

# Ohio

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## Ohio's Learning Standards – Extended with Learning Progressions Social Studies

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# Table of Contents

## Introduction to Ohio's New Learning Standards - Extended: Social Studies .....3

OVERVIEW .....3

    Complexity Levels .....3

    Learning Progressions.....4

    Accessibility .....5

## Navigating the Ohio Learning Standard Extensions .....6

## Navigating the Learning Progressions .....7

## Learning Progressions for Social Studies, Grades K – 2 .....8

Kindergarten.....8

Grade 1 .....13

Grade 2 .....18

## Extended Standards with Learning Progressions for Social Studies, Grades 3 - 8 .....24

Grade 3 .....24

Grade 4 .....31

Grade 5 .....42

Grade 6 .....51

Grade 7 .....57

Grade 8 .....65

## Extended Standards with Learning Progressions for Social Studies, High School .....83

American History .....83

American Government.....108

Modern World History .....121

Economics and Financial Literacy .....129

Contemporary World Issues .....137

World Geography.....144

## Acknowledgements .....156

# Introduction to Ohio's New Learning Standards - Extended: Social Studies

## OVERVIEW

In February 2018, the state of Ohio adopted updated Ohio Learning Standards (OLS) for social studies and science. Consequently, Ohio revised the Ohio Learning Standards-Extended (OLS-E) to be aligned with the OLS. The Ohio Department of Education collaborated with teams of educators and experts from around the state to do the work. These committees met multiple times to draft the new extensions. The Department then posted the drafts for public feedback and received hundreds of comments. After the public comment period, the committees considered the comments and implemented suggestions into the final version.

The OLS-E are specific statements of knowledge and skills linked to the expectations in the OLS. The purpose of the extensions is to build a bridge that provides grade level access for students with the most significant cognitive disabilities to the content of the OLS.

The Department developed the OLS-E specifically for students who qualify for and take the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD). These extensions do not replace the OLS for social studies, they are aligned to them. Teachers may use the standards and extensions as a skill or knowledge progression when designing instruction and assessments. Using a standards progression provides flexible access from varied entry points and allows learners with the most significant cognitive disabilities to grow knowledge and skill across a modified curriculum that is linked to the grade-level standards. Educators can then use the link to

grade-level targets or outcomes as comparison data in present levels of performance on an IEP. Because instruction and assessment should always consider the full range of extended standards and the links to the grade-level targets and outcomes, the OLS-E development committee designed this document so that the reader can reference the OLS and the extensions on the same page to easily see the progression.

While educators should use the extended standards to provide content that is directly aligned to the OLS for social studies, they must also meet each child's individual education needs by incorporating other skills as necessary. Teachers should consider incorporating instruction with individual accommodations or supports students need to access the curriculum as well as non-academic skills needed for student success such as communication, self-determination, fine/gross motor, and social/emotional skills. Daily living and life skills are often represented within the standards as reading, speaking, listening, writing, and economics skills and should be taught and integrated with the extensions. Educational plans should also include any other additional skills necessary for each child's individual education needs and transition planning goals. Educators can use the OLS-E to differentiate instruction for a wide range of students by using the extensions as entry points to the OLS, but they must do so with caution. Students who do not take Ohio's AASCD will take the general assessments aligned to the general standards. These extensions can provide entry points into the OLS. However, schools must remember that students who do not participate in the AASCD should transition to and will be assessed using the OLS.

