

AERO
SOCIAL STUDIES CURRICULUM FRAMEWORK
K-12 STANDARDS AND PERFORMANCE INDICATORS

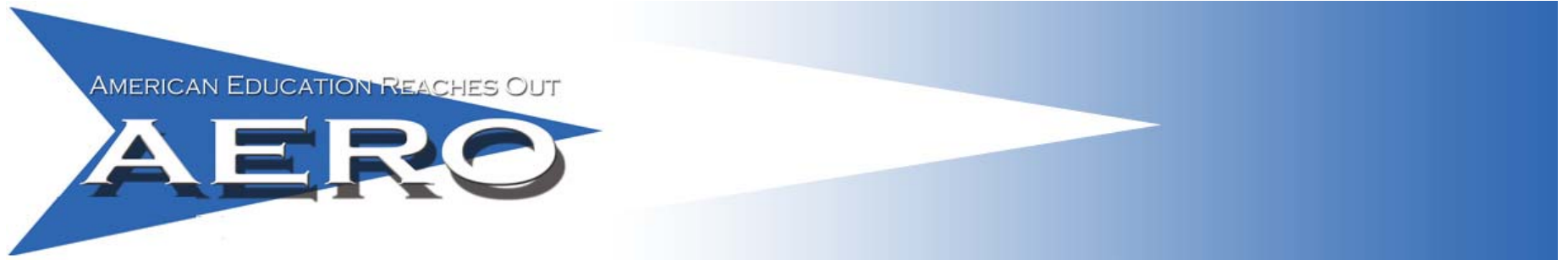


Table of Contents

Introduction and Explanation of Framework Components	3
Longstanding Ideas, Renewed Emphasis	3
Inquiry and Social Studies Practices	4
C3 and AERO Framework	5
Table 1: AERO Practices and C3 Dimensions	6
Assessing the Social Studies Practices	6
Table 2: AERO Social Studies Practices and Literacy Connections	7
AERO, International Baccalaureate Diploma Programme, and Advanced Placement	12
K-12 Framework Components	13
Standards, and Performance Indicators	13
K-12 Components of the Framework.	14
Grades K-2 Standards and Learning Progressions	15
Grades 3-5 Standards and Learning Progressions	24
Grades 6-8 Standards and Learning Progressions	33
Grades 9-12 Standards and Learning Progressions	41
High School Elective Courses	56
Appendix A: Literacy in History/Social Studies, Science, and Technical Subjects	66
References	80

Introduction and Explanation of Framework Components

Project AERO views social studies as a critical school subject that allows students to gain a comprehensive body of knowledge, understandings, and skills that will enable them to better understand the world as it was and currently is and provide them with the tools necessary to become critical and creative thinkers that can solve complex world problems now and in the future.

The National Council for the Social Studies (NCSS) defines social studies as:

...the integrated study of the social sciences and humanities to promote civic competence. Within the school program, social studies provides coordinated, systematic study drawing upon such disciplines as anthropology, archaeology, economics, geography, history, law, philosophy, political science, psychology, religion, and sociology, as well as appropriate content from the humanities, mathematics, and natural sciences. The primary purpose of social studies is to help young people make informed and reasoned decisions for the public good as citizens of a culturally diverse, democratic society in an interdependent world.

The purpose of the AERO Social Studies Curriculum Framework is to provide schools with the foundational components for designing a Kindergarten through Grade 12 aligned curriculum and assessment program that prepares students with the knowledge and intellectual processes, practices, and dispositions to be active, informed, engaged participants in public life.

Longstanding Ideas, Renewed Emphasis

The authors of the original AERO Social Studies Framework (2002) designed standards which represented enduring ideas in the field and were international in scope. The first version of the Framework included eight K-12 standards with learning progressions in grade bands: K-2, 3-5, 6-8, and 9-12. The fundamental premise was that the standards remain consistent grade-to-grade, while evidence of learning progresses over time. By design, specific content or course topics were not included, thus allowing schools maximum flexibility to build curricula consistent with their missions and/or specific program needs.

During the revision process in 2012, the eight standards remained intact, but in response to requests from schools, the learning progressions were identified for each grade level. This expansion resulted in tighter sequential alignment of skills and related content across the grades. Schools also requested the addition of suggested course and/or content topics to be added. This was done; for example, Grade 1 focused on

family as context and grades six and seven on world regions. In addition, Enduring Understandings and Essential Questions were added for each standard to provide focus for student inquiry to be central to the classroom teaching and learning experiences.

The 2018-2019 revision process of the AERO Social Studies Framework has maintained the original K-12 standards and learning progressions based on the strength of their substance and their continued viability as the foundation for a robust and rigorous Social Studies curriculum. The Enduring Understandings and Essential Questions for each standard have also remained intact; however, the suggested course study or topics were removed to once again provide schools with greater flexibility when designing curriculum. The process has also recognized the merits of the *College, Career, and Civic Life (C3) Framework for Social Studies State Standards* (NCSS, 2013), specifically, as it relates to the pedagogical shift to greater emphasis on inquiry in the classroom. Though the focus on inquiry is not new to AERO social studies, this iteration of the framework gives it explicit emphasis. Questioning is key to learning, and by its nature, social studies promotes the use of questions throughout the learning process. As noted in the *Scholarly Rationale for the C3 Framework*, “A growing body of research on how students learn school subjects such as social studies repeatedly teaches us that students need opportunities to ask questions, pursue answers to those questions under the tutelage of expert teachers who can show them how to discipline their thinking processes, and take part in opportunities to communicate and act on their understandings.” (NCSS, 20).

Inquiry and Social Studies Practices

In the AERO Social Studies Curriculum Framework, questions play a key role in curriculum design. These questions aid students in the exploration of the disciplines in relation to the standards, while others transcend individual disciplinary categories and allow students to develop the habits of mind required of a social scientist. Social scientists share similar practices which refer to those habits of mind that cross the disciplines of social studies. The term practices is used instead of skills to stress that engaging in social studies inquiry requires coordination of knowledge and skills (NRC, 2012).

During the 2018-19 review process, five AERO Social Studies practices were developed, requiring students to:

1. Develop Questions and Plan Inquiries
2. Evaluate the Credibility of the Sources and Relevance of the Information to the Inquiry
3. Construct Coherent, Reasoned Arguments and Explanations
4. Communicate Conclusions From an Inquiry
5. Take Informed Action for the Common Good

C3 and AERO Framework

The C3 Framework resulted from the collaboration between representatives from several state educational agencies in the United States and various professional organizations. The process was coordinated by the National Council for the Social Studies (NCSS). The objectives of the effort were to:

- a. Enhance the rigor of the Social Studies disciplines
- b. Build critical thinking, problem solving, and participatory skills to become engaged citizens
- c. Align academic programs to the Common Core State Standards for English/Language Arts and Literacy in History and Social Studies

The C3 Framework contains four dimensions:

Dimension 1: Developing Questions and Planning Inquiries

Dimension 2: Applying Disciplinary Tools and Concepts

Dimension 3: Evaluating Sources and Using Evidence

Dimension 4: Communicating Conclusions and Taking Informed Action

It should be noted that the responsibility for education in the United States falls to the 50 individual states; there is no national curriculum per se. The developers recognized that fact and thus C3 “intentionally preserves the critical choices around the curricular content taught at each grade level as a decision best made by each state. It aims to support states creating standards that prepare young people for effective and successful participation in college, careers, and civic life.” (C3, p. 6.) **Dimension 2** includes descriptions of foundational concepts and disciplinary knowledge and tools associated with civics, economics, geography and history. The concepts illustrate the disciplinary ideas, such as political structures, economic decision making, spatial patterns, chronological sequencing, that help organize the curriculum and content states select. (C3, p.6) **Dimension 2** does not, however, include content standards, leaving that responsibility to the states. In lieu of individual state standards, the AERO Social Studies Framework with its deliberately developed and vetted standards and learning progressions provides the necessary content standards that C3 does not.

Dimensions 1,3, and 4 are linked to the AERO Social Studies practices outlined above. These practices reflect the Inquiry Literacies noted in the C3 Framework (2013). They describe the habits of mind that are critical for students to engage with disciplinary content, concepts, and skills. They are designed to enable students to acquire the necessary competencies to become informed global citizens who take constructive action for the common good.

Table 1 shows the alignment of the AERO Social Studies Practices and the C3 Dimensions:

AERO Social Studies Practices	C3 Dimensions
1. Develop Questions and Plan Inquiries	Dimension 1: Developing Questions and Planning Inquiries
	Note: AERO Social Studies Standards replace Dimension 2
2. Evaluate the Credibility of the Sources and Relevance of the Information to the Inquiry	Dimension 3: Evaluating Sources and Using Evidence
3. Construct Coherent, Reasoned Arguments and Explanations	
4. Communicate Conclusions from an Inquiry	Dimension 4: Communicating Conclusions and Taking Informed Action
5. Take Informed Action for the Common Good	

Assessing the Social Studies Practices

In order to integrate the planning and assessment of the practices within the social studies units, the AERO Framework has linked them to existing reading, writing, speaking and listening standards. This linkage emphasizes those skills that explicitly connect to inquiry, and recognizes the responsibility that social studies plays in honing those skills, such as determining explicit information, drawing logical inferences, citing evidence, etc. The practices can be assessed in Grades K-5 using the AERO English/Language Arts Standards in reading, writing, speaking and listening. For Grades 6-12, the practices can be assessed by way of the English/Language Arts Literacy in History /Social Studies, Science and Technical Subjects for Reading and Writing (see Appendix A), and in the AERO English/Language Arts Standards for Speaking, Listening, and Writing. The following table illustrates the connections between the AERO Social Studies Practices and those standards for Grades 6-12. The literacy standards for History/Social Studies (H/SS) are highlighted in yellow; the English/Language Arts Standards for Listening and Speaking are highlighted in green; the Writing Standards are highlighted in gray.

Table 2: AERO Social Studies Practices and Literacy Connections

AERO SOCIAL STUDIES PRACTICES	Explanation	History/ Social Studies Literacy Standard Connections
Develop questions and plan inquiries.	<ul style="list-style-type: none"> • Develop and refine questions used to initiate and sustain an inquiry • Identify sources helpful in focusing the inquiry and answering the questions. • Identify the focus of an inquiry as a local, regional, or global issue, challenge, or concern. 	<p><i>H/SS Reading 1.1</i> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><i>H/SS Writing 1.7</i> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><i>ELA Listening and Speaking LS.1</i> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
Evaluate the credibility of the sources and the relevance of the information to the inquiry. Construct coherent, reasoned arguments and explanations	<ul style="list-style-type: none"> • Gather information that reflects multiple perspectives from a variety of sources. • Analyze and interpret data to assess the credibility 	<p><i>H/SS Reading 1.1</i> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><i>H/SS Reading 1.2</i></p>

	<p>and relevance of the sources in order to refine the inquiry</p> <ul style="list-style-type: none"> • Use relevant evidence from credible sources in order to formulate claims and counterclaims and further develop logically sequenced, reasoned arguments and explanations. 	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><i>H/SS Reading 1.3</i> Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><i>H/SS Reading 1.4</i> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><i>H/SS Reading 1.5</i> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p><i>H/SS Reading 1.6</i> Assess how point of view or purpose shapes the content and style of a text.</p> <p><i>H/SS Reading 1.7</i> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><i>H/SS Reading 8.1</i> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> <p><i>H/SS Reading 1.9</i></p>
--	---	--

		<p>Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> <p><i>H/SS Reading 1.10</i> Read and comprehend complex literary and informational texts independently and proficiently.</p> <p><i>H/SS Writing 1.2</i> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization.</p> <p><i>H/SS Writing 1.7</i> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><i>ELA Writing Standard W.1</i> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><i>H/SS Writing 1.8</i> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><i>H/SS Writing 1.9</i> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
--	--	---

		<p><i>H/SS Writing 1.10</i> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><i>ELA Listening and Speaking LS.1</i> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Communicate conclusions from an inquiry.</p> <p>Take informed action for the common good.</p>	<ul style="list-style-type: none"> • Share the results of the inquiry with others. • Choose appropriate methods and media based on purpose and audience. • Use the conclusions from an inquiry to determine appropriate responses to issues, challenges, and concerns in society. • Take informed action based on results of an inquiry. 	<p><i>H/SS Reading 1.1</i> Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</p> <p><i>ELA Writing W.2</i> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><i>H/SS Writing 1.3</i> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.</p> <p><i>H/SS Writing 1.4</i> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><i>H/SS Writing 1.5</i> Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>

		<p><i>H/SS Writing 1.6</i> Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><i>H/SS Writing 1.7</i> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><i>ELA Writing W.1</i> Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.</p> <p><i>H/SS Writing 1.8</i> Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><i>ELA Listening and Speaking LS.1</i> Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><i>ELA Listening and Speaking LS.2</i> Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><i>ELA Listening and Speaking LS.3</i> Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.</p>
--	--	--

		<p><i>ELA Listening and Speaking LS.4</i> Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><i>ELA Listening and Speaking LS.5</i> Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><i>ELA Listening and Speaking LS.6</i> Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p>
--	--	---

AERO, International Baccalaureate Diploma Programme, and Advanced Placement

Many schools that have adopted Project AERO also offer the IB Diploma Programme and/or Advanced Placement courses in Grades 11 and 12. Project AERO does not work at cross purposes with either one of these programs. As the framework makes clear, many of the AERO performance indicators in the prioritized social studies disciplines are met by the end of the tenth grade. Of those that remain, many could be comfortably taught within the specialized AP courses or the framework of Group III (Individuals and Society) IBDP courses.

