



*Alternate Social Studies Standard B*  
*Grades 5-8*

Arizona Department of Education  
Spring 2008

## Alternate Social Studies Standard B

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## Alternate Social Studies Standard B\*

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\*Since the content of the Alternate Social Studies Standard B does not spiral and is presented in a sequence different from the 2006 Arizona K-12 Social Studies Standard, Articulated by Grade Level, it is necessary for any district or charter using it to adopt the entire standard. **Individual grade levels** may not be adopted separately.

If a student exits a particular district or charter school during the grade levels using the Alternate Social Studies Standard B, they will miss Social Studies content taught in the 2006 Arizona K-12 Social Studies Standard, Articulated by Grade Level.

# Alternate Social Studies Standard B Fifth Grade

Fifth Grade Social Studies emphasizes the study of Geography of regions around the world.

**Note: The Alternate Standard includes new performance objectives which are inserted at the end of Concepts; it is expected they would be taught in the appropriate order when covering the Concept.**

- Aqua:** AZ Dept. of Ed. High School Concepts and Performance Objectives
- Purple:** AZ Dept. of Ed. 8<sup>th</sup> Grade Concepts and Performance Objectives
- Blue:** AZ Dept. of Ed. 7<sup>th</sup> Grade Concepts and Performance Objectives
- Green:** AZ Dept. of Ed. 6<sup>th</sup> Grade Concepts and Performance Objectives
- Pink:** AZ Dept. of Ed. 5<sup>th</sup> Grade Concepts and Performance Objectives
- Red:** New Performance Objectives

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Use the following to interpret historical data:            a. timelines – B.C.E. and B.C.; C.E. and A.D.            b. graphs, tables, charts, and maps  <b>PO 4.</b> Locate information using both primary and secondary sources.  <b>PO 5.</b> Describe the difference between primary</p>	<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Use the following to interpret historical data:            a. timelines – B.C.E. and B.C.; C.E. and A.D.            b. graphs, tables, charts, and maps  <b>PO 4.</b> Locate information using both primary and secondary sources.  <b>PO 5.</b> Describe the difference between primary</p>	<p><b>Concept 1: Foundations of Government</b>  <b>PO 1.</b> Identify the democratic principles and ideals associated with the following documents:            a. United States Constitution            b. Bill of Rights</p> <hr/> <p><b>Concept 2: Structure</b></p>	<p><b>Concept 1: The World in Spatial Terms</b>  <b>PO 1.</b> Interpret information from a variety of maps:            a. contour            b. population density            c. natural resource            d. historical maps  <b>PO 2.</b> Locate features in the world (e.g., continents, waterways, mountain ranges, cities) on a map using latitude and longitude.</p>	<p><b>Concept 1: Foundations of Economics</b>  <b>PO 1.</b> Identify how limited resources and unlimited human wants cause people to choose some things and give up others.  <b>PO 2.</b> Determine how scarcity, opportunity costs, and trade-offs influence decision-</p>

Arizona Department of Education –  
Standards-Based Best Practices

Adopted 4/28/08

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<p>and secondary sources. <b>PO 8.</b> Describe how archaeological research adds to our understanding of the past. <b>PO 1.</b> Construct charts, graphs, and narratives using historical data. <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts. <b>PO 3.</b> Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied. <b>PO 4.</b> Formulate questions that can be answered by historical study and research. <b>PO 5.</b> Describe the relationship between a primary source document and a secondary source document. <b>PO 6.</b> Determine the credibility and bias of primary and secondary sources. <b>PO 7.</b> Analyze cause and effect relationships between</p>	<p>and secondary sources. <b>PO 8.</b> Describe how archaeological research adds to our understanding of the past. <b>PO 1.</b> Construct charts, graphs, and narratives using historical data. <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts. <b>PO 3.</b> Construct timelines (e.g., presidents/world leaders, key events, people) of the historical era being studied. <b>PO 4.</b> Formulate questions that can be answered by historical study and research. <b>PO 5.</b> Describe the relationship between a primary source document and a secondary source document. <b>PO 6.</b> Determine the credibility and bias of primary and secondary sources.</p>	<p><b>of Government</b> <b>PO 1A.</b> Describe how the United States government is both a representative democracy and a federal republic. <b>PO 2A.</b> Review the three branches of the national government and their roles.</p> <hr/> <p><b>Concept 3: Functions of Government</b> <b>PO 1.</b> Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws. <b>PO 2.</b> Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government. <b>PO 3.</b> Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government.</p>	<p><b>PO 3.</b> Identify the location of significant geographic features from content studied on a physical or political map. <b>PO 4.</b> Locate physical and human features (e.g., gulf, delta, isthmus, strait, bay, canyon, swamp, peninsula, province, cape, tree line) in the United States and world on an appropriate type of map. <b>PO 5.</b> Identify each state on a U.S. map. <b>PO 4.</b> Locate physical and human features (e.g., significant waterways, mountain ranges, cities, countries) in the United States and in regions of the world on a map. <b>PO 1.</b> Construct maps, charts, and graphs to display geographic information. <b>PO 2.</b> Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images. <b>PO 3.</b> Interpret maps, charts, and geographic databases</p>	<p>making. <b>PO 3.</b> Explain why specialization improves standards of living. <b>PO 4.</b> Compare how money, as opposed to barter, facilitates trade. <b>PO 5.</b> Explain how trade promoted economic growth throughout world regions. <b>PO 1A.</b> Identify the difference between renewable and nonrenewable resources used to produce and exchange goods and services. <b>PO 2A.</b> Explain how countries respond to the unequal distribution of resources. <b>PO 3A.</b> Explain reasons why countries export and import goods. <b>PO 4A.</b> Describe ways in which governments try to benefit their country's economy: a. tariffs</p>

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<p>and among individuals and/or historical events. <b>PO 8.</b> Describe two points of view on the same historical event.</p> <hr/> <p><b>Concept 2: Early Civilizations</b> <b>PO 5.</b> Describe the Mayan, Aztec, and Incan/Inkan civilizations: a. location, agriculture, housing, achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts) b. how these cultures adapted to and altered their environment <b>PO 1A.</b> Describe the Olmec civilization: a. location, agriculture, housing, b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)</p>	<p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events. <b>PO 8.</b> Describe two points of view on the same historical event.</p> <hr/> <p><b>Concept 2: Early Civilizations</b> <b>PO 2.</b> Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China: a. farming methods b. domestication of animals c. division of labor d. geographic factors <b>PO 3.</b> Describe the importance of the following river valleys in the development of ancient civilizations: a. Tigris and Euphrates - Mesopotamia b. Nile - Egypt</p>	<p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b> <b>PO 1.</b> Describe ways an individual can contribute to a school or community. <b>PO 2.</b> Describe the character traits (i.e., respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States. <b>PO 3.</b> Describe the importance of citizens being actively involved in the democratic process (e.g., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <hr/> <p><b>Concept 5: Government Systems of the World</b> <b>PO 1.</b> Describe the</p>	<p>using geographic information. <b>PO 4.</b> Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world. <b>PO 5.</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.) <b>PO 2.</b> Interpret maps and images (e.g., political, physical, relief, thematic, Geographic Information Systems [GIS], Landsat). <b>PO 3.</b> Use appropriate maps and other graphic representations to analyze geographic problems and changes over time. <b>PO 4.</b> Use an atlas to access information.</p> <hr/> <p><b>Concept 2: Places and Regions</b> <b>PO 1.</b> Describe how the</p>	<p>b. quotas c. stop trading</p> <hr/> <p><b>Concept 2: Microeconomics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: Macroeconomics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Global Economics</b> <b>PO 1A.</b> Identify examples of interdependence between nations: a. NAFTA (North American Free Trade Agreement) b. European Union <b>PO 2A.</b> Describe economic systems: a. traditional economies b. command economies c. market economies</p>

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<p>c. how these cultures adapted to and altered their environment</p> <hr/> <p><b>Concept 3: Exploration and Colonization</b>  <b>PO 1.</b> Recognize that Native American tribes resided throughout North America before the period of European exploration and colonization.  <b>PO 1A.</b> Recognize that European countries established colonies in many areas of North America.  <b>PO 2A.</b> Recognize that dissatisfaction with England's rule was a key issue that led to rebellion in the American colonies.  <b>PO 3A.</b> Describe how the United States gained their independence from Great Britain as a result of the American Revolution.</p> <hr/> <p><b>Concept 4:</b></p>	<p>c. Huang He - China  d. Indus- India  <b>PO 4.</b> Compare the forms of government of the following ancient civilizations:  a. Mesopotamia – laws of Hammurabi  b. Egypt – theocracy  c. China – dynasty  <b>PO 5.</b> Describe the religious traditions that helped shape the culture of the following ancient civilizations:  a. Sumeria, India (i.e., polytheism)  b. Egypt (i.e., belief in an afterlife)  c. Middle East (i.e., monotheism)  <b>PO 6.</b> Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:  a. Mesopotamia (i.e., laws of Hammurabi)  b. Egypt (i.e., mummification,</p>	<p>characteristics of a monarchy and a republic.  <b>PO 1.</b> Describe the structure of the following governments:  a. theocracy  b. dictatorship  c. republic  d. monarchy  e. democracy  f. anarchy  <b>PO 1A.</b> Discuss characteristics of the following types of world governments:  a. constitutional monarchy  b. representative democracy  c. federal republic  d. parliamentary democracy  e. republic democracy  f. communist state  g. empire</p>	<p>following regions exemplify the concept of region as an area with unifying human or natural factors:  a. three American colonial regions  b. West, Midwest, Northeast, Southeast, Southwest  c. North and South during the Civil War  <b>PO 2.</b> Describe the geographic characteristics of a state in the United States with the assistance of maps, the internet, atlases, and other reference materials.  <b>PO 1.</b> Identify regions studied using a variety of criteria (e.g., climate, landforms, culture, vegetation).  <b>PO 2.</b> Describe the factors that cause regions and places to change.  <b>PO 3.</b> Describe the interactions of people in different places and regions.  <b>PO 4.</b> Explain why places and regions serve as cultural</p>	<p>d. mixed economies  <b>PO 3A.</b> Compare the difference between developed and developing countries.</p> <hr/> <p><b>Concept 5: Personal Finance</b>  No performance objectives at this grade.</p>

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<p><b>Revolution and New Nation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Westward Expansion</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 6: Civil War and Reconstruction</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 7: Emergence of the Modern United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 8: Great Depression and World War II</b> No performance objectives at this grade.</p>	<p>hieroglyphs, papyrus) c. China (i.e., silk, gun powder/fireworks, compass) d. Central and South America (i.e., astronomy, agriculture) <b>PO 7.</b> Describe the development of the following types of government and citizenship in ancient Greece and Rome: a. democracy b. republics/ empires <b>PO 8.</b> Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and architecture, literature and theatre, mathematics, philosophy) in ancient civilizations. <b>PO 10.</b> Describe the transition from the Roman Empire to the Byzantine Empire: a. “decline and fall” of the Roman Empire b. Empire split in eastern</p>		<p>symbols such as Jerusalem being a sacred place for Jews, Christians, and Muslims. <b>PO 5.</b> Describe the physical and human characteristics of places and regions of a country studied. <b>PO 1.</b> Describe the human and physical characteristics of places and regions. <b>PO 2.</b> Explain the concept of regions and why they change. <b>PO 3.</b> Compare the historical and contemporary interactions among people in different places and regions. <b>PO 1.</b> Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. <b>PO 2.</b> Explain the factors that contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany).</p>	

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<p><b>Concept 9: Postwar United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 10: Contemporary United States</b> <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). <b>PO 2.</b> Discuss the connections between current and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g.,</p>	<p>and western regions c. capital moved to Byzantium/Constantinople d. Germanic invasions</p> <hr/> <p><b>Concept 3: World in Transition</b> <b>PO 1.</b> Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam. <b>PO 2.</b> Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai: a. Islamic influences b. mining of gold and salt c. centers of commerce <b>PO 4.</b> Describe the Catholic Church's role in the following activities during the Middle Ages: a. Crusades b. education c. government</p>		<p><b>PO 3.</b> Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions. <b>PO 4.</b> Identify how the role of the media, images, and advertising influences the perception of a place. <b>PO 5.</b> Describe how a place changes over time. (Connect with content studied.) <b>PO 1.</b> Identify the characteristics that define a region: a. physical processes such as climate, terrain, and resources b. human processes such as religion, political organization, economy, and demographics <b>PO 5.</b> Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force</p>	

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<p>newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 2.</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 3.</b> Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p>	<p>d. spread of Christianity</p> <p><b>PO 6.</b> Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p><b>PO 7.</b> Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances, literature) between Europe, Asia, Africa and the Middle East during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <hr/> <p><b>Concept 4: Renaissance and Reformation</b></p> <p><b>PO 1.</b> Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ol style="list-style-type: none"> <li>a. rebirth of Greek and Roman ideas</li> <li>b. new ideas and products as a result of trade</li> <li>c. the arts</li> </ol>		<p><a href="#">Bases in Arizona</a>).</p> <hr/> <p><b>Concept 3: Physical Systems</b> (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p> <p><b>Connect with:</b></p> <p><b>Science Strand 3 Concept 1</b> Explain the impacts of natural hazards on habitats.</p> <p><b>Science Strand 6 Concept 2</b> Describe lunar cycles, Earth's revolution and rotation, and gravity.</p> <p><b>Science Strand 6 Concept 3</b> Describe the planets, other objects in the solar system, and exploration of the solar system.</p> <p><b>PO 1.</b> Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.</p>	

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	<p>d. science</p> <p><b>PO 2.</b> Describe the contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <p>a. Leonardo da Vinci</p> <p>b. Michelangelo</p> <p>c. Gutenberg</p> <p>d. Martin Luther</p> <hr/> <p><b>Concept 5: Encounters and Exchange</b></p> <p><b>PO 1.</b> Describe the following effects of European exploration, trade, and colonization on other parts of the world:</p> <p>a. sea routes to Asia</p> <p>b. colonies established and settled</p> <p>c. increased power of European countries</p> <p>d. trade established between Europe, Africa, and Americas</p> <p>e. introduction of disease</p>		<p><b>PO 2.</b> Analyze relationships in the environment (carrying capacity, problems associated with population growth, environmental factors) affecting living organisms.</p> <hr/> <p><b>Concept 4: Human Systems</b></p> <p><b>PO 1.</b> Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War).</p> <p><b>PO 2.</b> Explain the effects (e.g., economic, cultural, environmental, political) of human migration on places.</p> <p><b>PO 1.</b> Interpret the demographic structure of places and regions using a population pyramid.</p> <p><b>PO 2.</b> Describe the environmental, economic, cultural, and political effects of human migrations and cultural diffusion on places and regions.</p>	

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	<p>and the resulting population decline of Indigenous people</p> <p>f. triangular trade</p> <p><b>PO 2.</b> Describe ways in which Spain, France, and England competed for power.</p> <hr/> <p><b>Concept 6: Age of Revolution</b></p> <p><b>PO 1.</b> Explain the rationale and characteristics of rebellion.</p> <p><b>PO 2.</b> Explain the impact that revolution has on a society.</p> <p><b>PO 3.</b> Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p> <p><b>PO 4.</b> Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p>		<p><b>PO 3.</b> Analyze the causes and effects of settlement patterns.</p> <p><b>PO 4.</b> Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and interrelationships of economic activities over time and in different regions.</p> <p><b>PO 5.</b> Identify cultural norms that influence different social, political, and economic activities of men and women.</p> <p><b>PO 1.</b> Discuss the implications of the demographic structure of places and regions.</p> <p><b>PO 2.</b> Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.</p> <p><b>PO 4.</b> Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and</p>	

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## Alternate Social Studies Standard B Fifth Grade

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	<p><b>PO 1A.</b> Describe events of revolutions in countries studied:</p> <ul style="list-style-type: none"> <li>a. Haiti</li> <li>b. Bolivia</li> <li>c. Colombia</li> <li>d. Venezuela</li> <li>e. Argentina</li> <li>f. Russia</li> <li>g. France</li> <li>h. Mexico</li> </ul> <hr/> <p><b>Concept 7: Age of Imperialism</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 8: World at War</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Contemporary World</b> <b>PO 2.</b> Use various resources (e.g., newspapers, magazines, television, Internet, books, maps) to discuss the</p>		<p>economic (e.g., jobs) resources influence where human populations choose to live.</p> <p><b>PO 5.</b> Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.</p> <p><b>PO 6.</b> Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.</p> <p><b>PO 7.</b> Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</p> <p><b>PO 8.</b> Explain how cooperation and conflict contribute to political, economic, and social activities.</p> <p><b>PO 9.</b> Identify cultural aspects (e.g., literacy rates, occupations, property rights)</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>connections between current events and historical events and issues from content studied in Strand 2.</p> <p><b>PO 2.</b> Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 3.</b> Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts, interdependence, natural disasters, advancements in science and technology, environmental issues)</p>		<p>based on social and political factors.</p> <p><b>PO 1.</b> Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.</p> <p><b>PO 2.</b> Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.</p> <p><b>PO 3.</b> Describe the characteristics and locations of various cultures throughout the world.</p> <p><b>PO 4.</b> Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions.</p> <p><b>PO 5.</b> Explain how cooperation contributes to political, economic, and social</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>affected, and continue to affect, the social, political, geographic, and economic climate of the world.</p>		<p>organization (e.g., United Nations, European Union, NAFTA).</p> <p><b>PO 6.</b> Describe the aspects of culture related to beliefs and understandings (e.g., literacy, occupations, clothing, property rights) that influence the economic, social, and political activities of men and women.</p> <p><b>PO 7.</b> Describe how changes in technology, transportation, communication, and resources affect economic development.</p> <p><b>PO 1.</b> Interpret population growth and demographics (e.g., birth and death rates, population growth rates, doubling time and life expectancy, carrying capacity).</p> <p><b>PO 8.</b> Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			<p style="color: blue;">cultural diffusion.</p> <hr/> <p><b>Concept 5: Environment and Society</b></p> <p><b>PO 1.</b> Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.</p> <p><b>PO 2.</b> Describe the impact that natural events (e.g., floods, earthquakes, droughts) have on human and physical environments.</p> <p><b>PO 1.</b> Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.</p> <p><b>PO 2.</b> Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.</p> <p><b>PO 3.</b> Explain how changes in the natural environment</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			<p>(e.g., flooding of the Nile) can increase or diminish its capacity to support human activities.</p> <p><b>PO 4.</b> Identify the way humans respond to/ prepare for natural hazards (i.e., lightning, flash floods, dust storms, tornadoes, hurricanes, floods, earthquakes) in order to remain safe.</p> <p><b>PO 1.</b> Identify the physical processes (e.g., conservation of natural resources, mining, water distribution in Arizona) that influence the formation and location of resources.</p> <p><b>PO 2.</b> Describe the consequences of natural hazards (e.g., Dust Bowl hurricanes, droughts, earthquakes).</p> <p><b>PO 3.</b> Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</p> <p><b>PO 4.</b> Describe the positive and negative outcomes of</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			<p>human modification on the environment.</p> <p><b>PO 5.</b> Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.</p> <p><b>PO 6.</b> Describe the ways human population growth can affect environments and the capacity of environments to support populations.</p> <p><b>PO 7.</b> Compare different points of view and research on environmental issues (e.g., land use, natural resources, wildlife, biomes).</p> <p><b>PO 2.</b> Describe why (e.g., resources, economic livelihood) humans modify ecosystems.</p> <p><b>PO 3.</b> Explain how changes in the natural environment can increase or diminish its capacity to support human activities.</p> <p><b>PO 4.</b> Explain how technology positively and negatively affects the</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			<p>environment.</p> <p><b>PO 5.</b> Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).</p> <p><b>PO 6.</b> Explain how societies and governments plan for and respond to natural disasters (e.g., evacuation routes, changing farming techniques, warning systems).</p> <p><b>PO 7.</b> Predict how a change in an environmental factor (e.g., extinction of species, volcanic eruptions) can affect an ecosystem.</p> <hr/> <p><b>Concept 6: Geographic Applications</b></p> <p><b>PO 1.</b> Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.</p> <p><b>PO 3.</b> Use geography</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			<p>concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for local, state or national problems (e.g., shortage or abundance of natural resources).</p> <p><b>PO 1.</b> Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates) throughout different periods of time, places, and regions.</p> <p><b>PO 2.</b> Describe how environments (e.g., Sun Belt, urban areas) influence living conditions.</p> <p><b>PO 1.</b> Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</p> <p><b>PO 2.</b> Describe ways different groups of people</p>	

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## Alternate Social Studies Standard B Fifth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
			<p>(i.e., Native Americans, Hispanics, retirees) create and shape the same environment.</p> <p><b>PO 3.</b> Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	

### Concept Descriptors

#### **Strand 1: American History**

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

#### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

Arizona Department of Education –  
Standards-Based Best Practices

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Adopted 4/28/08

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# Alternate Social Studies Standard B

## Fifth Grade

### **Concept 2: Early Civilizations Pre 1500**

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

### **Concept 3: Exploration and Colonization 1500s – 1700s**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

### **Concept 4: Revolution and New Nation 1700s – 1820**

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

### **Concept 5: Westward Expansion 1800 – 1860**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

### **Concept 6: Civil War and Reconstruction 1850 – 1877**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

### **Concept 7: Emergence of the Modern United States 1875 – 1929**

Economic, social, and cultural changes transformed the U.S. into a world power.

