

HIGH SCHOOL SOCIAL STUDIES

Program of Studies – Social Studies – High School

Districts and schools can arrange the essential high school social studies content within the three-credit requirement to best meet the needs of their students. A local board of education may substitute an integrated, applied, interdisciplinary, or higher level course for a required course if the alternative course provides rigorous content and addresses the same academic expectations.

The primary purpose of social studies is to help students develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of content. They must also be able to apply the content perspectives of the several academic fields of the social studies to personal and public experiences. By stressing the importance of both content knowledge and its application, the social studies curriculum in Kentucky provides a framework that promotes citizenship for all of our students.

The social studies content standards at the high school level are directly aligned with Kentucky's **Academic Expectations**. Social Studies standards are organized around five “Big Ideas” that are important to the discipline of social studies. The five Big Ideas in social studies are: Government and Civics, Cultures and Societies, Economics, Geography and Historical Perspective. The Big Ideas, which are more thoroughly explained in the pages that follow, are conceptual organizers that are the same at each grade level. This consistency ensures students have multiple opportunities throughout their school careers to develop skills and concepts linked to the Big Ideas.

Under each Big Idea are statements of Enduring Knowledge/Understandings that represent overarching generalizations linked to the Big Ideas of social studies. The understandings represent the desired results - what learning will focus upon and what knowledge students will be able to explain or apply. Understandings can be used to frame development of units of study and lesson plans.

Skills and concepts describe ways that students demonstrate their learning and are specific to each grade level. The skills and concepts for social studies are fundamental to social studies literacy and build on prior learning.

The social studies program includes strong literacy connections, active, hands-on work with concrete materials, and appropriate technologies. The social studies curriculum includes and depends on a number of different types of materials such as textbooks, non-fiction texts, biographies, autobiographies, journals, maps, newspapers, photographs and primary documents. Higher order thinking skills, such as compare, explain, analyze, predict, construct and interpret, are all heavily dependent on a variety of literacy skills and processes. For example, in social studies students must be able to understand specialized vocabulary, identify and comprehend key pieces of information within texts, determine what is fact and what is opinion, relate information across texts, connect new information to prior knowledge and synthesize the information to make meaning.

Although the social studies program for the high school is divided into five areas, each area is designed to interact with the others in an integrated fashion. Because of this integration, students are able to develop broad conceptual understandings in social studies. This style of learning reflects the developmental nature of children.

Big Idea: Government and Civics

The study of government and civics equips students to understand the nature of government and the unique characteristics of American representative democracy, including its fundamental principles, structure, and the role of citizens. Understanding the historical development of structures of power, authority, and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.

Academic Expectations

- 2.14** Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations.
- 2.15** Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy.

High School Enduring Knowledge – Understandings

Students will understand that

- people form governments to establish order, provide security and accomplish common goals. Governments in the world vary in terms of their sources of power, purposes and effectiveness.
- the Government of the United States, established by the Constitution, embodies the purposes, values and principles (e.g., liberty, justice, individual human dignity, the rules of law) of American representative democracy.
- the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches. The provisions of the U.S. Constitution have allowed our government to change over time to meet the changing needs of our society.
- all citizens of the United States have certain rights and responsibilities as members of a democratic society.
- individual rights in a democracy may, at times, be in conflict with others' individual rights, as well as with the responsibility of government to protect the "common good."
- the United States does not exist in isolation; its democratic form of government has played and continues to play a considerable role in our interconnected world.
- the level of individual civic engagement in a democracy can impact the government's effectiveness.
- the development and ongoing functions of a political system (e.g., elections, political parties, campaigns, political identity and culture, the role of the media) is necessary for a democratic form of government to be effective.

Big Idea: Government and Civics – Continued

High School Skills and Concepts

Students will

- demonstrate an understanding (e.g., illustrate, write, model, present, debate) of the nature of government:
 - examine ways that democratic governments do or do not preserve and protect the rights and liberties of their constituents (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution)
 - compare purposes and sources of power of various forms of government in the world, and analyze their effectiveness in establishing order, providing security and accomplishing goals
 - evaluate the relationship between and among the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) and the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties)
 - examine conflicts within and among different governments and analyze their impacts on historical or current events
- examine issues related to the intent of the Constitution of the United States and its amendments:
 - explain the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and how effective these principles are in protecting individual rights and promoting the "common good"
 - analyze how powers of government are distributed and shared among levels and branches, and how this distribution of powers works to protect the "common good" (e.g., Congress legislates on behalf of the people, the President represents the people as a nation, the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution)
- investigate the rights of individuals (e.g., Freedom of Information Act, free speech, civic responsibilities in solving global issues) to explain how those rights can sometimes be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure), the rights of others (e.g., slander, libel), and civic responsibilities (e.g., personal belief/responsibility versus civic responsibility)
- evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces)
- analyze and synthesize a variety of information from print and non-print sources (e.g., books, documents, articles, interviews, Internet, film, media) to research issues, perspectives and solutions to problems

Big Idea: Cultures and Societies

Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.

Academic Expectations

- 2.16** Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups.
- 2.17** Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world.

