INTERMEDIATE SOCIAL STUDIES
Kentucky Core Academic Standards – Social Studies – Fourth Grade

Social studies in the intermediate grades has a different level/grade context each year. For example, grade four focuses on Kentucky studies and regions of the United States. Grade five includes an integrated focus on United States history. Regardless of the level/grade context, students incorporate each of the five areas of social studies in an integrated fashion to explore the content.

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. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of 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 prepares students to become productive citizens.

The social studies content standards at the intermediate 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.
Big Idea: Government and Civics
The study of government and civics allows 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.

Grade 4 Enduring Knowledge – Understandings
Students will understand that
- the government of Kentucky was formed to establish order, provide security and accomplish common goals.
- the Constitution of Kentucky establishes a government of limited powers that are shared among different levels and branches.
- all citizens of Kentucky have rights and responsibilities as members of a democratic society, including civic participation.
- fundamental values and principles of American representative democracy are expressed in Kentucky’s Constitution.

Grade 4 Skills and Concepts
Students will
- demonstrate an understanding of the nature of government:
  o explore basic functions of state government (e.g., to establish order, to provide security and to accomplish common goals)
  o explain and give examples of services state governments provide (e.g., state police and fire protection, state parks, highway maintenance, snow removal)
  o describe how the state government provides services to its citizens (e.g., collecting taxes)
  o describe the structure of state government (e.g., the executive, legislative and judicial branches) and explain why power is shared among different branches
  o investigate and give examples of state laws and explain their purpose
- explore rights and responsibilities:
  o describe, give examples, and compare rights and responsibilities
  o describe the benefits of citizenship and find examples of citizenship in current events/news media
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to explain basic democratic principles (e.g. life, liberty, pursuit of safety and happiness, acquiring and protecting property) found in Kentucky’s Constitution
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 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.

Grade 4 Enduring Knowledge – Understandings
Students will understand that
- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- a variety of factors promote cultural diversity in the state of Kentucky.
- an appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

Grade 4 Skills and Concepts
Students will
- develop an understanding of the nature of culture:
  - explore and compare cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups (e.g., Native Americans and early settlers) in the early settlement of Kentucky
  - examine the influences/contributions of diverse groups in Kentucky
- investigate social institutions (e.g., family, government, economy, education, religion) in Kentucky and explain their functions
- describe conflicts that occurred between diverse groups (e.g., Native Americans and the early settlers) in the settlement of Kentucky
- investigate and compare culture/cultural events of diverse groups in Kentucky today with the past using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental)
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 and the nation as a whole. 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.

Grade 4 Enduring Knowledge – Understandings
Students will understand that
- the basic economic problem confronting individuals and groups in Kentucky today is scarcity; as a result of scarcity, economic choices and decisions must be made.
- a variety of fundamental economic concepts impact individuals and groups.
- economic institutions are created to help individuals, groups and businesses accomplish common goals.
- markets enable buyers and sellers to exchange goods and services.
- production and distribution of goods and services have changed over time in Kentucky.
- individuals, groups and businesses demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

Grade 4 Skills and Concepts
Students will
- develop an understanding of the nature of limited resources and scarcity:
  - use a variety of sources to research and give examples of productive resources (e.g., natural, human, capital) found in regions of Kentucky
  - explain why individuals, groups, and businesses must make economic decisions due to the scarcity of resources
  - investigate banks in Kentucky; explain and give examples of the roles banks play (e.g., loan money, save money) in helping people deal with scarcity
  - investigate and give examples of markets (past and present); and explain how goods and services were/are exchanged
- use a variety of sources to investigate and trace change over time (e.g., draw, chart, map, timeline) in the production, distribution, and consumption of goods and services (e.g., products made in Kentucky)
- investigate and give examples of specialization and explain how it promotes trade between places and regions of the United States (e.g., Kentucky imports and exports, Midwest exports corn, South exports citrus)
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.

