Ohio's Learning Standards – Extended
Social Studies

SEPTEMBER 2018

Ohio | Department of Education

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Introduction to Ohio's New Learning Standards - Extended: Social Studies

OVERVIEW

In February 2018, the state of Ohio adopted updated Ohio Learning Standards (OLS) for social studies and science. Consequently, Ohio revised the Ohio Learning Standards-Extended (OLS-E) to be aligned with the OLS. The Ohio Department of Education collaborated with teams of educators and experts from around the state to do the work. These committees met multiple times to draft the new extensions. The Department then posted the drafts for public feedback and received hundreds of comments. After the public comment period, the committees considered the comments and implemented suggestions into the final version.

The OLS-E are specific statements of knowledge and skills linked to the expectations in the OLS. The purpose of the extensions is to build a bridge that provides grade level access for students with the most significant cognitive disabilities to the content of the OLS.

The Department developed the OLS-E specifically for students who qualify for and take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). These extensions do not replace the OLS for social studies, they are aligned to them. Teachers may use the standards and extensions as a skill or knowledge progression when designing instruction and assessments. Using a standards progression provides flexible access from varied entry points and allows learners with the most significant cognitive disabilities to grow knowledge and skill across a modified curriculum that is linked to the grade-level standards. Educators can then use the link to grade-level targets or outcomes as comparison data in present levels of performance on an IEP. Because instruction and assessment should always consider the full range of extended standards and the links to the grade-level targets and outcomes, the OLS-E development committee designed this document so that the reader can reference the OLS and the extensions on the same page to easily see the progression.

While educators should use the extended standards to provide content that is directly aligned to the OLS for social studies, they must also meet each child's individual education needs by incorporating other skills as necessary. Teachers should consider incorporating instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals.

Educators can use the OLS-E to differentiate instruction for a wide range of students by using the extensions as entry points to the OLS, but they must do so with caution. Students who do not take Ohio's AASCD will take the general assessments aligned to the general standards. These extensions can provide entry points into the OLS. However, schools must remember that students who do not participate in the AASCD should transition to and will be assessed using the OLS.

Complexity Levels

The committee extended the Ohio Learning Standards to include three levels from "most complex" to "least complex". The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions are codified individually for clear designation. The last letter in the extension code indicates the complexity level: "a" denotes the highest level of complexity, "b" denotes the middle complexity level and "c" denotes the lowest complexity level. In some instances, the committee tiered the verb of the extension to increase or decrease the complexity level. In other

cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It's important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level one should see instruction occurring at all ranges of complexity. When citing standards for lessons and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progress.

*Complex and advanced learning standards in Ohio's New Learning Standards are not included in the extended standards.

Accessibility

The OLS-E do not specify individual accommodations or supports that may be necessary for students to access the curriculum. Teachers should consider the unique learning needs of each student and employ the Individualized Education Plan (IEP) designated supports and services when designing lessons. It is imperative that teachers provide specially designed instruction, assistive technology, accommodations and other supports needed to ensure full access to learning opportunities so that students can demonstrate their knowledge and skills.

Navigating the Ohio Learning Standard Extensions

The graphic illustrates the components of the Extensions:

Three levels of complexity

Grade Level

GRADE 3

Topic

Learning Standard	*Complexity a*	*Complexity b*	*Complexity c*
Most Complex ←			→ Least Complex
Historical Thinking			
SS.3.1 Events in local history can be shown on timelines organized by years, decades and centuries.	**SS.3.1a** Place a sequence of events or dates on a timeline.	**SS.3.1b** Place a series of three personal events in chronological order.	**SS.3.1c** Identify an event/activity occurring before or after another given activity/event.
SS.3.2 Primary and secondary sou[illegible] can be used to show change over time.	**SS.3.2a** Sort pictures or objects that identify events/tools from past [illegible]	**SS.3.2b** Show and communicate about personal pictures/experiences over time.	**SS.3.2c** Match pictures that identify change as now and then.

Standards with Codification

Extended Standards for Social Studies, Grades 3 through 8

GRADE 3

Learning Standard	*Complexity a*	*Complexity b*	*Complexity c*
Most Complex ←			→ Least Complex
	Historical Thinking		
SS.3.1 Events in local history can be shown on timelines organized by years, decades and centuries.	**SS.3.1a** Place a sequence of events or dates on a timeline.	**SS.3.1b** Place a series of three personal events in chronological order.	**SS.3.1c** Identify an event/activity occurring before or after another given activity/event.
SS.3.2 Primary and secondary sources can be used to show change over time.	**SS.3.2a** Sort pictures or objects that identify events/tools from past or present.	**SS.3.2b** Show and communicate about personal pictures/experiences over time.	**SS.3.2c** Match pictures that identify change as now and then.
	Heritage		
SS.3.3 Local communities change over time.	**SS.3.3a** Describe changes in the community as told by an older relative or friend.	**SS.3.3b** Describe changes in the local community (e.g., new stores, houses and other construction).	**SS.3.3c** Identify a change within a local community.
	Spatial Thinking and Skills		
SS.3.4 Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	**SS.3.4a** Identify north, south, east and west on the compass rose on a map.	**SS.3.4b** Use a map and map tools (e.g., legend, alphanumeric grid lines) to locate familiar landmarks, streets and other features.	**SS.3.4c** Identify a symbol on a simple map.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Places and Regions		
SS.3.5 Daily life is influenced in different communities by their agriculture, industry and natural resources.	**SS.3.5a** Identify different resources in the local community (e.g., natural, economic [businesses that create jobs], and cultural [museums, universities, festivals]).	**SS.3.5b** Identify the natural resources in Ohio.	**SS.3.5c** Identify a natural resource (e.g., soil, water, coal, oil).
SS.3.6 Evidence of positive and negative human modification of the environment can be observed in the local community.	**SS.3.6a** Describe both a positive and negative human change to the local environment.	**SS.3.6b** Identify a human change to the local environment and explain why it is positive or negative.	**SS.3.6c** Recognize a human change to the local environment (e.g., farmland used for a new subdivision, damming a river to create a lake).
SS.3.7 Systems of transportation and communication move people, products and ideas from place to place.	**SS.3.7a** Identify different types of transportation for products and people.	**SS.3.7b** Match methods of transportation with what they typically transport.	**SS.3.7c** Identify types of transportation.
SS.3.8 Communities may include diverse cultural groups.	**SS.3.8a** Compare practices among different cultural groups (e.g., traditional foods, clothing and customs).	**SS.3.8b** Describe practices among different cultural groups within the local community (e.g., food, clothing, heritage, religion).	**SS.3.8c** Identify ways that humans are the same and different in a local community (e.g., family, classroom).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Civic Participation and Skills		
SS.3.9 Members of local communities have rights and responsibilities.	**SS.3.9a** Describe members of the local community and their responsibilities.	**SS.3.9b** Identify responsibilities that you have in your local school community.	**SS.3.9c** Identify a responsibility.
SS.3.10 Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.	**SS.3.10a** Identify a problem in the community and how you would correct it.	**SS.3.10b** Match problems with action pictures that promote the common good.	**SS.3.10c** Identify individuals in the community who solve problems (e.g., firefighter puts out fires, doctor helps the ill).
	Rules and Laws		
SS.3.11 Laws are rules that apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.	**SS.3.11a** State a law and explain why it is important.	**SS.3.11b** Identify a rule and why it is important.	**SS.3.11c** Identify a rule and its expectations.
	Roles and Systems of Government		
SS.3.12 Governments have authority to make and enforce laws.	**SS.3.12a** Describe the ways laws are enforced by authority figures and government (e.g., establish fines, incarceration).	**SS.3.12b** Describe the ways rules are enforced by authority figures at a school (e.g., teacher, counselor, principal, security officer).	**SS.3.12c** Identify a person in the community who has the authority to enforce laws (e.g., game wardens, police officers, mayor, firefighters, safety patrol).
SS.3.13 The structure of local governments may differ from one community to another.	**SS.3.13a** Compare two types of local government structures that are different (e.g., municipal, county, township, special).	**SS.3.13b** Identify two types of local government structures that are different (e.g., municipal, county, township, special).	**SS.3.13c** Identify one type of local government structure (e.g., municipal, county, township, special).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Decision-Making and Skills		
SS.3.14 Line graphs are used to show changes in data over time.	**SS.3.14a** Distinguish between line graphs that show positive and negative change over time.	**SS.3.14b** Identify both variables on a line graph.	**SS.3.14c** Recognize a line graph and identify one variable.
SS.3.15 Both positive and negative incentives affect individuals' choices and behaviors.	**SS.3.15a** Compare positive and negative cause and effect of a behavior (e.g., late library book versus reward for chore).	**SS.3.15b** Categorize examples of positive and negative incentives that affect a person's choice.	**SS.3.15c** Identify a positive or negative outcome of a choice or behavior.
	Scarcity		
SS.3.16 Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.	**SS.3.16a** Explain the "opportunity cost" when choosing which item or items to purchase.(e.g., Buy 3 of an item or just 1 of an item).	**SS.3.16b** Identify what is gained as a result of choosing not to make a purchase.	**SS.3.16c** Identify what is gained as the result of a purchasing decision.
	Production and Consumption		
SS.3.17 A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	**SS.3.17a** Given a product or service, identify both the producer and potential consumer (e.g., corn produced by farmers and consumed by biofuels, grocery retailers, animals).	**SS.3.17b** Identify consumers for products or services (e.g., power plant would be a consumer of coal).	**SS.3.17c** Match goods or services to the producer (e.g., corn to a farmer, bread to a baker, mail to a postmaster).
	Markets		
SS.3.18 A market is where buyers and sellers exchange goods and services.	**SS.3.18a** Describe the different things you can do in a market (e.g., buy products, ask questions, look at different products, make returns).	**SS.3.18b**. Match goods/services to markets (e.g., gas to a gas station, bread to the grocery store, haircut to a barber).	**SS.3.18c** Identify places to buy things in the community (e.g., markets).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Financial Literacy		
SS.3.19 Making decisions involves weighing costs and benefits.	**SS.3.19a** Identify negative consequences of not having a job.	**SS.3.19b** Identify positive consequences of having a job.	**SS.3.19c** Identify something a person gets as a result of completing a job or chore (e.g., money, stickers, candy).
SS.3.20 A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	**SS.3.20a** Identify examples of income (money you make) and expenses (what you spend money on).	**SS.3.20b** Make a choice of an item to purchase that fits into a budget.	**SS.3.20c** Match specific items to their estimated cost (e.g.,).

