

Core Content for Social Studies Assessment

Middle School
Version 4.1
August 2006

Kentucky Department of Education

Introduction Core Content for Social Studies Assessment

What is the Core Content for Social Studies Assessment?

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in *Kentucky's Program of Studies for Grades Primary – 12*. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The *Core Content for Social Studies Assessment Version 4.1* represents the social studies content from Kentucky's Academic Expectations and *Program of Studies* that is essential for all students to know and the content that is eligible for inclusion on the state assessment. *Version 4.1 Core Content for Social Studies Assessment* and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the Kentucky Core Content Test (KCCT) beginning in 2007.

The *Core Content for Social Studies Assessment* is not intended to represent the comprehensive local curriculum for social studies assessment and instruction. It is also not the comprehensive *Program of Studies for Social Studies*, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

The goal of social studies education is to help students become contributing, participating, and knowledgeable citizens. To achieve this goal, students must know, understand, and apply the content and concepts of the various subdomains of social studies (Government and Civics, Cultures and Societies, Economics, Geography, Historical Perspective).

Kentucky Academic Expectations for Social Studies

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the *Program of Studies* and the *Core Content for Assessment*.

Goal 2: *Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living and vocational studies to what they will encounter throughout their lives.*

2.14 Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.

2.18 Students understand economic principles and are able to make economic decisions that have consequences in daily living.

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| <p>2.15 Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.</p> <p>2.16 Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.</p> <p>2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.</p> | <p>2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.</p> <p>2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.</p> <p>2.21 (Incorporated into 2.16)</p> |
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How is the Core Content for Social Studies Assessment organized?

The Social Studies Core Content for Assessment Version 4.1 is organized by grade levels (end of primary, 4th, 5th, 6th, 7th, 8th, and high school) in order to ensure continuity and conceptual development even though the current state assessment varies for those grade levels based on the content area. This is different from the 3.0 Version, which was organized in grade spans. This version of the Core Content for Social Studies Assessment includes ‘off year’ content standards as well as content for the assessed grades (five, eight, and eleven).

Each of the five subdomains (Government/Civics, Cultures/Societies, Economics, Geography, Historical Perspective) is further divided into “organizers” that reflect the conceptual nature of social studies. These organizers are used across grades/levels (elementary--assessment at grade 5, middle level--assessment at grade 8, and high school--assessment at grade 11).

SUBDOMAINS with related ORGANIZERS

<u>Subdomain</u>	<u>Organizers</u>	<u>Subdomain</u>	<u>Organizers</u>
Government & Civics	<ul style="list-style-type: none"> • Formation of Governments • Constitutional Principles • Rights and Responsibilities 	Geography	<ul style="list-style-type: none"> • The Use of Geographic Tools • Regions • Patterns • Human-Environment Interaction

<u>Subdomain</u>	<u>Organizers</u>	<u>Subdomain</u>	<u>Organizers</u>
Cultures & Societies	<ul style="list-style-type: none"> • Elements of Culture • Social Institutions • Interactions Among Individuals and Groups 	Historical Perspective	<ul style="list-style-type: none"> • The Factual and Interpretive Nature of History • The History of the United States • The History of the World
Economics	<ul style="list-style-type: none"> • Scarcity • Economic Systems and Institutions • Markets • Production, Distributions, and Consumption 		

Core Content standards under each organizer highlight the grade level differences. The Core Content standards are usually aligned across grade levels to show the spiraling curriculum of social studies where a concept is introduced in elementary school and further developed in middle and high school. The numbers may be different but the concept usually spirals.

The Core Content for Assessment includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items within the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Social Studies Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

Note to sixth grade teachers: It is very important when studying geography for students to understand the organizers and be able to apply them across world regions (e.g., Europe, Russia, Middle East, Asia, South Pacific, Africa, and the Americas). When teachers are studying Asia, for example, they should look for examples in Asia of the geographic organizers and not focus on every country within Asia. For example, consider the organizer, “Regions.” When applying this organizer to the study of Asia, students should explore the human and physical characteristics that help to define Asia as a world region. It would be impossible for teachers to explore every country within Asia, apply each core content standard, and accomplish anything but a superficial study of the region. However, a deep study of the organizers supported by the core content standards is recommended. The application of the organizers should be focused on the present day.

