

CURRICULUM STANDARDS AND OBJECTIVES

Social Studies

World History

WORLD HISTORY

Essential Standard WH.H.1

Apply the four interconnected dimensions of historical thinking to the Essential Standards for World History in order to understand the creation and development of societies/civilizations/nations over time

Clarifying Objectives

WH.H.1.1 – Use Chronological thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

WH.H.1.2 – Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

WH.H.1.3 – Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues

WH.H.1.4 – Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

Essential Standard WH.H.2

Analyze ancient civilizations and empires in terms of their development, growth and lasting impact.

Clarifying Objectives

WH.H.2.1 – Compare how different geographic issues of the ancient period influenced settlement, trading networks and the sustainability of

various ancient civilizations (e.g., flooding, fertile crescent, confluence, limited fertile lands, etc.).

WH.H.2.2 – Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.).

WH.H.2.3 – Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.).

WH.H.2.4 – Analyze the rise and spread of various empires in terms of influence, achievements and lasting impact (e.g., Mongol, Mughal, Ottoman, Ming, Mesoamerica, Inca, Imperial states in Africa, etc.).

WH.H.2.5 – Analyze the development and growth of major Eastern and Western religions (e.g., Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, etc.).

WH.H.2.6 – Analyze the interaction between the Islamic world and Europe and Asia in terms of increased trade, enhanced technology innovation, and an impact on scientific thought and the arts.

WH.H.2.7 – Analyze the relationship between trade routes and the development and decline of major empires (e.g. Ghana, Mali, Songhai, Greece, Rome, China, Mughal, Mongol, Mesoamerica, Inca, etc.).

WH.H.2.8 – Compare the conditions, racial composition, and status of social classes, castes, and slaves in ancient societies and analyze changes in those elements.

WH.H.2.9 – Evaluate the achievements of ancient civilizations in terms of their enduring cultural impact.

Essential Standard WH.H.3

Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations.

Clarifying Objectives

WH.H.3.1 – Explain how religion influenced political power and cultural unity in various regions of Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire).

WH.H.3.2 – Explain how religious and secular struggles for authority impacted the structure of government and society in Europe, Asia, and Africa (e.g., Cluniac Reforms, common law, Magna Carta, conflicts between popes and emperors, Crusades, religious schisms, Hundred Years' War, etc.).

WH.H.3.3 – Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.).

WH.H.3.4 – Analyze how the desire for farmable land created conflict and impacted the physical environments of Europe, Asia, Africa and the Americas (e.g., Agricultural Revolution in Europe, Muslim Agricultural Revolution, Mesoamerican and Andean agricultural innovations, etc.).

Essential Standard WH.H.4

Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction.

Clarifying Objectives

WH.H.4.1 – Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, Printing revolution, etc.).

WH.H.4.2 – Explain the political, social and economic reasons for the rise of powerful centralized nation-states and empires (e.g., Reformation, absolutism, limited monarchy, empires, etc.).

WH.H.4.3 – Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.).

WH.H.4.4 – Analyze the effects of increased global trade on the interactions between nations in Europe, Southwest Asia, the Americas and Africa (e.g., exploration, mercantilism, inflation, rise of capitalism, etc.).

Essential Standard WH.H.5

Analyze exploration and expansion in terms of its motivations and impact.

Clarifying Objectives

WH.H.5.1 – Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.).

WH.H.5.2 – Explain the causes and effects of exploration and expansion (e.g., technological innovations and advances, forces that allowed the acquisition of colonial possessions and trading privileges in Africa, Asia, the Americas and the Colombian exchange).

WH.H.5.3 – Analyze colonization in terms of the desire for access to resources and markets as well as the consequences on indigenous cultures,

population, and environment (e.g., commercial revolution, Columbian exchange, religious conversion, spread of Christianity, spread of disease, spread of technology, conquistadors, slave trade, encomienda system, enslavement of indigenous people, mixing of populations, etc.).

WH.H.5.4 – Analyze the role of investment in global exploration in terms of its implications for international trade (e.g., transatlantic trade, mercantilism, joint-stock companies, trading companies, government and monarchical funding, corporations, creation of capital markets, etc.).

Essential Standard WH.H.6

Understand the Age of Revolutions and Rebellions

Clarifying Objectives

WH.H.6.1 – Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.).

WH.H.6.2 – Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.).