GRADE 4

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
Historical Thinking			
Heritage			
SS.4.1 The order of significant events in Ohio and the United States can be shown on a timeline.	**SS.4.1a** Using a timeline showing years, sequence a series of events in Ohio history	**SS.4.1b** Identify three events and the order they occurred in using a timeline.	**SS.4.1c** Identify on a timeline one activity/event that occurred before or after another given activity/event.
SS.4.2 Primary and secondary sources can be used to create historical narratives.	**SS.4.2a** Create a narrative connecting a past and present topic, using artifacts and other primary sources.	**SS.4.2b** Create a personal history narrative, including photographs and personal artifacts.	**SS.4.2c** Use personal objects, pictures or drawings of self at different ages to communicate a life story.
SS.4.3 Various groups of people have lived in Ohio over time, including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.	**SS.4.3a**. Compare similarities and differences between cultural groups that have lived in Ohio and their activities.	**SS.4.3b** Identify similarities among groups of people that have lived in Ohio in the past (e.g., Adena/Hopewell Indians, settlers, Amish, immigrants, etc.).	**SS.4.3c** Identify a group of people that have lived in Ohio in the past (e.g., Adena/Hopewell Indians, settlers, Amish, immigrants, etc.).
SS.4.4 The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	**SS.4.4a** Identify one reason the colonists fought in the American Revolution (e.g., taxes, govern themselves, freedom to live where they wanted).	**SS.4.4b** Recognize that the American Revolution was about freedom for the colonists.	**SS.4.4c** Identify the groups who fought in the American Revolution.
SS.4.5 The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.	**SS.4.5a** Describe one right that the Northwest Ordinance incorporated (e.g., freedom of religion, a ban on slavery, trial by jury, Indians treated in good faith).	**SS.4.5b** Identify a state created by the Northwest Ordinance.	**SS.4.5c** Identify Ohio as the state in which you live.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
SS.4.6 Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.	**SS.4.6a** Identify a conflict that contributed to the War of 1812 (e.g., land, weapons, trade).	**SS.4.6b** Identify the groups who fought in the War of 1812.	**SS.4.6c** Identify one group that fought in the War of 1812.
SS.4.7 Following the War of 1812, Ohio continued to play a key role in national conflicts, including the anti-slavery movement and the Underground Railroad.	**SS.4.7a** Describe the Underground Railroad and why it was necessary.	**SS.4.7b** Show on a map the direction/track of the Underground Railroad.	**SS.4.7c** Identify what time people traveled on the Underground railroad (e.g., day versus night).
SS.4.8 Many technological innovations that originated in Ohio benefitted the United States.	**SS.4.8a** Describe one or more technological innovations in transportation which originated in Ohio.	**SS.4.8b** Identify a technological innovation that originated in Ohio.	**SS.4.8c** Identify a technological innovation that allows work or play after dark.
Spatial Thinking and Skills			
SS.4.9 A map scale and intermediate cardinal directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	**SS.4.9a** Describe different purposes of maps.	**SS.4.9b** Identify physical characteristics on a map or globe (e.g., land, water, mountains).	**SS.4.9c** Locate basic features on a map or globe (e.g., ocean, land).
Places and Regions			
SS.4.10 The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	**SS.4.10a** Describe how one natural resource from Ohio benefits other states.	**SS.4.10b** Sort items from Ohio into groups (e.g., agriculture, industry, natural resources).	**SS.4.10c** Identify natural resources in Ohio (e.g., soil, water, coal, oil).
SS.4.11 The regions of the United States known as the North, South and West developed in the early 1800s largely due to their physical environments and economies.	**SS.4.11a** Identify one region of the United States in the 1800s and one characteristic of that region.	**SS.4.11b** Identify Ohio as part of the Western region and name one characteristic of Ohio's economy in the 1800s (e.g., timber, rich farmland, minerals).	**SS.4.11c** Match economies to regions of the United States in the 1800s (e.g., North—Manufacturing economy, South—Plantation economy, West—raw material economy).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Human Systems		
SS.4.12 People have modified the environment throughout history, resulting in both positive and negative consequences in Ohio and the United States.	**SS.4.12a** Describe the positive and negative consequences of modifying the environment in Ohio.	**SS.4.12b** Identify the results (negative and/or positive) of using tools to modify the environment (e.g., buildings, parking lots, water pipes, railroads, roads, bridges).	**SS.4.12c** Match a tool used to modify the environment that resulted in a positive change (e.g., bulldozer moves dirt to build a park).
SS.4.13 The population of the United States has changed over time, becoming more diverse (e.g., ethnicity, race, religion, language). Ohio's population has become increasingly reflective of the cultural diversity of the United States.	**SS.4.13a** Compare the change in diversity within Ohio's population (e.g., ethnicity, race, religion, language) over a given time period (e.g., 10 years, 100 years, now and then).	**SS.4.13b** Describe one way that Ohio's population has become more diverse over time.	**SS.4.13c** Recognize diversity in populations (e.g., ethnicity, race, religion, language).
SS.4.14 Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.	**SS.4.14a** Explain how Ohio's transportation systems have influenced the movement of people.	**SS.4.14b** Identify different types of transportation that move people and products from Ohio to other locations within the United States.	**SS.4.14c** Identify modes of transportation in Ohio over time.
	Civic Participation and Skills		
SS.4.15 Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	**SS.4.15a** Identify ways to participate in and influence local, state and national government (e.g., run for office, leadership roles).	**SS.4.15b** Identify how citizens influence local and state government (e.g., vote, pay taxes, obey laws).	**SS.4.15c** Identify one right and one responsibility of a citizen.
SS.4.16 Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.	**SS.4.16a** Identify why people might need to compromise.	**SS.4.16b** Identify different ways that groups can make decisions (e.g., have a leader, vote, ask an adult).	**SS.4.16c** Identify an example of civic participation (e.g., voting, jury duty, town-hall meetings, etc.).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Rules and Laws		
SS.4.17 Laws can protect rights, provide benefits and assign responsibilities.	**SS.4.17a** Identify local, state and national laws that assign responsibilities to citizens (e.g., paying taxes, sitting on juries, issuing licenses).	**SS.4.17b** Identify the purpose of laws (e.g., rights, protection, order).	**SS.4.17c** Identify the benefit of a rule for safety (e.g., looking before I cross the street keeps me safe).
SS.4.18 The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	**SS.4.18a** Recognize the difference between a right and a privilege. *Content Connections: U.S. Constitution (4)*	**SS.4.18a** Identify basic rights of U.S. citizens.	**SS.4.18c** Identify a right you have as a student.
	Roles and Systems of Government		
SS.4.19 A constitution is a written plan for government. The Ohio Constitution and the United States' Constitution separate the major responsibilities of government among three branches.	**SS.4.19a** Compare two branches of government at the state or federal level.	**SS.4.19b** Describe the function of one of the branches of government (e.g., Congress/legislative makes laws).	**SS.4.19c** Recognize three branches of government (e.g., executive, legislative, judicial).
	Economic Decision-Making and Skills		
SS.4.20 Tables and charts organized in a variety of formats can help individuals to understand information and issues.	**SS.4.20a** Interpret information from a table or chart.	**SS.4.20b** Compare multiple (more than two) amounts using a bar graph or frequency table (e.g., tally chart).	**SS.4.20c** Compare two items on a bar graph to determine which is more/less.
	Production and Consumption		
SS.4.21 Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.	**SS.4.21a** Describe how a business can compete with other producers (e.g., two fast-food companies).	**SS.4.21b** Describe why one would start a business.	**SS.4.21c** Identify a business.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Financial Literacy		
SS.4.22 Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.	**SS.4.22a** Describe one way to reduce spending.	**SS.4.22b** Describe how saving money can be beneficial.	**SS.4.22c** State one way to save money.

GRADE 5

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Historical Thinking		
SS.5.1 Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	**SS.5.1a** Create a B.C.E. and C.E. timeline of events within a given time period.	**SS.5.1b** Define B.C.E. and C.E.	**SS.5.1c** Identify a B.C.E. event.
	Early Civilizations		
SS.5.2 Early Indian civilizations (e.g., Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies and agricultural practices and products.	**SS.5.2a** Compare life today and life in the past in Western Hemisphere civilizations (e.g., farming, government, use of language, recreation/games).	**SS.5.2b** Identify similarities between life today and life in the past (e.g., farming, government, use of language, recreation/games).	**SS.5.2c** Identify what you have in common with others in your home, class or community.
	Heritage		
SS.5.3 European exploration and colonization from the 1400s through the 1600s had lasting effects that can be used to understand the Western Hemisphere today.	**SS.5.3a** Make connections between colonization and life today (e.g., place names, foods, language, traditions).	**SS.5.3b** Identify or recognize different groups that explored and colonized America.	**SS.5.3c** Recognize explorers of the Western Hemisphere as Europeans.
	Spatial Thinking and Skills		
SS.5.4 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps	**SS.5.4a** Use a map and map tools (e.g., legend, alphanumeric grid lines) to navigate from one place to another.	**SS.5.4b** Recognize the difference between man-made and natural features on a map.	**SS.5.4c** Recognize that a map is a smaller scale of an actual place (e.g., school map, town map).
SS.5.5 Latitude and longitude can be used to make observations about location and generalizations about climate.	**SS.5.5a** Describe the differences in climate for locations near the Arctic Circle and the equator.	**SS.5.5b** Identify locations of colder climates on a globe (e.g., closer to the North Pole is colder than Ohio; arctic vs. tropical).	**SS.5.5c** Identify the location of the equator.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Places and Regions		
SS.5.6 Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).	**SS.5.6a** Compare different regions of the United States related to landforms, climate or population.	**SS.5.6b** Name regions and identify the climate and landforms of one or more regions.	**SS.5.6c** Name regions and identify the climate of one of those regions.
	Human Systems		
SS.5.7 The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.	**SS.5.7a** Identify both positive and negative outcomes of a man-made physical environmental change occurring within the Western Hemisphere.	**SS.5.7b** Identify one way the physical environment influences human activity and one way that human activity modifies the physical environment.	**SS.5.7c** Identify a need within a community that requires a physical change to the environment.
SS.5.8 American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups on the basis of geographic and cultural similarities.	**SS.5.8a** Compare and contrast two or more cultural groups from the Americas on their geographic regions (e.g., North, South, Central America).	**SS.5.8b** Compare similarities of two cultural groups based on their geographic regions (e.g., North, South, Central America).	**SS.5.8c** Identify a cultural group (tribe or nation) on its geographic regions.
SS.5.9 Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere, resulting in diversity.	**SS.5.9a** Identify political factors involved in moving from place to place within the Western Hemisphere (e.g., citizen rights, political leadership).	**SS.5.9b** Identify environmental and economic reasons why people move from one place to another.	**SS.5.9c** Identify environmental reasons why people move from one place to another.
SS.5.10 The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.	**SS.5.10a** Identify patterns of influence of two or more world cultures on diversity within the U.S.	**SS.5.10b** Describe how a world culture (Asian, Latino, Indian) has influenced the cultural diversity of the U.S.	**SS.5.10c** Communicate about a cultural group's art, music, food, clothing, and/or language.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Civic Participation and Skills		
SS.5.11 Individuals can better understand public issues by gathering, interpreting and checking multiple sources of information for accuracy. Data can be displayed graphically to effectively and efficiently communicate information.	**SS.5.11a** Compare two accurate sources of information to locate information on current local, state, and national events/issues.	**SS.5.11b** Identify information from two accurate data sources to locate information on current local, state, national events/issues (e.g., websites, maps, graphs, tables, infographics, images, periodicals, news reports).	**SS.5.11c** Identify types of data sources to locate information on current local, state, national events/issues (e.g., websites, maps, tables, infographics, images, periodicals, news reports).
	Roles and Systems of Government		
SS.5.12 Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	**SS.5.12a** Compare two of the three types of government.	**SS.5.12b** Recognize characteristics of a democracy.	**SS.5.12c** Identify the title of the leader of the United States.
	Economic Decision-Making and Skills		
SS.5.13 Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	**SS.5.13a** Create a simple circle graph that displays basic data (e.g., circle graph representing slices of pizza).	**SS.5.13b** Interpret information displayed in a simple circle graph.	**SS.5.13c** Identify a segment of data on a circle graph as more or less.
SS.5.14 The choices made by individuals and governments have both present and future consequences.	**SS.5.14a** Describe how an individual's or government's choice might affect the future (e.g., buy a more expensive fuel-efficient car now to save money on gas in future; government builds a road in an undeveloped area to improve transportation but has maintenance costs in the future).	**SS.5.14b** Identify a present and future consequence of an individual's choice (e.g., working provides money).	**SS.5.14c** Identify a present consequence of an individual's choice (e.g., working provides money).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Scarcity		
SS.5.15 The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.	**SS.5.15a** Identify a local community's productive resources that can be used to trade for something that benefits the community (e.g., give money for land to build a park).	**SS.5.15b** Construct a scenario in which you trade something you have for something you want.	**SS.5.15c** Categorize into groups productive resources that can be traded (e.g., human resources, capital goods, natural resources).
	Production and Consumption		
SS.5.16 The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.	**SS.5.16a** Describe a negative impact of not having a productive resource (e.g., having a citrus orchard and no one to pick the oranges).	**SS.5.16b** Organize a division of labor for a given job (e.g., identify job responsibilities of students for cleaning the room at the end of the day).	**SS.5.16c** Identify resources needed to make a product or do a job.
	Markets		
SS.5.17 Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.	**SS.5.17a** Explain why certain goods are produced in certain places (e.g., climate, available resources).	**SS.5.17b** Identify a specialized good or service available in the local community that can be traded for goods/services needed in the community.	**SS.5.17c** Identify items that are produced in the local community
	Financial Literacy		
SS.5.18 Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	**SS.5.18a** Compare skills and abilities needed for various jobs.	**SS.5.18b** Identify skills/knowledge needed for a specific job.	**SS.5.18c** Identify a job or career that requires specialized knowledge or skills.