As teachers use the *Core Content for Social Studies Assessment* to make curricular decisions, they need to incorporate all five subdomains of the social studies.

What do the codes for the Core Content for Social Studies Assessment mean?

Each content standard is preceded by a code. The code begins with SS for Social Studies and is then followed by a grade level designation and then a 3-digit number that indicates subdomain, organizer, and sequential standard, respectively. The grade level codes used are listed below.

<u>Grade Level Codes</u>	<u>Subdomains</u>	<u>Organizers</u>
EP = end of primary	1 = Government & Civics	1 = Formation of Governments
04 = fourth grade		2 = Constitutional Principles
05 = fifth grade		3 = Rights and Responsibilities
06 = sixth grade	2 = Cultures & Societies	1 = Elements of Culture
07 = seventh grade		2 = Social Institutions
08 = eighth grade		3 = Interactions Among Individuals and Groups
HS = high school	3 = Economics	1 = Scarcity
		2 = Economic Systems and Institutions
		3 = Markets
	4 = Geography	4 = Production, Distributions and Consumption
		1 = The Use of Geographic Tools
		2 = Regions
		3 = Patterns
		4 = Human-Environment Interaction
	5 = Historical Perspective	1 = The Factual and Interpretive Nature of History
		2 = The History of the United States
		3 = The History of the World

The numbers in the code indicate the subdomain of social studies and its relationship to the organizers within a subdomain. For example, the first content standard of the first subdomain under the first organizer is numbered SS-08-1.3.2.

SS-08-1.3.2

SS = Social Studies (domain)

08 = Eighth Grade

1 = Government and Civics (first subdomain)

3 = Rights and Responsibilities (third organizer)

2 = (second standard)

Government & Civics		
<p>The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</p>		
6th Grade	7th Grade	8th Grade
Formation of Governments		
<p>SS-06-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in the present day. DOK 2</p>	<p>SS-07-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic, dictatorship) in early civilizations prior to 1500 A.D. DOK 2</p>	<p>SS-08-1.1.1 Students will compare purposes and sources of power in the most common forms of government (monarchy, democracy, republic). DOK 2</p>
<p>SS-06-1.1.2 Students will describe and give examples to support how present day democratic governments function to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws. DOK 3</p>	<p>SS-07-1.1.2 Students will describe and give examples to support how some early civilizations (Greece, Rome) practiced democratic principles (e.g., justice, equality, responsibility, freedom). DOK 3</p>	<p>SS-08-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3</p>
		<p>SS-08-1.1.3 Students will describe and give examples of the ways the Constitution of the United States is a document that can be changed from time to time through both formal and informal processes (e.g., amendments, court cases, executive actions) to meet the needs of its citizens. DOK 2</p>

Constitutional Principles		
		<p>SS-08-1.2.1 Students will identify the three branches of government, describe their functions and analyze and give examples of the ways the U.S. Constitution separates power among the legislative, executive and judicial branches to prevent the concentration of political power and to establish a system of checks and balances.</p> <p style="text-align: right;">DOK</p>
		<p>SS-08-1.2.2 Students will explain the reasons why the powers of the state and national/federal governments are sometimes shared and sometimes separate (federalism) and give examples of shared and separate powers.</p> <p style="text-align: right;">DOK 2</p>

Rights and Responsibilities		
		<p>SS-08-1.3.1 Students will explain and give examples of how significant United States documents (Declaration of Independence, Constitution, Bill of Rights) established democratic principles and guaranteed certain rights for all citizens.</p> <p style="text-align: right;">DOK 2</p>
		<p>SS-08-1.3.2 Students will explain and give examples of how, in order for the U.S. government to function as a democracy, citizens must assume responsibilities (e.g., participating in community activities, voting in elections) and duties (e.g., obeying the law, paying taxes, serving on a jury, registering for the military).</p> <p style="text-align: right;">DOK 2</p>