WH.H.6.3 – Explain how physical geography and natural resources influenced industrialism and changes in the environment (e.g., agricultural revolutions, technological innovations in farming, land use, deforestation, industrial towns, pollution, etc.).

WH.H.6.4 – Analyze the effects of industrialism and urbanization on social and economic reform (e.g., Industrial Revolution, urbanization, growth of middle class, increase in productivity and wealth, changes in economic status, new types of labor organizations, etc.).

Essential Standard WH.H.7

Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era.

Clarifying Objectives

WH.H.7.1 – Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.).

- WH.H.7.2 – Analyze the increase in economic and military competition among nations in terms of the influences of nationalism, imperialism, militarism, and industrialization (e.g., Ottoman Empire, Japanese Empire, Prussian Empire, the German Empire, “Have and Have Nots” of Europe, industrial America, etc.).
- WH.H.7.3 – Analyze economic and political rivalries, ethnic and regional conflicts, and nationalism and imperialism as underlying causes of war (e.g., WWI, Russian Revolution, WWII).
- WH.H.7.4 – Explain how social and economic conditions of colonial rule contributed to the rise of nationalistic movements (e.g., India, Africa, Southeast Asia).
- WH.H.7.5 – Analyze the emergence of capitalism as a dominant economic pattern and the responses to it from various nations and groups (e.g., utopianism, social democracy, socialism, communism, etc.).
- WH.H.7.6 – Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.).

Essential Standard WH.H.8

Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century.

Clarifying Objectives

- WH.H.8.1 – Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.).
- WH.H.8.2 – Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “911”, terrorism, etc.).
- WH.H.8.3 – Analyze the “new” balance of power and the search for peace and stability in terms of how each has influenced global interactions since the last half of the twentieth century (e.g., post WWII, Post Cold War, 1990s Globalization, New World Order, Global Achievements and Innovations).
- WH.H.8.4 – Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway).
- WH.H.8.5 – Explain how population growth, urbanization, industrialization, warfare and the global market economy have contributed to changes

in the environment (e.g., deforestation, pollution, clear cutting, Ozone depletion, climate change, global warming, industrial emissions and fuel combustion, habitat destruction, etc.).

- WH.H.8.6 – Explain how liberal democracy, private enterprise and human rights movements have reshaped political, economic and social life in Africa, Asia, Latin America, Europe, the Soviet Union and the United States (e.g., U.N. Declaration of Human Rights, end of Cold War, apartheid, perestroika, glasnost, etc.).
- WH.H.8.7 – Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.).

CURRICULUM STANDARDS AND OBJECTIVES

Social Studies

United States History I

HISTORY

Essential Standard AH1.H.1

Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Clarifying Objectives

AH1.H.1.1 – Use Chronological thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

AH1.H.1.2 – Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

AH1.H.1.3 – Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues

AH1.H.1.4 – Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

Essential Standard AH1.H.2

Analyze key political, economic and social turning points in United States History using historical thinking.

Clarifying Objectives

AH1.H.2.1 – Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects

(e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

AH1.H.2.2 – Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Essential Standard AH1.H.3

Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Clarifying Objectives

AH1.H.3.1 – Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.).

AH1.H.3.2 – Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, Native American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.).

AH1.H.3.3 – Explain the roles of various racial and ethnic groups in settlement and expansion through Reconstruction and the consequences for those groups (e.g., Germans, Scotch-Irish, Africans, Native American Indians, Irish, Chinese, etc.).

AH1.H.3.4 – Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.).

Essential Standard AH1.H.4

Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Clarifying Objectives

AH1.H.4.1 – Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of

Rights, development of political parties, nullification, slavery, states' rights, Civil War).

AH1.H.4.2 – Analyze the economic issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., mercantilism, Revolutionary Era taxation, National Bank, taxes, tariffs, territorial expansion, economic “Panics”, Civil War).

AH1.H.4.3 – Analyze the social and religious conflicts, movements and reforms that affected the United States from colonization through Reconstruction in terms of participants, strategies, opposition, and results (e.g., Second Great Awakening, Transcendentalism, abolition, temperance, mental illness, prisons, education, etc.).

AH1.H.4.4 – Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism).

Essential Standard AH1.H.5

Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Clarifying Objectives

AH1.H.5.1 – Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, “slavery as a peculiar institution”, etc.).

AH1.H.5.2 – Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.).

Essential Standard AH1.H.6

Understand how and why the role of the United States in the world has changed over time

Clarifying Objectives

AH1.H.6.1 – Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.).

