



The
Student Leadership
&
Service Learning
Workgroup

Final Report

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Student Leadership and Service Learning: Mission Statement

We find this truth to be self-evident; that every child contains the seeds of greatness. It is the role of the Fayette County Public Schools to help nurture these seeds. Two of these seeds are leadership and service. The graduates of FCPS should be able to identify when to lead and how to serve, which are skills that can be taught, and therefore we offer the following recommendations.

The Fayette County Public Schools will provide to all students in all grade levels, an interdisciplinary curriculum designed to utilize service opportunities to support the development of a personal sense of self-worth, a skill set of leadership techniques, and a sense of connection to the communities within which they live.

Student Leadership and Service Learning can be combined into one concept - that of *Service Leadership*. Service Leadership can be ingrained into one's character so deeply that one's actions will automatically and unconsciously become developed leadership competencies to better serve the individual, the organization and the community. Service Leadership causes one to lead by helping others to succeed. Service Leaders develop personal integrity, respect for others and a quest for excellence in themselves as well as those around them. If these traits are developed at an early age and nurtured as students progress and grow, the graduates of 2020 will have deep-rooted Service Leadership qualities that will enable them to foster excellence not only in their own communities but also in the world community.



The Argument for Civic Education

- (1) Active citizenship is vital for a vibrant democracy.
- (2) Engaged citizens are nurtured not born.
- (3) Citizenship education can nurture good citizenship.
- (4) Experiential-based learning is at the heart of a good civic education program.
- (5) Community service is the core experiential activity of civic education.
- (6) Community service is a necessary but not wholly sufficient activity for the promotion of civic education.
- (7) Reflection on one's community service is required to ensure that community service experiences contribute to the development of good citizenship.
- (8) Service learning is a program of community service combined with intentional reflection on that service.
- (9) The best service learning programs are developmental, encouraging participants to engage in increasingly more complex community service projects and increasingly more sophisticated reflective activities.
- (10) A portfolio-based service learning curriculum, spanning grades K through 12, offers the best opportunity for success in civic education.
- (11) To be taken seriously by students and teachers alike, civic education must be a mandated graduation requirement with a curriculum all students must successfully complete in order to graduate.
- (12) The successful completion of a capstone experience in civic education, spanning the senior year, shall constitute fulfillment of the civic education graduation requirement.



The Requirements for a Successful Civic Education Program

- (1) A developmental, portfolio-driven curriculum, spanning grades K through 12.
- (2) A capstone experience in the senior year, including a senior seminar in civic education and a mandatory school- or community-based internship.
- (3) Accountability measures at the school and district levels to ensure the full implementation of the curriculum in all schools.
- (4) A service learning coordinator in each and every school to ensure the proper and successful implementation of the Civic Education curriculum.
- (5) A district-level service learning coordinator (with an appropriate support staff) who is given supervisory authority for the development, on-going innovation, and assessment of the Civic Education curriculum for Fayette County Public Schools, including faculty and staff professional development.
- (6) A professional development mandate to ensure that teachers have access to the latest theories, pedagogical practices, and implementation strategies in the area of civic education.



Goals of a Civic Education Curriculum

The graduates of 2020 will:

- Be secure and confident, especially when dealing with others; and know their own strengths and weaknesses.
- Have a genuine empathy for others in general and a concern for their local community and the world; have a love for their fellow man and a sense of joy in the world around them.
- Have an understanding of the community they live in, a sense that they belong to that community, and the feeling that they are responsible for their local community and the world.
- Have the ability to be successful and productive citizens and to be competent as community leaders, community organizers and community mobilizers.
- Have passion and pride in standing up for a cause, helping others and putting service above self. Students should see civic engagement as a crucial part of promoting social justice and a better community.
- Be goal-oriented, be willing to explore and willing to continue their education in whatever field they choose beyond high school; know the importance of networking to meet their own goals.
- Know how to be a consensus-building leader and a servant leader; have good public relations skills and debating skills; be able to speak confidently in public and work effectively with a team.
- Have an understanding of the world's diversity, an appreciation for others' differences and the ability to communicate with a variety of people.



To meet these goals, the workgroup recommends:

- Begin with educating the educators on the importance of service learning and student leadership. Provide teachers with the tools to teach service learning and student leadership.
- Have an Individual Learning Plan for each child, identifying his or her strengths and weaknesses in student leadership and service learning, and providing a plan to provide him/her with the skills needed.
- Use community resources as much as possible to expose students to all facets of their community.
- Beginning with the earliest appropriate grades, help students to articulate and speak in front of groups. The goal is to have each graduate comfortable with public speaking.
- Require a performance event as part of each school transition (elementary to middle; middle to high school; graduation from high school).
- Give all teachers the tools to help their students to have a winning attitude, encourage their dreams and goals and have a greater confidence.
- Encourage teachers, coaches and extra-curricular advisors at the middle school and high school levels to continue to require service hours for student participants.
- Encourage teachers to facilitate more student-centered classrooms in which students are responsible for more of the class content and dynamics.
- Require that students who participate in community service follow up with a reflection or journaling activity that helps the student realize how his/her work affected the community.
- At the middle school and high school levels expose students to the greater community of Fayette County so that students know the diversity and extremes of the community in which they live. Local field trips should be encouraged.