## Complexity Levels

The committee extended the Ohio Learning Standards to include three levels from "most complex" to "least complex". The complexity levels are comprised of three targets of varying difficulty aligned to each standard from the OLS. The extensions

are codified individually for clear designation. The last letter in the extension code indicates the complexity level: “a” denotes the highest level of complexity, “b” denotes the middle complexity level and “c” denotes the lowest complexity level. In some instances, the committee tiered the verb of the extension to increase or decrease the complexity level. In other cases, the concept or skill within the OLS is tiered across the three complexity levels. It is important to move from left to right when reading the extensions. To determine where instruction should begin, educators should start with the general standard and then progress down through the complexity levels until finding the optimum starting point. It’s important to note that no one should categorize students according to an extension level. Instead, instruction should build skills across the extensions to the highest level possible based on individual student strengths which may vary across standards. Ideally, when educators apply these extensions within each grade level one should see instruction occurring at all ranges of complexity. When citing standards for lessons and/or assessment design, educators should include the full complexity range, including the general standard. Citing standards in this way acknowledges a range of entry points and a range of learning progress.

\*Complex and advanced learning standards in Ohio’s New Learning Standards are not included in the extended standards.

## Learning Progressions

A learning progression is a sequence of skills linked to a learning target that build base skills and engagement as learners make progress toward mastery of the standard or learning target.

These Learning Progressions are a companion to Ohio’s New Learning Standards and OLS-E and help develop teacher and learner clarity about embedded skills within each standard. Learning progressions are building blocks that can outline how learning builds before, over the course of, and after the target skill.

\*It is worth noting that none of the above can be crafted unless the educator has first identified the learning target or standard of focus for the lesson and assessment.

Ohio’s Learning Progressions companion document includes the Kindergarten, First and Second grade standards that are not part of Ohio’s Learning Standards- Extended. As a reminder, there are no extended standards for grades K-2, however, the learning progressions outline essential skills that are part of each standard.

Together the general standard, extended standards, building base skills and engagement statements make up these sample learning progressions. Learning progressions can be used by education professionals, learners and their families to identify entry level skills, set goals and objectives and track progress over time. Please note: Skills provided in each progression are a sampling of skills leading toward mastery and are not intended to be an all inclusive list. It is possible that other skills may be part of each learning progression and may not all be included in this document.

Skills in the learning progression column are organized in a learning ladder, beginning at the bottom with engagement indicators and moving upward in complexity toward mastery. Some learning progressions may include skills that fall between extended standard complexity levels in addition to building base

skills leading to Complexity C. Learning Progressions in grades K-2 include engagement indicators, base skills and a deconstruction of the grade level target.

Learning progressions can be helpful in designing assessments, measuring progress over the course of learning and identifying baseline skills and knowledge. In addition, when used as a data collection tool paired with evidence of student learning, the learning progression may reveal skill gaps and intervention targets. Large segments of missing skills may be considered by intervention and IEP teams as potential goals and objectives that may be targeted to close achievement gaps between the learner and grade-level peers. Thus, leading to individualized IEP development aligned with standards-based data. Data aligned to learning progressions can also be used to articulate present levels by citing skills that the learner has demonstrated leading up to a skill gap, also known as present levels of performance.

Learning progressions help education professionals maintain age/grade-level alignment for each learner while still addressing both strengths and needs. No matter where the entry point, all learners can demonstrate skills leading to grade-level outcomes. Seeing each and every learner as part of the learning continuum at grade-level is the goal. Learning progressions help make that goal a reality for all learners and all teaching professionals.

Please note: This resource provides many, but not all skills leading to and through Ohio's Learning Standards and OLS-E. The OLS-E with Learning Progressions is a living document. Review and refinement of these LP's is ongoing and the documents will be updated regularly. Please check in frequently for the most up to date version.

## Accessibility

The OLS-E and the Learning Progressions do not specify individual accommodations or supports that may be necessary for students to access the curriculum. Teachers should consider the unique learning needs of each student and integrate the Individualized Education Plan (IEP) designated supports and services when designing lessons. It is imperative that teachers provide specially designed instruction, assistive technology, accommodations and other supports needed to ensure full access to learning opportunities so that students can demonstrate their full range of knowledge and skills.