<p>Cultures & Societies Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.</p>		
6th Grade	7th Grade	8th Grade
<p>Elements of Culture</p>		
<p>SS-06-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) define specific groups in the global world of the present day and may result in unique perspectives. DOK 2</p>	<p>SS-07-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the early civilizations prior to 1500 A.D. and resulted in unique perspectives. DOK 2</p>	<p>SS-08-2.1.1 Students will explain how elements of culture (e.g., language, the arts, customs, beliefs, literature) defined specific groups in the United States prior to Reconstruction and resulted in unique perspectives. DOK 2</p>
<p>Social Institutions</p>		
<p><i>SS-06-2.2.1</i> Students will compare how cultures (present day) develop social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</p>	<p><i>SS-07-2.2.1</i> Students will compare how cultures (early civilizations prior to 1500 A.D.) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</p>	<p><i>SS-08-2.2.1</i> Students will compare how cultures (United States prior to Reconstruction) developed social institutions (family, religion, education, government, economy) to respond to human needs, structure society and influence behavior.</p>

Interactions Among Individuals and Groups		
<p>SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day. DOK 2</p>	<p>SS-07-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in early civilizations prior to 1500 A.D. DOK 2</p>	<p>SS-08-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction. DOK 2</p>
<p>SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day. DOK 2</p>	<p>SS-07-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in early civilizations prior to 1500 A.D. DOK 2</p>	<p>SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2</p>

<p>Economics Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.</p>		
6th Grade	7th Grade	8th Grade
<p>Scarcity</p>		
<p>SS-06-3.1.1 Students will explain and give examples of how scarcity requires individuals, groups and governments in the present day to make decisions about how productive resources (natural resources, human resources capital goods) are used. DOK 2</p>	<p>SS-07-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and governments in early civilizations prior to 1500 A.D. to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2</p>	<p>SS-08-3.1.1 Students will explain and give examples of how scarcity required individuals, groups and the government in the United States prior to Reconstruction to make decisions about how productive resources (natural resources, human resources, capital goods) were used. DOK 2</p>
		<p><i>SS-08-3.1.2</i> Students will identify how financial decisions (considering finance and opportunity cost) by individuals and groups impacted historical events in U.S. History prior to Reconstruction.</p>

Economic Systems and Institutions		
<p>SS-06-3.2.1 Students will compare present day economic systems (traditional, command, market, mixed). DOK 2</p>		<p>SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2</p>
		<p><i>SS-08-3.2.2</i> <i>Students will explain how profit motivated individuals and groups to take risks in producing goods and services in the early United States prior to Reconstruction and influenced the growth of a free enterprise system.</i></p>
Markets		
<p>SS-06-3.3.1 Students will explain how in present day market economies, the prices of goods and services are determined by supply and demand. DOK 2</p>		<p>SS-08-3.3.1 Students will explain how in the United States prior to Reconstruction, the prices of goods and services were determined by supply and demand. DOK 2</p>
<p><i>SS-06-3.3.2</i> <i>Students will explain how money (unit of account) can be used to express the market value of goods and services and how money makes it easier to trade, borrow, invest and save in the present day.</i></p>		<p><i>SS-08-3.3.2</i> <i>Students will explain how money (unit of account) was used to express the market value of goods and services and how money made it easier to trade, borrow, invest and save in the United States prior to Reconstruction.</i></p>
<p><i>SS-06-3.3.3</i> <i>Students will explain how competition among buyers and sellers impacts the price of goods and services in the present day.</i></p>		<p><i>SS-08-3.3.3</i> <i>Students will explain how competition among buyers and sellers impacted the price of goods and services in the United States prior to Reconstruction.</i></p>

Production, Distribution, and Consumption		
<p><i>SS-06-3.4.1</i> <i>Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services are addressed in the present day.</i></p>	<p>SS-07-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in early civilizations prior to 1500 A.D.</p> <p style="text-align: right;">DOK 2</p>	<p>SS-08-3.4.1 Students will explain ways in which the basic economic questions about the production, distribution and consumption of goods and services were addressed in the United States prior to Reconstruction.</p> <p style="text-align: right;">DOK 2</p>
<p>SS-06-3.4.2 Students will describe how new knowledge, technology/tools and specialization increase human productivity in the present day.</p> <p style="text-align: right;">DOK 2</p>	<p>SS-07-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in early civilizations prior to 1500 A.D.</p> <p style="text-align: right;">DOK 2</p>	<p>SS-08-3.4.2 Students will describe how new knowledge, technology/tools and specialization increased productivity in the United States prior to Reconstruction.</p> <p style="text-align: right;">DOK 2</p>
<p>SS-06-3.4.3 Students will explain how international economic activities are interdependent in the present day.</p> <p style="text-align: right;">DOK 2</p>		<p>SS-08-3.4.3 Students will explain how personal, national and international economic activities were interdependent in the United States prior to Reconstruction.</p> <p style="text-align: right;">DOK 2</p>