GRADE 6

Learning Standard	*Complexity a*	*Complexity b*	*Complexity c*
Most Complex ←			→ Least Complex
Historical Thinking			
SS.6.1 Multiple tier timelines can be used to show relationships among events and places.	**SS.6.1a** Arrange events in chronological order on a multiple tier timeline.	**SS.6.1b** Identify a multiple tier timeline.	**SS.6.1c** Identify two different events occurring at the same time.
Early Civilizations			
SS.6.2 Early civilizations (e.g., India, Egypt, China, Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	**SS.6.2a** Compare the key features of societies in the Eastern Hemisphere (e.g., Egypt, India, China, Mesopotamia).	**SS.6.2b** Identify key features of a specific society (e.g., government, religion, agriculture).	**SS.6.2c** Match a structure with its specific society (e.g., pyramid to Egypt).
Spatial Thinking and Skills			
SS.6.3 Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	**SS.6.3a** Use appropriate maps, globes and other geographic tools (e.g., Internet) to locate various sites or places.	**SS.6.3b** Use the appropriate geographic tool to locate a specific place or piece of information.	**SS.6.3c** Identify a specific map for a specific purpose.
SS.6.4 Latitude and longitude can be used to identify absolute location.	**SS.6.4a** Utilize latitude and longitude to locate a major place and/or feature using a globe or a geographical tool.	**SS.6.4b** Locate a major feature and/or landform on a globe or using a geographical tool in relation to the equator.	**SS.6.4c** Locate the equator on a globe, map or geographical tool.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Places and Regions		
SS.6.5 Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, culture, economy).	**SS.6.5a** Compare and contrast the physical and cultural characteristics of different regions (e.g., forest/desert, rural/suburban, plains/mountains).	**SS.6.5b** Identify physical characteristics of a given region.	**SS.6.5c** Identify a physical characteristic that can be used to compare regions (e.g., landforms, climate, population, culture, or economy).
	Human Systems		
SS.6.6 The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.	**SS.6.6a** Identify both positive and negative outcomes of a man-made environmental change occurring within the Eastern Hemisphere.	**SS.6.6b** Explain how human activities have altered physical environments (e.g., how humans contribute to pollution).	**SS.6.6c** Identify one way the environment has been disturbed due to human activities (e.g., pollution).
SS.6.7 In the past and today, political, environmental, social and economic factors have caused people, products and ideas to move from place to place in the Eastern Hemisphere.	**SS.6.7a** Compare and contrast the movement in the past and today of products and people from place to place in the Eastern Hemisphere.	**SS.6.7b** Describe factors that cause people to move away from or to an area.	**SS.6.7c** Identify ways people move from one place to another.
SS.6.8 Diffusion of agricultural practices and products, technologies, cultural practices and major world religions (e.g., Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.	**SS.6.8a** Determine one influence or impact that religion has had in the Eastern Hemisphere.	**SS.6.8b** Focusing on the Eastern Hemisphere, identify one characteristic of the major world religions.	**SS.6.8c** Identify different religions that have impacted the Eastern Hemisphere.
	Civic Participation and Skills		
SS.6.9 Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend an evidence-based claim. Sources should be examined for accuracy and credibility.	**SS.6.9a** Identify that different sources can have different perspectives on an issue (e.g., media sources, historical vs. contemporary, individual vs. group).	**SS.6.9b** Provide examples of differences of opinion on an issue between individuals or within a group.	**SS.6.9c** Identify an opinion.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
Roles and Systems of Government			
SS.6.10 Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	**SS.6.10a** Compare and contrast two of the four types of government (e.g., monarchy, theocracy, dictatorship, democracy).	**SS.6.10b** Match various types of government (e.g., monarchy, theocracy, dictatorship, democracy) with their definitions.	**SS.6.10c** Recognize characteristics of a democracy (e.g., citizens elect leaders, citizens hold the power in decision-making).
Economic Decision-Making and Skills			
SS.6.11 Economists compare data sets to draw conclusions about relationships among them.	**SS.6.11a** Compare different sets of data to draw a conclusion.	**SS.6.11b** Identify a similarity between two sets of data.	**SS.6.11c** Identify what a data set is representing.
SS.6.12 The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	**SS.6.12a** Identify the short- and long-term consequences of a personal economic decision.	**SS.6.12b** Use multiple sources to make an informed economic decision (e.g., advertisements, price comparisons).	**SS.6.12c** Identify an item that may have a different cost at another store.
Scarcity			
SS.6.13 The fundamental questions of economics include what to produce, how to produce and for whom to produce.	**SS.6.13a** Describe how the wants of people determine what goods and services are produced.	**SS.6.13b** Identify different methods of production for given goods (e.g., single item vs. mass production).	**SS.6.13c** Match products to the intended consumer.
SS.6.14 When regions and/or countries specialize, global trade occurs.	**SS.6.14a** Compare a locally produced item with an imported item and explain why people trade.	**SS.6.14b** Identify an item that is imported and give one reason why the item is imported (e.g., bananas, pineapples).	**SS.6.14c** Identify an item that is not locally produced (e.g., bananas, pineapples).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Markets		
SS.6.15 The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (e.g., entrepreneurship, human resources, natural resources, capital) used.	**SS.6.15a** Explain why some goods are easier to find than others and how this affects price.	**SS.6.15b** Identify goods that are more expensive and discuss what determines the cost.	**SS.6.15c** Identify goods that are readily available in the local environment (e.g., milk in cafeteria, pencils in school store).
	Financial Literacy		
SS.6.16 When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.	**SS.6.16a** Compare the prices of similar goods.	**SS.6.16b** Identify different ways to get price information on the same items (e.g., sale ads, store signs).	**SS.6.16c** Identify the price of goods (e.g., using menus, ads, price tags).

GRADE 7

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Historical Thinking		
SS.7.1 Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	**SS.7.1a** Compare a historical photograph with a current photograph taken at the same location.	**SS.7.1b** Identify historical items that are no longer commonly used.	**SS.7.1c** Match the professions of historian or archaeologist with examples of their work.
	Early Civilizations		
SS.7.2 The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.	**SS.7.2a** Describe the impact that Ancient Greece and Rome have had on later civilizations.	**SS.7.2b** Identify key physical and human features of societies (e.g., houses, geography, laws, technology, buildings).	**SS.7.2c** Identify the physical and human features of the local community.
	Feudalism and Transitions		
SS.7.3 The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.	**SS.7.3a** Describe the relationships between various social classes and the roles of the people within a feudal system (e.g., serfs, lords and ladies).	**SS.7.3b** Identify the various social roles of people within the feudal system (e.g., serfs, lords and ladies, etc.).	**SS.7.3c** Identify roles of people in a community (e.g., principal, teacher, peers).
SS.7.4 The Mongols conquered much of Asia, which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist there.	**SS.7.4a** Use a map to identify the parts of Asia that were conquered by the Mongols and those that were not.	**SS.7.4b** Identify locations within Asia on a map (e.g., Mongolia, China, Korea, Japan).	**SS.7.4c** Identify the location of Asia on a map.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
SS.7.5 Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.	**SS.7.5a** Explain how Islamic innovations in mathematics, science or medicine have changed over time.	**SS.7.5b** State one way an Islamic achievement has changed over time.	**SS.7.5c** Identify an achievement from the Islamic civilization.
SS.7.6 The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.	**SS.7.6a** List multiple examples of cultural, scientific or social changes over time.	**SS.7.6b** Define *Renaissance* as rebirth or emerging change.	**SS.7.6c** Identify cultural or social commonalities in a group of people or nation-states (e.g., language, religion, education, profession, political beliefs, interests, etc.).
SS.7.7 The Reformation introduced changes in religion, including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.	**SS.7.7a** Explain how a change in ideas led to a split in religion (e.g., Protestant Church from the Roman Catholic Church).	**SS.7.7b** Identify one difference between Protestant faiths and the Roman Catholic faith.	**SS.7.7c** Provide an example of a religion.
<u>First Global Age</u>			
SS.7.8 Empires in Africa and Asia grew as commercial and cultural centers along trade routes.	**SS.7.8a** Explain how trade may lead to growth (e.g., growth in African and Asian empires).	**SS.7.8b** Provide one reason why people would trade goods.	**SS.7.8c** Identify an example of simple trade (e.g., trading chocolate milk for white milk).
SS.7.9 The advent of the trans- Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	**SS.7.9a** Explain the negative effects of slavery for societies (e.g., West and Central Africa).	**SS.7.9b** Identify two characteristics of slavery (e.g., slaves were owned by people, loss of freedom, separated from family, harsh punishment, unfair treatment).	**SS.7.9c** Identify examples of slavery.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
SS.7.10 European economic and cultural influence dramatically increased through explorations, conquests and colonization.	**SS.7.10a** Identify examples of colonization.	**SS.7.10b** Provide two reasons why people would go to a new place (e.g., move to a new place, visit family, see new things, meet new people).	**SS.7.10c** Provide one detail about visiting a new place (e.g., going to a new store, going on vacation, visiting a different city or state).
SS.7.11 The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.	**SS.7.11a** Describe how flora, fauna and pathogens reshaped societies (e.g., potatoes became a staple crop in Ireland; horses became an important tool of the plains-dwelling Native Americans).	**SS.7.11b** Identify examples of fauna, flora and pathogens.	**SS.7.11c** Give one example of people trading plants and/or animals.
Spatial Thinking and Skills			
SS.7.12 Maps and other geographic representations can be used to trace the development of human settlement over time.	**SS.7.12a** Recognize that maps can change over time as a result of political, social and environmental events.	**SS.7.12b** Recognize that maps of the same location can look different depending on their purpose.	**SS.7.12c** Use the appropriate map to locate one piece of information.
Human Systems			
SS.7.13 Geographic factors promote or impede the movement of people, products and ideas.	**SS.7.13a** Describe how geographic factors affect why and where people move.	**SS.7.13b** Identify an idea that has moved from one area to another (e.g., cultural foods).	**SS.7.13c** Provide a reason why people move away from or to an area.
SS.7.14 Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.	**SS.7.14a** Identify the results of trade routes connecting Africa, Asia and Europe (e.g., ideas, technology, goods, major world religions).	**SS.7.14b** Identify on a map the trade routes between Africa, Asia and/or Europe.	**SS.7.14c** Locate on a map the route between two locations.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
SS.7.15 Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.	**SS.7.15a** Explain how current technologies have improved upon past technologies (e.g., transportation, communication).	**SS.7.15b** Identify transportation and communication technologies from the past (e.g., horses, stagecoach, Pony Express, telegraph).	**SS.7.15c** Identify current transportation and communication technologies (e.g., airplanes, cars, cellphones, email).
Civic Participation and Skills			
SS.7.16 Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	**SS.7.16a** Explain how different people and groups can have different perspectives on an issue (e.g., transatlantic slave trade, colonialism).	**SS.7.16b** Describe a difference of opinion that can exist between individuals and within groups.	**SS.7.16c** Identify a difference of opinion that can exist between individuals.
Roles and Systems of Government			
SS.7.17 Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.	**SS.7.17a** Explain the difference between a democracy and a republic.	**SS.7.17b** Identify one difference between a democracy and a republic.	**SS.7.17c** Identify that citizens in democracies choose their leaders.
SS.7.18 With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.	**SS.7.18a** Describe one way that roles within feudalism resulted in the emergence of nation-states (e.g., unhappy with their positions, frustrated by the hierarchy above them).	**SS.7.18b** Identify an example of a feudal society (i.e., has peasants, serf, or other unpaid workers, has a ruling class).	**SS.7.18c** Match the level of power in a feudal society with a serf and/or a lord.
Economic Decision-Making and Skills			
SS.7.19 Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	**SS.7.19a** Explain possible gains and losses for a decision (i.e., perform a cost-benefit analysis).	**SS.7.19b** Identify a possible gain or loss (good or bad consequence) for a decision (e.g., spend your money on candy, can't buy lunch).	**SS.7.19c** Match a possible gain or loss to a decision (e.g., don't return your library book, get a fine).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Scarcity		
SS.7.20 The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and economic interdependence.	**SS.7.20a** Identify examples of interdependence.	**SS.7.20b** Determine the natural resource used in the production of a given product (e.g., trees used to produce a house).	**SS.7.20c** Provide examples of production and producers (e.g., farmers produce food, miners produce metal).
	Markets		
SS.7.21 The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	**SS.7.21a** Explain the transition from bartering to the use of money in a society.	**SS.7.21b** Identify services that financial institutions provide.	**SS.7.21c** Recognize financial institutions in the local community.