### **Concept 8: Great Depression and World War II 1929 – 1945**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

### **Concept 9: Postwar United States 1945 – 1970s**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

### **Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.

## **Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

### **Concept 2: Early Civilizations**

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

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# Alternate Social Studies Standard B

## Fifth Grade

### **Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

### **Concept 4: Renaissance and Reformation**

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

### **Concept 5: Encounters and Exchange**

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

### **Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

### **Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

### **Concept 8: World at War**

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

### **Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

## **Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

### **Concept 1: Foundations of Government**

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

### **Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers.

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# Alternate Social Studies Standard B

## Fifth Grade

### **Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people.

### **Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

## **Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

### **Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

### **Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics.

### **Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

### **Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth.

### **Concept 5: Environment and Society**

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

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# Alternate Social Studies Standard B

## Fifth Grade

### **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

#### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

#### **Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

#### **Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

#### **Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

#### **Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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# Alternate Social Studies Standard B Sixth Grade

Sixth Grade History Strands emphasize American History from prehistoric to modern times.

**Note: The Alternate Standard includes new performance objectives which are inserted at the end of Concepts; it is expected they would be taught in the appropriate order when covering the Concept.**

- Aqua:** AZ Dept. of Ed. High School Concepts and Performance Objectives
- Purple:** AZ Dept. of Ed. 8<sup>th</sup> Grade Concepts and Performance Objectives
- Blue:** AZ Dept. of Ed. 7<sup>th</sup> Grade Concepts and Performance Objectives
- Green:** AZ Dept. of Ed. 6<sup>th</sup> Grade Concepts and Performance Objectives
- Pink:** AZ Dept. of Ed. 5<sup>th</sup> Grade Concepts and Performance Objectives
- Red:** New Performance Objectives

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Use the following to interpret historical data:            a. timelines – B.C.E. and B.C.; C.E. and A.D.            b. graphs, tables, charts, and maps  <b>PO 4.</b> Locate information using both primary and secondary sources.  <b>PO 7.</b> Analyze cause and effect relationships between</p>	<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Use the following to interpret historical data:            a. timelines – B.C.E. and B.C.; C.E. and A.D.            b. graphs, tables, charts, and maps  <b>PO 4.</b> Locate information using both primary and secondary sources.  <b>PO 7.</b> Analyze cause and effect relationships between</p>	<p><b>Concept 1: Foundations of Government</b>  <b>PO 1.</b> Identify the democratic principles and ideals associated with the following documents:            a. Mayflower Compact            b. Declaration of Independence            c. Articles of Confederation            d. United States</p>	<p><b>Concept 1: The World in Spatial Terms</b>  <b>PO 1.</b> Construct maps, charts, and graphs to display geographic information.  <b>PO 2.</b> Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.  <b>PO 3.</b> Interpret maps, charts, and geographic databases using geographic information.  <b>PO 4.</b> Locate physical and</p>	<p><b>Concept 1: Foundations of Economics</b>  <b>PO 1.</b> Identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World.  <b>PO 2.</b> Describe how specialization (e.g., division of labor) improved</p>

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## Alternate Social Studies Standard B Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>and among individuals and/or historical events. <b>PO 8.</b> Describe how archaeological research adds to our understanding of the past. <b>PO 8.</b> Describe two points of view on the same historical event. <b>PO 1.</b> Construct charts, graphs, and narratives using historical data. <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts. <b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied. <b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them. <b>PO 6.</b> Determine the credibility and bias of primary and secondary sources</p>	<p>and among individuals and/or historical events. <b>PO 8.</b> Describe how archaeological research adds to our understanding of the past. <b>PO 8.</b> Describe two points of view on the same historical event. <b>PO 1.</b> Construct charts, graphs, and narratives using historical data. <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts. <b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being studied. <b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them. <b>PO 6.</b> Determine the credibility and bias of</p>	<p style="text-align: center;"><b>Constitution</b></p> <p>e. Bill of Rights <b>PO 2.</b> Recognize the contributions and roles of the following individuals in creating the American government: a. John Adams b. Benjamin Franklin c. Alexander Hamilton d. Thomas Jefferson e. James Madison f. John Marshall g. George Washington <b>PO 3.</b> Describe the struggle between the Federalists and the Anti-federalists over the ratification of the Constitution and the creation of the Bill of Rights. <b>PO 1.</b> Discuss the important ideas of the Enlightenment Period (e.g., Natural Rights, separation of powers, religious freedom) that fostered the creation of the United States government.</p>	<p>cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world. <b>PO 5.</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</p> <hr/> <p><b>Concept 2: Places and Regions</b> <b>PO 1.</b> Describe how the following regions exemplify the concept of region as an area with unifying human or natural factors: a. three American colonial regions b. West, Midwest, Northeast, Southeast, Southwest c. North and South during the Civil War <b>PO 1.</b> Identify regions studied in Strand 1 using a variety of criteria (e.g.,</p>	<p>standards of living in the three colonial regions and the Pre-Civil War North and South. <b>PO 3.</b> Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America. <b>PO 4.</b> Interpret how trade promoted economic growth throughout U.S. history. <b>PO 1.</b> Identify how limited resources and unlimited human wants cause people to choose some things and give up others. <b>PO 2.</b> Determine how scarcity, opportunity costs, and trade-offs influence decision-making. <b>PO 3.</b> Explain why specialization improves standards of living. <b>PO 4.</b> Compare how money, as opposed to barter, facilitates trade. <b>PO 5.</b> Explain how trade promoted economic</p>

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<p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Analyze two points of view on the same historical event.</p> <p><b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p><b>PO 2.</b> Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p><b>PO 3.</b> Formulate questions that can be answered by historical study and research.</p> <p><b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p><b>PO 5.</b> Evaluate primary and secondary sources for:</p>	<p>primary and secondary sources</p> <p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Analyze two points of view on the same historical event.</p> <p><b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p><b>PO 2.</b> Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p><b>PO 3.</b> Formulate questions that can be answered by historical study and research.</p> <p><b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p>	<p><b>PO 1.</b> Analyze the significance of the principles and ideals of the following documents:</p> <ol style="list-style-type: none"> <li>Bill of Rights (as related to specific time periods)</li> <li>Emancipation Proclamation</li> </ol> <p><b>PO 2.</b> Analyze Arizona's transition from territory to statehood:</p> <ol style="list-style-type: none"> <li>locations of capital</li> <li>founding people</li> <li>Arizona's constitution</li> </ol> <p><b>PO 1.</b> Describe how the following philosophies and documents influenced the creation of the Constitution:</p> <ol style="list-style-type: none"> <li>Magna Carta</li> <li>English Bill of Rights</li> <li>Montesquieu's separation of power</li> <li>John Locke's theories – natural law, social contract</li> <li>Mayflower Compact</li> <li>Declaration of Independence</li> <li>Articles of Confederation</li> </ol>	<p>climate, landforms, culture, vegetation).</p> <p><b>PO 2.</b> Explain the concept of regions and why they change.</p> <p><b>PO 3.</b> Compare the historical and contemporary interactions among people in different places and regions.</p> <p><b>PO 5.</b> Describe how a place changes over time. (Connect with content studied.)</p> <hr/> <p><b>Concept 3: Physical Systems</b> (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.) <b>Connect with:</b></p> <p><b>PO 1.</b> Identify the physical processes that influence the formation and location of resources such as oil, coal, diamonds, and copper.</p> <p><b>Connect with:</b> <b>Science Strand 3 Concept 1</b></p>	<p>growth throughout world regions.</p> <p><b>PO 3.</b> Identify how governments and businesses make choices based on the availability of resources.</p> <p><b>PO 4.</b> Describe the characteristics of a market economy:</p> <ol style="list-style-type: none"> <li>property rights</li> <li>freedom of enterprise</li> <li>competition</li> <li>consumer choice</li> <li>limited role of government</li> </ol> <p><b>PO 1.</b> Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</p> <p><b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.</p> <p><b>PO 3.</b> Analyze how individuals, governments and businesses make choices based on the availability of resources.</p>

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<p>a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity</p> <p><b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p><b>PO 7.</b> Compare present events with past events: a. cause and effect b. change over time c. different points of view</p> <hr/> <p><b>Concept 2: Early Civilizations</b> <b>PO 1.</b> Describe the characteristics of hunting and gathering societies in</p>	<p><b>PO 5.</b> Evaluate primary and secondary sources for: a. authors' main points b. purpose and perspective c. facts vs. opinions d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective) e. credibility and validity</p> <p><b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p><b>PO 7.</b> Compare present events with past events: a. cause and effect b. change over time c. different points of view</p> <hr/> <p><b>Concept 2: Early Civilizations</b></p>	<p><b>PO 2.</b> Analyze the purpose (e.g., weaknesses of the Articles of Confederation) and outcome (e.g., compromises) of the Constitutional Convention.</p> <p><b>PO 3.</b> Analyze the struggle (e.g., Federalists' Papers, Bill of Rights) between the federalists and the anti-federalists over the ratification of the Constitution.</p> <p><b>PO 4.</b> Examine the fundamental principles (e.g., equality, natural rights of man, rule of law) in the Declaration of Independence.</p> <p><b>PO 1A.</b> Analyze Thomas Jefferson's role and the role of Enlightened Thought in the writing of the Declaration of Independence.</p> <p><b>PO 2A.</b> Explain weaknesses of the Articles of Confederation.</p> <p><b>PO 3A.</b> Analyze economic problems that arose under</p>	<p>Evaluate the effects of, and describe how people plan for and respond to natural disasters.</p> <p><b>Science Strand 4 Concept 3</b> Describe how sunlight, water quality, climate, population density and pollution affect quality of life.</p> <p><b>Science Strand 6 Concept 1</b> Describe the composition of and interactions between bodies of water and the atmosphere.</p> <p><b>Science Strand 6 Concept 2</b> Explain the water cycle and factors that affect climate.</p> <hr/> <p><b>Concept 4: Human Systems</b> <b>PO 1.</b> Explain why and how boundaries change (e.g., Westward Expansion, Civil War, Mexican - American War). <b>PO 4.</b> Identify how factors such as river/coastal civilizations and trade influenced the location, distribution, and</p>	<hr/> <p><b>Concept 2: Microeconomics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: Macroeconomics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Global Economics</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Personal Finance</b> No performance objectives at this grade.</p>

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<p>the Americas.</p> <p><b>PO 2.</b> Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.</p> <p><b>PO 3.</b> Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam:</p> <p>a. location, agriculture, housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p><b>PO 4.</b> Describe the Adena, Hopewell, and Mississippian mound-building cultures:</p> <p>a. location, agriculture, housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p><b>PO 5.</b> Describe the Mayan, Aztec, and Incan/Inkan civilizations:</p> <p>a. location, agriculture,</p>	<p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: World in Transition</b></p> <p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Renaissance and Reformation</b></p> <p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Encounters and Exchange</b></p> <p><b>PO 1.</b> Describe the following effects of European exploration, trade, and colonization on other parts of the world:</p> <p>a. sea routes to Asia</p> <p>b. colonies established and settled</p> <p>c. increased power of European countries</p> <p>d. trade established</p>	<p>the Articles of Confederation.</p> <p><b>PO 4A.</b> Describe the roles of English, Enlightened, and Roman Republican thought in the creation of the Constitution.</p> <p><b>PO 5A.</b> Identify ways in which <i>The Federalist Papers</i> exemplified intellectualism in the federal government.</p> <hr/> <p><b>Concept 2: Structure of Government</b></p> <p><b>PO 1.</b> Describe the role of town meetings and representative assemblies in colonial government.</p> <p><b>PO 2.</b> Describe how the Constitution is designed to limit central government, as in freedom from a controlling monarchy.</p> <p><b>PO 1.</b> Describe how the powers of checks and balances are used in the following:</p> <p>a. impeachment</p> <p>b. declaring war</p>	<p>interrelationships of economic activities over time and in different regions.</p> <p><b>PO 2.</b> Describe the push and pull factors (e.g., need for raw materials, enslavement, employment opportunities, impact of war, religious freedom, political freedom) that cause human migrations.</p> <p><b>PO 3.</b> Describe the effects of human migration (e.g., imperialism, quota system, changing of political boundaries, multiculturalism) in the U.S.</p> <p><b>PO 4.</b> Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.</p> <p><b>PO 5.</b> Analyze the effects of settlement (e.g., quality of life, transportation, population density) on places.</p> <hr/> <p><b>Concept 5:</b></p>	

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<p>housing, and trade networks</p> <p>b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)</p> <p>c. how these cultures adapted to and altered their environment</p> <p><b>PO 1.</b> Describe Prehistoric Cultures of the North American continent:</p> <p>a. Paleo-Indians, including Clovis, Folsom, and Plano</p> <p>b. Moundbuilders, including Adena, Hopewell, and Mississippian</p> <p>c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p> <hr/> <p><b>Concept 3: Exploration and Colonization</b></p> <p><b>PO 1.</b> Recognize that Native American tribes resided</p>	<p>between Europe, Africa, and Americas</p> <p>e. introduction of disease and the resulting population decline of Indigenous people</p> <p>f. triangular trade</p> <p><b>PO 2.</b> Describe ways in which Spain, France, and England competed for power:</p> <p><b>PO 1A.</b> Describe the reasons for European voyages of exploration.</p> <p><b>PO 2A.</b> Describe the contributions of the following individuals to European exploration:</p> <p>a. Prince Henry</p> <p>b. Bartolomeu Dias</p> <p>c. Christopher Columbus</p> <p>d. Vasco da Gama</p> <p><b>PO 3A.</b> Describe the impact of the conquests of Cortez and Pizarro on the Aztec and the Inca/Inka.</p> <hr/> <p><b>Concept 6: Age of Revolution</b></p>	<p>c. treaties</p> <p>d. veto</p> <p>e. judicial review</p> <p><b>PO 1.</b> Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:</p> <p>a. federalism (i.e., enumerated, reserved, and concurrent powers)</p> <p>b. popular sovereignty</p> <p>c. Separation of Powers</p> <p>d. checks and balances</p> <p>e. limited government</p> <p>f. flexibility (i.e., Elastic Clause, amendment process)</p> <p><b>PO 2.</b> Differentiate the roles and powers of the three branches of the federal government.</p> <p><b>PO 3.</b> Explain the electoral process (e.g., primary and general elections, electoral college).</p> <p><b>PO 4.</b> Explain how a candidate can be elected president (e.g., Adams-Jackson, Hayes-Tilden,</p>	<p><b>Environment and Society</b></p> <p><b>PO 1.</b> Describe the ways European colonists and Native Americans viewed, adapted, and used the environment.</p> <p><b>PO 1.</b> Describe ways that human dependence on natural resources influences economic development, settlement, trade, and migration.</p> <p><b>PO 2.</b> Describe the intended and unintended consequences of human modification (e.g., irrigation, aqueducts, canals) on the environment.</p> <p><b>PO 3.</b> Explain how changes in the natural environment can increase or diminish its capacity to support human activities.</p> <p><b>PO 3.</b> Describe how humans modify environments (e.g., conservation, deforestation, dams) and adapt to the environment.</p> <p><b>PO 4.</b> Describe the positive</p>	

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<p>throughout North America before the period of European exploration and colonization.</p> <p><b>PO 2.</b> Explain the reasons for the explorations of Samuel Champlain, Henry Hudson, John Cabot, Jacques Cartier, Ponce de Leon, and Hernan de Soto in the New World.</p> <p><b>PO 4.</b> Describe the contributions of geographic and economic conditions, religion, and colonial systems of government to the development of American democratic practices.</p> <p><b>PO 5.</b> Describe the geography, cultures, and economics of the Southern, Middle Atlantic, and New England Colonies.</p> <p><b>PO 6.</b> Identify contributions of individuals (e.g., John Smith, William Penn, Lord Baltimore, Roger Williams, Anne Hutchinson, James Ogelthorpe) who were</p>	<p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 7: Age of Imperialism</b></p> <p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 8: World at War</b></p> <p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Contemporary World</b></p> <p>No performance objectives at this grade.</p>	<p>Bush-Gore) without receiving a majority of popular vote.</p> <p><b>PO 5.</b> Describe the line of succession to the presidency as stated in the 25<sup>th</sup> Amendment.</p> <hr/> <p><b>Concept 3: Functions of Government</b></p> <p><b>PO 1.</b> Explain ways in which the powers of the federal government differed from the Articles of Confederation to the Constitution.</p> <p><b>PO 2.</b> Identify the process by which a bill becomes a law.</p> <p><b>PO 3.</b> Describe how the checks and balance system which established the three branches of the federal government works, as in Andrew Johnson's impeachment.</p> <p><b>PO 4.</b> Explain the significance of the Dred</p>	<p>and negative outcomes of human modification on the environment.</p> <p><b>PO 5.</b> Explain how modification in one place (e.g., canals, dams, farming techniques, industrialization) often leads to changes in other locations.</p> <hr/> <p><b>Concept 6: Geographic Applications</b></p> <p><b>PO 1.</b> Describe how geographic features influenced events in the past in the Original Thirteen Colonies, the Great Plains, the Pacific Northwest and the West.</p> <p><b>PO 1.</b> Describe ways geographic features and conditions influenced settlement in various locations (e.g., near waterways, on high terrain, with adequate fresh water, on good land for farming, in temperate climates)</p>	

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<p>important to the colonization of America.</p> <p><b>PO 7.</b> Describe interactions (e.g., agricultural and cultural exchanges, alliances, conflicts) between Native Americans and European settlers.</p> <p><b>PO 8.</b> Describe the causes and effects of triangular trade.</p> <p><b>PO 1.</b> Review the reciprocal impact resulting from early European contact with indigenous peoples:</p> <ol style="list-style-type: none"> <li>a. religious (e.g., conversion attempts)</li> <li>b. economic (e.g., land disputes, trade)</li> <li>c. social (e.g., spread of disease, partnerships)</li> <li>d. food (e.g., corn)</li> <li>e. government (e.g., Iroquois Confederacy, matriarchal leadership, democratic influence)</li> </ol> <p><b>PO 2.</b> Describe the reasons for colonization of America (e.g., religious freedom, desire for land, economic</p>		<p>Scott Decision.</p> <p><b>PO 5.</b> Compare the arguments for states' rights versus the power of the federal government (e.g., the expansion of slavery, taxation).</p> <p><b>PO 1.</b> Analyze the significance of the following judicial decisions:</p> <ol style="list-style-type: none"> <li>a. Dred Scott</li> <li>b. Plessy v. Ferguson</li> <li>c. Scopes Trial</li> </ol> <p><b>PO 2.</b> Identify the government's role in progressive reforms (e.g., women's suffrage, labor unions, temperance movement, civil rights).</p> <p><b>PO 1.</b> Compare the ways the federal and Arizona governments operate:</p> <ol style="list-style-type: none"> <li>a. three branches</li> <li>b. Constitution</li> <li>c. election process (e.g., congressional and legislative districts, propositions, voter registration)</li> </ol> <p><b>PO 2.</b> Compare the</p>	<p>throughout different periods of time, places, and regions.</p> <p><b>PO 2.</b> Describe how environments (e.g., Sun Belt, urban areas) influence living conditions.</p> <p><b>PO 1.</b> Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</p> <p><b>PO 2.</b> Describe ways different groups of people (i.e., Native Americans, Hispanics, retirees) create and shape the same environment.</p> <p><b>PO 3.</b> Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	

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<p>opportunity, and a new life).  <b>PO 3.</b> Compare the characteristics of the New England, Middle, and Southern colonies:            a. Colonial governments geographic influences, resources, and economic systems            b. religious beliefs and social patterns  <b>PO 4.</b> Describe the impact of key colonial figures (e.g., John Smith, William Penn, Roger Williams Anne Hutchinson, John Winthrop).  <b>PO 1A.</b> Explain the political and religious reasons for English, Spanish, French, and Dutch settlement of the Americas.  <b>PO 2A.</b> Describe the effects of the Great Awakening on Colonial religious, social, and political life.</p> <hr/> <p><b>Concept 4: Revolution and New Nation</b></p>		<p>process of how a bill becomes a law at the federal and state level.  <b>PO 3.</b> Describe the following forms of direct democracy in Arizona:            a. initiative            b. referendum            c. recall process  <b>PO 4.</b> Compare the roles and relationships of different levels of government (e.g., federal, state, county, city/town, tribal).  <b>PO 5.</b> Describe the significance of the Amendments to the Constitution.  <b>PO 6.</b> Compare the adult and juvenile criminal justice systems.  <b>PO 7.</b> Summarize the significance of the following Supreme Court cases:            a. Marbury v. Madison            b. Plessy v. Ferguson            c. Brown v. Board of Education            d. Gideon v. Wainright</p>		

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<p><b>PO 1.</b> Describe the significance of the following events leading to the American Revolution</p> <ul style="list-style-type: none"> <li>a. French and Indian War</li> <li>b. Proclamation of 1763</li> <li>c. Tea Act</li> <li>d. Stamp Act</li> <li>e. Boston Massacre</li> <li>f. Intolerable Acts</li> </ul> <p><b>PO 2.</b> Describe the significance of the following events in the Revolutionary War:</p> <ul style="list-style-type: none"> <li>a. Declaration of Independence</li> <li>b. the battles of Lexington and Concord, Saratoga</li> <li>c. aid from France</li> <li>d. surrender at Yorktown</li> </ul> <p><b>PO 3.</b> Identify the impact of the following individuals on the Revolutionary War:</p> <ul style="list-style-type: none"> <li>a. Benjamin Franklin</li> <li>b. Thomas Jefferson</li> <li>c. George Washington</li> <li>d. Patrick Henry</li> <li>e. Thomas Paine</li> <li>f. King George III</li> </ul> <p><b>PO 4.</b> Describe how one</p>		<ul style="list-style-type: none"> <li>e. Miranda v. Arizona</li> <li>f. Korematsu v. United States</li> </ul> <p><b>PO 8.</b> Describe the impact of the following executive orders and decisions:</p> <ul style="list-style-type: none"> <li>a. Executive Order 9066 – creation of internment camps on U.S. soil</li> <li>b. Manhattan Project</li> <li>c. use of Atomic Bomb</li> </ul> <p><b>PO 9.</b> Describe the impact that the following Acts had on increasing the rights of groups and individuals:</p> <ul style="list-style-type: none"> <li>a. Civil Rights Act of 1964</li> <li>b. Voting Rights Act of 1965</li> <li>c. Indian Rights Act of 1968</li> <li>d. Americans with Disabilities Act</li> </ul> <p><b>PO 1A.</b> Describe the impact of the Monroe Doctrine on U.S. foreign policy.</p> <p><b>PO 2A.</b> Summarize the significance of the following Supreme Court cases:</p> <ul style="list-style-type: none"> <li>a. <i>MuCulloch v. Maryland</i></li> </ul>		

