

American History

State Standard Number	State Standard Area/Description	Unit Name	Course Topic Description
1	As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens. These skills are an essential part of the study of social studies and should be integrated within the content.		
0	Content Literacy		
1.1	Read texts by using reading strategies (i.e., prior knowledge, identify key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).	These skills can be found throughout the units.	
1.2	Read for a specific purpose (i.e., detect cause & effect relationships, compare & contrast information, identify fact v. opinion, and author bias).	These skills can be found throughout the units.	
1.3	Respond to historical texts and various types of social studies literature by inferring, drawing conclusions, making predictions, and formulating historic, geographic, economic, and civic questions.	These skills can be found throughout the units.	
1.4	Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.	These skills can be found throughout the units.	

American History

0	Information, Media & Technology Literacy		
1.1	Formulate appropriate research questions.		
1.2	Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.		
1.3	Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology.		
1.4	Critically analyze messages in the media to detect propaganda, censorship, and bias.		
1.5	Create, interpret, analyze and detect bias in maps, graphs, charts, diagrams.		
1.6	Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology.		
1.7	Collaborate with peers, experts, and others to contribute to a content related knowledge base, e.g., use of blogs, wikis, podcasts, etc. to compile, synthesize, produce, and disseminate information.	These skills can be found throughout the units.	
0	Historical Interpretation & Analysis	These skills can be found throughout the units.	

American History

1.1	Analyze patterns of historical continuity and change to demonstrate chronological thinking.	These skills can be found throughout the units.	
1.2	Analyze and evaluate primary and secondary sources for historical perspectives.		
1.3	Differentiate between historical memory and historical fact.		
1.4	Apply social studies (content & skills) to real life situations.	These skills can be found throughout the units.	
1.5	Extract significant ideas from social studies sources and frame historical questions.		
1.6	Use primary and secondary sources to analyze and interpret history.		
1.7	Compare multiple perspectives of historical events, using a variety of sources.		
1.8	Analyze and interpret primary sources to answer a historical question.		

American History

0	Civic Participation		
1.1	Demonstrate responsibility for the well-being of oneself, family, and the community.		
1.2	Discuss issues and events that have an impact on people at local, state, national, and global levels.	These skills can be found throughout the units.	
1.3	Actively participate in civic and community life at local, state, national, and global levels.		
1.4	Seek information from varied sources and perspectives to develop informed opinions and creative solutions.		
1.5	Ask meaningful questions and analyze and evaluate information and ideas.	These skills can be found throughout the units.	
1.6	Identify sources and perspectives that influence the formation of opinions and creative solutions.		
1.7	Use effective decision-making and problem-solving skills in public and private life.		

American History

1.8	Collaborate effectively as a member of a group.	These skills can be found throughout the units.	
H1.0	Students understand the development, characteristics, and interaction of people, cultures, societies, religion, and ideas.	These skills can be found throughout the units.	
H1.[9-12].1	Assess the impact of the Industrial Revolution on race, class, and gender.	Unit VI	Economic impact of child labor, mass movement from farms to cities, social changes that came with the end of slavery and the impact of factories
H1.[9-12].2	Discuss the influences of American industrialists on the rise of corporate capitalism.	Unit VI	Key industrialists and entrepreneurs, competition in big business & human response to it, Social Darwinism, monopolies, consumers, cartels, trusts, stocks, tariffs, robber barons, inflation, deflation, antitrust acts, Contract Labor Act socialism, Knight of Labor, AFL, strikes, boycotts, scabs, riots, Industrial Workers of the World
H1.[9-12].3	Assess the impact of technological innovations and urbanization on society's social and economic development.	Unit VI	Working conditions, unionization, collective bargaining, labor unions, strikes, Socialism,, closed shops, boycotts Industrial Workers of otherworld, Farmer's Alliance
H1.[9-12].4	Define nativism and explain the political and social responses to immigration into the United States.	Unit VI	Efforts to assimilate immigrants into American culture, social issues brought about by mass immigration, American attitudes toward new immigrants, Chinese Exclusion Act. Immigration Restoration

American History

			Act US Immigration Act of 1907
H1.[9-12].5	Identify the causes and analyze the consequences of labor movements in the United States.	Unit VI	Working conditions, unionization, collective bargaining, labor unions, strikes, Socialism,, closed shops, boycotts Industrial Workers of the World, Farmer’s Alliance
H1.[9-12].6	Explain how 20th century social movements led to the emergence of a pluralistic society.		
H1.[9-12].7	Evaluate how cultural developments in the arts, literature, architecture, education, media, and leisure activities have reflected and changed society.	Unit VII Unit VIII	Culture and politics, leisure time activities, Harlem Renaissance, key people, dates, and contributions during cultural awakening, Jazz, mass media, National Broadcasting system
H3.[9-12].8	Discuss the effects of early technologies on society, i.e., communication, transportation, and manufacturing.	Unit II Unit VI Unit VII	Canals, road, turnpikes Railroads, Westward Expansion Railroads, Interstate Commerce Commission,
H1.[9-12].9	Explain how trade causes cultural diffusion.		
H1.[9-12].10	Compare and contrast the characteristics of dominant world cultures.		