K-12 Framework Components

At the K-12 level the framework includes content standards, grade level performance indicators, enduring understandings and essential questions. All are key curricular “macro” components that should be included as schools design a fully- aligned student learning program for social studies. In addition, schools should consider developing and adopting a K-12 philosophy, inquiry-based transfer tasks, common rubrics, and any instructional agreements specific to the context of the school. This will establish the full complement of guiding documents for a comprehensive K-12 program.

Standards and Performance Indicators

The AERO Social Studies Standards are statements describing what students should know and be able to demonstrate by the end of Grade 12. Because the schools AERO seeks to serve are independent, their practices vary widely. Any set of performance indicators that would be meaningful to these schools have to be sufficiently flexible to appeal to a diverse group of schools with widely different histories, geographic locations, cultural traditions, and student bodies. As a result, Project AERO believes that the social studies performance indicators are largely free of historically specific information. The performance indicators serve as criteria for assessing and monitoring student learning. During the teaching and learning process, teachers design learning experiences that are aligned to these expectations. The graphic below illustrates the K-12 components of the framework.

1. K-12 Standards

2. Grade Band Enduring Understandings & Essential Questions

3. Grade Level Performance Indicators

Grade Level	3	4	5
Standard 7	(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors		
3-5 Enduring Understandings and Essential Questions for Standard 7	3-5 Enduring Understandings: • People have wants and needs which differ	3-5 Essential Questions: • Why do people buy what they do?	
	• People have limited resources and must make decisions about what to produce or buy	• Why cannot people buy what they want?	
	• People engage in different economic activities and trade to acquire goods and services they do not produce themselves.	• What kinds of products are made locally? What kinds are made in other places?	
	• Trade can be local or extend around the world	• How does trade work?	
3-5 Performance Indicators	7.5.cc Describe how changes in transportation and communication have affected trade and economic activities	7.5.a Describe characteristics, location, uses and management of renewable and non-renewable resources.	7.5.b Distinguish among human, natural, and capital resources.
	7.5.d Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services	7.5.d Explain and compare ways in which people satisfy their basic needs and wants.	7.5.c Describe how changes in transportation and communication have affected trade and economic activities.
	7.5.f Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.		7.5.e Describe how trade affects the way people earn their living in regions of the world.
			7.5.g Describe primary causes of world trade.

AERO K-12 Social Studies Framework

Grade Level	K	1	2
Standard 1	(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.		
K-2 Enduring Understandings And Essential Questions for Standard 1	<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • The past is a broad term referring to events that happened or people who lived before now. • The past cannot be changed. • Knowing about the past helps us to understand the present better. • The past is preserved in many ways, including in stories and in tales of folk heroes. • Events follow a sequence or happen in a given order. <p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • What is meant by “the past?” • How is the past different from the present? • Why is knowing about the past important? • How is knowledge about the past preserved? 		

Performance Indicators Grades K-2	1.2.a Identify stories about past events, people, places or situations	1.2.b. Differentiate between people, places, and events in the past, present and future.	1.2.a. Identify stories about past events, people, places or situations. 1.2.b. Differentiate between people, places, and events in the past, present and future. 1.2.c. Relate stories about past events, people, places, or situations to help our understanding of the past and present.		
Grade Level	K	1	2		
Standard 2 (Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.					
K-2 Enduring Understandings And Essential Questions for Standard 2	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> K-2 Enduring Understandings: <ul style="list-style-type: none"> • Conflict may occur when people disagree. • People in communities cooperate (work together) to meet their needs and solve conflicts. • Conflict occurs for many reasons, but essentially because people have different wants and needs. • People can work together in many ways </td> <td style="width: 50%; vertical-align: top;"> K-2 Essential Questions: <ul style="list-style-type: none"> • What is conflict? • What is cooperation? • Why do groups of people have conflict? • How can people work together? </td> </tr> </table>			K-2 Enduring Understandings: <ul style="list-style-type: none"> • Conflict may occur when people disagree. • People in communities cooperate (work together) to meet their needs and solve conflicts. • Conflict occurs for many reasons, but essentially because people have different wants and needs. • People can work together in many ways 	K-2 Essential Questions: <ul style="list-style-type: none"> • What is conflict? • What is cooperation? • Why do groups of people have conflict? • How can people work together?
K-2 Enduring Understandings: <ul style="list-style-type: none"> • Conflict may occur when people disagree. • People in communities cooperate (work together) to meet their needs and solve conflicts. • Conflict occurs for many reasons, but essentially because people have different wants and needs. • People can work together in many ways 	K-2 Essential Questions: <ul style="list-style-type: none"> • What is conflict? • What is cooperation? • Why do groups of people have conflict? • How can people work together? 				

Performance Indicators Grades K-2	<p>2.2.a. Give examples of conflict and cooperation among individuals and groups.</p> <p>2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.</p> <p>2.2.c. Identify that some ways of dealing with disagreements work better than others.</p>	<p>2.2.a. Give examples of conflict and cooperation among individuals and groups</p> <p>2.2.c. Identify that some ways of dealing with disagreements work better than others.</p>	<p>2.2.a. Give examples of conflict and cooperation among individuals and groups.</p> <p>2.2.b. Identify and describe factors that contribute to cooperation and factors that may cause conflict.</p>		
Grade Level	K	1	2		
Standard 3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment.					
K-2 Enduring Understandings And Essential Questions for Standard 3	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • People depend on their physical environment. • Different physical environments influence different cultures in distinct ways. • People adapt their physical environments in different ways. • Maps and globes and geographical techniques help people to understand better their physical environment. • Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity </td> <td style="width: 50%; vertical-align: top;"> <p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • Why does someone's physical environment matter? • How can you explain where a place is located? • What makes one place different from another place? </td> </tr> </table>			<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • People depend on their physical environment. • Different physical environments influence different cultures in distinct ways. • People adapt their physical environments in different ways. • Maps and globes and geographical techniques help people to understand better their physical environment. • Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity 	<p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • Why does someone's physical environment matter? • How can you explain where a place is located? • What makes one place different from another place?
<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • People depend on their physical environment. • Different physical environments influence different cultures in distinct ways. • People adapt their physical environments in different ways. • Maps and globes and geographical techniques help people to understand better their physical environment. • Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity 	<p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • Why does someone's physical environment matter? • How can you explain where a place is located? • What makes one place different from another place? 				

Performance Indicators Grades K-2	<p>3.2.b. Explain the concept of location.</p> <p>3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.</p>	<p>3.2.a. Describe ways in which people depend on the physical environment.</p> <p>3.2.b. Explain the concept of location.</p> <p>3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.</p> <p>3.2.d. Locate and distinguish between landforms.</p>	<p>3.2.c. Use maps and graphs, tables, and diagrams to read and display geographic information.</p> <p>3.2.e. Describe the influence of landforms and geographic features on human population and cultures.</p> <p>3.2.f. Differentiate between ways in which people from different cultures think about and adapt to the physical environment.</p>		
Grade Level	K	1	2		
Standard 4 <i>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</i>					
K-2 Enduring Understandings And Essential Questions for Standard 4	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. • Culture and a belief system (religion) are closely related. • Culture satisfies basic human needs, such as a sense of belonging. • Peoples' actions influence their culture; someone's culture influences their actions. </td> <td style="width: 50%; vertical-align: top;"> <p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • What is culture? • Why does culture matter? • What can we learn about societies through their culture? • How is it possible to distinguish between two cultures? • What does it mean to belong? • How does someone know how to behave, even when that person is not told how to? • How do different groups of people living in one place influence a culture? </td> </tr> </table>			<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. • Culture and a belief system (religion) are closely related. • Culture satisfies basic human needs, such as a sense of belonging. • Peoples' actions influence their culture; someone's culture influences their actions. 	<p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • What is culture? • Why does culture matter? • What can we learn about societies through their culture? • How is it possible to distinguish between two cultures? • What does it mean to belong? • How does someone know how to behave, even when that person is not told how to? • How do different groups of people living in one place influence a culture?
<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. • Culture and a belief system (religion) are closely related. • Culture satisfies basic human needs, such as a sense of belonging. • Peoples' actions influence their culture; someone's culture influences their actions. 	<p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • What is culture? • Why does culture matter? • What can we learn about societies through their culture? • How is it possible to distinguish between two cultures? • What does it mean to belong? • How does someone know how to behave, even when that person is not told how to? • How do different groups of people living in one place influence a culture? 				

Performance Indicators Grades K-2	4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.	4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other.	4.2.a. Identify regional folk heroes, stories, or songs that have contributed to the development of a region’s cultural history. 4.2.b. Describe how people in different types of institutions and organizations (e.g. families, schools, local religious communities, clubs, etc.) interact with each other. 4.2.c. Describe how people from different cultures interact with the environment, such as the use of resources, shelter and transportation. 4.2.d. Compare and contrast social environments in different cultures. 4.2.e. Describe the expectations of how to act in one’s own culture and compare this with behavioral expectations of other cultures
Grade Level	K	1	2
Standard 5	(Society and Identity) Students will understand social systems and structures and how these influence individuals.		
	K-2 Enduring Understandings <ul style="list-style-type: none"> • People live in groups and depend on each other to help meet their needs. • Communities offer connection, relationship, and belonging to individuals. • All citizens have important roles in the community. • Culture helps individuals express who they are • Every individual has a unique identity. 		K-2 Essential Questions: <ul style="list-style-type: none"> • How do people and groups support their community? • How are we connected to others? • What can we learn about ourselves by studying cultures in other places? • How do social, cultural, and national norms influence identity?

<p style="text-align: center;">K-2 Enduring Understandings And Essential Questions for Standard 5</p>	<ul style="list-style-type: none"> • Social systems and structures set expectations for appropriate and inappropriate behavior. • People organize themselves and interact with one another in different ways in different environments. • Individuals choose whether to follow societal norms and expectations. <ul style="list-style-type: none"> • Why are some behaviors acceptable in certain environments and not in others? • Is behavior always a choice? 		
<p style="text-align: center;">Performance Indicators Grades K-2</p>	<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).</p>	<p>5.2.a. Identify connections between who they are as a person and their place in the world.</p> <p>5.2.b. Distinguish themselves as individuals from others.</p> <p>5.2.c. Recognize that individual people are part of a group.</p> <p>5.2.e. Explain why people live in social groups (e.g. families, communities, and nation).</p> <p>5.2.f. Identify roles and behaviors that people demonstrate when in group situations.</p>	<p>5.2.d. Recognize culturally and contextually appropriate and inappropriate social behavior and the impact of making choices about behavior.</p> <p>5.2.g. Identify opportunities for choice in personal identity.</p>

Grade Level	K	1	2
Standard 6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.			
K-2 Enduring Understandings And Essential Questions for Standard 6	K-2 Enduring Understandings: <ul style="list-style-type: none"> • Every person has certain rights within and responsibilities to broader society. • Governments are major sources of power within a society. • Members of a community establish structures to maintain an orderly community. • Governments help provide stability within a country by establishing laws and by resolving conflicts. 		K-2 Essential Questions: <ul style="list-style-type: none"> • What does it mean to be a responsible citizen (of a community, nation, the world)? • What is power? How is power gained, justified, and used? • How do competing interests influence how power is distributed? • Why and how are governments created, structured, maintained, and changed? • How does government affect people's lives?
	Performance Indicators Grades K-2	6.2.a. Identify and explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. 6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher). 6.2.d. Describe the impact of families and schools on their lives.	6.2.a. Identify and explain rights and responsibilities of the individual in relation to his or her social group, including the characteristics of good citizens. 6.2.b. Identify sources and purposes of authority in various settings (e.g., mayor, chief, ruler, principal, and teacher). 6.2.c. Identify qualities that leaders need in order to meet their responsibilities. 6.2.e. Explain reasons for the importance of leadership and service. 6.2.f. Identify various principles used for decision-making and problem solving (fairness, cooperation, individual responsibility, etc.).