High School Enduring Knowledge – Understandings

Students will understand that

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group. Through a society's culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- social institutions (e.g., government, economy, education, religion, family) respond to human needs, structure society, and influence behavior within different cultures.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- culture affects how people in a society behave in relation to groups and their environment.
- a variety of factors promote cultural diversity in a society, a nation, and the world.
- an appreciation of the diverse nature of cultures is essential in our global society.

High School Skills and Concepts

Students will

- demonstrate an understanding of the nature of culture:
 - analyze cultural elements of diverse groups in the United States (Reconstruction to present)
 - describe how belief systems, knowledge, technology, and behavior patterns define cultures
 - analyze historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present) in terms of how they have affected and been affected by cultural issues and elements
- describe and compare how various human needs are met through interactions with and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)
- explain or give examples of how communications between groups can be influenced by cultural differences; explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) developed as cultures emerged in the modern world (1500 A.D. to present) and in the United States (Reconstruction to present)
- describe how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present)
- compare examples of cultural elements (e.g., beliefs, customs/traditions, languages, skills, literature, the arts) of diverse groups today to those of the past, using information from a variety of print and non-print sources (e.g., autobiographies, biographies, documentaries, news media, artifacts)

Big Idea: Economics

Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies, and governments.

Academic Expectations

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

High School Enduring Knowledge – Understandings

Students will understand that

- the basic economic problem confronting individuals, societies and governments is scarcity; as a result of scarcity, economic choices and decisions must be made.
- economic systems are created by individuals, societies and governments to achieve broad goals (e.g., security, growth, freedom, efficiency, equity).
- markets (e.g., local, national, global) are institutional arrangements that enable buyers and sellers to exchange goods and services.
- all societies deal with questions about production, distribution and consumption.
- a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) affect individuals, societies and governments.
- our global economy provides for a level of interdependence among individuals, societies and governments of the world.
- the United States Government and its policies play a major role in the performance of the U.S. economy at both the national and international levels.
- in a global economy, interdependence results in economic conditions and policies in one nation affecting economic conditions in other nations.

Big Idea: Economics – Continued

High School Skills and Concepts

Students will

- demonstrate an understanding of the nature of limited resources and scarcity in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):
 - explain how scarcity of resources necessitates choices at both the personal and societal levels, and explain the impact of those choices
 - explain how governments with limited budgets consider revenues, costs and opportunity when planning expenditures
 - describe how economic institutions (e.g., corporations, labor unions, banks, stock markets, cooperatives, partnerships) help to deal with scarcity
- compare and contrast economic systems (e.g., traditional, command, market, mixed), and evaluate their effectiveness in achieving broad social goals (e.g., freedom, efficiency, equity, security)
- analyze free enterprise systems, and explain strategies for maximizing profits based on different roles in the economy (e.g., producers, entrepreneurs, workers, savers and investors)
- describe relationships between and among markets (e.g., local, national, global) and exchange of goods and services:
 - explain factors that influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers; demand—income, utility, price of similar products, consumers' preferences)
 - describe how financial and non-financial incentives influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions)
 - explain or model cause-effect relationships between the level of competition in a market and the number of buyers and sellers
 - research laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) and analyze their purposes and effects in the United States and in the global marketplace
- investigate the production, distribution, and consumption of goods and services:
 - analyze changing relationships between and among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives), and examine the effects of those changing relationships on production, distribution and consumption in the United States
 - describe how different factors (e.g., new knowledge, technological change, investments in capital goods and human capital/resources) have increased productivity in the world
- explain results and issues related to interdependence of personal, national and international economic activities (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present):
 - analyze how economies of nations around the world (e.g., China, India, Japan) affect and are affected by American economic policies

Big Idea: Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

Academic Expectations

2.19 Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations.

High School Enduring Knowledge – Understandings

Students will understand that

- patterns emerge as humans move, settle and interact on Earth's surface, and can be identified by examining the location of physical and human characteristics, how they are arranged, and why they are in particular locations. Economic, political, cultural and social processes interact to shape patterns of human populations, interdependence, cooperation and conflict.
- regions help us to see the Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups. People vary in how they organize, interpret and use information about places and regions.
- human actions modify the physical environment and, in turn, the physical environment limits or promotes human activities.
- human and physical features of the Earth's surface can be identified by absolute and relative location.
- the use of maps, geographic tools, and mental maps helps interpret information, analyze patterns and spatial data, predict consequences and find/propose solutions to world problems.
- citizens in an interdependent global community impact their physical environments through the use of land and other resources.
- environmental changes and physical and human geographic factors have influenced world economic, political, and social conditions.
- many of the important issues facing societies involve the consequences of interactions between human and physical systems. Complex interrelationships between societies and their physical environments influence conditions locally, regionally and globally.