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<p>nation evolved from thirteen colonies through the following events:</p> <ul style="list-style-type: none"> <li>a. Constitutional Convention</li> <li>b. George Washington's presidency</li> <li>c. creation of political parties</li> </ul> <p><b>PO 1.</b> Analyze the following events which led to the American Revolution:</p> <ul style="list-style-type: none"> <li>a. Tea Act</li> <li>b. Stamp Act</li> <li>c. Boston Massacre</li> <li>d. Intolerable Acts</li> <li>e. Declaration of Independence</li> </ul> <p><b>PO 2.</b> Describe the significance of key events of the Revolutionary War:</p> <ul style="list-style-type: none"> <li>a. major battles (e.g., Lexington, Saratoga, Trenton)</li> <li>b. aid from France</li> <li>c. surrender at Yorktown</li> </ul> <p><b>PO 3.</b> Describe the impact of the following key individuals on the Revolutionary War:</p>		<ul style="list-style-type: none"> <li>b. Worcester v. Georgia</li> <li>c. Gibbons v. Ogden</li> </ul> <hr/> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b></p> <p><b>PO 3.</b> Describe the importance of citizens being actively involved in the democratic process</p> <p><b>PO 1.</b> Describe ways an individual can contribute to a school or community.</p> <p><b>PO 5.</b> Describe the impact of Constitutional Amendments and laws (i.e., Thirteenth, Fourteenth, Fifteenth, Eighteenth, Nineteenth, and Twenty-first Amendments, Jim Crow Laws, Black Codes, Dawes Act) that came about during the historical time periods studied.</p> <p><b>PO 1.</b> Describe the benefits of community service.</p> <p><b>PO 2.</b> Discuss the character traits (e.g.,</p>		

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## Alternate Social Studies Standard B Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<ul style="list-style-type: none"> <li>a. Benjamin Franklin</li> <li>b. Thomas Jefferson</li> <li>c. George Washington</li> <li>d. Patrick Henry</li> <li>e. Thomas Paine</li> <li>f. King George III</li> </ul> <p><b>PO 4.</b> Describe the significance of the following documents:</p> <ul style="list-style-type: none"> <li>a. Declaration of Independence</li> <li>b. Articles of Confederation</li> <li>c. Constitution</li> <li>d. Bill of Rights</li> </ul> <p><b>PO 5.</b> Explain the influence of the following individuals in the establishment of a new government:</p> <ul style="list-style-type: none"> <li>a. Thomas Jefferson</li> <li>b. James Madison</li> <li>c. John Adams</li> <li>d. Benjamin Franklin</li> </ul> <p><b>PO 6.</b> Describe how one nation evolved from thirteen colonies:</p> <ul style="list-style-type: none"> <li>a. Constitutional Convention</li> <li>b. George Washington's presidency</li> <li>c. creation of political</li> </ul>		<p>respect, responsibility, fairness, involvement) that are important to the preservation and improvement of constitutional democracy in the United States</p> <p><b>PO 3.</b> Describe the importance of citizens being actively involved in the democratic process (i.e., voting, student government, involvement in political decision making, analyzing issues, petitioning public officials).</p> <p><b>PO 4.</b> Explain the obligations and responsibilities of citizenship:</p> <ul style="list-style-type: none"> <li>a. upholding the Constitution</li> <li>b. obeying the law</li> <li>c. paying taxes</li> <li>d. registering for selective service</li> <li>e. jury duty</li> </ul> <p><b>PO 5.</b> Describe the impact that the following had on rights for individuals and</p>		

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<p>parties (e.g., Federalists, Whigs, Democratic-Republicans)</p> <p><b>PO 1.</b> Assess the economic, political, and social reasons for the American Revolution:</p> <p>a. British attempts to tax and regulate colonial trade as a result of the French and Indian War</p> <p>b. colonists' reaction to British policy ideas expressed in the Declaration of Independence</p> <p><b>PO 2.</b> Analyze the effects of European involvement in the American Revolution on the outcome of the war.</p> <p><b>PO 3.</b> Describe the significance of major events in the Revolutionary War:</p> <p>a. Lexington and Concord</p> <p>b. Bunker Hill</p> <p>c. Saratoga</p> <p>d. writing and ratification of the Declaration of Independence</p> <p>e. Yorktown</p> <p><b>PO 4.</b> Analyze how the new</p>		<p>groups:</p> <p>a. Jim Crow Laws – literacy test, poll taxes, Grandfather Clause</p> <p>b. Civil Rights Movement (i.e., Martin Luther King, Jr., Rosa Parks)</p> <p>c. desegregation - military, schools, transportation, sports</p> <p>d. United Farm Workers (i.e., César Chavez)</p> <p>e. National Organization for Women (NOW) – Equal Rights Amendment (ERA)</p> <hr/> <p><b>Concept 5: Government Systems of the World</b></p> <p><b>PO 1.</b> Describe the characteristics of a monarchy and a republic.</p> <p><b>PO 1.</b> Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles,</p>		

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<p>national government was created:</p> <ul style="list-style-type: none"> <li>a. Albany Plan of Union influenced by the Iroquois Confederation</li> <li>b. Articles of Confederation</li> <li>c. Constitutional Convention</li> <li>d. struggles over ratification of the Constitution</li> <li>e. creation of the Bill of Rights</li> </ul> <p><b>PO 5.</b> Examine the significance of the following in the formation of a new nation:</p> <ul style="list-style-type: none"> <li>a. presidency of George Washington</li> <li>b. economic policies of Alexander Hamilton</li> <li>c. creation of political parties under Thomas Jefferson and Alexander Hamilton</li> <li>d. the establishment of the Supreme Court as a co-equal third branch of government under John Marshall with cases such as <i>Marbury v. Madison</i>.</li> </ul>		<p>Fourteen Points, League of Nations).</p> <p><b>PO 2.</b> Compare different types of governments:</p> <ul style="list-style-type: none"> <li>a. dictatorship</li> <li>b. totalitarian</li> <li>c. monarchies</li> </ul>		

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<p><b>PO 6.</b> Examine the experiences and perspectives of the following groups in the new nation:</p> <ul style="list-style-type: none"> <li>a. property owners</li> <li>b. African Americans</li> <li>c. women</li> <li>d. Native Americans</li> <li>e. indentured servants</li> </ul> <p><b>PO 1A.</b> Explain the significance of the following events leading to the American Revolution:</p> <ul style="list-style-type: none"> <li>a. Queen Anne's War</li> <li>b. Seven Years War</li> <li>c. King Philip's War</li> <li>d. Albany Plan of Union</li> </ul> <p><b>PO 2A.</b> Contrast cultural differences between "Americans" and Englishmen that existed during this period.</p> <p><b>PO 3A.</b> Describe the role of espionage in the Revolutionary War.</p> <p><b>PO 4A.</b> Compare the life and accomplishments of George Washington with that of Cincinnatus.</p> <p><b>PO 5A.</b> Describe the</p>				

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<p>following events of the presidency of John Adams:</p> <ul style="list-style-type: none"> <li>a. Election of 1796</li> <li>b. XYZ Affair</li> <li>c. Alien and Sedition Acts</li> <li>d. founding of the U.S. Navy</li> <li>e. Election of 1800</li> </ul> <hr/> <p><b>Concept 5: Westward Expansion</b></p> <p><b>PO 1.</b> Describe the following events of 19<sup>th</sup> century presidencies of:</p> <ul style="list-style-type: none"> <li>a. Thomas Jefferson – Louisiana Purchase; explorations of Lewis and Clark</li> <li>b. James Madison – War of 1812</li> <li>c. James Monroe – The Monroe Doctrine</li> <li>d. Andrew Jackson – Nationalism and Sectionalism; Trail of Tears</li> <li>e. James Polk – Mexican-American War; discovery of gold in</li> </ul>				

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<p style="color: magenta;">California</p> <p style="color: magenta;"><b>PO 2.</b> Describe the different perspectives (e.g., Native Americans, settlers, Spanish, the U.S. government, prospectors) of Manifest Destiny.</p> <p style="color: magenta;"><b>PO 3.</b> Identify major westward migration routes of the 19<sup>th</sup> Century.</p> <p style="color: magenta;"><b>PO 4.</b> Describe how manufacturing, textiles, transportation improvements, and other innovations of the Industrial Revolution contributed to U.S. growth and expansion.</p> <p style="color: magenta;"><b>PO 5.</b> Describe the following individuals' role in the reform movement before the Civil War:</p> <ul style="list-style-type: none"> <li>a. Frederick Douglass</li> <li>b. Harriet Tubman</li> <li>c. William Lloyd Garrison</li> <li>d. Sojourner Truth</li> </ul> <p style="color: cyan;"><b>PO 1.</b> Trace the growth of the American nation during the period of western expansion:</p> <ul style="list-style-type: none"> <li>a. Northwest Territory</li> </ul>				

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<ul style="list-style-type: none"> <li>b. Louisiana Territory</li> <li>c. Florida</li> <li>d. Texas</li> <li>e. Oregon Country</li> <li>f. Mexican Cession</li> <li>g. Gadsden Purchase</li> <li>h. Alaska</li> </ul> <p><b>PO 2.</b> Analyze how the following events affected the political transformation of the developing nation:</p> <ul style="list-style-type: none"> <li>a. Jefferson's Presidency</li> <li>b. War of 1812</li> <li>c. Jackson's Presidency</li> </ul> <p><b>PO 3.</b> Identify how economic incentives and geography influenced early American explorations:</p> <ul style="list-style-type: none"> <li>a. explorers (e.g., Lewis and Clark, Pike, Fremont)</li> <li>b. fur traders</li> <li>c. miners</li> <li>d. missionaries (e.g., Father Kino, Circuit Riders)</li> </ul> <p><b>PO 4.</b> Describe the impact of European-American expansion on native peoples.</p> <p><b>PO 5.</b> Describe the impact</p>				

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<p>of the following aspects of the Industrial Revolution on the United States:</p> <ul style="list-style-type: none"> <li>a. transportation improvements (e.g., railroads, canals, steamboats)</li> <li>b. factory system manufacturing</li> <li>c. urbanization</li> <li>d. inventions (e.g., telegraph, cotton gin, interchangeable parts)</li> </ul> <p><b>PO 1A.</b> Describe how the War of 1812 delayed the progress of industry and invention.</p> <p><b>PO 2A.</b> Contrast the role of Andrew Jackson in the Battle of New Orleans with his role in the Trail of Tears.</p> <p><b>PO 3A.</b> Explain the development of various social movements in the United States before the Civil War :</p> <ul style="list-style-type: none"> <li>a. transcendentalism</li> <li>b. utopian communities</li> <li>c. romanticism</li> <li>d. nativism</li> </ul>				

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<p>e. prison reform f. temperance g. education h. women's rights i. abolition</p> <p><b>PO 4A.</b> Describe the struggle for Texas independence including the role of Sam Houston.</p> <p><b>PO 5A.</b> Identify motives for westward movement and western expansion.</p> <p><b>PO 6A.</b> Describe the explorations of Lewis and Clark:</p> <p>a. mission of the expedition b. area of exploration c. role of Sacagawea d. interaction with Native Americans e. achievements and significance of the expedition</p> <p><b>PO 7A.</b> Describe the explorations of Zebulon Pike.</p> <p><b>PO 8A.</b> Explain the importance of the following fur trappers, traders, and explorers:</p> <p>a. Davy Crockett</p>				

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<ul style="list-style-type: none"> <li>b. Daniel Boone</li> <li>c. Hugh Glass</li> <li>d. Jedediah Smith</li> <li>e. James Fremont</li> <li>f. Jim Bridger</li> <li>g. Kit Carson</li> <li>h. Jeremiah Johnson</li> </ul> <p><b>PO 9A.</b> Describe the importance of riverboats in the development of both transportation and American culture.</p> <p><b>PO 10A.</b> Explain the role of riverboats in the development of American music:</p> <ul style="list-style-type: none"> <li>a. emergence of musical improvisation</li> <li>b. origins of Jazz</li> <li>c. the Mississippi River as a conduit of cross-cultural development</li> </ul> <p><b>PO 11A.</b> Describe the cultures and lifestyles of the following American Indian Tribes:</p> <ul style="list-style-type: none"> <li>a. Sioux (Lakota)</li> <li>b. Apache</li> <li>c. Comanche</li> </ul>				

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<p><b>Concept 6: Civil War and Reconstruction</b></p> <p><b>PO 1.</b> Describe factors leading to the Civil War:</p> <ul style="list-style-type: none"> <li>a. role of abolitionists and Underground Railroad</li> <li>b. sectionalism between North and South</li> <li>c. westward expansion</li> </ul> <p><b>PO 2.</b> Identify the reasons why the following were important events of the Civil War:</p> <ul style="list-style-type: none"> <li>a. firing on Ft. Sumter</li> <li>b. major battles</li> <li>c. delivery of the Emancipation Proclamation</li> <li>d. surrender at Appomattox</li> </ul> <p><b>PO 1.</b> Analyze the factors leading to the Civil War:</p> <ul style="list-style-type: none"> <li>a. role of abolitionists and Underground Railroad</li> <li>b. Sectionalism and States' Rights</li> <li>c. Westward expansion</li> <li>d. Missouri and 1850 Compromises</li> <li>e. Dred Scott Decision</li> </ul>				

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<p>f. Kansas-Nebraska Act</p> <p><b>PO 2.</b> Determine the significance of the following events of the Civil War:</p> <p>a. firing on Fort Sumter</p> <p>b. major battles – Bull Run, Antietam, Vicksburg, Gettysburg</p> <p>c. Enactment of the Emancipation Proclamation</p> <p>d. Sherman’s march</p> <p>e. surrender at Appomattox</p> <p><b>PO 3.</b> Describe significance of the following individuals or groups in the Civil War:</p> <p>a. political leaders (i.e., Abraham Lincoln, Jefferson Davis)</p> <p>b. military leaders (e.g., Robert E. Lee, Ulysses S. Grant, William Tecumseh Sherman, Thomas “Stonewall” Jackson)</p> <p>c. role of African-Americans</p> <p>d. role of Women</p> <p><b>PO 4.</b> Analyze the impact of</p>				

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<p>the Civil War on the following personal, social, and economic aspects of American life:</p> <ul style="list-style-type: none"> <li>a. Americans fighting Americans</li> <li>b. high casualties caused by disease and the type of warfare</li> <li>c. widespread destruction of American property</li> <li>d. change in status of freed slaves</li> <li>e. value of railroads and industry</li> </ul> <p><b>PO 5.</b> Describe the impact of various events and movements that influenced Reconstruction:</p> <ul style="list-style-type: none"> <li>a. Lincoln's assassination</li> <li>b. Ku Klux Klan and the development of Jim Crow laws</li> <li>c. Freedmen's Bureau</li> <li>d. Civil War Constitutional Amendments</li> <li>e. industrialization</li> </ul> <p><b>PO 6.</b> Describe the basic provisions of the Thirteenth, Fourteenth, and Fifteenth</p>				

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## Alternate Social Studies Standard B Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Amendments.</b></p> <p><b>PO 1.</b> Explain the economic, social, and political causes of the Civil War:</p> <ul style="list-style-type: none"> <li>a. economic and social differences between the North, South, and West</li> <li>b. balance of power in the Senate (e.g., Missouri and 1850 Compromises)</li> <li>c. extension of slavery into the territories (e.g., Dred Scott Decision, the Kansas-Nebraska Act)</li> <li>d. role of abolitionists (e.g., Frederick Douglass and John Brown)</li> <li>e. debate over popular sovereignty/states rights</li> <li>f. Presidential election of 1860</li> </ul> <p><b>PO 2.</b> Analyze aspects of the Civil War:</p> <ul style="list-style-type: none"> <li>a. changes in technology</li> <li>b. importance of resources</li> <li>c. turning points</li> <li>d. military and civilian leaders</li> <li>e. effect of the Emancipation</li> </ul>				

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<p>Proclamation</p> <p>f. effect on the civilian populations</p> <p><b>PO 3.</b> Analyze immediate and long term effects of Reconstruction in post Civil War America:</p> <p>a. various plans for reconstruction of the South</p> <p>b. Lincoln's assassination</p> <p>c. Johnson's impeachment</p> <p>d. Thirteenth, Fourteenth and Fifteenth Amendments</p> <p>e. resistance to and end of Reconstruction (e.g., Jim Crow laws, KKK, Compromise of 1877)</p> <p><b>PO 1A.</b> Analyze arguments in the Lincoln-Douglas debates.</p> <p><b>PO 2A.</b> Describe the role of Major General George H. Thomas in the Campaign in the Tennessee River Valley.</p> <p><b>PO 3A.</b> Describe why General George H. Thomas encapsulates the loyalty dilemma.</p>				

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## Alternate Social Studies Standard B Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 7: Emergence of the Modern United States</b></p> <p><b>PO 1.</b> Examine the reasons why people emigrated from their homelands to settle in the United States during the late 19<sup>th</sup> century.</p> <p><b>PO 2.</b> Describe how the United States was positively and negatively affected by factors and events resulting from the arrival of a large numbers of immigrants.</p> <p><b>PO 3.</b> Discuss how the Industrial Revolution in the United States was supported by multiple factors (e.g. geographic security, abundant natural resources, innovations in technology, available labor, global markets).</p> <p><b>PO 4.</b> Discuss the relationship between immigration and industrialization.</p> <p><b>PO 5.</b> Analyze the impact of</p>				

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<p>industrialization on the United States:</p> <ul style="list-style-type: none"> <li>a. rural to urban migration</li> <li>b. factory conditions</li> <li>c. unions</li> <li>d. influence of big businesses</li> </ul> <p><b>PO 6.</b> Describe the following Progressive Reforms that resulted from the Industrial Revolution:</p> <ul style="list-style-type: none"> <li>a. labor unions</li> <li>b. Women's Suffrage</li> <li>c. trust busting</li> <li>d. conservation of natural resources</li> <li>e. Temperance Movement</li> </ul> <p><b>PO 7.</b> Describe how innovations of the Industrial Revolution (e.g., manufacturing, textiles, transportation, improvements) contributed to U.S. growth and expansion.</p> <p><b>PO 8.</b> Identify the following groups' contributions to the changing social and political structure of the United States:</p> <ul style="list-style-type: none"> <li>a. labor leaders (e.g.,</li> </ul>				

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>Samuel Gompers, Mother Jones)</p> <p>b. social reformers (e.g., Susan B. Anthony, Elizabeth Cady Stanton)</p> <p>c. industrialists (e.g., Andrew Carnegie, John D. Rockefeller)</p> <p>d. inventors (e.g., Thomas Edison, Henry Ford)</p> <p>e. Populists (e.g., William Jennings Bryan)</p> <p>f. financiers (e.g., J.P. Morgan, Jay Gould)</p> <p><b>PO 9.</b> Describe the following factors that fostered the growth of American imperialism during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries:</p> <p>a. desire for military strength</p> <p>b. interest in new markets</p> <p>c. need for inexpensive source of raw materials</p> <p><b>PO 10.</b> Analyze the United States' expanding role in the world during the late 19<sup>th</sup> and early 20<sup>th</sup> centuries:</p> <p>a. Spanish American War</p> <p>b. Panama Canal</p>				

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<ul style="list-style-type: none"> <li>c. Alaska and Hawaii</li> <li>d. Open Door Policy</li> <li>e. China – Boxer Rebellion</li> </ul> <p><b>PO 11.</b> Describe major factors in Arizona history (e.g., territorial status, mining, constitutional convention) leading to statehood.</p> <p><b>PO 12.</b> Describe the following events that led to United States involvement in World War I:</p> <ul style="list-style-type: none"> <li>a. shift away from isolationism</li> <li>b. sinking of the Lusitania</li> <li>c. Zimmermann Telegram</li> </ul> <p><b>PO 13.</b> Describe important events associated with World War I:</p> <ul style="list-style-type: none"> <li>a. anti-German feelings in the United States</li> <li>b. passing of the Selective Service Act</li> <li>c. migration of African-Americans to the north</li> <li>d. Wilson’s Fourteen Points</li> <li>e. controversy over the Treaty of Versailles</li> </ul> <p><b>PO 1.</b> Analyze how the</p>				

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>following aspects of industrialization transformed the American economy beginning in the late 19<sup>th</sup> century:</p> <ul style="list-style-type: none"> <li>a. mass production</li> <li>b. monopolies and trusts (e.g., Robber Barons, Taft- Hartley Act)</li> <li>c. economic philosophies (e.g., laissez faire, Social Darwinism, free silver)</li> <li>d. labor movement (e.g., Bisbee Deportation)</li> <li>e. trade</li> </ul> <p><b>PO 2.</b> Assess how the following social developments influenced American society in the late nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> <li>a. Civil Rights issues (e.g., Women’s Suffrage Movement, Dawes Act, Indian schools, lynching, Plessy v. Ferguson)</li> <li>b. changing patterns in Immigration (e.g., Ellis Island, Angel Island, Chinese Exclusion Act,</li> </ul>				

