

District Curriculum Alignment Toolkit for Social Studies

Kindergarten	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Recite the days of the week.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Use vocabulary associated with time to distinguish broad categories of historical time such as long ago, yesterday, today and tomorrow.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrate understanding of one's own personal life history (e.g., birth, toddler and preschool).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Recognize state and federal holidays and explain their significance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Listen to and discuss songs, poetry, literature and drama that reflect the cultural heritages of the people of the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People in Societies				
1. Identify ways that individuals in the family, school and community are unique and ways that they are the same.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify different cultures through the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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study of holidays, customs and traditions utilizing language, stories, folktales, music and the arts.				
Geography				
1. Identify and correctly use terms related to location, direction and distance including: <ul style="list-style-type: none"> a. Up/Down; b. Over/Under; c. Here/There; d. Front/Back; e. Behind/In front of. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Recite home address.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Make models and maps representing real places including the classroom.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Distinguish between land and water on maps and globes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Demonstrate familiarity with the school's layout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Describe the immediate surroundings of home (e.g., streets, buildings,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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fields, woods or lakes).				
7. Identify key natural resources that are used in the students' daily lives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Recognize that people have many wants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how people make decisions in order to satisfy their wants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify goods and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Identify authority figures in the home, school and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Recognize symbols of the United States that represent its democracy and values including: <ul style="list-style-type: none"> a. The national flag; b. The Pledge of Allegiance. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify purposes for having rules and ways that they provide order, security	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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and safety in the home, school and community.				
Citizenship Rights and Responsibilities				
1. Participate and cooperate in classroom activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Take personal responsibility to follow directions and rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrate the ability to make choices and take responsibility for personal actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Discuss the attributes and actions of a good citizen with emphasis on: <ul style="list-style-type: none"> a. Trust; b. Respect; c. Honesty; d. Responsibility; e. Fairness; f. Compassion; g. Self-control. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Listen for information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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2. Sort objects or pictures according to appropriate criteria.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
3. Compare similarities and differences among objects or pictures.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
4. Communicate information.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
5. Work with others by sharing, taking turns and raising hand to speak.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

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History				
1. Recite the months of the year.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Place events from one's own life in chronological order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Distinguish among past, present and future.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Raise questions about how families lived in the past and use photographs, letters, artifacts and books to clarify what is known and what is unknown.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Compare past and present, near and far, with emphasis on daily life including: <ul style="list-style-type: none"> a. The roles of men, women and children; b. The identification of basic human needs; c. Various ways people meet human needs. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Relate stories of the heroism and the achievements of the people	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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associated with state and federal holidays.				
People in Societies				
1. Describe similarities and differences in the ways different cultures meet common human needs including: <ul style="list-style-type: none"> a. Food; b. Clothing; c. Shelter; d. Language; e. Artistic expressions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify cultural practices of a culture on each continent through the study of the folktales, music and art created by people living in that culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe family and local community customs and traditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe life in other countries with emphasis on daily life, including roles of men, women and children.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				

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1. Identify and correctly use terms related to location, direction and distance including: a. Left/Right; b. Near/Far.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Construct simple maps and models using symbols to represent familiar places (e.g., classroom, school or neighborhood).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify and use symbols to locate places of significance on maps and globes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Locate the local community, state and the United States on maps or globes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify and describe the physical features (lake, river, hill, mountain, forest) and human features (town, city, farm, park, playground, house, traffic signs/signals) of places in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Compare areas within the local community to identify similarities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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7. Describe human adaptations to variations in the physical environment including: <ul style="list-style-type: none"> a. Food; b. Clothing; c. Shelter; d. Transportation; e. Recreation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Explain that wants are unlimited and resources are scarce, thereby forcing individuals to make choices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe the ways people produce, consume and exchange goods and services in their community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain ways that people may obtain goods and services that they do not produce including the use of money and barter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Recognize the role of authority figures in providing for the safety and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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security of individuals.				
2. Explain how voting can be used to make group decisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Recognize symbols of the United States that represent its democracy and values including: a. The bald eagle; b. The White House; c. The Statue of Liberty; d. The national anthem.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Recognize the need for rules in different settings and the need for fairness in such rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Discuss the consequences of violating rules.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Demonstrate the importance of fair play, good sportsmanship, respect for the rights and opinions of others and the idea of treating others the way you want to be treated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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2. Demonstrate self-direction in school tasks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrate accountability for actions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Demonstrate pride in personal accomplishments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Demonstrate citizenship traits including: a. Trustworthiness; b. Fairness; c. Self-control; d. Respect for those in authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Obtain information about a topic using a variety of oral and visual sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Sequence information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Determine categories for sorting information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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4. Identify main ideas from oral, visual and print sources.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
5. Communicate information orally or visually.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
6. Display courtesy and respect for others in group settings including: a. Staying on the topic; b. Focusing attention on the speaker.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

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History				
1. Measure calendar time by days, weeks, months and years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. List the days of the week and months of the year in order.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Place a series of related events in chronological order on a time line.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use historical artifacts, photographs, biographies, maps, diaries and folklore to answer questions about daily life in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify the work that people performed to make a living in the past and explain how jobs in the past are similar and/or different from those of today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Identify and describe examples of how science and technology have changed the daily lives of people and compare: <ul style="list-style-type: none"> a. Forms of communication from the past and present; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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b. Forms of transportation from the past and present.				
<p>7. Recognize the importance of individual action and character and explain how they have made a difference in others' lives with emphasis on the importance of:</p> <ul style="list-style-type: none"> a. Social and political leaders in the United States (e.g., George Washington, Thomas Jefferson, Tecumseh, Harriet Tubman, Abraham Lincoln, Sojourner Truth, Susan B. Anthony and Martin Luther King Jr.); b. Explorers, inventors and scientists (e.g., George Washington Carver, Thomas Edison, Charles Drew, Rachel Carson and Neil Armstrong). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People in Societies				
1. Describe the cultural practices and products of people on different continents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe ways in which language, stories, folktales, music and artistic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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creations serve as expressions of culture and influence the behavior of people living in a particular culture.				
3. Explain how contributions of different cultures within the United States have influenced our common national heritage.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe the contributions of significant individuals, including artisans, inventors, scientists, architects, explorers and political leaders to the cultural heritage of the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				
1. Read and interpret a variety of maps.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Construct a map that includes a map title and key that explains all symbols that are used.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Name and locate the continents and oceans.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe and locate landforms (plateaus, islands, hills, mountains,	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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valleys) and bodies of water (creeks, ponds, lakes, oceans) in photographs, maps and 3-D models.				
5. Compare how land is used in urban, suburban and rural environments.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Identify ways in which people have responded to and modified the physical environment such as building roads and clearing land for urban development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Explain how resources can be used in various ways (e.g., a bushel of corn could be fed to cows, used to make sweetener, or converted to fuel).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how people are both buyers and sellers of goods and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Recognize that most people work in jobs in which they produce a few special goods or services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain why people in different parts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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of the world earn a living in a variety of ways.				
5. Recognize that money is a generally accepted medium of exchange for goods and services and that different countries use different forms of money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Identify leaders such as mayor, governor and president, and explain that they are elected by the people.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how a system of government provides order to a group such as a school or community and why government is necessary including: a. Making and enforcing laws; b. Providing leadership; c. Providing services; d. Resolving disputes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the importance of landmarks in the United States and the ideals that they represent including: a. The Washington Monument;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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b. The Jefferson Memorial; c. The Lincoln Memorial.				
4. Explain the purpose of rules in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Predict the consequences of following rules or violating rules in different settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Demonstrate skills and explain the benefits of cooperation when working in group settings: <ul style="list-style-type: none"> a. Manage conflict peacefully; b. Display courtesy; c. Respect others. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrate self-direction in tasks within the school community (e.g., classroom, cafeteria and playground).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrate citizenship traits including: <ul style="list-style-type: none"> a. Honesty; b. Self-assurance; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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c. Respect for the rights of others; d. Persistence; e. Patriotism.				
Social Studies Skills and Methods				
1. Obtain information from oral, visual and print sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify sources used to gather information: a. People; b. Printed materials; c. Electronic sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Predict the next event in a sequence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Distinguish the difference between fact and fiction in oral, visual and print materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Communicate information in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Use problem-solving/decision-making skills to identify a problem and gather information while working independently and in groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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History				
1. Define and measure time by years, decades and centuries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Place local historical events in sequential order on a time line.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe changes in the community over time including changes in: <ul style="list-style-type: none"> a. Businesses; b. Architecture; c. Physical features; d. Employment; e. Education; f. Transportation; g. Technology; h. Religion; i. Recreation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People in Societies				
1. Compare some of the cultural practices and products of various groups of people who have lived in the local community including: <ul style="list-style-type: none"> a. Artistic expression; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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b. Religion; c. Language; d. Food.				
2. Compare the cultural practices and products of the local community with those of other communities in Ohio, the United States and countries of the world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe settlement patterns of various cultural groups within the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				
1. Use political maps, physical maps and aerial photographs to ask and answer questions about the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Use a compass rose and cardinal directions to describe the relative location of places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Read and interpret maps by using the map title, map key, direction indicator and symbols to answer questions about the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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4. Use a number/letter grid system to locate physical and human features on a map.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
5. Identify the location of the equator, Arctic Circle, Antarctic Circle, North Pole, South Pole, Prime Meridian, the tropics and the hemispheres on maps and globes.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
6. Identify and describe the landforms and climate, vegetation, population and economic characteristics of the local community.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
7. Identify ways that physical characteristics of the environment (i.e., landforms, bodies of water, climate and vegetation) affect and have been modified by the local community.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
8. Identify systems of transportation used to move people and products and systems of communication used to move ideas from place to place.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
Economics						