# Navigating the Ohio Learning Standard Extensions

The graphic illustrates the components of the Extensions:

## GRADE 3

Learning Standard		Complexity b		Complexity c
Most Complex				Least Complex
<b>Historical Thinking</b>				
<b>SS.3.1</b> Events in local history can be shown on timelines organized by years, decades and centuries.		<b>SS.3.1a</b> Place a sequence of events or dates on a timeline.	<b>SS.3.1b</b> Place a series of three personal events in chronological order.	<b>SS.3.1c</b> Identify an event/activity occurring before or after another given activity/event.
<b>SS.3.2</b> Primary and secondary sources can be used to show change over time.		<b>SS.3.2a</b> Sort pictures or objects that identify events/tools from past	<b>SS.3.2b</b> Show and communicate about personal pictures/experiences over time.	<b>SS.3.2c</b> Match pictures that identify change as now and then.

Three levels of complexity

Topic

Grade

Standards with Codification

# Navigating the Learning Progressions

The graphic illustrates the components of the Learning Progression:

Learning Standard	Complexity a	Complexity b	Complexity c	Learning progression Building the Base & Engagement
<p>3.LS.2.a1 Describe how a variation in a physical or behavioral trait is associated with the environments where they live. Plants and animals have certain physical or behavioral characteristics that influence their chances of surviving in particular environments. Note: The focus is on the individual, not the population. Adaptation is not the focus at this grade level.</p>	<p>3.LS.2.a2 Explain why one physical or behavioral trait within a species would be an advantage in a given environment.</p>	<p>3.LS.2.b1 Identify variations in physical and behavioral traits within the same organism, select the one variation that will be an advantage to the organism.</p>	<p>3.LS.2.c1 Identify that there is variation within the same species. 3.LS.2.c2 Identify individual organism that would help it be successful in its environment.</p>	<p>Least Complex</p> <ul style="list-style-type: none"> <li>Explain why a particular trait is advantageous in a given environment.</li> <li>Identify traits as advantageous in certain environments.</li> <li>Describe the traits of an organism that help it live in its environment (e.g., thick covering on cactus, the ability to hibernate on Arctic animals, the ability to store fat, fast running speed of prey, ability to climb).</li> <li>Identify that variations may provide a survival advantage.</li> <li>Match organisms to their environment in which they live.</li> </ul>
<p>3.LS.3 Plan and conduct an investigation to describe and explain the life cycle of an organism in its natural environment. Note: The names of the stages within the life cycles are not the focus.</p>		<p>3.LS.3.a Match an organism to its life cycle.</p>	<p>3.LS.3.c Identify the main stages of an organism's life cycle: birth, growth, adulthood, reproduction, and death.</p>	<ul style="list-style-type: none"> <li>Recognize that different organisms may have different life stages (e.g., metamorphosis).</li> <li>Match stage of the life cycle to what is going on in the environment (e.g., many babies are born in the spring when food is plentiful, seeds germinate when the soil is moist).</li> <li>Know that an individual organism may die at any point in the life cycle.</li> <li>Identify different stages of a life cycle (e.g., watch nature videos that trace the life cycle).</li> </ul>

Building base skills

This learning progression includes the general standard, 3 extended standards and base skills beginning with engagement

Is important to note that each standard and extended standard are made up of many individual points of learning (knowledge and skills). All of these skills can be developed and monitored with explicit instruction and assessment.

Skills grow from engagement and base skills (at the bottom) to and sometimes through the extended standards (moving upward like a learning ladder)

# Learning Progressions for Social Studies, Grades K – 2

## Kindergarten

<b>Grade-Level Standard Kindergarten</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>History</b>	
<b>Historical Thinking and Skills</b> <b>HS.K.1</b> Time can be measured.	<ul style="list-style-type: none"> <li>• Organize the 12 months of the year in chronological order.</li> <li>• Recall the 7 days of the week in order.</li> <li>• Organize the days of the week in chronological order.</li> <li>• Identify days, weeks, months as intervals of time.</li> <li>• Identify tasks that can be accomplished within an hour.</li> <li>• Organize a schedule of events by the hour.</li> <li>• Identify tasks that can be accomplished in minutes.</li> <li>• Observe a minute pass using a timer.</li> <li>• Identify tasks that can be accomplished in seconds.</li> <li>• Count to represent seconds of time as it passes.</li> <li>• Identify tools used to measure the passage of time. (e.g. watch, timer, sand hourglass, calendar, schedule, timeline, etc.)</li> <li>• Engage with tools used to measure time.</li> </ul>
<b>HS.K.2</b> Personal history can be shared through stories and pictures.	<ul style="list-style-type: none"> <li>• Share personal stories or experiences with others.</li> <li>• Use a picture to share about a personal experience.</li> <li>• Organize pictures showing personal experiences into time order. (i.e. first, then, next, finally or by age or date)</li> <li>• Collect pictures that show personal experiences.</li> <li>• Identify a picture or story that conveys a personal experience.</li> <li>• Engage with images that show a personal experience.</li> <li>• Engage with others as a personal story/experience is shared.</li> </ul>
<b>Heritage</b> <b>HS.K.3</b> Heritage is reflected through diverse cultures and is shown through the arts, customs, traditions, family celebrations and language.	<ul style="list-style-type: none"> <li>• Select and share examples of one's own culture or heritage.</li> <li>• Identify heritage as a cultural practice, language, custom, tradition, celebration, etc. acquired from an ancestor or predecessor.</li> <li>• Relate culture as coming from family groups, community groups, religious groups, etc.</li> <li>• Share family traditions with others.</li> <li>• Participate in family, community or school celebrations.</li> <li>• Listen to and/or communicate using diverse languages.</li> </ul>

<b>Grade-Level Standard Kindergarten</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
	<ul style="list-style-type: none"> <li>• Listen to music from diverse cultures.</li> <li>• Participate in family traditions, family celebrations, cultural experiences, customs, social experiences, the arts, including through dress and/or language.</li> </ul>
<p><b>HS.K.4</b> Symbols and practices of the United States include the flag, Pledge of Allegiance and the National Anthem. Other nations are represented by symbols and practices too.</p>	<ul style="list-style-type: none"> <li>• Identify the National Anthem when presented in text or audio formats.</li> <li>• Recite the Pledge of Allegiance.</li> <li>• Identify the U.S. bird.</li> <li>• Identify the United State flag.</li> <li>• Identify the U.S. as a country represented on a map.</li> <li>• Engage with symbols and/or practices representing the U.S.</li> </ul>
<b>Geography</b>	
<p><b>Spatial Thinking and Skills</b> <b>GEO.K.5</b> Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.</p>	<ul style="list-style-type: none"> <li>• Locate distance markers on a map.</li> <li>• Distance can be measured in increments including miles.</li> <li>• Use manipulative or model to move north, south, east or west on a map or in real life.</li> <li>• Locate a compass rose on a map.</li> <li>• Identify terms north, south east and west are directions related to positions on the earth.</li> <li>• Match symbols to specific locations.</li> <li>• Locate symbols added to maps to represent places or locations. (i.e. map key)</li> <li>• Identify a symbol (picture, object, photograph, graphic) can be used to represent a location or place.</li> <li>• Identify landmarks as locations in a landscape or community that are easily recognized and can be used to establish a location.</li> <li>• List familiar locations in the local community.</li> <li>• Name familiar locations in the school.</li> <li>• Identify an object, tactile graphic or visual representation that could be used to represent a local landmark.</li> <li>• Engage with tools used to show directions. (e.g. map key, compass rose)</li> <li>• Actively participate in moving in a given direction.</li> <li>• Engage with objects, tactile graphics or visual representations of a familiar location.</li> </ul>
<p><b>GEO.K.6</b> Models and maps represent real places.</p>	<ul style="list-style-type: none"> <li>• Build a model that represents a real place.</li> <li>• Create a map to represent a real place.</li> <li>• Identify a model that can be used to represent a location or place.</li> <li>• Select a map that represents a real locations in a landscape or community.</li> <li>• List familiar locations in the local community.</li> <li>• Name familiar locations in the school or home.</li> </ul>

<b>Grade-Level Standard Kindergarten</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
	<ul style="list-style-type: none"> <li>• Identify an object, tactile graphic or visual representation that could be used to represent a real place.</li> <li>• Engage with peers to create a model or map of a real place.</li> <li>• Engage with maps and models of familiar places.</li> <li>• Engage with objects, tactile graphics or visual representations of a familiar location.</li> </ul>
<p><b>Human Systems</b> <b>GEO.K.7</b> Humans depend on and impact the physical environment in order to supply food, clothing and shelter.</p>	<ul style="list-style-type: none"> <li>• Give examples of ways in which we help and hurt our physical environment..</li> <li>• Describe ways in which we depend on the physical environment to meet or everyday needs. (i.e. access water from rain/ground, use shelter made with tree based products, we eat food grown in the ground and provided by animals, we wear clothes made from plant-based products, etc.)</li> <li>• Look at clothing labels to identify materials used to make clothing that come from the physical environment. (i.e. cotton, linen, silk)</li> <li>• Identify products that come directly from our physical environment that are used to build shelter (homes and other buildings).</li> <li>• Identify types of food that come directly from our physical environment.</li> <li>• Identify food, clothing, and shelter as needs rather than wants.</li> <li>• Define the physical environment as our surroundings - no matter what our location. (e.g. if we are at the park our surroundings are the playground, grass trees, etc.)</li> <li>• Engage in everyday activities that involve food, clothing, and shelter.</li> </ul>
<p><b>GEO.K.8</b> Individuals are unique but share common characteristics of multiple groups.</p>	<ul style="list-style-type: none"> <li>• Identify common characteristics of people that are present across multiple groups.</li> <li>• Identify others with one or more matching characteristic to oneself.</li> <li>• Identify unique characteristics that describe oneself.</li> <li>• Identify characteristic that describe people in general.</li> <li>• Match self to a generic representation of a person</li> <li>• Actively participate in a group to identify individual characteristics.</li> </ul>
<b>Government</b>	
<p><b>Civic Participation and Skills</b> <b>GVT.K.9</b> Individuals share responsibilities and take action toward the achievement of common goals in homes, schools and communities.</p>	<ul style="list-style-type: none"> <li>• Identify the role of others in achieving the goals specific to home, school and community.</li> <li>• Identify personal role in achieving the goals specific to home, school, and community.</li> <li>• Identify goals specific to communities.</li> <li>• Identify goals specific to school.</li> <li>• Identify goals specific to home.</li> <li>• Determine logical sequence of steps to complete the simple goal.</li> <li>• Identify which group member completed each step of the goal.</li> <li>• Identify the individual steps needed to complete the simple goal.</li> </ul>

<b>Grade-Level Standard Kindergarten</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
	<ul style="list-style-type: none"> <li>• Identify goal that the group completed.</li> <li>• Actively participate in a group to complete a simply goal.</li> </ul>
<p><b>Rules and Laws</b> <b>GVT.K.10</b> The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	<ul style="list-style-type: none"> <li>• Match identified authority figure with the identified rules.</li> <li>• Identify authority figures in the home, at school, and within the community.</li> <li>• Identify rules specific to home, school, and community.</li> <li>• Identify personal situations when rules are necessary.</li> <li>• Identify rules associated with other events. (recess, lunch/cafeteria, dinner time at home, movie theatre, etc.)</li> <li>• Determine how the game would work if there were no rules.</li> <li>• Identify the rules of the simple game.</li> <li>• Actively engage in a simple game that has clear rules.</li> </ul>
<b>Economics</b>	
<p><b>Scarcity</b> <b>ECON.K.11</b> Individuals have many wants and make decisions to satisfy those wants. These decisions impact others.</p>	<ul style="list-style-type: none"> <li>• Describe a time when getting what is wanted required giving something in trade.</li> <li>• Describe a time when getting what is wanted required waiting. (i.e. waiting to get a turn, waiting to save money, waiting in a line, etc.)</li> <li>• Identify situations when the student did not have their wants satisfied.</li> <li>• Identify situations when the student had their wants satisfied.</li> <li>• Engage in activities/situations where there are limited tangible resources.</li> <li>• Define the difference between the need for something and the want for something.</li> <li>• Identify objects that are necessary for survival.</li> <li>• Identify objects that are desirable to others.</li> <li>• Identify objects personally desirable.</li> <li>• Actively engage in a making a choice.</li> <li>• Actively engage in a preferred activity.</li> </ul>
<p><b>Production and Consumption</b> <b>ECON.K.12</b> Goods are objects that can satisfy an individual's wants. Services are actions that can satisfy individual's wants.</p>	<ul style="list-style-type: none"> <li>• Identify services that are necessary for survival.</li> <li>• Identify goods and services used on a daily basis.</li> <li>• Use goods and services on a daily basis.</li> <li>• Define services as actions that satisfy wants and needs.</li> <li>• Identify objects that are necessary for survival.</li> <li>• Define goods as objects that that people want.</li> <li>• Match objects to individuals who want them.</li> <li>• Identify things that individuals may want.</li> <li>• Identify objects.</li> </ul>

<b><i>Grade-Level Standard Kindergarten</i></b>	<b><i>Learning Progression Building the Base &amp; Engagement</i></b>
	<ul style="list-style-type: none"><li>• Actively engage with goods/objects.</li></ul>

## Grade 1

<b>Grade-Level Standard Grade 1</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>History</b>	
<p><b>Historical Thinking and Skills</b>  <b>HS.1.1</b> Time can be divided into categories (e.g., months of the year, past, present and future).</p>	<ul style="list-style-type: none"> <li>• Identify those tasks that will happen (future)</li> <li>• Identify those tasks that have already happened (past)</li> <li>• Identify those tasks that are happening now (present)</li> <li>• Organize events in order of when they happened</li> <li>• Recall events/tasks happening at home</li> <li>• Recall events/tasks happening during the school day</li> <li>• Identify the number of days in the year</li> <li>• Identify the number of days in each month</li> <li>• Organize the months of the year in chronological order</li> <li>• Identify the months of the year</li> <li>• Recall the 7 days of the week in order</li> <li>• Identify the days of the week by name</li> <li>• Identify the number of hours in a day</li> <li>• Identify the number of minutes in an hour</li> <li>• Observe a minute pass using a timer</li> <li>• Engage with tools used to measure time.</li> </ul>
<p><b>HS.1.2</b> Engage with tools used to measure time.</p>	<ul style="list-style-type: none"> <li>• Use book to share experience and lesson learned with others</li> <li>• Identify a lesson learned from this experience</li> <li>• Use a book to convey a previous experience</li> <li>• Use artifact to share about experience and lesson learned with others</li> <li>• Identify a lesson learned from this experience</li> <li>• Identify an artifact that represents a previous experience</li> <li>• Use picture to share about personal experience and lesson learned with others</li> <li>• Identify a lesson learned from this experience</li> <li>• Use the pictures to convey a previous personal experience</li> <li>• Engage with images that show a personal experience.</li> <li>• Engage with objects that show a personal experience.</li> <li>• Engage with others as a personal story/experience with images or objects is shared.</li> </ul>
<p><b>Heritage</b></p>	<ul style="list-style-type: none"> <li>• Compare how these needs are met among students</li> <li>• Identify how each student's basic needs are met</li> </ul>

<b>Grade-Level Standard Grade 1</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>HS.1.3</b> The ways basic human needs are met have changed over time.	<ul style="list-style-type: none"> <li>• Define basic human needs as things that we cannot live without</li> <li>• Identify things/items that humans can live without</li> <li>• Identify things/items that humans cannot live without (food, shelter, etc.)</li> <li>• Participate in activities that fulfill basic everyday human needs (eating, dressing, seeking shelter, toileting, etc.)</li> </ul>
<b>Geography</b>	
<b>Spatial Thinking and Skills</b> <b>GEO.1.4</b> Maps can be used to locate and identify places.	<ul style="list-style-type: none"> <li>• Locate important landmarks on map</li> <li>• Identify important landmarks of the given location</li> <li>• Locate these important symbols/parts on the map</li> <li>• Identify the important symbols/parts of the map (e.g. compass rose, directions, distance marker, landmarks)</li> <li>• Engage with objects, tactile graphics or visual representations of a given location</li> </ul>
<b>GEO.1.5</b> Places are distinctive because of their physical characteristics (landforms and bodies of water) and human characteristics (structures built by people).	<ul style="list-style-type: none"> <li>• Define physical characteristics of a map as landforms and bodies of water</li> <li>• Locate bodies of water/landforms on the map</li> <li>• Define human characteristics as something made/built by a human</li> <li>• Identify structures built/made by humans</li> <li>• Identify that no two places are the same</li> <li>• Identify differences of two places within the school</li> <li>• Identify similarities of two places within the school</li> <li>• Engage in different environments around the school</li> </ul>
<b>GEO.1.6</b> Families interact with the physical environment differently in different times and places.	<ul style="list-style-type: none"> <li>• Match resources from the physical environment to provided recreation. (i.e. snow-sledding, skiing; wilderness - hiking, fishing, camping, etc.,)</li> <li>• List resources from the physical environment that support transportation.</li> <li>• Identify that the physical environment can also provide transportation and recreation.</li> <li>• Compare access to food, clothing and shelter from present day to the past.</li> <li>• Identify resources as coming from the physical environment.</li> <li>• Match pieces of clothing to their place of purchase or origin.</li> <li>• Match different foods to their place of purchase or growth.</li> <li>• Identify food, clothing, and shelter as needs of families.</li> <li>• Engage in daily routines that include resources coming from the physical environment. (i.e. eating, dressing, etc.,)</li> <li>• Engage with family members.</li> <li>• Engage with the physical environment.</li> </ul>

<b>Grade-Level Standard Grade 1</b>	<b>Learning Progression <i>Building the Base &amp; Engagement</i></b>
<p><b>Human Systems</b> <b>GEO.1.7</b> Diverse cultural practices address basic human needs in various ways and may change over time.</p>	<ul style="list-style-type: none"> <li>• Discuss how diverse cultural practices have changed to meet basic human needs.</li> <li>• Link cultural practices to a way of life in a group or community.</li> <li>• Demonstrate respectful interest in diverse cultural practices.</li> <li>• Describe one or more family traditions.</li> <li>• Associate cultural practices with family traditions.</li> <li>• Identify one's own cultural practices.</li> <li>• Identify diverse cultural practices categories including; foods, language, clothing, buildings, the arts and traditions/beliefs. (Culture defined: the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines)</li> <li>• Identify clothing worn during a special family event vs. everyday.</li> <li>• Identify foods eaten during holiday vs. everyday meals.</li> <li>• Engage with books, photographs and artifacts, that represent diverse cultural practices.</li> <li>• Engage one or more cultural practice.</li> </ul>
<b>Government</b>	
<p><b>Civic Participation and Skills</b> <b>GVT.1.8</b> Individuals have responsibility to take action toward the achievement of common goals in homes, schools and communities and are accountable for those actions.</p>	<ul style="list-style-type: none"> <li>• Demonstrate responsibility by following rules and laws. (classroom, home or community)</li> <li>• Identify the consequences of a given choice (Could be good or bad)</li> <li>• Match consequences to breaking rules.</li> <li>• Identify rules in given setting or situation.</li> <li>• Make choices.</li> <li>• Identify choices.</li> <li>• Identify a situation where a choice can be made. (i.e. Seeing something you want, but it is not yours, etc.,)</li> <li>• Engage to make a choice.</li> </ul>
<p><b>GVT.1.9</b> Collaboration requires group members to respect the rights and opinions of others.</p>	<ul style="list-style-type: none"> <li>• Show respect for the opinions of others. (i.e. listen to others without judging)</li> <li>• Work together on an activity with others. (collaborate)</li> <li>• Select a partner.</li> <li>• Join a given partner.</li> <li>• Participate as part of a group.</li> <li>• Engage with a peer partner</li> </ul>
<p><b>Rules and Laws</b> <b>GVT.1.10</b> Rules exist in different settings. The principles of fairness</p>	<ul style="list-style-type: none"> <li>• Associate fairness with justice for all.</li> <li>• Define consequences.</li> <li>• Describe why there are rules.</li> </ul>

