

Kentucky Academic Standards



Kentucky Department of
E D U C A T I O N

Social Studies

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***We the People* Curriculum Crosswalk for: Kentucky State Social Studies G5 Academic Standards**

Usage: This correlation guide offers a crosswalk between the Kentucky Social Studies Academic Standards for Grades 3-5 and the Level 1 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

Grade 5: Colonization to Constitution

Specific Overview

Grade 5: 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. Fifth grade students will work toward this goal by examining the conflict and compromise that resulted from migration and settlement to understand the tensions and factors that led to the fight for independence and the establishment of the United States. Students will analyze the development and establishment of the U.S. federal government. Students will describe why the government collects taxes and what goods and services it provides society. Students will analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States. Students will describe the impact of fundamental documents on the development of the United States to inform their analysis on how a founding principle is applicable to today.

Key Vocabulary

May include, but is not limited to: absolute location, amendments, Antifederalists, cabinet, checks and balances, culturally diverse, executive branch, federal system, Federalists, government, House of Representatives, inalienable rights, judicial branch, judicial review, latitude, legislative branch, longitude, opportunity cost, physical environment, political system, popular sovereignty, preamble, relative location, Senate, specialization, veto

Looking Back, Looking Ahead: Connections to Grades 4 and Grade 6

In grade 4, students examine the reasons why and how people move from one place to another through the migration and settlement of Colonial America. In grade 5, students analyze the conflict and compromise that resulted from migration and settlement to understand the tensions and factors that led to the fight for independence and the establishment of the United States. In grade 6, students use their knowledge of the formation of the government and society of the United States to explore the development of early civilizations throughout the world.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 5. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
5.I.Q.1 Ask compelling questions about the founding of the United States.	<p>“What unites Americans?” Teachers can pose this question to students to facilitate exploration about why this standard applies to the founding of the United States.</p>
5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	<p>Teachers can pose these questions to students to facilitate exploration about why this standard applies the founding of the United States to address the compelling question.</p> <ul style="list-style-type: none"> ● Why did the British Parliament raise taxes on the colonists? ● What actions taken by the British Parliament angered the colonists? ● How do the fundamental documents establish an American identity?
5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society.	<p>Taxes are instrumental for governments to operate. Following the French and Indian War, Britain raised revenues on the colonies sparking outrage and questions of legitimacy. This was one action that led colonists to question their role within the British Empire, setting the stage for the American Revolution. Students can describe why the government collects taxes and what can occur when people feel that taxation does not meet the needs of its citizens.</p>
5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.	<p>There are multiple causes of the American Revolution, including, but not limited to, the role of the French and Indian War, the enactments of a series of taxes and duties, the presence of British troops, and the Enlightenment ideologies. Many of the different British Acts are listed in the Declaration of Independence. These causes served as a basis for individuals like George Washington, Thomas Jefferson, Sam Adams, others and groups like the Sons of Liberty and the Second Continental Congress to take action. The fight for independence pulled together different colonies and individuals for a common cause. Students can analyze the fundamental documents to determine the causes of the American Revolution and the ways individuals and groups were united to fight for a common cause.</p>
5.I.UE.1 Use evidence to develop claims in response to compelling and supporting questions.	<p>Through sourcing, building context and doing close readings of historical sources, students can corroborate these sources to build evidence for claims made in response to compelling and supporting questions.</p>
5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.	<p>Students can discuss current issues in small or whole group settings. When current issues are identified, students can collaborate to collectively understand and access how to address current issues and have possible opportunities for civic engagement.</p>



Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to explain the relationships or interactions between individuals, events, ideas or concepts in a historical text, including what happened and why, based on specific information over the course of a text. Students could also compare and contrast the overall structure of events, ideas, concepts or information in two or more texts. They might analyze multiple accounts of the same event or topic, noting important similarities and differences in the perspective they represent. Students could also integrate information from several texts on the same topic, such as what unites Americans. Students could compose an informative and/or explanatory text, using writing and digital resources, to examine what unites Americans, conveying ideas and information clearly. They may also compose an opinion, using writing and digital resources, on the best strategies for addressing a current issue, supporting the opinion with reasons and evidence.

Grade 5: Colonization to Constitution Standards

Introduction

The focus of grade 5 constitutes a series of explorations about the people, places and ideas that make up the story of the United States. Students examine the founding of the United States to understand why the fundamental documents were developed and how they guided decisions in the past. Students also engage in deeper learning about our government and how it is structured.

Concepts and Practices	Standards
I: Questioning	5.I.Q.1 Ask compelling questions about the founding of the United States. 5.I.Q.2 Generate supporting questions to answer compelling questions about the founding of the United States. 5.I.Q.3 Identify the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	5.C.CP.1 Analyze the development and establishment of the U.S. federal government. 5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances. 5.C.CP.3 Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none"> ● Unit 1, Lesson 3: What is a constitutional government? ● Unit 1, Lesson 6: What were the first state governments like? ● Unit 3, Lesson 12: How does the Constitution limit the powers of our government? ● Unit 3, Lesson 16: How did the Constitution create a federal system of government?
C: Roles and Responsibilities of a Citizen	5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship. 5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources. <i>We the People</i> Level 1 curriculum connections



	<ul style="list-style-type: none">• Unit 5, Lesson 23: What are some important responsibilities of citizens?• Unit 5, Lesson 24: How can citizens promote the common good?
C: Civic Virtues and Democratic Principles	<p>5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.</p> <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 1, Lesson 2: Why did the Founders believe that people needed a government?• Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence?• Unit 4, Lesson 19: How does the Constitution protect your right to equal protection of the laws?
C: Processes, Rules and Laws	<p>5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.</p> <p><i>We the People</i> Level 1 curriculum connections</p> <ul style="list-style-type: none">• Unit 3, Lesson 11: What basic ideas about government are in the Preamble to the Constitution?
C: Kentucky Government	<p>5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.</p>

Concepts and Practices	Standards	
E: Microeconomics	5.E.MI.1	Explain the relationship between supply and demand.
E: Macroeconomics	5.E.MA.1	Describe why the government collects taxes and what goods and services it provides society.
	5.E.MA.2	Explain how the United States developed into a market economy.
E: Specialization, Trade and Interdependence	5.E.ST.1	Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.
E: Incentives, Choices and Decision Making	5.E.IC.1	Analyze how incentives and opportunity costs impact decision making, using examples from history.
E: Kentucky Economics	5.E.KE.1	Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.
G: Migration and Movement	5.G.MM.1	Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.
G: Human Interactions and Interconnections	5.G.HI.1	Describe the traditions diverse cultural groups brought with them when they moved to and within the United States.
	5.G.HI.2	Analyze how and why cultural characteristics diffuse and blend with migration and settlement.
G: Human Environment Interaction	5.G.HE.1	Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.
G: Geographic Reasoning	5.G.GR.1	Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.
G: Kentucky Geography	5.G.KGE.1	Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.

Concepts and Practices	Standards
H: Change and Continuity	5.H.CH.1 Describe the impact of fundamental documents on the development of the United States. 5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none"> ● Unit 1, Lesson 3: What is a constitutional government? ● Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence? ● Unit 2, Lesson 7: What was the first national government like? (Articles of Confederation) ● Unit 3, Lesson 11: What basic ideas about government are in the Preamble to the Constitution? ● Unit 3, Lesson 12: How does the Constitution limit the powers of our government?
H: Cause and Effect	5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict. 5.H.CE.2 Analyze the role religion played in early colonial society. 5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none"> ● Unit 1, Lesson 1: What were people like in the British colonies in America during the 1770s? ● Unit 1, Lesson 5: What ideas did the Founders use in the Declaration of Independence? ● Unit 4, Lesson 18: How does the Constitution protect your right to freedom of religion? ● Unit 2, Lesson 10: What did the Framers do about the problem of slavery?
H: Conflict and Compromise	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States. <i>We the People</i> Level 1 curriculum connections <ul style="list-style-type: none"> ● Unit 2, Lesson 7: What was the first national government like? ● Unit 2, Lesson 8: How was the Philadelphia Convention organized? ● Unit 2, Lesson 9: How many representatives should each state have in Congress? ● Unit 2, Lesson 10: What did the Framers do about the problem of slavery?
H: Kentucky History	5.H.KH.1 Describe the role of Kentucky settlers in the American Revolution.



