



Arizona Department of Education  
John Huppenthal, Superintendent of Public Instruction

# Arizona Adult Education Standards

## Social Studies

Revised 2006

[www.azed.gov/adult-ed](http://www.azed.gov/adult-ed)

## **Social Studies Introduction**

The Arizona Adult Education Social Studies Standards revision team responded to feedback from the field regarding use and usefulness. The team made a major shift to produce only two levels of standards: an ABE level and an ASE level. Few adult students enroll in Adult Education to specifically study Social Studies; however, knowledge about World and US History, Citizenship and Government, Geography and Economics, as well as how to apply the skills related to historical research are pivotal in the development of a well-rounded, educated and responsible community member. New and realigned Sample Activities not only reflect the areas covered in the Social Studies Standards, but are also cross-referenced to Reading, Writing, Math and Technology Standards and Indicators.

The revised Social Studies Standards enable teachers to draw on content that has been identified by national and international historians as “big ideas in social studies” at a more basic and a more sophisticated level. The standards provide our learners a roadmap to place in perspective the people, ideas and events that have shaped our nation and the world.

# Social Studies

**Standard: The adult learner uses and applies social studies concepts in a variety of situations.**

The Social Studies Standards include Indicators in the areas of:

- A Historical Research**
- B World and US History**
- C Citizenship and Government**
- D Geography**
- E Economics**

**Proficiency Descriptions:**

<b>Beginning</b>	<b>Approaching</b>	<b>Met</b>	<b>Exceeds</b>
At this level, evidence indicates basic understanding of the concepts and limited reasoning skills. The learner's explanations are often minimal and presented without much supporting information.	At this level, the learner meets beginning proficiency and provides evidence of some understanding of the concepts. Although reasoning skills are evident and supporting information is present, explanations are not always complete.	At this level, the learner meets beginning and approaching proficiency, makes sound decisions and applies both procedural knowledge and conceptual understanding. The learner explains and justifies the reasoning used.	At this level, the learner meets beginning, approaching, and met proficiency and consistently applies both procedural knowledge and conceptual understanding to both familiar and unfamiliar situations providing conclusions that are clear, logical, and go beyond the obvious.

## ABE: Social Studies

### Indicator A: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret and employ information from historical materials

Historical Research Sub-Indicator	Beginning	Approaching	Met	Exceeds
<p>1. Demonstrates research skills, including the ability to ask relevant questions and frame reasoned opinions and arguments based on evidence from primary and secondary sources.</p>	<p>Sequences events in one's personal life in chronological order using a timeline.</p> <p>Sequences key eras in World, United States, and Arizona history.</p> <p>Describes the importance of individual action and character through the lives of famous persons from recent World, United States, and Arizona history.</p>	<p>Applies chronological terms correctly, including decade, century and generation.</p> <p>Identifies and locates primary and secondary information resources.</p> <p>Distinguishes fact from fiction in historical stories.</p> <p>Interprets historical data in the form of simple graphs and tables.</p>	<p>Constructs timelines of key events, people, and periods of the historical era being studied and explains how major events are related to each other.</p> <p>Uses primary and secondary sources to report on places, events, documents, and persons from World, United States, and Arizona history.</p> <p>Interprets historical, geographical, civics, and economics information presented in graphs, diagrams, tables and other visual displays.</p> <p>Frames questions that can be answered by historical study and research.</p> <p>Analyzes a historical source and identifies the author's main points and purpose. Differentiates between facts and the author's opinions.</p>	<p>Applies chronological and spatial thinking to understand the meaning, implications, and import of historical and current events.</p> <p>Assesses the credibility of primary and secondary sources and draws sound conclusions from them.</p> <p>Evaluates different historical accounts and opinions of the same event, person or issue.</p>

## ABE: Social Studies

### Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and in the United States

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>1. Understands the major historical events and figures related to ancient civilizations through the present day.</p>	<p>Describes the ancient civilizations of Egypt and China, including their contributions of written language, calendars and architectural monuments such as the pyramids and the Great Wall of China.</p> <p>Describes the ancient civilizations of Greece and Rome, including music, art, religion and sports.</p> <p>Identifies important inventions of the 19<sup>th</sup>, 20<sup>th</sup> and 21<sup>st</sup> centuries.</p>	<p>Describes the cultures of the ancient civilizations of the Old and New Worlds and identifies their major contributions to later civilizations.</p> <p>Describes the medieval cultures of Europe, Asia, Africa and the Americas, including their major achievements in science and philosophy.</p> <p>Describes the major turning points of World War I and World War II and the final outcomes.</p>	<p>Analyzes the origins, challenges and impacts of the Age of Exploration.</p> <p>Explains how the Renaissance and Reformation influenced education, art, religion and government in Europe.</p> <p>Explains the worldwide causes and effects of the Industrial Revolution.</p> <p>Describes the causes and effects of World War I and World War II.</p> <p>Describes the origins, functions and impact of the League of Nations and United Nations.</p>	<p>Analyzes human origins and how the achievements and ideas that arose in the ancient world have shaped the course of world history, including tools and technology; shifts in economies; intellectual achievements; codes of ethics, justice and rule of law.</p>
<p>2. Understands the major historical events and figures related to the founding and growth of the United States from the colonial period through the present day.</p>	<p>Describes the exploration and conquest of the New World by European explorers, including their goals, challenges, successes and failings.</p> <p>Describes the contribution of Native Americans to the development of the early United States.</p> <p>Describes and locates areas of American expansion into the West and its impact on indigenous peoples.</p>	<p>Describes the people and events associated with the development of the United States Constitution and its significance to the foundation of the American Republic.</p> <p>Describes the distinctive economies, symbols, customs and oral traditions of Native Americans.</p> <p>Defines the Industrial Revolution and its effects on American life.</p>	<p>Describes the reasons for colonization, including religious freedom, desire for land, economic opportunity, and a new life; and the key differences among the Atlantic colonies.</p> <p>Describes the economic and political causes, consequences and key individuals of the American Revolution.</p> <p>Explains how the United States acquired additional territory and the concept of Manifest Destiny.</p>	<p>Describes political, religious, and economic aspects of colonization, including slavery, early representative government and democratic practices that emerged.</p> <p>Describes the aspirations, ideals and events that served as the foundation for the creation of a new nation forged from 13 colonies.</p> <p>Describes reasons for and destinations of the major westward migrations and its impact on American Indian nations, including broken treaties and the Long Walk of the Navajos.</p>