AH1.H.6.2 – Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs

(e.g., French and Indian War, War of 1812, Mexican War, Civil War)

Essential Standard AH1.H.7

Understand the impact of war on American politics, economics, society and culture.

Clarifying Objectives

AH1.H.7.1 – Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.).

AH1.H.7.2 – Explain the impact of wars on the American economy through Reconstruction (e.g., colonial debt, salutary neglect, protective tariffs, inflation, profiteering, Hamilton’s economic plan, embargo, etc.).

AH1.H.7.3 – Explain the impact of wars on American society and culture through Reconstruction (e.g., salutary neglect, slavery, breakup of the plantation system, carpetbaggers, scalawags, KKK, and relocation of American Indians, etc.).

Essential Standard AH1.H.8

Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Clarifying Objectives

AH1.H.8.1 – Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.).

AH1.H.8.2 – Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., Lowell and other “mill towns”, Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.).

AH1.H.8.3 – Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” through Reconstruction (e.g., plantation society, transcendentalism, 49ers, etc.).

AH1.H.8.4 – Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis through Reconstruction (e.g., Hamilton’s Financial Plan, Bank of the United States, Embargo of 1807, Manifest Destiny, phases of Reconstruction, etc.).

CURRICULUM STANDARDS AND OBJECTIVES

Social Studies

United States History II

HISTORY

Essential Standard AH2.H.1

Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time.

Clarifying Objectives

AH2.H.1.1 – Use Chronological thinking to:

1. Identify the structure of a historical narrative or story: (its beginning, middle and end)
2. Interpret data presented in time lines and create time lines

AH2.H.1.2 – Use Historical Comprehension to:

1. Reconstruct the literal meaning of a historical passage
2. Differentiate between historical facts and historical interpretations
3. Analyze data in historical maps
4. Analyze visual, literary and musical sources

AH2.H.1.3 – Use Historical Analysis and Interpretation to:

1. Identify issues and problems in the past
2. Consider multiple perspectives of various peoples in the past
3. Analyze cause-and-effect relationships and multiple causation.
4. Evaluate competing historical narratives and debates among historians.
5. Evaluate the influence of the past on contemporary issues

AH2.H.1.4 – Use Historical Research to:

1. Formulate historical questions
2. Obtain historical data from a variety of sources
3. Support interpretations with historical evidence
4. Construct analytical essays using historical evidence to support arguments.

Essential Standard AH2.H.2

Analyze key political, economic and social turning points in United States History using historical thinking.

Clarifying Objectives

AH2.H.2.1 – Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects

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(e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

AH2.H.2.2 – Evaluate key turning points from colonization through Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.).

Essential Standard AH2.H.3

Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time.

Clarifying Objectives

AH2.H.3.1 – Analyze how economic, political, social, military and religious factors influenced United States imperialism (e.g., passing of the western frontier, new markets, Spanish American War, Open Door Policy, Monroe Doctrine, Roosevelt Corollary, canal route, etc.).

AH2.H.3.2 – Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the United States since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.).

AH2.H.3.3 – Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.).

AH2.H.3.4 – Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.).

Essential Standard USH.H.4

Analyze how conflict and compromise have shaped politics, economics and culture in the United States.

Clarifying Objectives

AH2.H.4.1 – Analyze the political issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.).

AH2.H.4.2 – Analyze the economic issues and conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g.,

currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.).

AH2.H.4.3 – Analyze the social and religious conflicts, movements and reforms that impacted the United States since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, civil rights, anti-war protest, etc.).

AH2.H.4.4 – Analyze the cultural conflicts that impacted the United States since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women’s movement, counterculture, Wilmington Race Riots, etc.).

Essential Standard AH2.H.5

Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States.

Clarifying Objectives

AH2.H.5.1 – Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., “separate but equal”, Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.).

AH2.H.5.2 – Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.).

Essential Standard AH2.H.6

Understand how and why the role of the United States in the world has changed over time

Clarifying Objectives

AH2.H.6.1 – Explain how national economic and political interests helped set the direction of United States foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.).

AH2.H.6.2 – Explain the reasons for United States involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.).

Essential Standard AH2.H.7

Understand the impact of war on American politics, economics, society and culture.

Clarifying Objectives

AH2.H.7.1 – Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.).