American History

H1.[9-12].11	Analyze how and why the five major religions gained new adherents in various parts of the world.		
H1.[9-12].12	Examine the impact of scientific, technological, mathematical, cultural, and artistic developments of the Renaissance on societies around the world.		
H1.[9-12].13	Explain the causes of the Reformation and its effects in Europe and the Americas.		
H1.[9-12].14	Identify the influence of the Enlightenment on the Western World, i.e., philosophy, science, fine arts, government, and literature.		
H1.[9-12].15	Analyze the cultural, social, and economic changes that occurred as a result of industrialization.		
H1.[9-12].16	Analyze how industrialization, migration, changing diets, and scientific and medical advances have affected worldwide demographics.		
H2.0	Students understand the people, events, ideas, and conflicts that lead to the evolution of nations, empires, distinctive cultures, and political and economic ideas.		
H2.[9-12].1	Summarize the concepts and results of the American Revolution and post revolutionary outcomes as they apply to the 20th Century.		

American History

H2.[9-12].2	Summarize the concepts and results of the Civil War and Reconstruction as they apply to the 20th Century.		
H2.[9-12].3	Analyze how different cultures, points of view, and self-interests influence compromise and conflict over territories, borders, and resources.		
H2.[9-12].4	Describe the final settlement of the West and federal policy toward Native Americans, i.e., the Dawes Act, Plains Wars, and the reservation system.	Unit VI	Railroads, Morrill Land-Grant, Dept of Agriculture, grange movement, Homestead Act, Reservations, Battle of Little Bighorn, Dawes Act, Indian Removal Act, Massacre at Wounded Knee, reservations
H2.[9-12].5	Assess the contributions of immigrant groups to the development of the United States.	Unit VII	
H2.[9-12].6	Define imperialism and discuss its impact on U.S. political relations with other nations.	Unit VII	Relationship of imperialism to US needs during late 1800s & early 1900s, events leading to and following Spanish-American War, reasons for acquisition of Hawaii, expansionism The Monroe Doctrine, The Spanish American War, Rough riders, US gains the Philippines, Puerto Rico, Guam, Annexation of Hawaii, Panama Canal
H2.[9-12].7	Discuss the causes and consequences of U. S. policies regarding expansion and diplomacy.	Unit VII	Relationship of imperialism to US needs during late 1800s & early 1900s, events leading to and following Spanish-American War, reasons for acquisition of Hawaii,

American History

			<p>expansionism</p> <p>The Monroe Doctrine, The Spanish American War, Rough riders, US gains the Philippines, Puerto Rico, Guam, Annexation of Hawaii, Panama Canal</p>
H2.[9-12].8	Discuss the economic and political effects of World War I on the United States.	Unit VII	Reasons and key events that led US to enter WWI and consequences thereof. Reasons for economic boom in US during WWI
H2.[9-12].9	Describe the causes and consequences of the Great Depression.	Unit VIII	How economy headed downhill during the 1920s, key dates and contribution of key business people and politicians during the 1920s, Fordney-McCumber Tariff, Teapot Dome Scandal, Isolationism, Kellogg-Briand Pact, margin,, parity, subsidy, The Great Depression, The New Deal, TVA, etc, the Dust Bowl, Farm Services Administration, FDIC, SEC, Natl. Labor Relations Act, Social Security
H2.[9-12].10	Analyze the policies and programs of the New Deal, and their effects on political, economic, and diplomatic institutions.	Unit VIII	Key business people and politicians during the 1920s, Fordney-McCumber Tariff, Teapot Dome Scandal, Isolationism, Kellogg-Briand Pact, margin,, parity, subsidy, The Great Depression, The New Deal, TVA, etc, the Dust Bowl, Farm Services Administration, FDIC, SEC, Natl. Labor Relations Act, Social Security