Grade 4 Enduring Knowledge – Understandings
Students will understand that
- the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret information, understand and analyze patterns, spatial data and geographic issues.
- 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 Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.
- people depend on, adapt to, or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of Kentucky.

Grade 4 Skills and Concepts
Students will
- demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):
  - locate and describe major landforms, bodies of water and natural resources located in regions of Kentucky and the United States
  - locate, in absolute and relative terms, major landforms and bodies of water in regions of Kentucky and the United States
  - analyze and compare patterns of movement and settlement in Kentucky
  - explain and give examples of how physical factors (e.g., rivers, mountains) impacted human activities during the early settlement of Kentucky
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to investigate regions of Kentucky:
  - compare regions in Kentucky by their human characteristics (e.g., settlement patterns, languages, and religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)
  - describe patterns of human settlement in regions of Kentucky and explain relationships between these patterns and the physical characteristics (e.g., climate, landforms, bodies of water) of the region
  - explain the influence of the physical characteristics of regions (e.g., climates, landforms, bodies of water) on decisions that were made about where to locate things (e.g., factories, stores, bridges)
  - analyze how advances in technology (e.g., dams, roads, irrigation) have allowed people to settle in places previously inaccessible (Kentucky)
- investigate interactions among human activities and the physical environment in regions of Kentucky:
  - explain how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs
  - describe how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and/or restricted human activities (e.g., exploration, migration, trade, settlement, development) and land use in Kentucky
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.

Grade 4 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) are needed to analyze and understand historical events.
- the history of Kentucky can be analyzed by examining the connected events shaped by multiple cause-effect relationships, tying past to present.
- the history of Kentucky has been impacted by significant individuals, groups and advances in technology.

Grade 4 Skills and Concepts
Students will
- demonstrate an understanding of the nature of history using a variety of tools (e.g., primary and secondary sources):
  - investigate and chronologically describe (e.g., timelines, charts) significant events in Kentucky history, from early development as a territory to development as a state
  - interpret and describe events in Kentucky's history in terms of their importance
  - examine cause and effect relationships that influenced Kentucky's history
  - explain reasons that different groups of people explored and settled in Kentucky
  - investigate the influences/contributions of diverse groups to the culture of Kentucky today
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - examine and compare factual and fictional accounts of historical events in Kentucky's history
  - investigate change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in Kentucky's history
  - describe the significance of historical documents, symbols, and songs related to Kentucky's history (e.g., Kentucky's Constitution, state flag, state song)
Kentucky Core Academic Standards – Social Studies – Fifth Grade

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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. The skills and concepts found throughout this document reflect this purpose by promoting the belief that students must develop more than an understanding of social studies content. They must also be able to apply the content perspectives of 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 prepares students to become productive citizens.

The social studies content standards at the intermediate 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.
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.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- the government of the United States was developed from a colonial base of representative democracy by people who envisioned an independent country and new purposes for the government.
- the United States Government was formed to establish order, provide security and accomplish common goals.
- the fundamental values and principles (e.g., liberty, justice, individual human dignity) of American representative democracy are expressed in historical documents (e.g., the Declaration of Independence, the Constitution of the United States, including the Preamble and the Bill of Rights).
- the Constitution of the United States establishes a government of limited powers that are shared among different levels and branches.
- as members of a democratic society, all citizens of the United States have certain rights and responsibilities, including civic participation.