I: Using Evidence	<p>5.I.U.E.1 Use evidence to develop claims in response to compelling and supporting questions.</p> <p>5.I.U.E.2 Analyze primary and secondary sources on the same event or topic, noting key similarities and differences in the perspective they represent.</p> <p>5.I.U.E.3 Integrate evidence that draws information from multiple sources to answer compelling and supporting questions.</p>
I: Communicating Conclusions	<p>5.I.CC.1 Construct explanatory products, using reasoning, correct sequence, examples and details with relevant information and data, to convey the diverse perspectives that impacted the founding of the United States.</p> <p>5.I.CC.2 Construct arguments using claims and evidence from multiple sources on how a founding principle(s) is applicable today.</p> <p>5.I.CC.3 Explain different approaches people can take to address local, regional and global problems, using examples from U.S. history.</p> <p>5.I.CC.4 Use a range of deliberative and democratic procedures to identify strategies on how to address a current issue.</p>

Grade 5: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	5.C.CP.1 Analyze the development and establishment of the U.S. federal government. 5.C.CP.2 Analyze the structure of the U.S. government, including separation of power and its system of checks and balances. 5.C.CP.3 Describe how the Constitution of the United States upholds popular sovereignty, ensures rule of law and establishes a federal system.	<p>The Articles of Confederation formed shortly after the beginning of the Revolutionary War. This governing document ensured state sovereignty, allowing each state to be independent and govern itself. The central government established had very limited power. Later, the Constitution of the United States was established, creating the structure and rules for government, the powers and checks of each branch (grounded in arguments found in the Federalist Nos. 10 and 51 (James Madison)) and how changes can be made (the amendment process). The legislative branch makes the laws; the executive branch carries out the laws; and the judicial branch interprets the laws. Each branch has powers that allow them to check and balance the powers of the others. For example, the executive branch is responsible for nominating federal judges, who then must be confirmed by the legislative branch.</p>
C: Roles and Responsibilities of a Citizen	5.C.RR.1 Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship. 5.C.RR.2 Analyze the personal rights conferred by citizenship, and find examples of citizenship, using a variety of sources.	<p>Americans can demonstrate good citizenship by participating in the election process, contributing to their community through public service, helping others in their school and community and understanding current events. Americans also have personal rights as citizens that are protected by the Constitution of the United States.</p>

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic Virtues and Democratic Principles	5.C.CV.1 Describe the democratic principles of equality before the law, inalienable rights, consent of the governed and right to alter or abolish the government.	Americans have the freedoms they enjoy because of the democratic principles laid out in the nation’s fundamental documents. These democratic principles include, but are not limited to, equality before the law, inalienable rights (rights people are born with that cannot be taken away), consent of the governed, right to alter or abolish the government, justice, responsibility and freedom.
C: Processes, Rules and Laws	5.C.PR.1 Evaluate whether various rules and laws promote the general welfare, using historical and contemporary examples.	One of the goals of American government laid out in the Preamble to the Constitution of the United States is to promote the general welfare. The government does this in a variety of ways through more formal policies like welfare and informal policies like local food banks.
C: Kentucky Government	5.C.KGO.1 Explain the roles and responsibilities of a Kentucky citizen.	Kentucky citizens have certain roles and responsibilities to the state. Kentuckians also have personal rights as a citizen that are protected by the Constitution of the United States.

Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
E: Microeconomics	5.E.MI.1 Explain the relationship between supply and demand.	If demand for a product or service is high, then more producers will make or supply the item, leading to higher supply. If demand is low, producers will create a smaller supply. For example, the British empire needed many ships for their Navy, which required a large demand for lumber and labor from their colonies in the Americas. Because of this demand, a lot of logging and ship building took place in Colonial America to supply that demand.

Concepts and Practices	Standard	Disciplinary Clarifications
E: Macroeconomics	5.E.MA.1 Describe why the government collects taxes and what goods and services it provides society. 5.E.MA.2 Explain how the United States developed into a market economy.	Governments need money to operate and provide services for their citizens. This money comes from taxes, as written in the Constitution of the United States. With new goods being created in the young nation, new markets sprang up leading to a new kind of economy, different from the colonial economy.
E: Specialization, Trade and Interdependence	5.E.ST.1 Explain how specialization, comparative advantage and competition influence the production and exchange of goods and services in an interdependent economy.	As the colonies grew to a nation, each part of the country developed a unique economy (specialized) based on the available resources. New England colonies relied upon the ocean to make money. The swift-moving rivers of New England provided the perfect resource for the growth of factories. This gave New England a comparative advantage over the more agrarian economy of the South. However, New England was still dependent upon the South for the cotton that was spun in the factories.
E: Incentives, Choices and Decision Making	5.E.IC.1 Analyze how incentives and opportunity costs impact decision making, using examples from history.	Many colonists came to the New World to make the most of the opportunities they encountered. Georgia, for example, became a place for debtors to work off what they owed, and many settled in New England for religious freedoms. As the nation grew, new incentives were given to settle in various parts of the colonies, at a large cost to both the colonists themselves and their families. Many of these settlers were having to give up much of their livelihood to do so.
E: Kentucky Economics	5.E.KE.1 Analyze how incentives and opportunity costs impact decision making, using examples from Kentucky history.	Many colonists came to Kentucky to make money, making the most of the opportunities they found. As Kentucky grew from part of the Virginia Colony to a state, Kentuckians discovered new incentives to make money and new opportunities to increase their wealth. In spite of these opportunities, some Kentuckians made the choice to not take advantage of incentives offered.



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Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
G: Migration and Movement	5.G.MM.1 Analyze how cultural, economic and environmental factors encouraged and restricted the movement of people, ideas and goods to and within the United States.	A factor restricting movement was physical barriers, such as the Appalachian Mountains and the Mississippi River. A factor encouraging movement included the industrial development in the larger colonial cities at the time.
G: Human Interactions and Interconnections	5.G.HI.1 Describe the traditions diverse cultural groups brought with them when they moved to and within the United States. 5.G.HI.2 Analyze how and why cultural characteristics diffuse and blend with migration and settlement.	Many cultural groups were present in America at this time, including immigrants from many different European countries, forced migrants from Africa and many different American Indian groups. They all possessed different traditions, beliefs and customs that influenced American culture today, including, but not limited to, holidays, music, food and dances.
G: Human Environment Interaction	5.G.HE.1 Explain how cultural and environmental changes impact population distribution and influence how people modify and adapt to their environments.	Throughout U.S. history, there have been geographic push and pull factors that have influenced the movement of people. Depending on proximity to water and natural resources, people have altered the environment for means of survival and economic benefits, among other motivations.
G: Geographic Reasoning	5.G.GR.1 Use a variety of maps, satellite images and other models to explain the relationships between the location of places and regions and their human and environmental characteristics.	In the early United States, many larger cities, such as Charleston, Philadelphia and Boston developed in areas where the geographic location made trade easier, especially near oceans, rivers and other waterways.
G: Kentucky Geography	5.G.KGE.1 Compare the lives of Kentucky settlers to those living in other areas during the early years of the United States.	During the early years of the United States, Kentucky was much more sparsely populated than the other states that had already established themselves as colonies. Early pioneers in Kentucky primarily practiced subsistence farming as they lived off of the land and provided for their families.