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<p>Immigration Act of 1924)</p> <ul style="list-style-type: none"> <li>c. urbanization and social reform (e.g., health care, housing, food &amp; nutrition, child labor laws)</li> <li>d. mass media (e.g., political cartoons, muckrakers, yellow journalism, radio)</li> <li>e. consumerism (e.g., advertising, standard of living, consumer credit)</li> <li>f. Roaring Twenties (e.g., Harlem Renaissance, leisure time, jazz, changed social mores)</li> </ul> <p><b>PO 3.</b> Analyze events which caused a transformation of the United States during the late nineteenth and early twentieth centuries:</p> <ul style="list-style-type: none"> <li>a. Indian Wars (e.g., Little Bighorn, Wounded Knee)</li> <li>b. Imperialism (e.g., Spanish American War, annexation of Hawaii, Philippine-American War)</li> <li>c. Progressive Movement</li> </ul>				

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<p>(e.g., Sixteenth through Nineteenth Amendments, child labor)</p> <p>d. Teddy Roosevelt (e.g., conservationism, Panama Canal, national parks, trust busting)</p> <p>e. corruption (e.g., Tammany Hall, spoils system)</p> <p>f. World War I (e.g., League of Nations, Isolationism)</p> <p>g. Red Scare/Socialism</p> <p>h. Populism</p> <p><b>PO 4.</b> Analyze the effect of direct democracy (initiative, referendum, recall) on Arizona statehood.</p> <p><b>PO 1A.</b> Describe the emergence of the cattle ranching industry in the American West:</p> <p>a. role of cowboys</p> <p>b. cattle drives</p> <p>c. importance of Dodge City and Abilene</p> <p><b>PO 2A.</b> Identify the roles of key individuals involved in</p>				

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<p style="color: red;">the Indian Wars of the late 19<sup>th</sup> century:</p> <ul style="list-style-type: none"> <li>a. Quanah Parker</li> <li>b. Rain in the Face</li> <li>c. Red Cloud</li> <li>d. Crazy Horse</li> <li>e. Sitting Bull</li> <li>f. Geronimo</li> <li>g. Vittorio</li> <li>h. Col. George A. Custer</li> <li>i. General Nelson A. Miles</li> <li>j. General George Crook</li> </ul> <p style="color: red;"><b>PO 3A.</b> Describe the relationship of the Sioux (Lakota) and the Apache Indians to the United States government.</p> <p style="color: red;"><b>PO 4A.</b> Explain the roles of the following groups in the establishment of law and order in the American West:</p> <ul style="list-style-type: none"> <li>a. Vigilance Committees</li> <li>b. vigilantes</li> <li>c. outlaws (i.e., Jesse James, “Curly” Bill Brocius, Younger Brothers)</li> <li>d. marshals (i.e., Bill Hickock, Wyatt Earp, Bat Masterson)</li> </ul>				

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<p>e. gunslingers (i.e., John “Doc” Holiday, John Wesley Hardin)</p> <p><b>PO 5A.</b> Describe the rise and impact of mining towns in the American West:</p> <ul style="list-style-type: none"> <li>a. development</li> <li>b. gambling</li> <li>c. entertainment</li> <li>d. economy</li> </ul> <p><b>PO 6A.</b> Describe the contributions of William Jennings Bryan to the Populist movement.</p> <p><b>PO 7A.</b> Describe the role that middle-class reformers and muckrakers played in the progressive movement.</p> <p><b>PO 8A.</b> Describe the role of John Dewey in the Progressive Movement.</p> <p><b>PO 9A.</b> Explain the significance of the people associated with United States involvement with Mexico during its Revolution of 1910:</p> <ul style="list-style-type: none"> <li>a. Pancho Villa</li> <li>b. President Wilson</li> <li>c. General John J.</li> </ul>				

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<p style="color: red;">Pershing d. George Patton <b>PO 10A.</b> Describe how Samuel Woodfill exemplifies the American soldier of World War I.</p> <hr/> <p><b>Concept 8: Great Depression and World War II</b>  <b>PO 1.</b> Identify economic policies and factors (e.g., unequal distribution of income, weaknesses in the farm sector, buying on margin, stock market crash) that led to the Great Depression.  <b>PO 2.</b> Determine the impact of natural and manmade crises (e.g., unemployment, food lines, the Dust Bowl and the western migration of Midwest farmers) of the Great Depression.  <b>PO 3.</b> Describe how the following New Deal programs affected the American people:</p>				

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<ul style="list-style-type: none"> <li>a. works programs (e.g., WPA, CCC, TVA)</li> <li>b. farm subsidies</li> <li>c. Social Security</li> </ul> <p><b>PO 1.</b> Review the impact of the Great Depression on the United States.</p> <p><b>PO 2.</b> Explain how Pearl Harbor led to United States involvement in World War II.</p> <p><b>PO 3.</b> Explain the impact of World War II on economic recovery from the Great Depression.</p> <p><b>PO 4.</b> Explain how the following factors affected the U.S. home front during World War II:</p> <ul style="list-style-type: none"> <li>a. war bond drives</li> <li>b. war industry</li> <li>c. women and minorities in the work force</li> <li>d. rationing</li> <li>e. internment of Japanese-, German-, and Italian - Americans</li> </ul> <p><b>PO 5.</b> Describe Arizona's contributions to the war effort:</p> <ul style="list-style-type: none"> <li>a. Native American Code</li> </ul>				

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<p>Talkers</p> <ul style="list-style-type: none"> <li>b. Ira Hayes</li> <li>c. mining</li> <li>d. training bases</li> <li>e. POW and internment camps</li> </ul> <p><b>PO 6.</b> Summarize the United States' role in the following events:</p> <ul style="list-style-type: none"> <li>a. D-day invasion</li> <li>b. battles of the Pacific</li> <li>c. development and use of the atomic bomb</li> <li>d. V-E Day / V-J Day</li> </ul> <p><b>PO 7.</b> Analyze the following individuals' significance to World War II:</p> <ul style="list-style-type: none"> <li>a. Franklin D. Roosevelt</li> <li>b. Dwight Eisenhower</li> <li>c. George Patton</li> <li>d. Douglas MacArthur</li> <li>e. Harry Truman</li> <li>f. Eleanor Roosevelt</li> </ul> <p><b>PO 1.</b> Describe causes and consequences of the Great Depression:</p> <ul style="list-style-type: none"> <li>a. economic causes of the Depression (e.g., economic policies of 1920s, investment</li> </ul>				

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<p>patterns and stock market crash)</p> <p>b. Dust Bowl (e.g., environmental damage, internal migration)</p> <p>c. effects on society (e.g., fragmentation of families, Hoovervilles, unemployment, business failure, breadlines)</p> <p>d. changes in expectations of government (e.g., New Deal programs)</p> <p><b>PO 2.</b> Describe the impact of American involvement in World War II:</p> <p>a. movement away from isolationism</p> <p>b. economic recovery from the Great Depression</p> <p>c. homefront transformations in the roles of women and minorities</p> <p>d. Japanese, German, and Italian internments and POW camps</p> <p>e. war mobilization ( e.g., Native American Code-Talkers, minority</p>				

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<p style="color: blue;">participation in military units, media portrayal)</p> <p style="color: blue;">f. turning points such as Pearl Harbor, D-Day, Hiroshima/Nagasaki</p> <p style="color: red;"><b>PO 1A.</b> Explain the role and actions of the Abraham Lincoln Brigade in the Spanish Civil War.</p> <p style="color: red;"><b>PO 2A.</b> Describe how the following events and places played a role in World War II in North Africa and Europe:</p> <ul style="list-style-type: none"> <li>a. Operation Torch</li> <li>b. Kasserine Pass</li> <li>c. Sicily</li> <li>d. Normandy</li> <li>e. Battle of the Bulge</li> <li>f. Cobra</li> <li>g. American Blitzkrieg</li> <li>h. Mighty Eighth and strategic bombing</li> <li>i. role of airpower</li> <li>j. role of George Patton</li> </ul> <p style="color: red;"><b>PO 3A.</b> Describe World War II in the Pacific:</p> <ul style="list-style-type: none"> <li>a. MacArthur and island hopping</li> <li>b. the Mariannas</li> <li>c. Bataan Death March</li> </ul>				

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<p>d. Japanese experiments on U.S. soldiers e. The Manhattan Project f. Iwo Jima g. Okinawa</p> <hr/> <p><b>Concept 9: Postwar United States</b>  <b>PO 1.</b> Describe the following origins of the Cold War:  a. Western fear of communist expansion  b. Soviet fear of capitalist influences  c. development of nuclear weapons  d. Truman Doctrine  <b>PO 2.</b> Describe the impact of the Cold War on the United States:  a. McCarthyism  b. arms race  c. space race  d. Cuban Missile Crisis  e. creation of the CIA  <b>PO 3.</b> Identify the role of the United States in the Korean War:  a. Communist containment</p>				

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<p>b. military involvement c. resolution of conflict</p> <p><b>PO 4.</b> Identify the role of the United States in the Vietnam Conflict:</p> <p>a. containment of Communism – Domino Theory b. Gulf of Tonkin Resolution c. Tet Offensive d. anti-war protests e. Vietnam Peace Accords</p> <p><b>PO 5.</b> Describe life (e.g., transportation, communication, technology, medical, entertainment, growth of suburbs) in the U.S. during the Post War period.</p> <p><b>PO 6.</b> Describe the importance of the following civil rights issues and events:</p> <p>a. Jim Crow Laws b. nonviolent protests c. desegregation d. Civil Rights Act of 1964 e. Voting Rights Act of 1965</p> <p><b>PO 1.</b> Analyze aspects of</p>				

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## Alternate Social Studies Standard B Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>America's post World War II foreign policy:</p> <ul style="list-style-type: none"> <li>a. international activism (e.g., Marshall Plan, United Nations, NATO)</li> <li>b. Cold War (e.g., domino theory, containment, Korea, Vietnam)</li> <li>c. Arms Race (e.g., Cuban Missile Crisis, SALT)</li> <li>d. United States as a superpower (e.g., political intervention and humanitarian efforts)</li> </ul> <p><b>PO 2.</b> Describe aspects of American post-World War II domestic policy:</p> <ul style="list-style-type: none"> <li>a. McCarthyism</li> <li>b. Civil Rights (e.g., Birmingham, 1964 Civil Rights Act, Voting Rights Act, Constitutional Amendments)</li> <li>c. Supreme Court Decisions (e.g., the Warren and Burger Courts)</li> <li>d. Executive Power (e.g., War Powers Act, Watergate)</li> </ul>				

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<p>e. social reforms Great Society and War on Poverty</p> <p>f. Space Race and technological developments</p> <p><b>PO 3.</b> Describe aspects of post World War II American society:</p> <p>a. postwar prosperity (e.g., growth of suburbs, baby boom, GI Bill)</p> <p>b. popular culture (e.g., conformity v. counter-culture, mass-media)</p> <p>c. protest movements (e.g., anti-war, women’s rights, civil rights, farm workers, César Chavez)</p> <p>d. assassinations (e.g., John F. Kennedy, Martin Luther King, Jr., Robert F. Kennedy, Malcolm X)</p> <p>e. shift to increased immigration from Latin America and Asia</p> <p><b>PO 1A.</b> Explain the implications of the replacement of General Douglas MacArthur with Lt.</p>				

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<p>General Matthew Ridgeway by President Truman.  <b>PO 2A.</b> Describe the importance of the National Defense Highway System signed into law by President Eisenhower in 1956.  <b>PO 3A.</b> Describe Cold War events which occurred during the Kennedy Administration:</p> <ol style="list-style-type: none"> <li>a. Bay of Pigs</li> <li>b. building of Berlin Wall</li> <li>c. Cuban Missile Crisis</li> <li>d. Limited Nuclear Test Ban Treaty</li> </ol> <hr/> <p><b>Concept 10: Contemporary United States</b>  <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  <b>PO 2.</b> Discuss the connections between current</p>				

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## Alternate Social Studies Standard B Sixth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>and historical events and issues from content studied in Strand 1 using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 2.</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 3.</b> Describe how key political, social, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p> <p><b>PO 1.</b> Describe events (e.g., opening of foreign relations with China, Watergate, resignation) of the presidency of Richard Nixon.</p>				

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>PO 2.</b> Describe events (e.g., succession to presidency, pardoning of Nixon) of the presidency of Gerald Ford.</p> <p><b>PO 3.</b> Describe events (e.g., Camp David Peace Accords, Iran Hostage Crisis) of the presidency of Jimmy Carter.</p> <p><b>PO 4.</b> Describe events (e.g., Star Wars, Iran-Contra Affair) of the presidency of Ronald Reagan.</p> <p><b>PO 5.</b> Describe events (e.g., Persian Gulf War, Berlin Wall falls) of the presidency of George H.W. Bush.</p> <p><b>PO 6.</b> Describe events (e.g., economic growth, impeachment) of the presidency of William Clinton.</p> <p><b>PO 7.</b> Describe events (e.g., September 11 Terrorist Attacks, Afghanistan, Iraq War) of the presidency of George W. Bush.</p> <p><b>PO 3.</b> Describe how key political, social, environmental, and economic events of the late</p>				

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>20th century and early 21st century (e.g., Watergate, OPEC/oil crisis, Central American wars/Iran-Contra, End of Cold War, first Gulf War, September 11) affected, and continue to affect, the United States.</p> <p><b>PO 1A.</b> Explain the role and direction of U.S. diplomacy in a multi-polar world.</p>				

### Concept Descriptors

#### **Strand 1: American History**

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

##### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

##### **Concept 2: Early Civilizations Pre 1500**

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

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# Alternate Social Studies Standard B

## Sixth Grade

### **Concept 3: Exploration and Colonization 1500s – 1700s**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

### **Concept 4: Revolution and New Nation 1700s – 1820**

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

### **Concept 5: Westward Expansion 1800 – 1860**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

### **Concept 6: Civil War and Reconstruction 1850 – 1877**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

### **Concept 7: Emergence of the Modern United States 1875 – 1929**

Economic, social, and cultural changes transformed the U.S. into a world power.

### **Concept 8: Great Depression and World War II 1929 – 1945**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

### **Concept 9: Postwar United States 1945 – 1970s**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

### **Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.

## **Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

### **Concept 2: Early Civilizations**

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

### **Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

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# Alternate Social Studies Standard B

## Sixth Grade

### **Concept 4: Renaissance and Reformation**

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

### **Concept 5: Encounters and Exchange**

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

### **Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

### **Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

### **Concept 8: World at War**

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

### **Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

## **Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

### **Concept 1: Foundations of Government**

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

### **Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers.

### **Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people.

### **Concept 4: Rights, Responsibilities, and Roles of Citizenship**

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# Alternate Social Studies Standard B

## Sixth Grade

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

## **Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

### **Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

### **Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics.

### **Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

### **Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth.

### **Concept 5: Environment and Society**

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

## **Strand 5: Economics**

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## Alternate Social Studies Standard B Sixth Grade

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

### **Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

### **Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

### **Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

### **Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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# Alternate Social Studies Standard B Seventh Grade

Seventh Grade History Strands emphasize World History from prehistoric times to the Reformation.

**Note: The Alternate Standard includes new performance objectives which are inserted at the end of Concepts; it is expected they would be taught in the appropriate order when covering the Concept.**

**Aqua:** AZ Dept. of Ed. High School Concepts and Performance Objectives

**Purple:** AZ Dept. of Ed. 8<sup>th</sup> Grade Concepts and Performance Objectives

**Blue:** AZ Dept. of Ed. 7<sup>th</sup> Grade Concepts and Performance Objectives

**Green:** AZ Dept. of Ed. 6<sup>th</sup> Grade Concepts and Performance Objectives

**Red:** New Performance Objectives

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 1: Research Skills for History</b></p> <p><b>PO 8.</b> Describe how archaeological research adds to our understanding of the past.</p> <p><b>PO 8.</b> Describe two points of view on the same historical event.</p> <p><b>PO 1.</b> Construct charts, graphs, and narratives using historical data.</p> <p><b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.</p> <p><b>PO 3.</b> Construct timelines</p>	<p><b>Concept 1: Research Skills for History</b></p> <p><b>PO 8.</b> Describe how archaeological research adds to our understanding of the past</p> <p><b>PO 8.</b> Describe two points of view on the same historical event.</p> <p><b>PO 1.</b> Construct charts, graphs, and narratives using historical data.</p> <p><b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.</p> <p><b>PO 3.</b> Construct timelines</p>	<p><b>Concept 1: Foundations of Government</b></p> <p><b>PO 1.</b> Describe how the following philosophies and documents influenced the creation of the Constitution:</p> <ol style="list-style-type: none"> <li>a. Magna Carta</li> <li>b. English Bill of Rights</li> <li>c. Montesquieu's separation of power</li> <li>d. John Locke's theories – natural law, social contract</li> <li>e. Mayflower Compact</li> <li>f. Declaration of</li> </ol>	<p><b>Concept 1: The World in Spatial Terms</b></p> <p><b>PO 1.</b> Construct maps, charts, and graphs to display geographic information.</p> <p><b>PO 2.</b> Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.</p> <p><b>PO 3.</b> Interpret maps, charts, and geographic databases using geographic information.</p> <p><b>PO 4.</b> Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms,</p>	<p><b>Concept 1: Foundations of Economics</b></p> <p><b>PO 3.</b> Explain why specialization improves standards of living.</p> <p><b>PO 4.</b> Compare how money, as opposed to barter, facilitates trade.</p> <p><b>PO 5.</b> Explain how trade promoted economic growth throughout world regions.</p> <p><b>PO 1.</b> Explain how limited resources and unlimited human wants cause people to choose some things and</p>

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<p>(e.g., presidents/ world leaders, key events, people) of the historical era being studied.</p> <p><b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them.</p> <p><b>PO 6.</b> Determine the credibility and bias of primary and secondary sources</p> <p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Analyze two points of view on the same historical event.</p> <p><b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p><b>PO 2.</b> Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g.,</p>	<p>(e.g., presidents/ world leaders, key events, people) of the historical era being studied.</p> <p><b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them.</p> <p><b>PO 6.</b> Determine the credibility and bias of primary and secondary sources</p> <p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Analyze two points of view on the same historical event.</p> <p><b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p><b>PO 2.</b> Distinguish among dating methods that yield calendar ages (e.g., dendrochronology),</p>	<p>Independence</p> <p>g. Articles of Confederation</p> <p><b>PO 1.</b> Examine the foundations of democratic representative government:</p> <p>a. Greek direct democracy</p> <p>b. Roman republic</p> <p><b>PO 2.</b> Trace the English roots of American democracy:</p> <p>a. Magna Carta</p> <p>b. English Bill of Rights</p> <p>c. Representative government – Parliament, colonial assemblies, town meetings</p> <p><b>PO 3.</b> Describe the philosophical roots of American Democracy:</p> <p>a. moral and ethical ideals from Judeo-Christian tradition</p> <p>b. John Locke and social contract</p> <p>c. Charles de Montesquieu and separation of powers</p> <p><b>PO 1A.</b> Describe a polis</p>	<p>mountain ranges, climate zones) throughout the world.</p> <p><b>PO 5.</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</p> <p><b>PO 3.</b> Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p><b>PO 4.</b> Use an atlas to access information.</p> <hr/> <p><b>Concept 2: Places and Regions</b></p> <p><b>PO 1.</b> Describe the human and physical characteristics of places and regions.</p> <p><b>PO 2.</b> Explain the concept of regions and why they change.</p> <p><b>PO 3.</b> Compare the historical and contemporary interactions among people in different places and regions.</p> <p><b>PO 1.</b> Identify common characteristics of historical</p>	<p>give up others.</p> <p><b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs influence decision making.</p> <p><b>PO 3.</b> Identify how governments make choices based on the availability of resources.</p> <p><b>PO 4.</b> Describe the characteristics of a market economy:</p> <p>a. property rights</p> <p>b. freedom of enterprise</p> <p>c. competition</p> <p>d. consumer choice</p> <p>e. limited role of government</p> <p><b>PO 1A.</b> Explain the role of trade and commerce in early Islamic Civilizations.</p> <p><b>PO 2A.</b> Describe the development of European trade during the late Middle Ages.</p> <hr/> <p><b>Concept 2: Microeconomics</b></p> <p>No performance objectives</p>

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## Alternate Social Studies Standard B Seventh Grade

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<p>radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).  <b>PO 3.</b> Formulate questions that can be answered by historical study and research.  <b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.  <b>PO 5.</b> Evaluate primary and secondary sources for:            a. authors' main points            b. purpose and perspective            c. facts vs. opinions            d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)            e. credibility and validity  <b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic,</p>	<p>numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).  <b>PO 3.</b> Formulate questions that can be answered by historical study and research.  <b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.  <b>PO 5.</b> Evaluate primary and secondary sources for:            a. authors' main points            b. purpose and perspective            c. facts vs. opinions            d. different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)            e. credibility and validity  <b>PO 6.</b> Apply the skills of historical analysis to current</p>	<p>and its importance to early Greek government.  <b>PO 2A.</b> Describe the governmental role of Italian City-States during the Renaissance.</p> <hr/> <p><b>Concept 2: Structure of Government</b>  <b>PO 1A.</b> Compare the governments of the various Greek City-States.  <b>PO 2A.</b> Describe the role of consent in Medieval politics.</p> <hr/> <p><b>Concept 3: Functions of Government</b>  <b>PO 1.</b> Describe the impact of the Laws of Hammurabi on the lives of ancient people and how it relates to current laws.  <b>PO 2.</b> Describe the impact of the Greek democracy on ancient Greeks and how it relates to current forms of government.</p>	<p>regions on the basis of climate, landforms, ecosystems, and culture.  <b>PO5.</b> Describe how a place changes over time. (Connect with content studied.)</p> <hr/> <p><b>Concept 3: Physical Systems</b>            (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)  <b>Connect with:</b>  <b>Science Strand 3 Concept 1</b> Analyze environmental benefits and risks of human interactions.  <b>Science Strand 4 Concept 3</b> Analyze relationships in the environment (food chains, food webs, carrying capacity, problems associated with population growth, environmental factors) affecting living organisms.</p>	<p>at this grade.</p> <hr/> <p><b>Concept 3: Macroeconomics</b>            No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Global Economics</b>            No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Personal Finance</b>            No performance objectives at this grade.</p>