Grade Level	K	1	2		
Standard 7	(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.				
K-2 Enduring Understandings And Essential Questions for Standard 7	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • People have wants and needs, which differ. • People have limited resources and must make decisions about what to produce or buy. • People engage in different economic activities and trade to acquire goods and services they do not produce themselves. • Trade can be local or extend around the world. </td> <td style="width: 50%; vertical-align: top;"> <p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • Why do people buy what they do? • Why cannot people buy whatever they want? • What kinds of products are made locally? What kinds are made in other places? How does trade work? </td> </tr> </table>			<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • People have wants and needs, which differ. • People have limited resources and must make decisions about what to produce or buy. • People engage in different economic activities and trade to acquire goods and services they do not produce themselves. • Trade can be local or extend around the world. 	<p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • Why do people buy what they do? • Why cannot people buy whatever they want? • What kinds of products are made locally? What kinds are made in other places? How does trade work?
<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • People have wants and needs, which differ. • People have limited resources and must make decisions about what to produce or buy. • People engage in different economic activities and trade to acquire goods and services they do not produce themselves. • Trade can be local or extend around the world. 	<p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • Why do people buy what they do? • Why cannot people buy whatever they want? • What kinds of products are made locally? What kinds are made in other places? How does trade work? 				
Performance Indicators Grades K-2	7.2.a Distinguish between needs and wants.	7.2.b Describe roles resources play in our daily lives. 7.2.c Describe how we depend upon people with specialized jobs. 7.2.d Distinguish between goods and services.	7.2.e Explain why people make choices about how to satisfy wants and needs. 7.2.f Identify institutions that are part of economic systems. 7.2.g Describe how goods and services can be exchanged.		

Grade Level	K	1	2
Standard 8	(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.		
K-2 Enduring Understandings And Essential Questions for Standard 8	<p>K-2 Enduring Understandings:</p> <ul style="list-style-type: none"> • Science is a field of knowledge that allows humans to understand the physical world. • Technology uses material objects (tools) and processes (techniques) to make jobs easier. • Scientific and technological advancements influence human life. • Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. <p>K-2 Essential Questions:</p> <ul style="list-style-type: none"> • Why do we study, practice, and apply science? • What does the word technology mean? • What is the difference between a tool and a technique? • How do advancements in science and technology change the way people live? How they think? • Does technology help people? Is technology always good? 		
Performance Indicators Grades K-2	8.2.a Distinguish between “tool” and “technique.”	8.2.b Describe examples in which tools and techniques have changed the lives of people.	8.2.c Identify reasons and requirements for making tools and developing techniques.

Grades 3-5 Standards and Learning Progressions

Grade Level	3	4	5
Standard 1	(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.		
3-5 Enduring Understandings And Essential Questions for Standard 1	3-5 Enduring Understandings: <ul style="list-style-type: none"> • People and places change over time. • Individuals and groups have the power to affect widespread change. • Knowing about the past helps us to understand the present better. • The past is preserved in many ways, including in stories and in tales of folk heroes. 		3-5 Essential Questions: <ul style="list-style-type: none"> • What roles do individuals play in historical change? • How is the past different from the present? • Why is knowing about the past important? • How is knowledge about the past preserved?
Performance Indicators Grades 3-5	1.5.a. Explain why people in different times and places view the world differently. 1.5.b. Describe changes in society (e.g., political, social, cultural). 1.5.c. Identify cause and effect relationships in history. 1.5.d. Identify and use primary and secondary sources to examine the past and present.	1.5.b. Describe changes in society (e.g., political, social, cultural). 1.5.c. Identify cause and effect relationships in history. 1.5.d. Identify and use primary and secondary sources to examine the past and present.	1.5.b. Describe changes in society (e.g., political, social, cultural). 1.5.c. Identify cause and effect relationships in history. 1.5.d. Identify and use primary and secondary sources to examine the past and present.

Grade Level	3	4	5		
Standard 2	(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.				
3-5 Enduring Understandings And Essential Questions for Standard 2	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none; vertical-align: top;"> 3-5 Enduring Understandings: <ul style="list-style-type: none"> • Conflict may occur when people disagree. • People in communities cooperate (work together) to meet their needs and solve conflicts. • • Conflicts arise over goods, ideas, land, culture, and movement of people. </td> <td style="width: 50%; border: none; vertical-align: top;"> 3-5 Essential Questions: <ul style="list-style-type: none"> • What is conflict? • Why (and how) do groups of people cooperate? • Why do groups of people have conflict? </td> </tr> </table>			3-5 Enduring Understandings: <ul style="list-style-type: none"> • Conflict may occur when people disagree. • People in communities cooperate (work together) to meet their needs and solve conflicts. • • Conflicts arise over goods, ideas, land, culture, and movement of people. 	3-5 Essential Questions: <ul style="list-style-type: none"> • What is conflict? • Why (and how) do groups of people cooperate? • Why do groups of people have conflict?
3-5 Enduring Understandings: <ul style="list-style-type: none"> • Conflict may occur when people disagree. • People in communities cooperate (work together) to meet their needs and solve conflicts. • • Conflicts arise over goods, ideas, land, culture, and movement of people. 	3-5 Essential Questions: <ul style="list-style-type: none"> • What is conflict? • Why (and how) do groups of people cooperate? • Why do groups of people have conflict? 				
Performance Indicators Grades 3-5	<p>2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p>	<p>2.5.a. Describe how wants and needs have implications beyond the self.</p> <p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p>	<p>2.5.b. Explain varied causes and effects of conflict and cooperation among individuals, groups, societies and nations in the following categories: politics, economics, geography, ethnicity/race/gender, and culture.</p> <p>2.5.c. Explain the major ways groups, societies, and nations interact with one another (e.g., trade, cultural exchanges, and international organizations).</p>		

Grade Level	3	4	5
Standard 3	(Geography) Students will understand the interactions and relationship between human societies and their physical environment.		
3-5 Enduring Understandings And Essential Questions for Standard 3	3-5 Enduring Understandings: <ul style="list-style-type: none"> • People depend on their physical environment. • Different physical environments influence different cultures in distinct ways. • People adapt their physical environments in different ways. • Geographic tools and techniques help people understand information about places. • Regions typically refer to areas of the globe with common physical characteristics and which are in near proximity 		3-5 Essential Questions: <ul style="list-style-type: none"> • How do values and beliefs impact the relationship between humans and their environment? • How can location be explained? • What makes one place different from another place?
Performance Indicators Grades 3-5	<p>3.5.a. Explain and use the elements of maps and globes.</p> <p>3.5.e. Describe factors that influence locations of human populations and human migration.</p>	<p>3.5.a. Explain and use the elements of maps and globes.</p> <p>3.5.b. Apply appropriate resources and geographic tools to generate and interpret information about the earth.</p> <p>3.5.c. Apply concepts such as location, distance, direction, scale, movement and region.</p> <p>3.5.d. Describe ways that the earth's physical and human-made features have changed over time.</p> <p>3.5.e. Describe factors that influence locations of human populations and human migration.</p>	<p>3.5.f. Describe and explain various types and patterns of settlement and land use.</p> <p>3.5.g. Identify why particular locations are used for certain activities.</p> <p>3.5.h. Define regions by their human and physical characteristics.</p>

Grade Level	3	4	5
Standard 4 <i>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</i>			
3-5 Enduring Understandings And Essential Questions for Standard 4	3-5 Enduring Understandings: <ul style="list-style-type: none"> • Culture refers to the common language, norms, values, beliefs, and practices of a distinct people. • Culture and a belief system (religion) are closely related. • Culture satisfies basic human needs, such as a sense of belonging. • Peoples' actions influence their culture; someone's culture influences their actions. 		3-5 Essential Questions: <ul style="list-style-type: none"> • What is culture? • Why does culture matter? • What can we learn about societies through their culture? • How is it possible to distinguish between two cultures? • What does it mean to belong? • How does someone know how to behave, even when that person is not told how to? • How do different groups of people living in one place influence a culture?
Performance Indicators Grades 3-5	<p>4.5.a. Compare and contrast cultural characteristics of different regions and people (e.g. use of environment and resources, technology, food, shelter, beliefs and customs, schooling, what-is-public versus what-is-private, etc.).</p> <p>4.5.b. Compare and contrast the ways that different cultures meet human needs and concerns.</p> <p>4.5.c. Explain the main ideas in folktales, legends, songs, myths and stories of heroism that describe the history and traditions of various cultures.</p> <p>4.5.e. Explain the elements of culture (language, norms, values, beliefs, etc.).</p> <p>4.5.h. Describe advantages and disadvantages associated with cultural diversity.</p>	<p>4.5.f. Define the elements of a belief system (creed, code of behavior, rituals, community).</p> <p>4.5.g. Examine the principle tenets of one major world religion.</p> <p>4.5.i. Examine cultural diffusion.</p>	<p>4.5.d. Describe how cultural contributions from various groups have formed a national identity.</p>

Grade Level	3	4	5		
Standard 5	(Society and Identity) Students will understand social systems and structures and how these influence individuals.				
3-5 Enduring Understandings And Essential Questions for Standard 5	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Every person can be described in terms of different categories such as ethnicity, gender, and class. • Individuals, groups and institutions respond to common social issues and challenges based on attitudes, values, beliefs, norms and traditions. • Individuals are socialized according to a society's cultural attitudes, values, beliefs, norms and traditions. </td> <td style="width: 50%; vertical-align: top;"> <p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • How do different cultures affect people differently? • Why do people from different cultures sometimes seem different? • How does belief influence action? • What is the difference between “tolerance” and “acceptance”? • Where do our perspectives come from? • How do social, cultural, and national norms influence identity? • What institutions have the greatest impact on people? • How are individuals affected by different social systems? </td> </tr> </table>			<p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Every person can be described in terms of different categories such as ethnicity, gender, and class. • Individuals, groups and institutions respond to common social issues and challenges based on attitudes, values, beliefs, norms and traditions. • Individuals are socialized according to a society's cultural attitudes, values, beliefs, norms and traditions. 	<p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • How do different cultures affect people differently? • Why do people from different cultures sometimes seem different? • How does belief influence action? • What is the difference between “tolerance” and “acceptance”? • Where do our perspectives come from? • How do social, cultural, and national norms influence identity? • What institutions have the greatest impact on people? • How are individuals affected by different social systems?
<p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Every person can be described in terms of different categories such as ethnicity, gender, and class. • Individuals, groups and institutions respond to common social issues and challenges based on attitudes, values, beliefs, norms and traditions. • Individuals are socialized according to a society's cultural attitudes, values, beliefs, norms and traditions. 	<p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • How do different cultures affect people differently? • Why do people from different cultures sometimes seem different? • How does belief influence action? • What is the difference between “tolerance” and “acceptance”? • Where do our perspectives come from? • How do social, cultural, and national norms influence identity? • What institutions have the greatest impact on people? • How are individuals affected by different social systems? 				
Performance Indicators Grades 3-5	<p>5.5.a. Describe how families influence the individual.</p> <p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p> <p>5.5.e. Identify and describe ways that ethnicity and cultures influence people's daily lives.</p> <p>5.5.g. Describe socialization and opportunities for choice in personal identity.</p> <p>5.5.h. Examine the difference between “acceptance” and “tolerance”.</p>	<p>5.5.b. Identify how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.5.f. Identify how social systems (e.g., schools, media, religions, families) prescribe racial, ethnic, and gendered identities.</p>	<p>5.5.c. Compare and contrast how groups and cultures are similar and different in meeting needs and concerns of their members.</p> <p>5.5.d. Describe the various forms of institutions (e.g., school, church, clubs, etc.) and how they influence the individual.</p>		