American History

H2.[9-12].11	Describe the cultural, economic, political, and technological impact of World War II on the United States.	Unit IX	Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.
H2.[9-12].12	Describe the causes and effects of changing demographics and developing suburbanization in the United States.		
H2.[9-12].13	Explain the effects of Cold War policies on U.S. involvement in Korea and Vietnam.	Unit IX Unit X	Impact of Cold War on US, origins of Korean War Viet Nam War
H2.[9-12].14	Examine the changes in the political culture of the United States during the 1960's and 1970's, i.e., Assassination of JFK, Watergate, Iranian Hostage Crisis.	Unit X	Examine the changes in the political culture of the United States during the 1960's and 1970's, i.e., Assassination of JFK, Watergate, Iranian Hostage Crisis.
H2.[9-12].15	Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.	Unit X	Explain the economic, political, and technological impact of the following conflicts on the United States, i.e., Korea, Vietnam, Persian Gulf War, Iraq, and the War on Terror.
H2.[9-12].16	Examine the roles of nationalism, imperialism, and religion in the building and development of nations.		
H2.[9-12].17	Describe the rise of commercial trading centers and their effects on social, political, and economic institutions around the world.		

American History

H2.[9-12].18	Explain the development of monarchies and their effects on centralized government, commerce and trade, and religion.		
H2.[9-12].19	Explain how Greek and Roman civilizations influenced the development of democratic and republican governments in modern societies.		
H2.[9-12].20	Analyze the development of the nation state and explain how nation states differ from empires or other forms of political organizations.		
H2.[9-12].21	Explain why and how global power shifts took place after World War I and World War II.		
H2.[9-12].22	Explain how the break-up of the Soviet Union and other Eastern European communist governments led to the formation of new nations.		
H2.[9-12].23	Explain the objectives of various independence movements and analyze the political factors that contributed to the change of a nation.		
H2.[9-12].24	Discuss examples of contemporary ethnic conflicts and explain how those conflicts have changed nations.		
H2.[9-12].25	Discuss major reasons for tensions and conflicts in the contemporary world and efforts that have been made to address them.		

American History

H3.0	Students understand how social ideas and individual action lead to social, political, economic, and technological change.		
H3.[9-12].1	Describe key people and explain their struggle for the expansion of African American rights during the late 19th and early 20th centuries.	Unit VI Unit X	Reconstruction, Reconstruction Act of 1867, 13 th , 14 th , 15 th amendments Civil Rights Movement
H3.[9-12].2	Describe the rise of corporations and analyze working conditions in the late 19th and early 20th centuries.	Unit VI	Edison’s inventions, skyscrapers, Brooklyn Bridge, diesel engine Contract Labor Law 1864, Standard Oil, Pendleton Civil Service Act, Carnegie Steel, Sherman Anti-Trust, monopolies, horizontal and vertical integration, cartel, pools, trusts, stock, robber barons, tariffs, inflation and deflation
H3.[9-12].3	Analyze the contributions of inventors and innovators that led to a change in society.	Unit II Unit VI	Events leading to Industrial Revolution, impact of Rev. on American society, significant individuals who helped foster the spirit of change in the country, how Rev. affected the economy Bessemer, Bell, Edison, Diesel
H3.[9-12].4	Determine the causes and effects of the Populist and Progressive Movements.	Unit VII	Ghettos, living conditions for poor immigrants, political machines, political bosses, Salvation Army, Hull House, Economic and social platform of the Populists
H3.[9-12].5	Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the Populist and Progressive Movements.	Unit VIII	Analyze major social movements in the United States and explain their impact on the changing social and political culture, i.e., the Populist and Progressive Movements

American History

H3.[9-12].6	Examine social tensions in the post-World War I era, i.e., radical politics, immigration restrictions, internal migration, religious fundamentalism, and racism.	Unit VIII	Progressive era politics, legislation, and the Populist Movement. 19 th amendment passed (women’s suffrage), major political, social, economic, technological, and cultural developments of the 1920s. Economic effects of prohibition, Red Scare, Scopes Monkey Trial, temperance, bootleggers, speakeasies, Communism, Espionage Act, Palmer Raids, fundamentalism. The Red Scare, The Espionage Act of 1917, Sacco and Vanzetti, labor
H3.[9-12].7	Describe the development of the women's suffrage movement and the subsequent passage of the 19th Amendment.	Unit VIII	Describe the development of the women's suffrage movement and the subsequent passage of the 19th Amendment.
H3.[9-12].8	Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.	Unit VIII	Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.
H3.[9-12].9	Identify and describe the major issues, events, and people of minority rights movements, i.e., Civil Rights Act of 1964, Black Power Movement, United Farm Workers, American Indian Movement, Viva La Raza, and Women's Rights Movement.	These issues can be found throughout the units	
H3.[9-12].10	Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change..	Unit IX	Explain how the social and economic opportunities of the post-World War II era contributed to social responsibility and change.
H3.[9-12].11	Compare and contrast the social impact of the Cold War and the War on Terror on the United States.		