GRADE 8

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Historical Thinking		
SS.8.1 Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	**SS.8.1a** Use primary and secondary sources to describe an event.	**SS.8.1b** Classify given sources as primary or secondary.	**SS.8.1c** Identify a source as primary.
	Colonization to Independence		
SS.8.2 North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	**SS.8.2a** Identify a reason Europeans colonized North America.	**SS.8.2b** Identify who was present in North America before European explorers.	**SS.8.2c** Define colonization.
SS.8.3 Competition for control of territory and resources in North America led to conflicts among colonizing powers.	**SS.8.3a** Explain why limited resources caused conflicts among colonizing powers.	**SS.8.3b** Name a North American resource that led to conflicts among colonizing powers.	**SS.8.3c** Name a colonizing power (e.g., Netherlands, Spain, England, France).
SS.8.4 The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the 13 colonies.	**SS.8.4a** Explain how forced migration contributed to economic development during the Colonial era.	**SS.8.4b** Provide one example of a tradition that was transferred through forced migration (e.g., music, storytelling, cooking methods, religion).	**SS.8.4c** Identify one characteristic of slavery (e.g., slaves were owned by people, loss of freedom, separated from family, harsh punishment, unfair treatment).
SS.8.5 The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.	**SS.8.5a** Identify complaints found in the Declaration of Independence and explain how those complaints led to the American Revolution.	**SS.8.5b** Identify a complaint the colonists had.	**SS.8.5c** Identify the meaning of dissatisfaction.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
SS.8.6 Key events and significant figures in American history influenced the course and outcome of the American Revolution.	**SS.8.6a** Explain how the events that led to the revolution resulted in the creation of a new country.	**SS.8.6b** Match key figures of the American Revolutionary War with a given role (e.g., George Washington led the army, Thomas Jefferson penned the Declaration of Independence).	**SS.8.6c** Identify Paul Revere.
A New Nation			
SS.8.7 The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	**SS.8.7a** Explain why Americans needed a new government.	**SS.8.7b** Identify the transition of government in the United States from colonies to a country.	**SS.8.7c** Identify who won the American Revolution.
SS.8.8 Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	**SS.8.8a** Identify a problem with the Articles of Confederation.	**SS.8.8b** Sequence the order of the adoption of the Articles of Confederation and the U.S. Constitution.	**SS.8.8c** Identify the U.S. Constitution.
SS.8.9 Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	**SS.8.9a** Explain how the actions of an early presidential administration helped to establish a strong federal government.	**SS.8.9b** State two duties of the U.S. president.	**SS.8.9c** Identify the first U.S. president.
Expansion			
SS.8.10 The United States added to its territory through treaties and purchases.	**SS.8.10a** Identify examples of treaties and/or purchases that expanded the United States.	**SS.8.10b** Explain how the U.S acquired additional territory resulting in additional states joining the Union.	**SS.8.10c** Locate the area of the Louisiana Purchase on a map.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
SS.8.11 Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	**SS.8.11a** Identify and explain why a country expands (e.g., westward expansion, Indian relations, relations with Mexico).	**SS.8.11b** Identify a reason why the United States had a war with Mexico.	**SS.8.11c** Identify a personal or school expansion (e.g., adding a member to family, building a new school gym).
Civil War and Reconstruction			
SS.8.12 Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.	**SS.8.12a** Identify examples of disagreements that led to the Civil War (e.g., Grade 8 Content Connection examples: causes of the Civil War, results of the Civil War).	**SS.8.12b** Provide a reason why different states had different opinions over sectional issues.	**SS.8.12c** Identify whether two given opinions are conflicting.
SS.8.13 Key events and significant figures in American history influenced the course and outcome of the Civil War.	**SS.8.13a** Match significant figures of the American Civil War with their respective sides of the conflict.	**SS.8.13b** Explain what a civil war is.	**SS.8.13c** Identify the meaning of *war*.
SS.8.14 The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	**SS.8.14a** Explain positive outcomes of the passage of the Civil Rights Act.	**SS.8.14b** Identify a change made to the U.S. Constitution during the Reconstruction period.	**SS.8.14c** Identify how the U.S. Constitution can change (e.g., amendments).
Spatial Thinking and Skills			
SS.8.15 Modern and historical maps, and other geographic tools, are used to analyze how geography shapes historic events.	**SS.8.15a** Compare maps of the same area from different time periods to show change (e.g., map of U.S. during Colonial times compared to map of U.S. today).	**SS.8.15b** Use appropriate maps, globes and other geographic resources (e.g., Internet to locate various sites or places).	**SS.8.15c** Match a specific map to its use (e.g., a road map is used to determine driving routes, a world map is used to locate countries).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Human Systems		
SS.8.16 The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.	**SS.8.16a** Explain why natural resources might encourage people to move.	**SS.8.16b** Identify a natural resource that led to the geographic expansion of the United States (e.g., oil brought people to Texas, gold brought people to California).	**SS.8.16c** Identify two natural resources found in the United States.
SS.8.17 The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	**SS.8.17a** Explain why availability of land influences the movement of people.	**SS.8.17b** Compare different uses of land (e.g., commercial versus agricultural).	**SS.8.17c** Identify an example of land usage (e.g., farmers use land to grow crops).
SS.8.18 Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	**SS.8.18a** Identify examples of cultural bias which had consequences for given minority groups (e.g., the Civil Rights era).	**SS.8.18b** Explain what makes a group of people a minority.	**SS.8.18c** Identify an example of a group of people by their similarities and/or differences.
SS.8.19 Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.	**SS.8.19a** Describe the characteristics of national identity.	**SS.8.19b** Provide an example of American national identity (e.g., amendment rights, democratic participation).	**SS.8.19c** Identify the country you live in.
	Civic Participation and Skills		
SS.8.20 Active participation in social and civic groups can lead to the attainment of individual and public goals.	**SS.8.20a** Explain how someone can actively participate in a social and/or civic group.	**SS.8.20b** Identify an example of active participation in a social and/or civic group.	**SS.8.20c** Identify a civic group (student council, student government).
SS.8.21 Informed citizens understand how media and communication technology influence public opinion.	**SS.8.21a** Explain how media can help to inform citizens.	**SS.8.21b** List types of communication technology used by media.	**SS.8.21c** Identify one source of media.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
Roles and Systems of Government			
SS.8.22 The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers and checks and balances.	**SS.8.22a** List ways the different people/groups in government can limit each other's powers (e.g., checks and balances).	**SS.8.22b** Identify a power of each branch of government (e.g., Congress makes laws; courts interpret laws).	**SS.8.22c** Identify the three branches of government or the people who represent them.
SS.8.23 The U.S. Constitution protects citizens' rights by limiting the powers of government.	**SS.8.23a** Explain how limiting a power of government can protect citizens' rights.	**SS.8.23b** Identify a way that the U.S. Constitution limits the powers of government.	**SS.8.23c** Identify one right of a U.S. citizen.
Economic Decision-Making and Skills			
SS.8.24 Choices made by individuals, businesses and governments have both present and future consequences.	**SS.8.24a** Identify the short- and long-term consequences of a personal economic decision.	**SS.8.24b** Identify the difference between a want and a need.	**SS.8.24c** Identify a personal economic decision.
Production and Consumption			
SS.8.25 The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.	**SS.8.25a** Explain the differences between handmade and machine-made products (e.g., quality, cost, labor).	**SS.8.25b** Identify examples of goods made in factories or by machines.	**SS.8.25c** Identify examples of handmade or homemade goods.
Markets			
SS.8.26 Governments can impact markets by means of spending, regulations, taxes and trade barriers.	**SS.8.26a** Explain the purpose of taxes in a society.	**SS.8.26b** Identify different types of taxes.	**SS.8.26c** Give one use of tax revenue (e.g., schools, roads, government assistance, social security).

Extended Standards for Social Studies, High School

AMERICA HISTORY

Learning Standard	*Complexity a*	*Complexity b*	*Complexity c*
Most Complex ←			→ Least Complex
	Historical Thinking		
AMH.9-12.1 The use of primary and secondary sources of information includes an examination of the credibility of each source.	**AMH.9-12.1a** Explain the difference between a primary and secondary source.	**AMH.9-12.1b** Distinguish between credibility within primary and secondary sources (e.g., newspapers are likely credible; personal blogs are less likely to be credible).	**AMH.9-12.1c** Identify a credible source of information.
AMH.9-12.2 Historians develop theses and use evidence to support or refute positions.	**AMH.9-12.2a** Develop a thesis to support or refute a position.	**AMH.9-12.2b** Given a thesis, identify a piece of evidence that supports it.	**AMH.9-12.2c** Identify a thesis statement or main idea of a historical text.
AMH.9-12.3 Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	**AMH.9-12.3a** Create a sequence of historical events, including the cause and result of this event.	**AMH.9-12.3b** Use a source to create a sequence of events in history (e.g., interviews, videos, books).	**AMH.9-12.3c** Given two or more historical events, place the events in the order they occurred.
	Founding Documents		
AMH.9-12.4 The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.	**AMH.9-12.4a** State the three unalienable rights in the Declaration of Independence and define "consent of the people.	**AMH.9-12.4b** State the three unalienable rights in the Declaration of Independence.	**AMH.9-12.4c** Identify one of the unalienable rights in the Declaration of Independence.

Learning Standard	*Complexity a*	*Complexity b*	*Complexity c*
Most Complex ←			→ Least Complex
AMH.9-12.5 The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.	**AMH.9-12.5a** Explain the importance of the Northwest Ordinance in establishing educational institutions.	**AMH.9-12.5b** Identify a right listed in the Northwest Ordinance that is not in the Declaration of Independence that relates to life, liberty or the pursuit of happiness.	**AMH.9-12.5c** Identify a right listed in the Northwest Ordinance.
AMH.9-12.6 The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.	**AMH.9-12.6a** Explain why the U.S. Constitution was written.	**AMH.9-12.6b** Match the branches of the federal government to their roles.	**AMH.9-12.6c** Identify the branches of the federal government.
AMH.9-12.7 The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.	**AMH.9-12.7a** Identify the limits of government provided by the Bill of Rights.	**AMH.9-12.7b** Explain why the Bill of Rights was written.	**AMH.9-12.7c** Identify a right provided by the Bill of Rights.
Industrialization and Progressivism			
AMH.9-12.8 The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	**AMH.9-12.8a** Explain why urban living became more popular after the rise of heavy industry, mechanized farming and technological innovations.	**AMH.9-12.8b** Identify how a technological innovation made life more efficient (e.g., mechanized assembly lines made production more efficient).	**AMH.9-12.8c** Identify a technological innovation that made life more efficient (e.g., telephone, light bulb, washing machine, airplane).
AMH.9-12.9 The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business and violence toward supporters of organized labor.	**AMH.9-12.9a** Describe what a labor union represents for positive and negative influences on industrialization.	**AMH.9-12.9b** Identify a grievance a labor employee might have.	**AMH.9-12.9c** Identify a career that might be associated with a labor union.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMH.9-12.10 Immigration, internal migration and urbanization transformed American life.	**AMH.9-12.10a** Distinguish between immigration and internal migration and explain why a person might migrate or immigrate.	**AMH.9-12.10b** Identify why a person might migrate to another region of the U.S.	**AMH.9-12.10c** Identify the meanings of immigration and migration.
AMH.9-12.11 Continued settlement by Americans in the west intensified conflict with American Indians and reinforced the policy of the reservation system.	**AMH.9-12.11a** Explain how Westward Expansion affected American Indians.	**AMH.9-12.11b** Identify why Americans continued to move west.	**AMH.9-12.11c** Identify the meaning of settlement.
AMH.9-12.12 Following Reconstruction, old political and social structures reemerged, and racial discrimination was institutionalized.	**AMH.9-12.12a** Describe racial discrimination practices in post-Reconstruction America.	**AMH.9-12.12b** Define a separate-but-equal practice that was institutionalized with the passage of the Jim Crow laws.	**AMH.9-12.12c** Identify the meaning of racial discrimination.
AMH.9-12.13 The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.	**AMH.9-12.13a** Describe an ill of American society during the Progressive era and its proposed solution.	**AMH.9-12.13b** Categorize ills of American society as stemming from industrial capitalism, urbanization or political corruption.	**AMH.9-12.13c** Identify one American societial ill that stems from industrial capitalism, urbanization and/or political corruption.
Foreign Affairs from Imperialism to Post–World War I (1898–1930)			
AMH.9-12.14 As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	**AMH.9-12.14a** Explain how the United States had economic prosperity after World War I when the European countries had to focus on rebuilding.	**AMH.9-12.14b** Define the benefits of fighting a war "not on American soil."	**AMH.9-12.14c** Identify the meaning of "a world power."