Grade 5 Skills and Concepts

Students will

- demonstrate an understanding of government, using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - investigate the basic functions of the United States Government, as defined in the Preamble to the U.S. Constitution, (e.g., establish justice, ensure domestic tranquility, provide for the common defense, promote the general welfare, secure the blessings of liberty) and explain their significance today
  - explain how democratic governments work to promote the “common good” (e.g., making, enacting, enforcing laws that protect rights and property of all citizens)
- describe the basic duties of the three branches of government (executive, legislative, judicial); explain why the framers of the U.S. Constitution felt it was important to establish a government with limited powers that are shared among different branches and different levels (e.g., local, state, federal)
- analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) to describe fundamental values and principles of American representative democracy (e.g., liberty, justice) found in the Declaration of Independence and the U.S. Constitution; explain their significance today
- investigate the rights and responsibilities of U.S. citizens:
  - describe and give examples of specific rights guaranteed to all U.S. citizens in the Bill of Rights (e.g., freedom of religion, freedom of speech, freedom of press) and explain why they are important today
  - describe some of the responsibilities U.S. citizens have in order for democratic governments to function effectively (e.g., voting, community service, paying taxes) and find examples of civic participation in current events/news (e.g., television, radio, articles, Internet)
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 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.

Grade 5 Enduring Knowledge – Understandings

Students will understand that

- culture is a system of beliefs, knowledge, institutions, customs/traditions, languages and skills shared by a group of people. Through a society’s culture, individuals learn the relationships, structures, patterns and processes to be members of the society.
- cultures develop social institutions (e.g., government, economy, education, religion, family) to structure society, influence behavior and respond to human needs.
- interactions among individuals and groups assume various forms (e.g., compromise, cooperation, conflict, competition) and are influenced by culture.
- a variety of factors promote cultural diversity in a society, nation and world.
- an understanding and appreciation of the diverse complexity of cultures is essential to interact effectively and work cooperatively with the many diverse ethnic and cultural groups of today.

Grade 5 Skills and Concepts

Students will

- demonstrate an understanding of culture and cultural elements (e.g., beliefs, traditions, languages, skills, literature, the arts) of diverse groups:
  o investigate cultural similarities and differences of diverse groups (e.g., English, French, Spanish and Dutch Colonists, West Africans, Immigrants of the 1800’s) during the early development of the United States
  o research the contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today
  o investigate factors that promoted cultural diversity in the history of the United States
- examine social institutions (e.g., family, religion, education, government, economy) in the United States and explain their functions
- describe conflicts that occurred among and between diverse groups (e.g., Native Americans and the early Explorers, Native Americans and the Colonists, the British Government and the English Colonists, Native Americans and the U.S. Government) during the settlement of the United States; explain the causes of these conflicts and the outcomes
- describe causes of conflicts between individuals and/or groups today and give examples of how to resolve them peacefully
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, and the nation as a whole. 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.

Grade 5 Enduring Knowledge – Understandings
Students will understand that
- the basic economic problem confronting individuals, groups and businesses in the United States today is scarcity: as a result of scarcity, economic choices and decisions must be made.
- a variety of fundamental economic concepts (e.g., supply and demand, opportunity cost) impact individuals, groups and businesses in the United States today.
- economic institutions are created to help individuals, groups and businesses accomplish common goals.
- markets enable buyers and sellers to exchange goods and services.
- production, distribution and consumption of goods and services have changed over time in the United States.
- individuals, groups and businesses in the United States demonstrate interdependence as they make economic decisions about the use of resources (e.g., natural, human, capital) in the production, distribution, and consumption of goods and services.

Grade 5 Skills and Concepts
Students will
- demonstrate an understanding using information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental) of the connection between resources, limited productive resources and scarcity:
  - investigate different kinds of resources (e.g., natural, human, capital)
  - explain how individuals and groups in the United States make economic decisions based upon limited productive resources (natural, human, capital) and give examples of how these decisions create interdependence between individuals, groups and businesses
- demonstrate an understanding of how people deal with scarcity; explain the roles banks play in helping people deal with scarcity (e.g., loan money, save money, lines of credit, interest-bearing accounts)
- demonstrate an understanding of markets:
  - explain how goods and services are/were exchanged
  - investigate and give examples of markets; explain how markets have changed over time during the history of the United States
- use a variety of sources:
  - investigate and trace (e.g., write, draw, chart, timeline) change over time in the production, distribution and consumption of goods and services in the United States
  - research specialization in the United States; explain how specialization promotes trade between individuals, groups and businesses in the United States and world; describe the impact of specialization on the production of goods in the United States
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.