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1. Define opportunity cost and give an example of the opportunity cost of a personal decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Identify people who purchase goods and services as consumers and people who make goods or provide services as producers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Categorize economic activities as examples of production or consumption.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain the advantages and disadvantages of specialization and the division of labor to produce items.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify different forms of money used over time, and recognize that money facilitates the purchase of goods, services and resources and enables savings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain how the local community is an example of a market where buyers and sellers exchange goods and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Identify examples of economic	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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competition in the local community.				
Government				
1. Explain the major functions of local government including: <ul style="list-style-type: none"> a. Promoting order and security; b. Making laws; c. Settling disputes; d. Providing public services; e. Protecting the rights of individuals. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain the structure of local governments and identify local leaders (e.g., township trustees, county commissioners, city council members or mayor).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify the location of local government buildings and explain the functions of government that are carried out there.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Identify goods and services provided by local government, why people need them and the source of funding (taxation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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5. Define power and authority.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain why the use of power without legitimate authority is unjust (e.g., bullying, stealing).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Describe how people help to make the community a better place in which to live including: <ul style="list-style-type: none"> a. Working to preserve the environment; b. Helping the homeless; c. Restoring houses in low-income areas; d. Supporting education; e. Planning community events; f. Starting a business. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Demonstrate effective citizenship traits including: <ul style="list-style-type: none"> a. Civility; b. Respect for the rights and dignity of each person; c. Volunteerism; d. Compromise; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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e. Compassion; f. Persistence in achieving goals; g. Civic-mindedness.				
3. Describe the responsibilities of citizenship with emphasis on: a. Voting; b. Obeying laws; c. Respecting the rights of others; d. Being informed about current issues; e. Paying taxes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Obtain information about local issues from a variety of sources including: a. Maps; b. Photos; c. Oral histories; d. Newspapers; e. Letters; f. Artifacts; g. Documents.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Locate information using various	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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parts of a source including: <ol style="list-style-type: none"> a. The table of contents; b. Title page; c. Illustrations; d. Keyword searches. 				
3. Identify possible cause and effect relationships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Read and interpret pictographs, bar graphs and charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Communicate information using pictographs and bar graphs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Use a problem-solving/decision-making process which includes: <ol style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Construct time lines with evenly spaced intervals for years, decades and centuries to show the order of significant events in Ohio history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe the earliest settlements in Ohio including those of prehistoric peoples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the causes and effects of the frontier wars of the 1790s, including the Battle of Fallen Timbers, on American Indians in Ohio and the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain how Ohio progressed from territory to statehood, including the terms of the Northwest Ordinance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain how canals and railroads changed settlement patterns in Ohio and Ohio's economic and political status in the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain the importance of inventors such as the Wright Brothers, Charles Kettering, Garrett Morgan, Granville	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
Woods and Thomas Edison.				
People in Societies				
1. Describe the cultural practices and products of various groups who have settled in Ohio over time: <ul style="list-style-type: none"> a. The Paleo Indians, Archaic Indians, Woodland Indians (Adena and Hopewell) and Late Prehistoric Indians (Fort Ancient); b. Historic Indians of Ohio (Ottawa, Wyandot, Mingo, Miami, Shawnee and Delaware); c. European immigrants; d. Amish and Appalachian populations; e. African-Americans; f. Recent immigrants from Africa, Asia and Latin America. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe the impact of the expansion of European settlements on American Indians in Ohio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the reasons people came to Ohio including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<ul style="list-style-type: none"> a. Opportunities in agriculture, mining and manufacturing; b. Family ties; c. Freedom from political and religious oppression. 				
Geography				
1. Use a linear scale to measure the distance between places on a map.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Use cardinal and intermediate directions to describe the relative location of places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe the location of Ohio relative to other states and countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use maps to identify the location of major physical and human features of Ohio including: <ul style="list-style-type: none"> a. Lake Erie; b. Rivers; c. Plains; d. The Appalachian Plateau; e. Bordering states; f. The capital city; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
g. Other major cities.				
5. Describe and compare the landforms, climates, population, vegetation and economic characteristics of places and regions in Ohio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Identify manufacturing, agricultural, mining and forestry regions in Ohio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Explain how resources, transportation and location influenced the development of cities and industries in Ohio including major industries such as oil, steel, rubber and glass.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Identify how environmental processes (i.e., glaciation and weathering) and characteristics (landforms, bodies of water, climate, vegetation) influence human settlement and activity in Ohio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Identify ways that people have affected the physical environment of Ohio including: a. Use of wetlands;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<ul style="list-style-type: none"> b. Use of forests; c. Building farms, towns and transportation systems; d. Using fertilizers, herbicides and pesticides; e. Building dams. 				
10. Use elevation, natural resource and road maps to answer questions about patterns of settlement, economic activity and movement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Identify the productive resources needed to produce a good or service and suggest opportunity costs for the resources involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how the availability of productive resources in Ohio promotes specialization in the production of goods and services and leads to trade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain how entrepreneurs organize productive resources to produce goods and services and that they seek to make profits by taking risks.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
4. Explain ways in which individuals and households obtain and use income.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain why people in Ohio specialize in what they produce and then trade with others, which then increases the amount of goods and services available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain why many jobs in Ohio depend on markets in other countries and why Ohio is a market for goods and services from other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Explain major responsibilities of each of the three branches of government in Ohio: <ul style="list-style-type: none"> a. The legislative branch, headed by the General Assembly, makes state laws. b. The executive branch, headed by the governor, carries out and enforces laws made by the General Assembly. c. The judicial branch, headed by the Ohio Supreme Court, interprets and applies the law. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
2. Explain why elections are used to select leaders and decide issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the purpose of a democratic constitution: a. To provide a framework for a government; b. To limit the power of government; c. To define the authority of elected officials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain that the Ohio Constitution tells how the state government should be organized and guarantees the rights of individuals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Describe the ways in which citizens can promote the common good and influence their government including: a. Voting; b. Communicating with officials; c. Participating in civic and service organizations; d. Performing voluntary service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
2. Explain why personal responsibilities (e.g., taking advantage of the opportunity to be educated) and civic responsibilities (e.g., obeying the law and respecting the rights of others) are important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the importance of leadership and public service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain why characteristics such as respect for the rights of others, fairness, reliability, honesty, wisdom and courage are desirable qualities in the people citizens select as their leaders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Obtain information about state issues from a variety of print and electronic sources, and determine the relevance of information to a research topic: <ul style="list-style-type: none"> a. Atlases; b. Encyclopedias; c. Dictionaries; d. Newspapers; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
e. Multimedia/Electronic sources.				
2. Use a glossary and index to locate information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Use primary and secondary sources to answer questions about Ohio history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe how archaeologists and historians study and interpret the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify main ideas and supporting details from factual information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Distinguish between fact and opinion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Read and interpret pictographs, bar graphs, line graphs and tables.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Formulate a question to focus research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Communicate relevant information in a written report including the acknowledgement of sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Four	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards		No Alignment to Academic Content Standards		District Resources Aligned to Academic Content Standards
10. Use a problem-solving/decision-making process which includes: <ul style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Create time lines and identify possible relationships between events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how American Indians settled the continent and why different nations of Indians interacted with their environment in different ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain why European countries explored and colonized North America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe the lasting effects of Spanish, French and English colonization in North America including cultural patterns evident today such as language, food, traditions and architecture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain how the United States became independent from Great Britain.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain the impact of settlement, industrialization and transportation on the expansion of the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
People in Societies				
1. Compare the cultural practices and products of diverse groups in North America including: <ul style="list-style-type: none"> a. Artistic expressions; b. Religion; c. Language; d. Food; e. Clothing; f. Shelter. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Compare life on Indian reservations today with the cultural traditions of American Indians before the reservation system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe the experiences of African-Americans under the institution of slavery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe the waves of immigration to North America and the areas from which people came in each wave.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Compare reasons for immigration to North America with the reality immigrants experienced upon arrival.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
Geography				
1. Use coordinates of latitude and longitude to determine the absolute location of points in North America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Use maps to identify the location of: <ul style="list-style-type: none"> a. The three largest countries of North America; b. The 50 states of the United States; c. The Rocky and Appalachian mountain systems; d. The Mississippi, Rio Grande and St. Lawrence rivers; e. The Great Lakes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe and compare the landforms, climates, population, culture and economic characteristics of places and regions in North America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain how climate is influenced by: <ul style="list-style-type: none"> a. Earth-sun relationships; b. Landforms; c. Vegetation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
5. Explain, by identifying patterns on thematic maps, how physical and human characteristics can be used to define regions in North America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Use distribution maps to describe the patterns of renewable, nonrenewable and flow resources in North America including: <ul style="list-style-type: none"> a. Forests; b. Fertile soil; c. Oil; d. Coal; e. Running water. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Analyze reasons for conflict and cooperation among regions of North America including: <ul style="list-style-type: none"> a. Trade; b. Environmental issues; c. Immigration. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Explain how the characteristics of different physical environments affect human activities in North America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Analyze the positive and negative	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
consequences of human changes to the physical environment including: <ol style="list-style-type: none"> Great Lakes navigation; Highway systems; Irrigation; Mining; Introduction of new species. 				
10. Use or construct maps of colonization and exploration to explain European influence in North America.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Compare different allocation methods for scarce goods and services such as prices, command, first-come-first-served, sharing equally, rationing and lottery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain that individuals in all economies must answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain how education, specialization, capital goods and the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
division of labor affect productive capacity.				
4. Explain how regions in North America become interdependent when they specialize in what they produce best and then trade with other regions inside and outside North America to increase the amount and variety of goods and services available.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain the general relationship between supply, demand and price in a competitive market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain why competition among producers/sellers results in lower costs and prices, higher product quality, and better customer service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Explain why competition among consumers/buyers results in higher product prices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Explain major responsibilities of each of the three branches of the U.S. government:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<ul style="list-style-type: none"> a. The legislative branch, headed by Congress, passes laws. b. The executive branch, headed by the president, carries out and enforces the laws made by Congress. c. The judicial branch, headed by the Supreme Court, interprets and applies the law. 				
<p>2. Explain the essential characteristics of American democracy including:</p> <ul style="list-style-type: none"> a. The people are the source of the government's authority. b. All citizens have the right and responsibility to vote and influence the decisions of the government. c. The government is run directly by the people or through elected representatives. d. The powers of government are limited by law. e. Basic rights of individuals are guaranteed by the Constitution. 	□	□	□	
<p>3. Explain the significance of the Declaration of Independence and the</p>	□	□	□	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
U.S. Constitution.				
Citizenship Rights and Responsibilities				
1. Explain how an individual acquires U.S. citizenship: a. Birth; b. Naturalization.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain the obligations of upholding the U.S. Constitution including: a. Obeying laws; b. Paying taxes; c. Serving on juries; d. Registering for selective service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the significance of the rights that are protected by the First Amendment including: a. Freedom of religion; b. Freedom of speech; c. Freedom of the press; d. Right of petition and assembly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Obtain information from a variety of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
print and electronic sources and analyze its reliability including: <ul style="list-style-type: none"> a. Accuracy of facts; b. Credentials of the source. 				
2. Locate information in a variety of sources using key words, related articles and cross-references.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Differentiate between primary and secondary sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Read information critically in order to identify: <ul style="list-style-type: none"> a. The author; b. The author's perspective; c. The purpose. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Compare points of agreement and disagreement among sources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Draw inferences from relevant information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Organize key ideas by taking notes that paraphrase or summarize.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Five	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards		No Alignment to Academic Content Standards		District Resources Aligned to Academic Content Standards
8. Communicate research findings using line graphs and tables.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
9. Use a problem-solving/decision-making process which includes: <ul style="list-style-type: none"> a. Identifying a problem; b. Gathering information; c. Listing and considering options; d. Considering advantages and disadvantages of options; e. Choosing and implementing a solution; f. Developing criteria for judging its effectiveness; g. Evaluating the effectiveness of the solution. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