## ABE: Social Studies

### Indicator B: (continued)

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
2. (continued)	Describes the impact of 20 <sup>th</sup> and 21 <sup>st</sup> century inventions on everyday life.	<p>Describes the role of the United States in World War I and World War II.</p> <p>Describes the causes and effects of the Great Depression.</p> <p>Describes the major social problems and domestic policies in contemporary American society.</p>	<p>Describes the economic and political causes, course and consequences of the Civil War, including how it divided the American people.</p> <p>Describes the character and lasting consequences of Reconstruction.</p> <p>Describes the transformation of the American economy and the changing social, economic and political conditions caused by the Industrial Revolution.</p> <p>Describes the economic and political considerations leading to the Korean Conflict and the Vietnam War, and the results of both.</p> <p>Describes the United States foreign policy since World War II (e.g. Cuban Missile Crisis, Cold War, Mid-East policy, relations with Mexico and Canada).</p>	<p>Analyzes the nature and lasting consequences of the Civil War, including the attempts to protect the rights of freedmen, and heightened racial antagonism as exemplified by the rise of the Ku Klux Klan.</p> <p>Explains the Industrial Revolution in terms of the impact of technological innovations and mass production, urbanization, immigration, unionism and social welfare.</p> <p>Describes the human and natural crises of the Great Depression and the policies and controversies that emerged from the New Deal.</p> <p>Analyzes the impact of World War II and the Cold War on United States foreign policy.</p>

## ABE: Social Studies

### Indicator C: Demonstrates knowledge of the ideals, rights and responsibilities of United States Citizenship and how governments function

Citizenship & Government Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>1. Understands citizens' rights and responsibilities.</p>	<p>Discusses formation of personal values and beliefs.</p> <p>Explains why we have rules and the consequences of violating them.</p> <p>Discusses why and how groups form.</p> <p>Describes benefits and challenges of a diverse community.</p> <p>Describes the community benefits of public service and volunteerism.</p>	<p>Defines group norms, values and beliefs.</p> <p>Discusses the effects of social stratification, ethnicity and gender on individual beliefs, attitudes, prejudices and behaviors.</p> <p>Describes our shared principles, goals, customs and traditions as a nation.</p> <p>Describes the individual's legal obligations to obey the law, serve as a juror and pay taxes.</p>	<p>Explains the legal obligations and responsibilities of citizenship.</p> <p>Describes skills needed to participate in community life and the importance of doing so.</p> <p>Evaluates the impact of norms, values and beliefs on specific group behaviors.</p>	<p>Analyzes the balance between an individual's rights and majority rule.</p> <p>Analyzes the Voting Rights, Civil Rights and Women's Rights movements.</p> <p>Discusses the loss of rights and which rights can be restored.</p>
<p>2. Identifies concepts of government.</p>	<p>Describes the basic structure of the Democratic-Republic form of the United States government.</p> <p>Identifies the fundamental values of Colonial America (individualism, religious freedom, etc.).</p> <p>Explains the inalienable rights of individuals and the purpose of government.</p>	<p>Identifies fundamental principles in the Declaration of Independence.</p> <p>Identifies the fundamental principles of the United States' Constitution.</p> <p>Explains the powers granted to the President, Congress and the Supreme Court.</p> <p>Explains the relationships among federal, state, county, city/town and tribal governments.</p> <p>Explains the importance of political decision making, petitioning public officials and analyzing issues.</p>	<p>Identifies fundamental constitutional rights expressed in the Bill of Rights (e.g., freedom of religion, expression, due process, right to a fair trial).</p> <p>Explains the concepts of Federalism, separation of powers, and checks and balances.</p> <p>Explains the relationship among the Magna Carta, the Declaration of Independence, the Articles of Confederation, the Constitution and the Bill of Rights.</p> <p>Describes the processes of recall, referendum and initiative in Arizona.</p>	<p>Explains the basic structures of communism, dictatorships, monarchy and theocracy.</p> <p>Describes Judeo-Christian ideas relevant to the development of the United States Republic.</p> <p>Describes the worldwide spread of the ideas of the American Revolution.</p> <p>Analyzes the rights, protection, limits and freedoms included in the United States Constitution and its amendments.</p> <p>Analyzes the structures, powers, and roles of the executive,</p>

				legislative and judicial branches of the United States' government.
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## ABE: Social Studies

### Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, cultures, places and environments

Geography Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>1. Understands the characteristics, purposes and use of geographic tools.</p>	<p>Describes and defines natural features (landforms, bodies of water, mountain, desert, natural resources, etc.).</p> <p>Draws simple maps such as providing directions to local points.</p> <p>Locates current position on a map or globe.</p>	<p>Interprets and uses a map key.</p> <p>Uses longitude and latitude to locate positions on a map or globe.</p> <p>Describes the characteristics and uses of various types of maps.</p> <p>Recognizes and locates specific land masses and bodies of water.</p>	<p>Describes the purposes of, and differences among, maps, globes and aerial photographs.</p> <p>Constructs and interprets maps, charts, graphs and geographic databases.</p> <p>Identifies and locates physical and cultural features in local and other communities.</p>	<p>Constructs and interprets thematic maps depicting various aspects such as world trade and culture.</p>
<p>2. Explains the effects of interactions between human and natural systems, including changes in the significance, use and distribution of natural resources.</p>	<p>Describes how people can conserve and replenish certain resources.</p>	<p>Describes how people have depended on the physical environment and its natural resources to satisfy their basic needs.</p>	<p>Explains how and why humans modify ecosystems and the consequences.</p>	<p>Analyzes how changes to the natural environment can increase or diminish its capacity to support human activities.</p>
<p>3. Describes natural and man-made characteristics of places and uses this knowledge to define regions.</p>	<p>Explains how geographic factors affect human activities.</p>	<p>Describes and locates major natural and man-made features that define regions in the US and in the world.</p> <p>Discusses how and why cultures and societies form.</p>	<p>Describes the causes for and effects of migration and settlement of places.</p> <p>Explains the distribution of cultures and how they create a cultural landscape.</p>	<p>Explains and interprets basic patterns of geo-political, population and cultural geography.</p> <p>Analyzes how urban communities evolve.</p>

## ABE: Social Studies

### Indicator E: Employs basic economic concepts, evaluates problems and makes rational choices related to the roles of consumer, worker and citizen

Economics Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>1. Understands basic economic concepts such as trade, opportunity costs, specialization, voluntary exchange and price incentives.</p>	<p>Understands the basic concepts of supply and demand.</p> <p>Describes how economic concepts relate to personal financial choices (e.g., interest, credit, savings and investments).</p>	<p>Uses charts, bar graphs and pie charts to describe and analyze basic economic concepts.</p> <p>Applies the concept of scarcity to family, community and business choices and decision-making.</p>	<p>Uses basic economic concepts (exchange, opportunity costs, specialization and prices) to describe key economic events in United States history.</p> <p>Understands cost-benefit analysis, the choices made by individuals and societies to allocate goods and services among competing interests.</p> <p>Analyzes the implications of scarcity and overabundance at a national level.</p>	<p>Describes the basic principles of micro- and macro-economics.</p> <p>Analyzes how producers, consumers, savers and investors make decisions by analyzing anticipated marginal benefits and costs that usually involve trade-offs (marginal analysis).</p>
<p>2. Describes the functions of the major institutions in the United States economy and how consumers, businesses and governments interact.</p>	<p>Describes the characteristics of production, distribution and exchange in an economy.</p>	<p>Describes the factors that effect economic growth (human capital, real capital, entrepreneurs).</p> <p>Discusses the roles of producers, consumers and financial institutions in the economy.</p>	<p>Describes the operation of a market economy.</p> <p>Describes government taxing and spending decisions and their effects on economic growth.</p> <p>Describes benefits of specialization and exchange.</p>	<p>Analyzes similarities and differences among market, command and mixed economic systems.</p> <p>Describes the effects of international commerce on the United States.</p> <p>Explains Adam Smith's ideas of a market economy, including private property, freedom of enterprise, competition, consumer choice and the limited role of government.</p>

## ASE: Social Studies

### Indicator A: Demonstrates and applies the basic tools of historical research, including chronology and how to collect, interpret and employ information from historical materials

Historical Research Sub-Indicator	Beginning	Approaching	Met	Exceeds
<p>1. Applies chronological thinking, relationships in time, connections between causes and effects and connections between continuity and change to analyze world and domestic events.</p>	<p>Frames open-ended questions suitable for historical study and research to gather pertinent information.</p> <p>Interprets historical documents, events and issues, and analyzes the ideas and actions of historical figures in the context of their time.</p>	<p>Applies chronological and spatial thinking to understand the meaning, implications and importance of historical and current events.</p> <p>Assesses the credibility of primary and secondary sources and draws sound conclusions from them.</p> <p>Evaluates different historical accounts and opinions of the same event, person or issue.</p> <p>Interprets historical, geographical, civics and economics information presented in graphs, diagrams, tables and other visual displays.</p>	<p>Compares the present with the past; evaluates the consequences of past events and decisions and determines the lessons learned.</p> <p>Traces the development of an author’s argument, viewpoint or perspective in an historical account.</p> <p>Shows connections between particular events and larger social, economic and political trends and developments.</p> <p>Examines different points of view on the same historical events and determines the context in which the statements were made, including the questions asked, the sources used and the author’s perspectives.</p>	<p>Applies historical skills to analyze modern regional conflicts in the world and develop historical interpretations.</p> <p>Makes predictions and draws conclusions about current events based on past history.</p>

## ASE: Social Studies

### Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and the United States

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>1. Analyzes the significant patterns, themes, ideas and interrelationships between and among countries of the world from ancient civilizations to the present day.</p>	<p>Recognizes various forms of religion and government of ancient civilizations including the traditions, customs, beliefs and enduring impacts of each in today's world.</p> <p>Describes the worldwide impact of post-World War II technology on living patterns, popular culture and the environment.</p> <p>Describes the significance of World War II events including Pearl Harbor, the Holocaust, D-Day invasions and the use of the atomic bomb.</p>	<p>Describes the geographic, political, economic and social characteristics of the Ancient Greek and Roman Civilizations, with emphasis on the development of concepts of government, citizenship, scientific and cultural advancements.</p> <p>Describes the rise of commerce, trade and the merchant class in Medieval Europe, including the impacts of the Catholic Church and the Crusades.</p> <p>Describes the principal theaters of battle, major turning points and geographic factors resulting in the Allied victory of World War II.</p> <p>Explains the global impact of recent ethnic and religious conflicts.</p>	<p>Describes the democratic and scientific revolutions as they evolved throughout the Enlightenment.</p> <p>Analyzes patterns of change during the 19<sup>th</sup> century era of imperialism from varied perspectives.</p> <p>Explains the rise of nationalism and the associated influence of ethnic and ideological conflicts as they relate to World War I.</p> <p>Analyzes the rise of totalitarianism and the influence of world conflicts as they relate to the start of World War II.</p> <p>Describes the major international developments after World War II, including the creation of the state of Israel, the rebuilding of Western Europe, Soviet control of Eastern Europe, and Mao Tse-tung and the Chinese Revolution.</p> <p>Evaluates the ideologies and outcomes of independence movements in the emerging Third World.</p>	<p>Explains the rise of Western civilizations, including the origins of democratic principles and ideals (e.g., the rise of institutional pluralism in civil society, the rule of law and individual rights and responsibilities).</p> <p>Analyzes the struggles faced in overcoming political oppression, slavery, religious persecution and discrimination based on race or gender.</p> <p>Explains the connection between ideas and action, and how revolutions in thought have caused important shifts in politics, science, religion, education, economic, and artistic expression.</p>

## ASE: Social Studies

### Indicator B: (continued)

World & U.S. History Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>2. Analyzes the significant patterns, themes and ideas in US history.</p>	<p>Describes the political, religious and economic aspects of North American colonization, including slavery and the early representative government and democratic practices that emerged.</p> <p>Describes the reasons for and destination of the major westward migrations.</p>	<p>Describes the impacts of western expansion on American Indian nations, including broken treaties and the Long Walk of the Navajos.</p> <p>Analyzes the nature and lasting consequences of the Civil War, including the attempts to protect the rights of freedmen and heightened racial antagonism as exemplified by the rise of the Ku Klux Klan.</p> <p>Explains the Industrial Revolution in terms of the impact of technological innovations and mass production, urbanization, immigration, unionism and social welfare.</p> <p>Describes the human and natural crises of the Great Depression and the policies and controversies that emerged from the New Deal.</p>	<p>Describes the aspirations, ideals, and events that served as the foundation for the creation of a new nation forged from 13 colonies.</p> <p>Applies the skills of historical analysis to current social, political, geographic and economic issues facing the United States, including the reasons for and impact of the nation's changing immigration policy, the persistence of poverty and the new world order.</p> <p>Analyzes the impact of World War II and the Cold War on United States foreign policy.</p>	<p>Analyzes patterns and relationships within and among the United States and world nations, continents and regions, including economic competition and interdependence; ethnic, racial and religious enmities; political and military alliances; peacemaking and war-making.</p> <p>Examines contemporary policy alternatives that have both national and worldwide implications.</p>

## ASE: Social Studies

### Indicator C: Demonstrates knowledge of the ideals, rights and responsibilities of citizenship and how governments function

Citizenship & Government Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>1. Evaluates citizens' rights and responsibilities.</p>	<p>Discusses skills needed to participate in America's government.</p> <p>Describes the poll tax and how it discriminated against certain people.</p> <p>Explains the process of naturalization.</p>	<p>Explains the right to vote and the events that led to African Americans, Native Americans and women gaining this fundamental right.</p> <p>Discusses how African Americans, Native Americans and women used activism to obtain their civil rights.</p> <p>Explains the rights and the obligations of citizens with emphasis on the connection between self-interest and the common good.</p>	<p>Analyzes the Civil Rights and Women's Rights movements.</p> <p>Describes the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service and serving in the military or alternative service.</p> <p>Explains how civil society provides opportunities for individuals to associate for social, cultural, religious, economic and political purposes.</p>	<p>Summarizes landmark Supreme Court Decisions – <i>Roe v. Wade</i>, <i>Brown v. Board of Education</i>, <i>Miranda v. State of AZ</i>.</p> <p>Takes and defends positions on the scope and limitations of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</p>
<p>2. Identifies concepts of governments with particular emphasis on the development and analysis of the US political system.</p>	<p>Analyzes the structures, powers, and roles of the executive, legislative, and judicial branches of the United States government.</p> <p>Explains why and how the United States Constitution was created.</p>	<p>Cites Judeo-Christian ideas relevant to the development of the United States.</p> <p>Analyzes the rights, protection, limits and freedoms included in the United States Constitution and its amendments.</p> <p>Explains the philosophical foundations of the American political system in terms of the inalienable rights of people and the purpose of government.</p>	<p>Analyzes the rights, protections, limits and freedoms included in the Constitution and Bill of Rights with emphasis on the conflicts that arise between rights.</p> <p>Describes the Electoral College including how the numbers are calculated, how the votes are earned, the role of delegates and how it is possible to be elected without a majority vote.</p> <p>Compares the democracy in the United States with parliamentary democracies, monarchies, and dictatorships, including the role and rights of citizens, the rule of law, the sources of authority and</p>	<p>Analyzes the foundations, principles, and institutional practices of the United States as a representative democracy and constitutional republic, and the American creed as an ideology extolling freedom and equal rights under law.</p> <p>Analyzes the historical sources and ideas of the United States government, including the influence of the Greeks, Romans and the great political philosophers.</p> <p>Explains the Federalist and Anti-Federalist arguments for and against the Constitution.</p>

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## ASE: Social Studies

### Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, places and environments

Geography Sub-Indicators	Beginning	Approaching	Met	Exceeds
1. Analyzes the interactions between human activities and the natural world in different regions, including changes in the meaning, use, distribution and importance of natural resources.	Analyzes the natural and human characteristics of places in the world and their patterns of change.	Explains the changes in the use and distribution of natural resources.	Explains policies and programs for resource management, including the trade-off between environmental quality and economic growth.	Analyzes interactions of man and the environment through the ages and how they create flux in geographic systems and cause challenges to the environment.
2. Applies geographic knowledge of people, places and environments to understand the past and present and plan for the future.	<p>Uses geographic knowledge to explain past, interpret present, and anticipate future issues.</p> <p>Acquires, processes and analyzes geographic information about people, places and environments.</p>	<p>Describes natural and demographic characteristics of places and uses this knowledge to define regions, their relationships and patterns of change.</p> <p>Explains and interprets basic patterns of geo-political, population and cultural geography.</p> <p>Constructs and interprets thematic maps depicting various aspects of world trade and culture.</p>	<p>Describes the economic, political, cultural and social processes that interact to shape patterns of human population, interdependence, cooperation and conflict.</p> <p>Constructs and interprets maps using fundamental cartographic principles to infer geographic relationships and features.</p>	<p>Analyzes the major regions of the Western and non-Western worlds and how they have changed over time, in order to grasp the growing interdependence and global complexity of their world.</p> <p>Uses maps, globes and other graphic tools and technologies to acquire, process, and report information from a spatial perspective.</p>



## ASE: Social Studies









### Indicator E: Employs basic economic concepts, evaluates problems, and makes rational choices related to the roles of consumer, worker and citizen

Economics Sub-Indicators	Beginning	Approaching	Met	Exceeds
<p>1. Understands economic concepts and reasoning.</p>	<p>Analyzes the implications of the economic problem of scarcity.</p> <p>Examines the causal relationship between scarcity and the need for choices.</p>	<p>Analyzes the implications of scarcity and overabundance at a national level.</p> <p>Explains opportunity costs, marginal benefit and marginal cost.</p>	<p>Describes the basic principles of micro- and macro-economics.</p> <p>Analyzes the effects of changes of supply and/or demand on the relative scarcity, price, and quantity of particular products.</p>	<p>Describes the means by which economic performance is measured (GDP, economic growth, unemployment, inflation).</p> <p>Describes the functions of the financial markets.</p>
<p>2. Uses economic concepts, theories, principles, and quantitative methods to analyze current events and similarities and differences among economic systems.</p>	<p>Conducts cost-benefit analysis and analyzes the choices made by individuals and societies to allocate goods and services among competing interests, including the trade-offs.</p> <p>Analyzes how education, career choices and family obligations affect future income.</p> <p>Identifies the benefits and costs of market and command economies.</p>	<p>Uses tables, graphs, diagrams and charts to analyze economic information germane to current events.</p> <p>Identifies short- and long-term financial goals and plans, including income, spending and saving.</p> <p>Describes the effects of international commerce between the United States and other nations.</p> <p>Describes how households and firms are interdependent and how their relationship is affected by trade, exchange, money and banking.</p>	<p>Evaluates the economic implications of current events.</p> <p>Analyzes the characteristics of market, command and mixed economic systems, including roles of production, distribution and consumption of goods and services.</p> <p>Analyzes and evaluates the role of government in the mixed market economy of the United States.</p> <p>Interprets and predicts the effects of international commerce in the United States and other nations.</p>	<p>Analyzes production possibility curves to illustrate opportunity costs and trade-offs.</p> <p>Analyzes how historical developments and patterns in international migration, investment and trade affect the prosperity of local, regional, national and world economies.</p> <p>Analyzes past economic systems, alternative industrial economies and the origins and nature of capitalism.</p>

## Social Studies Sample Activities

**Standard: The adult learner uses and applies social studies concepts in a variety of situations**

**Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and in the United States (World and U.S. History)**

	Family	Workplace	Community
<b>ABE</b>	<p>Students share a family heirloom, picture or other object and explain the story behind it.</p> <p> Students take a trip to a local museum, see a video, or listen to a speaker on early Native American culture in Arizona. Students list contributions from ancient cultures still in use in the home. Use a computer to record this information. <i>Reading ABE III D.4</i></p> <p>Students analyze how spectator sports and sports heroes today are an outgrowth of early empires' notions of heroism (Roman charioteers, Greek athletes).</p> <p>Students describe the experience of moving to a new country, either through personal experience or by interviewing others.</p> <p> Using the Internet as a resource, students analyze the types and effects of financial stressors on today's families. Predict how these might change if the United States had a depression or high inflation.</p> <p> Students list ways in which early settlers bartered for goods and services and discuss how families use bartering today. Use a computer to record this information.</p>	<p>Students discuss conveniences important to a workplace, e.g., how would their elimination affect products or services?</p> <p>Students discuss similarities between workplace and historical conflicts.</p> <p> Students list contributions (paper and pencil and/or computer) from ancient cultures still in use in the workplace.</p> <p>Students arrange old news clippings and historical pictures from local businesses on a timeline, noting differences and similarities. <i>Reading ABE I C. 2 and D.2 and 5</i></p> <p>Students compare and contrast the qualities of an "effective" business leader today with one in the early 1900's.</p> <p>As a worker in the needle trades in the early 1900s, students write a letter (pencil and paper or word processing) telling about work life in the sweatshop. <i>E1-3; Writing ABE II A 2; III A.2; ASE I A.2</i></p> <p> Students write to the Social Security Administration to find out what their estimated retirement income would be. Use a computer to record this information. <i>Writing ABE III A.2; ASE I A.2; Math ABE B</i></p> <p> Students construct interview questions to ask a person about how life in the community changed during the Depression and then conduct the interview. Use a computer to record this information.</p>	<p>Students discuss favorite leisure-time activities, and talk about what local businesses have arisen because people have more leisure time.</p> <p>Students tell about a local "hero" or admirable person, what he/she did and why. Students then contrast their descriptions to address the characteristics of a non-admirable person.</p> <p>Students study local street and building murals; compare and contrast their purpose to ancient Arizona petroglyphs.</p> <p>Students use the telephone book and personal observation to research names of local buildings and streets named from famous people. <i>Reading ABE I C.2; ABE II C.1</i></p> <p>Students examine clothing worn by persons of power (military, religious, royalty, politics, business), and identify the indicators of that power.</p> <p> Students read the latest census chart and graphs outlining the ethnic groups and religions represented by the people of the community. Instructor invites a speaker or historian to speak on why they immigrated, how they acclimated, etc. <i>Reading ABE II C.1; Math ABE B</i></p> <p> Students use a computer to create a graph of the growth of colonial cities' populations (e.g., Boston, New York) from colonial times to present. Students compare this to the growth of Arizona cities from their founding to the present and discuss what historical factors account for the population changes and shifts. <i>Math ABE B</i></p>

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.









Technology Standards can easily be integrated into these activities.

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### Social Studies Sample Activities

#### Indicator B: Recognizes key historical places, events, documents, cultures and figures in the world and in the United States (World and U.S. History, continued)

	Family	Workplace	Community
<b>ASE</b>	<p>Students research local news articles from World War II, the Korean War and/or the Vietnam War and current world conflicts to gather evidence of their effects on families. <i>Reading ABE II C.3; Reading ASE I C.1,2</i></p> <p>Students compare and contrast the personal philosophies of Martin Luther King, Jr. (I Have a Dream) and Malcolm X (The Ballot or the Bullet); imagine living then and discuss the parts of speeches with which they would most agree. <i>Reading ASE I C. 1,2; ASE II D. 1,2</i></p> <p> Students design a collage to illustrate how the Bill of Rights impacts or has impacted their lives. Share with the class.</p> <p> Students research poetry and prose on the Israeli-Palestinian issue (or other regional conflicts) and write responses. Use a computer to record this information. <i>Reading ABE I. D.2; ABE III D. 1,5; ASE I D.2; ASE II D. 1,2; Writ ASE I A.1; ASE II A.1</i></p>	<p> Using the Internet as a resource, students research the Social Security System so that they are able to explain how information about it is represented on a pay stub and how the benefits associated with the system address retirement, disability, and death. <i>Reading ASE I C. 1,2; Math A</i></p> <p> Using the Internet as a resource, students research and analyze the difference between the trading patterns of the United States in the 1800s, 1900s and today.</p> <p>Students research and report upon the labor shortage effects that World War II had on local areas specifically addressing the change in traditional sex roles fostered by the shortage.</p> <p>Students relate philosophical similarities between the labor struggle and boycott efforts led by Cesar Chavez to the struggles of those involved in the American and Mexican Revolutions.(3/1/66 Speech to Striking Grape Workers). <i>Reading ASE II D.1</i></p> <p>Students describe how Constitutional principles supported the development of the US Labor Movement.</p>	<p> Using the Internet as a resource, students research the construction of and acquisition of items for the USS Arizona War Memorial at the Arizona State Capitol, (and other local war memorials) and analyze the importance of such symbols to the community.</p> <p>Students read the United Nations Declaration of Human Rights and debate the current United States policy of sending military troops into third world countries to protect human rights. <i>Reading ASE I B-5,6 ASE I C.3,4; ASE II C. 1,2</i></p> <p>Students summarize the landmark Supreme Court case <i>Brown v. Board of Education</i> and apply the Constitution and historical perspective to tell how students would have voted as Supreme Court members. <i>Reading ASE I C.3</i></p> <p>Students explain how the early American concept of Manifest Destiny was not viewed as a violation of the rights of Native Americans and the direct link between this concept and to the current issue of Native American poverty and unemployment.</p> <p>Invite a tribal representative to speak on the benefits and drawbacks of Indian gaming and the growth of on-reservation business enterprises.</p> <p>Students compare and contrast the reasons for the fall of Rome to the dissolution of the Soviet Union.</p>
<p>Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.</p>			
<p> Technology Standards can easily be integrated into these activities.</p>			



### Social Studies Sample Activities

#### Indicator C: Demonstrates knowledge of the ideals, rights and responsibilities of United States Citizenship and how governments function (Citizenship and Government)

	Family	Workplace	Community
<b>ASE</b>	<p> Students investigate sales tax issues through print or electronic sources, including who taxes what and at what level. (State vs. federal); <i>Math ASE A</i></p> <p> Describe the roles of family members in a multi-generational household relating them to the three branches of government or the different forms of government. Use a computer to record this information.</p> <p>Students discuss the issues in an upcoming election and review sample ballots and voting procedures.</p> <p> Students interpret the words of “life, liberty and the pursuit of happiness” in terms of one’s personal rights and responsibilities to family, friends and the community. Use a computer to record this information.</p>	<p> Students create a table showing what regulations are imposed at the workplace: Where did these regulations come from - local, state or federal? Use a computer to record this information. <i>Math ASE B</i></p> <p>Students compare and contrast the pros and cons of union membership and the right to work.</p> <p> Students design an organizational chart of the decision making process at work and compare that to the workings of the 3 branches of government. Use a computer program to illustrate the flow. <i>Math ASE B</i></p>	<p>Students discuss the importance of voting. Students write a persuasive essay for or against a particular ballot initiative.</p> <p> Invite a lawyer to speak about the Constitution and the amendments with regard to the law. Use a computer to record this information.</p> <p>Students conduct a mock election and campaign for their positions.</p> <p>Instructor arranges for an elected official to talk about campaigning and public offices.</p> <p>Students compare and contrast the struggle for voting rights by African Americans, Native Americans and women: Who helped? Who hindered?</p> <p>Students study the 100 citizenship questions, developing categories and grouping them accordingly.</p>
<p>Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.</p>			
<p> Technology Standards can easily be integrated into these activities.</p>			

### Social Studies Sample Activities

#### Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, cultures, places and environments (Geography)



	Family	Workplace	Community
<b>ABE</b>	<p>Students give directions to family member from home to school/store using directional words and phrases. <i>Reading Beginning Literacy A.2; Writing Beginning Literacy A.2</i></p> <p>Students list where relatives were born, finding those locations on a map. <i>Reading Beginning Literacy A.2; Writing Beginning Literacy A.2</i></p> <p>Students draw a scaled floor plan of home. <i>Math ABE A &amp; E</i></p> <p>Students locate the same point on several different maps and a globe (state, country, world). <i>Reading ABE Beginning Literacy C.2; Reading ABE II C.1</i></p> <p>Students draw a scaled map of their neighborhood using symbols for stores, parks, churches, hospitals, homes, etc. <i>Math ABE E</i></p> <p> Using a map of Arizona, students plan alternative routes from home to a favorite vacation area demonstrating a consideration for speed of arrival, most scenic, most availability of gas stations, etc. <i>Math ABE A</i></p>	<p>Students give directions from their front doors to a work station. <i>Reading ABE II C.2</i></p> <p>Students draw floor plans of a work place that includes escape routes. <i>Reading ABE II C.2; Math E</i></p> <p>Students identify which materials in the workplace can be conserved, reused and recycled and what natural resources will be conserved as a result. <i>Math ABE A</i></p> <p>Examining a map of Phoenix, Tucson, Flagstaff and/or Arizona, students identify the natural and man-made features that allow business/homes to exist in one area and not another.</p>	<p>Students collect maps of a community and compare older ones to newer ones.</p> <p>Students survey classmates as to where their parents were born and then locate these places on a map. <i>Math ABE B</i></p> <p>Students discuss natural resources (e.g., water, minerals) and how their availability affects a community and its population growth.</p> <p>Students discuss the topography of Arizona, locate physical features on a map and use the map key to calculate for distance and elevation.</p> <p>Using a map of one's town, students calculate the distance from home to school, both on major roads and as the crow flies, using the scale of the map. <i>Math ABE A &amp; E</i></p> <p> Recognizing that the population of Phoenix, Tucson and Flagstaff (or their town) is growing, students use presentation software to demonstrate the results of an inquiry into the growth of Arizona's population and the causes and effects of that growth.</p> <p>Students find locations using longitude and latitude.</p>

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.

 Technology Standards can easily be integrated into these activities.

**Social Studies Sample Activities**

**Indicator D: Demonstrates use of geographic tools to locate and analyze information about people, cultures, places and environments (Geography, continued)**







	<b>Family</b>	<b>Workplace</b>	<b>Community</b>
<b>ASE</b>	<p>After World War II, Japanese families raised flowers for the flower markets along Baseline Road in Phoenix. Students discuss why they and other farmers (cotton) are no longer producing these products in the same quantities.</p> <p>Students discuss how geography has influenced their family and its history and why they live where they do now.</p>	<p>On a map of the world, students pinpoint where different items used in the workplace originated. <i>Reading ABE II C.1</i></p> <p> Students conduct research (print or electronic) and give an example of anticipated resource management (burning of crop residue, burying chemical wastes/trash, mining without reclamation, use of chemical fertilizers and pesticides). Students discuss why these practices are no longer allowed and the associated costs to the producer and consumer. <i>Reading ASE I C.2-4; ASE II C.2</i></p>	<p>Students discuss the ethnic composition of their communities/region. Who lives there; where did they come from; why did they come? What situation in their home countries caused them to relocate? <i>Math ASE B (make a graph)</i></p> <p>Students draw a map of their neighborhood to scale and use color codes to demonstrate land use (residential, commercial, park). <i>Math ASE A &amp; E</i></p> <p>Students discuss the topography of Arizona, locate physical features on a map, and analyze how geographic features affect population distribution and settlement patterns.</p> <p> Students write an essay or stage a debate discussing the advantages and disadvantages of rural, urban and suburban communities. Use a computer to record this information. <i>Reading ABE II A.1; Writing ASE I A.1; ASE II A.1</i></p>

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.

 Technology Standards can easily be integrated into these activities.

### Social Studies Sample Activities

#### Indicator E: Employs basic economic concepts, evaluates problems and makes rational choices in his role as a consumer, worker and citizen (Economics)





	Family	Workplace	Community
<b>ABE</b>	<p>Provided with scenario that requires a choice between buying gas for their car or taking a friend out for pizza, students defend their choices.</p> <p> Students research population growth and poverty rates for various countries via the Internet. What are the economic implications of family size? <i>Math ASE A 4,5,10,11 &amp; ASE I B1</i></p> <p>Students compare costs and qualities of a grocery item. Conduct a cost benefit analysis and record findings on a spreadsheet program. Create charts to compare and contrast the results of their observations and discuss possible reasons for the differences. <i>Math ASE B</i></p> <p>Students role-play buyers and sellers in two car dealerships, one with a fixed price policy and the other which negotiates the price. Discuss the advantages and disadvantages of each method.</p> <p>Discuss the advantages and disadvantages of credit transactions and the benefits of maintaining or improving your credit rating. <i>Math ASE A 4-9</i></p>	<p> Students discuss the various places available to cash paychecks or borrow money and the costs and benefits associated with each. Use a computer to record this information. <i>Math ASE A 11, ASE I A 2-4 &amp; E 1</i></p> <p>Beginning with employers paying wages to the employees in exchange for labor, students show how money may eventually flow back to employers through the employee's purchases or payments. <i>Math ABE B</i></p> <p> Students list the occupations held by their grandparents, parents, themselves and their siblings. As a class, they categorize these occupations as agricultural, industrial, service or technological in orientation. For each generation, they determine the percentage of individuals whose occupations fall into each category. Develop pie charts on a computer. Discuss class results and their implications. Use the Internet to research shifts in the distribution of occupational categories over the last 150 years. <i>Math ASE B</i></p> <p>Students interview a number of people who are employed by different employers in order to determine what benefits each employer offers (health insurance, tuition reimbursement, etc.) Ask each respondent what effect each benefit has on his/her loyalty and satisfaction with that job.</p>	<p>Students discuss what valuable resources they could offer a neighbor in exchange for babysitting. Illustrate other barter interactions.</p> <p>As a classroom exercise, students arbitrarily create a five product barter economy. Map out how many exchange transactions each person would have to engage in order to complete the assortment of goods he/she desires. Contrast this with a currency-based system. <i>Math ASE B</i></p> <p> Through the Internet or other means, students are provided with data on the median annual incomes in Arizona by gender, ethnicity, education level, etc. Generate bar charts to compare the data within each category and discuss their findings. <i>Math ASE B</i></p> <p> Students compose a letter to a local official requesting information about the resources and incentives offered in order to foster the creation of small businesses in the local community. Use a computer to record this information.</p>
<p>Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.</p>			
<p> Technology Standards can easily be integrated into these activities.</p>			




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### Social Studies Sample Activities

#### Indicator E: Employs basic economic concepts, evaluates problems and makes rational choices in his role as a consumer, worker and citizen (Economics, continued)

	Family	Workplace	Community
<b>ASE</b>	<p> Using a calculator, students compute simple interest on a credit card balance of \$ 2000 @ 13.5% for one year. Find and use an online interest calculator to compute compound interest (compounded monthly) for the same period. Determine which is more beneficial to the consumer and to the lender. <i>Math ASE C</i></p> <p>Students discuss “hidden fees” such as late charges and separate interest rates for cash advances etc.</p> <p>Students examine materials that define and describe the benefits and risks of various investments and invite a representative from a financial institution to speak about investments.</p>	<p>Students read personal narratives regarding life during the Great Depression (excerpts from Studs Terkel’s book <i>Hard Times</i>). On the basis of such a narration, discuss the economic and non-economic effects of unemployment and the role of government in economic stabilization.</p> <p> Students list household items manufactured in other countries. Discuss the impact of foreign-made articles on the American worker. Use a computer to record this information.</p> <p>Students research and create a map showing the manufacturing locations of the largest United States multi-national corporations (i.e., Ford, Coke, Motorola, etc.) Report on whether any large Arizona corporations manufacture outside of the United States. Discuss the effect that outsourcing has on the employment opportunities available to American citizens.</p>	<p> Students use the Internet to locate data on federal budgets over the last 50 years. Discuss the relationship between the distribution of federal expenditures and economic growth. <i>Math ASE I B 1, 2</i></p> <p> Students determine the number, type and structure of taxes paid by individual residents. Using a spreadsheet program, compile tax data by student’s home communities; classify these taxes as progressive, proportionate and/or regressive. <i>Math ASE B 1, 2</i></p> <p>Students compare and contrast the economic principles articulated by capitalistic, socialistic and communistic economies.</p>

Many of the sample activities incorporate historical research as well as the core competencies of communication, interpersonal and critical-thinking skills.

