

Draft Michigan Alternate Content Expectations for Social Studies

High School Grade 11

Standards Code	Grade 11 General Michigan Social Studies Standard	Key Concepts	Draft High Complexity Alternate Content Expectation
WORLD HISTORY with Integrated Geography			
W4.1 Era 4 (300 to 1500 CE) Cross-temporal or Global Expectations			
W4.1.1.v19	Growth and Interactions of World Religions – analyze the significance of the growth of and interactions between world religions.	Different religions—such as Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and so forth—are practiced throughout the world. It is important to understand when and where these world religions started, how they spread, and where they are practiced today. For example, Islam is a major world religion that originated in the Middle East and spread throughout the world. It is practiced in many places today, including the United States and Michigan.	Demonstrate an understanding that different religions started in specific places, spread (largely due to increased oceanic travel, religious intolerance, and increased trade), and now are practiced throughout the world. Basic maps, tables, charts, or other documents may be used.
W4.1.2.v19	Intensifying Trade Networks and Contacts – compare and contrast the development, interdependence, specialization, and importance of interregional land-based and sea-based trading systems both within and between societies.	<p>Societies trade for a number of reasons:</p> <ul style="list-style-type: none"> • to gain access to needed goods/products; • to gain access to new and different goods, services, and ideas; and • for financial gain. <p>Trade played a key role in the development of the world, because as it increased and expanded, societies learned more about each other and adopted or rebelled against each other's ideas and ways of living.</p>	Identify one or more reasons why societies trade (Examples can cross World History Eras).
W4.2 Era 4 (300 to 1500 CE) Interregional pr Comparative Expectations			
W4.2.1.v19	Growth of Islam and Dar al-Islam (a country, territory, land, or abode where Muslim sovereignty prevails) – explain the significance of Islam in an interconnected Afro-Eurasia.	Covered broadly by W4.1.1.v19	Covered broadly by W4.1.1.v19
W4.2.2.V19	Unification of Eurasia under the Mongols – analyze the significance of Mongol rule in Afro-Eurasia and the impact of the Mongol Empire's disintegration.	NA	NA
W4.2.3.v19	Spheres of Interaction and Influence in the Americas – compare and contrast the diverse characteristics and interactions of peoples in the Americas. Examples may include but are not limited to: case studies of the Maya,	the role of the natural resources, including water and land, in shaping different societies goods exchanged between societies	Recall characteristics and interactions of people in the Americas. Examples may include but are not limited to: case

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	Aztec, Inca, Pueblo, and/or Eastern Woodland; the role of the environment in shaping different societies; goods exchanged between societies; shifting power and influence of groups in each region.		studies of the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland
W5.1 Era 5 (15th to the 18th Centuries) Global or Cross-Temporal Expectations			
W5.1.1.v19	Emerging Global System – differentiate between the global systems of trade, migration, and political power from those in the previous era.	See W4.1.2.v19	See W4.1.2.v19
W5.1.2.v19	Diffusion of World Religions – evaluate the impact of the diffusion of world religions and belief systems on social, political, cultural, and economic systems.	See W4.1.1.v19	See W4.1.1.v19
W5.2 Era 5 (15th to 18th Century) Interregional or Comparative Expectations			
W5.2.1.v19	<p>Cultural Encounters and the Columbian Exchange – explain the demographic, environmental, and political consequences of European oceanic travel and conquest.</p> <p>Note – Examples may include but are not limited to: investigating the near-elimination of indigenous civilizations and peoples in the Americas; diet and population changes in Africa, Asia, and Europe; social stratification of peninsulares, creoles, mestizos, slaves, and Indigenous Peoples; ecological impact of exchanges of flora and fauna across the Atlantic.</p>	<p>As Europeans began to travel over the oceans, they interacted with people of other lands. These interactions had some benefits and drawbacks. These included examples such as:</p> <ul style="list-style-type: none"> • the near-elimination of indigenous civilizations and peoples in the Americas • diet and population changes in Africa, Asia, and Europe • Economic and religious differences of groups of people • ecological impact of exchanges of plants, animals, and diseases across the Atlantic. 	Demonstrate an understanding of the benefits and/or consequences of interaction among societies from different regions of the world.
W5.2.2.v19	The Trans-Atlantic Slave Trade – analyze the causes and development of the Atlantic trade system with respect to the capture and sale of Africans, the creation of the gun-slave cycle, the Middle Passage, and forced migration of Africans to the Americas, the establishment of the plantation complex, and the rise of slave resistance in the New World.	One of the largest movements of people to the Western Hemisphere involved the forced migration of enslaved Africans. Enslaved people were more financially attractive to producers of rice, cotton, indigo, and sugar cane because there was no time limit on their service (like indentured servants) and enslaved people weren't paid for their work (like wage laborers). The forced migration of enslaved Africans brought new cultural characteristics to the Western Hemisphere in the form of new vocabulary, religious practices,	Demonstrate an understanding of the differences between slavery and other forms of labor (e.g., indentured servants and wage labor), and/or identify the contributions that African slaves made to the Americas. Basic maps, charts, graphs, and other documents may be used.

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		crop and food practices, music, and folklore. It also brought new diseases.	
W5.2.3.v19	Afro-Eurasian Empires – compare and contrast the different ways governments expanded or centralized control across various parts of Afro-Eurasia, and analyze the consequences of these changes.	NA	NA
W6.1 Era 6 (18th Century to 1914) Global or Cross-Temporal Expectations			
W6.1.1.v19	Global Revolutions – explain the characteristics, extent, and impact of the global revolutions, including but not limited to changes in economic and political systems, and shifts in relative political and military power.	<p>A revolution is generally defined as a fundamental shift or change in power or organizational structure. Among other things, a revolution can be</p> <ul style="list-style-type: none"> • political (where the government is replaced or changed in some significant way, such as in the American or French Revolutions); • economic (where the basis of an economy shifts, such as in the Industrial Revolution); • social (where there is a significant change in society, such as the civil rights movement); or • some combination of the above. <p>Regardless of the impetus for a revolution, it usually results in dramatic political, economic, and/or social change.</p>	Demonstrate an understanding of revolution and/or recognize that revolutions lead to political, economic, and social change.
W6.1.2.v19	Worldwide Migrations and Population Changes – analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations, including the impact of industrialism, imperialism, changing diets, and scientific advances.	<p>Population increases and decreases for a number of reasons. For example, population tends to increase when people have access to healthier foods, better health care (medicine), better sanitation, technological innovations, and employment. Similarly, migration, or where people choose to live, shifts for a number of reasons. People often move away from their homes during times of war and drought or when there is a shortage of jobs.</p> <p>On the other hand, people tend to move to places where there are more opportunities for employment, where there is greater access to resources, and where there is the promise of freedom. It is important to understand the factors that contribute to changes in population, the effects that migration has on societies, and the connections between the two. For example, it was the availability of labor in cities (which</p>	Demonstrate an understanding of one or more of the causes, benefits, and/or consequences of worldwide population changes and migration.

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		resulted from migration from rural areas to urban areas) that created a favorable environment for the Industrial Revolution (i.e., easy access to natural resources, labor, and capital in one place). Another example might be the invention of the microscope (a technological innovation), which increased interest in the study of diseases and their causes. That, in turn, enabled more children to survive childhood and increased life expectancy, both of which resulted in an increase in population.	
W6.1.3.v19	Increasing Global Interconnections – describe the increasing global interconnections and new global networks that resulted in the spread of major innovations in governance, economic systems, cultural traits, technologies, and commodities.	Interconnections among societies (e.g., the sharing of ideas, innovations, and commodities) bring about change. For example, the development of the railroad enabled people to move commodities to seaports where ocean-going ships distributed them to global markets, thus changing the economic structure of society and increasing the standard of living. The development of the telegraph communications network connected places globally and enabled the more immediate transfer of ideas, news, and information (such as economic information regarding the price of crops, the transfer of credit between financial institutions on different continents, and the broader sharing of ideas about such things as human rights, the role of government, and religion). People who moved from one country to another maintained relationships with their family and friends in the old location and shared information and ideas about their new lives, thus increasing the exchange and blending of old and new ideas.	Recognize how exchanging ideas can change societies (their governments, their standard of living, their opinions about human rights, their access to new ideas, etc.).
W6.2 Era 6 (18 th Century to 1914) Interregional or Comparative Expectations			
W6.2.1.v19	Comparing Political Revolutions and/or Independence Movements – compare and contrast the American Revolution, the French Revolution, and one other revolution or independence movement that occurred in a region external to Europe from the standpoint of political, economic, and social causes and consequences.	See W6.1.1.v19	See W6.1.1.v19