Grade Level	3	4	5		
Standard 6	(Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.				
3-5 Enduring Understandings And Essential Questions for Standard 6	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Every person has certain rights within and responsibilities to broader society. • Governments are major sources of power within a society. • Governments have different forms; all have leaders and judicial systems and most have legislatures. • Governments help provide stability within a country by establishing laws and by resolving conflicts. </td> <td style="width: 50%; vertical-align: top;"> <p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • What are the more important responsibilities that people have toward their government? • What does it mean to be a responsible citizen (of a community, nation, the world)? • What is power? How is power gained, justified, and used? • How do competing interests influence how power is distributed? • Why and how are governments created, structured, maintained, and changed? • How does government affect people's lives? </td> </tr> </table>			<p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Every person has certain rights within and responsibilities to broader society. • Governments are major sources of power within a society. • Governments have different forms; all have leaders and judicial systems and most have legislatures. • Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • What are the more important responsibilities that people have toward their government? • What does it mean to be a responsible citizen (of a community, nation, the world)? • What is power? How is power gained, justified, and used? • How do competing interests influence how power is distributed? • Why and how are governments created, structured, maintained, and changed? • How does government affect people's lives?
<p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Every person has certain rights within and responsibilities to broader society. • Governments are major sources of power within a society. • Governments have different forms; all have leaders and judicial systems and most have legislatures. • Governments help provide stability within a country by establishing laws and by resolving conflicts. 	<p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • What are the more important responsibilities that people have toward their government? • What does it mean to be a responsible citizen (of a community, nation, the world)? • What is power? How is power gained, justified, and used? • How do competing interests influence how power is distributed? • Why and how are governments created, structured, maintained, and changed? • How does government affect people's lives? 				
	<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.j. Explain different strategies to resolve conflict.</p>	<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.b. Describe how political institutions meet needs and wants of individuals and society.</p>	<p>6.5.a. Identify issues involving rights, roles and responsibilities of individuals in relation to broader society.</p> <p>6.5.c. Identify community leaders, local and national government officials, and world leaders.</p> <p>6.5.d. Identify the elements of major political systems (e.g., monarchy, democracy, constitutional monarchy, dictatorship).</p>		

<p style="text-align: center;">Performance Indicators Grades 3-5</p>			<p>6.5.e. Describe the organization and major responsibilities of the various levels of governments.</p> <p>6.5.f. Explain what citizenship is.</p> <p>6.5.g. Identify and describe means by which citizens can monitor, evaluate and influence actions of their government.</p> <p>6.5.h. Describe the roles of laws, courts of law, and judges.</p> <p>6.5.i. Compare and contrast major political systems.</p> <p>6.5.j. Explain different strategies to resolve conflict.</p>
<p>Grade Level</p>	<p>3</p>	<p>4</p>	<p>5</p>
<p>Standard 7 (Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.</p>			
<p style="text-align: center;">3-5 Enduring Understandings And Essential Questions for Standard 7</p>	<p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • People have wants and needs, which differ. • People have limited resources and must make decisions about what to produce or buy. • People engage in different economic activities and trade to acquire goods and services they do not produce themselves. • Trade can be local or extend around the world. 		<p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • Why do people buy what they do? • Why cannot people buy whatever they want? • What kinds of products are made locally? What kinds are made in other places? How does trade work?

Performance Indicators Grades 3-5	<p>7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services</p> <p>7.5.f. Describe changes in the division of labor from hunting and gathering societies to farming communities to urban societies.</p>	<p>7.5.a. Describe characteristics, locations, uses, and management of renewable and non-renewable resources.</p> <p>7.5.d. Explain and compare ways in which people satisfy their basic needs and wants through the production of goods and services</p>	<p>7.5.b. Distinguish among human, natural, and capital resources.</p> <p>7.5.c. Describe how changes in transportation and communication have affected trade and economic activities.</p> <p>7.5.e. Describe how trade affects the way people earn their living in regions of the world.</p> <p>7.5.g. Describe primary causes of world trade.</p>		
Grade Level	3	4	5		
Standard 8	(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.				
3-5 Enduring Understandings And Essential Questions for Standard 8	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Science is a field of knowledge that allows humans to understand the physical world. <p>Technology uses material objects (tools) and processes (techniques) to make jobs easier.</p> <ul style="list-style-type: none"> • Scientific and technological advancements influence human life. • Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. </td> <td style="width: 50%; vertical-align: top;"> <p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • Why do we study, practice, and apply science? • What does the word technology mean? • What is the difference between a tool and a technique? • How do advancements in science and technology change the way people live? How they think? • Does technology help people? Is technology always good? </td> </tr> </table>			<p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Science is a field of knowledge that allows humans to understand the physical world. <p>Technology uses material objects (tools) and processes (techniques) to make jobs easier.</p> <ul style="list-style-type: none"> • Scientific and technological advancements influence human life. • Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. 	<p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • Why do we study, practice, and apply science? • What does the word technology mean? • What is the difference between a tool and a technique? • How do advancements in science and technology change the way people live? How they think? • Does technology help people? Is technology always good?
<p>3-5 Enduring Understandings:</p> <ul style="list-style-type: none"> • Science is a field of knowledge that allows humans to understand the physical world. <p>Technology uses material objects (tools) and processes (techniques) to make jobs easier.</p> <ul style="list-style-type: none"> • Scientific and technological advancements influence human life. • Tools and techniques generally make our lives easier but sometimes can be used for harmful purposes or have harmful consequences. 	<p>3-5 Essential Questions:</p> <ul style="list-style-type: none"> • Why do we study, practice, and apply science? • What does the word technology mean? • What is the difference between a tool and a technique? • How do advancements in science and technology change the way people live? How they think? • Does technology help people? Is technology always good? 				

<p style="text-align: center;">Performance Indicators Grades 3-5</p>	<p>8.5.b. Examine ways in which tools and techniques make certain tasks easier.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>	<p>8.5.a. Explain the difference between science and technology.</p> <p>8.5.b. Examine ways in which tools and techniques make certain tasks easier.</p> <p>8.5.c. Describe ways that tools and techniques can have both positive and negative effects.</p> <p>8.5.d. Describe changes in scientific knowledge and technology that have affected your host country.</p> <p>8.5.e. Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>	<p>8.5.e Describe instances in which changes in values, beliefs, and attitudes have resulted from new scientific knowledge and from technological knowledge.</p>
---	--	---	--

Grades 6-8 Standards and Learning Progressions

Grade Level	6	7	8
Standard 1	(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.		
6-8 Enduring Understandings And Essential Questions for Standard 1	6-8 Enduring Understandings: <ul style="list-style-type: none"> • Chronology refers to a sequence of events; causality explains why events happened as they did. • Knowledge of the past helps to explain the present and prepare for the future. • Understanding the past requires knowing the difference between fact and opinion and the ability to discern bias and point of view in historical sources, both primary and secondary. 		6-8 Essential Questions: <ul style="list-style-type: none"> • How can knowing the past help explain the present? • To what degree are there patterns in historical change? • How can patterns be used to predict results and solve problems? • What patterns do we see over time and why are these patterns important to uncover? • What is the value in examining different kinds of historical sources? • How can you distinguish between historical fact and historical opinion?
Performance Indicators Grades 6-8	1.8.a Apply key concepts such as chronology, causality, and conflict to identify patterns of historical change 1.8.b Apply knowledge of the past to explain current events	1.8.c Explain the causes of significant historical and current political events and issues 1.8.d Utilize primary and secondary sources in historical research	1.8.d Utilize primary and secondary sources in historical research 1.8.e Examine historical resources for a point of view, context, bias (including gender and race), distortion, or propaganda 1.8.f Differentiate between historical facts and historical interpretations 1.8.g Analyze multiple interpretations of an historical or current event 1.8.h Analyze quantitative data to answer questions about history.

Grade Level	6	7	8
Standard 2	(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.		
6-8 Enduring Understandings And Essential Questions for Standard 2	<p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • There are several recurring issues, such as the environment, belief systems, resource distribution, ethnicity, etc. that cause conflict between people but which can lead to cooperation. • A people’s past shapes their perceptions of and reactions to events in the present. • Often, tension exists between national sovereignty and global interest. • Many people today believe that there are universal human rights, even though societies do not fully agree on what they are. <p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • What causes conflict? • In what ways can individuals, transnational corporations, governments, international institutions, and non-governmental bodies influence global systems? • How can historical legacies help or hinder understanding today? • What is national sovereignty? • Are human rights genuinely universal? 		
Performance Indicators Grades 6-8	<p>2.8.a Explain forces that result in world interaction (such as those related to the environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).</p>	<p>2.8.a Explain forces that result in world interaction (such as those related to the environment, belief systems, economics, geography/land, ethnicity/race/gender, culture, and balance of power).</p> <p>2.8.c Explain how international trade and resource distribution can influence cooperation or conflict.</p> <p>2.8.d Explain tensions between national sovereignty and global interest.</p>	<p>2.8.b Explain how historical legacies have facilitated understanding or caused misunderstanding (slavery in the United States, Nazi Germany, etc.).</p> <p>2.8.e Identify issues and standards related to human rights.</p>

Grade Level	6	7	8		
Standard 3	(Geography) Students will understand the interactions and relationship between human societies and their physical environment.				
6-8 Enduring Understandings And Essential Questions for Standard 3	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • Humans change environments, which can be beneficial but can also lead to many problems. • Human behavior and environmental conditions influence the movement of goods, people, and ideas. • Populations vary in structure for both material and social reasons. • Environmental change in one location can have far reaching impact. </td> <td style="width: 50%; vertical-align: top;"> <p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • Why do people change their environment? (<ul style="list-style-type: none"> ○ • Why do people move? • Why do populations have different structures? • What is the difference between a material factor and a social factor when analyzing social structure? • Why is changing a local environment not just a local issue? </td> </tr> </table>			<p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • Humans change environments, which can be beneficial but can also lead to many problems. • Human behavior and environmental conditions influence the movement of goods, people, and ideas. • Populations vary in structure for both material and social reasons. • Environmental change in one location can have far reaching impact. 	<p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • Why do people change their environment? (<ul style="list-style-type: none"> ○ • Why do people move? • Why do populations have different structures? • What is the difference between a material factor and a social factor when analyzing social structure? • Why is changing a local environment not just a local issue?
<p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • Humans change environments, which can be beneficial but can also lead to many problems. • Human behavior and environmental conditions influence the movement of goods, people, and ideas. • Populations vary in structure for both material and social reasons. • Environmental change in one location can have far reaching impact. 	<p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • Why do people change their environment? (<ul style="list-style-type: none"> ○ • Why do people move? • Why do populations have different structures? • What is the difference between a material factor and a social factor when analyzing social structure? • Why is changing a local environment not just a local issue? 				
Performance Indicators Grades 6-8	<p>3.8.a Use appropriate data sources and tools to generate, manipulate, and interpret geographic information such as the location of, size of, and distances between places</p> <p>3.8.b Describe social effects of environmental changes and crises resulting from natural phenomena</p> <p>3.8.f Analyze the structure and characteristics of different populations and population patterns</p>	<p>3.8.d Evaluate conventional and alternative uses of land and water resources in the community, region and beyond</p> <p>3.8.e Describe ways that human events have influenced, and been influenced by, physical and human geographic conditions in local, regional, national, and global settings</p> <p>3.8.g Analyze the structure and characteristics of a population over time.</p> <p>3.8.h Identify and explain how changes people make in the physical environment in one place can cause changes in other places</p>	<p>3.8.c Explain voluntary and involuntary migration and its effects on the physical and human characteristics of a place</p>		