American History

H3.[9-12].12	Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.	Unit IX	Analyze how post-World War II science and technology augmented United States economic strength, transformed daily life, and influenced the world economy and politics.
H3.[9-12].13	Analyze major news events and their impact at the local, state, national, and world levels.		
H3.[9-12].14	Compare and contrast racial segregation in the United States with other racial and social policies, i.e., apartheid in South Africa.		
H3.[9-12].15	Explain the impact of the five major world religions on the world's political and social fabric.		
H3.[9-12].16	Analyze the responses of individuals to restrictive social and political systems.		
H3.[9-12].17	Analyze how ideals and institutions of freedom, equality, justice, and citizenship have changed.		
H3.[9-12].18	Evaluate the worldwide implications of advancements in nuclear, electronic, and computer and medical technologies.		
H3.[9-12].19	Explain how literature, music, and art are ways people voice protest or support, and prompt social change.		

American History

H3.[9-12].20	Determine the causes and consequences of genocidal conflicts, i.e., the Holocaust, Armenia, Bosnia, Rwanda, and Darfur.		
H3.[9-12].21	Analyze the causes, consequences, and moral implications of ethnic conflicts around the world.		
H3.[9-12].22	Explain the changing role of race, class, and gender.		
H3.[9-12].23	Explain how literature, music, media, and the visual arts affect social change.	Unit VIII	Harlem Renaissance
H3.[9-12].24	Examine the ideals and institutions of freedom, equality, justice, and citizenship, and explain how they have changed.		
H3.[9-12].25	Understand how border disputes reflected and influenced peoples' conceptions of identity.		
H4.0	Students understand the interaction and interdependence of nations around the world. Students understand the impact of economics, politics, religion, and culture on international relationships.		
H4.[9-12].1	Describe and interpret the causes and effects of World War I and World War II on the relationship between the United States and Europe.		

American History

H4.[9-12].2	Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States.	Units IX & X	Discuss the key people, ideas, and events of the Cold War era and analyze their impact on economic and political policy in the United States
H4.[9-12].3	Analyze how international policies contributed to the end of the Cold War.		
H4.[9-12].4	Identify and analyze trends in domestic and foreign affairs of the United States from the end of Vietnam to 9/11/2001.		
H4.[9-12].5	Discuss the impact of conflicts on U.S. economic, political, and social position in the world, i.e., Korea, Vietnam, Persian Gulf, Iraq, and the War on Terror.		
H4.[9-12].6	Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues.	Unit XI	Analyze how major sources of tension or conflict influenced the current political climate in the United States, i.e., September 11th, Patriot Act, and security issues.
H4.[9-12].7	Describe the United States' policy concerning strategic, political, and economic interests on the Middle East, Latin America, Mexico, immigration, trade, and the environment.		
H4.[9-12].8	Explore the influence of popular U.S. culture on the culture of other nations and vice versa.		
H4.[9-12].9	Evaluate the influence of U.S. cultural ideas on other nations.		

American History

H4.[9-12].10	Explore the influence of various world cultures on the United States.		
H4.[9-12].11	Explain the impact of imperialism and colonial rule on African, Asian, and South American peoples and the resulting independence movements in Africa, Asia, and South America.		
H4.[9-12].12	Describe the causes and effects of the Russian Revolution, i.e., Marxism, Leninism, and Bolshevism.		
H4.[9-12].13	Discuss the causes, characteristics, and consequences of European and Japanese imperialism prior to World War II.		
H4.[9-12].14	Analyze the causes, course, and effects of World War I and World War II on the world.		
H4.[9-12].15	Describe the significance of the breakup of the USSR and the influence of the international and economic factors that contributed to the end of the Cold War.		
H4.[9-12].16	Examine the decline of colonial rule and the development of independent nations.		
H4.[9-12].17	Describe the rise of totalitarian societies in Europe, Asia, and Latin America.		

American History

H4.[9-12].18	Explain the impact of world commerce on the relationships between developed and developing nations.		
H4.[9-12].19	Describe the contributions of the social, political, and economic characteristics of modern Latin American, African, Chinese, Indian, and Japanese civilizations.		
H4.[9-12].20	Describe tensions in contemporary Islamic countries over reconciling traditional and Western influences.		
H4.[9-12].21	Analyze the political and religious factors that contribute to the instability in the Middle East.		
H4.[9-12].22	Describe how political and economic alliances affect peoples and countries.		
H4.[9-12].23	Describe how global issues such as human rights, the environment, regional conflicts, and health issues affect nations differently.		
H4.[9-12].24	Analyze how the contemporary political climate has changed personal and national security within and among nations.		
G5.0	Students use maps, globes, and other geographic tools and technologies to locate and extrapolate information about people, places, and environments.	These skills can be found throughout the units.	