District Curriculum Alignment Toolkit for Social Studies

Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Construct a multiple-tier time line from a list of events and interpret the relationships between the events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Arrange dates in order on a time line using the conventions of B.C. and A.D. or B.C.E. and C.E.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe the early cultural development of humankind from the Paleolithic Era to the revolution of agriculture including: <ul style="list-style-type: none"> a. Hunting and gathering; b. Tool making; c. Use of fire; d. Domestication of plants and animals; e. Organizing societies; f. Governance. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Compare the geographic, political, economic and social characteristics of the river civilizations in the Tigris and Euphrates (Mesopotamia), Nile (Egypt), Huang Ho and Indus valleys before 1000 B.C. including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<ul style="list-style-type: none"> a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions. 				
5. Describe the characteristics of Maya, Inca, Aztec and Mississippian civilizations including: <ul style="list-style-type: none"> a. Location; b. Government; c. Religion; d. Agriculture; e. Cultural and scientific contributions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People in Societies				
1. Compare the cultural practices and products of the societies studied including: <ul style="list-style-type: none"> a. Class structure; b. Gender roles; c. Beliefs; d. Customs and traditions. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
2. Compare world religions and belief systems focusing on geographic origins, founding leaders and teachings including: <ul style="list-style-type: none"> a. Buddhism; b. Christianity; c. Judaism; d. Hinduism; e. Islam. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain factors that foster conflict or cooperation among countries: <ul style="list-style-type: none"> a. Language; b. Religion; c. Types of government; d. Historic relationships; e. Economic interests. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				
1. Place countries, cities, deserts, mountain ranges and bodies of water on the continents on which they are located.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Use coordinates of latitude and longitude to locate points on a world	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
map.				
3. Explain the distribution patterns of economic activities and how changes in technology, transportation, communication and resources affect those patterns including: <ul style="list-style-type: none"> a. Agriculture; b. Mining; c. Fishing; d. Manufacturing. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Identify and describe a variety of physical and human regions by analyzing maps, charts and graphs that show patterns of characteristics that define regions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Describe ways human settlements and activities are influenced by environmental factors and processes in different places and regions including: <ul style="list-style-type: none"> a. Bodies of water; b. Landforms; c. Climates; d. Vegetation; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

District Curriculum Alignment Toolkit for Social Studies

Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
e. Weathering; f. Seismic activity.				
6. Describe ways in which human migration has an impact on the physical and human characteristics of places including: a. Urbanization; b. Desertification; c. Deforestation.	□	□	□	
7. Describe ways humans depend on and modify the environment and the positive and negative consequences of the modifications including: a. Dam building; b. Energy production/usage; c. Agriculture; d. Urban growth.	□	□	□	
8. Explain push and pull factors that cause people to migrate from place to place including: a. Oppression/Freedom; b. Poverty/Economic opportunity; c. Cultural ties;	□	□	□	

District Curriculum Alignment Toolkit for Social Studies

Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
d. Political conflicts; e. Environmental factors.				
9. Identify and explain primary geographic causes for world trade including the uneven distribution of natural resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Explain how the availability of productive resources and entrepreneurship affects the production of goods and services in different world regions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain that most decisions involve trade-offs and give examples.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain why trade occurs when individuals, regions and countries specialize in what they can produce at the lowest opportunity cost and how this causes both production and consumption to increase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Identify goods and services that are imported and exported and explain how this trade makes countries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
interdependent.				
5. Describe how supply and demand help to set the market clearing price for goods and services and how prices reflect the relative scarcity of goods and services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Distinguish between goods and services typically produced by the private sector and the public sector.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Explain reasons for the creation of governments such as: a. Protecting lives, liberty and property; b. Providing services that individuals cannot provide for themselves.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe how the world is divided into countries that claim sovereignty over territory, and countries may be further divided into states or provinces that contain cities and towns.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
3. Explain the ways that countries interact with each other including: <ul style="list-style-type: none"> a. Diplomacy; b. Treaties; c. International meetings and exchanges (e.g., United Nations); d. Military conflict. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe the defining characteristics of democracies, monarchies and dictatorships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Explain how opportunities for citizens to participate in and influence the political process differ under various systems of government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Compare the rights and responsibilities of citizens living under various systems of government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Use multiple sources to define essential vocabulary and obtain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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information for a research project including: <ol style="list-style-type: none"> a. Almanacs; b. Gazetteers; c. Trade books; d. Periodicals; e. Video tapes; f. Electronic sources. 				
2. Analyze information from primary and secondary sources in order to summarize, make generalizations and draw conclusions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Organize information using outlines and graphic organizers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Read and interpret pictographs, bar graphs, line graphs, circle graphs, tables and flow charts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Complete a research project that includes a bibliography.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Communicate a position on a topic orally or in writing and support the position with evidence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Six	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards		No Alignment to Academic Content Standards		District Resources Aligned to Academic Content Standards
7. Work effectively to achieve group goals: <ul style="list-style-type: none"> a. Engage in active listening; b. Provide feedback in a constructive manner; c. Help establish group goals; d. Take various roles within the group; e. Recognize contributions of others. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

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Grade Seven	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Group events by broadly defined historical eras and enter onto multiple-tier time lines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe the enduring impact of early civilizations in India, China, Egypt, Greece and Rome after 1000 B.C. including: <ul style="list-style-type: none"> a. The development of concepts of government and citizenship; b. Scientific and cultural advancements; c. The spread of religions; d. Slavery and systems of labor. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe the conditions that gave rise to feudalism, as well as political, economic and social characteristics of feudalism, in Asia and Europe.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain the lasting effects of military conquests during the Middle Ages including: <ul style="list-style-type: none"> a. Muslim conquests; b. The Crusades; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Seven	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
c. The Mongol invasions.				
5. Describe the impact of new ideas and institutions on European life including: <ul style="list-style-type: none"> a. The significance of printing with movable type; b. Major achievements in art, architecture and literature during the Renaissance; c. The Reformation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Describe the importance of the West African empires of Ghana, Mali and Songhay including: <ul style="list-style-type: none"> a. Trade routes; b. Products; c. The spread of the Arabic language; d. The spread of Islam. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Describe the causes and effects of European exploration after 1400 including: <ul style="list-style-type: none"> a. Imperialism, colonialism and mercantilism; b. Impact on the peoples of 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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sub-Saharan Africa, Asia and the Americas.				
People in Societies				
1. Analyze the relationships among cultural practices, products and perspectives of early civilizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how the Silk Road trade and the Crusades affected the cultures of the people involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Give examples of contacts among different cultures that led to the changes in belief systems, art, science, technology, language or systems of government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe the cultural and scientific legacies of African, Greek, Roman, Chinese, Arab and European civilizations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				
1. For each of the societies studied, identify the location of significant physical and human characteristics on a map of the relevant region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Seven	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
2. On a map, identify places related to the historical events being studied and explain their significance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe changes in the physical and human characteristics of regions that occur over time and identify the consequences of such changes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use physical and historical maps to analyze the reasons that human features are located in particular places.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Describe the geographic factors and processes that contribute to and impede the diffusion of people, products and ideas from place to place including: <ul style="list-style-type: none"> a. Physical features; b. Culture; c. War; d. Trade; e. Technological innovations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Compare the endowment of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Seven	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
productive resources in world regions and explain how this endowment contributed to specialization, trade and interdependence in ancient times.				
2. Describe the growth of cities and the establishment of trade routes in Asia, Africa and Europe; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, precious metals and new crops); and the role of merchants.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Compare direct and representative democracy using examples of ancient Athens, the Roman republic and the United States today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe the essential characteristics of the systems of government found in city-states, kingdoms and empires from ancient times through the Middle Ages.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Explain how the participation of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Seven	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
citizens differs under monarchy, direct democracy and representative democracy.				
2. Describe the rights found in the Magna Carta and show connections to rights Americans have today.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Describe historical events and issues from the perspectives of people living at the time in order to avoid evaluating the past in terms of today's norms and values.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Compare multiple viewpoints and frames of reference related to important events in world history.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Establish guidelines, rules and time lines for group work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Reflect on the performance of a classroom group in which one has participated including the contribution of each member in reaching group goals.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Select events and construct a multiple-tier time line to show relationships among events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe the political, religious and economic aspects of North American colonization including: <ul style="list-style-type: none"> a. Reasons for colonization, including religion, desire for land and economic opportunity; b. Key differences among the Spanish, French and British colonies; c. Interactions between American Indians and European settlers, including the agricultural and cultural exchanges, alliances and conflicts; d. Indentured servitude and the introduction and institutionalization of slavery; e. Early representative governments and democratic practices that emerged, including town meetings and colonial assemblies; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
f. Conflicts among colonial powers for control of North America.				
3. Identify and explain the sources of conflict which led to the American Revolution, with emphasis on the perspectives of the Patriots, Loyalists, neutral colonists and the British concerning: <ul style="list-style-type: none"> a. The Proclamation of 1763, the Stamp Act, the Townshend Acts, the Tea Act and the Intolerable Acts; b. The Boston Tea Party, the boycotts, the Sons of Liberty and petitions and appeals to Parliament. 	□	□	□	
4. Explain the results of important developments of the American Revolution including: <ul style="list-style-type: none"> a. A declaration of American independence; b. Character and significance of the military struggle in the North in the early years of the war and the shift of the battle to the South after 1779; 	□	□	□	