Grade Level	6	7	8
Standard 4 (Culture) Students will understand cultural and intellectual developments and interactions among societies.			
K-12 Enduring Understandings And Essential Questions for Standard 4	6-8 Enduring Understandings: <ul style="list-style-type: none"> All cultures have norms and taboos. Cultures often have internal differences (sub-cultures). Individuals may conform and/or resist societal norms. Cultures are pressured to change and have mechanisms to resist change. is changing cultures but also generating resistance to cultural change, thus strengthening cultures. Cultural beliefs and values influence, and are influenced by, art. Artistic movements from different cultures and historical periods have distinct characteristics and common themes. 		6-8 Essential Questions: <ul style="list-style-type: none"> How do taboos originate? What are the consequences of violating a taboo? What are the consequences of violating a norm? What forces pressure a culture to change? How do societies preserve their cultures? What happens when cultures meet? Do artistic movements shape values or do social values determine artistic movements?
	Performance Indicators Grades 6-8	<p>4.8.a Examine the interaction between people and the environment and understand how people both shape and are shaped by the environment that they live in</p> <p>4.8.b Explain behavioral norms and taboos in different cultures</p> <p>4.8.c Analyze ways that people have maintained their traditions and resisted external challenges (e.g. wars, generational gaps, or migration patterns.)</p> <p>4.8.f Examine the major religions of the world in terms of their beliefs, rituals and sacred texts.</p>	<p>4.8.c Analyze ways that people have maintained their traditions and resisted external challenges (e.g. wars, generational gaps, migration patterns, etc.)</p> <p>4.8.e Evaluate the impact of globalization on different cultures and populations</p>

Grade Level	6	7	8
Standard 5	(Society and Identity) Students will understand social systems and structures and how these influence individuals.		
6-8 Enduring Understandings And Essential Questions for Standard 5	<p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • An individual's identity and behavior are shaped by many forces, especially their culture's attitudes, values, and beliefs. • Individuals conform to society and are pressured to conform, but they can also resist the pressure to some degree. • Socialization is a process that all individuals experience and which strongly influences someone's identity. • Stereotypes are psychologically necessary but are often misleading. 		<p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • What makes you who you are? • Why are people from the same culture so much alike in values, beliefs, and behaviors? • Why and how can someone be different from others in their culture? Are there consequences for being different? Are there rewards? • Why is it hard to shed your culture's values and beliefs? • How do the labels and assumptions others make about us influence our identities? • How do stereotypes influence how we look at and understand the world?
Performance Indicators Grades 6-8	<p>5.8.a Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity</p> <p>5.8.b Describe how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world</p> <p>5.8.c Recognize the foundations of one's own and others' viewpoints.</p>	<p>5.8.b Describe how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world</p>	<p>5.8.d Understand the impact of conformity, and non-conformity on individuals and groups</p> <p>5.8.e Analyze the accuracies and inaccuracies of stereotyping (race, ethnicity, gender, class, etc.)</p> <p>5.8.f Examine how socialization influences choice in personal identity</p>

Grade Level	6	7	8
Standard 6	(Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.		
6-8 Enduring Understandings And Essential Questions for Standard 6	<p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • Different types of governments have different strengths and weaknesses. • In all societies, a relationship exists between the individual and the general welfare; governments and different branches of government play a role in mediating between the individual and the general welfare. • Public agendas are sometimes set formally but equally powerful is the general will of the people. • Many people today believe that there are universal rights, even though societies do not fully agree on what they are. <p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • What is the best form of government? • When is government best suited to resolving conflicts? What types of conflict is government poorly suited to resolve or should not try to resolve? • What does it mean to be a responsible citizen (of a community, nation, the world)? • What responsibilities do people have to the general welfare? What rights do they have? • Are universal rights really “universal”? 		
Performance Indicators Grades 6-8	<p>6.8.b Explain how different types of government acquire, use, and justify power</p> <p>6.8.c Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare</p> <p>6.8.d Know functions and responsibilities of government leaders and public servants</p> <p>6.8.i Explain the role of judicial systems in local, national, and international contexts</p>	<p>6.8.a Explain and analyze strengths and weaknesses of various kinds of governance systems in terms of the purposes they are designed to serve</p> <p>6.8.j Analyze examples of the use of various strategies to resolve conflict</p>	<p>6.8.e Explain how public agendas are set and shaped</p> <p>6.8.f Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship</p> <p>6.8.g Describe important documentary sources of human rights, including the English Bill of Rights, the Declaration of Independence, the Declaration of Rights of man and Citizen, and the Universal Declaration of Human Rights</p> <p>6.8.h Analyze effects of participation in civic and political life (boycotts, civil disobedience, etc.)</p>

Grade Level	6	7	8				
Standard 7	(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.						
6-8 Enduring Understandings And Essential Questions for Standard 7	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • Environmental changes and natural phenomenon have economic influences. • People often migrate for economic reasons. • Today, many people are developing new ways to acquire and use resources that are less environmentally damaging than conventional methods. </td> <td style="width: 50%; vertical-align: top;"> <p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • What impact does environmental change or natural phenomena have on economic systems and economies? • What makes someone want to leave the place they are living? • What makes someone want to move to a specific place? • Why are people seeking new “sustainable” means for acquiring and using resources? </td> </tr> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • Governments can allocate resources. Markets can as well. Most people today believe that markets are a more effective means than governments. </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> • What are the merits of governmental allocation of resources? What are the merits of market-determined allocation of resources? </td> </tr> </table>			<p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • Environmental changes and natural phenomenon have economic influences. • People often migrate for economic reasons. • Today, many people are developing new ways to acquire and use resources that are less environmentally damaging than conventional methods. 	<p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • What impact does environmental change or natural phenomena have on economic systems and economies? • What makes someone want to leave the place they are living? • What makes someone want to move to a specific place? • Why are people seeking new “sustainable” means for acquiring and using resources? 	<ul style="list-style-type: none"> • Governments can allocate resources. Markets can as well. Most people today believe that markets are a more effective means than governments. 	<ul style="list-style-type: none"> • What are the merits of governmental allocation of resources? What are the merits of market-determined allocation of resources?
<p>6-8 Enduring Understandings:</p> <ul style="list-style-type: none"> • Environmental changes and natural phenomenon have economic influences. • People often migrate for economic reasons. • Today, many people are developing new ways to acquire and use resources that are less environmentally damaging than conventional methods. 	<p>6-8 Essential Questions:</p> <ul style="list-style-type: none"> • What impact does environmental change or natural phenomena have on economic systems and economies? • What makes someone want to leave the place they are living? • What makes someone want to move to a specific place? • Why are people seeking new “sustainable” means for acquiring and using resources? 						
<ul style="list-style-type: none"> • Governments can allocate resources. Markets can as well. Most people today believe that markets are a more effective means than governments. 	<ul style="list-style-type: none"> • What are the merits of governmental allocation of resources? What are the merits of market-determined allocation of resources? 						
Performance Indicators Grades 6-8	<p>7.8.b Explain economic reasons for voluntary migration</p> <p>7.8.c Evaluate conventional and alternative uses of resources</p>	<p>7.8.a Describe economic effects of environmental changes and crises resulting from natural phenomena.</p> <p>7.8.d Describe historical and contemporary economic systems.</p> <p>7.8.e Explain primary causes of world trade.</p> <p>7.8.f Describe global patterns of resource distribution and use.</p>	<p>7.8.g Explain how governments and markets allocate limited resources among competing wants and needs.</p>				

Grade Level	6	7	8
Standard 8	(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.		
6-8 Enduring Understandings And Essential Questions for Standard 8	6-8 Enduring Understandings: <ul style="list-style-type: none"> • Social factors have a significant influence on the impact of a technology on a society. • Adoption of new technologies often has significant consequences on a society or societies, including on the balance of power within or between societies, and sometimes require changes in laws and role of government. • Technologies often have unintended consequences. 		6-8 Essential Questions: <ul style="list-style-type: none"> • Why do new technologies produce different outcomes in different societies? • How can a new technology change the balance of power within a society or between societies? • Should societies outlaw certain new technologies?
Performance Indicators Grades 6-8	8.8.d Describe how technologies might have effects and uses other than those intended 8.8.e Explain the concept "pace of change"	8.8.a Explain prerequisites for the adoption of a particular technology (social need, social resources, cultural attitude, etc.)	8.8.b Describe the process whereby adoption of scientific knowledge and use of technologies influence cultures, the environment, economies, and balance of power 8.8.c Evaluate the need for laws and policies to govern technological applications

Grades 9- 12 Standards and Learning Progressions

Grade Level	9	10	11	12
Standard 1	(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.			
9-12 Enduring Understandings And Essential Questions for Standard 1	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Examination of peoples, places, and events in historical contexts enhances understanding of them, as the meaning and importance of events often shifts according to the chronological perspective through which they are considered. • Many societies, cultures, and place reveal enduring practices, patterns, and habits; often, apparent change is merely nominal or superficial. • Historical change, generally the key feature of the study of history, stems from causes that disrupt or modify patterns of continuity. • Individuals are both shaped by and shape patterns of continuity and of change. • The questions investigated, the sources used, and the perspective of the historian influences the knowledge base of the past. 		<p>9-12 Essential Questions:</p> <ul style="list-style-type: none"> • To what degree does understanding of an event change when it is considered in different chronological contexts? • Why do civilizations and societies reveal long-term enduring patterns in culture, social structure, and governance? • Which types of forces or events bring about genuine historical change, that is, which genuinely disrupt patterns of continuity? • What roles do individuals play in historical change? • How do we know what really happened in the past? 	

Performance Indicators Grades 9-12	<p>1.12.c. Interpret graphic presentation of quantitative data.</p> <p>1.12.f. Perform analyses of quantitative historical data.</p> <p>1.12.g. Evaluate historians' interpretations of the past using a variety of sources.</p>	<p>1.12.a. Identify and evaluate long-term changes, enduring influences, and recurring patterns in world history.</p> <p>1.12.b. Compare models for organizing history into periods (periodization).</p> <p>1.12.c. Interpret graphic presentation of quantitative data.</p> <p>1.12.d. Analyze the impact of revolution on politics, economies, and societies.</p> <p>1.12.e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.</p> <p>1.12.f. Perform analyses of quantitative historical data.</p> <p>1.12.g. Evaluate historians' interpretations of the past using a variety of sources.</p>	<p>1.12.b. Compare models for organizing history into periods (periodization).</p> <p>1.12.c. Interpret graphic presentation of quantitative data.</p> <p>1.12.d. Analyze the impact of revolution on politics, economies, and societies.</p> <p>1.12.e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.</p> <p>1.12.f. Perform analyses of quantitative historical data.</p> <p>1.12.g. Evaluate historians' interpretations of the past using a variety of sources.</p>	<p>1.12.c. Interpret graphic presentation of quantitative data.</p> <p>1.12.f. Perform analyses of quantitative historical data.</p> <p>1.12.d. Analyze the impact of revolution on politics, economies, and societies.</p> <p>1.12.e. Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed over time and from one society to another.</p>
---	--	--	--	---

Grade Level	9	10	11	12
Standard 2	(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.			
9-12 Enduring Understandings And Essential Questions for Standard 2	9-12 Enduring Understandings: <ul style="list-style-type: none"> • Protocols of trade, conflict, and conflict resolution influence interactions between society. • Conflicts arise over goods, ideas, land, culture, and movement of people. • Changes in land use, settlement patterns, and ecosystems may lead to conflict among individuals and groups. • Conflict and cooperation among the peoples of the earth influence the division and control of the world. • Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections and address the negative impacts of global issues. 		9-12 Essential Questions: <ul style="list-style-type: none"> • Why do societies trade? • Why do societies wage war? • To what degree do formal protocols of trade, conflict, and conflict resolution control interactions between societies? • Why, in modern society, is it ever harder to determine who a society's enemies or allies are? 	