Civic Education: A Curriculum Schematic

Grade Level	Suggested Activities	Accountability
Elementary School: Primary Level	<p>Students in the primary grade levels should participate in both classroom and school-wide service learning projects annually.</p> <p>These activities could include such projects as: making greeting cards for the Markey Cancer Center or collecting canned goods for God’s Pantry, etc. Students could enroll in the K-Kids class.</p>	<p>Classroom teachers will record the service learning projects in which each child participates and collect this information in a service learning portfolio (SLP). The portfolio will be cumulative for the elementary years.</p> <p>Classroom teachers will provide opportunities for projects and follow with writing and/or speaking projects. These activities should correspond with the Kentucky Department of Education Program of Studies.</p>
Elementary School: Intermediate Level	<p>Students in the intermediate grade levels should participate in both classroom and school-wide service learning projects annually.</p> <p>These activities could include art projects, writing projects, as well as hands on projects such as: canned good collections, coat drives, etc; Students in</p>	<p>Teacher should guide students to create reflective writing pieces that would be collected in the service learning portfolio and may also be used as personal writing pieces in the students’ writing portfolios.</p> <p>Students should be instructed on recording their service learning hours/projects in their</p>

	<p>these grades should be given leadership responsibilities with regard to coordinating these activities and projects. They can also enroll in K-Kids.</p> <p>Students should be given reflective exercises, in the forms of both writing and public speaking, to solidify the learning aspect of the activity.</p> <p>At the fifth grade level, students should participate in a public speaking/demonstrative event for their school community (i.e. a Service Learning Fair) in which the students are given the opportunity to display their cumulative service learning works from throughout their elementary grade levels.</p>	<p>service learning portfolios (SLP).</p> <p>Classroom teachers will provide opportunities for projects and follow with writing and/or speaking projects. These activities should correspond with the Kentucky Department of Education Program of Studies.</p> <p>A designee at the school will coordinate the Service Learning Fair for the fifth graders to present to the community.</p>
<p>Middle School:</p>	<p>Students in the middle school grade levels should participate in both classroom and school-wide service learning projects annually.</p> <p>These activities could include art projects, writing projects, as well as hands on projects such as: canned good collections, coat drives, etc; Students in these grades should be given leadership responsibilities with regard to coordinating these</p>	<p>Social Studies teachers will be responsible for assisting students with the Service Learning Portfolio (SLP) during these grade levels. However, students should be expected to maintain the SLP themselves by noting activities and projects completed.</p> <p>Any projects completed individually outside of the school or classroom should be signed by the volunteer coordinator at the site.</p>

	<p>activities and projects.</p> <p>Students should be given formal, reflective exercises, in the forms of both writing and public speaking, to solidify the learning aspect of the activity. Each of the three years should include a writing or public speaking reflective piece in which the students will respond to their experience in service learning.</p> <p>Additionally, informal journal writing pieces should be completed following each service learning activity or project.</p> <p>At the eighth grade level, students should participate in a public speaking/demonstrative event for their school community (i.e. a Service Learning Fair) in which the students are given the opportunity to display their cumulative service learning works from throughout their middle school education.</p>	<p>Final drafts of these pieces will be kept in the cumulative SLP.</p> <p>The journal pieces will also be accumulated in the SLP.</p> <p>A designee at the school will coordinate the Service Learning Fair for the eighth graders to present to the community.</p> <p>Classroom teachers will provide opportunities for projects and follow with writing and/or speaking projects. These activities should correspond with the Kentucky Department of Education Program of Studies.</p>
<p>High School: Underclassmen</p>	<p>Students at the high school level should participate in both classroom and school-wide service learning projects annually.</p> <p>These activities could include art projects, writing projects, as well as hands on</p>	<p>Classroom teachers will provide opportunities for projects and follow with writing and/or speaking projects. These activities should correspond with the Kentucky Department of Education Program of Studies.</p>

	<p>projects such as: canned good collections, coat drives, etc; Students in these grades should be given leadership responsibilities with regard to coordinating these activities and projects.</p> <p>Students should be given reflective exercises, in the forms of both writing and public speaking, to solidify the learning aspect of the activity.</p> <p>Additionally, informal journal writing pieces should be completed following each service learning activity or project.</p>	<p>Social Studies teachers will be responsible for assisting students with the Service Learning Portfolio (SLP) during these grade levels. However, students should be expected to maintain the SLP themselves by noting activities and projects completed.</p> <p>Any projects completed individually outside of the school or classroom should be signed by the volunteer coordinator at the site.</p> <p>Final drafts of these pieces will be kept in the cumulative SLP.</p> <p>The journal pieces will also be accumulated in the SLP.</p>
<p>High School: Seniors</p>	<p>Students at the high school level should participate in both classroom and school-wide service learning projects annually.</p> <p>These activities could include art projects, writing projects, as well as hands on projects such as: canned good collections, coat drives, etc; Students in these grades should be given leadership</p>	<p>Classroom teachers will provide opportunities for projects and follow with writing and/or speaking projects. These activities should correspond with the Kentucky Department of Education Program of Studies.</p>