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<p>and economic issues facing the world.  <b>PO 7.</b> Compare present events with past events:            a. cause and effect            b. change over time            c. different points of view</p> <p><b>PO 1A.</b> Discuss ways in which the skills of archaeological analysis are used in the study of the past.</p> <hr/> <p><b>Concept 2: Early Civilizations</b>  <b>PO 1.</b> Describe the characteristics of hunting and gathering societies in the Americas.  <b>PO 2.</b> Describe how farming methods and domestication of animals led to the development of cultures and civilizations from hunting and gathering societies.  <b>PO 3.</b> Describe the cultures of the Mogollon, Ancestral Puebloans (Anasazi), and Hohokam:            a. location, agriculture,</p>	<p>social, political, geographic, and economic issues facing the world.  <b>PO 7.</b> Compare present events with past events:            a. cause and effect            b. change over time            c. different points of view</p> <p><b>PO 1A.</b> Discuss ways in which the skills of archaeological analysis are used in the study of the past.</p> <hr/> <p><b>Concept 2: Early Civilizations</b>  <b>PO 1.</b> Describe the lifestyles of humans in the Paleolithic and Neolithic Ages.  <b>PO 2.</b> Determine how the following factors influenced groups of people to develop into civilizations in Egypt, India, Mesopotamia, and China:            a. farming methods            b. domestication of animals            c. division of labor</p>	<p><b>PO 3.</b> Describe the impact of the Roman republic on ancient Romans and how it relates to current forms of government.</p> <hr/> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b>            No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Government Systems of the World</b>  <b>PO 1.</b> Describe the structure of the following governments:            a. theocracy            b. dictatorship            c. republic            d. monarchy            e. democracy            f. anarchy  <b>PO 2.</b> Compare different types of governments:            a. dictatorship            b. totalitarian            c. monarchies</p>	<p><b>Science Strand 6 Concept 1</b>            Describe the basic properties of earth materials (rocks, fossils, layers of the earth) and how change over time is estimated.  <b>Science Strand 6 Concept 2</b>            Relate plate tectonics to the resulting landforms and earthquakes.  <b>Science Strand 6 Concept 3</b>            Explain the relationships between the Earth and other objects in the solar system.</p> <hr/> <p><b>Concept 4: Human Systems</b>  <b>PO 1.</b> Discuss the implications of the demographic structure of places and regions.  <b>PO 4.</b> Analyze how social (e.g., family), physical (e.g., good climate, farmland, water, minerals), and economic (e.g., jobs) resources influence where human populations choose to live.</p>	

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<p>housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p><b>PO 4.</b> Describe the Adena, Hopewell, and Mississippian mound-building cultures:</p> <p>a. location, agriculture, housing, arts, and trade networks</p> <p>b. how these cultures adapted to and altered their environment</p> <p><b>PO 5.</b> Describe the Mayan, Aztec, and Incan/Inkan civilizations:</p> <p>a. location, agriculture, housing, and trade networks</p> <p>b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)</p> <p>c. how these cultures adapted to and altered their environment</p> <p><b>PO 1.</b> Describe Prehistoric Cultures of the North</p>	<p>d. geographic factors</p> <p><b>PO 3.</b> Describe the importance of the following river valleys in the development of ancient civilizations:</p> <p>a. Tigris and Euphrates - Mesopotamia</p> <p>b. Nile - Egypt</p> <p>c. Huang He - China</p> <p>d. Indus- India</p> <p><b>PO 4.</b> Compare the forms of government of the following ancient civilizations:</p> <p>a. Mesopotamia – laws of Hammurabi</p> <p>b. Egypt – theocracy</p> <p>c. China – dynasty</p> <p><b>PO 5.</b> Describe the religious traditions that helped shape the culture of the following ancient civilizations:</p> <p>a. Sumeria, India (i.e., polytheism)</p> <p>b. Egypt (i.e., belief in an afterlife)</p> <p>c. China (i.e., ancestor worship)</p>		<p><b>PO 6.</b> Describe the distributions and patterns of cultural characteristics (e.g., religions, language, standards of living) over time.</p> <p><b>PO 7.</b> Describe the factors (e.g., nearness to transportation routes, markets, raw materials, labor force) that influence the location, distribution and interrelationships of economic activities in different places and world regions.</p> <p><b>PO 8.</b> Explain how cooperation and conflict contribute to political, economic, and social activities.</p> <p><b>PO 9.</b> Identify cultural aspects (e.g., occupations, property rights) based on social and political factors.</p> <p><b>PO 10.</b> Describe how changes in technology, transportation, communication, and resources affect the location of economic activities in places and world regions.</p>	

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<p>American continent:</p> <p>a. Paleo-Indians, including Clovis, Folsom, and Plano</p> <p>b. Moundbuilders, including Adena, Hopewell, and Mississippian</p> <p>c. Southwestern, including Mogollon, Hohokam, and Ancestral Puebloans (Anasazi)</p> <p><b>PO 1A.</b> Describe the Toltec civilization:</p> <p>a. location, agriculture, housing, and trade networks</p> <p>b. achievements (e.g., mathematics, astronomy, architecture, government, social structure, arts and crafts)</p> <p>c. how these cultures adapted to and altered their environment</p> <hr/> <p><b>Concept 3: Exploration and Colonization</b></p> <p>No performance objectives</p>	<p>d. Middle East (i.e., monotheism)</p> <p><b>PO 6.</b> Analyze the impact of cultural and scientific contributions of ancient civilizations on later civilizations:</p> <p>a. Mesopotamia (i.e., laws of Hammurabi)</p> <p>b. Egypt (i.e., mummification, hieroglyphs, papyrus)</p> <p>c. China (i.e., silk, gun powder/fireworks, compass)</p> <p>d. Central and South America (i.e., astronomy, agriculture)</p> <p><b>PO 7.</b> Describe the development of the following types of government and citizenship in ancient Greece and Rome:</p> <p>a. democracy</p> <p>b. republics/ empires</p> <p><b>PO 8.</b> Describe scientific and cultural advancements (e.g., networks of roads, aqueducts, art and</p>		<p><b>PO 1.</b> Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations.</p> <p><b>PO 2.</b> Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions.</p> <p><b>PO 3.</b> Describe the characteristics and locations of various cultures throughout the world.</p> <p><b>PO 1A.</b> Explain how geography influenced the development of Greek democracy.</p> <hr/> <p><b>Concept 5: Environment and Society</b></p> <p><b>PO 1.</b> Discuss the implications of the demographic structure of places and regions.</p> <p><b>PO 2.</b> Describe the</p>	

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<p>at this grade.</p> <hr/> <p><b>Concept 4: Revolution and New Nation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Westward Expansion</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 6: Civil War and Reconstruction</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 7: Emergence of the Modern United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 8: Great Depression and World War II</b></p>	<p>architecture, literature and theatre, mathematics, philosophy) in ancient civilizations.</p> <p><b>PO 9.</b> Identify the roles and contributions of individuals in the following ancient civilizations:</p> <ol style="list-style-type: none"> <li>a. Greece and Greek empires ( i.e., Socrates, Plato, Aristotle, Sophocles, Euripides, Pericles, Homer, Alexander the Great)</li> <li>b. Rome (i.e., Julius Caesar, Augustus)</li> <li>c. China (i.e., Qin Shi Huan Di, Confucius)</li> <li>d. Egypt (i.e., Hatshepsut, Ramses, Cleopatra)</li> </ol> <p><b>PO 10.</b> Describe the transition from the Roman Empire to the Byzantine Empire:</p> <ol style="list-style-type: none"> <li>a. “decline and fall” of the Roman Empire</li> <li>b. Empire split in eastern and western regions</li> <li>c. capital moved to Byzantium/</li> </ol>		<p>consequences of natural hazards (e.g., droughts, earthquakes).</p> <p><b>PO 4.</b> Describe the positive and negative outcomes of human modification on the environment.</p> <p><b>PO 5.</b> Explain how modification in one place (e.g., canals, dams, farming techniques) often leads to changes in other locations.</p> <p><b>PO 6.</b> Describe the ways human population growth can affect environments and the capacity of environments to support populations.</p> <p><b>PO 1.</b> Describe how (e.g., deforestation, desertification) humans modify ecosystems.</p> <p><b>PO 2.</b> Describe why (e.g., resources, economic livelihood) humans modify ecosystems.</p> <p><b>PO 3.</b> Explain how changes in the natural environment can increase or diminish its capacity to support human activities.</p> <p><b>PO 4.</b> Explain how</p>	

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<p>No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Postwar United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 10: Contemporary United States</b> <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). <b>PO 2.</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps). <b>PO 3.</b> Describe how key</p>	<p>Constantinople d. Germanic invasions <b>PO 1.</b> Describe the development of early prehistoric people, their agriculture, and settlements. <b>PO 2.</b> Analyze the development and historical significance of Hinduism, Judaism, Buddhism, Christianity, and Islam. <b>PO 3.</b> Analyze the enduring Greek and Roman contributions and their impact on later civilization:</p> <ol style="list-style-type: none"> <li>a. development of concepts of government and citizenship (e.g., democracy, republics, codification of law, and development of empire)</li> <li>b. scientific and cultural advancements (e.g., network of roads, aqueducts, art and architecture, literature and theater, mathematics, and</li> </ol>		<p>technology positively and negatively affects the environment.</p> <hr/> <p><b>Concept 6: Geographic Applications</b> <b>PO 2.</b> Describe how environments influence living conditions. <b>PO 1.</b> Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.) <b>PO 3.</b> Use geographic knowledge and skills (e.g., recognizing patterns, mapping, graphing) when discussing current events.</p>	

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<p>political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p>	<p>philosophy)  <b>PO 4.</b> Analyze the enduring Chinese contributions and their impact on other civilizations:            a. development of concepts of government and citizenship (e.g., Confucianism, empire)            b. scientific, mathematical, and technical advances (e.g., roads, aqueducts)            c. cultural advancements in art, architecture, literature, theater, and philosophy,  <b>PO 1A.</b> Describe the role and methodology of archaeology in the study of Ancient Egypt.  <b>PO 2A.</b> Describe aspects of the Old Kingdom of Ancient Egypt:            a. role of Pyramids and mummies            b. aspects of religion            c. Book of the Dead  <b>PO 3A.</b> Describe aspects of the New Kingdom of</p>			

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	<p>Ancient Egypt:</p> <ul style="list-style-type: none"> <li>a. warrior Pharaohs</li> <li>b. King Tut</li> <li>c. "Curse of the Pharaohs?"</li> </ul> <p><b>PO 4A.</b> Describe the effect of invasions by the Sea Peoples on the Egyptian Empire.</p> <p><b>PO 5A.</b> Trace the path of the Sea Peoples through the development of iron weapons.</p> <p><b>PO 6A.</b> Determine aspects of Assyrian Culture from their wall reliefs.</p> <p><b>PO 7A.</b> Describe aspects of the Persian Empire:</p> <ul style="list-style-type: none"> <li>a. Era of the Four Kingdoms</li> <li>b. Cyrus and the Greatest Kingdom</li> </ul> <p><b>PO 8A.</b> Trace the development of the Indus River Valley Civilization.</p> <p><b>PO 9A.</b> Explain the effect of the arrival of the Aryans into the Indus River Valley.</p> <p><b>PO 10A.</b> Describe the relationship between the</p>			

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	<p>Vedic Culture and the development of Hinduism.</p> <p><b>PO 11A.</b> Identify events and individuals associated with Ancient Chinese Civilization:</p> <ul style="list-style-type: none"> <li>a. Xia</li> <li>b. Shang</li> <li>c. Zhou</li> <li>d. Warring States Period</li> <li>e. Qin</li> <li>f. Han</li> <li>g. Three Kingdoms</li> <li>h. Tang</li> <li>i. Confucius</li> <li>j. Taoi</li> <li>k. Buddha</li> <li>l. Sun Tzu</li> </ul> <p><b>PO 12A.</b> Describe the Minoan and the Mycenaean Civilizations and explain the transition from the earlier to the latter.</p> <p><b>PO 13A.</b> Describe the value of epic poems, which recounted the Age of Homer, to later Greeks.</p> <p><b>PO 14A.</b> Identify places, ideas, events, and individuals associated with</p>			

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	<p>the rise of Rome:</p> <ul style="list-style-type: none"> <li>a. the Republic</li> <li>b. the Etruscans</li> <li>c. Roman expansion</li> <li>d. role of agriculture</li> <li>e. Samnite Wars</li> <li>f. Carthage</li> <li>g. political difficulties in researching Carthage</li> <li>h. Punic Wars</li> <li>i. Hannibal</li> </ul> <p><b>PO 15A.</b> Describe aspects of culture and society in the Roman Empire:</p> <ul style="list-style-type: none"> <li>a. Civitas</li> <li>b. agriculture</li> <li>c. expansionism</li> <li>d. Mare Nostrum</li> <li>e. stoicism</li> <li>f. role and end of paganism</li> </ul> <p><b>PO 16A.</b> Describe aspects of the fall of the Roman Empire:</p> <ul style="list-style-type: none"> <li>a. German Invasions</li> <li>b. Imperial overreach</li> <li>c. impact of Christianity</li> <li>d. role of race in the Legions</li> <li>e. Byzantine Empire</li> </ul>			

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	<p><b>PO 17A.</b> Explain the importance of Edward Gibbon's <i>The History of The Decline and Fall of the Roman Empire</i>.</p> <hr/> <p><b>Concept 3: World in Transition</b></p> <p><b>PO 1.</b> Describe aspects (e.g., geographic origins, founders and their teachings, traditions, customs, beliefs) of Hinduism, Buddhism, Judaism, Christianity, and Islam.</p> <p><b>PO 2.</b> Describe the development of the Medieval kingdoms of Ghana, Mali, and Songhai:</p> <ol style="list-style-type: none"> <li>a. Islamic influences</li> <li>b. mining of gold and salt</li> <li>c. centers of commerce</li> </ol> <p><b>PO 3.</b> Describe the culture and way of life of the Arab Empire:</p> <ol style="list-style-type: none"> <li>a. Islam (i.e., Mohammad, Mecca)</li> <li>b. extensive trade and</li> </ol>			

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	<p>banking network</p> <p>c. interest in science (i.e., medicine, astronomy)</p> <p>d. translation and preservation of Greek and Roman literature</p> <p><b>PO 4.</b> Describe the Catholic Church's role in the following activities during the Middle Ages:</p> <p>a. Crusades</p> <p>b. Inquisition</p> <p>c. education</p> <p>d. government</p> <p>e. spread of Christianity</p> <p><b>PO 5.</b> Describe the transition from feudalism to nationalism at the end of the Middle Ages.</p> <p><b>PO 6.</b> Describe the trade routes that established the exchange of goods (e.g., silk, salt, spices, gold) between eastern and western civilizations during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p><b>PO 7.</b> Describe how trade routes led to the exchange of ideas (e.g., religion, scientific advances,</p>			

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	<p>literature) between Europe, Asia, Africa and the Middle East during the 15<sup>th</sup> and 16<sup>th</sup> centuries.</p> <p><b>PO 1.</b> Contrast the fall of Rome with the development of the Byzantine and Arab Empires (e.g., religion, culture, language, governmental structure).</p> <p><b>PO 2.</b> Compare feudalism in Europe and Japan and its connection with religious and cultural institutions.</p> <p><b>PO 3.</b> Compare the development of empires (e.g., Roman, Han, Mali, Incan/Inkan, Ottoman) throughout the world.</p> <p><b>PO 4.</b> Describe the interaction of European and Asian civilizations from the 12<sup>th</sup> to the 16<sup>th</sup> centuries:</p> <ol style="list-style-type: none"> <li>a. Crusades</li> <li>b. commerce and the Silk Road</li> <li>c. impact on culture</li> <li>d. plague</li> </ol> <p><b>PO 1A.</b> Describe the development of African</p>			

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	<p>civilizations and culture:</p> <ul style="list-style-type: none"> <li>a. Kushites</li> <li>b. Axum</li> <li>c. Ghana</li> <li>d. Mali</li> <li>e. Songhai</li> </ul> <p><b>PO 2A.</b> Describe aspects of early African culture:</p> <ul style="list-style-type: none"> <li>a. development of bronze</li> <li>b. oral traditions</li> <li>c. sculpture</li> <li>d. influence of Islam</li> </ul> <p><b>PO 3A.</b> Describe the Mongol Empire and its dynasty in China:</p> <ul style="list-style-type: none"> <li>a. Genghis Khan</li> <li>b. Conquest of China</li> <li>c. Silk Road</li> <li>d. methods of warfare</li> <li>e. law and justice of the Mongols</li> <li>f. Subotai and Chepe</li> </ul> <p><b>PO 4A.</b> Describe periods of early Japanese history:</p> <ul style="list-style-type: none"> <li>a. Nara period</li> <li>b. Heian period</li> <li>c. Kamakura Shogunate</li> <li>d. Warring States period</li> <li>e. Tokugawa period</li> </ul> <p><b>PO 5A.</b> Identify aspects of</p>			

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	<p>the Three Kingdoms of Korea.</p> <p><b>PO 6A.</b> Describe the civilizations of India:</p> <ol style="list-style-type: none"> <li>a. Gupta Golden Age</li> <li>b. coming of the Moghuls</li> <li>c. Sultanate of Dehli</li> </ol> <p><b>PO 7A.</b> Explain how the Byzantine Empire was a continuation of the Roman Empire.</p> <p><b>PO 8A.</b> Identify the origins of the Frankish kingdom, the Merovingians, and the early Carolingians.</p> <p><b>PO 9A.</b> Explain the ways in which feudalism is an economic, political and a social organization:</p> <ol style="list-style-type: none"> <li>a. ordering of society according to law and of God</li> <li>b. role of vassalage</li> <li>c. the knight</li> <li>d. role of consent in Medieval politics</li> </ol> <p><b>PO 10A.</b> Explain the role of Justinian and Belisarius in their attempts to reclaim the Holy Roman Empire.</p>			

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## Alternate Social Studies Standard B Seventh Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p><b>PO 11A.</b> Explain the roles of St. Cyril and St. Methodius in the Christianization of the Slavic Peoples.</p> <p><b>PO 12A.</b> Analyze the causes and effects of events of the Late Middle Ages:</p> <ul style="list-style-type: none"> <li>a. rise of towns</li> <li>b. Black Death</li> <li>c. development of European trade</li> <li>d. collapse of the Papacy</li> </ul> <hr/> <p><b>Concept 4: Renaissance and Reformation</b></p> <p><b>PO 1.</b> Describe how the Renaissance was a time of renewal and advancement in Europe:</p> <ul style="list-style-type: none"> <li>a. rebirth of Greek and Roman ideas</li> <li>b. new ideas and products as a result of trade</li> <li>c. the arts</li> <li>d. science</li> </ul> <p><b>PO 2.</b> Describe the</p>			

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## Alternate Social Studies Standard B Seventh Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>contributions or accomplishments of the following individuals during the Renaissance and Reformation:</p> <ul style="list-style-type: none"> <li>a. Leonardo da Vinci</li> <li>b. Michelangelo</li> <li>c. Gutenberg</li> <li>d. Martin Luther</li> </ul> <p><b>PO 1.</b> Analyze the results of Renaissance thoughts and theories:</p> <ul style="list-style-type: none"> <li>a. rediscovery of Greek and Roman ideas</li> <li>b. humanism and its emphasis on individual potential and achievements</li> <li>c. scientific approach to the natural world</li> <li>d. Middle Eastern contributions (e.g., mathematics, science)</li> <li>e. innovations in the arts and sciences.</li> </ul> <p><b>PO 2.</b> Explain how the ideas of the Protestant Reformation and the Catholic Reformation (e.g., secular authority,</p>			

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	<p>individualism, migration, literacy and vernacular, the arts) affected society.</p> <p><b>PO 1A.</b> Explain the importance of the following Renaissance aspects and individuals:</p> <ul style="list-style-type: none"> <li>a. Italian City-States</li> <li>b. Age of Machiavelli</li> <li>c. the Medicis</li> <li>d. Francesco Sforza</li> <li>e. mercenary armies</li> </ul> <p><b>PO 2A.</b> Explain the contributions or accomplishments of the following individuals during the Protestant Reformation:</p> <ul style="list-style-type: none"> <li>a. Jan Hus</li> <li>b. Martin Luther</li> <li>c. Charles V</li> <li>d. John Calvin</li> <li>e. Ulrich Zwingli</li> </ul> <p><b>PO 3A.</b> Describe the lives and contributions of individuals who contributed to the Catholic Reformation and revitalization in the sixteenth century:</p> <ul style="list-style-type: none"> <li>a. Ignatius Loyola</li> </ul>			

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>b. Matteo Ricci.</p> <hr/> <p><b>Concept 5: Encounters and Exchange</b></p> <p><b>PO 1.</b> Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration:</p> <ul style="list-style-type: none"> <li>a. reasons for European exploration</li> <li>b. impact of expansion and colonization on Europe</li> <li>c. impact of expansion and colonization on Africa, the Americas, and Asia</li> <li>d. role of disease in conquest</li> <li>e. role of trade</li> <li>f. navigational technology</li> <li>g. impact and ramifications of slavery and international slave trade</li> <li>h. contrasting motivations</li> </ul>			

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p style="color: blue;">and methods for colonization</p> <p><b>PO 1A.</b> Analyze reasons for the expansion of European sea explorations:</p> <ol style="list-style-type: none"> <li>a. Ottomans as a barrier</li> <li>b. decline of Venice and the Mediterranean Economy</li> <li>c. support of monarchs such as Prince Henry the Navigator</li> <li>d. role of centralized economies and resources in exploration</li> </ol> <p><b>PO 2A.</b> Describe the explorations of:</p> <ol style="list-style-type: none"> <li>a. Dias</li> <li>b. da Gama</li> <li>c. Columbus</li> <li>d. Magellan</li> </ol> <hr/> <p><b>Concept 6: Age of Revolution</b></p> <p style="color: blue;"><b>PO 1.</b> Contrast the development of representative, limited government in England with the development and</p>			

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>continuation of absolute monarchies in other European nations:</p> <ul style="list-style-type: none"> <li>a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II)</li> <li>b. the Magna Carta, the English Bill of Rights, and parliamentary government</li> <li>c. the ideas of John Locke</li> </ul> <p><b>PO 1A.</b> Explain how the following wars changed the course of European history:</p> <ul style="list-style-type: none"> <li>a. French Wars of Religion</li> <li>a. Dutch Revolt</li> <li>b. Battle of the Armada and Phillip II's role</li> <li>c. Wars of the Schmalkaldic League</li> <li>d. Thirty Years War</li> <li>e. English Civil War and Oliver Cromwell's role</li> </ul> <hr/> <p><b>Concept 7: Age of Imperialism</b> No performance objectives at this grade.</p>			

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	<p><b>Concept 8: World at War</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 9: Contemporary World</b>  <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  <b>PO 2.</b> Identify the connection between current and historical events and issues using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  <b>PO 3.</b> Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century (e.g., terrorism, globalization, conflicts,</p>			

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## Alternate Social Studies Standard B Seventh Grade

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	interdependence, natural disasters, advancements in science and technology, environmental issues) affected, and continue to affect, the social, political, geographic, and economic climate of the world.			