 Technology Standards can easily be integrated into these activities.

# Glossary of Social Studies Terms

**amendment (Constitutional)** – change in or addition to a constitution

**Articles of Confederation** – the first constitution of the United States (1781)

**balance of payments** – a record of all economic transactions between the residents of a country and those of foreign countries for a one-year period

**balance of trade** – the difference between the total amount of exports and imports for a country in one year

**barter** – the direct exchange of one good or service for another without the use of money

**bicameral** – a legislative body composed of two houses

**Bill of Rights** – the first ten amendments to the Constitution; these amendments limit governmental power and protect basic rights and liberties of individuals.

**bureaucracy** – administrative organizations that implement government policies

**business cycle** – the periods of recession and expansion that an economy goes through because production does not increase continuously over time

**Cabinet** – secretaries or chief administrators of the major departments of the federal government

**capital** – manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services

**cartography** - the science of making maps

**checks and balances** – the Constitutional mechanisms that authorize each branch of government to share powers with the other branches and thereby check their activities

**circular flow model** – a diagram showing how households, firms and the government are interdependent

**citizen** – a member of a political society who owes allegiance to the government and is entitled to its protection

**civil rights** – the protection and privileges of personal liberty given to all US citizens by the Constitution and the Bill of Rights

**command economy** – economic system where production and distribution are determined by central planning and control

**communism** – a system of government where the state owns resources and determines their allocation and use

**comparative advantage** – the idea that countries gain when they produce those items that they are most efficient at producing

**competitive behavior** – when a business or individual acts in a self-interested way intending to increase wealth

**concurrent powers** – powers that may be exercised by both the federal and state governments

**consumer** – a person or organization that purchases or uses a product or service

**culture** – the learned behavior of people, such as belief systems and languages, social relations, institutions, organizations, and material goods such as food, clothing, buildings, technology

**deflation** – general lowering of prices

**demand** - how much a consumer is willing and able to buy at each possible price

**democracy** – the practice of the principle of equality of rights, opportunity, and treatment

**demographics** – the statistical characteristics of human populations (as age or income) used especially to identify markets

**diffusion** – the spread of people, ideals, technology and products between places

**economic growth** – an increase in an economy’s ability to produce goods and services that brings about a rise in standards of living

**economics** – the social science that examines the change process and the allocation of scarce resources with alternative uses

**exchange** – the process of obtaining a desired product from someone by offering something of value in return

**gross domestic product** – a measure of how much an economy produces each year, stated in the monetary value of final goods and services

**group norms** – a principle of right action binding upon the members of a group and serving to guide, control or regulate proper and acceptable behavior

**inflation** – a general rise in the level of prices

**latitude** – angular distance north or south from the earth’s equator measured through 90 degrees

**longitude** – the arc or portion of the earth’s equator intersected between the meridian of a given place and the prime meridian expressed in either degrees or time

**macroeconomics** – the branch of Economics dealing with the economy as a system and decision making of large institutions such as governments or unions

**market economy** – economic system in which supply, demand and the price system help people make exchange decisions and allocate resources (Free enterprise economy)

**microeconomics** – the branch of Economics dealing with behavior and decision making of small units such as individuals or firms

**migration** – to move from one country, place or locality to another

**mixed economy** – a free enterprise market economy in which individuals carry on their economic decision-making relatively freely, but are subject to some governmental regulations and intervention

**monarchy** – a type of government in which a single ruler under the claim of divine or hereditary right exercises political power

**natural resources** – those forms of wealth supplied by nature, such as land, minerals, water, power, etc.

**opportunity cost** – something is given up in order to have something else; the cost of the next best alternative use of scarce resources (such as money and time) when one choice is selected over another.

**prejudice** – a preconceived, usually unfavorable idea; an opinion held in disregard of facts that contradict it; bias

**progressive tax** – a tax structure where people who earn more pay a higher percentage of their income in taxes

**proportional tax** – a tax structure where all people pay about the same percentage of their income in taxes

**price** – the amount of value that individuals must forgo in exchange for a desired product

**protectionism** – the practice of protecting domestic industries from foreign competition by imposing import duties or quotas

**quota** – a limit on how much of a good can be imported

**referendum** – a form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote

**regressive tax** – a tax structure where people who earn more pay a smaller percentage of their income in taxes

**representative democracy** – a form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions

**republic** – a system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare

**resources** – land, labor, capital, and entrepreneurship used in the production of goods and services

**return** – how well you do by investing in one asset as opposed to another

**risk** – how much uncertainty accompanies your choice of investment

**scale** – the relationship between a distance on the ground and the distance on the map

**scarcity** – the central concern of Economics: the condition caused by individuals' unlimited wants in the face of limited resources

**separation of powers** – the division of governmental power among several institutions that must cooperate in decision-making

**specialization** – the assignment of tasks so that each worker performs limited functions more frequently, the division of labor

**standard of living** – the overall quality of life that people enjoy

**suffrage** – the right to vote

**supply** – the schedule of quantities offered for sale at all possible prices in a market

**tariff** – a tax on an imported good

**theocracy** – any government in which the leaders of the government are also the leaders of the religion and they rule as representatives of the deity

**totalitarianism** – a centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life

**United Nations** – an international organization comprising most of the nations of the world, to promote peace, security, and economic development

**urbanization** – the processes whereby more people live and work in cities

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