	<p>responsibilities with regard to coordinating these activities and projects.</p> <p>Students should be given reflective exercises, in the forms of both writing and public speaking, to solidify the learning aspect of the activity.</p> <p>At the twelfth grade level, students should participate in a public speaking/demonstrative event for their school community (i.e. a Service Learning Event) in which the students are given the opportunity to display their cumulative service learning works from throughout their high school education.</p> <p>As a graduation requirement, all high school seniors will take a senior seminar class in which leadership and communication skills are taught. Emphasis will also be on participation in the work force, community service learning, school-based service learning and/or leadership activities.</p> <p>All graduating seniors will be expected to designate a portion of their school rotation (A or B day) to participate in two classes. The first will be a capstone project of community service learning, work</p>	<p>A designee at the school will coordinate the Service Learning Event for the twelfth graders to present to the community.</p> <p>A classroom teacher will be trained to teach this course.</p> <p>A school or district-wide coordinator/teacher in association with community partnerships will serve as the facilitator to oversee models such as Toyota's Quest and UK's Career and College Assessment Center. It is important that sufficient staff be allotted to</p>
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	<p>based learning, school-based community service and/or leadership activities. Some examples are: EBCE, Cooperative education, mentorship, ROTC, STLP, etc. The second will be a Senior Seminar focusing on self-evaluation, leadership skills acquisition and the development of a final reflective piece (essay, video, etc) to present the student's philosophy or beliefs solidified from their service/leadership participation throughout their Fayette County Public School's system experience.</p>	<p>support the experience based learning activities of work based learning, community service learning, school-based community service or school-community leadership projects.</p>
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Appendix A

The Kentucky Department of Education's Program of Studies (POS) for Social Studies, including Civic Education

I. Elementary School

Elementary Framework:

A. Primary Level

Program of Studies - Primary Social Studies

The social studies program for the primary grades includes essential content from five areas of social studies: government and civics, culture and society, economics, historical perspective, and geography. The essential content descriptions for the five social studies areas are not course or grade-level descriptions. Rather, they describe a comprehensive and integrated social studies program to be completed during the primary school experience.

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

In addition to specifying social studies content, the bulleted items provide connections to Kentucky's Learning Goal 5 (Think and Solve Problems) and Goal 6 (Connect and Integrate Knowledge). These connections provide a more comprehensive link between essential content and the skills and abilities important to learning.



Historical Perspective (2.20)

SS-P-H-2

Students will understand how and why (cause-and-effect) events occurred in the community, state, or nation.

Geography (2.19)

SS-P-G-1

Students will use tools (e.g., maps, globes, charts, graphs, compasses) to understand surroundings.

SS-P-G-2

Students will visualize where things (e.g., schools, neighborhoods) are located.

SS-P-G-3

Students will recognize physical and human characteristics of places and regions.

SS-P-G-4

Students will recognize that people depend on, adapt to, or modify the environment to meet basic needs.

SS-P-G-5

Students will recognize factors that influence human movement and settlement.

Economics (2.18)

SS-P-E-1

Students will recognize fundamental economic concepts (e.g., wants and needs, making choices, money as a means of exchange).

SS-P-E-2

Students will recognize fundamental economic concepts (e.g., goods and services, supply and demand, scarcity, and opportunity cost).

SS-P-E-3

Students will recognize different roles of family, workers, banks, and businesses in economic systems.

SS-P-E-4

Students will understand that consumer wants influence the production and consumption of goods and services.

SS-P-E-5

Students will recognize skills used in the decision-making process in order to make informed economic decisions.

SS-P-E-6

Students will explore the world of work and recognize relationships among work, wages, purchasing power, and lifestyle.

Government and Civics (2.14 & 2.15)

SS-P-GC-1

Students will recognize and understand the need for rules within the home and school setting.

SS-P-GC-2



Students will understand and begin to apply rights and responsibilities in relation to the community.

SS-P-GC-3

Students will begin to understand the basic purpose of government and how citizen participation can affect government.

Culture and Society (2.16 & 2.17)

SS-P-CS-1

Students will recognize language, music, art, dress, food, literature, and folktales as elements of culture.

SS-P-CS-2

Students will understand that diverse groups celebrate heritage and culture in a variety of ways.

SS-P-CS-3

Students will recognize the roles individuals have in various groups.

SS-P-CS-4

Students will understand how human needs are met through social groups and institutions.

SS-P-CS-5

Students will examine concepts of stereotyping, prejudice, and discrimination.

Public Speaking at the primary level:

ELA-P-SLO-7

Students will engage in informal communication.

ELA-P-SLO-8

Students will practice appropriate verbal behaviors for a variety of audiences, purposes, and situations.

ELA-P-SLO-9

Students will apply appropriate nonverbal techniques (e.g., gestures, facial expressions) to enhance communication.

ELA-P-SLO-10

Students will present information using appropriate delivery techniques (e.g., rate, tone, volume).

Responses

ELA-P-SLO-11

Students will apply speaking-to-learn (e.g., think-aloud, questioning) and speaking-to-demonstrate-learning (instructional conversations, cooperative groups) strategies to internalize understanding and to respond to others (additional supporting Academic Expectation 6.3).

B. Intermediate level



SS-4-G-4

Students will understand how humans have interacted with the physical environment to meet their needs in Kentucky and regions in the United States.

Economics

SS-4-E-1

Students will understand the basic economic problem of scarcity (imbalance between unlimited wants and limited resources) and recognize how people have addressed the problem through decision making.

SS-4-E-2

Students will understand that producers create goods and services and consumers make economic decisions and choices.

SS-4-E-3

Students will understand economic concepts (e.g., markets, goods and services, supply and demand, scarcity, opportunity cost, money as a means of exchange, profits) and use them appropriately in context to explain conditions or events in Kentucky history and regions of the United States.

SS-4-E-4

Students will recognize that economic systems are created to deal with the problem of scarcity.

Government and Civics

SS-4-GC-1

Students will understand the basic purposes of government in Kentucky including the establishment and maintenance of order, the protection of rights of individuals, and the promotion of the common good.

SS-4-GC-4

Students will understand that individuals have rights and responsibilities that change when people assume different roles in different groups.

SS-4-GC-5

Students will recognize that, in a democratic society, individuals need to participate in government and civic affairs.

Culture and Society

SS-4-CS-1

Students will understand similarities and differences in the ways groups and cultures within Kentucky and regions of the United States address similar needs and concerns.

SS-4-CS-2

Students will recognize the elements of culture using different groups from Kentucky's past and regions of the United States as examples.

SS-4-CS-3

Students will understand how social institutions in Kentucky's past and regions of the United States respond to human needs, structure society, and influence behavior.

SS-4-CS-4

Students will recognize how tensions and conflict can develop between and among individuals, groups, and institutions.



SS-4-CS-5

Students will analyze strategies and ways to achieve conflict resolution.

SS-5-H-2

Students will develop a chronological understanding of the history of the United States and recognize cause-and-effect relationships and multiple causation.

Economics

SS-5-E-1

Students will recognize the impact of economic factors (e.g., security, growth, desire for profits) on decisions made by individuals, businesses, and governments in the United States.

SS-5-E-2

Students will examine basic components (e.g., taxes, goods and services provided by government) of the economic system of the United State.

SS-5-E-3

Students will trace changes over time in the economic system of the United States, including changes in the goods and services produced by United States workers and the impact of specialization.

SS-5-GC-3

Students will understand that, in a democratic society, citizens have rights and responsibilities.

SS-5-GC-4

Students will explore the rights and responsibilities of citizens in real-life situations.

Culture and Society

SS-5-CS-1

Students will understand how culture in the United States has been influenced by languages, literature, arts, beliefs, and behaviors of diverse groups.

SS-5-CS-2

Students will recognize social institutions and their impact in the history of the United States.

SS-5-CS-3

Students will examine social interactions among diverse groups in the history of the United States.

At the intermediate level:

Speaking/Listening/Observing (1.3, 1.4, 1.12)

Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.

ELA-4-SLO-1

Students will recognize the purpose and effectiveness of both formal and informal messages.

ELA-4-SLO-2

Students will prepare and deliver formal presentations individually and/or collaboratively for specific audiences, purposes, and situations (additional supporting Academic Expectation 5.3).



II. Middle School

Grade 6 Social Studies

Historical Perspective

SS-6-H-1

Students will evaluate past, current, and future issues of land use (e.g., preservation, development, modification) from geographic perspectives.

Geography

SS-6-G-1

Students will examine patterns on Earth's surface, using geographic tools (e.g., maps, globes), to identify where things (e.g., people, places, landmarks) are, how they are arranged, and why they are in particular locations.

SS-6-G-2

Students will analyze the physical and human characteristics of places and regions.

SS-6-G-3

Students will evaluate the impact of human settlement and the interaction of humans with their environments.

SS-6-G-4

Students will use the five themes of geography (location, place, regions, movement, and relationships within places) to organize information about various regions in the modern world.

SS-6-G-5

Students will interpret current events in the United States and the world from a geographic perspective.

Economics

SS-6-E-1

Students will understand the concept of scarcity (imbalance between unlimited wants and limited resources) as it applies to individuals, societies, and governments across geographic regions.

SS-6-E-2

Students will explain economic concepts (e.g., supply, demand, money as a form of exchange, goods, services, markets, competition, opportunity cost) as they apply in regard to individuals, societies, and governments.

SS-6-E-3

Students will recognize that all regions must address the questions of production, distribution, and consumption and recognize how their resources are used to produce goods and services.

SS-6-E-4

Students will compare and contrast ways that regions increase their productivity.

SS-6-E-5

Students will examine economic interdependence among regions.

Government And Civics

SS-6-GC-1



Students will compare and contrast forms of government in the modern world.

SS-6-GC-2

Students will analyze how governments reflect and impact culture.

SS-6-GC-3

Students will examine the relationship between governments and the rights of individuals.

Culture and Society

SS-6-CS-1

Students will examine the concept of culture in the modern world.

SS-6-CS-2

Students will compare cultural and social institutions from various regions and how they address human needs.

SS-6-CS-3

Students will analyze social interactions, including conflict and cooperation, among individuals and groups around the world.

Grade 7 Social Studies

Historical Perspective

SS-7-H-1

Students will develop a chronological understanding of early world history.

SS-7-H-2

Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to understand the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of world history from early civilizations prior to 1500 A.D.

SS-7-H-3

Students will analyze the social, political, and economic changes in human societies in historical eras prior to 1500 A.D. (Early Human Communities, Early Civilizations and Empires, Western Europe and Feudalism, Middle Ages, Age of Exploration).

SS-7-H-4

Students will examine the impact of significant individuals and groups on world history prior to 1500 A.D.

SS-7-H-5

Students will recognize cause-and-effect relationships and multiple causes of events in early world history.

Geography

SS-7-G-1

Students will recognize the importance of physical environments (e.g., natural resources, natural disasters, natural barriers) in the settlement and development of early world civilizations.

SS-7-G-2

Students will examine how technology influences modifications of the physical environment.

SS-7-G-3

Students will explore migration and settlement patterns in early world civilizations.

Economics



SS-7-E-1

Students will understand the concept of scarcity (imbalance between unlimited wants and limited resources) in civilizations prior to 1500 A.D.

SS-7-E-2

Students will examine strategies used by individuals, societies, and governments in early world civilizations to address scarcity.

SS-7-E-3

Students will recognize that all societies must address the questions of production, distribution, and consumption.

SS-7-E-4

Students will explain how resources were used in early world civilizations to produce goods and services and explore ways productivity was increased.

SS-7-E-5

Students will examine relationships between personal and national economic activities.

Government and Civics

SS-7-GC-1

Students will examine the essential roles of government in early civilizations (establishing order, providing security, achieving common goals).

SS-7-GC-2

Students will compare and analyze various forms of government in early civilizations prior to 1500 A.D.

SS-7-GC-3

Students will investigate the development of human rights prior to 1500 A.D.

Culture and Society

SS-7-CS-1

Students will examine cultural aspects (e.g., language, art, religious beliefs) of major past civilizations.

SS-7-CS-2

Students will investigate the emergence of social institutions and how they responded to human needs.

SS-7-CS-3

Students will give examples of cooperation, conflict, and competition that resulted from the interaction of cultures.

Grade 8 Social Studies

Historical Perspective

SS-8-H-1

Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to explore the interpretive nature (how perceptions of people and passing of time influence accounts of historical events) of United States history.

SS-8-H-2

Students will develop a chronological understanding of the early history of the United States (early inhabitants to Reconstruction).

SS-8-H-3

Students will recognize cause-and-effect relationships and multiple causes of events in United



States history.

SS-8-H-4

Students will examine the impact of significant individuals and groups in early United States history.

SS-8-H-5

Students will analyze the social, political, and economic characteristics of eras in American history to Reconstruction (Land and People before Columbus, Age of Exploration, Colonization, War for Independence, Young Republic, Westward Expansion, Industrialism, Civil War).

SS-8-H-6

Students will recognize the significance of geographical settings and natural resources on historical perspectives and events in early United States history.

SS-8-H-7

Students will examine the impact of technological advances on early United States history.

SS-8-H-8

Students will understand the development of democratic thought in early America.

Geography

SS-8-G-1

Students will examine patterns of human movement, settlement, and interaction in early American history and investigate how these patterns influenced culture and society in the United States.

SS-8-G-2

Students will explore reasons behind patterns of human settlement across the United States that resulted in the diverse cultures of the United States.

SS-8-G-3

Students will examine how early United States history was influenced by the physical environment (e.g., natural barriers, natural disasters, natural resources).

SS-8-G-4

Students will investigate how Americans used technology, especially in early American history, to modify the environment.

Economics

SS-8-E-1

Students will relate the concept of scarcity (imbalance between unlimited wants and limited resources) to the development of the United States as it applies to individuals, societies, and governments.

SS-8-E-2

Students will analyze economic systems and economic institutions that developed in early United States history.

SS-8-E-3

Students will recognize that government regulation impacts the economy in decisions about productive resources (e.g., natural, human, human-made).

SS-8-E-4

Students will understand how the desire to earn profits influenced the establishment and growth of economic institutions in early United States history.

Government and Civics



SS-8-GC-1

Students will understand how the American political system developed through examining colonial roots of representative democracy, reasons for creating an independent country, and purposes of government.

SS-8-GC-2

Students will investigate the political process established by the U.S. Constitution, including a system of separation of power with checks and balances and division of power among the states and national government.

SS-8-GC-3

Students will understand how the U.S. Constitution has changed over time to adjust to different needs and situations.

SS-8-GC-4

Students will examine the rights and responsibilities of individuals in American society by analyzing democratic principles (e.g., liberty, justice, individual human dignity, and the rule of law) as expressed in historical events, historical documents (e.g., the Bill of Rights, Declaration of Independence, U.S. Constitution), and American society.

Culture and Society

SS-8-CS-1

Students will examine how culture in the United States has been influenced by language, literature, arts, beliefs, and behavior of people in America's past.

SS-8-CS-2

Students will investigate how social institutions addressed human needs in early United States history.

SS-8-CS-3

Students will analyze social interactions among diverse groups and individuals in United States history.

SS-8-CS-4

Students will analyze social interactions, including conflict and cooperation, among individuals and groups in United States History.

Public Speaking at the middle school level: Speaking/Listening/Observing

Students construct meaning from observing and listening and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.

ELA-6-SLO-1

Students will interpret meaning from verbal/nonverbal cues by applying appropriate listening and observing strategies.

ELA-6-SLO-2

Students will convey meaning through appropriate delivery techniques (e.g., correct and appropriate language, nonverbal cues, visual aids, volume, rate, and tone).

ELA-6-SLO-3

Students will apply organizational skills to prepare and deliver oral messages with and without technology (additional supporting Academic Expectation 5.3).

ELA-6-SLO-4

Students will apply listening, speaking, and observing skills to conduct authentic inquiry tasks

and to create products (additional supporting Academic Expectation 5.1).

III. High School

High School

Three credits in social studies are required for high school graduation. These credits must incorporate the five social studies disciplines of U.S. history, economics, government, world geography, and world civilization. Districts and schools can arrange the essential content within the three-credit requirement to best meet their needs. 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 high school social studies program is designed to provide an integrated and comprehensive course of study. Each discipline description contains connections to other areas of the social studies. Because of this design, students will experience the richness and complexity of the social studies.

The essential content descriptions for the five social studies disciplines are not course descriptions. Rather, they are descriptions of the essential content to be found in each of the five specified areas of the social studies. Bulleted points denote the required content. In addition, each content description includes connections to other social studies areas to create an integrated focus. Lists in parentheses (designated with an "e.g.") are suggestions for instruction and are not meant to be comprehensive.

In addition to specifying social studies content, the bulleted items provide connections to Kentucky's Learning Goal 5 (Think and Solve Problems) and Goal 6 (Connect and Integrate Knowledge). These connections provide a more comprehensive link between essential content and the skills and abilities important to learning.

SS-H-US-H-3

Students will examine the impact of significant individuals and groups.

Geography

SS-H-US-G-1

Students will understand that regions are areas on the surface of the Earth that are defined by certain unifying characteristics, both physical and human.

SS-H-US-G-2

Students will use geographic knowledge to analyze the location and distribution of human features in the United States.

SS-H-US-G-3

Students will understand how factors such as locations of resources and markets, transportation, and technology influence the placement, size, and function of human settlements and patterns of movement.

SS-H-US-G-4

Students will understand how changing resource needs and international trade relationships produce conflict and cooperation.

SS-H-US-G-5

Students will explore how modifications of the physical environment have impacted life in the



United States.

SS-H-US-G-6

Students will examine how immigration and movement of populations within the United States have impacted the culture of the United States.

Economics

SS-H-US-E-1

Students will examine the transformation of the United States from a rural economy to an industrial economy to a leader in the global economy.

SS-H-US-E-2

Students will trace the economic development of the United States from laissez-faire economy to one with government intervention to a mixed economy.

SS-H-US-E-3

Students will analyze changing relationships among business, labor, and government.

SS-H-US-E-4

Students will illustrate how technology has changed and continues to change the United States economy.

SS-H-US-GC-3

Students will analyze roles of political parties and citizen participation in a democratic society.

SS-H-US-GC-4

Students will examine rights and responsibilities of individuals in American society and the development of democratic principles (e.g., liberty, justice, equality, individual human dignity, the rule of law).

Culture and Society

SS-H-US-CS-1

Students will explore how people and cultures of many countries, races, and religious traditions have contributed to the American experience.

SS-H-US-CS-2

Students will examine ways in which cooperation, conflict, and competition occur as cultures emerge.

SS-H-US-CS-3

Students will analyze origins and consequences of stereotyping, prejudice, and discrimination.

SS-H-US-CS-4

Students will examine the social transformations reflected in the struggles for racial and gender equity and the extension of civil liberties.

SS-H-US-CS-5

Students will recognize the roles social institutions (e.g., family, religion, education, government, economy) have played in American life.

World Civilization 1500 – Present

SS-H-WC-H-4

Students will examine the impact of significant individuals and groups.

SS-H-WC-H-8

Students will analyze the challenges and opportunities provided by an increasingly interdependent world.



Geography

SS-H-WC-G-1

Students will examine how natural resources, resource needs, different perspectives, and trade relationships produce conflict and/or cooperation.

SS-H-WC-G-2

Students will explore how modifications of the physical environment impact human life.

SS-H-WC-G-3

Students will describe the movement of world populations (resulting from "push and pull" factors) and its impact upon events and cultures.

SS-H-WC-G-4

Students will understand that the location and distribution of human features on the Earth's surface change over time due to human needs and events.

SS-H-WC-G-5

Students will understand how factors such as locations of resources and markets, transportation, and technology influence placement, size, and function of human settlements and patterns of movement.

Economics

SS-H-WC-E-1

Students will explore ways that different peoples, civilizations, and nations in different time periods dealt with scarcity (imbalance between unlimited wants and limited resources).

SS-H-WC-E-2

Students will understand the forces that caused some economic systems to grow and prosper while others remained stagnant or declined.

SS-H-WC-E-3

Students will examine how people in various civilizations made choices that helped or hindered their economic growth.

SS-H-WC-E-4

Students will analyze how increased productivity resulted in the accumulation of material wealth and changed living standards for various peoples, civilizations, and nations.

Government and Civics

SS-H-WC-GC-1

Students will compare and contrast different political systems and recognize their sources of power.

SS-H-WC-GC-2

Students will analyze causes and consequences of various political revolutions and rebellions.

SS-H-WC-GC-3

Students will recognize the political causes and consequences of nationalism, militarism, and imperialism.

SS-H-WC-GC-4

Students will analyze conflicts between and among different forms of government and examine the impact of these conflicts on historical events and changes.

SS-H-WC-GC-5

Students will examine ways in which modern governments do or do not preserve and protect the rights and liberties of their constituents.



SS-H-WC-GC-6

Students will explore ways in which stability and peace are pursued in an interdependent world.

Culture and Society

SS-H-WC-CS-1

Students will explore ways in which belief systems, knowledge, technology, and behavioral patterns define cultures and help to explain historical perspectives and events.

SS-H-WC-CS-2

Students will recognize ways in which social institutions (e.g., family, religion, education, government, economy) influence and respond to human needs in various societies.

SS-H-WC-CS-3

Students will examine ways in which cooperation, conflict, and competition occur as cultures interact.

SS-H-WC-CS-4

Students will analyze problems of ethnocentrism, stereotyping, and cross-cultural misunderstandings and relate these to prejudice and extreme actions such as genocide.

SS-H-WC-CS-5

Students will recognize the role of cross-cultural understanding in working toward world stability and peace.

Economics

Historical Perspective

SS-H-E-H-1

Students will understand how the United States economy has changed from a rural economy to an industrial economy to a leader in the global economy.

SS-H-E-H-2

Students will recognize that the U.S. Constitution contains few economic guidelines; therefore, economic policies are determined by elected officials.

SS-H-E-H-3

Students will analyze how the number and complexity of economic issues have increased as the United States has entered the global economy.

Geography

SS-H-E-G-1

Students will understand that the problem of scarcity (unlimited wants and limited resources) must be addressed by all nations.

SS-H-E-G-2

Students will recognize that nations deal with scarcity by making choices that have consequences.

SS-H-E-G-3

Students will analyze how nations' wealth and consequent trade potential are tied to its resources.

SS-H-E-G-4

Students will explore how international trade and multinational corporations have led to the emergence of a global economy.

Economics

SS-H-E-E-1



Students will understand that the basic economic problem confronting individuals, societies, and nations is scarcity or the imbalance between unlimited wants and limited resources available to satisfy those wants.

SS-H-E-E-2

Students will recognize that, as a result of scarcity, individuals, societies, and nations must make choices/decisions which result in consequences.

SS-H-E-E-3

Students will analyze economic concepts and understand their nature and relevance to different economic situations.

SS-H-E-E-4

Students will analyze how individuals and nations deal with the issues of production, distribution, and consumption.

SS-H-E-E-5

Students will recognize that markets (e.g., national, international, global) and economic institutions exist to enable buyers and sellers to exchange goods and services.

SS-H-E-E-6

Students will recognize that economic systems are created by individuals and societies to achieve broad goals (e.g., security, growth, freedom, efficiency, equity).

Government And Civics

SS-H-E-GC-1

Students will understand that voters influence economic policy and decision making through representatives they elect.

SS-H-E-GC-2

Students will recognize that the United States has a market economy which is determined by the forces of supply and demand.

SS-H-E-GC-3

Students will explore other economic systems (e.g., command, traditional) to determine the economic forces that control them.

SS-H-E-GC-4

Students will analyze how decisions on the distribution of resources can be made by local, state, and/or federal levels of government.

Culture and Society

SS-H-E-CS-1

Students will understand how economic incentives of private ownership of property, business opportunities, and profit motives have attracted people from many nations to the United States.

SS-H-E-CS-2

Students will recognize that the economy of the United States is a social institution that attempts to meet the needs of the citizenry.

SS-H-E-CS-3

Students will analyze the role culture plays in economic issues of production, distribution, and consumption.

Government



Historical Perspective

SS-H-G0-H-1

Students will recognize that different forms of governments have developed over time.

SS-H-G0-H-2

Students will analyze different forms of government to determine their effectiveness.

SS-H-G0-H-3

Students will understand the foundations of the United States democratic form of government.

SS-H-G0-H-4

Students will recognize how the United States government has changed over time to meet the needs of the society.

Geography

SS-H-G0-G-1

Students will understand how the United States government regulates natural and human resources.

SS-H-G0-G-2

Students will recognize various regions in the United States and understand how their local and state governments may operate differently because of regional needs and differences.

SS-H-G0-G-3

Students will analyze how technology has helped or hindered the operation of government.

Economics

SS-H-G0-E-1

Students will understand ways in which the government of the United States is involved in its economy.

SS-H-G0-E-2

Students will recognize various economic systems and institutions in the United States.

SS-H-G0-E-3

Students will understand how the role of the United States government in its economic system has changed over time to meet the needs of the society.

SS-H-G0-E-4

Students will analyze how the United States government deals with questions of production, distribution, and consumption of goods and services.

Government And Civics

SS-H-G0-GC-1

Students will understand the purposes of various forms of governments.

SS-H-G0-GC-2

Students will recognize that the U.S. Constitution established a government of limited powers that are shared among different levels and branches.

SS-H-G0-GC-3

Students will analyze the importance of rights and responsibilities of citizens in a democratic society.

SS-H-G0-GC-4

Students will analyze various events to determine how the U.S. Constitution has allowed our



government to change over time to meet the changing needs of our society.

SS-H-G0-GC-5

Students will understand the democratic principles of liberty, justice, individual human dignity, the rules of law, and how they relate to our society.

Culture and Society

SS-H-G0-CS-1

Students will understand how forms of government view and interact with various cultures.

SS-H-G0-CS-2

Students will examine how governments and their societies work together to establish social institutions to address the needs of people.

SS-H-G0-CS-3

Students will analyze how cultures and belief systems are reflected in different forms of governments.

World Geography

Historical Perspective

SS-H-WG-H-1

Students will understand historical changes in geographic patterns.

SS-H-WG-H-2

Students will recognize how to locate and gather geographic information using primary and secondary sources.

SS-H-WG-H-3

Students will analyze geographic information to evaluate past events and occurrences.

SS-H-WG-H-4

Students will recognize how attempts to acquire territory and resources have resulted in national and international conflicts.

Geography

SS-H-WG-G-1

Students will understand that human and physical features of the Earth's surface can be identified by absolute and relative location.

SS-H-WG-G-2

Students will analyze the distribution of human and physical characteristics on Earth's surface.

SS-H-WG-G-3

Students will use geographic tools to analyze patterns resulting from the movement of people on Earth's surface.

SS-H-WG-G-4

Students will understand how and why people interact with and change their environments.

Economics

SS-H-WG-E-1

Students will understand how geography affects the way nations deal with issues of production, distribution, and consumption.

SS-H-WG-E-2

Students will recognize that the location of activities (e.g., agriculture, production, distribution) impact national and international relationships.



SS-H-WG-E-3

Students will analyze how markets are affected by location and movement.

SS-H-WG-E-4

Students will recognize that all nations have to confront the problem of scarcity (imbalance between unlimited wants and limited resources).

Government And Civics

SS-H-WG-GC-1

Students will understand how political decisions affect political boundaries at local, state, and national levels.

SS-H-WG-GC-2

Students will recognize how natural environments and resources are used and controlled by governments.

SS-H-WG-GC-3

Students will analyze how governments impact their human and physical geography.

Culture and Society

SS-H-WG-CS-1

Students will analyze the origin and migration of cultures.

SS-H-WG-CS-2

Students will understand how the activities and beliefs of different cultural and social groups affect the use, form, and characteristics of landscapes.

SS-H-WG-CS-3

Students will analyze the impact of movement on people and ideas.

SS-H-WG-CS-4

Students will analyze how regions and places can have distinct cultural characteristics.

SS-H-WG-CS-5

Students will understand how technological advances have impacted cultural assimilation.

At the high school level:

Speaking/Listening/Observing

Students make sense of a variety of messages by observing and listening; and apply techniques for effective speaking to communicate ideas and information for a variety of authentic purposes, situations, and audiences.

ELA-EI-SLO-1

Students will demonstrate awareness of audience, purpose, and situation in oral presentations both with and without technology.

ELA-EI-SLO-2

Students will apply appropriate verbal and nonverbal elements (e.g., gestures, facial expressions, tone, volume, rate) to enhance delivery.

ELA-EI-SLO-3

Students will apply strategies for critical listening and observing skills to complete products (additional supporting Academic Expectation 5.1).



ELA-EI-SLO-4

Students will use correct and appropriate language in students' own speaking.



Members of the 2020 Vision Workforce: Student Leadership and Service Learning:

Group Leaders:

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Jennifer Forgy
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Connie Jones
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