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c. Creation of state constitutions; d. Impacts on women, African-Americans and American Indians.				
5. Explain major domestic problems faced by the leaders of the new republic under the Articles of Confederation including: <ul style="list-style-type: none"> a. Maintaining national security; b. Creating a stable economic system; c. Dealing with war debts; d. Collecting revenue; e. Defining the authority of the central government. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain the challenges in writing and ratifying the U.S. Constitution including: <ul style="list-style-type: none"> a. Issues debated during the convention resulting in compromises (i.e., the Great Compromise, the Three-Fifths Compromise and the compromise over the slave trade); 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<ul style="list-style-type: none"> b. The Federalist/Anti-Federalist debate; c. The debate over a Bill of Rights. 				
<p>7. Describe the actions taken to build one country from 13 states including:</p> <ul style="list-style-type: none"> a. The precedents established by George Washington, including the cabinet and a two-term presidency; b. Alexander Hamilton's actions to create a financially strong country, including the creation of a national bank; c. The establishment of an independent federal court system. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>8. Describe and analyze the territorial expansion of the United States including:</p> <ul style="list-style-type: none"> a. Northwest Ordinance; b. The Louisiana Purchase and the Lewis and Clark expedition; c. Westward movement including Manifest Destiny; d. The Texas War for 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
Independence and the Mexican-American War.				
<p>9. Explain causes of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Slavery; b. States' rights; c. The different economies of the North and South; d. The extension of slavery into the territories, including the Dred Scott Decision and the Kansas-Nebraska Act; e. The abolitionist movement and the roles of Frederick Douglass and John Brown; f. The addition of new states to the Union and their impact on the balance of power in the Senate, including the Missouri Compromise and the Compromise of 1850; g. The emergence of Abraham Lincoln as a national figure in the Lincoln-Douglas debates, the presidential election of 1860, and the South's secession. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<p>10. Explain the course and consequences of the Civil War with emphasis on:</p> <ul style="list-style-type: none"> a. Contributions of key individuals, including Abraham Lincoln, Robert E. Lee and Ulysses S. Grant; b. The Emancipation Proclamation; c. The Battle of Gettysburg. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>11. Analyze the consequences of Reconstruction with emphasis on:</p> <ul style="list-style-type: none"> a. President Lincoln's assassination and the ensuing struggle for control of Reconstruction, including the impeachment of President Andrew Johnson; b. Attempts to protect the rights of and enhance opportunities for the freedmen, including the basic provisions of the 13th, 14th and 15th Amendments to the U.S. Constitution; c. The Ku Klux Klan and the enactment of black codes. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People in Societies				

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards		No Alignment to Academic Content Standards		District Resources Aligned to Academic Content Standards
1. Trace the development of religious diversity in the colonies, and analyze how the concept of religious freedom has evolved in the United States.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
2. Describe and explain the social, economic and political effects of: a. Stereotyping and prejudice; b. Racism and discrimination; c. Institutionalized racism and institutionalized discrimination.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
3. Analyze how contact between white settlers and American Indians resulted in treaties, land acquisition and Indian removal.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
4. Analyze the economic, geographic, religious and political factors that contributed to: a. The enslavement of Africans in North America; b. Resistance to slavery.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
5. Describe the historical limitations on participation of women in U.S. society and their efforts to gain equal rights.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
6. Explain how the diverse peoples of the United States developed a common national identity.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				
1. Compare places and regions in the United States as they existed prior to 1877 with the same places and regions today to analyze changes in land use and population, political, social and economic characteristics.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Analyze how physical characteristics of the environment influenced population distribution, settlement patterns and economic activities in the United States during the 18 th and 19 th centuries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain how colonization, westward expansion, immigration and advances in transportation and communication changed geographic patterns in the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Explain how the uneven distribution of productive resources influenced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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historic events such as the Civil War.				
2. Discuss how mercantilism and the establishment of colonies led to increased global trading during the 17 th and 18 th centuries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the purpose and effects of trade barriers such as tariffs enacted before the Civil War.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain how lack of power to regulate the economy contributed to the demise of the Articles of Confederation and the creation of U.S. Constitution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain how governmental protection of property rights and regulation of economic activity impacted the development of the U.S. economy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Analyze the principles of self-government and natural rights expressed in the Declaration of Independence and their relationship to Enlightenment ideas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<p>2. Explain how political parties developed as a result of attempts to resolve issues in the early years of the United States including:</p> <ul style="list-style-type: none"> a. Payment of debt; b. Establishment of a national bank; c. Strict or loose interpretation of the Constitution; d. Support for England or France. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>3. Explain how events and issues demonstrated the need for a stronger form of governance in the early years of the United States:</p> <ul style="list-style-type: none"> a. Shays's Rebellion; b. Economic instability; c. Government under the Articles of Confederation. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>4. Explain the political concepts expressed in the U.S. Constitution:</p> <ul style="list-style-type: none"> a. Representative democracy; b. Federalism; c. Bicameralism; d. Separation of powers; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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e. Checks and balances.				
5. Explain how the U.S. Constitution protects the rights of citizens, regulates the use of territory, manages conflict and establishes order and security.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain how specific provisions of the U.S. Constitution, including the Bill of Rights, limit the powers of government in order to protect the rights of individuals with emphasis on: a. Freedom of religion, speech, press, assembly and petition; b. Right to trial by jury and the right to counsel; c. Due process and equal protection of the laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Explain how the Northwest Ordinance established principles and procedures for the orderly expansion of the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Describe the process by which a bill becomes a law.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
Citizenship Rights and Responsibilities				
1. Show the relationship between participating in civic and political life and the attainment of individual and public goals including: <ul style="list-style-type: none"> a. The Sons of Liberty and Committees of Correspondence/American independence; b. The Underground Railroad and the abolitionist movement/Abolition of slavery. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how the opportunities for civic participation expanded during the first half of the 19 th century including: <ul style="list-style-type: none"> a. Nominating conventions; b. Expansion of the franchise; c. Active campaigning. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Evaluate the role of historical figures and political bodies in furthering and restricting the rights of individuals including: <ul style="list-style-type: none"> a. Jefferson and the contradiction between the ideals of the 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Eight	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
Declaration of Independence and his role as a slave owner; b. State constitutional conventions and the disenfranchisement of free blacks; c. Jackson and his role in Indian removal; d. Frederick Douglass and the abolitionist movement; e. Elizabeth Cady Stanton and women's rights.				
4. Show connections between the rights and responsibilities of citizenship including: a. Voting and staying informed on issues; b. Being tried by a jury and serving on juries; c. Having rights and respecting the rights of others.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Compare accuracy and point of view of fiction and nonfiction sources about a particular era or event.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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2. Construct a historical narrative using primary and secondary sources.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
3. Write a position paper or give an oral presentation that includes citation of sources.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
4. Organize and lead a discussion.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
5. Identify ways to manage conflict within a group.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

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Grade Nine	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Explain how Enlightenment ideas produced enduring effects on political, economic and cultural institutions, including challenges to religious authority, monarchy and absolutism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain connections among Enlightenment ideas, the American Revolution, the French Revolution and Latin American wars for independence.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the causes and effects of the Industrial Revolution with emphasis on: <ul style="list-style-type: none"> a. How scientific and technological changes promoted industrialization in the textile industry in England; b. The impact of the growth of population, rural-to-urban migrations, growth of industrial cities, and emigration out of Europe; c. The changing role of labor and the rise of the union movement; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Nine	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<ul style="list-style-type: none"> d. Changes in living and working conditions for the early industrial working class, especially women and children; e. The growth of industrialization around the world. 				
4. Describe the political, economic and social roots of imperialism.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Analyze the perspectives of the colonizers and the colonized concerning: <ul style="list-style-type: none"> a. Indigenous language; b. Natural resources; c. Labor; d. Political systems; e. Religion. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Explain the global impact of imperialism including: <ul style="list-style-type: none"> a. Modernization of Japan; b. Political and social reform in China; c. Exploitation of African resources. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Nine	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
7. Analyze the causes and effects of World War I with emphasis on: <ul style="list-style-type: none"> a. Militarism, imperialism, nationalism and alliances; b. The global scope, outcomes and human costs of the war; c. The role of new technologies and practices including the use of poison gas, trench warfare, machine guns, airplanes, submarines and tanks; d. The Treaty of Versailles and the League of Nations. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Analyze the causes and consequences of the Russian Revolution including: <ul style="list-style-type: none"> a. The lack of economic, political and social reforms under the tsars; b. The impact of World War I; c. The emergence of Lenin, Stalin and the Bolsheviks; d. The rise of communism in Russia. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Assess the global impact of	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Nine	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
post-World War I economic, social and political turmoil including: <ul style="list-style-type: none"> a. Disarmament; b. Worldwide depression; c. Colonial rebellion; d. Rise of militarist and totalitarian states in Europe and Asia. 				
10. Analyze the causes of World War II including: <ul style="list-style-type: none"> a. Appeasement; b. Axis expansion; c. The role of the Allies. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Analyze the consequences of World War II including: <ul style="list-style-type: none"> a. Atomic weapons; b. Civilian and military losses; c. The Holocaust and its impact; d. Refugees and poverty; e. The United Nations; f. The establishment of the state of Israel. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Analyze the impact of conflicting political and economic ideologies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Nine	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
<p>after World War II that resulted in the Cold War including:</p> <ul style="list-style-type: none"> a. Soviet expansion in Eastern Europe; b. The division of Germany; c. The emergence of NATO and the Warsaw Pact; d. The Chinese Communist Revolution. 				
<p>13. Examine social, economic and political struggles resulting from colonialism and imperialism including:</p> <ul style="list-style-type: none"> a. Independence movements in India, Indochina and Africa; b. Rise of dictatorships in former colonies. 	□	□	□	
<p>14. Explain the causes and consequences of the fall of the Soviet Union and the end of the Cold War including:</p> <ul style="list-style-type: none"> a. The arms build-up; b. Ethnic unrest in the Soviet Union; c. Independence movements in 	□	□	□	

Grade Nine	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
former Soviet satellites; d. Global decline of communism.				
15. Examine regional and ethnic conflict in the post-Cold War era including: a. Persistent conflict in the Middle East; b. Ethnic strife in Europe, Africa and Asia.	□	□	□	
People in Societies				
1. Analyze examples of how people in different cultures view events from different perspectives including: a. Creation of the state of Israel; b. Partition of India and Pakistan; c. Reunification of Germany; d. End of apartheid in South Africa.	□	□	□	
2. Analyze the results of political, economic, and social oppression and the violation of human rights including: a. The exploitation of indigenous peoples; b. The Holocaust and other acts of	□	□	□	

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genocide, including those that have occurred in Armenia, Rwanda, Bosnia and Iraq.				
3. Explain how advances in communication and transportation have impacted: <ul style="list-style-type: none"> a. Globalization; b. Cooperation and conflict; c. The environment; d. Collective security; e. Popular culture; f. Political systems; g. Religion. 	□	□	□	
Geography				
1. Interpret data to make comparisons between and among countries and regions including: <ul style="list-style-type: none"> a. Birth rates; b. Death rates; c. Infant mortality rates; d. Education levels; e. Per capita Gross Domestic Product (GDP). 	□	□	□	

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2. Explain how differing points of view play a role in conflicts over territory and resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain how political and economic conditions, resources, geographic locations and cultures have contributed to cooperation and conflict.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain the causes and consequences of urbanization including economic development, population growth and environmental change.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Analyze the social, political, economic and environmental factors that have contributed to human migration now and in the past.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Describe costs and benefits of trade with regard to: a. Standard of living; b. Productive capacity; c. Usage of productive resources;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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d. Infrastructure.				
2. Explain how changing methods of production and a country's productive resources affect how it answers the fundamental economic questions of what to produce, how to produce, and for whom to produce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Analyze characteristics of traditional, market, command and mixed economies with regard to: a. Private property; b. Freedom of enterprise; c. Competition and consumer choice; d. The role of government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Analyze the economic costs and benefits of protectionism, tariffs, quotas and blockades on international trade.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Explain how various systems of governments acquire, use and justify their power.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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2. Analyze the purposes, structures and functions of various systems of government including: <ul style="list-style-type: none"> a. Absolute monarchies; b. Constitutional monarchies; c. Parliamentary democracies; d. Presidential democracies; e. Dictatorships; f. Theocracies. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Analyze and evaluate the influence of various forms of citizen action on public policy including: <ul style="list-style-type: none"> a. The French Revolution; b. The international movement to abolish the slave trade and slavery; c. The Russian Revolution; d. The independence movement in India; e. The fall of communism in Europe; f. The end of apartheid. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Grade Nine	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
2. Describe and compare opportunities for citizen participation under different systems of government including: <ul style="list-style-type: none"> a. Absolute monarchies; b. Constitutional monarchies; c. Parliamentary democracies; d. Presidential democracies; e. Dictatorships; f. Theocracies. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Analyze how governments and other groups have used propaganda to influence public opinion and behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Detect bias and propaganda in primary and secondary sources of information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Evaluate the credibility of sources for: <ul style="list-style-type: none"> a. Logical fallacies; b. Consistency of arguments; c. Unstated assumptions; d. Bias. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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3. Analyze the reliability of sources for: <ul style="list-style-type: none"> a. Accurate use of facts; b. Adequate support of statements; c. Date of publication. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
4. Develop and present a research project including: <ul style="list-style-type: none"> a. Collection of data; b. Narrowing and refining the topic; c. Construction and support of the thesis. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

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Grade Ten	Alignment to Academic Content Standards	Partial Alignment to Academic Content Standards	No Alignment to Academic Content Standards	District Resources Aligned to Academic Content Standards
History				
1. Explain the effects of industrialization in the United States in the 19 th century including: <ul style="list-style-type: none"> a. Changes in work and the workplace; b. Immigration and child labor and their impact on the labor force; c. Modernization of agriculture; d. Urbanization; e. The emergence of a middle class and its impact on leisure, art, music, literature and other aspects of culture. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Analyze the impact of industrialization and the modern corporation in the United States on economic and political practices with emphasis on: <ul style="list-style-type: none"> a. Laissez-faire policies; b. Monopolies; c. Standard of living. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Analyze the reasons for the rise and growth of labor organizations in the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>United States (i.e., Knights of Labor, American Federation of Labor and Congress of Industrial Organizations) including:</p> <ul style="list-style-type: none"> a. Unregulated working conditions; b. Laissez-faire policies toward big business; c. Violence toward supporters of organized labor. 				
<p>4. Explain the goals and outcomes of the late 19th and early 20th century reform movements of Populism and Progressivism with emphasis on:</p> <ul style="list-style-type: none"> a. Urban reforms; b. Conservation; c. Business regulation and antitrust legislation; d. The movement for public schooling; e. The regulation of child labor. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>5. Trace the development of the United States as a world power with emphasis on:</p> <ul style="list-style-type: none"> a. The Spanish-American War; b. U.S. imperialism in the Far East, 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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South Pacific, Caribbean and Central America.				
6. Trace the development of the United States as a world power with emphasis on: <ul style="list-style-type: none"> a. The decision to enter into World War I; b. President Wilson's Fourteen Points; c. The Treaty of Versailles; d. The decision of the United States not to participate in the League of Nations. 	□	□	□	
7. Analyze the impact of U.S. participation in World War II, with emphasis on the change from isolationism to international involvement including the reaction to the attack on Pearl Harbor.	□	□	□	
8. Explain how the Cold War and related conflicts influenced U.S. foreign policy after 1945 with emphasis on: <ul style="list-style-type: none"> a. The Marshall Plan; b. Communist containment, 	□	□	□	

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including the Truman Doctrine, Berlin Blockade and Cuban Missile Crisis; c. The Korean War and the Vietnam War.				
9. Analyze the major political, economic and social developments of the 1920s including: <ul style="list-style-type: none"> a. The Red Scare; b. Women's right to vote; c. African-American migrations from the South to the North; d. Immigration restrictions, nativism, race riots and the reemergence of the Ku Klux Klan; e. The Roaring Twenties and the Harlem Renaissance; f. Stock market speculation and the stock market crash of 1929. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Analyze the causes and consequences of major political, economic and social developments of the 1930s with emphasis on: <ul style="list-style-type: none"> a. The Great Depression; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<ul style="list-style-type: none"> b. The Dust Bowl; c. The New Deal. 				
11. Analyze the impact of U.S. participation in World War II with emphasis on: <ul style="list-style-type: none"> a. Events on the home front to support the war effort, including industrial mobilization, women and minorities in the workforce; b. The internment of Japanese-Americans. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Explain major domestic developments after 1945 with emphasis on: <ul style="list-style-type: none"> a. Postwar prosperity in the United States; b. McCarthyism; c. The space race; d. Immigration patterns. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Trace social unrest, protest and change in the United States including: <ul style="list-style-type: none"> a. Antiwar protest during the Vietnam War; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<ul style="list-style-type: none"> b. The counterculture movement; c. The women's liberation movement. 				
<p>14. Analyze the origins, major developments, controversies and consequences of the civil rights movement with emphasis on:</p> <ul style="list-style-type: none"> a. <i>Brown v. Board of Education</i>; b. Changes in goals and tactics of leading civil rights advocates and organizations; c. The linkages between the civil rights movement and movements to gain justice for other minority groups. 	□	□	□	
People in Societies				
<p>1. Describe how the perspectives of cultural groups helped to create political action groups such as:</p> <ul style="list-style-type: none"> a. The National Association for the Advancement of Colored People (NAACP); b. National Organization for Women (NOW); c. American Indian Movement 	□	□	□	

