



Ohio

Ohio's Learning Standards – Extended Social Studies

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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:

GRADE 3

Grade Level

Three levels of complexity


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 sources can be used to show change over time.	SS.3.2a Sort pictures or objects that identify events/tools from past	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).


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
<u>Civic Participation and Skills</u>			
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).
<u>Rules and Laws</u>			
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.
<u>Roles and Systems of Government</u>			
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
<p>Most Complex ←  Least Complex</p>			
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

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
<u>Historical Thinking</u>			
<u>Heritage</u>			
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.


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
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.
<u>Spatial Thinking and Skills</u>			
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).
<u>Places and Regions</u>			
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			
<u>Rules and Laws</u>			
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. <i>Content Connections: U.S. Constitution (4)</i>	SS.4.18a Identify basic rights of U.S. citizens.	SS.4.18c Identify a right you have as a student.
<u>Roles and Systems of Government</u>			
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).
<u>Economic Decision-Making and Skills</u>			
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.
<u>Production and Consumption</u>			
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.


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
<u>Financial Literacy</u>			
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


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  → Least Complex			
<u>Historical Thinking</u>			
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.
<u>Early Civilizations</u>			
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.
<u>Heritage</u>			
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.
<u>Spatial Thinking and Skills</u>			
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			
<u>Places and Regions</u>			
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.
<u>Human Systems</u>			
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


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
<u>Historical Thinking</u>			
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.
<u>Early Civilizations</u>			
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).
<u>Spatial Thinking and Skills</u>			
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			
<u>Places and Regions</u>			
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).
<u>Human Systems</u>			
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.
<u>Civic Participation and Skills</u>			
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			
<u>Roles and Systems of Government</u>			
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).
<u>Economic Decision-Making and Skills</u>			
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.
<u>Scarcity</u>			
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			
<u>Markets</u>			
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).
<u>Financial Literacy</u>			
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

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  → Least Complex			
<u>Historical Thinking</u>			
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.
<u>Early Civilizations</u>			
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.
<u>Feudalism and Transitions</u>			
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 <i>Renaissance</i> 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.
First Global Age			
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

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
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.
<u>A New Nation</u>			
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.
<u>Expansion</u>			
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 <i>war</i> .
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			
<u>Roles and Systems of Government</u>			
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.
<u>Economic Decision-Making and Skills</u>			
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.
<u>Production and Consumption</u>			
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.
<u>Markets</u>			
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


AMERICAN HISTORY

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
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.

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
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 societal 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 <i>isolationism</i> .	AMH.9-12.15c Identify the purpose of a treaty.
Prosperity, Depression and the New Deal (1919-1941)			
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.

Learning Standard	Complexity a	Complexity b	Complexity c
<p style="text-align: center;">Most Complex ←  Least Complex</p>			
From Isolation to World War (1930–1945)			
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 <i>nuclear age</i> .	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 <i>cold</i> in Cold War means.	AMH.9-12.24c Identify people who were influential during the Cold War.


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←  Least Complex			
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.
AMH.9-12.26 The collapse of communist governments in Eastern Europe and the U.S.S.R. brought an end to the Cold War.	AMH.9-12.26a. Explain the connection between the collapse of a government in Eastern Europe or the U.S.S.R. that brought an end to the Cold War.	AMH.9-12.26b. Explain how a specific government in Eastern Europe collapsed.	AMH.9-12.26c. Identify a communist government in Eastern Europe that collapsed in 1989.


Social Transformation in the United States (1945–1994)			
AMH.9-12.27 Following World War II, the United States experienced a struggle for racial and gender equality and the expansion of civil rights.	AMH.9-12.27a Explain how African Americans and women continued their efforts to gain their civil rights following World War II.	AMH.9-12.27b Identify a famous African American and/or woman and their contributions to post–World War II society.	AMH.9-12.27c Identify a right of women, African Americans or minorities were fighting for during the civil rights era .
AMH.9-12.28 The postwar economic boom and advances in science and technology produced changes in American life.	AMH.9-12.28a Explain how advancements in technology contributed to changes in society after World War II.	AMH.9-12.28b Identify a post–World War II technology and explain how it improved a way of life.	AMH.9-12.28c Identify a technological advancement that influenced society following World War II.


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
AMH.9-12.29 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.9-12.29a Identify and research one immigrant group; explain where they settled and what they did (e.g., home, work).	AMH.9-12.29b Identify causes and effects of the migrations from the Rust Belt to the Sun Belt.	AMH.9-12.29c Match Rust Belt and Sun belt with their definitions.
AMH.9-12.30 Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	AMH.9-12.30a Identify differences in political beliefs between Republicans and Democrats.	AMH.9-12.30b Match political parties with their views on major topics (e.g., the economy, the environment, social welfare.)	AMH.9-12.30c Identify the two major political parties.
<u>United States and the Post–Cold War World (1991–Present)</u>			
AMH.9-12.31 Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	AMH.9-12.31a Describe a post–Cold War technological development and its impact.	AMH.9-12.31b Describe the growth and use of computers in one or more facet(s) of daily life.	AMH.9-12.31c Identify computers and how they are used, and describe how they affect daily life.
AMH.9-12.32 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.9-12.32a Explain the effects of the 2001 attacks on the United States, and describe subsequent changes in its domestic.	AMH.9-12.32b Describe the significance of the 2001 attacks on the United States.	AMH.9-12.32c Identify the places that were targeted in the September 2001 attacks.
AMH.9-12.33 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.9-12.33a Identify a current foreign policy issue, and evaluate how that issue affects the United States.	AMH.9-12.33b Identify a current foreign policy issue.	AMH.9-12.33c Identify a current school or community issue.


AMERICAN GOVERNMENT

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
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).
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.


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
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.
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.


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←  Least Complex			
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.
<u>Structure and Functions of the Federal Government</u>			
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.
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.
<u>Role of the People</u>			
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.


Learning Standard	Complexity a	Complexity b	Complexity c
Most Complex ←  Least Complex			
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.
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).


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
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


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  → Least Complex			
<u>Historical Thinking</u>			
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.
<u>Age of Enlightenment</u>			
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 (<i>political</i>) 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 <i>industrialization</i> .	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 <i>war</i> (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 <i>totalitarianism</i> and <i>appeasement</i> .	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			
<u>The Cold War (1945–1991)</u>			
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 <i>nationalism</i> .	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 <i>indigenous</i> .	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 <i>terrorism</i> , <i>genocide</i> and <i>ethnic cleansing</i> .	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 <i>interdependence</i> .	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 <i>global population</i> and <i>life expectancy</i> .


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 <i>sustainability</i> .	MWH.9-12.28c 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			
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.


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
<u>Working and Learning</u>			
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.
<u>Financial Responsibility and Money Management</u>			
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			
<u>Saving and Investing</u>			
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.
<u>Credit and Debit</u>			
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 <i>law</i> .
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 <i>alliance</i> .	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 <i>diversity</i> .
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 <i>non-governmental organization</i> .	CWI.9-12.7c Identify a non-governmental organization.
<u>Civil and Human Rights</u>			
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 <i>genocide</i> .	CWI.9-12.10c Identify one region that has experienced a modern instance of genocide.


<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
<u>Sustainability</u>			
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.
<u>Technology</u>			
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			
<u>National Security and International Diplomacy</u>			
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 <i>diplomacy</i> .	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.
<u>Global Economy</u>			
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 <i>trade agreements</i> .
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 <i>economic interdependence</i> .	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).
<u>Movement</u>			
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 business.(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.

<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>
Most Complex ←  Least Complex			
<u>Human Settlement</u>			
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.
<u>Globalization</u>			
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.

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