American History

G5.9-12.1	Use map elements including scale to identify and locate physical and human features in the United States and the world.	These skills can be found throughout the units.	
G5.9-12.2	Analyze and interpret geographic information by selecting appropriate maps, map projections, and other representations, i.e., urban planning, national parks.		
G5.9-12.3	Apply concepts and models of spatial organization and use quantitative methods to identify and make decisions about geo-graphic information.		
G5.9-12.4	Analyze a variety of complex maps, i.e., topographic, demographic, and land use, to acquire geographic information.		
G5.9-12.5	Construct complex, accurate maps and models from memory to answer questions about locations of human and physical features.		
G5.9-12.6	Analyze maps for purpose, accuracy, content, and design.		
G5.9-12.7	Analyze and interpret Earth's physical and human features using appropriate geographic tools and technologies.		
G5.9-12.8	Select and design maps, graphs, diagrams, tables, or charts to organize geographic information using a variety of technologies.		

American History

G6.0	Students understand the physical and human features of places and use this information to define and study regions and their patterns of change.		
G6.[9-12].1	Determine how relationships between humans and the physical environment lead to the development of and connections among places and regions.		
G6.[9-12].2	Explain why characteristics of place change.		
G6.[9-12].3	Apply the concept of region to organize and study a geographic issue.		
G6.[9-12].4	Analyze selected historical issues, demographics, and questions using the geographic concept of regions.		
G6.[9-12].5	Explain why places and regions are important to cultural identity and can serve as forces for both unification and fragmentation.		
G6.[9-12].6	Compare characteristics of places and regions from different perspectives.		
G6.[9-12].7	Determine how tools affect the way cultural groups perceive and use resources within places and regions.		

American History

G6.[9-12].8	Use absolute and relative location (including latitude and longitude) to locate prominent countries, cities, and physical features in different regions of the world.		
G7.0	Students understand how economic, political, and cultural processes interact to shape patterns of human migration and settlement, influence and interdependence, and conflict and cooperation.	These elements can be found throughout the units.	
G7.[9-12].1	Analyze demographic trends in the world.		
G7.[9-12].2	Evaluate the impact of migration and settlement on physical and human systems.	Units I, II, VI, & VII	These concepts can be found throughout the units particularly in the early settlement of this continent and the latter Industrial Revolution.
G7.[9-12].3	Analyze the development of civilizations and the impact it has on the changes and progress of human development.		
G7.[9-12].4	Compare characteristics and patterns of rural and urban migration and settlement in developing and developed countries.		
G7.[9-12].5	Evaluate why major cities develop in particular geographic locations and how this affects cultures.		
G7.[9-12].6	Analyze and evaluate international economic issues from a spatial perspective.		

American History

G7.[9-12].7	Analyze how location and distance connect to influence economic systems at local, national, and international levels.		
G7.[9-12].8	Evaluate changes in the size and structure of cultural, political, and economic organizations.		
G8.0	Students understand effects of interactions between human and physical systems and the changes in use, distribution, and importance of resources.		
G8.[9-12].1	Analyze how changes in the physical environment can increase or diminish its capacity to support human activity.		
G8.[9-12].2	Describe the ways in which technology has affected the human capacity to modify the physical environment and evaluate possible regional and global impact.		
G8.[9-12].3	Develop possible responses to changes caused by human modification of the physical environment.		
G8.[9-12].4	Analyze human perception and reaction to natural hazards including use, distribution, and importance of resources.		
G8.[9-12].5	Analyze patterns of use, the changing distribution, and relative importance of Earth's resources.		

American History

G8.[9-12].6	Develop policies for the use and management of Earth's resources that consider the various interests involved.		
E9.0	Students will understand how scarcity and incentives affect choices, how markets work, why markets form, how supply and demand interact to determine the market price, and how changes in prices act as economic signals to coordinate trade.		
E9.[9-12].1	Analyze choices and incentive systems used by parents, teachers, employers and government using the concepts of:		
E9.[9-12].1.a	Total benefits and opportunity costs		
E9.[9-12].1.b	Impact of marginal costs and marginal benefits		
E9.[9-12].1.c	Effectiveness		
E9.[9-12].2	Analyze how consumers adjust their purchases in response to price changes using the concept of price elasticity.		
E9.[9-12].3	Assess how producers might adjust their sales decisions in response to price changes using the concept of price elasticity.		