History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	5.H.CH.1 Describe the impact of fundamental documents on the development of the United States.	<p>The fundamental documents, including, but not limited to, the Declaration of Independence, the Constitution of the United States and the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights, established the United States government and presented the philosophical, traditional and political foundations on which the nation was built. New political ideologies influenced the democratic principles that guided the founding of the nation and formation of the government. Certain groups, including women, African Americans and American Indians, did not receive equal rights or representation. Protections for the institution of slavery were embedded in the fundamental documents.</p>
	5.H.CH.2 Analyze the impact innovation and human ingenuity had on the development of the United States from Colonization to Constitution.	<p>Innovation, prior to 1789, resulted in a variety of impacts. For example, the inventions of Benjamin Franklin, such as the lightning rod, Franklin Stove and bifocals, helped shape industry in the early United States.</p>



H: Cause and Effect	<p>5.H.CE.1 Analyze the causes of the American Revolution and the effects individuals and groups had on the conflict.</p> <p>5.H.CE.2 Analyze the role religion played in early colonial society.</p>	<p>The American Revolution was caused by a variety of events that compounded over time, including many different British Acts, listed in the Declaration of Independence, that increased taxes on American colonists and limited settlement, such as the Stamp Act and the Proclamation of 1763. Other events that increased tension were the Boston Massacre, Boston Tea Party and Intolerable Acts.</p> <p>Freedom of religion served as the reason many colonists, such as the Puritans, initially immigrated to America. Within the colonies, the Middle colonies offered freedom of religion, which attracted diverse groups, such as Quakers. New England had strict religious rules that governed the rules of their colonies.</p>
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Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect (continued)	5.H.CE.3 Describe the social and economic impact of the slave trade on diverse groups.	<p>Slavery was a brutal, dehumanizing institution and existed to extract labor, through force, to get difficult work done. Because the economy was built on the production of cash crops for an export market, the South relied on this labor to work plantations and produce the amount of cash crops that sustained their economy. The slave trade caused the loss of personal liberty and degradation of inherent human dignity to enslaved persons and created, through force, the capital through which the later industrial economy was created.</p>
H: Conflict and Compromise	5.H.CO.1 Analyze the role conflict and collaboration played in the founding of the United States.	<p>The creation of the nation’s fundamental documents was not a simple task; a great deal of debate and compromise was involved to reach consensus and ratification. For example, representatives from both Virginia and New Jersey each wanted a legislature based on differing factors, and this argument ultimately led to the compromise of creating a two-house legislature in the central government. Also, with the ratification of the Constitution of the United States, differing opinions of the Federalists and Anti-Federalists regarding the rights of individuals and the power of the central government (for example in the Federalist No. 1 (Alexander Hamilton) and the Federalist Nos. 10 and 51 (James Madison)), led to the creation of the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights.</p>
H: Kentucky History	5.H.KH.1 Describe the role of Kentucky settlers in the American Revolution.	<p>Although it had not yet achieved statehood and only consisted of three counties at the time, Kentucky militia grew and participated in the Revolution through conflict with the British and American Indians.</p>

Kentucky Academic Standards for Social Studies: Grades 6-8 Overview

Effective social studies education in the middle school classroom encourages students to be future leaders who understand the complexities of the world. The primary purpose of social studies is to help students develop the ability to make informed decisions as citizens of a culturally diverse, democratic society in an interdependent world. It provides the context and understanding of how humans interact with each other and diverse societies over time. In social studies education in the middle school classroom, students are required to engage in real world connections between the content learned and the modern world to discuss current local, regional and global issues, to understand how problems can manifest themselves over time and to make decisions about ways to take action on current local, regional and global issues. In grades 6 through 8, students use the inquiry practices of questioning, investigating, using evidence and communicating conclusions to understand how and why civilizations developed, how movement and migration impacted the growth and expansion of civilizations and how conflict and compromise impacted the founding of the United States through the disciplinary lenses of civics, economics, geography and history.

Grade-level Introductions

The focus of grade 6 is the emergence and development of civilizations in River Valley Civilizations (Ancient Mesopotamia, Ancient Egypt, Ancient India and Ancient China) and Classical Empires around the world between 3500 BCE-600 CE. Students examine the rise of social, cultural and government structures that become the foundations of the modern world. Students evaluate how individuals and groups addressed local, regional and global problems throughout the development of civilizations.

The focus of grade 7 is the examination of 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. Students evaluate the impact of growth and expansion on civilizations, driving societies to look beyond their borders. Students analyze the political, geographic and social impact of the expansion of empires to understand how the interactions of the early modern world establish the foundations of modern society. Students evaluate how individuals and groups addressed local, regional and global problems throughout the growth and expansion of civilizations.

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. By considering multiple perspectives, students will recognize the impact of diversity in the United States, forging a deep understanding of the Founding Generation, the independent American spirit and uniquely American traditions. Students explore the interconnections of politics, geography and economics in the United States from the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Students evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.

***We the People* Curriculum Crosswalk
for:
Kentucky Social Studies G8 Academic Standards**

Usage: This correlation guide offers a crosswalk between the Kentucky Social Studies Academic Standards for Grades 6-8 and the Level 2 [*We the People* curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

Grade 8: The United States: 1600-1877

Specific Overview

Grade 8: 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. Eighth graders continue to work toward this goal by investigating how conflict and compromise impacted the founding and development of the United States between 1600-1877 in the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Eighth 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

May include, but is not limited to: amendment, citizenship, Constitution, democracy, diverse perspectives, federalism, republic

Looking Back, Looking Ahead: Connections to Grade 7 and Grade 9

In grade 7, students examine 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. In grade 8, students investigate how conflict and compromise impacted the founding and development of the United States from 1600-1877. The interplay between world and United States history allows students to see how the ideas of movement, migration, conflict and competition evolve and change over time in different locations and time periods. Students enter high school with the content knowledge and disciplinary skills needed to ask questions, propose solutions and thrive in an ever-changing world.

What this would look like in practice

This example provides guidance on how to combine the standards into a learning experience for students and how the standards work together to ensure students are engaged in the inquiry practices throughout grade 8. The identified sample evidence of learning is a possible suggestion of how the disciplinary strand standards interact with the inquiry practices; however, it is not the only pathway and is not comprehensive to obtain mastery of the standards.

Standard	Sample Evidence of Learning
8.I.Q.1 Develop compelling questions related to the development of the United States between 1600–1877.	Student development of compelling questions is a critical part of the inquiry process. Teachers provide opportunities for students to develop their own compelling questions, with teacher support, on the development of the United States between 1600-1877. An example of a compelling question is “Can conflict truly be resolved?”
8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.	Student evaluation of discipline-specific supporting questions is essential to the inquiry process, because, in order to gain an understanding of the issue, topic or question, students must be able to think about it through the lenses of all four disciplines. Teachers provide opportunities for students to evaluate how the supporting questions help answer the compelling questions on the United States between 1600-1877. <ul style="list-style-type: none"> ● In what ways did laws subjugate the enslaved population? Students can identify this question as a civics-specific question and evaluate its appropriateness in addressing the compelling question. ● What were the arguments over land use leading up to the Civil War? Students can identify this question as a geography-specific question and evaluate its appropriateness in addressing the compelling question.
8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.	Citizenship has evolved throughout our nation’s history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the 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) followed by Jim Crow restrictions and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.
8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.	As increasing sectional differences emerged, the disparity between regions grew and were influenced by differing cultural, geographic, economic and political factors and characteristics. For example, the small farm-based economy in the New England Colonies differed from the plantation-based economy in the Southern Colonies. These differences gave rise to different labor systems. The South was reliant on the institution of slavery while the North was reliant on wage labor and indentured servitude. This led to conflicts over issues such as the slave trade, the spread of the institution of slavery to new territories, abolition, human rights and, ultimately, the Civil War. These concepts are addressed in documents such as the Final Emancipation Proclamation and the Gettysburg Address by Abraham Lincoln.