AH2.H.7.2 – Explain the impact of wars on the American economy since Reconstruction (e.g., mobilizing for war, war industries, rationing, women in the workforce, lend-lease policy, WWII farming gains, GI Bill, etc.).

AH2.H.7.3 – Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic, patriotism, etc.).

Essential Standard AH2SH.H.8

Analyze the relationship between progress, crisis and the “American Dream” within the United States.

Clarifying Objectives

AH2.H.8.1 – Analyze the relationship between innovation, economic development, progress and various perceptions of the “American Dream” since Reconstruction (e.g., Gilded Age, assembly line, transcontinental railroad, highway system, credit, etc.).

AH2.H.8.2 – Explain how opportunity and mobility impacted various groups within American society since Reconstruction (e.g., Americanization movement, settlement house movement, Dust Bowl, the Great Migration, suburbia, etc.).

AH2.H.8.3 – Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the “American Dream” since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.).

AH2.H.8.4 – Analyze multiple perceptions of the “American Dream” in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage foreclosure crisis, etc.).

CIVICS & GOVERNMENT**CE.C&G.1****Analyze the foundations and development of American government in terms of principles and values****CE.C&G.1.1**

Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Son of Liberty, etc.).

CE.C&G.1.2

Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.).

CE.C&G.1.3

Evaluate how debates on power and authority between Federalists and Anti-Federalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.).

CE.C&G.1.4

Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self-government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.).

CE.C&G.1.5

Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.).

CE.C&G.2**Analyze government systems within the United States in terms of their structure, function and relationships****CE.C&G.2.1**

Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.).

CE.C&G.2.2

Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.).

CE.C&G.2.3

Evaluate the U.S. Constitution as a “living Constitution” in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, Stare decisis, judicial review, supremacy, equal protections, “establishment clause”, symbolic speech, due process, right to privacy, etc.).

CE.C&G.2.4

Compare the Constitutions and the structures of the United States and North Carolina governments (e.g., the various NC Constitutions, Bill of Rights, Declaration of Rights, Preambles, the organization of, the powers of, responsibilities, etc.).

CE.C&G.2.5

Compare United States system of government within the framework of the federal and state structures as well as in how they relate with governmental systems of other nations (e.g. Republicanism, federalism).

CE.C&G.2.6

Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.).

CE.C&G.2.7

Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.).

CE.C&G.2.8

Analyze America's two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics (e.g., Democrat, Republican, promotion of civic responsibility, Federalists, Anti-Federalists, Influence of third parties, precincts, "the political spectrum", straight ticket, canvass, planks, platform, etc.).

CE.C&G.3

Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government

CE.C&G.3.1

Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation).

CE.C&G.3.2

Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.).

CE.C&G.3.3

Analyze laws and policies in terms of their intended purposes, who has authority to create them and how they are enforced (e.g., laws, policies, public policy, regulatory, symbolic, procedural, etc.).

CE.C&G.3.4

Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.).

CE.C&G.3.5

Compare jurisdictions and methods of law enforcement applied at each level of government, the consequences of noncompliance to laws at each level and how each reflects equal protection under the law (e.g., Department of Justice, Regulatory Commissions, FBI, SBI, Homeland Security, Magistrate, State troopers, Sheriff, City police, Ordinance, Statute, Regulation, Fines, Arrest, etc.).

CE.C&G.3.6

Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy).

CE.C&G.3.7

Summarize the importance of the right to due process of law for individuals accused of crimes (e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal).

CE.C&G.3.8

Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States.

CE.C&G.4

Understand how democracy depends upon the active participation of citizens

CE.C&G.4.1

Compare citizenship in the American constitutional democracy to membership in other types of governments (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.).

CE.C&G.4.2

Explain how the development of America's national identity derived from principles in the Declaration of Independence, US Constitution and Bill of Rights (e.g., inalienable rights, consent of the governed, popular sovereignty, religious and political freedom, separation of powers, etc.).

CE.C&G.4.3

Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.).

CE.C&G.4.4

Analyze the obligations of citizens by determining when their personal desires, interests and involvement are subordinate to the good of the nation or state (e.g., Patriot Act, Homeland Security, sedition, civil rights, equal rights under the law, jury duty, Selective Services Act, rule of law, eminent domain, etc.).

CE.C&G.4.5

Explain the changing perception and interpretation of citizenship and naturalization (e.g., aliens, Interpretations of the 14th amendment, citizenship, patriotism, equal rights under the law, etc.).