American History

E9.[9-12].4	Evaluate career paths considering:		
E9.[9-12].4.a	Specific skills required		
E9.[9-12].4.b	Wages		
E9.[9-12].4.c	Impact of skills on wages		
E9.[9-12].4.d	Response of wages to market demand		
E9.[9-12].5	Analyze markets using the concepts of supply and demand, including:		
E9.[9-12].5.a	Impact of changes in supply on prices		
E9.[9-12].5.b	Impact of changes in demand on prices		

American History

E9.[9-12].5.c	Impact of price controls		
E10.0	Students will identify indicators used to measure economic performance; understand key aspects of how the economy acts as a system, and understand the roles of money, interest rates, savers, and borrowers, financial institutions, and the central bank in our economy.		
E10.[9-12].1	Describe the nation's current money supply measures, including M1 and M2.		
E10.[9-12].2	Explain the three functions of money: medium of exchange, store of value, unit of account.		
E10.[9-12].3	Explain why a real interest rate accurately measures the benefit of saving or the cost of borrowing, and indicate ways a high interest rate could be detrimental or beneficial.		
E10.[9-12].4	Explain what a credit rating is and how it affects access to loans.		
E10.[9-12].5	Compare the risks and rewards of using the services offered by different financial institutions.		
E10.[9-12].6	Explain how the circular flow can affect the nation's income.		

American History

E10.[9-12].7	Analyze the potential production of goods and services for a nation as determined by its resources and technology.		
E10.[9-12].8	Explain how the Federal Reserve influences bank loans, the economy's inflation rate, and economic activity in general, using the reserve requirement, discount rate, and open market operations.		
E10.[9-12].9	Explain how government fiscal policy may affect the rate of unemployment by influencing production, employment, and price levels.		
E10.[9-12].10	Describe how U.S. living standards have changed over time using real GDP per capita as a measure of the standard of living.		
E10.[9-12].11	Define recession and examine the U.S. economy over time using the change in real GDP.		
E10.[9-12].12	Discuss the effects of inflation on the U.S. economy using the consumer price index.		
E10.[9-12].13	Compare the unemployment rates for groups of people who differ by age, sex, ethnicity, occupation, and education.		
E10.[9-12].14	Demonstrate knowledge of when, why, and how interest rate levels have experienced relative highs and relative lows throughout U.S. history.		

American History

E10.[9-12].15	Explain how interest rates are determined using supply and demand.		
E11.0	Students will identify the causes of economic change, explain how the U.S. economic system responds to those changes; and explain how other economic systems respond to change.		
E11.[9-12].1	Identify the roles of organizations in a market economy, including:		
E11.[9-12].1.a	For-profit organizations		
E11.[9-12].1.b	Not-for-profit organizations		
E11.[9-12].1.c	Labor unions		
E9.[9-12].4.d	Analyze the past, present, and future role of investment in enhancing economic growth and raising living standards.		
E9.[9-12].5	Evaluate how entrepreneurs affect the economy by solving problems, taking risks, and taking advantage of opportunities to earn profits.		

American History

E9.[9-12].5.a	Judge the pros and cons of specialization and interdependence.		
E9.[9-12].5.b	Explain how individual self-interest, channeled through the marketplace, can increase the overall standard of living.		
E9.[9-12].5.c	Analyze the role of government in a market economy regarding:		
E10.0	Public goods		
E10.[9-12].1	externalities		
E10.[9-12].2	Monopoly power		
E10.[9-12].3	Redistribution of income		
E10.[9-12].4	Definition and protection of property rights		

American History

E10.[9-12].5	Describe the rise of national economies, the emergence of free markets and democratic capitalism.		
E10.[9-12].6	Illustrate the idea that real world economies tend to be mixed economies containing elements of:		
E10.[9-12].7	capitalism		
E10.[9-12].8	socialism		
E10.[9-12].9	command allocations of resources		
E10.[9-12].10	market allocations of resources		
E10.[9-12].11	Compare the benefits and costs of allocating resources through markets or government.		
E10.[9-12].12	Discuss how an economy's price system determines what goods and services will be produced, how they will be produced, and who will receive them.		