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMH.9-12.15 After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs**.**	**AMH.9-12.15a** Identify a reason why the United States adopted a policy of isolationism after World War I.	**AMH.9-12.15b** Define *isolationism*.	**AMH.9-12.15c** Identify the purpose of a treaty.
AMH.9-12.16 Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	**AMH.9-12.16a** Explain how a negative political cartoon might affect social unrest and violence.	**AMH.9-12.16b** Describe how negative stereotypes affect a group or community	**AMH.9-12.16c** Distinguish political posters, cartoons and presentations from non-political posters, cartoons and presentations.
AMH.9-12.17 An improved standard of living for many—combined with technological innovations in communication, transportation and industry—resulted in social and cultural changes and tensions.	**AMH.9-12.17a** Explain how advancements in technology contributed to social change between World War I and World War II.	**AMH.9-12.17b** Describe causes and effects of the advancement of the automobile industry on society.	**AMH.9-12.17c** Identify a technological advancement that influenced social change between World War I and World War II.
AMH.9-12.18 Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	**AMH.9-12.18a** Explain how movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	**AMH.9-12.18b** Define the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.	**AMH.9-12.18c** Identify pictures relevant to the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.
AMH.9-12.19 The Great Depression was caused, in part, by the federal government's monetary policies, stock-market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.	**AMH.9-12.19a** Explain one reason for the Great Depression.	**AMH.9-12.19b** Describe life during the Great Depression.	**AMH.9-12.19c** Identify the Great Depression as a time when millions of people were unemployed and had little money.
From Isolation to World War (1930–1945)			

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMH.9-12.20 During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.	**AMH.9-12.20a** Describe the events that brought the United States into World War II.	**AMH.9-12.20b** List one pro-isolationist argument and one pro-interventionist argument.	**AMH.9-12.20c** Identify the results of an agreement or disagreement.
AMH.9-12.21 United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.	**AMH.9-12.21a** Explain how the mobilization of resources during World War II affected American society.	**AMH.9-12.21b** Describe what rationing of supplies might mean to a family.	**AMH.9-12.21c** Identify an example of rationing.

The Cold War (1945–1991)			
AMH.9-12.22 Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	**AMH.9-12.22a** Explain how atomic weapons and world superpowers are related.	**AMH.9-12.22b** Define *nuclear age*.	**AMH.9-12.22c** Identify the highly destructive weapon created in the nuclear age.
AMH.9-12.23 The United States followed a policy of containment during the Cold War in response to the spread of communism.	**AMH.9-12.23a** Describe how the United States tried to contain communism during the Cold War	**AMH.9-12.23b** Explain the difference between communism and democracy.	**AMH.9-12.23c** Identify a communist country and a democratic country from the Cold War era.
AMH.9-12.24 The Second Red Scare and McCarthyism reflected Cold War fears in American society**.**	**AMH.9-12.24a** Explain reasons for "Cold War fears."	**AMH.9-12.24b** Explain what the term *cold* in Cold War means.	**AMH.9-12.24c** Identify people who were influential during the Cold War.
AMH.9-12.25 The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	**AMH.9-12.25a** Explain how Korea and/or Vietnam exemplified the policy of containment during the Cold War.	**AMH.9-12.25b** Explain what "cold war" means.	**AMH.9-12.25c** Identify countries involved in the Korean and/or Vietnam wars.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMH.9-12.26 Following World War II, the United States experienced a struggle for racial and gender equality and the expansion of civil rights.	**AMH.9-12.26a** Explain how African Americans and women continued their efforts to gain their civil rights following World War II.	**AMH.9-12.26b** Identify a famous African American and/or woman and their contributions to post–World War II society.	**AMH.9-12.26c** Identify a right of women, African Americans or minorities were fighting for during the civil rights era .

Social Transformation in the United States (1945–1994)			
AMH.9-12.27 The postwar economic boom and advances in science and technology produced changes in American life.	**AMH.9-12.27a** Explain how advancements in technology contributed to changes in society after World War II.	**AMH.9-12.27b** Identify a post–World War II technology and explain how it improved a way of life.	**AMH.9-12.27c** Identify a technological advancement that influenced society following World War II.
AMH.9-12.28 The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	**AMH.9-12.28a** Identify and research one immigrant group; explain where they settled and what they did (e.g., home, work).	**AMH.9-12.28b** Identify causes and effects of the migrations from the Rust Belt to the Sun Belt.	**AMH.9-12.28c** Match Rust Belt and Sun belt with their definitions.
AMH.9-12.29 Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	**AMH.9-12.29a** Identify differences in political beliefs between Republicans and Democrats.	**AMH.9-12.29b** Match political parties with their views on major topics (e.g., the economy, the environment, social welfare.)	**AMH.9-12.29c** Identify the two major political parties.
United States and the Post–Cold War World (1991–Present)			

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←			→ Least Complex
AMH.9-12.30 Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	**AMH.9-12.30a** Describe a post–Cold War technological development and its impact**.**	**AMH.9-12.30b** Describe the growth and use of computers in one or more facet(s) of daily life.	**AMH.9-12.30c** Identify computers and how they are used, and describe how they affect daily life.
AMH.9-12.31 Focusing on domestic policy, the United States faces ongoing social, political, national security and economic challenges in the post–Cold War era and following the attacks on September 11, 2001.	**AMH.9-12.31a** Explain the effects of the 2001 attacks on the United States, and describe subsequent changes in its domestic.	**AMH.9-12.31b** Describe the significance of the 2001 attacks on the United States.	**AMH.9-12.31c** Identify the places that were targeted in the September 2001 attacks.
AMH.9-12.32 Focusing on foreign policy, the United States faces ongoing economic, political, military and social challenges in the post–Cold War era and following the attacks of September 11, 2001.	**AMH.9-12.32a** Identify a current foreign policy issue, and evaluate how that issue affects the United States.	**AMH.9-12.32b** Identify a current foreign policy issue.	**AMH.9-12.32c** Identify a current school or community issue.

AMERICAN GOVERNMENT

Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←			→ Least Complex
	Civic Participation and Skills		
AMG.9-12.1 Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.	**AMG.9-12.1a** Identify steps that need to be taken in order to make a positive change in the school or local community.	**AMG.9-12.1b** Contribute to planning or participating in a group activity to make a change in the school or community.	**AMG.9-12.1c** Actively participate in a group activity to make a change in the school.
AMG.9-12.2 Political parties, interest groups and the media provide opportunities for civic involvement through various means.	**AMG.9-12.2a** Research political parties, interest groups and media outlets that provide opportunities for civic involvement through various means.	**AMG.9-12.2b** Identify the various means through which a political party, interest group or media outlet provides opportunities for civic involvement.	**AMG.9-12.2c** Match a political party, interest group or media outlet with its symbol (e.g., the republican elephant, the democratic donkey).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMG.9-12.3 Issues can be analyzed through the critical use of credible sources.	**AMG.9-12.3a** Select and/or use relevant and credible informational sources to investigate a current issue.	**AMG.9-12.3b** Use two related credible sources of information to describe a current issue.	**AMG.9-12.3c** Recognize a credible source of information that describes a current issue or issues.
AMG.9-12.4 The processes of persuasion, compromise, consensus building and negotiation contribute to the Democratic process.	**AMG.9-12.4a** Explain the processes of persuasion, compromise, consensus building or negotiation and how they contribute to the Democratic process.	**AMG.9-12.4b** Choose one of the following processes (persuasion, compromise, consensus building or negotiation) and provide an example of how it can contribute to the Democratic process.	**AMG.9-12.4c** Match one of the following processes (persuasion, compromise, consensus building or negotiation) to its appropriate situation.

Basic Principles of the U.S. Constitution			
AMG.9-12.5 As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic, including its structure, powers and relationship with the governed.	**AMG.9-12.5a** Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).	**AMG.9-12.5b** Identify key principles of the U.S. Constitution that provide the structure to the government of the United States.	**AMG.9-12.5c** Identify the U.S. Constitution is related to the creation of the government in the United States.
AMG.9-12.6 The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.	**AMG.9-12.6a** Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.	**AMG.9-12.6b** Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.	**AMG.9-12.6c** Identify a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMG.9-12.7 Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	**AMG.9-12.7a** Explain how and why the U.S. Constitution has been or can be changed.	**AMG.9-12.7b** Identify a specific change to the U.S. Constitution resulting from informal practices.	**AMG.9-12.7c** Identify a method of change to the U.S. Constitution.
AMG.9-12.8 The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.	**AMG.9-12.8a** Summarize a civil liberty protected in the Bill of Rights.	**AMG.9-12.8b** Identify a civil liberty listed in the Bill of Rights and its definition.	**AMG.9-12.8c** Match an amendment to the civil liberty it protects (e.g., 1st amendment to Freedom of Speech, Religion, Press, Petition and Assembly).
AMG.9-12.9 The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.	**AMG.9-12.9a** Describe the constitutional amendments added during the Reconstruction period.	**AMG.9-12.9b** Identify the United States constitutional amendments added during the Reconstruction period.	**AMG.9-12.9c** Select a right added to the U.S. Constitution during the Reconstruction period.
AMG.9-12.10 Constitutional amendments have provided for civil rights, such as suffrage, for disenfranchised groups.	**AMG.9-12.10a** Describe the constitutional amendments that have provided civil rights for disenfranchised groups in the U.S.	**AMG.9-12.10b** Identify the constitutional amendments that have provided rights for disenfranchised groups.	**AMG.9-12.10c** Select a right added to the U.S. Constitution in order to provide for disenfranchised groups.
AMG.9-12.11 Constitutional amendments have altered provisions for the structure and functions of the federal government.	**AMG.9-12.11a** Explain how constitutional amendments have altered the structure and function of the federal government.	**AMG.9-12.11b** Identify a constitutional amendment that has altered the structure and function of the government.	**AMG.9-12.11c** Identify an amendment to the Constitution.
Structure and Functions of the Federal Government			
AMG.9-12.12 Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	**AMG.9-12.12a** Explain ways the different people/groups in government can limit each other's powers (e.g., checks and balances).	**AMG.9-12.12b** Explain how the three branches of the government work together.	**AMG.9-12.12c** Match the branches of government with one of their respective duties.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMG.9-12.13 The political process creates a dynamic interaction among the three branches of government in addressing current issues.	**AMG.9-12.13a** Given an event, explain how it creates a dynamic interaction among the three branches of government (e.g., checks and balances).	**AMG.9-12.13b** Explain a political process that creates a dynamic interaction between the three branches of government (e.g., checks and balances).	**AMG.9-12.13c** Identify governments as the source of laws that protect the people by addressing current issues.
Role of the People			
AMG.9-12.14 In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities, which help define how people use their rights and which require respect for the rights of others.	**AMG.9-12.14a** Given a right from the U.S. Constitution, explain the right and the responsibilities.	**AMG.9-12.14b** Identify a right in the U.S. Constitution that affects high school students (e.g., voting age of 18, I turn 18 next month).	**AMG.9-12.14c** Identify a right as provided by the U.S. Constitution.
AMG.9-12.15 Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	**AMG.9-12.15a** Explain the constitutional amendments that explicitly affect marginalized groups in the United States (e.g., women's suffrage, civil rights, voting rights).	**AMG.9-12.15b** Identify constitutional amendments that affect marginalized groups in the United States (i.e., 14th, 15th, 19th and 24th amendments).	**AMG.9-12.15c** Identify a constitutional amendment that increases opportunities for civic participation.
Ohio's State and Local Governments			
AMG.9-12.16 As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.	**AMG.9-12.16a** Compare and contrast the Ohio Constitution with the federal Constitution to identify similarities that protect the people of Ohio.	**AMG.9-12.16b** Explain how the Ohio Constitution works together with the federal Constitution to protect people in Ohio.	**AMG.9-12.16c** Select ways the Ohio Constitution protects the needs of the people.
AMG.9-12.17 Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	**AMG.9-12.17a** Identify steps that need to be taken to make a positive change in the school or local community.	**AMG.9-12.17b** Contribute to planning or participating in a group activity to make a change in the school or community.	**AMG.9-12.17c** Actively participate in a group activity to make a change in the school.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
AMG.9-12.18 A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.	**AMG.9-12.18a** Describe an entity within the three branches of government at the federal, state and local levels.	**AMG.9-12.18b** Identify an entity within the three branches of government at the federal, state and local levels.	**AMG.9-12.18c** Match an entity with its appropriate branch of government.
AMG.9-12.19 Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.	**AMG.9-12.19a** Research and explain ways individuals and organizations play a role in shaping federal, state or local policy.	**AMG.9-12.19b** Identify ways an individual or organization plays a role in shaping federal, state and local policy.	**AMG.9-12.19c** Identify ways an individual plays a role in shaping federal, state and local policy (e.g., voting).