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(AIM); d. United Farm Workers.				
2. Analyze the perspectives that are evident in African-American, American Indian and Latino art, music, literature and media and how these contributions reflect and shape culture in the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain how Jim Crow laws legalized discrimination based on race.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Analyze the struggle for racial and gender equality and its impact on the changing status of minorities since the late 19 th century.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain the effects of immigration on society in the United States: a. Housing patterns; b. Political affiliation; c. Education system; d. Language; e. Labor practices; f. Religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Geography				
1. Explain how perceptions and characteristics of geographic regions in the United States have changed over time including: <ul style="list-style-type: none"> a. Urban areas; b. Wilderness; c. Farmland; d. Centers of industry and technology. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Describe how changes in technology, transportation and communication affect the location and patterns of economic activities and use of productive resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Analyze the geographic processes that contributed to changes in American society including: <ul style="list-style-type: none"> a. Industrialization and post-industrialization; b. Urbanization and suburbanization; c. Immigration. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Economics				
1. Evaluate the effects of specialization, trade and interdependence on the economic system of the United States.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Analyze the development and impacts of labor unions, farm organizations and business organizations on the U.S. economy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Demonstrate how U.S. governmental policies, including taxes, antitrust legislation and environmental regulations affect individuals and businesses.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain the reasons for the creation of the Federal Reserve System and its importance to the economy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Analyze the impact of the Great Depression and World War II on the economy of the United States and the resulting expansion of the role of the federal government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				

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1. Examine the U.S. Constitution as a living document by analyzing its evolution through amendments and Supreme Court decisions including: <ul style="list-style-type: none"> a. <i>Plessy v. Ferguson</i>; b. <i>Brown v. Board of Education</i>; c. <i>Regents of the University of California v. Bakke</i>. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain why the 19 th and 26 th Amendments were enacted and how they affected individuals and groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Describe the ways in which government policy has been shaped and set by the influence of political parties, interest groups, lobbyists, the media and public opinion with emphasis on: <ul style="list-style-type: none"> a. Extension of suffrage; b. Labor legislation; c. Civil rights legislation; d. Military policy; e. Environmental legislation; f. Business regulation; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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g. Educational policy.				
2. Explain how civil disobedience differs from other forms of dissent and evaluate its application and consequences including: <ul style="list-style-type: none"> a. Women's suffrage movement of the late 1800s; b. Civil rights movement of the 1960s; c. Student protests during the Vietnam War. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the considerations and criteria commonly used in determining what limits should be placed on specific rights including: <ul style="list-style-type: none"> a. Clear and present danger; b. Compelling government interest; c. National security; d. Libel or slander; e. Public safety; f. Equal opportunity. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Analyze instances in which the rights of individuals were restricted including:	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<ul style="list-style-type: none"> a. Conscientious objectors in World War I; b. Immigrants during the Red Scare; c. Intellectuals and artists during the McCarthy Era; d. African-Americans during the civil rights movement. 				
Social Studies Skills and Methods				
<ul style="list-style-type: none"> 1. Determine the credibility of sources by considering the following: <ul style="list-style-type: none"> a. The qualifications and reputation of the writer; b. Agreement with other credible sources; c. Recognition of stereotypes; d. Accuracy and consistency of sources; e. The circumstances in which the author prepared the source. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> 2. Critique evidence used to support a thesis. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<ul style="list-style-type: none"> 3. Analyze one or more issues and 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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present a persuasive argument to defend a position.				

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History				
1. Evaluate the limitations and the opportunities that result from decisions made in the past including: <ul style="list-style-type: none"> a. Electoral College; b. Direct election of senators; c. Income tax; d. Length of terms of elected and appointed officials. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Trace key Supreme Court decisions related to a provision of the Constitution (e.g., cases related to reapportionment of legislative districts, free speech or separation of church and state).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People in Societies				
1. Choose a government policy or program and analyze how it has affected and been received by one or more racial, ethnic or religious groups: <ul style="list-style-type: none"> a. Indian policies; b. Immigration laws; c. Segregation policies; 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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d. Selective service laws.				
2. Identify causes of prejudice and demonstrate ways in which legal protections (including constitutional amendments and civil rights legislation) prevent and reduce discrimination.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify and analyze governmental policies that enable individuals of different cultures to participate in the U.S. society and economy including: a. Naturalization; b. Voting rights; c. Racial integration; d. Affirmative action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Explain how the United States has been affected politically, economically and socially by its multicultural diversity (e.g., work force, new ideas and perspectives, and modifications to culture).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				
1. Explain how government decisions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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reflect a society's values about land use (e.g., zoning, park development or toxic waste disposal).				
2. Analyze and evaluate the consequences of a governmental policy that affects the physical characteristics of a place or region.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Compare and evaluate alternative public policies for the use of land and natural resources at all levels of government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Identify and analyze the changing political geography at the local, state, national and international levels including: <ul style="list-style-type: none"> a. Annexation; b. Zoning; c. Congressional reapportionment; d. Changes in international boundaries. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Explain the effects of shortages, surpluses and government-enforced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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controls on prices.				
2. Explain ways that people respond to incentives when allocating their scarce resources in their roles as producers, consumers, savers, workers and investors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the impact of inflation on economic behavior.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe the functions of the components that make up an economic system and describe the relationships among them including: a. Business; b. Productive resources; c. Financial institutions; d. Government; e. Consumers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify factors that cause changes in economic growth including the effects of supply and demand on the labor market.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Identify indicators that provide information to consumers on the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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current value or purchasing power of money with a focus on the: <ul style="list-style-type: none"> a. Consumer Price Index; b. Unemployment rate; c. Gross Domestic Product (GDP). 				
7. Explain how countries use their comparative advantage to produce goods and services for trade with other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Explain the effects of specialization, interdependence and trade on the United States and other countries.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Explain how changes in exchange rates affect consumers and producers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Analyze issues related to the use of different types of taxes to fund public goods and services including: <ul style="list-style-type: none"> a. Proportional tax; b. Progressive tax; c. Regressive tax. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. Explain why incomes will differ in the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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labor market depending on supply and demand for skills, abilities and education levels.				
12. Explain the role of individuals in the economy as producers, consumers, savers, workers and investors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Explain the consequences of the economic choices made by individuals and the tools which they use to manage their financial resources including: a. Budgets; b. Savings; c. Investments; d. Credit; e. Philanthropy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Describe how interest rates affect savers and borrowers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Analyze the actions of the U.S. government and evaluate the extent to which those actions reflect characteristics of American	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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democracy and help to serve the public good.				
2. Explain, using examples, how political parties, interest groups, the media and individuals influence the policy agenda and decision-making of government institutions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Describe the changing relationships among the branches of the national government, and evaluate applications of the principles of separation of powers and checks and balances for serving the public good and protecting individual rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Describe the changing relationship among the levels of government in the U.S. federal system, and evaluate applications of the principle of federalism for serving the public good and protecting individual rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain the major responsibilities of the federal government for domestic and foreign policy including powers of each branch of the government.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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6. Explain the functions of local and state governments in Ohio and how their powers are derived from the Ohio Constitution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Explain the philosophical foundations of the American political system as outlined in the Declaration of Independence, the U.S. Constitution and the Federalist Papers with emphasis on the basic principles of natural rights.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Compare and analyze the powers granted to the national and state governments in the federal system with emphasis on: <ul style="list-style-type: none"> a. Concurrent powers; b. Reserved powers; c. Implied powers; d. Expressed powers. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Explain how interpretations of the basic principles found in the U.S. Constitution have changed over time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. Explain the importance of the privilege of habeas corpus and the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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constitutional prohibitions against bills of attainder and ex post facto laws.				
11. Explain the role of elections and political parties (including third parties) in facilitating the democratic process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. Describe the ways in which public officials are held accountable for the public good including ways they can acquire and lose their offices with emphasis on: a. Appointments; b. Primary and general elections; c. The Electoral College; d. Recall; e. Impeachment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. Explain the use of the initiative and referendum in the government of Ohio.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Analyze historical and contemporary examples of citizen movements to	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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bring about political change (e.g., Mothers Against Drunk Driving [MADD], NOW, Common Cause, NAACP and Eagle Forum).				
2. Choose an effective method of citizen participation in the policy process and identify the level of government and person or agency with jurisdiction for a particular set of circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain how an individual participates in primary and general elections including: <ul style="list-style-type: none"> a. Registering to vote; b. Identifying the major duties, responsibilities and qualifications required for a particular position; c. Becoming informed about candidates and issues; d. Declaring or changing party affiliation; e. Obtaining, marking and depositing a ballot. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Compare the rights of citizens and resident aliens.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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<p>5. Explain the meaning and importance of each of the rights guaranteed under the Bill of Rights and how they are secured through:</p> <ul style="list-style-type: none"> a. Legislation; b. The role of the judiciary in upholding rights; c. The role of citizens exercising their rights. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
<p>6. Explain how citizenship includes the exercise of personal responsibility and active participation in a democracy including:</p> <ul style="list-style-type: none"> a. Behaving in a civil manner; b. Being fiscally responsible; c. Accepting responsibility for the consequences of one's actions; d. Practicing civil discourse; e. Becoming informed on public issues; f. Voting; g. Taking action on public issues; h. Providing public service; i. Serving on juries. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Social Studies Skills and Methods				
1. Identify a current public policy issue and arguments relative to the issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Determine criteria by which arguments will be judged.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Identify advocacy groups and obtain public policy information they produce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Adjust a research question or topic based on information obtained while conducting research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Choose a position on an issue and develop a rationale for that position.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Critique the conclusions drawn from survey and research data by questioning: <ul style="list-style-type: none"> a. Sample size; b. Demographics; c. The sponsoring organization; d. Logic of the conclusions reached. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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7. Identify appropriate tools for communicating a position on an issue (e.g., electronic resources, newsletters, letters to the editor, public displays and handouts).	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		
8. Apply the processes of persuasion, compromise and negotiation to the resolution of conflicts and differences.	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		

