. Because of various British actions, such as the Proclamation of 1763, Stamp Act, Sugar Act and Intolerable Acts, the colonists resisted British control and ultimately rebelled against Britain to establish a new nation as outlined in the Declaration of Independence. As the young republic grew, conflicts arose. Compromises, such as the Missouri Compromise, Compromise of 1850 and the Kansas-Nebraska Act, became necessary to appease both the North and the South. As increasing sectional differences emerged between the North and South, reform movements, such as the Abolitionist Movement, Seneca Falls Convention and other social movements took place.
- KY → People in the Kentucky region helped form national policies and an American identity. Kentucky sites are part of the American narrative.

Eighth Grade: The United States 1865-1971

Introduction: The United States history standards explore events, movements and ideas from 1865-1971. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with the civil rights movement and analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in 140 World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

Key Vocabulary: constitution, federalism, popular sovereignty, amendment, bill of rights, branches of government, civil rights, abolition, suffrage, reconstruction, progressive era, federal reserve, league of nations, new deal, manhattan project, truman doctrine, etc.

Eighth Grade Inquiry Standards

Inquiry Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Questioning	Generate compelling questions to frame thinking, inquiry and/or understanding of key civics and history concepts.	AL-8.I.Q.1	HS.C.I.Q.1
Investigating	<i>Investigating occurs through the exploration of the discipline strand standards</i>		
Using Evidence	Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics, economics, geography, and history.	AL-8.I.U.E.1	HS.C.I.U.E.1
	Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics, economics, geography, and history.*	AL-8.I.U.E.2*	HS.C.I.U.E.3
Communicating Conclusions	Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics, economics, geography, and history.	AL-8.I.CC.1	HS.C.I.CC.1
	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. *	AL-8.I.CC.2*	HS.UH.I.CC.3

Eighth Grade Civics Standards

Civics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Civic and Political Institutions	Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.	AL-8.C.CP.1	HS.C.CP.3
Civic Virtues and Democratic Principles	Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.	AL-8.C.CV.1	HS.C.CV.2
	Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.*	AL-8.C.CV.2*	H.C.CV.3
Processes, Laws, and Rules	Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.*	AL-8.C.PR.1*	HS.C.PR.2
	Compare the domestic and foreign policies of the United States and other countries.	AL-8.C.PR.2	HS.C.PR.4
Kentucky Government	Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.	AL-8.C.KGO.1	HS.C.KGO.1
	Compare Kentucky's government to other states and to the federal government	AL-8.C.KGO.2	HS.C.KGO.2

Civics Clarifications:

- Civic and Political Institutions → Ex) monarchy, dictatorship, oligarchy, republic, representative democracy, theocracy, etc.
- Civic Virtues and Democratic Principles → The idea of who is included in the idea of “citizen” has expanded throughout U.S. history. Ex) Reconstruction Amendments, “citizens” came to include all men, regardless of race, 19th Amendment women were included as “citizens.” Movements that expanded our definition of natural rights (suffrage, abolition, civil rights and labor movements) were all rooted in the work of various individuals and groups.
- Process, Laws, and Rules → Efforts to shape public policy include political parties and their respective agendas, political commercials from campaigns, news media coverage of political candidates and campaigns, individuals and groups who donate money to political campaigns. Outside of elections, interest groups lobby lawmakers and even provide model legislation for them to introduce in their legislatures
- KY Government → Similar to the Constitution of the United States, Kentucky's Constitution outlines separate powers for legislative, executive and judicial branches.

Eighth Grade Economics Standards

Economics Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Microeconomics	Compare perfect competition, monopolistic competition, oligopoly and monopoly and how the extent of competition within various markets affects price, quantity and variety in production.*	AL-8.E.MI.1*	HS.E.MI.1
	Compare the roles of consumers and producers in the product, labor and financial markets and the economy as a whole	AL-8.E.MI.2	HS.E.MI.4
Macroeconomics	Analyze ways in which competition and government regulation influence what is produced and allocated in an economy	AL-8.E.MA.1	HS.E.MA.2
	Analyze the impact of fiscal policies, various government taxation and spending policies on the economy.	AL-8.E.MA.2	HS.E.MA.4
	Assess the effectiveness of rules and laws that protect both consumers and producers.*	AL-8.E.MA.3*	HS.E.MA.6
Specialization, Trade, and Interdependence	Explain how international economic trends and policies affect political, social and economic conditions in various nations	AL-8.E.ST.1	HS.E.ST.3
Incentives, Choices, and Decision Making	Evaluate how individuals, organizations and governments respond to incentives in the decision-making process.	AL-8.E.IC.1	HS.E.IC.2

Economics Clarifications:

- Economics → The levels of competition vary with the barriers of entry into a market. For example, monopolies for public utilities or oligopolies in industries (such as automobile manufacturing or oil and gas exploration) have high barriers to entry because a large amount of capital is needed to enter these markets. In emerging industries, like computer and internet technology, the barriers to entry are often much lower, as the internet, cloud computing and mobile phone access make it possible for entrepreneurs to access large markets with little capital investment.
- Trade and Interdependence → Economic ideas can influence political and society conditions within nations (Ex. laissez-faire capitalism)
- Incentives, Choices and Decision Making → Analyzing the costs and benefits of various actions leads to informed economic decisions.