<p>Geography Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.</p>		
6th grade	7th Grade	8th grade
<p>The Use of Geographic Tools</p>		
<p>SS-06-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases, satellite images) to interpret patterns and locations on Earth’s surface in the present day. DOK 3</p>	<p>SS-07-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in early civilizations prior to 1500 A.D. DOK 3</p>	<p>SS-08-4.1.1 Students will use a variety of geographic tools (maps, photographs, charts, graphs, databases) to interpret patterns and locations on Earth’s surface in United States history prior to Reconstruction. DOK 3</p>
<p><i>SS-06-4.1.2</i> Students will describe how different factors (e.g., rivers, mountains, plains) affect where human activities are located in the present day.</p>	<p><i>SS-07-4.1.2</i> Students will describe how different factors (e.g., rivers, mountains, plains) affected where human activities were located in early civilizations prior to 1500 A.D.</p>	<p><i>SS-08-4.1.2</i> Students will describe how different factors (e.g., rivers, mountains, plains, harbors) affected where human activities were located in the United States prior to Reconstruction.</p>

Regions		
<p>SS-06-4.2.1 Students will describe how regions in the present day are made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water, valleys) that create advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement, development). DOK 2</p>	<p>SS-07-4.2.1 Students will describe how regions in early civilizations prior to 1500 A.D. were made distinctive by human characteristics (e.g., dams, irrigation, roads) and physical characteristics (e.g., mountains, bodies of water, valleys) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2</p>	<p>SS-08-4.2.1 Students will describe how regions in the U.S. prior to Reconstruction were made distinctive by human characteristics (e.g., dams, roads, urban centers) and physical characteristics (e.g., mountains, bodies of water) that created advantages and disadvantages for human activities (e.g., exploration, migration, trade, settlement). DOK 2</p>
<p>SS-06-4.2.2 Students will describe and give examples of how places and regions in the present day change over time as technologies, resources and knowledge become available. DOK 2</p>	<p>SS-07-4.2.2 Students will describe and give examples of how places and regions in early civilizations prior to 1500 A.D changed over time as technologies, resources and knowledge became available. DOK 2</p>	<p>SS-08-4.2.2 Students will describe how places and regions in United States history prior to Reconstruction changed over time as technologies, resources and knowledge became available. DOK 2</p>

Patterns		
<p>SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.</p> <p style="text-align: right;">DOK 2</p>	<p>SS-07-4.3.1 Students will describe patterns of human settlement in early civilizations prior to 1500 A.D. and explain how these patterns were influenced by human needs.</p> <p style="text-align: right;">DOK 2</p>	<p>SS-08-4.3.1 Students will describe patterns of human settlement in the United States prior to Reconstruction and explain how these patterns were influenced by human needs.</p> <p style="text-align: right;">DOK 2</p>
<p>SS-06-4.3.2 Students will explain why and give examples of how human populations may change and/or migrate because of factors such as war, famine, disease, economic opportunity and technology in the present day.</p> <p style="text-align: right;">DOK 3</p>	<p>SS-07-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in early civilizations prior to 1500 A.D.</p> <p style="text-align: right;">DOK 3</p>	<p>SS-08-4.3.2 Students will explain why and give examples of how human populations changed and/or migrated because of factors such as war, disease, economic opportunity and technology in the United States prior to Reconstruction.</p> <p style="text-align: right;">DOK 3</p>