CE.C&G.5

Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts

CE.C&G.5.1

Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.).

CE.C&G.5.2

Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process (e.g., Appellate, Exclusive, Concurrent, Original, types of federal courts, types of state courts, oral argument, courtroom rules, Supreme Court, opinions, Court Docket, Prosecutor/Prosecution, Complaint, Defendant, Plaintiff, hearing, bail, indictment, sentencing, appeal, etc.).

CE.C&G.5.3

Analyze national, state and local government agencies in terms of how they balance interests and resolve conflicts (e.g., FBI, SBI, DEA, CIA, National Guard Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.).

CE.C&G.5.4

Explain how conflict between constitutional provisions and the requirements of foreign policy are resolved (e.g., the power of Congress to declare war and the need for the president to make expeditious decisions in times of international emergency, the power of the President to make treaties and the need for the Senate to approve them).

CE.C&G.5.5

Analyze the developments and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions (, e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.).

PERSONAL FINANCIAL LITERACY

CE.PFL.1

Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning

CE.PFL.1.1

Explain how education, income, career, and life choices impact an individual's financial plan and goals (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.).

CE.PFL.1.2

Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.).

CE.PFL.1.3

Analyze how managing a checking and savings account contributes to financial well being (e.g., deposits, withdrawals, transfers, automated transactions, fees, etc.).

CE.PFL.1.4

Summarize how debt management and creditworthiness impact an individual's ability to become responsible consumers and borrowers (e.g.,

credit card management, monitoring percentage rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.).

CE.PFL.1.5

Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.

CE.PFL.1.6

Compare various investing strategies and tax implications for their potential to build wealth (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.).

CE.PFL.2

Understand how risk management strategies empower and protect consumers

CE.PFL.2.1

Explain how consumer protection laws and government regulation contribute to the empowerment of the individual (e.g., consumer credit laws, regulation, FTC-Federal Trade Commission, protection agencies, etc.).

CE.PFL.2.2

Summarize various types of fraudulent solicitation and business practices (e.g., identity theft, personal information disclosure, online scams, Ponzi schemes, investment scams, internet fraud, etc.).

CE.PFL.2.3

Summarize ways consumers can protect themselves from fraudulent and deceptive practices (e.g., do not call lists, reading the fine print, terms and conditions, personal information disclosure, investment protection laws, fees, etc.) .

CE.PFL.2.4

Classify the various types of insurance and estate planning including the benefits and consequences (e.g., car, health, renters, life, liability, travel, disability, long-term care, natural disaster, etc.).

CE.PFL.2.5

Summarize strategies individuals use for resolving consumer conflict (e.g., contacting Attorney General, filing claims, Better Business Bureau, Secretary of State, etc.).

ECONOMICS**CE.E.1**

Understand economies, markets and the role economic factors play in making economic decisions

CE.E.1.1

Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies

CE.E.1.2

Analyze a market economy in terms of economic characteristics, the roles they play in decision-making and the importance of each role (e.g., private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system).

CE.E.1.3

Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.).

CE.E.1.4

Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, What to Produce?, How to Produce It?, How Much to Produce?, For Whom To Produce It?, free enterprise, etc.).

CE.E.1.5

Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, etc.).

CE.E.1.6

Compare national, state and local economic activity (e.g., resources, wages, production, employment, etc.)

CE.E.2

Understand factors of economic interdependence and their impact on nations.

CE.E.2.1

Explain the basic concepts of trade (e.g., including absolute and comparative advantage, exchange rates, balance of trade, gains from trade, etc.).

CE.E.2.2

Summarize how nations specialize and become interdependent through trade (e.g., trade restrictions and government policy).

CE.E.2.3

Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.)

CE.E.2.4

Analyze the role of NC and the US in the world economy (e.g., furniture industry, tourism, fishing, etc.).

CE.E.3

Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S

CE.E.3.1

Summarize basic macroeconomic indicators and how they vary over the course of a business cycle (e.g., gross domestic product, unemployment, consumer price index, etc.).

CE.E.3.2

Explain how fiscal policy and the monetary policy influence overall levels of employment, interest rates, production, price level and economic growth (e.g., business cycle, standard of living, recession, depression, Consumer Price Index, etc.).

CE.E.3.3

Analyze organizations in terms of their roles and functions in the United States economy (e.g., banks, labor unions, federal reserve, nonprofit organizations and cooperatives, Wall Street, etc.).