Center for Civic Education

Standard	Sample Evidence of Learning
8.I.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.	Students can use multiple sources to create evidenced-based claims and support them with multiple sources to answer the compelling question. These sources could be primary or secondary, text, print or visual.
8.I.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.	Students can discuss problems concerning the development of the United States. Students can then collaboratively and individually evaluate how individuals and groups addressed a specific problem at various levels from the past and to today.

Opportunities for Cross-Disciplinary Connections

The *KAS for Social Studies* provides opportunities to engage with other content areas. For example, a teacher can connect the *KAS for Social Studies* and the *KAS for Reading and Writing* by providing students with a variety of texts (literary, informational, visual, digital, etc.) and asking them to determine the perspective and purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints. They can identify and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound, and the evidence is relevant and sufficient, and recognizing when irrelevant evidence is used. Students could also analyze two or more texts with conflicting information on the same topic concerning the development of the United States and identify where the texts disagree in fact or interpretation.

They could compose explanatory texts to examine a topic on the development of the United States, conveying ideas, concepts and information through the selection, organization and analysis of relevant content. Students could compose arguments with clear reasons and relevant evidence to analyze how multiple perspectives, diversity and conflict and compromise.

Grade 8: The United States: 1600-1877 Standards

Introduction

The focus of grade 8 is the investigation of how conflict and compromise impacted the founding and development of the United States. By considering multiple perspectives, students will recognize the impact of diversity in the United States, forging a deep understanding of the Founding Generation, the independent American spirit and uniquely American traditions. Students explore the interconnections of politics, geography and economics in the United States from the Colonial Era, Revolutionary Period, Early Republic, Westward Expansion, Civil War and Reconstruction. Students evaluate how individuals and groups addressed local, regional and global problems concerning the development of the United States.

Concepts and Practices	Standards
I: Questioning	8.I.Q.1 Develop compelling questions related to the development of the United States between 1600-1877. 8.I.Q.2 Generate supporting questions, using the disciplines of social studies, to help answer compelling questions in U.S. history between 1600-1877. 8.I.Q.3 Evaluate the types of supporting questions each of the social studies disciplines uses to answer compelling and supporting questions.
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances. 8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens. 8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch. <i>We the People</i> Level 2 curriculum connections



	<ul style="list-style-type: none">● Unit 1, Lesson 3: What is a republican government?● Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence?● Unit 2, Lesson 10: How did the states govern themselves after the Revolution?● Unit 2, Lesson 11: How did the Articles of Confederation organize the first national government?● Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?● Unit 3, Lesson 16: How much power should be given to the executive and judicial branches?● Unit 4, Lesson 17: How did the Constitution create a federal system of government?● Unit 4, Lesson 18: How did the people approve the new Constitution?● Unit 4, Lesson 19: How did Congress organize the new government?
C: Roles and Responsibilities of a Citizen	<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p> <p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">● Unit 5, Lesson 25: How has the right to vote expanded since the Constitution was adopted?● Unit 6, Lesson 29: What are the rights and responsibilities of citizenship?● Unit 6, Lesson 30: How might citizens participate in civic affairs?

Concepts and Practices	Standards
C: Roles and Responsibilities of a Citizen <i>(continued)</i>	<p>8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none"> • Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law? • Unit 5, Lesson 27: How does the Constitution protect the right to due process of law?
C: Civic Virtues and Democratic Principles	<p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none"> • Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence? • Unit 5, Lesson 26: How does the Constitution safeguard the right to equal protection of the law?
C: Processes, Rules and Laws	<p>8.C.PR.1 Explain the relationship between federalism and local, state and national governments.</p> <p>8.C.PR.2 Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none"> • Unit 4, Lesson 17: How did the Constitution create a federal system of government? • Unit 4, Lesson 19: How did Congress organize the new government? • Unit 4, Lesson 21: How does the U.S. Supreme Court use the power of judicial review?
C: Kentucky Government	<p>8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.</p>
E: Microeconomics	<p>8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>



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



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



H: Change and Continuity	<p>8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.</p> <p>8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.</p> <p>8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.</p> <p>8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.</p> <p>8.H.C H.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to:</p> <ul style="list-style-type: none">● The Mayflower Compact;● The Declaration of Independence;● The Constitution of the United States;● The Federalist No. 1 (Alexander Hamilton);● The Federalist Nos. 10 and 51 (James Madison);
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Concepts and Practices	Standards
<p>H: Change and Continuity <i>(continued)</i></p>	<ul style="list-style-type: none"> ● The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison; ● The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights; ● The 1796 Farewell Address by George Washington; ● The United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803); ● The Monroe Doctrine by James Monroe; ● What to the Slave is the Fourth of July? speech by Frederick Douglass; ● The United States Supreme Court opinion in Dred Scott v. Sanford, 60 U.S. 393 (1857); ● Final Emancipation Proclamation by Abraham Lincoln; ● The Gettysburg Address by Abraham Lincoln; and ● Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton. <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 1, Lesson 1: What were the British colonies in America like during the 1770s? ● Unit 1, Lesson 2: Why do we need government? ● Unit 1, Lesson 3: What is a republican government? ● Unit 2, Lesson 6: How did constitutional government develop in Great Britain? ● Unit 2, Lesson 8: What basic ideas about government are in the Declaration of Independence? ● Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress? ● Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states? ● Unit 4, Lesson 18: How did the people approve the new Constitution? ● Unit 4, Lesson 21: How does the U.S. Supreme Court use the power of judicial review?
<p>H: Cause and Effect</p>	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>



H: Conflict and Compromise	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p> <p>8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.</p> <p><i>We the People</i> Level 2 curriculum connections</p> <ul style="list-style-type: none">● Unit 2, Lesson 6: How did constitutional government develop in Great Britain?● Unit 2, Lesson 7: What experiences led to the American Revolution?● Unit 3, Lesson 13: How did the Framers resolve the conflict about representation in Congress?● Unit 3, Lesson 14: How did the Framers resolve the conflict between the Northern and Southern states?● Unit 3, Lesson 15: How did the Framers resolve the conflict about the powers of the legislative branch?● Unit 3, Lesson 16: How much power should be given to the executive and judicial branches?
H: Kentucky History	<p>8.H.KH.1 Articulate Kentucky's role in early American history from the earliest colonial settlement to 1877.</p> <p>8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.</p>



Concepts and Practices	Standards
I: Using Evidence	<p>8.1.UE.1 Use multiple sources to develop claims in response to compelling and supporting questions.</p> <p>8.1.UE.2 Create claims and counterclaims, using appropriate evidence, to construct an argument to answer compelling and supporting questions.</p> <p>8.1.UE.3 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.</p>
I: Communicating Conclusions	<p>8.1.CC.1 Construct explanations, using reasoning, correct sequence, examples and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations related to the development of the United States.</p> <p>8.1.CC.2 Construct arguments by drawing on multiple disciplinary lenses to analyze how multiple perspectives, diversity and conflict and compromise impacted the development of the United States.</p> <p>8.1.CC.3 Evaluate how individuals and groups address local, regional and global problems concerning the development of the United States.</p> <p>8.1.CC.4 Apply a range of deliberative and democratic procedures to make decisions about ways to take action on current local, regional and global issues.</p> <p>8.1.CC.5 Evaluate a specific problem concerning the development of the United States using each of the social studies disciplines.</p>

Grade 8: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	8.C.CP.1 Analyze the origin and purposes of rule of law, popular sovereignty, federalism, separation of powers and checks and balances.	Our fundamental documents derived from experiences with British rule in the colonies. With heavy influence from a variety of philosophers and intellectuals (for instance, the June 8, 1789, speech on amendments to the Constitution of the United States by James Madison), the Constitution of the United States and the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights, lay out the system of democratic rule as well as specified citizen rights.
	8.C.CP.2 Explain the origins, functions and structure of government, with reference to the Mayflower Compact, the Declaration of Independence, Articles of Confederation, the Federalist No. 1 (Alexander Hamilton), the Federalist Nos. 10 and 51 (James Madison), the Constitution of the United States, the first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights and other fundamental documents, and their impacts on citizens.	
	8.C.CP.3 Explain how a system of checks and balances is intended to prevent a concentration of power in one branch.	