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W6.2.2.v19	Growth of Nationalism and Nation-States – compare and contrast the rise of nation-states in a western and non-western context.	Nationalism refers to a person's pride in and loyalty to their nation (also called patriotism) and a country's desire for national advancement or independence. Symbols (such as the liberty bell), emblems (such as the bald eagle), and flags are concrete expressions of national pride.	Demonstrate an understanding of nationalism and/or identify examples of American pride/patriotism.
W6.2.3.v19	Industrialization – compare and contrast the causes and consequences of industrialization around the world, including social, economic, and environmental impacts.	Industrialization refers generally to the shift from an agricultural-based society or economy to one based on the manufacturing of goods and services. Industrialization has many characteristics and consequences, including: <ul style="list-style-type: none"> • urbanization (the shift of population from rural areas to urban centers primarily for employment) • expansion of wealth, • growth of the middle class, • environmental impacts (such as diminished water and air quality and conflicts over land use), and • new technology. 	Demonstrate an understanding of industrialization and/or identify some benefits and consequences of industrialization on society.
W6.2.4.v19	Imperialism – analyze the political, economic, and social causes and consequences of imperialism in different regions.	Imperialism is generally defined as the policy or practice of one country gaining power over another by <ul style="list-style-type: none"> • acquiring territory through military action, • gaining control over a country's political or economic system, • extracting natural resources from the weaker country for the benefit of the stronger country, or • removing a nation's identity. 	Demonstrate an understanding of imperialism.
W7.1 Era 7 (1900 to Present) Global or Cross-Temporal Expectations			
W7.1.1.v19	Power and Resistance – describe the global reconfigurations and restructuring of political and economic relationships throughout the 20th century and to the present, including state-organized efforts to expand power and the role of resistance movements against such efforts.	Throughout the 20th century, the role of state power expanded considerably. Governments became more involved in <ul style="list-style-type: none"> • managing economies (taxing, spending, and regulating); • developing and subsidizing transportation and communications systems; and • providing and regulating goods and services (such as electricity, social welfare, and pensions). • regulating industries such as education and childcare 	Identify a role or responsibility of government throughout the 20th century.
W7.1.2.v19	Global Conflict – compare and contrast the nature, extent, and impact of modern warfare with warfare in the previous	The victory of the Allied Powers and the United States in World War I led to changes in the global balance of political	Demonstrate an understanding of one or more significant changes in global power during the 20 th century.

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	eras, including the roles of ideology, technology, and civilians.	and economic power. For example, new countries were created and political boundaries were adjusted in Europe, and the United States experienced a rise in its own power and status. The Great Depression and World War II also resulted in shifts in the global balance of political and economic power between 1900 and 1945. World powers acquired the use of nuclear weapons. Modern warfare also included the addition of satellite use and cyber warfare.	
W7.1.3.v19	Genocide in the 20th Century – differentiate genocide from other atrocities and forms of mass killing and explain its extent, causes, and consequences in the 20th century and to the present.	Racism and ethnic hatred have often resulted in genocide. Root causes of genocide include, but are not limited to, fear of people who are different, ignorance, and differences in ideologies or beliefs. Some of the consequences of genocide are the loss of life and the loss of human potential.	Demonstrate an understanding of genocide and/or recognize that acts of genocide have been committed throughout the world (e.g., the Holocaust).
W7.1.4.v19	Technological, Scientific, and Cultural Exchanges – describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity.	As new technologies emerged, it impacted people in the United States and Globally in both good and bad ways. For example: <ul style="list-style-type: none"> vaccines have helped stop the spread of deadly diseases; The invention of the automobile changed the way people live and work as well as how goods and services are delivered to people. The internet connected individuals from all across the globe but also opened the door to cyber-crime and cyber warfare. 	Identify a significant technological innovation or scientific breakthroughs in transportation, communication, medicine, or warfare and how it helped or hurt society.
W.7.2 (1900 to Present) Interregional or Comparative Expectations			
W7.2.1.v19	World War I – explain the causes, characteristics, and long-term consequences of World War I, including the major decisions of the Versailles Treaty.	See U6.2.2.v19	See U6.2.2.v19
W7.2.2.v19	Interwar Period – analyze the transformations that shaped world societies between World War I and World War II, including the economic depression, and the spread of	The Great Depression—which led to unemployment, poverty, and hunger throughout the world—was a major factor that influenced the global economy and politics in the period between World War I and II. The extreme hardships that	Recognize one or more ways in which the Great Depression affected the global economy and politics between World War I and World War II

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	fascism, communism, and nationalism in different world regions.	people endured during this time caused them to turn to leaders, like Hitler, who promised more jobs and economic recovery and stability (often through building military and machinery for war). The Great Depression often caused countries to adopt economic policies that favored their own goods and services over those produced/provided by other countries, believing that such policies would help protect and build their own economies. These policies, however, fueled rising tensions among countries that commonly traded with one another. The Great Depression outside of the United States ended with the beginning of World War II. It ended here when the U.S. entered the war in 1941	
W7.2.3.v19	World War II – analyze the causes, course, characteristics, and consequences of World War II, including the emergence the United States and Soviet Union as global superpowers.	<p>Causes of World War II:</p> <ul style="list-style-type: none"> • Military aggression of Germany and Japan. • Dissatisfaction with the provisions of the Treaty of Versailles. • Nazi ideology and other strongly held, highly controversial beliefs. <p>Long term consequences of World War II:</p> <ul style="list-style-type: none"> • Reduced population overall (which was reduced through combat, extermination, and fatalities among civilians). • Population shifts (due to people fleeing warring countries in search of safety and freedom from persecution). • The launch of the atomic age (which started with the use of the first atomic bomb in Hiroshima, Japan in 1945). • Division of eastern and western Europe. • The emergence of the United States and the Soviet Union as global superpowers. 	Demonstrate an understanding of one or more long-term global consequences of World War II.
W7.2.4.v19	Cold War Conflicts – analyze the causes and consequences of major Cold War conflicts, including the global reconfigurations and restructuring of political and economic relationships in the post-World War II era.	See U8.1.1.v19	See U8.1.1.v19
W7.2.5.v19	Revolution, Decolonization, and Democratization – evaluate the causes and consequences of revolutionary and independence movements in different world regions.	NA	NA

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W7.2.6.v19	Case Studies of Genocide – analyze the development, enactment, and consequences of, as well as the international community’s responses to, the Holocaust (or Shoah), Armenian Genocide, and at least one other genocide.	See W7.1.3.v19	See W7.1.3.v19
UNITED STATES HISTORY with Integrated Geography			
U6.1 Growth of an Industrial and Urban America			
U6.1.1.v19	Factors in the American Second Industrial Revolution – analyze the factors that enabled the United States to become a major industrial power, including: <ul style="list-style-type: none"> • the organizational revolution. • the economic policies of government and industrial leaders. • the advantages of physical geography. • the increase in labor through immigration and migration. • the growing importance of the automobile industry. 	After the Civil War, the United States became a major industrial power due to a combination of factors, including • an abundance of natural resources; <ul style="list-style-type: none"> • improved transportation and the proximity of large cities to waterways; • an increase in population due to immigration and migration (people moving from rural areas to large cities), which increased available labor; • an increase in the demand for goods, which resulted in more trade here and abroad; and • an increase in the production of goods due to technological innovations and new management techniques. •the growth of the automobile industry 	Demonstrate an understanding of one or more of the factors that contributed to the Industrial Revolution.
U6.1.2.v19	Labor’s Response to Industrial Growth – evaluate the different responses of labor to industrial change, including the development of organized labor and the growth of populism and the populist movement.	At the beginning of the Industrial Revolution, many people worked long hours in poor working conditions for low wages. In response to these difficult circumstances, workers joined together to form labor unions to improve their work lives. Unions pushed for better hours, wages, and working conditions; asked for more worker education and training; and promoted labor laws to protect workers through legal channels. Unions often used strikes (coordinated work stoppages) as a way to raise awareness about poor working conditions and accomplish union goals.	Demonstrate an understanding of one or more ways in which labor responded to the changing demands of American business during the Industrial Revolution.