Big Idea: Geography – Continued

High School Skills and Concepts

Students will

- use a variety of geographic tools (e.g., maps, globes, charts, graphs, photographs, models, data bases, satellite images):
 - analyze the distribution of physical and human features on Earth's surface
 - interpret patterns and develop rationales for the location and distribution of Earth's human features (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion)
- investigate regions of the Earth's surface using information from print and non-print sources (e.g., books, films, periodicals, Internet, geographic tools, news media):
 - interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region)
 - analyze pros and cons of physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions in terms of human activity
 - evaluate reasons for stereotypes (e.g., all cities are dangerous and dirty; rural areas are poor) associated with places or regions
 - explain how cultural differences and perspectives sometimes result in conflicts in the modern world (1500 A.D. to present) and United States (Reconstruction to present)
- describe movement and settlement patterns in the modern world (1500 A.D. to present) and United States (Reconstruction to present):
 - analyze the causes of movement and settlement (e.g., famines, military conflicts, climate, economic opportunity) and their impacts in different places and at different times in history
 - explain how technology has facilitated the movement of goods, services and populations, increased economic interdependence, and influenced development of centers of economic activity (e.g., cities, interstate highways, airports, rivers, railroads, computers, telecommunications)
- investigate interactions among human activities and the physical environment in the modern world (1500 A.D. to present) and United States (Reconstruction to present):
 - describe human strategies (e.g., transportation, communication, technology) used to overcome limits of the physical environment
 - interpret and analyze possible global effects (e.g., global warming, destruction of the rainforest, acid rain) of human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods)

Big Idea: Historical Perspective

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

Academic Expectations

2.20 Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective.

High School Enduring Knowledge – Understandings

Students will understand that

- history is an account of human activities that is interpretive in nature, and a variety of tools (e.g., primary and secondary sources, data, artifacts) are needed to analyze historical events.
- history is a series of connected events shaped by multiple cause-effect relationships, tying past to present.
- geography and natural resources have a significant impact on historical perspectives and events.
- advances in research, science and technology have a significant impact on historical events, American society, and the global community.

High School Understandings (specific to United States History, from Reconstruction to the Present)

- U.S. History can be analyzed by examining significant eras (Reconstruction, Industrialization, Progressive Movement, World War I, Great Depression and the New Deal, World War II, Cold War, Contemporary United States) to develop chronological understanding and recognize cause-and-effect relationships and multiple causation.
- U.S. History has been impacted by significant individuals and groups.
- each era in the history of the United States has social, political and economic characteristics.
- the role of the United States in the global community has evolved into that of a world power.

High School Understandings (specific to World Civilizations History, 1500 A.D. to the Present)

- world civilizations (e.g., African, Asian, European, Latin American, Middle Eastern) can be analyzed by examining significant eras (Renaissance, Reformation, Age of Exploration, Age of Revolution, Nationalism and Imperialism, Technological Age, 21st Century) to develop chronological understanding and recognize cause-effect relationships and multiple causation.
- world civilizations share common characteristics (e.g., government, belief system, economy) and have been impacted by significant individuals and groups.
- each era in the history of the world has social, political and economic characteristics.
- an increasingly interdependent world provides challenges and opportunities.

Big Idea: Historical Perspective – Continued

High School Skills and Concepts

Students will

- demonstrate an understanding of the interpretative nature of history using a variety of tools (e.g., primary and secondary sources, Internet, timelines, maps, data):
 - investigate and analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (world civilizations, U.S. history)
 - examine multiple cause-effect relationships that have shaped history (e.g., showing how a series of events are connected)
- analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War), and evaluate the impact of these efforts
- research issues or interpret accounts of historical events in U.S. history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts):
 - compare, contrast and evaluate the approaches and effectiveness of Reconstruction programs
 - explain how the rise of big business, factories, mechanized farming, and the labor movement have impacted the lives of Americans
 - examine the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War
 - explain and evaluate the impact of significant social, political and economic changes (e.g., imperialism to isolationism, industrial capitalism, urbanization, political corruption, initiation of reforms) during the Progressive Movement, World War I and the Twenties
 - evaluate how the Great Depression, New Deal policies, and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (emergence of the U.S. as economic and political superpower)
 - analyze economic growth in America after WWII (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties, and conflicts over political issues (e.g., McCarthyism, U.S. involvement in Vietnam)

Big Idea: Historical Perspective – Continued

- research issues or interpret accounts of historical events in world history using primary and secondary sources (e.g., biographies, films, periodicals, Internet resources, textbooks, artifacts):
 - explain how ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories, rediscovery of Greco-Roman philosophies) impacted people's perspectives during the Renaissance and Reformation
 - analyze how new ideas and technologies of the Age of Exploration by Europeans brought great wealth to the absolute monarchies and resulted in political, economic and social changes (e.g., disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world
 - investigate how political, social and cultural revolutions (e.g., French, Industrial, Bolshevik, Chinese) brought about changes in science, thought, government, or industry and had long-range impacts on the modern world
 - examine how nationalism, militarism, expansionism and imperialism led to conflicts (e.g., World War I, Japanese aggression in China and the Pacific, European imperialism in Africa, World War II) and the rise of totalitarian governments (e.g., Communism in Russia, Fascism in Italy, Nazism in Germany)
 - analyze the impact of the rise of both the United States and the Soviet Union to superpower status following World War II, development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe, and the Middle East
 - examine how countries around the world have addressed the challenges of rapid social, political and economic changes during the second half of the 20th century (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy)