

# ACADEMIC CONTENT STANDARDS



The Education Department of the Freedom Center brings to life the stories of the Underground Railroad to thousands of students each year. We have designed age-appropriate thematic tours for all grade levels which will help you meet the standards and benchmarks of your students. With so much pressure on teachers to meet state standards we understand the importance of aligning your field trip with Kentucky's Academic Content Standards. Below you will find the appropriate standards that fit into our tour. As you can see, the Freedom Center offers an opportunity for almost every grade to meet standards outside of the classroom. Please visit our website, [www.freedomcenter.org](http://www.freedomcenter.org), for more information on our tours. We look forward to sharing the message of the Freedom Center with your students.

## Kentucky Core Content End of Primary

SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups ) in the history of the United States.

SS-EP-5.2.1 Students will identify significant patriotic and historical songs, symbols, monuments/landmarks (e.g., the Underground Railroad) and patriotic holidays and explain their historical significance. DOK 2

## Grade 4

SS-04-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred during the early settlement of Kentucky between diverse groups (Native Americans, early settlers).

DOK 2

SS-04-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, timelines) to describe significant events in the history of Kentucky and interpret different perspectives.

DOK 2

## Grade 5

SS-05-2.3.1 Students will describe various forms of interactions (compromise, cooperation, conflict) that occurred between diverse groups (e.g., Native Americans, European Explorers, English colonists, British Parliament) in the history of the United States.

SS-05-2.3.2 Students will give examples of conflicts between individuals or groups and describe appropriate conflict resolution strategies (e.g., compromise, cooperation, communication). DOK

SS-05-3.3.1 Students will give examples of markets in different periods of U.S. History (Colonization, Expansion, Industrialization, Twentieth Century to Present) and explain similarities and differences. DOK 2

SS-05-5.1.1 Students will use a variety of primary and secondary sources (e.g., artifacts, diaries, maps, timelines) to describe significant events in the history of the U.S. and interpret different perspectives. DOK 3

AH-05-1.4.1 Students will analyze or explain the use of elements of art and principles of design in works of art. DOK 3

## Grade 6

SS-06-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occur among individuals and groups in the present day. DOK 2

SS-06-2.3.2 Students will explain how compromise and cooperation are possible choices to resolve conflict among individuals and groups in the present day. DOK 2

**Book Today...**

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# ACADEMIC CONTENT STANDARDS



## Kentucky Core Content Continued

### Grade 6 (Continued)

SS-06-4.3.1 Students will describe patterns of human settlement in the present day and explain how these patterns are influenced by human needs.  
DOK 2

### Grade 8

SS-08-1.1.2 Students will describe and give examples to support how democratic government in the United States prior to Reconstruction functioned to preserve and protect the rights (e.g., voting), liberty and property of their citizens by making, enacting and enforcing appropriate rules and laws (e.g., constitutions, laws, statutes). DOK 3

SS-08-2.3.1 Students will explain how conflict and competition (e.g., political, economic, religious, ethnic) occurred among individuals and groups in the United States prior to Reconstruction.  
DOK 2

SS-08-2.3.2 Students will explain how compromise and cooperation were possible choices to resolve conflict among individuals and groups in the United States prior to Reconstruction. DOK 2

SS-08-3.2.1 Students will describe the economic system that developed in the United States prior to Reconstruction. DOK 2

SS-08-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources) to describe and explain historical events and conditions and to analyze the perspectives of different individuals and groups (e.g., gender, race, region, ethnic group, age, economic status, religion, political group) in U.S. history prior to Reconstruction. DOK 3

SS-08-5.1.2 Students will explain how history is a series of connected events shaped by multiple cause-and-effect relationships and give examples of those relationships. DOK 3

SS-08-5.2.4 Students will describe the political, social, economic and cultural differences (e.g., slavery, tariffs, industrialism vs. agrarianism, federal vs. states' rights) among sections of the U.S. and explain how these differences resulted in the American Civil War. DOK 3

### High School

SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, 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). DOK 2

SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 3

SS-HS-5.1.1 Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to 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 (1500 A.D. to present) and United States History (Reconstruction to present). DOK

SS-HS-5.1.2 Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present. DOK 3

SS-HS-5.2.1 Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction.  
DOK 2

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