Concepts and Practices	Standard	Disciplinary Clarifications
C: Roles and Responsibilities of a Citizen	<p>8.C.RR.1 Analyze the role of citizens in the U.S. political system, with attention to the definition of who is a citizen, expansion of that definition over time and changes in participation over time.</p> <p>8.C.RR.2 Analyze expansion of and restriction on citizenship and voting rights on diverse groups in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.C.RR.3 Analyze how groups in the United States have challenged Constitutional provisions, laws and court rulings denying them the rights of citizens.</p>	<p>Citizenship has evolved throughout our nation’s history. Diverse groups, from American Indians to a variety of immigrant groups, have fought long, hard battles to gain U.S. citizenship and recognition of their civil rights. This battle involved people of every race, gender, ethnicity and socio-economic status. For example, the expansion of and restriction on citizenship is seen in the 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) followed by Jim Crow restrictions and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.</p>
C: Civic Virtues and Democratic Principles	<p>8.C.CV.1 Analyze the impact of the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government in the United States from the Colonial Era to Reconstruction from 1600-1877.</p>	<p>While the democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government are stated in the Declaration of Independence, the actual carrying out of these principles has varied throughout the nation’s early history.</p> <p>History has shown that laws and principles have not always impacted groups in the same way. For example, although the Declaration of Independence states that all men are created equal, people of color, women and other diverse groups were not initially included.</p>

Concepts and Practices	Standard	Disciplinary Clarifications
C: Processes, Rules and Laws	8.C.PR.1 Explain the relationship between federalism and local, state and national governments.	<p>The Constitution of the United States calls for the separation of powers between state and federal governments. Federalism is 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. Both national and state governments can levy taxes, but only states have the power to establish and maintain schools.</p>
	8.C.PR.2 Explain how the Constitution of the United States was interpreted and amended through the amendment process, legislative processes, judicial review, executive actions and Supreme Court Cases between 1789-1877.	<p>Sometimes, the Constitution of the United States needs to be amended. There are a variety of ways for the Constitution of the United States to be interpreted and amended, which allows it to remain a viable living document. For example, judicial review was established by the United States Supreme Court opinion in Marbury v. Madison, 5 U.S. 137 (1803). While the Constitution of the United States did not expressly allow the institution of slavery, the founding fathers did not expressly forbid it. The decision from the United States Supreme Court opinion in Dred Scott v. Sandford, 60 U.S. 393 (1857) did ultimately permit the institution of slavery, while the Final Emancipation Proclamation by Abraham Lincoln attempted to end the institution of slavery in rebelling areas. Eventually the 13th Amendment abolished the institution.</p>



C: Kentucky Government	8.C.KGO.1 Examine the role of Kentucky and Kentuckians within national politics between 1792-1877.	Kentucky has played a role in national politics since statehood by providing government leaders and legislation that impacted the nation. Kentucky is also home to a variety of national sites that bore witness to the struggles of the early nation. For example, Kentucky statesman Henry Clay served as a force for compromise as he oversaw the negotiation of the Missouri Compromise of 1820, the Tariff Compromise of 1833 and the Compromise of 1850.
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Economics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
E: Microeconomics	<p>8.E.MI.1 Describe the impact of supply and demand on equilibrium prices and quantities produced in the United States from the Colonial Era to Reconstruction from 1600-1877.</p> <p>8.E.MI.2 Assess the ways factors of production are combined in innovative ways resulting in economic growth and increased standards of living.</p>	<p>As the U.S. developed from a group of British colonies to a young, independent nation, the economy developed as well. With a wealth of new resources, Americans created new ways to manufacture products and new markets to distribute these goods. These changes to the economy resulted in changes to the American standard of living. The equilibrium price is the price at which producers and consumers agree to exchange. Graphs may be used to illustrate how supply and demand determine equilibrium price and quantity.</p>
E: Macroeconomics	<p>8.E.MA.1 Analyze differing perspectives regarding the role of government in the economy, including the role of money and banking.</p> <p>8.E.MA.2 Assess how regions of the United States specialized based on supply and demand due to their geographic locations.</p> <p>8.E.MA.3 Analyze the purpose of taxation and its impact on government spending.</p> <p>8.E.MA.4 Analyze how property rights are defined, protected, enforced and limited by government.</p>	<p>The government influences the economy by creating a national currency, establishing taxes and providing public services.</p> <p>As the United States grew, sectionalism brought about distinct specializations between the North and the South in the textile industry. The North specialized in manufactured goods while the South specialized in the growing of raw materials. These economies grew and changed over time.</p> <p>As economies grow, taxes are collected at the local, state and federal level to be used for government services, such as the military, education and parks.</p> <p>Government cannot infringe on individual rights, such as property rights, and has certain rules they must follow.</p>
E: Specialization, Trade and Interdependence	<p>8.E.ST.1 Analyze why economic interdependence existed between the regions of the United States between 1783-1877.</p>	<p>As distinct regions emerged in the United States, trade relationships were established between different areas of the country. The South produced raw materials, such as cotton, that were then traded to the North for the textile industry.</p>



Center for Civic Education

Concepts and Practices	Standard	Disciplinary Clarifications
E: Incentives, Choices and Decision Making	8.E.IC.1 Evaluate economic decisions based on scarcity, opportunity costs and incentives. 8.E.IC.2 Assess the impact of growth and expansion on the allocation of resources and economic incentives.	New resources and markets led to new decisions for the young country. As the nation expanded, it had to address possible problems with scarcity and the allocation of resources. Available resources helped some parts of the country and hurt other parts. For example, the colony of Jamestown had a suitable climate for agriculture, while the Puritan settlement did not. Thus, the northern colonies developed a market economy and established trade.
E: Kentucky Economics	8.E.KE.1 Explain how regional trends and policies impacted Kentucky's economy prior to the Civil War. 8.E.KE.2 Explain how the availability of resources in Kentucky led people to make economic choices from the Colonial Era to Reconstruction from 1600-1877.	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. Kentucky was located at the crossroads of America and, because of that, specific economic choices were made.

Geography Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarification
G: Migration and Movement	8.G.MM.1 Interpret how political, environmental, social and economic factors led to both forced and voluntary migration in the United States from the Colonial Era to Reconstruction from 1600-1877.	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. Shifts in economies and environments contributed to these moves.

Concepts and Practices	Standard	Disciplinary Clarification
G: Human Interactions and Interconnections	8.G.HI.1 Explain how global interconnections impacted culture, land use and trade in the United States during Colonial Era through Reconstruction from 1600-1877.	Trade that occurred between the United States and other parts of the world impacted global interconnections and relationships. The exchange of goods and ideas shaped culture and land use. For example, cities in the New England colonies were sites for whaling and importing goods, which dictated how the land was used, the jobs citizens held, and the relationship with other countries who shipped goods through the ports.
G: Human Environment Interaction	8.G.HE.1 Analyze how cultural and technological changes influenced how people interacted with their environments in the United States from the Colonial Era to Reconstruction from 1600-1877.	It is important to understand that the ways that people interact with their environment change as new cultural and technological changes occur. For example, the invention of the Cotton Gin led to an increase in demand for the labor of enslaved individuals and an increase in production.
G: Geographic Reasoning	8.G.GR.1 Use maps and other geographic representations, geospatial technologies, and spatial thinking to analyze settlement patterns in the United States from the Colonial Era to Reconstruction from 1600-1877.	Geography influenced how and where Americans migrated during the time period 1600-1877. As people move and adapt to their environments, Earth's surface changes. For example, 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.
G: Kentucky Geography	8.G.KGE.1 Analyze Kentucky's role in the early nation through Reconstruction based on its physical geography and location.	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.

History Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
H: Change and Continuity	8.H.CH.1 Explain the role changing political, social and economic perspectives had on the lives of diverse groups of people in the Colonial Era.	<p>The development of an American identity began in the Colonial Era. The colonies were made up of diverse people from immigrants from Europe 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. These concepts are addressed in documents such as the 1796 Farewell Address by George Washington, the Monroe Doctrine by James Monroe, and What to the Slave is the Fourth of July? speech by Frederick Douglass.</p> <p>All fundamental documents and speeches listed should be analyzed, as they help form the foundation of the American experience from 1600-1877. 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 actions, movements, and moments, in addition to establishing precedents and core principles.</p>
	8.H.CH.2 Analyze how social and ideological philosophies impacted various movements in the United States from the Colonial Era to Reconstruction from 1600-1877.	
	8.H.CH.3 Explain how political, social and economic perspectives in the United States led to the rise in sectionalism between 1840-1860.	
	8.H.CH.4 Evaluate the impact technological innovations made on agriculture, trade and commerce in the years leading up to the Civil War between 1840-1860.	
	8.H.CH.5 Explain examples of political, geographic, social and economic changes and consistencies in the different regions of the United States between 1860-1877.	
	8.H.C H.6 Analyze the impact of fundamental documents and speeches on the development of the United States from 1600-1877 that shall include but are not limited to: <ul style="list-style-type: none"> ● The Mayflower Compact; ● The Declaration of Independence; ● The Constitution of the United States; ● The Federalist No. 1 (Alexander Hamilton); ● The Federalist Nos. 10 and 51 (James Madison); 	

Concepts and Practices	Standard	Disciplinary Clarifications
<p>H: Change and Continuity <i>(continued)</i></p>	<ul style="list-style-type: none"> ● The June 8, 1789 speech on amendments to the Constitution of the United States by James Madison; ● The first ten (10) amendments to the Constitution of the United States, also known as the Bill of Rights; ● The 1796 Farewell Address by George Washington; ● The United States Supreme Court opinion in <i>Marbury v. Madison</i>, 5 U.S. 137 (1803); ● The Monroe Doctrine by James Monroe; ● What to the Slave is the Fourth of July? speech by Frederick Douglass; ● The United States Supreme Court opinion in <i>Dred Scott v. Sanford</i>, 60 U.S. 393 (1857); ● Final Emancipation Proclamation by Abraham Lincoln; ● The Gettysburg Address by Abraham Lincoln; and ● Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joselyn Gage, and Elizabeth Cady Stanton. 	<p>In addition to these documents and speeches, multiple source types that capture diverse perspectives and voices may be included to fully contextualize American history.</p> <p>For example, from this list, a teacher could use What to the Slave is the Fourth of July? speech by Frederick Douglas to help their students analyze and evaluate an enslaved person's perspective on the discord between the values of liberty and the institution of slavery.</p>

Concepts and Practices	Standard	Disciplinary Clarifications
H: Cause and Effect	<p>8.H.CE.1 Analyze how the political, geographic, social and economic choices of the Colonial Era impacted the Revolutionary Period and Early Republic Period.</p> <p>8.H.CE.2 Analyze the cause and effect of Westward Expansion, the Civil War and Reconstruction on the diverse populations of the United States.</p>	<p>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.</p> <p>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.</p>



H: Conflict and Compromise	<p>8.H.CO.1 Explain how colonial resistance to British control led to the Revolutionary War.</p> <p>8.H.CO.2 Describe the conflicts and compromises that shaped the development of the U.S. government between 1783-1877.</p> <p>8.H.CO.3 Analyze how economic, social, ideological and political changes led to sectional and national tensions, inspiring reform movements between 1840-1860.</p>	<p>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.</p> <p>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.</p> <p>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. These concepts are addressed in documents such as What to the Slave is the Fourth of July? speech by Frederick Douglass and the Declaration of Rights of the Women of the United States by Susan B. Anthony, Matilda Joslyn Gage, and Elizabeth Cady Stanton.</p>
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Concepts and Practices	Standard	Disciplinary Clarifications
H: Conflict and Compromise <i>(continued)</i>	8.H.CO.4 Explain how sectionalism and the institution of slavery within the United States led to conflicts between 1820-1877.	<p>As increasing sectional differences emerged, the disparity between regions grew and were influenced by differing cultural, geographic, economic and political factors and characteristics. For example, the small farm-based economy in the New England Colonies differed from the plantation-based economy in the Southern Colonies. These differences gave rise to different labor systems. The South was reliant on the institution of slavery while the North was reliant on wage labor and indentured servitude. This led to conflicts over issues such as the slave trade, the spread of the institution of slavery to new territories, abolition, human rights and, ultimately, the Civil War. These concepts are addressed in documents such as the Final Emancipation Proclamation and the Gettysburg Address by Abraham Lincoln.</p>
H: Kentucky History	8.H.KH.1 Articulate Kentucky’s role in early American history from the earliest colonial settlement to 1877. 8.H.KH.2 Examine patterns of collaboration and conflict between immigrants to Kentucky and those already in residence from 1775 to 1877.	<p>Kentucky played a pivotal role in the development of the nation. People in the Kentucky region helped form national policies and an American identity. Kentucky sites are part of the American narrative. From the time of the opening of the Cumberland Gap, people moving into present-day Kentucky encountered people who were already in residence.</p>

Kentucky Academic Standards for Social Studies: High School Overview

Effective social studies education in the high school classroom challenges students to be prepared for responsible civic engagement in the future. The founders of the United States emphasized that the vitality and security of a democracy depends upon the education and willingness of its citizens to participate actively in society. Life in the American democratic republic is constantly changing; as a result, students must transition to life beyond high school with the content knowledge, skills and dispositions to adapt to the challenges and complexities of the ever-changing modern world in order to sustain democratic traditions. In social studies education in the high school classroom, students are compelled to revisit and develop further understanding of fundamental beliefs about society and the institutions of the United States to construct new social contexts and relationships. By developing discipline-specific inquiry skills in high school, 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 civically, economically, geographically and historically informed, engaged citizens.

Discipline Introductions

The civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens.

The economics standards explore how people satisfy unlimited wants with scarce resources through the concepts of economic decision making. Students explore economic issues at both the micro- and macroeconomic levels using graphs, charts and data to analyze, describe and explain economic concepts. By developing economic inquiry skills, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be economically informed, engaged citizens.

The geography standards emphasize patterns and processes at a variety of scales, from local to global. Within the geography standards, the interplay between human systems and the natural environment is evident. The standards promote the use of a variety of geographic methods and tools for spatial analysis. By developing inquiry skills in geography, students are able to apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be geographically informed, engaged citizens.

The United States history standards explore events, movements and ideas from 1877 to the present. Each concept standard is outlined with a specific time period to limit the scope and sequence of the topics covered through that standard. Beginning with analyzing the causes and consequences of the Industrialization of America, students explore reasons for and responses to the move from rural to urban spaces and to the open West. As students study the United States' transition to a manufacturing economy and the movement of people, they are exposed to the conflicts and compromises within a diverse social and ethnic population that begin in 1890, through its role as a nation on the global stage in



World War I. Beginning with the Great Depression of 1929, students further analyze the role of economic and political influences on what it means to be an American domestically and in World War II. Further conflicting ideologies, starting in 1945, challenge students to investigate competing viewpoints as demographics shift in America. As students continue their analysis of the collapse of the Cold War Order and Modern Challenges, students are encouraged to focus on the roles played by the United States in the modern world and their own place as a citizen within that context. By developing inquiry skills in history, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions so they are equipped with the knowledge and skills needed to be engaged citizens.