Government and the Economy			
AMG.9-12.20 The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	**AMG.9-12.20a** Research and explain what the federal government uses tax dollars for (e.g., infrastructure, education, defense, healthcare).	**AMG.9-12.20b** Match federal organizations or agencies supported by federal tax money with the services of the organization or agency.	**AMG.9-12.20c** Identify federal organizations or agencies that are supported by federal tax money.
AMG.9-12.21 The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	**AMG.9-12.21a** Explain the purpose of the Federal Reserve (e.g., who, what, where, and how it works; what it does).	**AMG.9-12.21b** Identify the three main functions of the Federal Reserve.	**AMG.9-12.21c** Match the Federal Reserve with its purpose.

MODERN WORLD HISTORY

Learning Standard	*Complexity a*	*Complexity b*	*Complexity c*
Most Complex ←			→ Least Complex
	Historical Thinking		
MWH.9-12.1 The use of primary and secondary sources of information includes an examination of the credibility of each source.	**MWH.9-12.1a** Explain the difference between a primary and secondary source.	**MWH.9-12.1b** Identify a credible source of information.	**MWH.9-12.1c** Distinguish between a primary and secondary source.
MWH.9-12.2 Historians develop theses and use evidence to support or refute positions.	**MWH.9-12.2a** Develop a thesis to support or refute a position.	**MWH.9-12.2b** Identify a piece of evidence that supports a given thesis.	**MWH.9-12.2c** Match evidence with the thesis it supports.
MWH.9-12.3 Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	**MWH.9-12.3a** Describe the cause or result of a historical event and a possible alternate course of action.	**MWH.9-12.3b** Identify the cause and result of a given historical event.	**MWH.9-12.3c** Identify a historical event occurring before or after another given event.
	Age of Enlightenment		
MWH.9-12.4 The Scientific Revolution impacted religious, political and cultural institutions by challenging how people viewed the world.	**MWH.9-12.4a** Explain how new ideas from the Scientific Revolution changed existing governments and religious institutions.	**MWH.9-12.4b** Describe an old idea that was challenged or disproven during the Scientific Revolution.	**MWH.9-12.4c** Identify one major individual, idea or invention from the Scientific Revolution.
MWH.9-12.5 Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.	**MWH.9-12.5a** Describe how one major Enlightenment idea challenged traditional ways of thinking.	**MWH.9-12.5b** Distinguish between the Enlightenment and other major historical periods (e.g., the Industrial Revolution, the Cold War).	**MWH.9-12.5c** Identify one major Enlightenment idea.
MWH.9-12.6 Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.	**MWH.9-12.6a** Identify how individual rights changed after the American Revolution.	**MWH.9-12.6b** Compare individuals and governments.	**MWH.9-12.6c** Identify one of the Rights of Man.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
MWH.9-12.7 The American and French Revolutions influenced Latin American revolutions for independence.	**MWH.9-12.7a** Explain similarities between the American and French revolutions.	**MWH.9-12.7b** Describe what a *(political) revolution* is.	**MWH.9-12.7c** Identify a Latin American country that experienced a political revolution as a result of the American and French revolutions.
MWH.9-12.8 Industrialization had social, political and economic effects on Western Europe and the world.	**MWH.9-12.8a** Describe one social, political or economic impact of industrialization on Western Europe.	**MWH.9-12.8b** Define *industrialization*.	**MWH.9-12.8c** Identify one Western European country.
Imperialism (1800–1914)			
MWH.9-12.9 Imperial expansion had political, economic and social roots.	**MWH.9-12.9a** Describe political, economic and social reasons for Imperial expansion.	**MWH.9-12.9b** Identify a reason for Imperial expansion.	**MWH.9-12.9c** Identify an Imperialist country.
MWH.9-12.10 Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	**MWH.9-12.10a** Give examples of land acquisition, extraction of raw materials, spread of Western values, and direct political control (e.g., missionaries, rubber acquisition).	**MWH.9-12.10b** Categorize examples of land acquisition, extraction of raw materials, spread of Western values, and direct political control (e.g., missionaries, rubber acquisition).	**MWH.9-12.10c** Identify an example of Imperialism.
MWH.9-12.11 The consequences of Imperialism were viewed differently by the colonizers and the colonized.	**MWH.9-12.11a** Provide one example of how Imperialism was viewed by the colonizers and the colonized.	**MWH.9-12.11b** Determine whether a given historical document from the Imperialist era was written by the colonizers or the colonized.	**MWH.9-12.11c** Identify a colonizing region and a colonized region.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Achievements and Crises (1900–1945)		
MWH.9-12.12 Advances in technology, communication and transportation improved lives but also had negative consequences.	**MWH.9-12.12a** Describe a positive and a negative impact of advancements in technology, communication or transportation during the early 20th century.	**MWH.9-12.12b** List several advancements in technology during the early 20th century.	**MWH.9-12.12c** Identify an advancement in technology, communication or transportation during the early 20th century.
MWH.9-12.13 The causes of World War I included militarism, imperialism, nationalism and alliances.	**MWH.9-12.13a** Describe the main causes of World War I (i.e., militarism, imperialism, nationalism and alliances).	**MWH.9-12.13b** Identify the main causes of World War I (i.e., militarism, imperialism, nationalism and alliances).	**MWH.9-12.13c** Identify the meaning of *war* (e.g., two countries fighting with each another).
MWH.9-12.14 The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which in turn led to World War II.	**MWH.9-12.14a** Describe three causes of World War II (e.g., the Russian Revolution, totalitarianism, aggressive Axis expansion, appeasement).	**MWH.9-12.14b** Define *totalitarianism* and *appeasement*.	**MWH.9-12.14c** Identify one consequence of World War I.
MWH.9-12.15 Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	**MWH.9-12.15a** Explain how oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	**MWH.9-12.15b** Provide examples of oppression during World War II.	**MWH.9-12.15c** Identify an example of oppression during World War II.
MWH.9-12.16 World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	**MWH.9-12.16a** Identify reasons for post–WWII territorial occupation of Eastern Europe.	**MWH.9-12.16b** Identify countries that occupied Eastern Europe and Japan.	**MWH.9-12.16c** Identify an area that was occupied after World War II.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	The Cold War (1945–1991)		
MWH.9-12.17 The United States and the Soviet Union became superpowers and competed for global influence.	**MWH.9-12.17a** Explain key differences between the United States and the Soviet Union in the decades following World War II (e.g., government and economic systems)	**MWH.9-12.17b** Describe the relationship between the United States and the Soviet Union in the decades following World War II (e.g., the Cold War)	**MWH.9-12.17c** Identify the United States and Soviet Union (or Russia) on a globe or map.
MWH.9-12.18 Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	**MWH.9-12.18a** Explain how World War II contributed to the creation of East and West Germany.	**MWH.9-12.18b** Explain what the United Nations does.	**MWH.9-12.18c** Identify the purpose of a treaty.
MWH.9-12.19 Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	**MWH.9-12.19a** Explain causes of historic regional conflicts in the Middle East.	**MWH.9-12.19b** Identify countries that have been involved in historic regional conflicts in the Middle East.	**MWH.9-12.19c** Identify a country in the Middle East.
MWH.9-12.20 Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	**MWH.9-12.20a** Research and summarize a nationalist movement in Africa or Southeast Asia.	**MWH.9-12.20b** Define *nationalism*.	**MWH.9-12.20c** Identify a country that experienced a nationalist movement following World War II.
MWH.9-12.21 Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	**MWH.9-12.21a** Match political and/or social struggles with the resulting expanded rights and/or freedoms for women and/or indigenous peoples.	**MWH.9-12.21b** Define *indigenous*.	**MWH.9-12.21c** Identify a group who fought for expanded rights and freedoms (e.g., women or indigenous groups, such as Aboriginal Australians, Native Africans, American Indians).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Globalization (1991–Present)		
MWH.9-12.22 The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	**MWH.9-12.22a** Describe an impact resulting from the breakup of the Soviet Union.	**MWH.9-12.22b** List multiple countries that formerly belonged to the Soviet Union.	**MWH.9-12.22c** Identify a country that formerly belonged to the Soviet Union.
MWH.9-12.23 Regional and ethnic conflicts in the post–Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	**MWH.9-12.23a** Link a post–Cold War act of terrorism, genocide or ethnic cleansing with a regional or ethnic conflict.	**MWH.9-12.23b** Define *terrorism*, *genocide* and *ethnic cleansing*.	**MWH.9-12.23c** Identify an example of terrorism.
MWH.9-12.24 Political and cultural groups have struggled to achieve self-governance and self-determination.	**MWH.9-12.24a** Identify several political groups that struggled to achieve self-governance and describe their struggles.	**MWH.9-12.24b** Identify several political and cultural groups that have struggled to achieve self-governance.	**MWH.9-12.24c** Identify a political or cultural group that has struggled to achieve self-governance.
MWH.9-12.25 Emerging economic powers and improvements in technology have created a more interdependent global economy.	**MWH.9-12.25a** Explain how an emerging economic power or an improvement in technology has created a more interdependent global economy.	**MWH.9-12.25b** Define *interdependence*.	**MWH.9-12.25c** Identify an emerging economic power.
MWH.9-12.26 Proliferation of nuclear weapons has created a challenge to world peace.	**MWH.9-12.26a** Explain how the proliferation of nuclear weapons has created a challenge to world peace.	**MWH.9-12.26b** Identify countries besides the United States and Russia that have nuclear weapons.	**MWH.9-12.26c** Identify a country that has nuclear weapons.
MWH.9-12.27 The rapid increase of global population, coupled with rising life expectancy and mass migrations, has created societal and governmental challenges.	**MWH.9-12.27a** Explain the relationship between increased life expectancy and the global population.	**MWH.9-12.27b** Identify causes of global societal challenges (e.g., increased global population, increased life expectancy, mass migrations).	**MWH.9-12.27c** Match definitions to the terms *global population* and *life expectancy*.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
MWH.9-12.28 Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	**MWH.9-12.28a** Explain reasons that environmental issues are a concern for people all around the world. Content Connection Examples: terrorism, Internet, global concerns for the environment	**MWH.9-12.28b** Define *sustainability*.	**MWH.9-12.28c** Identify ways to reduce pollution in the community.

