





# 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





































































































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


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←  Least Complex			
<b><u>The Cold War (1945–1991)</u></b>			
<b>MWH.9-12.17</b> The United States and the Soviet Union became superpowers and competed for global influence.	<b>MWH.9-12.17a</b> Explain key differences between the United States and the Soviet Union in the decades following World War II (e.g., government and economic systems)	<b>MWH.9-12.17b</b> Describe the relationship between the United States and the Soviet Union in the decades following World War II (e.g., the Cold War)	<b>MWH.9-12.17c</b> Identify the United States and Soviet Union (or Russia) on a globe or map.
<b>MWH.9-12.18</b> Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	<b>MWH.9-12.18a</b> Explain how World War II contributed to the creation of East and West Germany.	<b>MWH.9-12.18b</b> Explain what the United Nations does.	<b>MWH.9-12.18c</b> Identify the purpose of a treaty.
<b>MWH.9-12.19</b> Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	<b>MWH.9-12.19a</b> Explain causes of historic regional conflicts in the Middle East.	<b>MWH.9-12.19b</b> Identify countries that have been involved in historic regional conflicts in the Middle East.	<b>MWH.9-12.19c</b> Identify a country in the Middle East.
<b>MWH.9-12.20</b> Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	<b>MWH.9-12.20a</b> Research and summarize a nationalist movement in Africa or Southeast Asia.	<b>MWH.9-12.20b</b> Define <i>nationalism</i> .	<b>MWH.9-12.20c</b> Identify a country that experienced a nationalist movement following World War II.
<b>MWH.9-12.21</b> Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	<b>MWH.9-12.21a</b> Match political and/or social struggles with the resulting expanded rights and/or freedoms for women and/or indigenous peoples.	<b>MWH.9-12.21b</b> Define <i>indigenous</i> .	<b>MWH.9-12.21c</b> 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			
<b>Globalization (1991–Present)</b>			
<b>MWH.9-12.22</b> 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.	<b>MWH.9-12.22a</b> Describe an impact resulting from the breakup of the Soviet Union.	<b>MWH.9-12.22b</b> List multiple countries that formerly belonged to the Soviet Union.	<b>MWH.9-12.22c</b> Identify a country that formerly belonged to the Soviet Union.
<b>MWH.9-12.23</b> Regional and ethnic conflicts in the post–Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	<b>MWH.9-12.23a</b> Link a post–Cold War act of terrorism, genocide or ethnic cleansing with a regional or ethnic conflict.	<b>MWH.9-12.23b</b> Define <i>terrorism</i> , <i>genocide</i> and <i>ethnic cleansing</i> .	<b>MWH.9-12.23c</b> Identify an example of terrorism.
<b>MWH.9-12.24</b> Political and cultural groups have struggled to achieve self-governance and self-determination.	<b>MWH.9-12.24a</b> Identify several political groups that struggled to achieve self-governance and describe their struggles.	<b>MWH.9-12.24b</b> Identify several political and cultural groups that have struggled to achieve self-governance.	<b>MWH.9-12.24c</b> Identify a political or cultural group that has struggled to achieve self-governance.
<b>MWH.9-12.25</b> Emerging economic powers and improvements in technology have created a more interdependent global economy.	<b>MWH.9-12.25a</b> Explain how an emerging economic power or an improvement in technology has created a more interdependent global economy.	<b>MWH.9-12.25b</b> Define <i>interdependence</i> .	<b>MWH.9-12.25c</b> Identify an emerging economic power.
<b>MWH.9-12.26</b> Proliferation of nuclear weapons has created a challenge to world peace.	<b>MWH.9-12.26a</b> Explain how the proliferation of nuclear weapons has created a challenge to world peace.	<b>MWH.9-12.26b</b> Identify countries besides the United States and Russia that have nuclear weapons.	<b>MWH.9-12.26c</b> Identify a country that has nuclear weapons.
<b>MWH.9-12.27</b> The rapid increase of global population, coupled with rising life expectancy and mass migrations, has created societal and governmental challenges.	<b>MWH.9-12.27a</b> Explain the relationship between increased life expectancy and the global population.	<b>MWH.9-12.27b</b> Identify causes of global societal challenges (e.g., increased global population, increased life expectancy, mass migrations).	<b>MWH.9-12.27c</b> Match definitions to the terms <i>global population</i> and <i>life expectancy</i> .


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>
Most Complex ←  → Least Complex			
<b>MWH.9-12.28</b> 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.	<b>MWH.9-12.28a</b> Explain reasons that environmental issues are a concern for people all around the world.  Content Connection Examples: terrorism, Internet, global concerns for the environment	<b>MWH.9-12.28b</b> Define <i>sustainability</i> .	<b>MWH.9-12.28c</b> Identify ways to reduce pollution in the community.