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



***We the People* Curriculum Crosswalk
for:
Kentucky Social Studies High School Civics Standards**

Usage: This correlation guide offers a crosswalk between the Kentucky Social Studies Academic Standards for Grades 9-12 and the Level 3 [We the People curriculum](#). Listing of *We the People* units and lessons paired with state standards does not imply full coverage of a standard. *We the People* lessons may go deeper and/or broader in content than the standard; likewise, the standard may call for deeper learning than the lesson provides.

High School: Civics Standards

Introduction

In high school, the civics standards promote knowledge of the historical foundations and principles of American government toward the goal of productive civic engagement. Additionally, the standards focus on understanding the unique roles of local, state and national institutions. By developing inquiry skills in civics, students apply their conceptual knowledge through questioning, investigating, using evidence and communicating conclusions in order to gain knowledge and apply the skills needed to be engaged citizens.

Concepts and Practices	Standards
I: Questioning	<p>HS.C.I.Q.1 Generate compelling questions to frame thinking, inquiry and/or understanding of key civics concepts.</p> <p>HS.C.I.Q.2 Generate supporting questions to develop knowledge, understanding and/or thinking relative to key civics concepts framed by compelling questions.</p>
I: Investigating	<i>Investigating occurs through the exploration of the discipline strand standards.</i>
C: Civic and Political Institutions	<p>HS.C.CP.1 Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.</p> <p>HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.</p> <p>HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.</p> <p>HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 2, Lesson 11: What questions did the Framers consider in designing the three branches of the national government? ● Unit 2, Lesson 12: How did the delegates distribute powers between national and state governments?



	<ul style="list-style-type: none"> ● Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? ● Unit 3, Lesson 18: How has the Due Process Clause of the Fourteenth Amendment changed the Constitution? ● Unit 3, Lesson 19: How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution? ● Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy? ● Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy? ● Unit 4, Lesson 23: What is the role of the president in American constitutional democracy? ● Unit 4, Lesson 24: How are national laws administered in American constitutional democracy? ● Unit 4, Lesson 21: What is the role of the Supreme Court in American constitutional democracy? ● Unit 4, Lesson 26: How does American federalism work? ● Unit 5, Lesson 27: What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect? ● Unit 5, Lesson 31: How do the Fourth and Fifth Amendments protect against unreasonable law enforcement procedures? ● Unit 5, Lesson 32: How do the Fifth, Sixth and Eighth Amendments protect rights within the judicial system? ● Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? ● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? ● Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations?
<p>C: Roles and Responsibilities of a Citizen</p>	<p>HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.</p> <p>HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.</p> <p><i>We the People</i></p> <p>Level 3 curriculum connections</p> <ul style="list-style-type: none"> ● Unit 6, Lesson 33: What does it mean to be a citizen? ● Unit 6, Lesson 34: What is the importance of civic engagement to American constitutional democracy? ● Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? ● Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations? ● Unit 6, Lesson 37: What key challenges does the United States face in the future? ● Unit 6, Lesson 38: What are the challenges of the participation of the United States in world affairs? ● Unit 6, Lesson 39: What does returning to fundamental principles mean?



C: Civic Virtues and Democratic Principles

HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders.

HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.

We the People

Level 3 curriculum connections

- **Unit 1, Lesson 1:** What did the Founders think about constitutional government?
- **Unit 1, Lesson 2:** What ideas about civic life informed the founding generation?
- **Unit 1, Lesson 3:** What historic developments influenced modern ideas of individual rights?
- **Unit 1, Lesson 4:** What were the British origins of American Constitutionalism?
- **Unit 1, Lesson 5:** What basic ideas about rights and constitutional government did Colonial America hold?
- **Unit 3, Lesson 15:** How have Amendments and judicial review changed the Constitution?
- **Unit 3, Lesson 19:** How has the Equal Protection Clause of the Fourteenth Amendment changed the Constitution?
- **Unit 3, Lesson 20:** How has the right to vote been expanded since the adoption of the Constitution?
- **Unit 5, Lesson 27:** What are Bills of Rights and what kinds of rights does the U.S. Bill of Rights protect?
- **Unit 6, Lesson 33:** What does it mean to be a citizen?
- **Unit 6, Lesson 34:** What is the importance of civic engagement to American constitutional democracy?
- **Unit 6, Lesson 35:** How have civil rights movements resulted in fundamental political and social change in the United States?
- **Unit 6, Lesson 36:** How have American political ideas and the American constitutional system influenced other nations?

Concepts and Practices	Standards
<p>C: Civic Virtues and Democratic Principles <i>(continued)</i></p>	<p>HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"> • Unit 3, Lesson 20: How has the right to vote been expanded since the adoption of the Constitution? • Unit 6, Lesson 35: How have civil rights movements resulted in fundamental political and social change in the United States? • Unit 6, Lesson 36: How have American political ideas and the American constitutional system influenced other nations?
<p>C: Processes, Rules and Laws</p>	<p>HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.</p> <p>HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.</p> <p>HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.</p> <p>HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.</p> <p><i>We the People</i> Level 3 curriculum connections</p> <ul style="list-style-type: none"> • Unit 4, Lesson 21: What is the role of Congress in American constitutional democracy? • Unit 4, Lesson 22: How does Congress perform its functions in American constitutional democracy? • Unit 4, Lesson 23: What is the role of the president in American constitutional democracy? • Unit 4, Lesson 24: How are national laws administered in American constitutional democracy? • Unit 4, Lesson 25: What is the role of the Supreme Court in American constitutional democracy? • Unit 4, Lesson 26: How does American federalism work? • Unit 3, Lesson 15: How have Amendments and judicial review changed the Constitution? • Unit 3, Lesson 16: What is the role of political parties in the American constitutional system?
<p>C: Kentucky Government</p>	<p>HS.C.KGO.1 Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.</p> <p>HS.C.KGO.2 Compare Kentucky’s government to other states and to the federal government.</p> <p>HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky.</p>



I: Using Evidence	<p>HS.C.I.UE.1 Evaluate the credibility of multiple sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.UE.2 Gather information and evidence from credible sources representing a variety of perspectives relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.UE.3 Use appropriate evidence to construct and revise claims and counterclaims relevant to compelling and/or supporting questions in civics.</p>
I: Communicating Conclusions	<p>HS.C.I.CC.1 Engage in civil discussion, reach consensus when appropriate and respect diverse opinions relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.CC.2 Engage in disciplinary thinking and construct arguments, explanations or public communications relevant to compelling and/or supporting questions in civics.</p> <p>HS.C.I.CC.3 Engage in disciplinary thinking and apply appropriate evidence to propose a solution or design an action plan relevant to compelling and/or supporting questions in civics.</p>

High School Civics: Disciplinary Clarifications and Instructional Support

The disciplinary clarifications include sample ideas of content and concepts to help teachers better understand the expectations of the standards. The identified disciplinary clarifications are possible suggestions; however, they are not the only pathways and are not comprehensive to obtain mastery of the standards.