ECONOMICS AND FINANCIAL LITERACY

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
Economic Decision-Making and Skills			
EFL.9-12.1 Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	**EFL.9-12.1a** Summarize the roles of an economist.	**EFL.9-12.1b** Identify a job an economist does.	**EFL.9-12.1c** Match a description of a job to an economist.
EFL.9-12.2 Reading financial reports (e.g., bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	**EFL.9-12.2a** Compare and contrast financial reports and their use for personal financial decisions.	**EFL.9-12.2b** Match a financial report to its purpose (e.g., bank statement is for my own personal bank account; the stock-market report describes the stock market.	**EFL.9-12.2c** Identify a financial report used to make informative decisions about personal finances (e.g., a bank statement).
EFL.9-12.3 People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	**EFL.9-12.3a** Provide examples of economic decisions based on a scenario involving the concepts of trade-off, opportunity cost or scarcity.	**EFL.9-12.3b** Describe how goods are produced and/or services are provided based on the wants and/or needs of consumers.	**EFL.9-12.3c** Distinguish between goods and services.
EFL.9-12.4 Different economic systems (e.g., traditional, market, command, mixed) use different methods to allocate limited resources.	**EFL.9-12.4a** Compare and contrast the different economic systems (e.g., traditional, market, command, mixed).	**EFL.9-12.4b** Identify the different economic systems (e.g., traditional, market, command, mixed).	**EFL.9-12.4c** Identify an economic system.
EFL.9-12.5 Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	**EFL.9-12.5a** Describe how prices are determined by the interaction of supply and demand.	**EFL.9-12.5b**. Identify items that are readily available and/or items that are scarce in the local community.	**EFL.9-12.5c** Identify an item that is readily available.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
EFL.9-12.6 Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	**EFL.9-12.6a** Research a product over time and explain how competition affected its price (e.g., computers, cars, houses, cameras, etc.).	**EFL.9-12.6b** Identify how competition has changed a given product over time.	**EFL.9-12.6c** Identify a product that has changed over time due to competition.
Government and the Economy			
EFL.9-12.7 A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	**EFL.9-12.7a** Summarize how various economic factors influence a nation's economy.	**EFL.9-12.7b** Identify economic factors that influence a nation's economy.	**EFL.9-12.7c** Identify an economic factor that influences a nation's economy.
EFL.9-12.8 Economic policy decisions made by governments result in both intended and unintended consequences.	**EFL.9-12.8a** Research an economic policy decision or government regulation and explain a consequence.	**EFL.9-12.8b** Identify one consequence of a given economic policy decision or government regulation.	**EFL.9-12.8c** Match an economic policy decision or government regulation with a consequence.
Global Economy			
EFL.9-12.9 When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	**EFL.9-12.9a** Compare products produced in various regions or nations to determine the advantages.	**EFL.9-12.9b** Identify goods imported to or exported from the United States.	**EFL.9-12.9c** Identify a good imported to the United States.
EFL.9-12.10 Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	**EFL.9-12.10a** Research and explain a trade agreement that the United States has with another country.	**EFL.9-12.10b** Define a tariff and a trade agreement.	**EFL.9-12.10c** Identify exports and imports.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Working and Learning		
EFL.9-12.11 Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	**EFL.9-12.11a** Create a plan to attain the skills/knowledge necessary for a specific job.	**EFL.9-12.11b** Identify jobs that match personal interests and skills.	**EFL.9-12.11c** Identify behaviors that are necessary for successful employment.
EFL.9-12.12 Employee-earning statements include information about gross wages, benefits, taxes and other deductions.	**EFL.9-12.12a** Identify dollar amounts for gross wages, benefits, taxes and other deductions on an earnings statement.	**EFL.9-12.12b** Distinguish between income and deductions on an employee earning statement.	**EFL.9-12.12c** Identify the amount of "take home wages" on a paycheck or earning statement.
	Financial Responsibility and Money Management		
EFL.9-12.13 Financial decision-making involves considering alternatives by examining costs and benefits.	**EFL.9-12.13a** Create a simulated personal financial plan that includes short- and long-term goals.	**EFL.9-12.13b** Create a simple personal financial plan that includes considerations for money needed for routine expenses and saving for particular needs and wants.	**EFL.9-12.13c** Categorize needs and wants as part of a financial planning process.
EFL.9-12.14 A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	**EFL.9-12.14a** Create a simulated personal budget that includes income, monthly expenses and other expenses (e.g., clothing, recreation, grooming items, home needs, food).	**EFL.9-12.14b** Create a simple budget that includes identified income and expense amounts.	**EFL.9-12.14c** Plan for a purchase decision based on a set amount of money available.
EFL.9-12.15 Different payment methods have advantages and disadvantages.	**EFL.9-12.15a** Describe the advantages and disadvantages of making purchases with cash or credit.	**EFL.9-12.15b** Match the advantages and disadvantages of purchasing with cash/check or credit card.	**EFL.9-12.15c** Identify ways to make purchases (e.g., cash, credit cards, checks).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Saving and Investing		
EFL.9-12.16 Saving and investing help to build wealth.	**EFL.9-12.16a** Create a plan for saving money based on income and expenses.	**EFL.9-12.16b** Identify strategies for saving money (e.g., select cheaper item, budget, choose not to purchase, compare prices, use coupons, etc.).	**EFL.9-12.16c** Identify locations to store saved money (e.g., piggy bank, bank account).
EFL.9-12.17 Savings can serve as a buffer against economic hardship.	**EFL.9-12.17a** Identify causes of economic hardship and explain how savings can serve as a buffer against these hardships.	**EFL.9-12.17b** Identify needs or wants that are "purchases for now" and "things to save for."	**EFL.9-12.17c** Describe reasons for saving money.
EFL.9-12.18 Different costs and benefits are associated with saving and investing alternatives.	**EFL.9-12.18a** Identify purposes of saving or investing.	**EFL.9-12.18b** List some alternatives to traditional savings.	**EFL.9-12.18c** Identify one alternative to traditional savings.
EFL.9-12.19 Banks, brokerages and insurance companies provide access to investments, such as certificates of deposit, stocks, bonds and mutual funds.	**EFL.9-12.19a** Identify basic ways to save money (e.g., savings account, bonds, annuities) and the advantages and limitations of each.	**EFL.9-12.19b** Identify procedures to create and use a savings account.	**EFL.9-12.19c** Identify the purpose of a bank.
	Credit and Debit		
EFL.9-12.20 There are costs and benefits associated with various sources of credit available from different types of financial institutions.	**EFL.9-12.20a** Describe the advantages and disadvantages of different ways to borrow money (e.g., credit card, bank, family loan).	**EFL.9-12.20b** Identify different ways to borrow money.	**EFL.9-12.20c** Identify one method of borrowing money.
EFL.9-12.21 Credit and debt can be managed to maintain credit worthiness.	**EFL.9-12.21a** Determine whether a financial choice will increase or decrease credit worthiness.	**EFL.9-12.21b** Locate the interest rate and the minimum payment on a credit-card statement.	**EFL.9-12.21c** Identify a choice that increases credit worthiness.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
EFL.9-12.22 Consumer protection laws provide financial safeguards.	**EFL.9-12.22a** Provide an example of how consumer protection laws provide financial safeguards.	**EFL.9-12.22b** Identify the purpose of consumer protection laws.	**EFL.9-12.22c** Identify meaning of *law*.
Risk Management			
EFL.9-12.23 Property and liability insurance protect against risks associated with use of property.	**EFL.9-12.23a** Identify and describe different types of insurance and the benefits covered by each (e.g., property, car).	**EFL.9-12.23b** Match different types of insurance to their benefits (e.g., car/car accident, property insurance).	**EFL.9-12.23c** Identify one or more reasons to use property or accident insurance.
EFL.9-12.24 Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	**EFL.9-12.24a** Identify and describe different types of insurance and the benefits covered by each (e.g., health, life).	**EFL.9-12.24b** Match different types of insurance to their benefits (e.g., disability, life, health).	**EFL.9-12.24c** Identify one or more reasons to use health insurance.
EFL.9-12.25 Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	**EFL.9-12.25a** Describe reasons to safeguard personal financial information.	**EFL.9-12.25b** Identify ways to keep financial information safe (e.g., don't share personal financial information with others, store checkbook in desk, protect computer passwords).	**EFL.9-12.25c** Identify safe locations to carry personal money (e.g., wallet, purse).

CONTEMPORARY WORLD ISSUES

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Global Connections		
CWI.9-12.1 Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.	**CWI.9-12.1a** Provide examples of treaties that increased inter-connectedness of nations and/or peoples.	**CWI.9-12.1b** Define *alliance*.	**CWI.9-12.1c** Identify reasons why groups of people might trade.
CWI.9-12.2 Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.	**CWI.9-12.2a** Explain how advances in communication technology can make communication easier.	**CWI.9-12.2b** Identify several advances in communications technology (e.g., telegraph, telephone, Internet).	**CWI.9-12.2c** Identify one advancement in communications technology (e.g., telegraph, telephone, Internet).
	Civic Participation and Skills		
CWI.9-12.3 Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	**CWI.9-12.3a** Research and explain the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking sites, weather reports).	**CWI.9-12.3b** Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment).	**CWI.9-12.3c** Identify different forms of media (e.g., television, Internet, radio).
CWI.9-12.4 Individuals can assess how effective communicators address diverse audiences.	**CWI.9-12.4a** Evaluate how effective communicators address diverse audiences.	**CWI.9-12.4b** Identify one way that communicators address diverse audiences.	**CWI.9-12.4c** Define *diversity*.
CWI.9-12.5 Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	**CWI.9-12.5a.1** Express an opinion on a current topic and support it with reasons and clear evidence. **CWI.9-12.5a.2** Explain how individuals can influence global issues.	**CWI.9-12.5b.1** Express an opinion on a current topic and give one piece of supporting evidence. **CWI.9-12.5b.2** Identify ways an individual can influence a current event.	**CWI.9-12.5c.1** Express an opinion on a current topic. **CWI.9-12.5c.2** Identify a current event.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
CWI.9-12.6 Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans and assessing the positive and negative results of actions taken.	**CWI.9-12.6a** Actively participate in a group project to research a current topic and propose solutions.	**CWI.9-12.6b** Identify information on a current topic to help solve a problem.	**CWI.9-12.6c** Identify information related to a current issue.
CWI.9-12.7 Individuals can participate through non-governmental organizations to help address humanitarian needs.	**CWI.9-12.7a** Provide examples of non-governmental organizations that address humanitarian needs.	**CWI.9-12.7b** Define *non-governmental organization*.	**CWI.9-12.7c** Identify a non-governmental organization.
Civil and Human Rights			
CWI.9-12.8 Beliefs about civil and human rights vary among social and governmental systems.	**CWI.9-12.8a** Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).	**CWI.9-12.8b** Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).	**CWI.9-12.8c** Identify rights students have in school/family/ community.
CWI.9-12.9 Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation, particularly as it relates to injustices against minority groups.	**CWI.9-12.9a** Compare and contrast reasons one country may or may not pursue interests in another country (e.g., human and civil rights, economic interests).	**CWI.9-12.9b** Identify reasons one country may or may not pursue interests in another country (e.g., human and civil rights, economic interests).	**CWI.9-12.9c** Identify a basic human right as defined by a nation or international organization.
CWI.9-12.10 Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	**CWI.9-12.10a** Research and describe one modern instance of genocide and how an individual, organization or nation responded.	**CWI.9-12.10b** Define *genocide*.	**CWI.9-12.10c** Identify one region that has experienced a modern instance of genocide.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Sustainability		
CWI.9-12.11 Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	**CWI.9-12.11a** Identify several human activities and their consequences for future generations (e.g., energy use, food production, environmental damage).	**CWI.9-12.11b** Identify multiple human activities that have a positive impact on ecological, social or economic systems in the community.	**CWI.9-12.11c** Identify a human activity that has a positive impact on ecological, social or economic systems in the community.
CWI.9-12.12 Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	**CWI.9-12.12a** Compare and contrast viewpoints of various political, economic and cultural groups on sustainability issues.	**CWI.9-12.12b** Match sustainability issues to the populations they most affect.	**CWI.9-12.12c** Identify a sustainability issue.
CWI.9-12.13 International associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	**CWI.9-12.13a** Compare and contrast viewpoints of various political, economic and cultural groups on sustainability issues.	**CWI.9-12.13b** Match sustainability issues to the populations they most affect.	**CWI.9-12.13c** Identify a sustainability issue.
	Technology		
CWI.9-12.14 The development and use of technology influences economic, political, ethical and social issues.	**CWI.9-12.14a** Describe how the use of technology can influence economic, political, ethical and/or social issues.	**CWI.9-12.14b** Identify ways that the use of technology can influence economic, political, ethical and/or social issues.	**CWI.9-12.14c** Identify a technology tool that has influenced economic and/or social issues.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
National Security and International Diplomacy			
CWI.9-12.15 Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.	**CWI.9-12.15a** Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).	**CWI.9-12.15b** Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).	**CWI.9-12.15c** Match a technological advancement and its benefit to society (e.g., a defibrillator and the heart).
CWI.9-12.16 Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs, in services or products, creation of ethnic enclaves.	**CWI.9-12.16a** Research and describe governmental organizations that work to protect national security.	**CWI.9-12.16b** Identify a governmental organization that works to protect national security and explain what it does.	**CWI.9-12.16c** Identify a governmental organization that works to protect national security.
CWI.9-12.17 Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	**CWI.9-12.17a** Explain how diplomatic efforts mitigate conflict.	**CWI.9-12.17b** Define *diplomacy*.	**CWI.9-12.17c** Identify a global organization that works to reduce conflicts.
CWI.9-12.18 Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.	**CWI.9-12.18a** Research and describe international and national organizations that work to protect national security.	**CWI.9-12.18b** Identify an international or national organization that works to protect national security and explain what it does.	**CWI.9-12.18c** Identify an international or national organization that works to protect national security.
Global Economy			
CWI.9-12.19 The global economy creates advantages and disadvantages for different segments of the world's population.	**CWI.9-12.19a** Compare and contrast advantages and disadvantages to different segments of the population due to the global economy.	**CWI.9-12.19b** Describe a possible advantage or disadvantage for a segment of the population due to the global economy.	**CWI.9-12.19c** Identify a possible disadvantage for a segment of the population due to the global economy.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
CWI.9-12.20 Trade agreements, multinational organizations, embargoes and protectionism impact markets.	**CWI.9-12.20a** Describe a product produced in the United States that is consumed in another country.	**CWI.9-12.20b** Identify a product produced in the United States and other countries.	**CWI.9-12.20c** Define *trade agreements*.
CWI.9-12.21 The distribution of wealth and economic power among countries changes over time.	**CWI.9-12.21a** Research and describe a country that has experienced economic change over time.	**CWI.9-12.21b** Identify various countries that have experienced economic change over time.	**CWI.9-12.21c** Identify a country that has experienced economic change over time.
CWI.9-12.22 The global economy creates interdependence so that economic circumstances in one country impact events in other countries.	**CWI.9-12.22a** Explain how a given economic circumstance in one country might impact events in another country.	**CWI.9-12.22b** Define *economic interdependence*.	**CWI.9-12.22c** Identify two countries that currently experience economic interdependence.