Eighth Grade Geography Standards

Geography Concepts and Practices	Standards	ArchLou Standard Code	KY Standards Code
Migration and Movement	Analyze how cultural, economic and environmental factors contribute to migration patterns and population distribution at multiple scales	AL-8.G.MM.1	HS.G.MM.1
	Evaluate reasons for the spatial distribution of human populations at different scales on Earth's surface.	AL-8.G.MM.2	HS.G.MM.2
Human Interactions and Connections	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.	AL-8.G.HI.1	HS.G.HI.1
	Analyze how cultural and economic decisions influence the characteristics of various places.*	AL-8.G.HI.2*	HS.G.HI.2
Human Environment Interaction	Analyze how human settlements are influenced by or influence the relationship between people and the environment.	AL-8.G.HE.1	HS.G.HE.2
Geographic Reasoning	Interpret the relationships among human and physical patterns and processes at local, national and global scales.*	AL-8.G.GR.1*	HS.G.GR.1
	Analyze how environmental factors influence population distributions from place to place.	AL-8.G.GR.2	HS.G.GR.2

Geography Clarifications:

- Migration and Movement → Factors for movement can be cultural, economic, environmental, or geographical. Ex) refugees displaced by war, relocating for a job, relocating due to a natural disaster, etc.
- Human Interaction → As people and countries make cultural and economic decisions, characteristics (physical, cultural, etc.) of places are affected both positively and negatively. When a new factory is opened, positive effects could be that there is job creation and increased migration to an area. Some negative effects would be availability of housing or human resources.
- Environment Interaction → Ex) waste created by human settlements causes environmental issues for land and animals, but it also leads to issues with disease within the people living there.
- Geographic Reasoning → Humans will locate in areas that have access to water as well as a livable climate. Humans also adapt to the physical environment using tools, technology and patterns of behavior or culture to adapt and live in places in nearly all environments on earth's surface.

Eighth Grade History Standards

History Concepts and Practices	Standards	ArchLou Standard Code	KY Standard Code
Change and Continuity	Examine the ways diverse groups viewed themselves and contributed to the identity of the United States in the world from 1865-1971.*	AL-8.UH.CH.1*	HS.UH.CH.1
	Analyze changes to economic policies, the size of government and the power of government between 1890-1945.	AL-8.UH.CH.2	HS.UH.CH.2
	Assess the effectiveness of how people, organizations, government policies, labor laws and economic systems have attempted to address working conditions and income distributions from 1865-1971.	AL-8.UH.CH.3*	HS.UH.CH.4
	Analyze the impact of technology and new ideas on American culture from 1865-1971.	AL-8.UH.CH.4	HS.UH.CH.5
	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: <ul style="list-style-type: none"> - The United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896) - 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 	AL-8.UH.CH.6	HS.UH.CH.7
Cause and Effect	Analyze the political, economic and social impacts of industrialization on the United States between 1877-1945.*	AL-8.UH.CE.1*	HS.UH.CE.1
	Explain the political, social and economic causes and effects of economic boom and bust cycles between 1877-1945.	AL-8.UH.CE.2	HS.UH.CE.3
	Evaluate the ways in which groups facing discrimination worked to achieve expansion of rights and liberties from 1865-1971.*	AL-8.UH.CE.3*	HS.UH.CE.5
	Analyze how global interactions impacted American culture and society from 1865-1971.	AL-8.UH.CE.4	HS.UH.CE.6
Conflict and	Explain the impact of U.S. expansion at home and abroad between 1865-1971.	AL-8.UH.CO.1	HS.UH.CO.1

Compromise	Evaluate domestic responses to migration and immigration in the United States from 1865-1971.	AL-8.UH.CO.2	HS.UH.CO.2
	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.*	AL-8.UH.CO.3*	HS.UH.CO.3
	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 1946-1962.	AL-8.UH.CO.4	HS.UH.CO.4
Kentucky History	Examine how Kentuckians influence and are influenced by major national developments in U.S. history from 1865-1971.	AL-8.UH.KH.1	HS.UH.KH.1

History Clarifications:

- Change and Continuity → The sources listed in the standard are not a comprehensive list of documents needed to fully portray and understand American history, but they do provide insight into key action, movements and moments, in addition to establishing precedents and core principles. Additional documents to consider include 1941 FDR declaration of war speech, Kennedy 1961 inaugural address, selections from Malcolm X 1964 The Ballot or the Bullet, etc.
- Cause and Effect → Suffrage movements, civil rights movements and reform movements all worked to improve civil liberties in the U.S. Ex) Americans with Disabilities Act (ADA), the United States Supreme Court opinions in Brown v. Board of Education of Topeka, Letter from Birmingham Jail by Martin Luther King, Jr, I Have a Dream speech by Martin Luther King, Jr., the September 18, 1895, Atlanta Exposition Address by Booker T. Washington; and the United States Supreme Court opinion in Plessy v. Ferguson.
- Conflict and Compromise → Beginning with United States aid to Cuba during the Spanish American War and ending with the Allied victory of World War II, the United States became more and more entwined with international interests and global conflicts. The United States created a sphere of influence but vacillated between imperialism and isolationism in this time period.
- KY History → y, Kentuckians have played a role in influencing national developments, such as, but not limited to, the following examples: Justice John Marshall Harlan was the dissenting opinion in the Berea College v Kentucky and the United States Supreme Court opinion in Plessy v. Ferguson, 163 U.S. 537 (1896) cases setting a precedent that segregation was inherently unequal; Governor Breathitt was instrumental in the Civil Rights Movement nationally and in Kentucky and in the implementation of the Civil Rights Act of 1964; Madeline McDowell Breckinridge fought for child labor laws and was critical in the women's suffrage movement on a national scale; Sophia Alcorn was an advocate for people with disabilities and invented the Tadoma method for people who are deaf and blind to communicate; Willa Beatrice Brown was the first African American woman in the United States to earn a pilot's license and was a lifelong civil rights advocate; Alice Allison Dunnigan was the first African American journalist to receive White House credentials.