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		People working in factories in big cities weren't the only ones who wanted to change working conditions. Many farmers joined political groups to promote reforms and organized economic cooperatives to protect themselves from banks and railroad monopolies.	
U6.1.3.v19	Urbanization – explain the causes and consequences of urbanization, including: <ul style="list-style-type: none"> • the location and expansion of major urban centers and their link to industry and trade. • internal migration, including the Great Migration. • the development of cities divided by race, ethnicity, and class, as well as the resulting tensions among and within groups. • different perspectives about the immigrant experience. 	Urbanization refers to the movement of people from rural areas to urban areas. Such movement took place in the United States after the Civil War, in large part, because improvements and mechanical changes in farming required fewer laborers, so people had to look elsewhere for jobs. The years between 1870 and 1930 saw significant growth in urban centers in the United States. Major manufacturing centers developed in places like Pittsburgh, Detroit, and Cleveland that were near coal and iron ore supplies. The industrial centers were tied together by a growing network of railroads and water routes, which were used to transport raw materials and finished goods. During this time, Detroit was transformed from a small commercial city to a major industrial center. European immigrants and rural migrants flocked to Detroit to work in the expanding automobile industry. Ethnic and racial groups settled in cultural enclaves within cities. The immigrant experience was largely determined by the geographic origin of the immigrant. For example, racial discrimination restricted African Americans to segregated neighborhoods. Tensions among and within groups often flared as people competed for jobs, housing, and other opportunities.	Demonstrate an understanding of urbanization and one or more ways in which it affected American society during the Industrial Revolution.
U6.1.4.v19	Growth and Change – explain the social, political, economic, and cultural shifts taking place in the United States at the end of the 19th century and beginning of the 20th century, by: <ul style="list-style-type: none"> • describing the developing systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society. • describing governmental policies promoting economic development. • evaluating the treatment of African Americans, including the rise of segregation 	Significant changes that took place in the late 19 th and early 20 th centuries had a significant impact on life in the United States. These included but are not limited to: <ul style="list-style-type: none"> • New transportation systems, including the transcontinental railroad, canals • Laws and decisions impacting segregation and the treatment of African Americans such as Jim Crow Laws, and impact of Plessy v. Ferguson on segregation in the south • Governmental policies had significant impact on Indigenous Peoples, including removal, reservations, the Dawes Act of 1887. 	Identify the impact of significant changes that took place in the late 19 th and early 20 th centuries.

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	<p>in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and describing the response of African-Americans to this inequality.</p> <ul style="list-style-type: none"> describing the policies toward Indigenous Peoples, including removal, reservations, the Dawes Act of 1887, and the response of Indigenous Peoples to these policies. 		
U6.2 Becoming a World Power			
U6.2.1.v19	<p>Growth of U.S. Global Power – describe how America redefined its foreign policy between 1890 and 1914 and analyze the causes and consequences of the U.S. emergence as an imperial power in this time period, using relevant examples of territorial expansion and involvement in foreign conflicts.</p>	<p>Imperialism is generally defined as the policy or practice of one country gaining power over another through economic, political, or militaristic means. The United States emerged as an imperial power between 1890 and 1914.</p> <ul style="list-style-type: none"> In seeking overseas markets for its manufactured goods, additional raw materials, and strategic naval bases, the U.S. promoted the Open Door Policy in China and annexed Hawaii. A revolution in Cuba led the U.S. into war with Spain in 1898. As a result, the U.S. gained influence over Cuba (a colonial empire that included Puerto Rico, the Philippines, and Guam). In seeking to unify naval power and to facilitate trade, the U.S. built the Panama Canal. These are just some examples of the ways in which U.S. imperialism resulted in the country's ability to expand its powers beyond the borders of the continental United States. 	<p>Identify one example of United States imperialism after the Civil War and before WWI.</p>
U6.2.2.v19	<p>World War I – explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and America's role in shaping the course of the war.</p>	<p>A combination of factors led to the outbreak of World War I, including</p> <ul style="list-style-type: none"> disagreements over borders and territory (imperialism); the desire for independence from other nations (nationalism); dissatisfaction with previous agreements, treaties, and alliances (nationalism); and the use of military might and materials to gain power over others (militarism). <p>President Woodrow Wilson declared the United States to be neutral (in large part because U.S. interests weren't directly threatened at the time); however, the U.S. eventually entered the war because it wanted to</p> <ul style="list-style-type: none"> make the world safe for democracy; retaliate for attacks on U.S. ships; 	<p>Demonstrate an understanding of why World War I was fought and/or that the United States played an important role in it.</p>

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		<ul style="list-style-type: none"> • protect business loans made and the sale of supplies to the Allies; and • maintain and strengthen U.S. cultural ties to Britain. <p>The U.S. involvement in World War I increased the supply of war materials and soldiers available to the Allies, which helped turn the tide of the war in their favor.</p>	
U6.2.3.v19	Domestic Impact of World War I – analyze the domestic impact of World War I on the growth of the government, the expansion of the economy, the restrictions on civil liberties, the expansion of women’s suffrage, and on internal migration.	<p>World War I affected nearly every aspect of American society.</p> <ul style="list-style-type: none"> • The demand for war materials led to expansion of the U.S. economy. • The lack of male workers meant more African Americans and women joined the workforce. • The government took its first steps toward molding public opinion and restricting dissent in order to encourage loyalty to the war effort. • Congress enacted laws (like the Sedition Act) that restricted civil liberties in an effort to promote unity. 	Demonstrate an understanding of how the lives of United States citizens changed during World War I.
U6.2.4.v19	<p>Wilson and His Opponents – explain how President Woodrow Wilson’s “Fourteen Points” differed from proposals by others, including French and British leaders and domestic opponents, in the debate over:</p> <ul style="list-style-type: none"> • the Treaty of Versailles. • U.S. participation in the League of Nations. • the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe. 	<p>World War I took several years to end. It started with the signing of armistices with some countries allied with the Central Powers (originally Germany, Austria-Hungary, and Italy) and was later formalized with the signing of the Treaty of Versailles in 1919 (although other agreements were made and signed as late as 1923). Among other things, the Treaty of Versailles involved the redistribution of territory in Europe and Southwest Asia and established the League of Nations. Not all parties, however, liked or agreed with the provisions of the Treaty, which caused continued tensions. In fact, the U.S. Senate did not ratify the Treaty of Versailles, which resulted in the U.S. not becoming a member of the League of Nations. Prior to the end of the war, President Woodrow Wilson issued a public explanation (referred to as his “Fourteen Points”), describing what he hoped to accomplish by helping to win the war. His plan called for national self-determination, a reduction in armaments and trade barriers, and the establishment of a League of Nations to promote peace.</p>	Demonstrate an understanding of how World War I ended (e.g., the Treaty of Versailles, Wilson’s Fourteen Points, and the League of Nations).

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U6.3 Progressive Era			
U.6.3.1.v19	Describe the extent to which industrialization and urbanization between 1895 and 1930 created the need for progressive reform.	NA	NA
U6.3.2.v19	Analyze the social, political, economic, and cultural changes that occurred during the Progressive Era.	NA	NA
U6.3.3.v19	Evaluate the historical impact of the Progressive Era with regard to governmental and industrial reforms.	<p>During the Progressive Era in the late 19th and early 20th centuries, there was a movement aimed at strengthening the national government and addressing people's economic, social, and political demands. Some of the issues that were addressed during this time included:</p> <ul style="list-style-type: none"> • Monopolies were broken up due to violation of federal law. • Many labor unions, trade groups, and professional, civic, and religious associations were founded, improving the lives of individuals and communities. • Regulations were passed that still impact industry today, including food safety requirements, child labor laws, and the normalization of the eight-hour workday. • Congress passes the Nineteenth Amendment, giving all women citizens the right to vote in U.S. elections. 	Identify a one or more examples of how regulations passed during the Progressive Era improved the lives of Americans.
U6.3.4.v19	Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders and the eventual ratification of the Nineteenth Amendment.	See U8.3.3.v19	See U8.3.3.v19
U7.1 Growing Crisis of industrial Capitalism and Responses			
U7.1.1.v19	<p>The Twenties – explain and evaluate the significance of the social, cultural, and political changes and tensions in the “Roaring Twenties” including:</p> <ul style="list-style-type: none"> • cultural movements such as the Jazz Age, the Harlem Renaissance, and the “Lost Generation.” • the increasing role of advertising and its impact on consumer purchases. • the NAACP legal strategy to attack segregation. 	NA	NA