<p style="text-align: center;">Performance Indicators Grades 9-12</p>	<p>2.12.e. Evaluate the effectiveness of international organizations.</p> <p>2.12.g. Analyze effects of conflict on national unity.</p>	<p>2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.</p>	<p>2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.</p> <p>2.12.c. Evaluate efforts to resolve conflict within and among nations</p> <p>2.12.g. Analyze effects of conflict on national unity.</p>	<p>2.12.a. Analyze the causes and effects of alliances and multinational organizations.</p> <p>2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.</p> <p>2.12.c. Evaluate efforts to resolve conflict within and among nations</p> <p>2.12.d. Analyze how trade has contributed to cooperation and conflict.</p> <p>2.12.f. Analyze effects of differing national foreign policy positions on international competition and cooperation</p> <p>2.12.h. Explain how powerful entities, such as countries, corporations, and religious institutions, have influenced conflicts and cooperation in the world.</p>
<p>Grade Level</p>	<p style="text-align: center;">9</p>	<p style="text-align: center;">10</p>	<p style="text-align: center;">11</p>	<p style="text-align: center;">12</p>
<p>Standard 3</p>	<p>(Geography) Students will understand the interactions and relationship between human societies and their physical environment.</p>			
	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Where you live impacts how you live. • Places have characteristics that can take many forms, including physical or cultural features that make them different from other places. 		<p>9-12 Essential Questions:</p> <ul style="list-style-type: none"> • How does geography influence lifestyle and point of view? • How do geography, climate, and natural resources affect the way people live and work? 	

<p style="text-align: center;">9-12 Enduring Understandings And Essential Questions for Standard 3</p>	<ul style="list-style-type: none"> • Humans divide the earth into regions. • Humans adapt and change the environment while depending upon it. • People, material goods, and ideas move and help shape the world. • Are regions “real” or constructions made by humans to facilitate the study of geography? • Which is more powerful, humans’ impact on an environment or an environment’s impact on humans? • How does the movement of people, material goods, and ideas influence geography? 			
<p style="text-align: center;">Performance Indicators Grades 9-12</p>	<p>3.12.a. Discuss how the physical environment contributes to the development of distinct cultures.</p> <p>3.12.c. Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.</p> <p>3.12.e. Evaluate the relationship between human societies and the environment; e.g. agricultural productivity, improved water transport (river locks), electric power; global warming, pollution, natural disasters, etc.</p> <p>3.12.f. Analyze geographical factors (such as natural resources, environment) that contribute to cooperation or conflict between human societies</p>	<p>3.12.b. Use spatial models to investigate relationships between places and patterns of settlement and human interaction.</p>	<p>3.12.b. Use spatial models to investigate relationships between places and patterns of settlement and human interaction.</p> <p>3.12.c. Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.</p> <p>3.12.d. Evaluate the impact of migration on the structure of societies.</p>	<p>3.12.c. Explain how social, cultural, political and economic factors shape and are shaped by the physical environment.</p> <p>3.12.d. Evaluate the impact of migration on the structure of societies.</p>

Grade Level	9	10	11	12
Standard 4	<i>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</i>			
9-12 Enduring Understandings And Essential Questions for Standard 4	9-12 Enduring Understandings: <ul style="list-style-type: none"> • Culture is the shared patterns of behaviors and interactions (language, norms, values, beliefs, etc.), ways of thinking, and emotional patterns. • The cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges. • Cultures change over time. • Culture can be both a unifying and divisive force in societies. • Culture helps people to make sense of the world. • Belief systems and cultures dovetail and generally are mutually reinforcing. 		9-12 Essential Questions: <ul style="list-style-type: none"> • Why do people live together and form societies? • How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? • Why do cultures change? • What happens when people, material goods, and ideas from different cultures come together? • How does someone's culture influence how they understand the world? 	

Performance Indicators Grades 9-12	<p>4.12.a. Analyze sources and characteristics of cultural, religious, and social reform movements.</p>	<p>4.12.e. Examine the historic tension between science and religion.</p> <p>4.12.f. Explain the origins and diffusion of modern science.</p>	<p>4.12.a. Analyze sources and characteristics of cultural, religious, and social reform movements.</p> <p>4.12.b. Analyze how art, literature, and traditional customs both shape and are shaped by society.</p> <p>4.12.c. Examine how certain texts came to be viewed as sacred.</p> <p>4.12.d. Examine acculturation and assimilation in the context of belief systems and culture.</p> <p>4.12.g. Explain the developments that have weakened confidence in modern science (World War I, nuclear weapons, environmental degradation, post-modern philosophy of science, etc.).</p> <p>4.12.i. Evaluate religious characteristics (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, and consumerism).</p>	<p>4.12.a. Analyze sources and characteristics of cultural, religious, and social reform movements.</p> <p>4.12.h. Evaluate religious characteristics (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, and consumerism).</p>
Grade Level	9	10	11	12

Standard 5	(Society and Identity) Students will understand social systems and structures and how these influence individuals.	
9-12 Enduring Understandings And Essential Questions for Standard 5	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Individuals and groups organize based on cultural values and beliefs, socio-economic status, and political ideology. • Social groups can be defined in a variety of ways, including identity, race, ethnicity, class, and gender. • Individuals are socialized according to their society's understandings of identity, race, ethnicity, class, gender and other social groupings. • Individuals have some choice in the face of social expectations and norms. 	<p>9-12 Essential Questions:</p> <ul style="list-style-type: none"> • How does society organize itself? • What is a social group? • Why do people generally accept as “real” a society’s social groupings? • Is identity a choice? • To what degree can individuals differ with social expectations? What are the rewards for doing so? What are the penalties?

Performance Indicators Grades 9–12	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.d. Evaluate circumstances and consequences that arise from differences between cultural norms and personal gender identity and/or sexual orientation.</p>	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.f. Discuss the limits of socialization and the power of choice in personal identity.</p>	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.b. Analyze the socialization of individuals by groups, organizations, and institutions.</p> <p>5.12.c. Examine why cultural definitions of gender identity persist and are resistant to change.</p> <p>5.12.f. Discuss the limits of socialization and the power of choice in personal identity.</p>	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.f. Discuss the limits of socialization and the power of choice in personal identity.</p>
Grade Level	9	10	11	12
Standard 6 (Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.				
	9-12 Enduring Understandings: <ul style="list-style-type: none"> The scope, structure, and philosophy of governments vary considerably, some based upon constitutions, human needs, civic rights and responsibilities, and the rule of law; others on different principles. National governments have major responsibilities for shaping domestic policy and for directing foreign policy. 		9-12 Essential Questions: <ul style="list-style-type: none"> Are democratic governments and those based upon constitutions, civic rights and responsibilities, and the rule of law universally the “best” form of government? How are governments established, maintained, and changed? What happens in the absence of government? What constrains national governments when shaping domestic policy and directing foreign policy? 	

<p style="text-align: center;">9-12 Enduring Understandings And Essential Questions for Standard 6</p>	<ul style="list-style-type: none"> • Governments are financed through taxation and make decisions about how to allocate those resources. • The world is organized into nations, which interact with each other through trade, diplomacy, and war. • What is the best way for governments to tax their citizens or subjects? • Is the era of nation-states over? 			
<p style="text-align: center;">Performance Indicators Grades 9-12</p>	<p>6.12.c. Evaluate issues regarding distribution of powers and responsibilities within political systems</p> <p>6.12.d Evaluate the role of law and order in political systems</p> <p>6.12.e Evaluate how groups and institutions work to meet individual needs and address necessary social changes.</p> <p>6.12.f Analyze how and why political institutions distribute benefits and burdens.</p> <p>6.12.g. Describe major responsibilities of political institutions for domestic and foreign policy.</p> <p>6.12.i. Evaluate various means of achieving specific political objectives</p>	<p>6.12.a. Explain the roots of and historical development of contemporary political systems.</p> <p>6.12.i. Evaluate functions and responsibilities of, and challenges to, leadership.</p>	<p>6.12.b Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.</p> <p>6.12.e. Evaluate how groups and institutions work to meet individual needs and address necessary social changes.</p> <p>6.12.h. Examine the wide range of influences on policy makers</p> <p>6.12.j. Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.</p>	<p>6.12.a. Explain the roots of and historical development of contemporary political systems.</p> <p>6.12.b. Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.</p> <p>6.12.c. Evaluate issues regarding distribution of powers and responsibilities within political systems</p> <p>6.12.d. Evaluate the role of law and order in political systems</p> <p>6.12.e. Evaluate how groups and institutions work to meet individual needs and address necessary social changes.</p> <p>6.12.f. Analyze how and why political institutions distribute benefits and burdens.</p>

	<p>6.12.k. Examine the role of voluntary, community and non-governmental groups in society and their relationship to the functions of political organizations.</p> <p>6.12.m. Compare and contrast the role of citizens in various forms of governance.</p>			<p>6.12.g. Describe major responsibilities of political institutions for domestic and foreign policy.</p> <p>6.12.h. Examine the wide range of influences on policy makers</p> <p>6.12.i. Evaluate various means of achieving specific political objectives</p> <p>6.12.j. Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.</p> <p>6.12.k. Examine the role of voluntary, community and non-governmental groups in society and their relationship to the functions of political organizations.</p> <p>6.12.l. Evaluate functions and responsibilities of, and challenges to, leadership.</p> <p>6.12.m. Compare and contrast the role of citizens in various forms of governance.</p> <p>6.12.n. Evaluate various ways different societies provide the judiciary function.</p>
--	---	--	--	---

Grade Level	9	10	11	12
Standard 7	(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.			
9-12 Enduring Understandings And Essential Questions for Standard 7	9-12 Enduring Understandings:		9-12 Essential Questions:	
	<ul style="list-style-type: none"> • Scarcity of the factors of production plays a major role in economic decisions about what to produce and for whom. • The laws of supply and demand influence prices and production within an economy. • Market structures and business organizations vary, some encouraging and some restricting competition. • Changes in geographic and human conditions influence an economy's growth and stability. 		<ul style="list-style-type: none"> • Why are all humans' economic needs not met or satisfied? • To what extent do the laws of supply and demand shape economic activity? • Can an economy be both highly productive and genuinely fair in the distribution of goods and services? • Why do people trade and how does trade influence peoples' lives? • What makes an economic system dynamic? 	

Performance Indicators Grades 9-12	<p>7.12.a. Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity, etc.).</p> <p>7.12.c. Analyze ways in which trade has contributed to change in selected societies or civilizations.</p>	<p>7.12.a. Explain examples of historical change by applying fundamental economic concepts (scarcity, opportunity cost, productivity, etc.).</p> <p>7.12.b. Explain patterns of trade from ancient times to the present.</p>	<p>7.12.e. Analyze and evaluate economic issues from a geographical point of view.</p>	<p>7.12.d. Explain the major economic systems</p> <p>7.12.f. Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities.</p> <p>7.12.g. Evaluate the major economic systems.</p>
Grade Level	9	10	11	12
Standard 8	(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.			
	9-12 Enduring Understandings: <ul style="list-style-type: none"> • Scientific and technological advancements fulfill human needs or wants. • Scientific and technological advancements can result in both beneficial and harmful effects. • Scientific and technological developments raise social, ethical, moral, religious, and legal issues. 		9-12 Essential Questions: <ul style="list-style-type: none"> • What is the impact of science and technology on the human experience? • Why is there a constant quest for new technologies? • What are the pros and cons of scientific and technological advances? • What social, political and economic opportunities and challenges arise from changes in technology? 	

**9-12 Enduring Understandings
And Essential Questions
for Standard 8**

- Social and other factors determine the efficacy of particular technologies in particular settings.
- Scientific and technological advancements change the way societies function and interact.
- What role do social factors play in the impact of new technologies?

<p style="text-align: center;">Performance Indicators Grades 9-12</p>	<p>8.12.a. Analyze effects of technology on the diffusion of culture and the preservation of cultural identity</p> <p>8.12.i. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.</p>	<p>8.12.b. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</p> <p>8.12.c. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.</p> <p>8.12.e. Examine historical and current influences of modern science on technological innovation.</p> <p>8.12.f. Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.</p> <p>8.12.g. Explain causes and consequences of the diffusion of the autocatalytic process of technological innovation</p> <p>8.12.h. Examine the meaning and ambiguity of the word "technology."</p> <p>8.12.j. Discuss whether confidence in modern science is growing or decreasing.</p> <p>8.12.k. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.</p>	<p>8.12.b. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</p> <p>8.12.d. Explain how different socio-economic groups within a culture may react differently to technological innovation.</p> <p>8.12.f. Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.</p> <p>8.12.i. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.</p>	<p>8.12.k. Analyze social, moral, ethical, religious, and legal issues arising from technological developments and scientific developments.</p>
--	--	---	---	---

High School Elective Courses

Course	HS Elective 1	HS Elective 2
Standard 1	(Time, Continuity, and Change) Students will understand patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships.	
9-12 Enduring Understandings And Essential Questions for Standard 1	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Examination of peoples, places, and events in historical contexts enhances understanding of them, as the meaning and importance of events often shifts according to the chronological perspective through which they are considered. • Many societies, cultures, and place reveal enduring practices, patterns, and habits; often, apparent change is merely nominal or superficial. • Historical change, generally the key feature of the study of history, stems from causes that disrupt or modify patterns of continuity. • Individuals are both shaped by and shape patterns of continuity and of change. • The questions investigated, the sources used, and the perspective of the historian influences the knowledge base of the past. 	<p>9-12 Essential Questions:</p> <p>To what degree does understanding of an event change when it is considered in different chronological contexts?</p> <p>Why do civilizations and societies reveal long-term enduring patterns in culture, social structure, and governance?</p> <p>Which types of forces or events bring about genuine historical change, that is, which genuinely disrupt patterns of continuity?</p> <ul style="list-style-type: none"> • What roles do individuals play in historical change? • How do we know what really happened in the past?