Grade 5 Enduring Knowledge – Understandings
Students will understand that
- the use of geographic tools (e.g., maps, globes, charts, graphs) and mental maps help interpret information, understand and analyze patterns, spatial data and geographic issues.
- 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 Earth as an integrated system of places and features organized by such principles as landform types, political units, economic patterns and cultural groups.
- people depend on, adapt to, and/or modify the environment to meet basic needs. Human actions modified the physical environment and in turn, the physical environment limited and/or promoted human activities in the settlement of the United States.

Grade 5 Skills and Concepts
Students will
- demonstrate an understanding of patterns on the Earth’s surface, using a variety of geographic tools (e.g., maps, globes, charts, graphs):
  - locate, in absolute or relative terms, major landforms and bodies of water in the United States
  - locate and explain patterns on Earth’s surface (e.g., how different factors such as rivers, mountains and plains impact where human activities are located)
- investigate regions on the Earth’s surface and analyze information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - explain how places and regions in the U.S. are defined by their human characteristics (e.g., language, settlement patterns, religious beliefs) and physical characteristics (e.g., climate, landforms, bodies of water)
  - locate and describe patterns of human settlement and explain how these patterns were influenced by the physical characteristics (e.g., climate, landforms, bodies of water) of places and regions in the United States
  - investigate how advances in technology (e.g., dams, roads, air conditioning, irrigation) over time have allowed people to settle in places previously inaccessible in the United States
- investigate how humans modify the physical environment:
  - describe how people modified the physical environment (e.g., dams, roads, bridges) to meet their needs during the early settlement of the United States
  - analyze how the physical environment (e.g., mountains as barriers or protection, rivers as barriers or transportation) promoted and restricted human activities during the early settlement of the United States
  - explain how different perspectives of individuals and groups impact decisions about the use of land (e.g., farming, industrial, residential, recreational) in the United States
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.

Grade 5 Enduring Knowledge – Understandings
Students will understand that
- history is an account of human activities that is interpretive in nature. A variety of tools (e.g., primary and secondary sources) are needed to understand and analyze historical events.
- the history of the United States can be analyzed by examining significant eras (Colonization and Settlement, Revolution and a New Nation, Expansion and Conflict, Industrialization and Immigration and the Twentieth Century) to develop a chronological understanding and recognize cause and effect relationships and multiple causation, tying past to present.
- the history of the United States has been impacted by significant individuals, groups and advances in technology.
- geography, culture, and economics have a significant impact on historical perspectives and events.

Grade 5 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):
  - investigate and chronologically describe major events in United States history (e.g., using timelines, charts, fictional and report writing, role playing)
  - explain and draw inferences about the importance of major events in United States history
  - examine cause and effect relationships in the history of the United States; identify examples of multiple causes of major historical events
  - explain reasons that individuals and groups explored and settled in the United States
  - research influences/contributions of diverse groups to the culture (e.g., beliefs, traditions, literature, the arts) of the United States today
- use information from print and non-print sources (e.g., documents, informational passages/texts, interviews, digital and environmental):
  - examine factual and fictional accounts of significant historical events and people in United States history
  - explore change over time (e.g., transportation, communication, education, technology, lifestyles and conditions) in the United States
  - compare reasons (e.g., freedoms, opportunities, fleeing negative situations) immigrants came/come to America
  - investigate the events surrounding patriotic symbols, songs, landmarks (e.g., American flag, Statue of Liberty, the Star-Spangled Banner), and selected readings (e.g., Dr. Martin Luther King’s speech: I Have a Dream), and explain their historical significance
- investigate patterns across in U.S. history (e.g., major events/conflicts/culture; compare with major events/conflicts/culture to the present)