Civics Disciplinary Strand

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions	HS.C.CP.1 Explain how the Constitution of the United States embodies the principles of rule of law, popular sovereignty, republicanism, federalism, separation of powers and checks and balances to promote general welfare.	<p>The foundation of government in the United States is rooted in a variety of historical and philosophical ideas, including popular sovereignty and limited government. The negotiation, collaboration and compromise achieved at the Constitutional Convention led to the creation of a new constitution with more centralized authority. The Constitution of the United States enacted federalism, which designates shared powers between the federal government and the states. The Constitution of the United States designed separate, co-equal branches of government constrained through checks and balances, which helps limit the powers among the three branches of government.</p>
	HS.C.CP.2 Analyze legislative, executive and judicial branch decisions in terms of constitutionality and impact on citizens and states.	<p>Within the Constitution of the United States, each branch of government is granted powers that have an impact on the governance of states and citizens. The balance between the federal government, state governments and individual liberties is continuously debated between the branches. Over time, the concept of civil rights has become more expansive, as dissenting opinions and legal rulings, such as <i>Berea College v. Kentucky</i> or <i>Brown v. Board</i>, set precedents for the governance of the nation, ensuring civil liberties and also limiting the scope of state authority. Over time, executive power has grown through the use of executive orders that may challenge legislative authority while demonstrating implicit constitutional powers of the executive branch.</p>

Concepts and Practices	Standard	Disciplinary Clarifications
C: Civic and Political Institutions <i>(continued)</i>	HS.C.CP.3 Compare various forms of government and how each maintains order, upholds human rights and interacts within the international community.	<p>Different forms of government exist throughout the world and vary in terms of sources of legitimacy as well as citizens’ rights and roles. Each type of government has its own methods of determining laws, defining or debating ideas and creating procedures that address the authority to rule. In addition, there are different perceptions regarding the level of influence government has on its citizens, as well as differences in how relationships within the international community are perceived.</p> <p>For example, dictatorships are often centered around the power and authority of a single person, with little role or rights for subjects and often act outside established international norms. Parliamentary and Presidential Democracies conceive of government authority as stemming from the consent of the governed and often operate in a cooperative way within the international sphere.</p>
	HS.C.CP.4 Evaluate how the U.S. judicial system is designed to uphold equality before the law, due process and inalienable rights.	<p>Foundational to effective governance is the existence of a legal system that is perceived by citizens to uphold justice. Within the United States, both the governed and those who govern must obey the same laws and are held accountable through the judicial system. Equal protection within the legal system is included within the amendments to the Constitution of the United States.</p>
C: Roles and Responsibilities of a Citizen	HS.C.RR.1 Evaluate the civic responsibilities of individuals within a society.	<p>Engaged citizenship is a crucial element in the success of a democracy. Whether it is through personal responsibility (following laws, paying taxes), participatory citizenship (actively engaging in civic life through organizing groups, voicing opinions to public officials) or more justice-oriented citizenship (working to solve institutional problems and promote equitable social opportunities), locally, nationally and</p>

Concepts and Practices	Standard	Disciplinary Clarifications
C: Roles and Responsibilities of a Citizen <i>(continued)</i>	HS.C.RR.2 Explain how active citizens can affect the lawmaking process locally, nationally and internationally.	internationally engaged citizens are critical to positively evolving societies. For example, concepts of citizens’ rights and equality before the law are ideas present within fundamental U.S. documents. Over time, through the actions of informed, engaged citizens, these rights have expanded in the United States. In addition, concepts of citizens’ rights are now globally significant and present in other democracies across the globe.
C: Civic Virtues and Democratic Principles	<p> HS.C.CV.1 Explain how classical republicanism, natural rights philosophy and English common law influenced the thinking and actions of the American Founders. </p> <p> HS.C.CV.2 Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups. </p> <p> HS.C.CV.3 Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally. </p>	<p> The U.S. government is unique but rooted in ideas and institutions pioneered elsewhere, such as the ideas of French philosophes and the institution of English common law. The democratic principles of equality before the law, inalienable rights, consent of the governed and the right to alter or abolish the government, which are present in the Declaration of Independence and other fundamental documents of the United States, were all informed by the philosophies and ideas of government present in these previous places and times. </p> <p> The principle of judicial review and reliance on precedent, both opinions and dissents, have resulted in a system of law that has evolved over time. In addition, the idea of who is included in the idea of “citizen” has expanded throughout U.S. history. For example, through the Reconstruction Amendments (13th, 14th and 15th), “citizens” came to include all men, regardless of race. Within the abolitionist movement was also the root of the women’s suffrage movement, which expanded the idea of “citizens” to include women in the 19th Amendment to the Constitution of the United States. </p> <p> History has shown that laws and principles have not always impacted groups in the same way. 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. Internationally, efforts to remedy human trafficking, educational disparities for women, access to clean water or eradication of diseases are also examples of individuals and groups working to expand civil rights. </p>



Center for Civic Education

Concepts and Practices	Standard	Disciplinary Clarifications
C: Processes, Rules and Laws	HS.C.PR.1 Analyze the role of the three branches of government in the lawmaking process.	<p>The Constitution of the United States outlines the roles of the three branches of government. Congress is charged with the role of creating laws (drafting legislation, committee reviews, filibuster, floor debate). The Executive branch has an active, yet limited, role in shaping lawmaking processes (veto, communication of legislative priorities) and carrying out the laws (appointment of cabinet and departmental bureaucracies, etc.). The judicial branch has the role of determining the constitutionality of legislation and executive actions.</p>
	HS.C.PR.2 Analyze the role of elections, bureaucracy, political parties, interest groups and media in shaping public policy.	<p>Elections at the local, state or national levels inform elected officials of the needs of citizens. In addition to the elected officials, there are groups and processes that influence public policy. 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. Executive branch departments (including Education, Commerce, Labor and Transportation, etc.) work to enact and enforce legislation related to their respective areas.</p>
	HS.C.PR.3 Evaluate intended and unintended consequences of public policies locally, nationally and internationally.	<p>Legislation is drafted to address specific issues but can also put forces in motion that influence unrelated aspects of the law. For example, state laws that mandate voters display identification in order to vote are aimed at stopping voter fraud but may have the unintended consequence of decreasing voter turnout because some individuals may not have proper or up-to-date identification. The 18th Amendment was intended to decrease negative impacts of alcoholism but had the unintended consequence of raising crime rates through the creation of black markets and the destruction of jobs in distilling and brewing.</p>

Concepts and Practices	Standard	Disciplinary Clarifications
C: Processes, Rules and Laws (continued)	HS.C.PR.4 Compare the domestic and foreign policies of the United States and other countries.	<p>Domestic and foreign policies vary from country to country based on their system of government, incentives and ability to project power.</p> <p>U.S. and other nations’ domestic issues, such as health care, policing or voting, may be prioritized based on the needs of citizens and the political climate. Foreign policy decisions, like intervention or non-intervention in affairs of other nations, provision of humanitarian aid or military expenditures, also vary based on the U.S. or other nations’ systems of government, incentives and relative power.</p>
C: Kentucky Government	<p>HS.C.KGO.1 Explain how the Kentucky Constitution embodies the principles of rule of law, popular sovereignty, separation of powers and checks and balances.</p> <p>HS.C.KGO.2 Compare Kentucky’s government to other states and to the federal government.</p> <p>HS.C.KGO.3 Describe how active citizens can affect change in their communities and Kentucky</p>	<p>Similar to the Constitution of the United States, Kentucky’s Constitution outlines separate powers for legislative, executive and judicial branches. However, some processes differ. For example, Kentucky utilizes primary elections instead of caucuses that are used by some other states. Kentucky also selects state positions, such as State Treasurer, through elections, whereas the federal government and many other states select these offices through appointments.</p> <p>Because the federal government has powers like foreign policy specifically enumerated to it in the Constitution of the United States, state powers include those “not delegated to the United States by the Constitution, nor prohibited by it to the States...”</p> <p>Informed and engaged citizenship is a crucial part of the successful functioning of Kentucky. Constitutionally protected speech and expression include letters to elected officials, public protests, testimony before legislative committees in favor of or in opposition to proposed legislation or attendance at meetings of city council or local school boards to track policy proposals and voice concerns. Young people can get involved in many ways prior to obtaining the ability to vote, including the examples above, volunteering, or joining a local service organization within their school or community, to engage in their community and become active citizens.</p>