Performance Indicators Grades 9-12 Electives	<p>1.12.c. Interpret graphic presentation of quantitative data.</p> <p>1.12.f. Perform analyses of quantitative historical data.</p> <p>1.12.g. Evaluate historians' interpretations of the past using a variety of sources.</p>	<p>1.12.c. Interpret graphic presentation of quantitative data.</p> <p>1.12.f. Perform analyses of quantitative historical data.</p>
Course	HS Elective 1	HS Elective 2
Standard 2	(Connections and Conflict) Students will understand causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy.	
9-12 Enduring Understandings And Essential Questions for Standard 2	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Protocols of trade, conflict and conflict resolution influence interactions between society. • Conflicts arise over goods, ideas, land, culture, and movement of people. • Changes in land use, settlement patterns, and ecosystems may lead to conflict among individuals and groups. • Conflict and cooperation among the peoples of the earth influence the division and control of the world. • Individuals, organizations, nations, and international entities can work to increase the positive effects of global connections and address the negative impacts of global issues. 	<p>9-12 Essential Questions:</p> <p>Why do societies trade?</p> <ul style="list-style-type: none"> • Why do societies wage war? <p>To what degree do formal protocols of trade, conflict, and conflict resolution control interactions between societies?</p> <ul style="list-style-type: none"> • Why, in modern society, is it ever harder to determine who a society's enemies or allies are?

Performance Indicators Grades 9-12 Electives	2.12.b. Analyze how cooperation and conflict influence political, economic, and social conditions.	2.12.a. Analyze the causes and effects of alliances and multinational organizations. 2.12.c. Evaluate efforts to resolve conflict within and among nations 2.12.d. Analyze how trade has contributed to cooperation and conflict. 2.12.f. Analyze effects of differing national foreign policy positions on international competition and cooperation 2.12.h. Explain how powerful entities, such as countries, corporations, and religious institutions, have influenced conflicts and cooperation in the world.
Course	HS Elective 1	HS Elective 2
Standard 3 (Geography) Students will understand the interactions and relationship between human societies and their physical environment.		
9-12 Enduring Understandings And Essential Questions for Standard 3	9-12 Enduring Understandings: <ul style="list-style-type: none"> • Where you live impacts how you live. • Places have characteristics that can take many forms, including physical or cultural features that make them different from other places. • Humans divide the earth into regions, which are defined in many ways. • Humans adapt and change the environment while depending upon it. 	9-12 Essential Questions: <ul style="list-style-type: none"> • How does geography influence lifestyle and point of view? • How do geography, climate, and natural resources affect the way people live and work? <p>Are regions “real” or constructions made by humans to facilitate the study of geography?</p> <p>Which is more powerful, humans’ impact on an environment or an environment’s impact on humans?</p>

	<ul style="list-style-type: none"> • People, material goods, and ideas move and help shape the world. 	<ul style="list-style-type: none"> • How does the movement of people, material goods, and ideas influence geography?
Performance Indicators Grades 9-12 Electives	3.12.b. Use spatial models to investigate relationships between places and patterns of settlement and human interaction.	3.12.a. Discuss how the physical environment contributes to the development of distinct cultures. 3.12.b. Use spatial models to investigate relationships between places and patterns of settlement and human interaction. 3.12.d. Evaluate the impact of migration on the structure of societies. 3.12.f. Analyze geographical factors (such as natural resources, environment) that contribute to cooperation or conflict between human societies
Course	HS Elective 1	HS Elective 2
Standard 4	<i>(Culture) Students will understand cultural and intellectual developments and interactions among societies.</i>	
9-12 Enduring Understandings And Essential Questions for Standard 4	9-12 Enduring Understandings: <ul style="list-style-type: none"> • Culture is the shared patterns of behaviors and interactions (language, norms, values, beliefs, etc.), ways of thinking, and emotional patterns. • The cultural values and beliefs of societies influence their analysis of challenges, and their responses to these challenges. Cultures change over time. <ul style="list-style-type: none"> • Culture can be both a unifying and divisive force in societies. 	9-12 Essential Questions: <ul style="list-style-type: none"> • Why do people live together and form societies? • How do different cultural perspectives lead groups to interpret the same event differently and with what consequences? • Why do cultures change? • What happens when people, material goods, and ideas from different cultures come together?

	<ul style="list-style-type: none"> • Culture helps people to make sense of the world. • Belief systems and cultures dovetail and generally are mutually reinforcing. 	<ul style="list-style-type: none"> • How does someone’s culture influence how they understand the world?
<p style="text-align: center;">Performance Indicators Grades 9-12 Electives</p>	<p>4.12.c. Compare the development of Greco-Roman philosophy and science to the development of ethical monotheism, transcendental religion, and ancient eastern philosophies.</p> <p>4.12.d. Examine how certain texts came to be viewed as sacred.</p> <p>4.12.e. Examine syncretism, acculturation, and assimilation in the context of belief systems and culture.</p> <p>4.12.h. Explain the developments that have weakened confidence in modern science (World War I, nuclear weapons, environmental degradation, post-modern philosophy of science, etc.).</p> <p>4.12.i. Evaluate religious characteristics (creed, code of behavior, rituals, community) of non-religious belief systems (e.g. communalism, patriotism, activism, and consumerism).</p> <p>4.12.j. Examine the epistemological complexities of the post-modern age.</p>	<p>4.12.b. Analyze how art, literature, and traditional customs both shape and are shaped by society.</p>

Course	HS Elective 1	HS Elective 2
Standard 5	(Society and Identity) Students will understand social systems and structures and how these influence individuals.	
9-12 Enduring Understandings And Essential Questions for Standard 5	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Individuals and groups organize based on cultural values and beliefs, socio-economic status, and political ideology. • Social groups can be defined in a variety of ways, including race, ethnicity, class, and gender. • Individuals are socialized according to their society's understandings of identity, race, ethnicity, class, gender and other social groupings. <ul style="list-style-type: none"> ○ Individuals have some choice in the face of social expectations and norms. 	<p>9-12 Essential Questions:</p> <p>How does society organize itself?</p> <p>What is a social group?</p> <ul style="list-style-type: none"> • Why do people generally accept as “real” a society's social groupings? • Is identity a choice? • To what degree can individuals differ with social expectations? What are the rewards for doing so? What are the penalties?
	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.b. Analyze the socialization of individuals by groups, organizations, and institutions.</p>	<p>5.12.a. Explain how sociological circumstances (race, ethnicity, gender, class, etc.) influence an individual's perceptions of and reactions to the world.</p> <p>5.12.f. Discuss the limits of socialization and the power of choice in personal identity.</p>

<p style="text-align: center;">Performance Indicators Grades 9-12 Electives</p>	<p>5.12.c. Examine why cultural definitions of gender identity persist and are resistant to change.</p> <p>5.12.d. Examine how many cultures reflect and reinforce oppositional ideas of gender (e.g., hard and soft, strong and weak, "sun" and "moon").</p> <p>5.12.e. Evaluate circumstances and consequences that arise from differences between cultural norms and personal gender identity and/or sexual orientation.</p> <p>5.12.f. Discuss the limits of socialization and the power of choice in personal identity.</p>	
<p>Course</p>	<p style="text-align: center;">HS Elective 1</p>	<p style="text-align: center;">HS Elective 2</p>
<p>Standard 6</p>	<p>(Government) Students will understand why societies create and adopt systems of governance and how they address human needs, rights, responsibilities and citizenship.</p>	
	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • The scope, structure, and philosophy of governments vary considerably, some based upon constitutions, civic rights and responsibilities, and the rule of law; others on different principles. 	<p>9-12 Essential Questions:</p> <ul style="list-style-type: none"> • Are democratic governments and those based upon constitutions, civic rights and responsibilities, and the rule of law universally the “best” form of government? • How are governments established, maintained, and changed? What happens in the absence of government?

<p style="text-align: center;">9-12 Enduring Understandings And Essential Questions for Standard 6</p>	<p>National governments have major responsibilities for shaping domestic policy and for directing foreign policy.</p> <ul style="list-style-type: none"> • Governments are financed through taxation and make decisions about how to allocate those resources. • The world is organized into nations, which interact with each other through trade, diplomacy, and war. 	<p>What constrains national governments when shaping domestic policy and directing foreign policy?</p> <ul style="list-style-type: none"> • What is the best way for governments to tax their citizens or subjects? • Is the era of nation-states over? <p>Is global citizenship possible?</p>
<p style="text-align: center;">Performance Indicators Grades 9-12 Electives</p>	<p>6.12.b Evaluate strengths and weaknesses of various kinds of political philosophies and ideologies.</p> <p>6.12.h. Examine the wide range of influences on policy makers</p> <p>6.12.j. Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.</p>	<p>6.12.h. Examine the wide range of influences on policy makers</p> <p>6.12.j. Discuss the significance of shared political and civic beliefs and values, and of economic prosperity, to the preservation of political organization.</p>
<p>Course</p>	<p style="text-align: center;">HS Elective 1</p>	<p style="text-align: center;">HS Elective 2</p>
<p>Standard 7</p>	<p>(Production, Distribution, and Consumption) Students will understand fundamental economic principles and ways in which economies are shaped by geographic and human factors.</p>	

<p style="text-align: center;">9-12 Enduring Understandings And Essential Questions for Standard 7</p>	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Scarcity of the factors of production plays a major role in economic decisions about what to produce and for whom. • The laws of supply and demand influence prices and production within an economy. • Market structures and business organizations vary, some encouraging and some restricting competition. • Changes in geographic and human conditions influence an economy's growth and stability. 	<p>9-12 Essential Questions:</p> <ul style="list-style-type: none"> • Why are all humans' economic needs not met or satisfied? • To what extent do the laws of supply and demand shape economic activity? • Can an economy be both highly productive and genuinely fair in the distribution of goods and services? • Why do people trade and how does trade influence peoples' lives? • What makes an economic system dynamic?
<p style="text-align: center;">Performance Indicators Grades 9-12 Electives</p>	<p>7.12.e. Analyze and evaluate economic issues from a geographical point of view.</p>	<p>7.12.b. Explain patterns of trade from ancient times to the present.</p> <p>7.12.d. Explain the major economic systems</p> <p>7.12.f. Describe reciprocal influences of changes in transportation and communication and changes in trade and economic activities.</p> <p>7.12.g. Evaluate the major economic systems.</p>

Course	HS Elective 1	HS Elective 2
Standard 8	(Science, Technology, and Society) Students will understand how societies have influenced and been influenced by scientific developments and technological developments.	
9-12 Enduring Understandings And Essential Questions for Standard 8	<p>9-12 Enduring Understandings:</p> <ul style="list-style-type: none"> • Scientific and technological advancements fulfill human needs or wants. • Scientific and technological advancements can result in both beneficial and harmful effects. • Scientific and technological developments raise social, ethical, moral, religious, and legal issues. <ul style="list-style-type: none"> • Social and other factors determine the efficacy of particular technologies in particular settings. • Scientific and technological advancements change the way societies function and interact. 	<p>9-12 Essential Questions:</p> <ul style="list-style-type: none"> • What is the impact of science and technology on the human experience? • Why is there a constant quest for new technologies? • What are the pros and cons of scientific and technological advances? • What social, political and economic opportunities and challenges arise from changes in technology? <p>What role do social factors play in the impact of new technologies?</p>
Performance Indicators Grades 9-12 Electives	<p>8.12.b. Describe how values, beliefs, and attitudes have influenced and been influenced by scientific knowledge and technological knowledge.</p> <p>8.12.d. Explain how different socio-economic groups within a culture may react differently to technological innovation.</p> <p>8.12.i. Evaluate whether changing technologies create new ethical dilemmas or make existing ethical dilemmas more acute.</p> <p>8.12.j. Discuss whether confidence in modern science is growing or decreasing.</p>	<p>8.12.c. Analyze instances in which economic conditions have influenced and been influenced by scientific developments and technological developments.</p> <p>8.12.f. Examine the principal contemporary contexts of technological innovation and scientific research (commercial and military) and the implications of these contexts.</p> <p>8.12.g. Explain causes and consequences of the diffusion of the autocatalytic process of technological innovation</p>

Appendix A

English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

Introduction: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

The Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (“the Standards”) are the culmination of an extended, broad-based effort to fulfill the charge issued by the states to create the next generation of K–12 standards in order to help ensure that all students are college and career ready in literacy no later than the end of high school.