### Concept Descriptors

#### **Strand 1: American History**

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

##### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

##### **Concept 2: Early Civilizations Pre 1500**

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

##### **Concept 3: Exploration and Colonization 1500s – 1700s**

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# Alternate Social Studies Standard B

## Seventh Grade

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

### **Concept 4: Revolution and New Nation 1700s – 1820**

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

### **Concept 5: Westward Expansion 1800 – 1860**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

### **Concept 6: Civil War and Reconstruction 1850 – 1877**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

### **Concept 7: Emergence of the Modern United States 1875 – 1929**

Economic, social, and cultural changes transformed the U.S. into a world power.

### **Concept 8: Great Depression and World War II 1929 – 1945**

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

### **Concept 9: Postwar United States 1945 – 1970s**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

### **Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.

## **Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

### **Concept 2: Early Civilizations**

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

### **Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

### **Concept 4: Renaissance and Reformation**

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# Alternate Social Studies Standard B

## Seventh Grade

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

### **Concept 5: Encounters and Exchange**

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

### **Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

### **Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

### **Concept 8: World at War**

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

### **Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

## **Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

### **Concept 1: Foundations of Government**

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

### **Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers.

### **Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people.

### **Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

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# Alternate Social Studies Standard B

## Seventh Grade

### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

### **Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

#### **Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

#### **Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics.

#### **Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

#### **Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth.

#### **Concept 5: Environment and Society**

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

#### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

### **Strand 5: Economics**

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## Alternate Social Studies Standard B Seventh Grade

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

### **Concept 2: Microeconomics**

Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

### **Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

### **Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

### **Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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# Alternate Social Studies Standard B Eighth Grade

Eighth Grade History Strands emphasize World History from the Age of Exploration to modern times and the study of Economics.

**Note: The Alternate Standard includes new performance objectives which are inserted at the end of Concepts; it is expected they would be taught in the appropriate order when covering the Concept.**

- Aqua:** AZ Dept. of Ed. High School Concepts and Performance Objectives
- Purple:** AZ Dept. of Ed. 8<sup>th</sup> Grade Concepts and Performance Objectives
- Blue:** AZ Dept. of Ed. 7<sup>th</sup> Grade Concepts and Performance Objectives
- Green:** AZ Dept. of Ed. 6<sup>th</sup> Grade Concepts and Performance Objectives
- Pink:** AZ Dept. of Ed. 5<sup>th</sup> Grade Concepts and Performance Objectives
- Red:** New Performance Objectives

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Construct charts, graphs and narratives using historical data.  <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.  <b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era being</p>	<p><b>Concept 1: Research Skills for History</b>  <b>PO 1.</b> Construct charts, graphs and narratives using historical data.  <b>PO 2.</b> Interpret historical data displayed in graphs, tables, and charts.  <b>PO 3.</b> Construct timelines (e.g., presidents/ world leaders, key events, people) of the historical era</p>	<p><b>Concept 1: Foundations of Government</b>  <b>PO 1A.</b> Describe the influence of the philosophies of Voltaire, Kant, Locke, Rousseau, and Montesquieu on the creation of the Declaration of Independence and the Constitution.</p>	<p><b>Concept 1: The World in Spatial Terms</b>  <b>PO 1.</b> Construct maps, charts, and graphs to display geographic information.  <b>PO 2.</b> Identify purposes and differences of maps, globes, aerial photographs, charts, and satellite images.  <b>PO 3.</b> Interpret maps, charts, and geographic databases using geographic information.</p>	<p><b>Concept 1: Foundations of Economics</b>  <b>PO 1.</b> Identify the opportunity costs (i.e., separation from family, indentured service) associated with expeditions to the New World.  <b>PO 2.</b> Describe how specialization (e.g.,</p>

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p>studied.</p> <p><b>PO 4.</b> Formulate questions that can be answered by historical study and research.</p> <p><b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them.</p> <p><b>PO 6.</b> Determine the credibility and bias of primary and secondary sources</p> <p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Analyze two points of view on the same historical event.</p> <p><b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p><b>PO 2.</b> Distinguish among dating methods that yield calendar ages (e.g., dendrochronology), numerical ages (e.g.,</p>	<p>being studied.</p> <p><b>PO 4.</b> Formulate questions that can be answered by historical study and research.</p> <p><b>PO 5.</b> Describe the difference between a primary source document and a secondary source document and the relationships between them.</p> <p><b>PO 6.</b> Determine the credibility and bias of primary and secondary sources</p> <p><b>PO 7.</b> Analyze cause and effect relationships between and among individuals and/or historical events.</p> <p><b>PO 8.</b> Analyze two points of view on the same historical event.</p> <p><b>PO 1.</b> Interpret historical data displayed in maps, graphs, tables, charts, and geologic time scales.</p> <p><b>PO 2.</b> Distinguish among dating methods that yield calendar ages (e.g.,</p>	<p><b>Concept 2: Structure of Government</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: Functions of Government</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Rights, Responsibilities, and Roles of Citizenship</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Government Systems of the World</b> <b>PO 1.</b> Describe the structure of the following governments: a. theocracy b. dictatorship c. republic d. monarchy</p>	<p><b>PO 4.</b> Locate physical and cultural features (e.g., continents, cities, countries, bodies of water, landforms, mountain ranges, climate zones) throughout the world.</p> <p><b>PO 5.</b> Interpret thematic maps, graphs, charts, and databases depicting various aspects of the United States and world regions. (Apply to regions studied.)</p> <p><b>PO 3.</b> Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.</p> <p><b>PO 4.</b> Use an atlas to access information.</p> <hr/> <p><b>Concept 2: Places and Regions</b> <b>PO 1.</b> Identify common characteristics of contemporary and historical regions on the basis of climate, landforms, ecosystems, and culture. <b>PO 2.</b> Explain the factors that</p>	<p>division of labor) improved standards of living in the three colonial regions and the Pre-Civil War North and South.</p> <p><b>PO 3.</b> Identify how voluntary exchange helps both buyers and sellers as in colonial trade in North America.</p> <p><b>PO 4.</b> Interpret how trade promoted economic growth throughout U.S. history.</p> <p><b>PO 1.</b> Identify how limited resources and unlimited human wants cause people to choose some things and give up others.</p> <p><b>PO 2.</b> Determine how scarcity, opportunity costs, and trade-offs influence decision-making.</p> <p><b>PO 3.</b> Explain why specialization improves standards of living.</p> <p><b>PO 4.</b> Compare how money, as opposed to barter, facilitates trade.</p> <p><b>PO 5.</b> Explain how trade</p>

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<p>radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p><b>PO 3.</b> Formulate questions that can be answered by historical study and research.</p> <p><b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p><b>PO 5.</b> Evaluate primary and secondary sources for:</p> <ol style="list-style-type: none"> <li>authors' main points</li> <li>purpose and perspective</li> <li>facts vs. opinions</li> <li>different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)</li> <li>credibility and validity</li> </ol> <p><b>PO 6.</b> Apply the skills of historical analysis to current social, political, geographic, and economic issues facing the world.</p>	<p>dendrochronology), numerical ages (e.g., radiocarbon), correlated ages (e.g., volcanic ash), and relative ages (e.g., geologic time).</p> <p><b>PO 3.</b> Formulate questions that can be answered by historical study and research.</p> <p><b>PO 4.</b> Construct graphs, tables, timelines, charts, and narratives to interpret historical data.</p> <p><b>PO 5.</b> Evaluate primary and secondary sources for:</p> <ol style="list-style-type: none"> <li>authors' main points</li> <li>purpose and perspective</li> <li>facts vs. opinions</li> <li>different points of view on the same historical event (e.g., Geography Concept 6 – geographical perspective can be different from economic perspective)</li> <li>credibility and validity</li> </ol> <p><b>PO 6.</b> Apply the skills of</p>	<p>e. democracy f. anarchy</p> <p><b>PO 1.</b> Discuss how negotiations with foreign governments have led to the development of foreign policy initiatives (e.g., Treaty of Versailles, Fourteen Points, League of Nations).</p> <p><b>PO 2.</b> Compare different types of governments:</p> <ol style="list-style-type: none"> <li>dictatorship</li> <li>totalitarian</li> <li>monarchies</li> </ol> <p><b>PO 1.</b> Compare the different world governments and ideologies:</p> <ol style="list-style-type: none"> <li>dictatorship</li> <li>totalitarian (fascist, Nazis)</li> <li>democracy</li> <li>Socialism</li> <li>Communism</li> </ol> <p><b>PO 2.</b> Explain U.S. and world foreign policies leading to the Cold War:</p> <ol style="list-style-type: none"> <li>Truman Doctrine</li> <li>NATO</li> <li>Warsaw Pact</li> </ol>	<p>contribute to political and social change in various world regions (e.g., USSR/Russia, Israel, European Union, China, Korea, Germany).</p> <p><b>PO 3.</b> Examine relationships and interactions (e.g., Middle East Conflicts, NATO, European Union) among regions.</p> <p><b>PO 4.</b> Identify how the role of the media, images, and advertising influences the perception of a place.</p> <p><b>PO 5.</b> Describe how a place changes over time. (Connect with content studied.)</p> <p><b>PO 2.</b> Describe the factors (e.g., demographics, political systems, economic systems, resources, culture) that contribute to the variations between developing and developed regions.</p> <p><b>PO 5.</b> Examine how the geographic characteristics of a place affect the economics and culture (e.g., changing regional economy of the</p>	<p>promoted economic growth throughout world regions.</p> <p><b>PO 3.</b> Identify how governments and businesses make choices based on the availability of resources.</p> <p><b>PO 4.</b> Describe the characteristics of a market economy:</p> <ol style="list-style-type: none"> <li>property rights</li> <li>freedom of enterprise</li> <li>competition</li> <li>consumer choice</li> <li>limited role of government</li> </ol> <p><b>PO 1.</b> Explain how limited resources and unlimited human wants cause people to choose some things and give up others.</p> <p><b>PO 2.</b> Analyze how scarcity, opportunity costs, and trade-offs, influence decision-making.</p> <p><b>PO 3.</b> Analyze how individuals, governments and businesses make choices based on the</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
<p><b>PO 7.</b> Compare present events with past events:</p> <ol style="list-style-type: none"> <li>cause and effect</li> <li>change over time</li> <li>different points of view</li> </ol> <hr/> <p><b>Concept 2: Early Civilizations</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: Exploration and Colonization</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Revolution and New Nation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Westward Expansion</b> No performance objectives at this grade.</p>	<p>historical analysis to current social, political, geographic, and economic issues facing the world.</p> <p><b>PO 7.</b> Compare present events with past events:</p> <ol style="list-style-type: none"> <li>cause and effect</li> <li>change over time</li> <li>different points of view</li> </ol> <hr/> <p><b>Concept 2: Early Civilizations</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 3: World in Transition</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 4: Renaissance and Reformation</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 5: Encounters and</b></p>	<p>d. Marshall Plan</p> <p><b>PO 3.</b> Identify U.S. and world foreign policies (e.g., economic sanctions, arms reduction agreements) resulting from the Cold War.</p> <p><b>PO 1.</b> Compare the United States system of politics and government to other systems of the world (e.g., monarchies, dictatorship, theocracy, oligarchy, parliamentary, unitary, proportional elections).</p> <p><b>PO 2.</b> Describe factors (e.g., trade, political tensions, sanctions, terrorism) that influence United States foreign policy.</p> <p><b>PO 3.</b> Describe world governmental and non-governmental organizations (e.g., the United Nations and its agencies, NATO, the European Union, the International Red Cross)</p>	<p>sunbelt, location with respect of natural hazards, location of Panama Canal, Air Force Bases in Arizona).</p> <p><b>PO 6.</b> Analyze how a region changes over time (e.g., U.S./Mexico border, Europe from World War I to the development of European Union, change from pre- to post-colonialism in Africa, Hong Kong).</p> <hr/> <p><b>Concept 3: Physical Systems</b> (Science Strands are summarized below as they apply to Social Studies content in Grades K-8. These concepts are reinforced in Social Studies classes, but assessed through Science.)</p> <p><b>Connect with:</b> <b>Science Strand 3 Concept 1</b> Analyze risk factors of and possible solutions to chemical and biological hazards.</p>	<p>availability of resources.</p> <p><b>PO 4.</b> Apply Adam Smith's ideas of a market economy to:</p> <ol style="list-style-type: none"> <li>property rights</li> <li>freedom of enterprise</li> <li>competition</li> <li>consumer choice</li> <li>limited role of government</li> </ol> <p><b>PO 5.</b> Describe the impact of the availability and distribution of natural resources on an economy.</p> <p><b>PO 1.</b> Analyze the implications of scarcity:</p> <ol style="list-style-type: none"> <li>limited resources and unlimited human wants influence choice at individual, national, and international levels</li> <li>factors of production (e.g., natural, human, and capital resources, entrepreneurship, technology)</li> <li>marginal analysis by producers, consumers, savers, and investors</li> </ol>

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<p><b>Concept 6: Civil War and Reconstruction</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 7: Emergence of the Modern United States</b> No performance objectives at this grade.</p> <hr/> <p><b>Concept 8: Great Depression and World War II</b> <b>PO 2.</b> Explain how Pearl Harbor led to United States involvement in World War II. <b>PO 3.</b> Explain the impact of World War II on economic recovery from the Great Depression. <b>PO 4.</b> Explain how the following factors affected the U.S. home front during World War II: a. war industry b. women and minorities in the work force</p>	<p><b>Exchange</b> <b>PO 1.</b> Describe the following effects of European exploration, trade, and colonization on other parts of the world: a. sea routes to Asia b. colonies established and settled c. increased power of European countries d. trade established between Europe, Africa, and Americas e. introduction of disease and the resulting population decline of Indigenous people f. triangular trade <b>PO 2.</b> Describe ways in which Spain, France, and England competed for power: <b>PO 1.</b> Describe how new ways of thinking in Europe during the Enlightenment fostered the following changes in society: a. Scientific Revolution (i.e., Copernicus,</p>		<p><b>Concept 4: Human Systems</b> <b>PO 1.</b> Identify the push and pull factors (e.g., economic conditions, human rights conditions, famines, political strife/wars, natural disasters, changes in technology) that drive human migrations. <b>PO 2.</b> Describe the effects (e.g., economic, environmental, cultural, political) of human migrations on places and regions. <b>PO 3.</b> Describe the characteristics and locations of various cultures throughout the world. <b>PO 4.</b> Identify the factors (e.g., breakup of USSR, unification of Germany, cheap labor forces, outsourcing of services, oil industry) that influence the location, distribution and interrelationships of economic activities in different regions. <b>PO 5.</b> Explain how cooperation contributes to political, economic, and social</p>	<p><b>PO 2.</b> Analyze production possibilities curves to describe opportunity costs and trade-offs. <b>PO 3.</b> Describe the characteristics of the mixed-market economy of the United States: a. property rights b. profit motive c. consumer sovereignty d. competition e. role of the government f. rational self-interest g. invisible hand <b>PO 4.</b> Evaluate the economic implications of current events from a variety of sources (e.g., magazine articles, newspaper articles, radio, television reports, editorials, Internet sites). <b>PO 5.</b> Interpret economic information using charts, tables, graphs, equations, and diagrams.</p> <hr/> <p><b>Concept 2:</b></p>

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<p>c. internment of Japanese-, German-, and Italian – Americans</p> <hr/> <p><b>Concept 9: Postwar United States</b>  <b>PO 1.</b> Describe the following origins of the Cold War:  a. Western fear of communist expansion  b. Soviet fear of capitalist influences  c. development of nuclear weapons  d. Truman Doctrine  <b>PO 2.</b> Describe the impact of the Cold War on the United States:  a. McCarthyism  b. arms race  c. space race  d. Cuban Missile Crisis  e. new military alliances  f. building of Berlin Wall  g. Viet Nam and the Domino Theory</p> <hr/> <p><b>Concept 10: Contemporary United</b></p>	<p>Galileo, Newton)  b. natural rights (i.e., life, liberty, property)  c. governmental separation of powers vs. monarchy  d. religious freedom  e. Magna Carta  <b>PO 1.</b> Describe the religious, economic, social, and political interactions among civilizations that resulted from early exploration:  a. reasons for European exploration  b. impact of expansion and colonization on Europe  c. impact of expansion and colonization on Africa, the Americas, and Asia  d. role of disease in conquest  e. role of trade  f. navigational technology  g. impact and ramifications of slavery and international slave</p>		<p>organization (e.g., United Nations, European Union, NAFTA).  <b>PO 6.</b> Describe the aspects of culture (e.g., literacy, occupations, clothing, property rights) related to beliefs and understandings that influence the economic, social, and political activities of men and women.  <b>PO 7.</b> Describe how changes in technology, transportation, communication, and resources affect economic development.  <b>PO 4.</b> Analyze issues of globalization (e.g., widespread use of English, the role of the global media, resistance to “cultural imperialism”, trade, outsourcing).  <b>PO 8.</b> Explain how ideas, customs, and innovations (e.g., religion, language, political philosophy, technological advances, higher education, economic principles) are spread through</p>	<p><b>Microeconomics</b>  <b>PO 1.</b> Explain how price incentives affect peoples’ behavior and choices, such as colonial decisions about what crops to grow and which products to produce.  <b>PO 2.</b> Describe how competition, markets, and prices influence peoples’ behavior.  <b>PO 3.</b> Identify how people earn income by selling their labor to businesses or governments.  <b>PO 4.</b> Describe ways in which entrepreneurs take risks to develop new goods and services.  <b>PO 5.</b> Describe the function of private business in producing goods and services.  <b>PO 6.</b> Discuss the function of banks in providing checking accounts, savings accounts, and loans.  <b>PO 7.</b> Explain the function</p>

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<p><b>States</b></p> <p><b>PO 8.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 9.</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).</p> <p><b>PO 10.</b> Describe how key political, social, geographic, and economic events of the late 20th century and early 21st century affected, and continue to affect, the United States.</p>	<p>trade</p> <p>h. contrasting motivations and methods for colonization</p> <p><b>PO 1A.</b> Analyze aspects of culture and society of Muslim Empires:</p> <p>a. Ottoman Empire</p> <p>b. Rule of the Safavids</p> <p>c. Mogul Dynasty</p> <p><b>PO 2A.</b> Analyze aspects of culture and society of East Asian Empires:</p> <p>a. China</p> <p>b. Tokugawa Japan</p> <p>c. Korea</p> <p><b>PO 3A.</b> Describe the contributions of key people and ideas of the Scientific Revolution:</p> <p>a. Copernicus</p> <p>b. Newton</p> <p>c. Brahe</p> <p>d. Galileo</p> <p>e. Bacon</p> <p>f. the new Scientific Methodology</p> <hr/> <p><b>Concept 6: Age of</b></p>		<p>cultural diffusion.</p> <hr/> <p><b>Concept 5: Environment and Society</b></p> <p><b>PO 1.</b> Describe how (e.g., deforestation, desertification) humans modify ecosystems.</p> <p><b>PO 2.</b> Describe why (e.g., resources, economic livelihood) humans modify ecosystems.</p> <p><b>PO 3.</b> Explain how changes in the natural environment can increase or diminish its capacity to support human activities.</p> <p><b>PO 4.</b> Explain how technology positively and negatively affects the environment.</p> <p><b>PO 5.</b> Analyze changing ideas and viewpoints on the best use of natural resources (e.g., value of oil, water use, forest management).</p> <p><b>PO 6.</b> Explain how societies and governments plan for and respond to natural disasters</p>	<p>of government in providing certain goods and services through taxation.</p> <p><b>PO 2.</b> Describe how (private) investment in human capital such as health (e.g., immunizations), education (e.g., college), and training of people (e.g., on the job experience), leads to economic growth.</p> <p><b>PO 3.</b> Describe how investment in physical capital (e.g., factories, machinery, new technology) leads to economic growth.</p> <p><b>PO 4.</b> Describe the role of entrepreneurs (e.g., Carnegie, Ford, Rockefeller, J. P. Morgan, Vanderbilt) in the free enterprise system.</p> <p><b>PO 5.</b> Describe the function of private business in producing goods and services.</p> <p><b>PO 6.</b> Describe how the interaction between buyers</p>