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U7.1.2.v19	Causes and Consequences of the Great Depression – explain and evaluate the multiple causes and consequences of the Great Depression by analyzing: <ul style="list-style-type: none"> the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl. the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers, and families. President Herbert Hoover’s policies and their impact, including the Reconstruction Finance Corporation. 	Causes of the Great Depression: <ul style="list-style-type: none"> Stock market crash (due to irresponsible economic practices and abuse of credit) Overproduction/under-consumption Unsound credit practices · Dust Bowl (drought, erosion due to wind and dust storms, and farming practices used at the time) Consequences of the Great Depression: <ul style="list-style-type: none"> Widespread unemployment · Poverty Homelessness Consumer fear Migration 	Identify one or more causes or consequences of the Great Depression.
U7.1.3	The New Deal Era – explain and evaluate President Franklin Roosevelt’s policies and tactics during the New Deal era, including: <ul style="list-style-type: none"> the changing role of the federal government’s responsibilities to protect the environment, meet challenges of unemployment, and to address the needs of workers, farmers, Indigenous Peoples, the poor, and the elderly. opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws. the impact of the Supreme Court on evaluating the constitutionality of various New Deal policies. consequences of New Deal policies. 	President Franklin Roosevelt’s New Deal policies used government in an expansive way to address the problems of the economic crisis. The goals of the New Deal policies were to <ul style="list-style-type: none"> restore the industrial and agricultural economy, provide extensive work relief to the unemployed, guarantee workers the right to bargain collectively, and create a safety net for citizens by protecting them through the creation of agencies and programs, such as Social Security (for the elderly and disabled), the Federal Deposit Insurance Corporation (FDIC), and the Securities Exchange Commission (SEC) (for consumers). While the New Deal did not end the Great Depression, it did provide some recovery and relief and raised expectations about the role of government in regulating the economy and providing for the welfare of those in need.	Identify one or more goals of the New Deal and/or how its policies affected the lives of United States citizens.
U7.2 World War II			
U7.2.1.v19	Causes of World War II – analyze the factors contributing to World War II in Europe and in the Pacific region, and America’s entry into war, including: <ul style="list-style-type: none"> political and economic disputes over territory. the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan. U.S. neutrality. the bombing of Pearl Harbor. 	Major players in World War II: <ul style="list-style-type: none"> The Allies (Great Britain, the United States, Russia, and France) The Axis Powers (Germany, Italy, and Japan) Primary causes of World War II: <ul style="list-style-type: none"> the economic depression; political instability, which gave rise to fascism, nationalism, and totalitarian governments in Italy and Germany; and 	Demonstrate an understanding of one or more causes of World War II and/or the primary countries involved.

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		<ul style="list-style-type: none"> dissatisfaction with and resentment of the harsh conditions imposed by the treaty that ended World War I. 	
U7.2.2.v19	United States and the Course of World War II – evaluate the role of the United States in fighting the war militarily, diplomatically, and technologically across the world.	<p>After remaining neutral for two years, the United States finally joined World War II in 1941 after the Japanese bombed Pearl Harbor.</p> <p>It found itself fighting in two theaters—the European theater (through North Africa, Italy, and France) and the Pacific theater (in an attempt to stop Japan from dominating the Pacific region.)</p> <p>Although the war in the European theater ended in May 1945 when Nazi Germany surrendered, the war in the Pacific theater continued throughout that spring and summer.</p> <p>To bring the war to a close without a U.S. invasion of Japan, President Truman elected to use the atomic bomb on Hiroshima and Nagasaki.</p>	Demonstrate an understanding of the United States’ involvement in World War II (e.g., how the United States became involved, where it was fought, its unique role in the war’s conclusion, etc.).
U7.2.3.v19	Impact of World War II on American Life – analyze the changes in American life brought about by U.S. participation in World War II, including: <ul style="list-style-type: none"> the mobilization of economic, military, and social resources. the role of women, African Americans, and ethnic minority groups in the war effort, including the work of A. Philip Randolph and the integration of U.S. military forces. the role of the home front in supporting the war effort. the conflict and consequences around the internment of Japanese-Americans. 	<p>World War II brought about many changes in the United States.</p> <ul style="list-style-type: none"> Mobilizing the nation for the war brought an end to the Great Depression. With so many men away fighting, women and African Americans entered the workforce in significant numbers. Government engaged civilians in the war by encouraging the purchase of war bonds, the planting of victory gardens, and the recycling of metals, rubber, and other scarce materials (shared sacrifice). Racial fear led to the creation of internment camps for Japanese Americans, most of whom lost their freedom and property simply because of their heritage. 	Demonstrate an understanding of the impact that WWII had on the lives of United States citizens.
U7.2.4.v19	Responses to Genocide – investigate the responses to Hitler’s “Final Solution” policy by the Allies, the U.S. government, international organizations, and individuals.	The Nazi government implemented the “Final Solution” to eliminate Jews from German-occupied Europe. Jews, Romas (or Gypsies), the mentally ill, homosexuals, political and religious minorities, and other persecuted groups were forced into concentration camps where they worked as slave labor, living in brutal, inhumane conditions. Millions of others were sent to death camps where they were systematically killed. This planned approach to ridding German society of Jewish people is referred to as the Holocaust.	Demonstrate an understanding of the Holocaust and/or one or more ways in which the Allies responded to it during and after WWII.

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		President Roosevelt and the Allies had some knowledge of the Final Solution and chose to ignore it. Only after U.S. and Allied soldiers helped to liberate the concentration camps, did the full extent of the horror of the Holocaust become known. After the war, the Allies tried Nazi leaders as war criminals at the Nuremberg trials. In response to the Holocaust, the Allies helped to establish the modern-day Jewish State of Israel.	
U8.1 Cold War and the United States			
U8.1.1.v19	Origins and Beginnings of the Cold War – analyze the factors that contributed to the Cold War, including: <ul style="list-style-type: none"> • differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the United States and the Soviet Union (U.S.S.R.). • diplomatic and political actions by both the United States and the U.S.S.R. in the last years of World War II and the years afterward. 	<p>The Cold War involved the United States and the Soviet Union. It started for many reasons, including</p> <ul style="list-style-type: none"> • long-standing suspicion and mistrust between the two countries even though they were allies in WWII; • differences in ideas of government, rights of individuals, and economics, particularly related to post-war treatment of Poland (and, to a lesser extent, Germany); and • the threat of military action (with both countries commanding powerful armies and advocating expansionist ideologies). <p>The Cold War got its name because it never escalated into direct conflict between the two countries. (Conversely, a hot war is one in which people fight face-to-face and die.). It was mostly an arms race, a race to prove what form of government was best, and a race to spread or oppose the spread of communism to other parts of the world.</p> <p>The focus of U.S foreign policy during the Cold War was to contain communism. It did that, in part,</p> <ul style="list-style-type: none"> • through involvement in the Korean Conflict, • by fighting in Vietnam, • by engaging in a costly nuclear arms race, and • entering into defense pacts and covert operations and interventions in countries, such as Iran. 	Demonstrate an understanding of the Cold War (e.g., who was involved, why it started, how it ended, and its impact on the United States).
U8.1.2.v19	Foreign Policy During the Cold War – compare the causes and consequences of the American policy of containment including: <ul style="list-style-type: none"> • the development and growth of a U.S. national security establishment and intelligence community. • the direct and/or armed conflicts with Communism (for example, but not limited to: Berlin, Korea, Cuba). 	See U8.1.1.v19	See U8.1.1.v19