American History

E10.[9-12].13	Students will explore trends in international trade, the impact of trade on the U.S. economy, and the role of exchange rates.		
E10.[9-12].14	Describe how the economic characteristics of other countries and their economic events affect the United States.		
E10.[9-12].15	Determine how a change in exchange rates affects the ability of residents of one country to consume products from other countries.		
E11.0	Assess the impact of globalization on the U.S. and world economies.		
E11.[9-12].1	Analyze the pros and cons of international trade, comparing free trade with restricted trade.		
E11.[9-12].1.a	Students know why society needs rules, laws, and government and understand the roles, rights, and responsibilities of citizens.		
E11.[9-12].1.b	Explain the concept of the rule of law in the establishment of the U.S. Constitution.		
E11.[9-12].1.c	Analyze major conflicts in social, political, and economic life and evaluate the role of compromise in the resolution of these issues.		

American History

E11.[9-12].2	Describe the historic influences of ideas, i.e., Greek law, Magna Carta, Iroquois League, Social Contract Theory, Natural Rights Philosophy, and Republicanism on the creation of early U.S. documents.		
E11.[9-12].3	Describe how the Nevada and U.S. Constitution serve as devices for preserving state and national principles and as vehicles for change, including the formal and informal amendment processes.		
E11.[9-12].4	Analyze the United States Constitution and its amendments in protecting individual rights, including the Fourteenth Amendment's provisions for due process and equal protection of individual rights through the examination of landmark cases, i.e.,	Unit II Unit VI	US Constitution and Bill of Rights Fourteenth Amendment
E11.[9-12].5	Brown v. Board of Education of Topeka	Unit IX	Brown v. Board of Education of Topeka
E11.[9-12].6	Gideon v. Wainwright		
E11.[9-12].6.a	Miranda v. Arizona		
E11.[9-12].6.b	Tinker v. Des Moines Independent Community School District		
E11.[9-12].6.c	Examine the rights of citizens and how these rights are protected and restricted.		

American History

E11.[9-12].6.d	Analyze and evaluate the role of citizen participation in civic life.		
E11.[9-12].6.e	Examine the responsibilities of local, state, and national citizenship.		
E11.[9-12].7	Interpret the symbols and documents of a nation and analyze how they represent its identity.		
E11.[9-12].8	U.S., State, and Local Governments - Students understand the U.S. Constitution and the government it creates, including the relationship between national and sub-national governments, as well as the structure and function of state and local governments.		
E11.[9-12].8.a	Explain the U.S. Constitutional provisions for division of powers between the national and state governments (delegated, implied, reserved, concurrent powers).	Unit II	Explain the U.S. Constitutional provisions for division of powers between the national and state governments (delegated, implied, reserved, concurrent powers).
E11.[9-12].8.b	Analyze and give examples of the expansion of the national government through the application of enumerated powers and implied powers.		
E11.[9-12].8.c	Provide contemporary examples of federalism. Compare and contrast the structure of the Nevada and United States Constitutions.		

American History

E11.[9-12].8.d	Use examples to illustrate the supremacy clause in defining the relationship between state and national governments.		
E11.[9-12].9	Describe the unique role of tribal and territorial governments in the U.S.		
E11.[9-12].10	Examine the organization of the U.S. Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
E12.0	Examine the organization of the Nevada Constitution and describe the structure it creates, including the executive, legislative, and judicial branches.		
E12.[9-12].1	Explain the structure and function of local governments.		
E12.[9-12].2	Analyze the effectiveness of checks and balances in maintaining the equal division of power.	Unit II	US Constitution, checks and balances
E12.[9-12].3	Describe the creation of laws through the legislative process.	Unit II	The legislative process
E12.[9-12].4	Describe the duties of the executive branch, including:	Unit II	The powers of each branch of govt.

American History

C13.0	Cabinet/departments	Unit II	The US Constitution, the president’s cabinet
C13.[9-12].1	Regulatory commissions	Various regulatory commissions are discussed and evaluated throughout the units.	
C13.[9-12].2	Executive Office of the President/White House staff	Unit II	Branches of govt.
C13.[9-12].3	Describe the structure and jurisdiction of the federal court system and analyze the power of judicial review.	Unit II	The constitution and the three branches of govt.
C13.[9-12].4	Explain the state and local judicial processes such as juvenile, civil, and criminal court systems.		
C13.[9-12].5	Students describe the roles of political parties, elections, interest groups, media, and public opinion in the democratic process.	These concepts are discussed and analyzed throughout the units.	
C13.[9-12].5.a	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the Electoral College system in the election of the President.	Unit II	Assess the processes by which leaders are selected in the U.S. political system and analyze the role of the Electoral College system in the election of the President.
C13.[9-12].5.b	Analyze the role and function of political parties in public policy and the electoral process.	The role and function of political parties are discussed in various units	

American History

C13.[9-12].5.c	Evaluate the significance of interest groups and public opinion in the political process of a democratic society.		
C13.[9-12].5.d	Analyze the role of the media in the process of political persuasion.		
C13.[9-12].6	Evaluate propaganda in the political process.		
C13.[9-12].7	Describe the process by which public policy is formulated and implemented.		
C13.[9-12].8	Students explain the different political systems in the world and how those systems relate to the United States and its citizens.		
C13.[9-12].9	Summarize and evaluate the significant characteristics of the world's major political systems:		
C14.0	Monarchy		
C14.[9-12].1	Totalitarian dictatorship		

American History

C14.[9-12].2	Democratic systems		
C14.[9-12].3	presidential systems		
C14.[9-12].4	parliamentary systems		
C14.[9-12].5	Socialism		
C14.[9-12].6	Communism		
C14.[9-12].7	Analyze the conflict between U.S. policies of isolationism versus intervention in world affairs.		
C14.[9-12].8	Identify and analyze U.S. foreign policy in dealing with international issues, i.e., diplomacy, economic policy, humanitarian aid, and military intervention.		
C14.[9-12].9	Critique the role of international organizations, i.e., the United Nations, World Bank, Amnesty International, and the International Red Cross.		

American History

C14.[9-12].10	As students become increasingly sophisticated and informed thinkers, they are provided opportunities to develop and apply skills that enhance critical thinking processes by developing and applying 21st Century Skills. Content literacy is the acquisition and application of reading, writing and oral communication skills to construct knowledge. Information, media, and technology literacy is the acquisition, organization, use, and evaluation of information that prepares students to be active, informed, and literate citizens. These skills are an essential part of the study of social studies and should be integrated within the content.		
C14.[9-12].11	Content Literacy		
C14.[9-12].11.a	Read texts by using reading strategies (i.e., prior knowledge, identify key vocabulary words, context clues, main ideas, supporting details, and text features: pictures, maps, text boxes).		
C14.[9-12].11.b	Read for a specific purpose (i.e., detect cause & effect relationships, compare & contrast information, identify fact v. opinion, and author bias).		
C14.[9-12].11.c	Respond to historical texts and various types of social studies literature by inferring, drawing conclusions, making predictions, and formulating historic, geographic, economic, and civic questions.		
C14.[9-12].12	Process or synthesize information through writing using note taking, graphic organizers, summaries, proper sequencing of events, and/or formulating thesis statements that examine why as well as how.		

American History

C14.[9-12].13	Information, Media & Technology Literacy		
C15.0	Formulate appropriate research questions.		
C15.[9-12].1	Conduct research by gathering, organizing, and evaluating the credibility and bias of information from a variety of online, print, and non-print sources.	There are several assignments throughout the units which require research.	
C15.[9-12].2	Process and effectively communicate and present information orally, in writing, and through development of web sites, multimedia presentations, and other forms of technology.	Such assignments can be found throughout the units.	
C15.[9-12].3	Critically analyze messages in the media to detect propaganda, censorship, and bias.		
C15.[9-12].4	Create, interpret, analyze and detect bias in maps, graphs, charts, diagrams.		
C15.[9-12].5	Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology.		
C15.[9-12].6	Collaborate with peers, experts, and others to contribute to a content related knowledge base, e.g., use of blogs, wikis, podcasts, etc. to compile, synthesize, produce, and disseminate information.	These types of assignments and discussions can be found throughout the units.	

American History

C16.0	Historical Interpretation & Analysis	These types of assignments and discussions can be found throughout the units	
C16.[9-12].1	Analyze patterns of historical continuity and change to demonstrate chronological thinking.		
C16.[9-12].1.a	Analyze and evaluate primary and secondary sources for historical perspectives.		
C16.[9-12].1.b	Differentiate between historical memory and historical fact.		
C16.[9-12].1.c	Apply social studies (content & skills) to real life situations.	These types of assignments and discussions can be found throughout the units	
C16.[9-12].1.c.1	Extract significant ideas from social studies sources and frame historical questions.		
C16.[9-12].1.c.2	Use primary and secondary sources to analyze and interpret history.		
C16.[9-12].1.d	Compare multiple perspectives of historical events, using a variety of sources.		

American History

C16.[9-12].1.e	Analyze and interpret primary sources to answer a historical question.		
C16.[9-12].2	Civic Participation		
C16.[9-12].3	Demonstrate responsibility for the well-being of oneself, family, and the community.		
C16.[9-12].4	Discuss issues and events that have an impact on people at local, state, national, and global levels.		