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	<p><b>Revolution</b></p> <p><b>PO 1.</b> Explain the rationale and characteristics of rebellion.</p> <p><b>PO 2.</b> Explain the impact that revolution has on a society.</p> <p><b>PO 3.</b> Compare the causes of the American Revolution to other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p> <p><b>PO 4.</b> Compare the outcomes of the American Revolution to those of other revolutions around the world (e.g., France, Haiti, Mexico, South America, Russia).</p> <p><b>PO 1.</b> Describe how innovations and inventions during the Industrial Revolution impacted industry, manufacturing, and transportation.</p> <p><b>PO 2.</b> Determine the effect of the Industrial Revolution on the Western World:</p> <p>a. growth of cities</p>		<p>(e.g., evacuation routes, changing farming techniques, warning systems).</p> <p><b>PO 1.</b> Analyze how the Earth's natural systems (e.g., Gulf Stream permitting habitation of northern Europe, earthquakes, tsunamis, periodic droughts, river civilizations) affect humans.</p> <hr/> <p><b>Concept 6: Geographic Applications</b></p> <p><b>PO 1.</b> Describe ways geographic features and conditions influence history. (Connect to time periods studied as well as current events.)</p> <p><b>PO 2.</b> Describe ways different groups of people (i.e., Native Americans, Hispanics, retirees) create and shape the same environment.</p> <p><b>PO 3.</b> Use geographic knowledge and skills (e.g., recognizing patterns,</p>	<p>and sellers determines market prices.</p> <p><b>PO 7.</b> Explain how the (unequal) distribution of income affects public policy and standards of living.</p> <p><b>PO 8.</b> Describe the government's investment in human capital:</p> <p>a. health</p> <p>b. education</p> <p>c. training of people</p> <p><b>PO 9.</b> Describe the government's investment in physical capital (e.g., NASA, transportation).</p> <p><b>PO 10.</b> Describe the government's role in economic recovery for the individual (e.g., farm subsidy, securities, Social Security, exchange regulations).</p> <p><b>PO 1.</b> Identify the functions and relationships among various institutions (e.g., business firms, banks, government agencies, labor unions, corporations)</p>

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	<ul style="list-style-type: none"> <li>b. rise of middle class</li> <li>c. spread of industrialism</li> <li>d. rise of imperialism</li> <li>e. foundation for future technological advances</li> <li>f. labor issues</li> </ul> <p><b>PO 1.</b> Contrast the development of representative, limited government in England with the development and continuation of absolute monarchies in other European nations:</p> <ul style="list-style-type: none"> <li>a. absolute monarchies (e.g., Louis XIV, Peter the Great, Philip II)</li> <li>b. the Magna Carta, the English Bill of Rights, and parliamentary government</li> <li>c. the ideas of John Locke</li> </ul> <p><b>PO 1A.</b> Analyze ways in which the following wars changed the course of European history:</p> <ul style="list-style-type: none"> <li>a. French Wars of Religion</li> <li>b. Dutch Revolt</li> <li>c. Battle of the Armada</li> </ul>		<p>mapping, graphing) when discussing current events.</p> <p><b>PO 2.</b> Analyze how changing perceptions of places and environments (e.g., where individuals choose to live and work, Israeli settlements, role of military bases, Viking colonization and naming of Iceland) affect the choices of people and institutions.</p> <p><b>PO 3.</b> Analyze how geography influences historical events and movements (e.g., Trail of Tears, Cuban Missile Crisis, location of terrorist camps, pursuit of Pancho Villa, Mao's long march, Hannibal crossing the Alps, Silk Road).</p>	<p>that make up an economic system.</p> <p><b>PO 2.</b> Explain the impact of government investment in human capital:</p> <ul style="list-style-type: none"> <li>a. health (e.g., immunizations)</li> <li>b. education (e.g., college grants, loans)</li> <li>c. training of people (e.g., Job Corps)</li> </ul> <p><b>PO 3.</b> Explain the impact of government investment in physical capital (e.g., NASA, transportation).</p> <p><b>PO 4.</b> Describe how income for most people is determined by the value of the goods and services they sell.</p> <p><b>PO 5.</b> Describe the impact of entrepreneurs (e.g., Bill Gates, Martha Stewart, Oprah Winfrey, Ted Turner Donald Trump) in the free enterprise system.</p> <p><b>PO 6.</b> Analyze how investment in physical capital (e.g., factories,</p>

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	<p>and Phillip II's role</p> <p>d. Wars of the Schmalkaldic League</p> <p>e. Thirty Years War</p> <p>f. English Civil War and Oliver Cromwell's role</p> <p><b>PO 2A.</b> Describe the roles of Cardinals Richelieu and Mazarin during the reigns of Louis XIII and Louis XIV and the reign of Louis XIV after the death of Mazarin.</p> <p><b>PO 3A.</b> Analyze the contributions of key people of the Enlightenment Period:</p> <p>a. Voltaire</p> <p>b. Kant</p> <p>c. Locke</p> <p>d. Rousseau</p> <p>e. Montesquieu</p> <p><b>PO 4A.</b> Analyze the impact of the Enlightenment with the expansion of liberal thought on the culture and politics of Europe.</p> <p><b>PO 5A.</b> Explain how the ideas of the Enlightenment impacted European colonies in North America</p>			<p>medical advancements, new technologies) leads to economic growth.</p> <p><b>PO 7.</b> Describe how competition (e.g., Microsoft/Apple, Wal-Mart/Target) affects supply and demand from the vantage point of the consumer and producer.</p> <p><b>PO 8.</b> Describe how market prices provide incentives to buyers and sellers.</p> <p><b>PO 9.</b> Describe how protection of private property rights provides incentives to conserve and improve property (e.g., resale market).</p> <p><b>PO 1.</b> Describe how the interdependence of both households and firms is affected by trade, exchange, money, and banking:</p> <p>a. why voluntary exchange occurs only when all participating parties expect to gain</p>

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	<p>and affected their development.</p> <p><b>PO 6A.</b> Describe the period of revolution in France:</p> <ol style="list-style-type: none"> <li>a. French Revolution begins</li> <li>b. radical revolution</li> <li>c. Age of Napoleon</li> </ol> <hr/> <p><b>Concept 7: Age of Imperialism</b></p> <p><b>PO 1.</b> Describe the effects of the following factors on the rise of imperialism:</p> <ol style="list-style-type: none"> <li>a. increased need for raw materials</li> <li>b. increased need for consumers</li> <li>c. nationalism – countries increased power</li> </ol> <p><b>PO 2.</b> Describe how areas in the world (e.g., Africa, India, China) were impacted by the imperialism of European countries.</p> <p><b>PO 3.</b> Describe how industrialization in Japan led to its rise as a world</p>			<p>from the exchange</p> <ol style="list-style-type: none"> <li>b. role and interdependence of households, firms, and government in the circular flow model of economic activity</li> <li>c. role of entrepreneurs in a market economy and how profit is an incentive that leads entrepreneurs to accept risks of business failure</li> <li>d. financial institutions and securities markets</li> <li>e. importance of rule of law in a market economy for enforcement of contracts</li> </ol> <p><b>PO 2.</b> Describe how markets function:</p> <ol style="list-style-type: none"> <li>a. laws of supply and demand</li> <li>b. how a market price is determined</li> <li>c. graphs that</li> </ol>

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	<p>power.</p> <p><b>PO 4.</b> Describe the impact of American interests in the following areas during the late 19<sup>th</sup> century and the early 20<sup>th</sup> century:</p> <ol style="list-style-type: none"> <li>a. Philippines, Cuba, Puerto Rico and the Spanish American War</li> <li>b. China and the Boxer Rebellion</li> <li>c. Colombia and the building of the Panama Canal</li> <li>d. Hawaiian annexation</li> </ol> <p><b>PO 1.</b> Explain the rationale (e.g., need for raw materials, domination of markets, advent of national competition, spread of European culture/religion) for imperialism.</p> <p><b>PO 2.</b> Trace the development of the British Empire around the world (e.g., America, Southeast Asia, South Pacific, India, Africa, the Suez).</p> <p><b>PO 3.</b> Describe the division of the world into empires</p>			<p>demonstrate changes in supply and demand</p> <ol style="list-style-type: none"> <li>d. how price ceilings and floors cause shortages or surpluses</li> <li>e. comparison of monopolistic and competitive behaviors</li> <li>f. theory of production and the role of cost</li> </ol> <p><b>PO 3.</b> Describe how government policies influence the economy:</p> <ol style="list-style-type: none"> <li>a. need to compare costs and benefits of government policies before taking action</li> <li>b. use of federal, state, and local government spending to provide national defense; address environmental concerns; define and enforce property, consumer and worker rights; regulate markets; and provide goods</li> </ol>

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	<p>and spheres of influence during the 18th and 19th centuries (e.g., British, French, Dutch, Spanish, American, Belgian).</p> <p><b>PO 4.</b> Analyze the effects of European and American colonialism on their colonies (e.g., artificially drawn boundaries, one-crop economies, creation of economic dependence, population relocation, cultural suppression).</p> <p><b>PO 5.</b> Analyze the responses to imperialism (e.g., Boxer Rebellion, Sepoy Rebellion, Opium Wars, Zulu Wars) by people under colonial rule at the end of the 19th century.</p> <p><b>PO 6.</b> Explain Japanese responses to European/American imperialism from a closed door policy to adoption of Euro-American ideas.</p> <p><b>PO 1A.</b> Describe how the following key aspects contributed to the Industrial</p>			<p>and services</p> <p>c. effects of progressive, proportional, and regressive taxes on different income groups</p> <p>d. role of self-interest in decisions of voters, elected officials, and public employees</p> <p><b>PO 1A.</b> Use the concepts of diminishing marginal utility and preferences to analyze indifference curves.</p> <p><b>PO 2A.</b> Understand the economist's view of rationality and its role in economic behavior.</p> <p><b>PO 3A.</b> Analyze, understand, and use the following microeconomic models:</p> <p>a. perfect competition,</p> <p>b. monopoly</p> <p>c. monopolistic competition</p> <p><b>PO 4A.</b> Understand the difference between</p>

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	<p>Revolution in England:</p> <ul style="list-style-type: none"> <li>a. railroads</li> <li>b. steam engines</li> <li>c. factory system</li> <li>d. working class</li> <li>e. capitalism</li> <li>f. socialism</li> </ul> <p><b>PO 2A.</b> Explain the period of unification and nationalism in Europe:</p> <ul style="list-style-type: none"> <li>a. Italy (i.e., Garibaldi, Cavour)</li> <li>b. Germany (i.e., von Bismarck, Realpolitik)</li> <li>c. France and Napoleon III</li> </ul> <p><b>PO 3A.</b> Describe how European colonial rule in Southeast Asia affected local cultures:</p> <ul style="list-style-type: none"> <li>a. France</li> <li>b. the Netherlands</li> <li>c. England</li> <li>d. Russia</li> <li>e. "War at the Top of the World"</li> </ul> <p><b>PO 4A.</b> Describe causes and effects of the "African Land Scramble" of the late 1800s.</p>			<p>allocative and productive efficiencies.</p> <p><b>PO 5A.</b> Analyze and understand externalities and apply them to a perfectly competitive industry.</p> <p><b>PO 6A.</b> Analyze and understand non-market solutions to the problem of externalities.</p> <hr/> <p><b>Concept 3: Macroeconomics</b></p> <p><b>PO 1.</b> Describe the effects of inflation (e.g., higher prices, rising interest rates, less business activity) on society.</p> <p><b>PO 2.</b> Analyze the effects (e.g., inflation, unemployment) of the Great Depression.</p> <p><b>PO 3.</b> Analyze the government's role (e.g., FDIC, Securities and Exchange Commission) in national economic recovery.</p> <p><b>PO 4.</b> Describe how</p>

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	<p><b>PO 5A.</b> Analyze aspects of British rule in India:</p> <ol style="list-style-type: none"> <li>a. Seven Years War</li> <li>b. the Raj</li> <li>c. East India Company</li> <li>d. period of forced modernization</li> <li>e. Sepoy Revolt (i.e., General Napier)</li> </ol> <p><b>PO 6A.</b> Describe key periods in the rise of modern Japan:</p> <ol style="list-style-type: none"> <li>a. visit of Commodore Matthew Perry</li> <li>b. Meiji (Meiji) restoration</li> <li>c. industrialization</li> <li>d. modernization</li> <li>e. imperialism</li> <li>f. westernization</li> <li>g. Boxer Rebellion</li> </ol> <hr/> <p><b>Concept 8: World at War</b></p> <p><b>PO 1.</b> Explain how the following world movements led to World War I:</p> <ol style="list-style-type: none"> <li>a. militarism</li> <li>b. imperialism</li> <li>c. nationalism</li> <li>d. formation of alliances</li> </ol>			<p>scarcity influences the choices (e.g., war time rationing, women in the work force, reallocation of resources) made by governments and businesses.</p> <p><b>PO 1.</b> Identify the organization and functions of the Federal Reserve System.</p> <p><b>PO 2.</b> Identify the effects of inflation on society.</p> <p><b>PO 3.</b> Analyze the government's role in economic recovery.</p> <p><b>PO 1.</b> Determine how inflation, unemployment, and gross domestic product statistics are used in policy decisions.</p> <p><b>PO 2.</b> Explain the effects of inflation and deflation on different groups (e.g., borrowers v. lenders, fixed income/cost of living adjustments).</p> <p><b>PO 3.</b> Describe the economic and non-economic consequences</p>

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	<p><b>PO 2.</b> Summarize the outcomes of World War I:</p> <ul style="list-style-type: none"> <li>a. Treaty of Versailles (e.g., restrictions on Germany, end of the Ottoman Empire, redrawing of European boundaries)</li> <li>b. economic issues (e.g., national debt, spread of socialism)</li> </ul> <p><b>PO 3.</b> Describe the rise of totalitarianism in Europe following World War I:</p> <ul style="list-style-type: none"> <li>a. Italy under Mussolini</li> <li>b. Germany under Hitler</li> <li>c. Soviet Union under Stalin</li> </ul> <p><b>PO 1.</b> Review the rise of totalitarianism in Europe following World War I.</p> <p><b>PO 2.</b> Analyze the major causes of World War II:</p> <ul style="list-style-type: none"> <li>a. aggressive search for resources by Japan</li> <li>b. political ideologies of Fascism and Nazism</li> <li>c. resentment toward the Treaty of Versailles</li> </ul> <p><b>PO 3.</b> Trace the series of</p>			<p>of unemployment.</p> <p><b>PO 4.</b> Analyze fiscal policy and its effects on inflation, unemployment, and economic growth.</p> <p><b>PO 5.</b> Describe the functions of the Federal Reserve System (e.g., banking regulation and supervision, financial services, monetary policy) and their influences on the economy.</p> <p><b>PO 6.</b> Explain the effects of monetary policy on unemployment, inflation, and economic growth.</p> <p><b>PO 7.</b> Determine how investment in factories, machinery, new technology, and the health, education, and training of people can raise future standards of living.</p> <p><b>PO 1A.</b> Analyze and understand how economic indicators are used to predict the business cycle.</p> <p><b>PO 2A.</b> Analyze, understand, and use price</p>

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	<p>invasions and conquests in the European and Pacific Theaters in World War II.</p> <p><b>PO 4.</b> Describe the following events leading to the Allied victory:</p> <ol style="list-style-type: none"> <li>a. D-Day Invasion</li> <li>b. Battle of the Bulge</li> <li>c. Japanese defeat in Iwo Jima and Okinawa</li> <li>d. atomic bombing of Hiroshima and Nagasaki</li> </ol> <p><b>PO 5.</b> Describe how racism and intolerance contributed to the Holocaust.</p> <p><b>PO 6.</b> Summarize each of the following outcomes of World War II:</p> <ol style="list-style-type: none"> <li>a. redrawing of political boundaries in Europe</li> <li>b. tensions leading to Cold War</li> <li>c. formation of the United Nations</li> <li>d. beginning of atomic age</li> <li>e. rebuilding of Japan</li> </ol> <p><b>PO 7.</b> Compare the rebuilding of Japan with the rebuilding of Germany</p>			<p>indexes to describe inflation and find rates of inflation between different years.</p> <p><b>PO 3A.</b> Analyze and understand the spending multiplier and its affect on aggregate demand.</p> <p><b>PO 4A.</b> Analyze and understand the following macroeconomic models:</p> <ol style="list-style-type: none"> <li>a. money market</li> <li>b. short-run aggregate demand and aggregate demand model</li> <li>c. long-run aggregate demand and aggregate supply model.</li> </ol> <hr/> <p><b>Concept 4: Global Economics</b></p> <p><b>PO 1.</b> Explain how voluntary exchange benefits buyers and sellers.</p> <p><b>PO 2.</b> Identify the patterns of economic interaction (e.g., national debt,</p>

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	<p>following World War II.  <b>PO 8.</b> Describe the following events resulting from World War II:</p> <ol style="list-style-type: none"> <li>a. Nuremburg Trial</li> <li>b. Marshall Plan</li> <li>c. NATO / Warsaw Pact</li> <li>d. creation of United Nations</li> <li>e. creation of Israel</li> </ol> <p><b>PO 9.</b> Describe the spread of Communism after World War II:</p> <ol style="list-style-type: none"> <li>a. China – Mao Tse-tung and Chinese Revolution</li> <li>b. Korea – 38<sup>th</sup> parallel and division of country</li> <li>c. Cuba – Fidel Castro and Cuban Missile Crisis</li> <li>d. Vietnam – Ho Chi Minh</li> </ol> <p><b>PO 10.</b> Describe the impact of the Cold War (i.e., creation of the Iron Curtain, arms race, space race) that led to global competition.</p> <p><b>PO 11.</b> Describe the following events of the Korean War:</p> <ol style="list-style-type: none"> <li>a. Chinese involvement</li> </ol>			<p>balance of trade) between countries.  <b>PO 1.</b> Compare how private property rights differ in market (capitalism) economies versus command (communist) economies.  <b>PO 2.</b> Identify the effects of trade restrictions between national and world regions.  <b>PO 3.</b> Describe the role of the United States government in influencing international commerce in regions studied.  <b>PO 4.</b> Identify interdependence (e.g., North American Free Trade Agreement, European Union, International Monetary Fund/ World Bank) between nations.  <b>PO 1.</b> Analyze the similarities and differences among economic systems:</p> <ol style="list-style-type: none"> <li>a. characteristics of market, command,</li> </ol>

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	<ul style="list-style-type: none"> <li>b. U.N. police actions</li> <li>c. containment of Communism</li> <li>d. partition of Korea at the 38<sup>th</sup> Parallel</li> </ul> <p><b>PO 12.</b> Describe how the following impacted the Vietnam War:</p> <ul style="list-style-type: none"> <li>a. historical relationship of China and Vietnam</li> <li>b. French Indochina War</li> <li>c. containment of Communism</li> <li>d. Ho Chi Minh Trail</li> <li>e. conflict resolution</li> </ul> <p><b>PO 13.</b> Examine the fall of Communism and the unification of European nations:</p> <ul style="list-style-type: none"> <li>a. Germany – reunification, Berlin Wall torn down</li> <li>b. Russia – Gorbachev, Glasnost and Perestroika</li> <li>c. Union of Soviet Socialist Republics – countries regained independence</li> <li>d. European Union formed</li> </ul>			<p>and mixed economic systems, including roles of production, distribution, and consumption of goods and services</p> <ul style="list-style-type: none"> <li>e. benefits and costs of market and command economies</li> <li>f. characteristics of the mixed-market economy of the United States, including such concepts as private ownership, profit motive, consumer sovereignty, competition, and government regulation</li> <li>g. role of private property in conserving scarce resources and providing incentives in a market economy</li> </ul> <p><b>PO 2.</b> Describe the effects of international trade on the United States and other nations:</p>

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	<p><b>PO 14.</b> Describe the following events in the Middle East during the 20<sup>th</sup> and 21<sup>st</sup> centuries:</p> <ul style="list-style-type: none"> <li>a. creation of Israel</li> <li>b. conflicts between Israeli and Palestinian governments</li> <li>c. Camp David Peace Treaty</li> <li>d. Persian Gulf War</li> <li>e. Iraq War</li> </ul> <p><b>PO 15.</b> Compare independence movements in various parts of the world (e.g., India/ Pakistan, Latin America, Africa, Asia) during the 20<sup>th</sup> century.</p> <p><b>PO 16.</b> Examine human rights issues during the 20<sup>th</sup> century (e.g., Apartheid, genocide, famine, disease).</p> <p><b>PO 1.</b> Examine the causes of World War I:</p> <ul style="list-style-type: none"> <li>a. rise of nationalism in Europe</li> <li>b. unification of Germany and Otto Von Bismarck's leadership</li> <li>c. rise of ethnic and</li> </ul>			<ul style="list-style-type: none"> <li>a. how people and nations gain through trade</li> <li>b. how the law of comparative advantage leads to specialization and trade</li> <li>c. effects of protectionism, including tariffs and quotas on international trade and on a nation's standard of living</li> <li>d. how exchange rates work and how they affect international trade</li> <li>e. how the concepts of balance of trade and balance of payments are used to measure international trade</li> <li>f. factors that influence the major world patterns of economic activity including the differing costs of production between</li> </ul>