## ECONOMICS AND FINANCIAL LITERACY

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


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>
Most Complex ←  Least Complex			
<b>EFL.9-12.6</b> 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.	<b>EFL.9-12.6a</b> Research a product over time and explain how competition affected its price (e.g., computers, cars, houses, cameras, etc.).	<b>EFL.9-12.6b</b> Identify how competition has changed a given product over time.	<b>EFL.9-12.6c</b> Identify a product that has changed over time due to competition.
<b>Government and the Economy</b>			
<b>EFL.9-12.7</b> 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.	<b>EFL.9-12.7a</b> Summarize how various economic factors influence a nation's economy.	<b>EFL.9-12.7b</b> Identify economic factors that influence a nation's economy.	<b>EFL.9-12.7c</b> Identify an economic factor that influences a nation's economy.
<b>EFL.9-12.8</b> Economic policy decisions made by governments result in both intended and unintended consequences.	<b>EFL.9-12.8a</b> Research an economic policy decision or government regulation and explain a consequence.	<b>EFL.9-12.8b</b> Identify one consequence of a given economic policy decision or government regulation.	<b>EFL.9-12.8c</b> Match an economic policy decision or government regulation with a consequence.
<b>Global Economy</b>			
<b>EFL.9-12.9</b> When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	<b>EFL.9-12.9a</b> Compare products produced in various regions or nations to determine the advantages.	<b>EFL.9-12.9b</b> Identify goods imported to or exported from the United States.	<b>EFL.9-12.9c</b> Identify a good imported to the United States.
<b>EFL.9-12.10</b> Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	<b>EFL.9-12.10a</b> Research and explain a trade agreement that the United States has with another country.	<b>EFL.9-12.10b</b> Define a tariff and a trade agreement.	<b>EFL.9-12.10c</b> Identify exports and imports.

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


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


<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>
Most Complex ←  Least Complex			
<b>EFL.9-12.22</b> Consumer protection laws provide financial safeguards.	<b>EFL.9-12.22a</b> Provide an example of how consumer protection laws provide financial safeguards.	<b>EFL.9-12.22b</b> Identify the purpose of consumer protection laws.	<b>EFL.9-12.22c</b> Identify meaning of <i>law</i> .
<b>Risk Management</b>			
<b>EFL.9-12.23</b> Property and liability insurance protect against risks associated with use of property.	<b>EFL.9-12.23a</b> Identify and describe different types of insurance and the benefits covered by each (e.g., property, car).	<b>EFL.9-12.23b</b> Match different types of insurance to their benefits (e.g., car/car accident, property insurance).	<b>EFL.9-12.23c</b> Identify one or more reasons to use property or accident insurance.
<b>EFL.9-12.24</b> Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	<b>EFL.9-12.24a</b> Identify and describe different types of insurance and the benefits covered by each (e.g., health, life).	<b>EFL.9-12.24b</b> Match different types of insurance to their benefits (e.g., disability, life, health).	<b>EFL.9-12.24c</b> Identify one or more reasons to use health insurance.
<b>EFL.9-12.25</b> Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	<b>EFL.9-12.25a</b> Describe reasons to safeguard personal financial information.	<b>EFL.9-12.25b</b> Identify ways to keep financial information safe (e.g., don't share personal financial information with others, store checkbook in desk, protect computer passwords).	<b>EFL.9-12.25c</b> 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			
<b>Global Connections</b>			
<b>CWI.9-12.1</b> Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.	<b>CWI.9-12.1a</b> Provide examples of treaties that increased inter-connectedness of nations and/or peoples.	<b>CWI.9-12.1b</b> Define <i>alliance</i> .	<b>CWI.9-12.1c</b> Identify reasons why groups of people might trade.
<b>CWI.9-12.2</b> 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.	<b>CWI.9-12.2a</b> Explain how advances in communication technology can make communication easier.	<b>CWI.9-12.2b</b> Identify several advances in communications technology (e.g., telegraph, telephone, Internet).	<b>CWI.9-12.2c</b> Identify one advancement in communications technology (e.g., telegraph, telephone, Internet).
<b>Civic Participation and Skills</b>			
<b>CWI.9-12.3</b> 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.	<b>CWI.9-12.3a</b> Research and explain the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking sites, weather reports).	<b>CWI.9-12.3b</b> Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment).	<b>CWI.9-12.3c</b> Identify different forms of media (e.g., television, Internet, radio).
<b>CWI.9-12.4</b> Individuals can assess how effective communicators address diverse audiences.	<b>CWI.9-12.4a</b> Evaluate how effective communicators address diverse audiences.	<b>CWI.9-12.4b</b> Identify one way that communicators address diverse audiences.	<b>CWI.9-12.4c</b> Define <i>diversity</i> .
<b>CWI.9-12.5</b> Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	<b>CWI.9-12.5a.1</b> Express an opinion on a current topic and support it with reasons and clear evidence. <b>CWI.9-12.5a.2</b> Explain how individuals can influence global issues.	<b>CWI.9-12.5b.1</b> Express an opinion on a current topic and give one piece of supporting evidence. <b>CWI.9-12.5b.2</b> Identify ways an individual can influence a current event.	<b>CWI.9-12.5c.1</b> Express an opinion on a current topic. <b>CWI.9-12.5c.2</b> Identify a current event.



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

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

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

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











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