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	<ul style="list-style-type: none"> • U.S. involvement in Vietnam, and the foreign and domestic consequences of the war. • indirect (or proxy) confrontations within specific world regions. • the arms race and its implications on science, technology, and education. 		
U8.1.3.v19	End of the Cold War – describe the factors that led to the end of the Cold War.	See U8.1.1.v19	See U8.1.1.v19
U8.2 Domestic Policies			
U8.2.1.v19	Demographic Changes – use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, the Indian Relocation Act of 1956, and the flow of population to the Sunbelt.	<p>Many significant population and demographic changes occurred after World War II. Three of those changes were the Baby Boom, the migration of people from the Midwest to the South and Southwest (the Sunbelt), and suburbanization. In 1950, there was an unusually large group of people under the age of 5, indicating the beginning of the Baby Boom. This group had a profound effect on the country for years, requiring more schools, creating a very large labor force, and in 2000, many of them were nearing retirement. Their age and retirement plans (including their drawing of Social Security) will have an important effect on population distribution and demographic structure for many decades to come.</p> <p>With regard to migration, from 1950 to 2000, the distribution of the population became more oriented toward the Sun Belt and the population density there became greater.</p> <p>Similarly, a comparison of the location and size of cities in the U.S. during the same period would show an increase in urban population and the greater development of suburbs around urban areas.</p>	Demonstrate an understanding of population changes in the United States after WWII. Basic data, charts, maps, or other resources may be used.
U8.2.2.v19	<p>Policy Concerning Domestic Issues – analyze major domestic issues in the post-World War II era and the policies designed to meet the challenges by:</p> <ul style="list-style-type: none"> • describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment. 	NA	NA

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	<ul style="list-style-type: none"> evaluating policy decisions and legislative actions to meet these challenges. 		
U8.2.3.v19	Comparing Domestic Policies – focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt’s New Deal initiatives, President Lyndon Johnson’s Great Society programs, and President Ronald Reagan’s market-based domestic policies.	NA	NA
U8.2.4.v19	Domestic Conflicts and Tensions – analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions, the Vietnam War, the environmental movement, the movement for Civil Rights (See U.S. History Standards 8.3) and the constitutional crisis generated by the Watergate scandal.	NA	NA
U8.3 Civil Rights in the Post-World War II Era			
U8.3.1.v19	<p>Civil Rights Movement – analyze key events, ideals, documents, and organizations in the struggle for African American civil rights including:</p> <ul style="list-style-type: none"> the impact of World War II and the Cold War. Responses to Supreme Court decisions and governmental actions. the Civil Rights Act (1964). protest movements. rights. organizations. civil actions. 	<p>Although the Constitution says that “all men are created equal,” many civil rights afforded to white men were not extended to African Americans. The civil rights movement refers to the struggle to obtain equal rights for all people, regardless of race.</p> <p>Some key events in the civil rights movement include</p> <ul style="list-style-type: none"> racial integration of the military following WWII; passage of legislation and Supreme Court decisions requiring the desegregation of schools (e.g., Brown vs. the Board of Education); numerous social protest movements and demonstrations, as well as the establishment of civil rights organizations, which moved the cause of racial equality to the forefront of American consciousness; and passage of the Civil Rights Act, which prevents discrimination based on race, color, religion, or national origin (1964); the Voting Rights Act (1965), which restored and protected voting rights; and the Fair Housing Act, which banned discrimination in the sale or rental of housing based on race or other such factors (1968). 	Demonstrate an understanding of the civil rights movement.

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U8.3.2.v19	Ideals of the Civil Rights Movement – compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.	NA	NA
U8.3.3.v19	Women’s Rights – analyze the causes, course, and reaction to the women’s rights movement in the 1960s and 1970s.	<p>The struggle to gain the right for women to vote was long and hard, with many successes and failures. For years, women and their supporters held marches, launched protests, and demonstrated as a way of drawing attention to their issues and concerns.</p> <p>The contributions of women to the war effort during World War I finally engendered support for the women’s suffrage movement in Congress, resulting in the ratification of the 19th amendment to the Constitution shortly after the war ended. Even though women secured the right to vote in 1920, they still lacked social and economic equality in American society. After World War II, the pressure for full equality for women intensified. Employment and educational opportunities began to expand for women in the 1960s, and the legalization of contraceptives and abortion rights gave women greater control over reproductive decisions.</p> <p>As a result of having greater control, career opportunities outside the home opened up. Although not all women shared the same opinions, women’s groups, such as the National Organization for Women (NOW), were formed to promote equal rights, equal pay for equal work, and equal job opportunities. In 1972, the Equal Rights Amendment (ERA) was passed by Congress, but it was never ratified by the states, falling three votes short.</p>	Demonstrate an understanding of the women’s rights movement.
U8.3.4.v19	Civil Rights Expanded – evaluate the major accomplishments and setbacks in securing civil rights and liberties for all Americans over the 20th century.	Inspired by the successes of the civil rights and women’s rights movements in the 1960s, other minorities demanded equality, as well. For example, the United Farm Workers, a union comprised primarily of Latino farm workers, demanded more pay and better working conditions and used nonviolent actions and nationwide consumer boycotts (the first of which involved grapes) to achieve their goals. The American Indian Movement (AIM) took a militant approach to obtaining treaty rights and better conditions and opportunities for Indigenous	Demonstrate an understanding that many groups have struggled and continue to struggle with equality.

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		Peoples. They used public protests to gain national attention. Other groups have also fought for their civil rights, like people with disabilities who fought for and won passage of the Americans with Disabilities Act, and gays and lesbians who fought and continue to fight for their constitutional rights.	
U8.3.5.v19	Tensions and Reactions to Poverty and Civil Rights – analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing civil unrest in Detroit with at least one other American city.	See U8.3.4.v19	See U8.3.4.v19
U9.1 The Impact of Globalization on the United States			
U9.1.1.v19	Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.	Economic Changes – using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources/methods of production, energy issues, and mass communication.	Demonstrate an understanding of how the development of one industry can influence the development of others, using the automobile industry as an example.
U9.1.2.v19	Transformation of American Politics – analyze the transformation of American politics in the late 20th and early 21st centuries, including: <ul style="list-style-type: none"> • the growth of the conservative movement in national politics, including the role of Ronald Reagan. • the role of evangelical religion in national politics. • the intensification of partisanship. • the partisan conflict over the role of government in American life. • the role of regional differences in national politics. 	See C.3.3.2.v19	See C.3.3.2.v19
U9.2 Changes in America's Role in the World			
U9.2.1.v19	United States in the Post-Cold War World – explain the role of the United States as a superpower in the post-Cold War world, including advantages, disadvantages, and new challenges.		

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U9.2.2.v19	9/11 and Responses to Terrorism – analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies.	The terrorist attacks on targets within the United States on September 11, 2001, changed the way the U.S. looked at domestic security because it was the first time the U.S. was attacked on its own soil (other than Pearl Harbor in WWII). In response to the attacks, the U.S. created the Office of Homeland Security; passed the Patriot Act (which raised constitutional issues concerning rights of privacy); and declared war on terrorism (including the launch of operations in Afghanistan and Iraq). The purpose of invading Afghanistan was to capture the leader of al Qaeda and remove the Islamic fundamentalist regime that supported terrorism.	Demonstrate an understanding of the 9/11 terror attacks and how they affected the United States.
U9.3 Policy Debates			
U9.3.1.v19	Make a persuasive argument on a public policy issue, and justify the position with evidence from historical antecedents and precedents, and Democratic Values or Constitutional Principles.	NA	NA
CIVICS			
C1 Philosophical Foundations of Civic Society and Government			
C1.1.1.v19	Describe, compare, and contrast political philosophers' views on purposes of government(s) including but not limited to Aristotle, Locke, Hobbes, Montesquieu, and Rousseau.	NA	NA