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p style="color: blue;">ideological conflicts - the Balkans, Austria-Hungary, the decline of the Ottoman Empire</p> <p><b>PO 1A.</b> Analyze the following as causes of World War 1:</p> <ol style="list-style-type: none"> <li>a. nationalism</li> <li>b. pan Slavism</li> <li>c. militarism</li> <li>d. imperialism</li> <li>e. alliance system</li> </ol> <p><b>PO 2A.</b> Describe the following aspects of World War I:</p> <ol style="list-style-type: none"> <li>a. trench warfare</li> <li>b. “total war”</li> <li>c. industrialization</li> <li>d. science and technology in warfare</li> </ol> <p><b>PO 3A.</b> Explain elements of the Russian Revolution:</p> <ol style="list-style-type: none"> <li>a. rise of the Bolsheviks</li> <li>b. Lenin</li> <li>c. Lenin’s reforms</li> </ol> <p><b>PO 4A.</b> Analyze key events of the end of World War I, and the people associated with them:</p> <ol style="list-style-type: none"> <li>a. Treaty of Versailles</li> </ol>			<p style="color: blue;">developed and developing countries</p> <p style="color: blue;">g. economic connections among different regions, including changing alignments in world trade partners</p> <p style="color: blue;">h. identify the effects of trade agreements (e.g., North American Free Trade Agreement)</p> <hr/> <p><b>Concept 5: Personal Finance</b></p> <p style="color: magenta;"><b>PO 1.</b> Explain how the following are used to purchase goods and services:</p> <ol style="list-style-type: none"> <li>a. cash</li> <li>b. check</li> <li>c. money order</li> <li>d. debit card</li> <li>e. credit card</li> </ol> <p style="color: green;"><b>PO 1.</b> Compare the cost and benefits of using credit.</p> <p style="color: green;"><b>PO 2.</b> Explain how interest is the price paid to borrow money.</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<ul style="list-style-type: none"> <li>b. League of Nations</li> <li>c. Georges Clemenceau</li> <li>d. Woodrow Wilson</li> </ul> <p><b>PO 5A.</b> Explain causes and consequences of the Great Depression.</p> <p><b>PO 6A.</b> Describe the rise of dictatorial regimes in Europe:</p> <ul style="list-style-type: none"> <li>a. Franco and the Spanish Civil War</li> <li>b. Salazar and Portugal</li> <li>c. Mussolini and Italy</li> <li>d. Stalin and the Soviet Union</li> </ul> <p><b>PO 7A.</b> Explain the development of Nazi Germany under Hitler:</p> <ul style="list-style-type: none"> <li>a. rise of the Nazi Party</li> <li>b. the racial state</li> <li>c. Nuremburg Laws</li> <li>d. rise of the SS police force</li> <li>e. impact of the failure of the League of Nations</li> <li>f. early expansionism</li> </ul> <p><b>PO 8A.</b> Examine cultural and intellectual trends in the period after World War I:</p>			<p><b>PO 3.</b> Describe the factors lenders consider before lending money.</p> <p><b>PO 1.</b> Describe how scarcity influenced the historical times studied.</p> <p><b>PO 2.</b> Describe how scarcity influences personal financial choices (e.g., buying on-margin, budgeting, saving, investing, credit).</p> <p><b>PO 3.</b> Describe how income for most people is determined by the value of the goods and services they sell.</p> <p><b>PO 4.</b> Describe types of personal investments (e.g., saving accounts, stocks, bonds).</p> <p><b>PO 1.</b> Explain how scarcity influences personal financial choices (e.g., budgeting, saving, investing, credit).</p> <p><b>PO 2.</b> Describe types of personal investments (e.g., saving accounts, stocks, mutual funds, bonds).</p>

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>a. Age of Alienation</p> <p>b. mass media</p> <p>c. rise of motion pictures</p> <p>d. abstract art (i.e., Pablo Picasso)</p> <p><b>PO 9A.</b> Describe the following examples of nationalism in Asia:</p> <p>a. Gandhi and the National Movement in India</p> <p>b. rise of the Japanese racial state</p> <p>c. invasions of China and Manchuria</p> <p>d. road to Pearl Harbor</p> <p><b>PO 10A.</b> Identify causes and outcomes of the Chinese Civil War.</p> <p><b>PO 11A.</b> Describe how the following events contributed toward a world war:</p> <p>a. Japan unchecked</p> <p>b. war in China</p> <p>c. Italy in Libya and Ethiopia</p> <p>d. failure of the policy of Appeasement</p> <p>e. German Generals and the development of</p>			<p>retirement funds, land).</p> <p><b>PO 3.</b> Describe the role of the stock market in personal investing.</p> <p><b>PO 4.</b> Describe various forms of credit. (e.g., personal loans, credit cards, lines of credit, mortgages, auto loans).</p> <p><b>PO 5.</b> Analyze the, advantages, disadvantages, and alternatives to consumer credit.</p> <p><b>PO 6.</b> Analyze the costs and benefits of producing a personal budget.</p> <p><b>PO 7.</b> Create a personal budget to include fixed and variable expenses.</p> <p><b>PO 8.</b> Identify the benefits of future financial planning.</p> <p><b>PO 1.</b> Explain how education, career choices, and family obligations affect future income.</p> <p><b>PO 2.</b> Analyze how advertising influences consumer choices.</p> <p><b>PO 3.</b> Determine short-</p>

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Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>blitzkrieg (i.e., Manstein, Guderian, Rommel)</p> <p><b>PO 12A.</b> Examine the significance of the following events of World War II:</p> <ol style="list-style-type: none"> <li>a. early Axis triumphs</li> <li>b. Pearl Harbor</li> <li>c. Midway</li> <li>d. unusual partnership between the Allied powers</li> <li>e. global warfare</li> <li>f. defeat of Germany</li> <li>g. defeat of Japan</li> <li>h. use of atomic weapons</li> </ol> <p><b>PO 13A.</b> Analyze the role of genocide in World War II:</p> <ol style="list-style-type: none"> <li>a. the Holocaust</li> <li>b. Japanese treatment of native peoples</li> </ol> <p><b>PO 14A.</b> Describe ways in which World War II affected life on the home front:</p> <ol style="list-style-type: none"> <li>a. mobilization</li> <li>b. changing women's roles</li> <li>c. strategic bombing and the targeting of civilians (i.e., Douchet, Harris,</li> </ol>			<p>and long-term financial goals and plans, including income, spending, saving, and investing.</p> <p><b>PO 4.</b> Compare the advantages and disadvantages of using various forms of credit and the determinants of credit history.</p> <p><b>PO 5.</b> Explain the risk, return, and liquidity of short- and long-term saving and investment vehicles.</p> <p><b>PO 6.</b> Identify investment options, (e.g., stocks, bonds, mutual funds) available to individuals and households.</p>

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p style="color: red; text-align: center;">Le May, Doolittle)</p> <hr style="width: 20%; margin-left: 0;"/> <p><b>Concept 9: Contemporary World</b>  <b>PO 1.</b> Describe current events using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  <b>PO 2.</b> Identify the connection between current and historical events and issues studied at this grade level using information from class discussions and various resources (e.g., newspapers, magazines, television, Internet, books, maps).  <b>PO 3.</b> Analyze how world events of the late 20<sup>th</sup> century and early 21<sup>st</sup> century affected, and continue to affect, the social, political, geographic, and economic climate of the world (e.g., terrorism,</p>			

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>globalization, conflicts, interdependence, natural disasters, advancements in science and technology and environmental issues).</p> <p><b>PO 1.</b> Explain the fall of the Soviet Union and its impact on the world.</p> <p><b>PO 2.</b> Explain the roots of terrorism:</p> <ol style="list-style-type: none"> <li>a. background and motives</li> <li>b. religious conflict (e.g., Northern Ireland, Chechnya, Southwestern Philippines, southern Thailand, Kashmir)</li> <li>c. background of modern Middle East conflicts (e.g., Israeli – Palestinian conflict, Persian Gulf conflicts, Afghanistan)</li> <li>d. economic and political inequities and cultural insensitivities</li> </ol> <p><b>PO 3.</b> Describe the development of political and economic</p>			

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## Alternate Social Studies Standard B Eighth Grade

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	<p>interdependence during the second half of the twentieth century:</p> <ul style="list-style-type: none"> <li>a. economics, global wage inequalities</li> <li>b. technology</li> <li>c. multinational corporations</li> <li>d. growth of international governmental organizations (e.g., World Trade Organization)</li> <li>e. growth of non-governmental organizations (e.g., Red Cross, Red Crescent)</li> </ul> <p><b>PO 4.</b> Examine environmental issues from a global perspective (e.g., pollution, population pressures, global warming, scarcity of resources).</p> <p><b>PO 1A.</b> Describe the major turning points in the development of the Cold War:</p> <ul style="list-style-type: none"> <li>a. collapse of the Allies</li> <li>b. nuclear diplomacy</li> <li>c. creation of the Warsaw</li> </ul>			

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	<ul style="list-style-type: none"> <li>Pact</li> <li>d. creation of NATO</li> <li>e. creation of the United Nations</li> <li>f. failure of the international community</li> <li><b>PO 2A.</b> Examine postwar events in the Soviet Union and Eastern Europe:               <ul style="list-style-type: none"> <li>a. Hungarian Revolution</li> <li>b. Khrushchev and the thaw</li> <li>c. Brezhnev Doctrine</li> <li>d. Prague Spring</li> <li>e. CIA v. the KGB</li> <li>f. Shadow Wars</li> <li>g. fall of the Soviet Union</li> </ul> </li> <li><b>PO 3A.</b> Explain postwar events in Europe.               <ul style="list-style-type: none"> <li>a. formation of NATO</li> <li>b. creation of European Union</li> <li>c. growing European unity</li> <li>d. reunification of Germany</li> </ul> </li> <li><b>PO 4A.</b> Describe events resulting from the disintegration of the Soviet Union:               <ul style="list-style-type: none"> <li>a. rise of successor states</li> </ul> </li> </ul>			

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p style="color: red;">in Eastern Europe and central Asia</p> <p style="color: red;">b. challenge of Islamic militancy (i.e., Chechnya, Al-Qaeda, Iran)</p> <p style="color: red;"><b>PO 5A.</b> Describe politics and problems in modern Europe and the United States:</p> <p style="color: red;">a. legitimacy of NATO</p> <p style="color: red;">b. U.S hegemony</p> <p style="color: red;">c. a multi-polar world</p> <p style="color: red;">d. new world order</p> <p style="color: red;">e. terrorism</p> <p style="color: red;">f. globalization</p> <p style="color: red;">g. immigration</p> <p style="color: red;"><b>PO 6A.</b> Examine aspects of western society and culture:</p> <p style="color: red;">a. post-modernism</p> <p style="color: red;">b. women's rights</p> <p style="color: red;">c. cultural despair</p> <p style="color: red;">d. Internet and computer culture</p> <p style="color: red;">e. multi-national corporations</p> <p style="color: red;">f. World Trade Organization</p> <p style="color: red;">g. role of non-</p>			

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>governmental organizations</p> <p><b>PO 7A.</b> Describe revolutionary events in Cuba, Central, and South America:</p> <ul style="list-style-type: none"> <li>a. Batista and Castro</li> <li>b. Che Gueverra</li> <li>c. Peron and Argentina</li> <li>d. Nicaragua</li> <li>e. Pinochet and Chile</li> <li>f. role of communism</li> </ul> <p><b>PO 8A.</b> Describe the key people and events involved in the struggle of African nations for their independence:</p> <ul style="list-style-type: none"> <li>a. decolonization</li> <li>b. collapse of British and French Empires</li> <li>c. Algerian War</li> <li>d. Nkrumah and the Congo</li> <li>e. Edi Amin and Uganda</li> <li>f. Mandela and South Africa</li> <li>g. Sierra Leone (i.e., Civil War)</li> <li>h. Liberia (i.e., Civil Wars)</li> </ul> <p><b>PO 9A.</b> Explain how the</p>			

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	<p>following contributed to political instability or armed conflict in the Middle East:</p> <ul style="list-style-type: none"> <li>a. Creation of Israel</li> <li>b. the Irgun</li> <li>c. Nasser and the Suez Crisis</li> <li>d. Six Day War</li> <li>e. Yom Kippur War</li> <li>f. advent of modern terrorism</li> <li>g. rise of OPEC</li> <li>h. Khomeni and Iran</li> <li>i. Afghanistan and the Soviet invasion</li> <li>j. Iraq War</li> <li>k. Iran-Iraq War</li> </ul> <p><b>PO 10A.</b> Identify the key people and events involved in the struggle over China:</p> <ul style="list-style-type: none"> <li>a. Chiang Kai-shek</li> <li>b. Mao Zedong</li> <li>c. Kuomintang</li> <li>d. People's Liberation Army</li> <li>e. Chinese Civil War</li> <li>f. The Long March</li> </ul> <p><b>PO 11A.</b> Identify the political and economic forces that brought Japan</p>			

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## Alternate Social Studies Standard B Eighth Grade

Strand 1: American History	Strand 2: World History	Strand 3: Civics/Government	Strand 4: Geography	Strand 5: Economics
	out of isolation and into the contemporary world.			

### Concept Descriptors

#### Strand 1: American History

A study of American History is integral for students to analyze our national experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in Arizona and American history. Students will be able to apply the lessons of American History to their lives as citizens of the United States.

##### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 2: World History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

##### **Concept 2: Early Civilizations Pre 1500**

The geographic, political, economic and cultural characteristics of early civilizations made significant contributions to the later development of the United States.

##### **Concept 3: Exploration and Colonization 1500s – 1700s**

The varied causes and effects of exploration, settlement, and colonization shaped regional and national development of the U.S.

##### **Concept 4: Revolution and New Nation 1700s – 1820**

The development of American constitutional democracy grew from political, cultural, and economic issues, ideas, and events.

##### **Concept 5: Westward Expansion 1800 – 1860**

Westward expansion, influenced by political, cultural, and economic factors, led to the growth and development of the U.S.

##### **Concept 6: Civil War and Reconstruction 1850 – 1877**

Regional conflicts led to the Civil War and resulted in significant changes to American social, economic, and political structures.

##### **Concept 7: Emergence of the Modern United States 1875 – 1929**

Economic, social, and cultural changes transformed the U.S. into a world power.

##### **Concept 8: Great Depression and World War II 1929 – 1945**

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# Alternate Social Studies Standard B

## Eighth Grade

Domestic and world events, economic issues, and political conflicts redefined the role of government in the lives of U.S. citizens.

### **Concept 9: Postwar United States 1945 – 1970s**

Postwar tensions led to social change in the U.S. and to a heightened focus on foreign policy.

### **Concept 10: Contemporary United States 1970s – Present**

Current events and issues continue to shape our nation and our involvement in the global community.

## **Strand 2: World History**

A study of World History is integral for students to analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in American and world history. Students should be able to apply the lessons of World History to their lives as citizens of the United States and members of the world community.

### **Concept 1: Research Skills for History**

Historical research is a process in which students examine topics or questions related to historical studies and/or current issues. By using primary and secondary sources effectively students obtain accurate and relevant information. An understanding of chronological order is applied to the analysis of the interrelatedness of events. These performance objectives also appear in Strand 1: American History. They are intended to be taught in conjunction with appropriate American or World History content, when applicable.

### **Concept 2: Early Civilizations**

The geographic, political, economic and cultural characteristics of early civilizations significantly influenced the development of later civilizations.

### **Concept 3: World in Transition**

People of different regions developed unique civilizations and cultural identities characterized by increased interaction, societal complexity and competition.

### **Concept 4: Renaissance and Reformation**

The rise of individualism challenged traditional western authority and belief systems resulting in a variety of new institutions, philosophical and religious ideas, and cultural and social achievements.

### **Concept 5: Encounters and Exchange**

Innovations, discoveries, exploration, and colonization accelerated contact, conflict, and interconnection among societies world wide, transforming and creating nations.

### **Concept 6: Age of Revolution**

Intensified internal conflicts led to the radical overthrow of traditional governments and created new political and economic systems.

### **Concept 7: Age of Imperialism**

Industrialized nations exerted political, economic, and social control over less developed areas of the world.

### **Concept 8: World at War**

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# Alternate Social Studies Standard B

## Eighth Grade

Global events, economic issues and political ideologies ignited tensions leading to worldwide military conflagrations and diplomatic confrontations in a context of development and change.

### **Concept 9: Contemporary World**

The nations of the contemporary world are shaped by their cultural and political past. Current events, developments and issues continue to shape the global community.

### **Strand 3: Civics/Government**

The goal of the civics strand is to develop the requisite knowledge and skills for informed, responsible participation in public life; to ensure, through instruction, that students understand the essentials, source, and history of the constitutions of the United States and Arizona, American institutions and ideals (ARS 15-710). Students will understand the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic. They will understand the importance of each person as an individual with human and civil rights and our shared heritage in the United States. Students will understand politics, government, and the responsibilities of good citizenship. Citizenship skills include the capacity to influence policies and decisions by clearly communicating interests and the ability to build coalitions through negotiation, compromise, and consensus. In addition, students will learn that the United States influences and is influenced by global interaction.

#### **Concept 1: Foundations of Government**

The United States democracy is based on principles and ideals that are embodied by symbols, people and documents.

#### **Concept 2: Structure of Government**

The United States structure of government is characterized by the separation and balance of powers.

#### **Concept 3: Functions of Government**

Laws and policies are developed to govern, protect, and promote the well-being of the people.

#### **Concept 4: Rights, Responsibilities, and Roles of Citizenship**

The rights, responsibilities and practices of United States citizenship are founded in the Constitution and the nation's history.

#### **Concept 5: Government Systems of the World**

Different governmental systems exist throughout the world. The United States influences and is influenced by global interactions.

### **Strand 4: Geography**

The goal of the geography strand is to provide an understanding of the human and physical characteristics of the Earth's places and regions and how people of different cultural backgrounds interact with their environment. Geographic reasoning is a way of studying human and natural features within a spatial perspective. Through the study of geography, students will be able to understand local, national, regional, and global issues. Students will interpret the arrangement and interactions of human and physical systems on the surface of the Earth. As these patterns have changed over time and are important to governments and economies, geographic reasoning will enhance students' understanding of history, civics, and economics.

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# Alternate Social Studies Standard B

## Eighth Grade

### **Concept 1: The World in Spatial Terms**

The spatial perspective and associated geographic tools are used to organize and interpret information about people, places and environments.

### **Concept 2: Places and Regions**

Places and regions have distinct physical and cultural characteristics.

### **Concept 3: Physical Systems**

Physical processes shape the Earth and interact with plant and animal life to create, sustain, and modify ecosystems. These processes affect the distribution of resources and economic development. Science Strands are summarized as they apply to Social Studies content in Grades K-8. In High School, the Performance Objectives are a summary of skills and content for grades 9 -12. These concepts are reinforced in Social Studies classes, but assessed through Science.

### **Concept 4: Human Systems**

Human cultures, their nature, and distribution affect societies and the Earth.

### **Concept 5: Environment and Society**

Human and environmental interactions are interdependent upon one another. Humans interact with the environment- they depend upon it, they modify it; and they adapt to it. The health and well-being of all humans depends upon an understanding of the interconnections and interdependence of human and physical systems.

### **Concept 6: Geographic Applications**

Geographic thinking (asking and answering geographic questions) is used to understand spatial patterns of the past, the present, and to plan for the future.

## **Strand 5: Economics**

The goal of the economics strand is to enable students to make reasoned judgments about both personal economic questions and broader questions of economic policy. Students will develop an economic way of thinking and problem solving to understand and apply basic economic principles to decisions they will make as consumers, members of the workforce, citizens, voters, and participants in a global marketplace. This will prepare students to weigh both short-term and long-term effects of decisions as well as possible unintended consequences. The study of economics explains historical developments and patterns, the results of trade, and the distribution of income and wealth in local, regional, national, and world economies. Students will be able to analyze current issues and public policies and to understand the complex relationships among economic, political, and cultural systems.

### **Concept 1: Foundations of Economics**

The foundations of economics are the application of basic economic concepts and decision-making skills. This includes scarcity and the different methods of allocation of goods and services.

### **Concept 2: Microeconomics**

**i.e.** - (abbreviation for *that is*) precedes a specific list of items in which all of the items should be used; i.e. examples **will** be used in a testing situation

**e.g.** - (abbreviation for *for example*) precedes a list of examples provided as options; other examples may be appropriate but not included; e.g. examples **may** be used in a testing situation

**Note:** Some performance objectives are repeated verbatim from year to year. They are intended to be implemented at the depth, complexity, and difficulty level that match the developmental expectation in each grade that they appear.

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Microeconomics examines the costs and benefits of economic choices relating to individuals, markets and industries, and governmental policies.

### **Concept 3: Macroeconomics**

Macroeconomics examines the costs and benefits of economic choices made at a societal level and how those choices affect overall economic well being.

### **Concept 4: Global Economics**

Patterns of global interaction and economic development vary due to different economic systems and institutions that exist throughout the world.

### **Concept 5: Personal Finance**

Decision-making skills foster a person's individual standard of living. Using information wisely leads to better informed decisions as consumers, workers, investors and effective participants in society.

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