Human-Environment Interaction		
<p>SS-06-4.4.1 Students will explain how technology in the present day assists human modification (e.g., irrigation, clearing land, building roads) of the physical environment in regions.</p> <p style="text-align: right;">DOK 2</p>	<p>SS-07-4.4.1 Students will explain how technology in early civilizations prior to 1500 A.D. assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.</p> <p style="text-align: right;">DOK 2</p>	<p><i>SS-08-4.4.1</i> <i>Students will explain how technology in the United States prior to Reconstruction assisted human modification (e.g., irrigation, clearing land, building roads) of the physical environment.</i></p>
<p>SS-06-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promotes and limits human activities (e.g., exploration, migration, trade, settlement, development) in the present day.</p> <p style="text-align: right;">DOK 2</p>	<p>SS-07-4.4.2 Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in early civilizations prior to 1500 A.D.</p> <p style="text-align: right;">DOK 2</p>	<p><i>SS-08-4.4.2</i> <i>Students will describe ways in which the physical environment (e.g., natural resources, physical geography, natural disasters) both promoted and limited human activities (e.g., exploration, migration, trade, settlement, development) in the United States prior to Reconstruction.</i></p>
<p><i>SS-06-4.4.3</i> <i>Students will explain how the natural resources of a place or region impact its political, social and economic development in the present day.</i></p>	<p><i>SS-07-4.4.3</i> <i>Students will explain how the natural resources of a place or region impact its political, social and economic development in early civilizations prior to 1500 A.D.</i></p>	<p><i>SS-08-4.4.3</i> <i>Students will explain how the natural resources of a place or region impact its political, social and economic development in the United States prior to Reconstruction.</i></p>
<p><i>SS-06-4.4.4</i> <i>Students will explain how individual and group perspectives impact the use of natural resources (e.g., urban development, recycling) in the present day.</i></p>		<p><i>SS-08-4.4.4</i> <i>Students will compare and contrast different perspectives (viewpoints) that people have about how to use land (e.g., farming, industrial, residential, recreational) in the United States prior to Reconstruction.</i></p>

Historical Perspective		
<p>History is an account of events, people, ideas and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.</p>		
6th Grade	7th Grade	8th Grade
The Factual and Interpretive Nature of History		
<p><i>SS-06-5.1.1</i> <i>Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in present day regions.</i></p>	<p>SS-07-5.1.1 Students will use a variety of tools (e.g. primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in early civilizations prior to 1500 A.D. DOK 3</p>	<p>SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3</p>
	<p>SS-07-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3</p>	<p>SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3</p>

The History of the United States		
		<p>SS-08-5.2.1 Students will explain events and conditions that led to the "Great Convergence" of European, African and Native American people beginning in the late 15th century, and analyze how America's diverse society developed as a result of these events. DOK 3</p>
		<p>SS-08-5.2.2 Students will explain and give examples of how the ideals of equality and personal liberty (rise of individual rights, economic freedom, religious diversity) that developed during the colonial period, were motivations for the American Revolution and proved instrumental in the development of a new nation. DOK 3</p>
		<p>SS-08-5.2.3 Students will explain how the growth of democracy and geographic expansion occurred and were significant to the development of the United States prior to Reconstruction. DOK 3</p>

		<p>SS-08-5.2.4 Students will describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War.</p> <p>DOK 3</p>
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The History of the World		
	<p>SS-07-5.3.1 Students will explain and give examples of how early hunters and gatherers (Paleolithic and Neolithic) developed new technologies as they settled into organized civilizations.</p> <p style="text-align: right;">DOK 2</p>	
	<p>SS-07-5.3.2 Students will describe the rise of classical civilizations and empires (Greece and Rome) and explain how these civilizations had lasting impacts on the world in government, philosophy, architecture, art, drama and literature.</p> <p style="text-align: right;">DOK 3</p>	
	<p>SS-07-5.3.3 Students will describe the rise of non-Western cultures (e.g., Egyptian, Chinese, Indian, Persian) and explain ways in which these cultures influenced government, philosophy, art, drama and literature in the present day.</p> <p style="text-align: right;">DOK 3</p>	
	<p>SS-07-5.3.4 Students will describe developments during the Middle Ages (feudalism, nation states, monarchies, religious institutions, limited government, trade, trade associations, capitalism) and give examples of how these developments influenced modern societies.</p> <p style="text-align: right;">DOK 3</p>	
	<p>SS-07-5.3.5 Students will explain how the Age of Exploration (early civilizations prior to 1500 A.D.) produced extensive contact among isolated cultures and explain the impact of this contact.</p>	