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History				
1. Challenge arguments of historical inevitability by giving examples of how different choices could have led to different consequences (e.g., choices made during the Civil War, choices relating to immigration policy, or choices made during the Cuban Missile Crisis).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Analyze primary source material to see if a historical interpretation is supported.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Analyze cause-and-effect relationships and multiple causation including the influence of ideas, the role of chance and individual and collective action.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
People in Societies				
1. Identify the perspectives of diverse cultural groups when analyzing current issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Analyze proposed solutions to current issues from the perspectives of diverse cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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3. Analyze ways countries and organizations respond to conflicts between forces of unity and forces of diversity (e.g., English only/bilingual education, theocracies/religious freedom, immigration quotas/open immigration policy, single-sex schools/coeducation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Evaluate the effectiveness of international governmental organizations (e.g., United Nations, European Union, World Court and Organization of American States), multinational corporations, and nongovernmental organizations (e.g., Amnesty International, Red Cross and World Council of Churches) in the global arena.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Evaluate the role of institutions in guiding, transmitting, preserving and changing culture.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Geography				
1. Explain how people create places that reflect culture, human needs, government policy, current values and ideals as they design and build	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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specialized buildings, neighborhoods, shopping centers, urban centers and industrial parks.				
2. Describe the intended and unintended effects of human modifications to the physical environment and weigh the costs and benefits of alternative approaches to addressing environmental concerns (e.g., alternative sources of energy, mass transportation systems, or farmland and wetland preservation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Analyze policies and programs for natural resource use and management considering possible trade-offs between environmental quality and economic growth.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use appropriate data sources and tools to gather, manipulate, interpret and communicate geographic information related to civic/global issues.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Economics				
1. Compare how values and beliefs influence economic decisions in	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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different communities.				
2. Explain the impact of marginal cost/marginal benefit analysis on decision-making.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Select a current issue; identify the costs and benefits of various choices to determine the impact of personal and social economic decisions on the allocation of productive resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. Use the circular flow model to explain the flow of money, goods, services and productive resources in the economy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Identify reasons for and the impacts of multinational economic organizations: <ul style="list-style-type: none"> a. Organization of the Petroleum Exporting Countries (OPEC); b. European Monetary Union; c. North American Free Trade Agreement (NAFTA); d. World Trade Organization (WTO); e. World Bank. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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6. Analyze economic policy decisions made by governments that have resulted in intended and unintended consequences.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Identify public policies that may cost more than the benefits they generate, assess who enjoys the benefits, who bears the cost and explain why the policies exist.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Government				
1. Identify and analyze an issue related to domestic or foreign policy in the United States (e.g., human rights, intervention in conflicts between other countries, or health care).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Explain how individuals and groups, both governmental and non-governmental, influence domestic and foreign policy and evaluate how these actions reflect characteristics of American democracy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Explain the key arguments made for and against the ratification of the	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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Constitution and illustrate how those arguments influence contemporary political debate.				
4. Identify and analyze issues related to the election process in the United States (e.g., election board policies, technology used in elections, media reporting of election results).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Citizenship Rights and Responsibilities				
1. Practice forms of civic discussion and participation consistent with the ideals of citizens of a democratic republic: a. Persuasive speech; b. Panel discussion; c. Debate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Evaluate policies that have been proposed as ways of dealing with social changes resulting from new technologies (e.g., censorship of the media, intellectual property rights, or organ donation).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Analyze relationships and tensions between national sovereignty and	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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international accords and organizations (e.g., international agreements on environmental issues, trade agreements, arms agreements, European Union or NATO).				
4. Explain and demonstrate knowledge of federal and Ohio freedom of information and open meeting laws.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Explain how to file a request for public information using either the appropriate federal or Ohio freedom of information statute.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Prepare a plan of action that defines a community issue and suggest alternative solutions or courses of action based on appropriate criteria.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. Analyze the causes, consequences and possible solutions to persistent, contemporary and emerging world problems (e.g., health, security, resource allocation, economic development or environmental quality).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. Analyze how democracy, the free	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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flow of information, global economic interdependence, or human rights movements can cause change within a country.				
9. Compare elements, proceedings and decisions related to the right to a fair trial in criminal and civil courts and describe alternatives to litigation for maintaining order and resolving conflicts within the U.S. legal system including: <ul style="list-style-type: none"> a. Mediation; b. Arbitration; c. Alternative dispute resolution; d. Plea-bargaining. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Social Studies Skills and Methods				
1. Obtain and evaluate information from public records and other resources related to a public policy issue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. Construct an action plan for presenting a position to the appropriate decision-making body.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. Research an issue or topic by	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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gathering, recording, evaluating and interpreting relevant data.				
4. Develop a research project and make formal presentations to the class and/or community members using: <ul style="list-style-type: none"> a. Key terms; b. Support for main ideas; c. Examples; d. Statistics and other evidence; e. Visual aids; f. Formal citation of sources. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. Respond to questions and feedback about presentations knowledgeably and civilly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. Build consensus within a group by: <ul style="list-style-type: none"> a. Finding points of agreement; b. Identifying points individuals are willing to concede; c. Making sure that all voices are heard; d. Attempting to understand the view of others. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

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7. Engage in group work on issues-analysis and decision-making: <ul style="list-style-type: none"> a. Identify a problem or dilemma; b. Analyze the interests, values and points of view; c. Identify causes of the problem or dilemma; d. Propose alternative solutions; e. Formulate a position or course of action; f. Evaluate the consequences of the action taken. 	<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>		