WORLD GEOGRAPHY

Learning Standard	*Complexity a*	*Complexity b*	*Complexity c*
Most Complex ←			→ Least Complex
Spatial Thinking and Skills			
WG.9-12.1 Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	**WG.9-12.1a** Define the properties and functions of a geographic representation (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, remote sensing, geographic visualizations).	**WG.9-12.1b** Identify the properties and functions of a specific map to determine its purpose (e.g., weather, location, store locations, bus line).	**WG.9-12.1c** Sort maps based on their purpose.
WG.9-12.2 Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem-solving.	**WG.9-12.2a** Compare and contrast geographic representations and geospatial technologies to investigate their purposes.	**WG.9-12.2b** Identify the purpose of a geographic representation or geospatial technology.	**WG.9-12.2c** Match the geographic representation or geospatial technology with a device that supports it (e.g., GPS in car or phone).
Environment and Society			
WG.9-12.3 Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control; construction of a city bypass reduces commercial activity in the city center; implementation of dry farming techniques in a region leads to new transportation links and hubs).	**WG.9-12.3a** Describe human changes to the environment in given areas that led to changes in other areas.	**WG.9-12.3b** Identify human changes to the environment in one area that led to change in another area.	**WG.9-12.3c** Identify human modifications that can change the environment (e.g., highway, factory, dam).
WG.9-12.4 Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as a heat source and using extra insulation to retain heat).	**WG.9-12.4a** Describe ways society has adapted to an opportunity or constraint presented by the physical environment.	**WG.9-12.4b** Identify one way a society has adapted to an opportunity or constraint presented by the physical environment.	**WG.9-12.4c** Identify a potential adaptation to a physical environment (e.g., solar panel, hydroelectric plant).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
WG.9-12.5 Physical processes influence the formation and distribution of renewable, non-renewable and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels; erosion plays a role in the formation of sedimentary rocks; rainfall patterns affect regional drainage patterns).	**WG.9-12.5a** Identify ways renewable and non-renewable resources are used by people.	**WG.9-12.5b** Distinguish between renewable and non-renewable resources.	**WG.9-12.5c** Identify resources that are renewable and non-renewable.
WG.9-12.6 There are costs and benefits of using renewable, non-renewable and flow resources (e.g., availability, sustainability, environmental impact, expense).	**WG.9-12.6a** Compare and contrast the costs and benefits of using renewable and non-renewable resources.	**WG.9-12.6b** Match a renewable and non-renewable resources with its cost or benefit.	**WG.9-12.6c** Identify resources that are renewable and non-renewable.
WG.9-12.7 Human interaction with the environment is affected by cultural characteristics and technological resources (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	**WG.9-12.7a** Research how human interactions within the environment are affected by culture and by technological resources.	**WG.9-12.7b** Identify a cultural characteristic or technological resource that is affected by human interaction.	**WG.9-12.7c** Match a cultural characteristic or technological resource and how it is affected by human interaction (e.g., plowing with oxen vs. plowing with tractors).
Movement			
WG.9-12.8 Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	**WG.9-12.8a** Research and explain factors that contribute to human migrations.	**WG.9-12.8b** Describe factors that contribute to human migrations.	**WG.9-12.8c** Identify a factor that contributes to human migrations.
WG.9-12.9 Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	**WG.9-12.9a** Explain the impact immigration has for a geographical area (e.g., new stores, restaurants, buildings, parks, etc.).	**WG.9-12.9b** Identify several impacts of human migrations to a given area (e.g., road expansion, new schools, more restaurants, etc.).	**WG.9-12.9c** Identify an impact of human migrations to a given area (e.g., road expansion, new schools, more restaurants, etc.).

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
WG.9-12.10 Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affecting stock markets in different countries).	**WG.9-12.10a** Explain how a commonly used product is produced used, and supported in different parts of the world.	**WG.9-12.10b** Illustrate the interdependence using a common product or buisness.(e.g., vehicle made from different parts around the world).	**WG.9-12.10c** Identify items that have been made in another country.
Region			
WG.9-12.11 Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	**WG.9-12.11a** Define the characteristics (formal, functional and perceptual) of an identified region.	**WG.9-12.11b** Describe physical and human characteristics of the local region.	**WG.9-12.11c** Identify human or physical characteristics of the local region.
WG.9-12.12 The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	**WG.9-12.12a** Explain ways that a region changes due to human activity (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	**WG.9-12.12b** Identify changes that have occurred in various regions over time.	**WG.9-12.12c** Identify a change that has occurred in a given region over time.
WG.9-12.13 There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	**WG.9-12.13a** Compare and contrast the interconnections among physical and human regions the characteristics of an identified region.	**WG.9-12.13b** Describe physical and human characteristics of a region.	**WG.9-12.13c** Identify human or physical characteristics of a region.
WG.9-12.14 Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	**WG.9-12.14a** Research and explain how a region is impacted by geographical issues.	**WG.9-12.14b** Identify ways that a region is impacted by a geographical issue.	**WG.9-12.14c** Identify one way that a region is impacted by a geographical issue.

Learning Standard	***Complexity a***	***Complexity b***	***Complexity c***
Most Complex ←			→ Least Complex
	Human Settlement		
WG.9-12.15 Patterns of settlement change over time in terms of functions, sizes and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	**WG.9-12.15a** Evaluate patterns of human settlement over time.	**WG.9-12.15b** Given a pattern of human development, identify how that settlement has changed over time.	**WG.9-12.15c** Sequence two or more settlement changes in a region over time.
WG.9-12.16 Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	**WG.9-12.16a** Compare and contrast the pros and cons of urbanization.	**WG.9-12.16b** Explain urbanization (who, what, where, when, how/why).	**WG.9-12.16c** Identify a pro or a con of urbanization.
	Globalization		
WG.9-12.17 Globalization has shaped new cultural, economic and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	**WG.9-12.17a** Summarize the consequences (cultural, economic, physical or political) of globalization.	**WG.9-12.17b** Identify an impact of globalization on cultural, economic or political ideas.	**WG.9-12.17c** Match an impact on globalization on whether it is cultural, economic or political.
WG.9-12.18 Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development impacts local ecosystems and economies, computer hacking into sensitive databases leads to insecurity).	**WG.9-12.18a** Summarize the consequences (cultural, economic, physical or political) of globalization.	**WG.9-12.18b** Identify several consequences of globalization.	**WG.9-12.18c** Match the consequences of globalization with its area of impact (cultural, economic, physical or political).
WG.9-12.19 Global trade and communication systems reduce the effect of time on the distribution of goods, services and information (e.g., sustainability of perishable foods, online brokering versus personal brokers, Internet access versus library access).	**WG.9-12.19a** Compare and contrast communication systems to reduce the effect of time on distribution of goods, services and information.	**WG.9-12.19b** Identify the effect of a given cause of global trade that reduces the effect of time on distribution of goods, services and information.	**WG.9-12.19c** Sequence global trade and communication systems that reduce the effect of time on the distribution of goods, services and information.

Acknowledgements

The Ohio Department of Education's Office of Curriculum and Assessment and Office for Exceptional Children collaborated to develop Ohio Learning Standards-Extended. A writing committee, comprised of special educators, regular educators, administrators, parents and other stakeholders around the state of Ohio came together to create these Extensions.

Ohio Learning Standards-Extended would not be possible without the support of all who worked tirelessly to create a guiding tool to support access to the general education curriculum for all students. The following individuals served on our writing committee, providing extensive time, dedication, thought and expertise to this project. Sincere appreciation goes to:

Beth Okolish
Anna Baehr
Karl Flaugher Jr.
Candace Crawford
Abby Buckerfield
Danielle Levesque
Ryan McClenathan
Wendy Poston
Lauren Reichenbach
Sara Miller
Theresa Nixon
Lisa Schenkelberg
Patrick Tannish
Heather Turner
Melissa Wilkerson-Stewart

Stark County ESC
Worthington Schools
Gahanna-Jefferson Local Schools
Knox County ESC
Olentangy Schools
New Albany-Plain Local Schools
Crestview Local Schools
Pickerington Local Schools
Ontario Local Schools
Madison Local School District
Fairfield County ESC
State Support Team 16
Help Me Grow of Cuyahoga County
Gahanna-Jefferson Local Schools
Cincinnati City Schools

Shawna Benson
Amber Brown
Angie Chapple-Wang
David Harms
Christine Irby
Cassandra Hoagland
Geoff Mize
Charles Kemp
Jessica Mather
Billie Rossman
Tara Ruckman
Char Shryock
Kristie Stuber
Angie McMurry

OCALI
Dublin Schools
State Support Team 3
Penta Career Center
Dayton City
Clear Fork Valley School
Westerville City
Portsmouth City
Mount Vernon City
Streetsboro City Schools
Pickerington Local
Bay Village City Schools
Dublin City Schools
Darke County ESC

Special thanks to Shawna Benson, Program Director - Teaching Diverse Learners Center OCALI, who was essential to the development of the extended standards.

Gratitude is due to the following individuals from the American Institutes for Research for their time and knowledge during this process:

Dee Wagner
James McCann
Roshanak Matewere
Matt Greathouse
Christy Kulczycki
Caitlin Crain
Paula Sable
Bree Taylor

Finally, thanks to all who provided comments, support and guidance along the way including family and community members, university faculty, school administrators, teachers and others. Ohio's Learning Standards-Extended would not be possible without the support of all who worked tirelessly to create a guiding tool to support access to the general education curriculum for all students. For additional information contact the department's Office of Assessment at 614-466-1317.