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C1.1.2.v19	Identify, provide examples of, and distinguish among different systems of government by analyzing similarities and differences in sovereignty, power, legitimacy, and authority.	The United States of America has a representative form of government. The people elect leaders such as the President, Governor, Mayor and others. The United States legislature is made up of the Senate and House of Representatives.	Compare how authority and control are spread out in a representative democracy compared to being concentrated in an authoritarian government.
C1.1.3.v19	Compare, contrast, and evaluate models of representation in democratic governments including presidential and parliamentary systems.	If extension is done for the previous content expectations, See C1.1.2.v19	If extension is done for the previous content expectations, See C1.1.2.v19
C1.1.4.v19	Compare and contrast federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty and distribution of governmental powers.	N/A	N/A
C2.1 Origins of the American Constitutional			
C2.1.1.v19	Analyze the historical and philosophical origins of American Constitutional Democracy and analyze the influence of ideas found in the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise.	The constitutional democracy of the United States is rooted and influenced by many sources. These include the Magna Carta, Declaration of Independence, Articles of Confederation, and John Locke's Second Treatise.	Recognize that the current form of government in the United States today was influenced by the ideas expressed in documents that expressed shared ideas of the founding fathers.
C2.1.2.v19	Identify and analyze various Democratic Values of the United States as found in the Declaration of Independence.	Core democratic values shape how citizens function in society. The core values upon which this country was founded include Life, Liberty, the Pursuit of Happiness, Common Good, Justice, Equality, Diversity, and Patriotism.	Identify one or more core democratic values and/or demonstrate an understanding of how those values affect people's lives.
C2.1.3.v19	Explain the impact of the major debates and compromises underlying the drafting and ratification of the American Constitution including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates concerning slavery, and the promise for a Bill of Rights after ratification.	Compromise is necessary to achieve the best possible outcomes for a community, a state, or a nation (or, in other words, the Common Good). For example, in order to ratify the Constitution, the Framers needed to make many compromises to address differing views about such topics as representation in general, how enslaved people should count for representation, and the appropriate distribution of power. Similarly, compromise is needed today to address the issues we struggle with locally in our own communities and schools	Identify an example of a modern or historical compromise that was made for the Common Good.

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C2.2 Democratic Values and U.S. Constitutional Principles			
C2.2.1.v19	Analyze relationships between Democratic Values and Constitutional Principles.	Identify the meaning of some of the Constitutional Principles, including but not limited to: <ul style="list-style-type: none"> • Equal Protection • Due Process • Rule of Law • Limited Government • Federalism • Social Contract • Checks and Balances • Separation of Powers • Representative Government • Truth • Diversity • Patriotism • Civic Participation 	Give an example of one or more of the Constitutional Principles.
C2.2.3.v19	Use examples to investigate why people may agree on Democratic Values and Constitutional Principles in the abstract, yet disagree over their meaning when they are applied to specific situations.	NA	NA
C3.1 Structure, Functions, Powers, and Limits on Federal Government			
C3.1.1.v19	Identify and describe the purposes, organization, powers, processes, and election of the legislative branch as enumerated in Article I of the Constitution.	The legislative branch of the United States government is designed to make laws and check the power of other branches of government. The Constitution places the legislative powers of the national government in the Congress, which is divided into the House of Representatives and the Senate. Members of the legislative branch are elected by the American People of whom they represent.	Demonstrate an understanding that the legislative branch of government was created by the Constitution and/or identify one or more of its functions.
C3.1.2.v19	Identify and describe the purposes, organization, powers, processes, and election of the executive branch as enumerated in Article II of the Constitution.	The executive branch of the United States government enforces laws and checks the power of other branches of government. The Constitution does not specifically define executive power. It does, however, list some of the president's powers (e.g., to serve as commander and chief of the military; head the executive department; grant reprieves and pardons; make treaties with the advice and consent of the Senate; nominate ambassadors, judges, and others;	Demonstrate an understanding that the executive branch of government was created by the Constitution and/or identify one or more of its functions.

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		recommend legislation to Congress; review and possibly veto legislation; and serve as the nation's chief diplomat). These powers, however, have never been thought to be the president's only powers.	
C3.1.3.v19	Identify and describe the purposes, organization, powers, processes, and appointment or election of the judicial branch as enumerated in Article III of the Constitution and as established in Marbury v. Madison.	The judicial branch of the United States government interprets laws and checks the power of other branches of government. The Constitution created the Supreme Court and gave Congress the power to create other courts inferior to the Supreme Court.	Demonstrate an understanding that the judicial branch of government was created by the Constitution and/or identify one or more of its functions.
C3.1.4.v19	Examine and evaluate the effectiveness the role of separation of powers and checks and balances in regard to the distribution of power and authority between the three branches of government.	The government has intentionally separated powers of the different branches of government. This provides for the ability of one branch to "check" the powers of another branch, so that one branch does not become too powerful.	Give an example of separation of powers or checks and balances among the branches of government.
C3.1.5.v19	Analyze the various levels and responsibilities in the federal and state judicial systems and explain the relationships among them.	Federal and state governments have their own court systems. Power is shared between the two. Federal courts focus on the US Constitution while state courts focus on laws and regulations of the state.	Identify the relationships between federal and state judicial systems.
C3.1.6.v19	Evaluate major sources of revenue and major expenditures of the federal government.	Taxes paid by citizens and businesses help to fund the work of government and the public services it provides. The government also collects money through licenses and fees.	Recognize various revenue sources that fund government (e.g., taxes, licenses, and fees) and/or demonstrate an understanding of how those revenue sources are used.
C3.1.7.v19	Identify and explain how Supreme Court decisions and provisions in the U.S. Constitution have impacted the power of the federal government.	NA	NA
C3.2 Structure and Functions of State, Local, and Tribal Governments			
C3.2.1.v19	Describe limits the U.S. Constitution places on powers of the states and on the federal government's power over the states.	Federal government only has powers granted by the constitution. All other powers are reserved for the states.	Identify and give an example of a power exclusive to the federal government and/or a power exclusive to the states.

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C3.2.2.v19	Explain interactions and tensions among federal, state, and local governments using the necessary and proper clause, the Commerce Clause, and the Tenth Amendment.	See C3.2.1.v19	See C3.2.1.v19
C3.2.3.v19	Describe how state, local, and tribal governments are organized, their major responsibilities, and how they affect the lives of people residing in their jurisdiction(s).	State, local, and tribal governments are organized in similar ways affecting the lives of the people residing in their jurisdiction.	Recognize the relationship between state, local, and/or tribal governments.
C3.2.4.v19	Analyze sovereignty of tribal governments in interactions with U.S. governments, including treaty formation, implementation, and enforcement between federal, state, and local governments and tribal governments.	Currently, the U.S. recognizes tribal nations as "domestic dependent nations." This distinction includes: <ul style="list-style-type: none"> • Territorial sovereignty: Tribal authority on Indigenous land is organic and is not granted by the states in which these lands are located. • Plenary power doctrine: Congress, and not the Executive Branch or Judicial Branch, has ultimate authority with regard to matters affecting the tribal nations. • Trust relationship: The federal government has a "duty to protect" the tribes. 	Recognize that the United States recognizes the Indigenous tribal nations as having the authority to govern themselves.
C3.2.5.v19	Evaluate the major sources of revenue and expenditures for state, local, and tribal governments.	NA	NA
C3.2.6.v19	Describe and evaluate referendums, initiatives, and recall as mechanisms used to influence state and local government. Use a case study to examine the impact of one such listed mechanism.	NA	NA
C4.1 Application of the Bill of Rights			
C4.1.1.v19	Describe the five essential rights protected by the First Amendment. Through the use of court cases and examples, explore and analyze the scope and limits of First Amendment rights.	The First Amendment protects several basic freedoms in the United States. These include: <ul style="list-style-type: none"> • Freedom of Religion: This allows people to believe and practice whatever religion they want. They can also choose not to follow any religion. • Freedom of Speech: This freedom prevents the government from punishing people for expressing their opinions. • Freedom of the Press: This freedom allows people to publish 	Identify one or more of the rights provided by the First Amendment.