The Standards set requirements not only for English language arts (ELA) but also for literacy in history/social studies, science, and technical subjects. Just as students must learn to read, write, speak, listen, and use language effectively in a variety of content areas, so too must the Standards specify the literacy skills and understandings required for college and career readiness in multiple disciplines. Literacy standards for grade 6 and above are predicated on teachers of ELA, history/social studies, science, and technical subjects using their content area expertise to help students meet the particular challenges of reading, writing, speaking, listening, and language in their respective fields. It is important to note that the 6–12 literacy standards in history/social studies, science, and technical subjects are not meant to replace content standards in those areas but rather to supplement them. States may incorporate these standards into their standards for those subjects or adopt them as content area literacy standards.

As a natural outgrowth of meeting the charge to define college and career readiness, the Standards also lay out a vision of what it means to be a literate person in the twenty-first century. Indeed, the skills and understandings students are expected to demonstrate have wide applicability outside the classroom or workplace. Students who meet the Standards readily undertake the close, attentive reading that is at the heart of understanding and enjoying complex works of literature. They habitually perform the critical reading necessary to pick carefully through the staggering amount of information available today in print and digitally.

They actively seek the wide, deep, and thoughtful engagement with high-quality literary and informational texts that builds knowledge, enlarges experience, and broadens worldviews. They reflexively demonstrate the cogent reasoning and use of evidence that is essential to both private deliberation and responsible citizenship in a democratic republic. In short, students who meet the Standards develop the skills in reading, writing, speaking, and listening that are the foundation for any creative and purposeful expression in language.

The AERO English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects Framework was adapted to align with the Common Core State Standards. The College and Career Readiness anchor standards from the common core serve as the AERO English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects standards and define cross- disciplinary literacy expectations that must be met for students to be prepared to enter college and/or the workforce. These standards define end-of-year expectations and grade-level performance indicators were designed to enable students to meet college and career readiness expectations no later than the end of high school.

Common Core Standards (<http://www.corestandards.org/ELA-Literacy>)

Reading: History/Social Studies, Science, and Technical Subjects

“Reading is critical to building knowledge in history/social studies as well as in science and technical subjects. College and career ready reading in these fields requires an appreciation of the norms and conventions of each discipline, such as the kinds of evidence used in history and science; an understanding of domain-specific words and phrases; an attention to precise details; and the capacity to evaluate intricate arguments, synthesize complex information, and follow detailed descriptions of events and concepts. In history/social studies, for example, students need to be able to analyze, evaluate, and differentiate primary and secondary sources. When reading scientific and technical texts, students need to be able to gain knowledge from challenging texts that often make extensive use of elaborate diagrams and data to convey information and illustrate concepts. Students must be able to read complex informational texts in these fields with independence and confidence because the vast majority of reading in college and workforce training programs will be sophisticated nonfiction. It is important to note that these Reading standards are meant to complement the specific content demands of the disciplines, not replace them. “

Source: Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2011

Enduring Understandings:

Readers use strategies to construct meaning.

Readers use language structure and context clues to identify the intended meaning of words and phrases as they are used in text.

Strategic readers can develop, select, and apply strategies to enhance their comprehension.

Words powerfully affect meaning

Essential Questions:

1. How do readers construct meaning from text?
2. How do you figure out a word you do not know?
3. What do readers do when they do not understand everything in a text?
4. Why do readers need to pay attention to a writer’s choice of words?
5. How does reading influence us?
6. Why do we need to evaluate what we read?

1. 0 READING: History/Social Studies

Students read a wide range of literature from many periods in many genres to build an understanding of the many dimensions (e.g., philosophical, ethical, aesthetic) of human experience.

1. 1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text offer profound insights into the human

	6	7	8	9-10	11-12
Key Ideas and details	A. Cite specific textual evidence to support analysis of primary and secondary sources.	A. Cite specific textual evidence to support analysis of primary and secondary sources.	A. Cite specific textual evidence to support analysis of primary and secondary sources.	A. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	A. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

1.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. students' own thinking and writing.

	6	7	8	9-10	11-12
Key Ideas and details	A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	A. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

1.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

	6	7	8	9-10	11-12
Key Ideas and details	A. Identify key steps in a text's description of a process related to	A. Identify key steps in a text's description of a process related to	A. Identify key steps in a text's description of a process related to	A. Analyze in detail a series of events described in a text; determine	A. Evaluate various explanations for actions or events and determine

	history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)	history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)	history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered)	whether earlier events caused later ones or simply preceded them.	which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
1.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.					
	6	7	8	9-10	11-12
Craft and Structure	A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	A. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	A. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.	A. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
1.5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole .					
	6	7	8	9-10	11-12
Craft and Structure	A. Describe how a text presents information (e.g., sequentially, comparatively, causally).	A. Describe how a text presents information (e.g., sequentially, comparatively, causally).	A. Describe how a text presents information (e.g., sequentially, comparatively, causally).	A. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	A. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
1. 6. Assess how point of view or purpose shapes the content and style of a text.					
	6	7	8	9-10	11-12
Craft and Structure	A. Identify aspects of a text that reveal an author’s point of view or purpose	A. Identify aspects of a text that reveal an author’s point of view or purpose	A. Identify aspects of a text that reveal an author’s point of view or purpose	A. Compare the point of view of two or more authors for how they treat	A. Evaluate authors’ differing points of view on the same historical event

	(e.g., loaded language, inclusion or avoidance of particular facts).	(e.g., loaded language, inclusion or avoidance of particular facts).	(e.g., loaded language, inclusion or avoidance of particular facts).	the same or similar topics, including which details they include and emphasize in their respective accounts.	or issue by assessing the authors' claims, reasoning, and evidence.
1.7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.					
	6	7	8	9-10	11-12
Integration of Knowledge and Ideas	A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	A. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	A. Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.	A. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
1.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					
	6	7	8	9-10	11-12
Integration of Knowledge and Ideas	A. Distinguish among fact, opinion, and reasoned judgment in a text.	A. Distinguish among fact, opinion, and reasoned judgment in a text.	A. Distinguish among fact, opinion, and reasoned judgment in a text.	A. Assess the extent to which the reasoning and evidence in a text support the author's claims.	A. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
1.9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.					
	6	7	8	9-10	11-12
Integration of Knowledge	A. Analyze the relationship between a primary and secondary	A. Analyze the relationship between a primary and secondary	A. Analyze the relationship between a primary and secondary	A. Compare and contrast treatments of the same topic in several primary	A. Integrate information from diverse sources, both primary and secondary,

and Ideas	source on the same topic.	source on the same topic.	source on the same topic.	and secondary sources.	into a coherent understanding of an idea or event, noting discrepancies among sources.
1.10. Read and comprehend complex literary and informational texts independently and proficiently.					
	6	7	8	9-10	11-12
Range of reading and Level of text Complexity	A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 8, read and comprehend history/social studies texts in the grades 6–8 text complexity band independently and proficiently.	A. By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.	A. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Writing: History/Social Studies, Science, and Technical Subjects

For students, writing is a key means of asserting and defending claims, showing what they know about a subject, and conveying what they have experienced, imagined, thought, and felt. To be college and career ready writers, students must take task, purpose, and audience into careful consideration, choosing words, information, structures, and formats deliberately. They need to be able to use technology strategically when creating, refining, and collaborating on writing. They have to become adept at gathering information, evaluating sources, and citing material accurately, reporting findings from their research and analysis of sources in a clear and cogent manner. They must have the flexibility, concentration, and fluency to produce high-quality first-draft text under a tight deadline and the capacity to revisit and make improvements to a piece of writing over multiple drafts when circumstances encourage or require it. To meet these goals, students must devote significant time and effort to writing, producing numerous pieces over short and long time frames throughout the year.

Source: Massachusetts Curriculum Framework for English Language Arts and Literacy, March 2011

ENDURING UNDERSTANDINGS:

Good writers develop and refine their ideas for thinking, learning, communicating, and aesthetic expression.

Good writers use a repertoire of strategies that enables them to vary form and style, in order to write for different purposes, audiences, and contexts.

Writers have a purpose for writing.

Writing is a multi-stage process.

Writing is a reflective process.

ESSENTIAL QUESTIONS:

1. How do good writers express themselves? How does process shape the writer's product?
2. How do writers develop a well-written product?
3. Why do writers write?
4. How does each step in the writing process impact the writing?
5. How is writing evaluated?
6. How can evaluation and reflection be used to improve writing?

1.0 WRITING Students employ a wide range of strategies as they write and use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

1.1 Write arguments focused on *discipline-specific content*.

	6	7	8	9-10	11-12
Text types and Purposes	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>A. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>B. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>C. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>D. Establish and maintain a formal style.</p> <p>E. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>A. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>C. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and</p>	<p>A. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>B. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>C. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons,</p>

				<p>counterclaims.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>between reasons and evidence, and between claim(s) and counterclaims.</p> <p>D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>E. Provide a concluding statement or section that follows from or supports the argument presented</p>
--	--	--	--	--	--

1.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

	6	7	8	9-10	11-12
Text types and Purposes	<p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete</p>	<p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete</p>	<p>A. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with relevant, well-chosen facts, definitions, concrete</p>	<p>A. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other</p>	<p>A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended</p>

1. 3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.					
	6	7	8	9-10	11-12
Text types and Purposes	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects	Does Not Apply to History/Social Studies, Science and Technical Subjects
1.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.					
	6	7	8	9-10	11-12
Production and distribution of Writing	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	A. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
1.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.					
	6	7	8	9-10	11-12
Production and distribution of Writing	A. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	A. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	A. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	A. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	A. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

1. 6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.					
	6	7	8	9-10	11-12
Production and distribution of Writing	A. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	A. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	A. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	A. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	A. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
1.7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.					
	6	7	8	9-10	11-12
Research to Build and Present Knowledge	A. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	A. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	A. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	A. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

1. 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.					
	6	7	8	9-10	11-12
Research to Build and Present Knowledge	A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	A. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	A. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	A. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
1.9. Draw evidence from literary or informational texts to support analysis, reflection, and research.					
	6	7	8	9-10	11-12
Research to Build and Present Knowledge	A. Draw evidence from informational texts to support analysis reflection, and research.	A. Draw evidence from informational texts to support analysis reflection, and research.	A. Draw evidence from informational texts to support analysis reflection, and research.	A. Draw evidence from informational texts to support analysis, reflection, and research.	A. Draw evidence from informational texts to support analysis, reflection, and research.
1. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.					
	6	7	8	9-10	11-12
Range of Writing	A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	A. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

References

- Adler, S. A. (2013). *National curriculum standards for social studies a framework for teaching, learning and assessment*. Silver Springs, MD: NCSS.
- National Council for the Social Studies (2013), *Social Studies for the Next Generation: Purposes, Practices, and Implications of the College, Career, and Civic Life (C3) Framework for Social Studies State Standards*. Silver Spring MD:NCSS.
- National Research Council (NRC). 2012. *A Framework for K-12 Science Education: Practices, Crosscutting Concepts, and Core Ideas*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/13165>.
- Stanford History Education Group (SHEG). (n.d.). Retrieved March 15, 2018, from <https://sheg.stanford.edu/>
- Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action and achievement*. ASCD. Alexandria, Virginia.