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		<p>their opinions and information without the government stopping them.</p> <ul style="list-style-type: none"> • The Right to Assemble: This freedom gives people the right to gather in groups as long as they are peaceable. • Right to Petition the Government: This right allows individuals or special interest groups to lobby the government and to sue the government if they feel they have been wronged. 	
C4.1.2.v19	Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; using court cases and examples, describe the limit and scope of these rights.	People accused of a crime have the right to avoid self-incrimination, the right to a jury trial, and the right to representation. They also have the right to be considered innocent until proven guilty.	Identify one or more legal rights of people who have been accused of a crime.
C4.2 Extensions of Civil Rights and Civil Liberties			
C4.2.1.v19	Explain how the Civil War led to the creation of the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution. Analyze each Amendment's relative effectiveness.	The Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution are known as the reconstruction amendments added after the Civil War. The Thirteenth amendment abolished slavery. The Fourteenth amendment addresses issues of citizenship, equal protection under the law, and due process. The Fifteenth amendment addressed the right to vote, explicitly prohibiting discrimination based on race, color, or previous condition of servitude.	Recognize that the 13th, 14th, and 15th amendments extended the rights of formerly enslaved people following the Civil War.
C4.2.2.v19	Explain how significant historical events, including but not limited to the suffrage movements and the civil rights movements, resulted in changes to the interpretation of and Amendments to the U.S. Constitution.	NA	NA
C4.2.3.v19	Using the Fourteenth Amendment, describe the impact of the doctrine of incorporation, due process of law, and equal protection of law on the articulation and extension of rights.	See C4.2.1.v19	See C4.2.1.v19

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C4.3 Examining Tensions and Limits on Rights and Liberties			
C4.3.1.v19	Identify and explain personal rights, political rights, and economic rights as well as how these rights might conflict.	Citizens have the personal right to freedom of speech, due process of law, free exercise of religion, and equal protection under the law. Citizens have the political right to vote, speak freely, petition the government, assemble peaceably, and run for public office. Citizens have the economic right to own property, choose and change employment, and enter into lawful contracts. Sometimes these rights conflict. For example, a person's right to free speech may interfere with another's right to safety. Or, when campaigning for public office, an individual's right to privacy may be in conflict with the right of the public to be informed about people they elect.	Demonstrate an understanding of how citizens' personal, political, and economic rights may be in conflict with each other.
C4.3.2.v19	Describe considerations, criteria, and examples that have been used to deny, limit, or extend protection of individual rights.	An individual's right to something implies that other people have a duty to provide or refrain from interfering with that right. For example, people have the right to free exercise of religion, so they should not be prevented from practicing the religion of their choice. The government may, however, limit individual rights when there is clear and present danger, when it is a matter of national security or public safety, or to preserve equal opportunities.	Identify a situation in which the government has or may need to limit individual rights.
C5.1 Formation and Implementation of U.S. Foreign Policy			
C5.1.1.v19	Identify and describe ways in which foreign policy is made including Constitutional powers of the executive, legislative, and judicial branches and how those powers have been clarified or interpreted over time.	NA	NA

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C5.1.2.v19	Analyze past and present examples of U.S. foreign policy, its implementation, and its impact on American and international institutions and individuals.	NA	NA
C5.1.3.v19	Describe ways in which groups and individuals influence foreign policy.	NA	NA
C5.2 U.S. Role in International Institutions and Affairs			
C5.2.1.v19	Analyze the influence and impact of U.S. political, economic, technological, and cultural developments on countries and people around the world.	NA	NA
C5.2.2.v19	Analyze how international political, economic, technological, and cultural developments impact U.S. institutions and individuals.	NA	NA
C5.2.3.v19	Identify and evaluate the roles and responsibilities of the United States in international governmental organizations including bilateral and multilateral agreements.	International organizations, such as NATO and the UN, work together to solve problems they have in common, such as global environmental issues, human rights issues, natural disasters, and issues of health (in other words, issues that typically have no physical boundaries).	Recognize that countries and international organizations must work together to solve international problems (e.g., global environmental issues, human rights issues, natural disasters, and issues of health).
C5.2.4.v19	Identify and evaluate international non-governmental organizations.	See C5.2.3.v19	See C5.2.3.v19
C6.1 Citizenship in the United States			
C6.1.1.v19	Describe and evaluate the requirements and process for becoming a citizen of the United States.	To become a citizen of the United States, an immigrant must complete the naturalization process, which includes applying for citizenship, completing an interview and a citizenship test, and taking an oath of allegiance.	Demonstrate an understanding of the process by which immigrants become citizens.
C6.1.2.v19	Explain how the United States has limited and expanded citizenship over time.	See C6.1.1.v19	See C6.1.1.v19
C6.1.3.v19	Compare and contrast rights and representation among U.S. people and citizens living in states, territories, federal districts, and on tribally governed land.	NA	NA

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C6.2 Rights and Responsibilities			
C6.2.1.v19	Using examples, explain the rights and responsibilities of U.S. citizens as well all people living in the United States.	<p>“Civic life” refers to the public life of the citizen and his/her involvement with the affairs of the community and nation. This is in contrast to the citizen’s “private or personal life,” which is devoted to private and personal interests.</p> <p>Citizens participate in government (civic life) in a number of ways: They vote in elections, serve on juries, serve as elected officials, and help find solutions to shared problems. Their civic responsibilities include paying taxes, respecting the rights of others, being informed about issues, serving on juries if called, registering for selective service, and performing public service.</p> <p>In private life, citizens join clubs and are involved in community organizations, such as schools and religious groups. Their personal responsibilities include taking care of themselves, supporting their families, accepting responsibility for their actions, leading moral lives, considering the rights of others, and behaving in a civil manner.</p>	Demonstrate an understanding of the roles and responsibilities that citizens have in civic and/or private life.
C6.3 Dispositions for Civic Participation			
C6.3.1.v19	Explain the personal dispositions that contribute to knowledgeable and engaged participation in civic communities.	A good citizen participates in public life, respects others, and follows laws and rules to keep the community safe.	Identify one or more characteristics of a responsible citizen.
C6.3.2.v19	Explain how informed members of society influence civic life.	Citizens get involved in public affairs in order to create positive change in their community, to show patriotism, and/or to right a wrong. Citizens are effective participants in public affairs when they possess these qualities: civility, respect for the rights of other individuals, respect for the law, honesty, open-mindedness, an ability to negotiate and compromise, persistence, civic mindedness, compassion, courage, and tolerance for ambiguity.	Identify one or more reasons why citizens get involved in public affairs.
C6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse			
C6.4.1.v19	Explain and evaluate how people, individually or collectively, seek to bring the United States closer to its Democratic Values.	NA	NA

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C6.4.2.v19	Identify, discuss, and analyze methods individuals and/or groups have chosen to attempt social and legal change. Assess the effects of civil disobedience, social movements, demonstrations, protests on society and law.	For a representative democracy to be truly representative, public officials must learn about citizen's views, concerns, and hopes. Voting is one-way citizens can make their opinions known. They also can write letters to government officials, participate in public meetings, join political parties, participate in public opinion polls, and participate in interest groups. The media, such as television, radio, newspapers, and the Internet, also provide citizens with avenues to express their opinions.	Demonstrate an understanding of the ways in which individuals can express their opinions and, thus, influence the public agenda.
C6.4.3.v19	Identify and describe a local, state, national, or international public policy issue; research and evaluate multiple solutions; analyze the consequences of each solution and propose, defend, and take relevant action to address or resolve the issue.	NA	NA
C6.4.4.v19	Equip students with the skills and knowledge to explore multiple pathways for knowledgeable, civic engagement through simulations and/or real-world opportunities for involvement.	NA	NA
ECOMONICS			
E1.1 Individual, Business, and Governmental Decision Making			
E1.1.1.v19	Scarcity, Choice, Opportunity Costs, Incentives – using examples, explain how scarcity, choice, opportunity costs, and incentives affect decisions made by households, businesses, and governments.	Scarcity means that people have more wants and needs than they have resources, which forces them to make choices. Opportunity cost refers to the consequences when a choice is made (that is, what is given up or is lost). Marginal Cost the change in total production cost that comes from making or producing one additional unit.	Demonstrate an understanding of the concepts of scarcity and opportunity cost, and the role they play in the decisions people make.
E.1.2 Competitive Markets			
E1.1.2.v19	Entrepreneurship – analyze the risks and rewards of entrepreneurship and associate the functions of entrepreneurs with alleviating problems associated with scarcity.	An entrepreneur is someone who invests in a business or product with the goal of making a profit. Entrepreneurship can be economically risky, but also can result in significant economic gain.	Demonstrate an understanding of what it means to be an entrepreneur.

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E1.3 Prices, Supply, and Demand			
E1.1.3.v19	Marginal Analysis – weigh marginal benefits and marginal costs in decision making.	See E.1.1.1.v19	See E.1.1.1.v19
E1.2.1.v19	Institutions – describe the roles of various economic institutions and purposes they serve in a market economy.	NA	NA
E.1.2.2.v19	Market Structures – identify the characteristics of perfect competition, monopolistic competition, oligopoly, and monopoly market structures.	Economic competition involves two or more sellers, in which each tries to get people to buy its own goods rather than the other seller's goods. This is often done by offering different products, better deals or by other means. When a market has enough buyers and sellers to keep prices at low level, competition in economics exists. Having a large number of sellers gives consumers many options, which means companies have to compete to offer the best prices, value and service. Otherwise, consumers will go to the competition.	Demonstrate an understanding of economic competition.
E1.3 Prices, Supply, and Demand			
E.1.3.1.v19	Supply And Demand – use the laws of supply and demand to explain household and business behavior.	The law of supply states that the quantity of goods supplied will be greater at a higher price than at a lower price. This is because when prices are high, producers are more willing to offer more products for sale. On the other hand, when prices are low, producers are less willing to sell products, so supply decreases. For example, producers are more willing to make jeans that sell for \$100 than jeans that sell for \$25 because if the cost to produce them stays the same, they will make more profit on the \$100 pair. The law of demand states that consumers will buy more goods and services at lower prices than at higher prices. This is because when prices are high, consumers either stop buying the goods and services, search for lower-cost alternatives or substitutes, or change their behavior. For example, when gasoline prices increase, people choose to carpool, ride their bikes, drive less, and/or purchase more fuel-efficient cars.	Demonstrate an understanding of how the price of goods and services can change based on the interaction between supply and demand, using real life examples.

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E1.3.2.v19	Price, Equilibrium, Elasticity, and Incentives – analyze how prices change through the interaction of buyers and sellers in a market, including the role of supply, demand, equilibrium, and elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.	Economic incentives refer to the factors that motivate individuals, businesses, or governments to take certain economic actions or make specific decisions. Incentives are typically based on the potential for gaining a benefit or avoiding a cost. They play a crucial role in shaping economic behavior and can influence various aspects of economic activity.	Identify how an economic incentive affects the economy.
E1.4 Role of Government in the Market			
E1.4.1.v19	Public Policy and the Market – analyze the impact of a change in public policy on consumers, producers, workers, savers, and investors.	NA	NA
E1.4.2.v19	Government and Consumers – analyze the role of government in protecting consumers and enforcing contracts (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.	By writing laws and establishing regulations, the government can help protect consumers. It also can change people's behavior. For example, <ul style="list-style-type: none"> • requiring the use of building permits helps standardize construction and ensure safety; • tax rebates for energy efficient products encourage environmental stewardship; • behavioral taxes discourage unhealthy behaviors, such as smoking; • requiring the use of car seats protects children from injury in car accidents; and • agency oversight ensures safe food and drugs 	Identify one or more financial or legal methods the government uses to protect consumers or change behavior.
E1.4.3.V19	Government Revenue and Services – analyze the ways in which local and state governments generate revenue and use that revenue to supply public services.	Governments generate revenue for public goods and services by taxing sales, income, wealth, and property, as well as by collecting fines and licenses. Two examples of taxes include the gasoline tax, which is used to provide and care for highways, and the sales tax, which is used to pay for education and other government services	Identify one or more ways in which state and local governments generate and/or spend revenue.

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E1.4.4.v19	Market Failure – explain the role for government in addressing both negative and positive externalities.	See E2.2.1.v19	See E2.2.1.v19
E1.4.5.v19	Consequences of Governmental Policy – assess the incentives for political leaders to implement policies that disperse costs widely over large groups of people and benefit small and politically powerful groups.	NA	NA
E1.4.6.v19	Price Controls – analyze the impact of price ceilings and price floors on the quantity of a good or service supplied and demanded in a market.	NA	NA
E2.1 Understanding National Markets			
E2.1.1.v19	Circular Flow and the National Economy – using the concept of circular flow, analyze the roles of and relationship between households, business firms, and government in the economy of the United States.	NA	NA
E2.1.2.v19	Economic Indicators – using a number of indicators, such as gross domestic product (GDP), per capita GDP, unemployment rates, and consumer price index, analyze the current and future state of an economy.	NA	NA
E2.2 Role of Government in the U.S. Economy			
E2.2.1.v19	Government Involvement in the Economy – evaluate the three macroeconomic goals of an economic system (stable prices, low unemployment, and economic growth).	<p>A market economy is one in which economic decisions and prices are based on and set by supply and demand (i.e., the interaction between buyers and sellers). A market economy is not planned or controlled by a central authority (such as the government), but the government does play a role. For example, it</p> <ul style="list-style-type: none"> • provides public goods and services; • creates currency; • enforces contracts; • redistributes income and wealth (e.g., food stamps, Medicaid, FHA insured loans, the earned tax credit, student loans, unemployment, etc.); • regulates labor (e.g., minimum wage, child labor, working conditions, and work permits); and • promotes economic growth and security. 	Explain why stable prices, low unemployment and economic growth are important to the country and the citizens of the country.

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E2.2.3.v19	Fiscal Policy and its Consequences – analyze the consequences (intended and unintended) of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	NA	NA
E2.2.4.v19	Federal Reserve and Monetary Policy – explain the roles and responsibilities of the Federal Reserve system and compare and contrast the consequences (intended and unintended) of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	The main purpose of the Federal Reserve System is to stabilize the economy and promote economic growth by controlling the money supply and interest rates (on such things as savings accounts and loans). The interest rate is the rate that is charged or paid for the use of money. It is often expressed as an annual percentage of the principle (or the total amount borrowed).	Demonstrate an understanding of interest rates (e.g., what body sets them and their impact on such things as car loans, home loans, credit cards, etc.).
E3.1 Economic Systems			
E3.1.1.v19	Developing Nations – assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations.	NA	NA
E3.1.2.v19	International Organizations and the World Economy – evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe.	NA	NA
E3.1.3.v19	Comparing Economic Systems – compare and contrast the characteristics, advantages, and disadvantages of traditional, command, market, and mixed economic systems.	NA	NA
E3.1.4.v19	Impact of Transitional Economies – analyze the impact of transitional economies, such as in China and India, on the	NA	NA

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	global economy in general and the American economy in particular.		
E3.2 Economic Interdependence- Trade			
E3.2.1.v19	Absolute and Comparative Advantage – use the concepts of absolute and comparative advantages to explain why goods and services are produced in one nation or locale versus another.	NA	NA
E3.2.2.v19	Domestic Activity and World Trade – assess the impact of trade policies, monetary policy, exchange rates, and interest rates on domestic activity and world trade.	NA	NA
E3.2.3.v19	Exchange Rate and World Trade – analyze the effects on trade from a change in an exchange rate between two currencies.	NA	NA
E3.2.4.v19	The Global Economy and the Marketplace – analyze and describe how the global economy has changed the interaction of buyers and sellers.	NA	NA
E4.1 Personal Finance: Decision-Making			
E4.1.1.v19	Earning Income – conduct research regarding potential income and employee benefit packages, non-income factors that may influence career choice, benefits and costs of obtaining the necessary education or technical skills, taxes a person is likely to pay, and other possible sources of income.	NA	NA
E4.1.2.v19	Buying Goods And Services – describe the factors that consumers may consider when purchasing a good or service, including the costs, benefits, and the role of government in obtaining the information.	Factors when buying goods and services include cost and benefits of the products and the role of government in the purchasing process such as taxes added to original price of goods and service.	Using an example, identify whether or not a consumer has the capital necessary to buy a particular good or service.
E4.1.3.v19	Saving – identify the incentives people have to set aside income for future consumption, and evaluate the impact of time, interest rates, and inflation upon the value of savings.	Identify the factors that affect personal savings <ul style="list-style-type: none"> • set aside income for future consumption • Interest rates • Inflation • Evaluate the impact of time 	Recognize how money can increase over time when it is saved in a bank account.

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E4.1.4.v19	Using Credit – evaluate the benefits, costs, and potential impacts of using credit to purchase goods and services.	There are pros and cons of using credit cards Pros <ul style="list-style-type: none">• Immediate access to goods and services• Incentives such as cash rewards, flier miles Cons <ul style="list-style-type: none">• Interest rates and fees• Overspending/debt	Recognize what a credit card is for, including the pros and cons of using one in the purchase of goods and services.
E4.1.5.v19	Financial Investing – analyze the risks, expected rate of return, tax benefits, impact of inflation, role of government agencies, and importance of diversification when investing in financial assets.	NA	NA
E4.1.6.v19	Protecting and Insuring – assess the financial risk of lost income, assets, health, or identity, and determine if a person should accept the risk exposure, reduce risk, or transfer the risk to others by paying a fee now to avoid the possibility of a larger loss later.	NA	NA