<b>Grade-Level Standard Grade 1</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p>should guide rules and the consequences for breaking rules.</p>	<ul style="list-style-type: none"> <li>• Identify the rules in a given environment.</li> <li>• Identify 1 class rule.</li> <li>• Answer the question: What is a rule?</li> <li>• Match cause and effect related to rules. (i.e. if you aren't nice to others, then they won't want to be around you)</li> <li>• Engage in behaviors that follow the rules.</li> </ul>
<b>Economics</b>	
<p><b>Scarcity</b> <b>ECON.1.11</b> Wants are unlimited and resources are limited. Individuals make choices because they cannot have everything they want.</p>	<ul style="list-style-type: none"> <li>• Describe choices that have to be made about wants based on available resources.</li> <li>• Compare a list of wants to total resources.</li> <li>• Brainstorm ways to get what we want.</li> <li>• Communicate wants.</li> <li>• Identify a want.</li> <li>• Engage with money.</li> <li>• Engage with something wanted.</li> </ul>
<p><b>Production and Consumption</b> <b>ECON.1.12</b> People produce and consume goods and services in the community.</p>	<ul style="list-style-type: none"> <li>• Participate in production of a good or service. (i.e. class jobs, assembly line product, etc.,)</li> <li>• Provide a service to someone in the class, home or community.</li> <li>• Brainstorm a list services that kids can provide.</li> <li>• Define services as the act of helping or doing work for someone.</li> <li>• Identify examples of producers within the community.</li> <li>• Define produce as to make, create, assemble or construct.</li> <li>• Identify examples of consumers with goods that they consume.</li> <li>• Define consume as eat, drink or use goods.</li> <li>• Define goods as products/objects people want.</li> <li>• Engage in behaviors of a consumer. (i.e. eat lunch, use a tissue, wash hands, etc.,)</li> <li>• Engage with people who are producers or consumers.</li> <li>• Engage with goods.</li> </ul>
<p><b>Markets</b> <b>ECON.1.13</b> People trade to obtain goods and services they want.</p>	<ul style="list-style-type: none"> <li>• Answer the question: Can people produce all of the goods and services that they might want?</li> <li>• Exchange a good for a service.</li> <li>• Exchange a good for a good.</li> <li>• Engage in a trade.</li> <li>• Request a trade.</li> <li>• Model trading.</li> <li>• Define trade as exchange one thing for another.</li> </ul>

<b>Grade-Level Standard</b> <b>Grade 1</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
	<ul style="list-style-type: none"> <li>• Identify wants.</li> <li>• Engage with people.</li> </ul>
<p><b>Financial Literacy</b> <b>ECON.1.14</b> Currency is used as a means of economic exchange.</p>	<ul style="list-style-type: none"> <li>• Make a real or pretend transaction.</li> <li>• Practice using currency in trade for a good or service.</li> <li>• Match the cost of a good or service with currency.</li> <li>• Identify the cost of a specific good or service.</li> <li>• Identify how people get money.</li> <li>• Match the term currency as another name for money.</li> <li>• Identify coins and bills as money.</li> <li>• Engage with money.</li> </ul>

## Grade 2

<b>Grade-Level Standard Grade 2</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<b>History</b>	
<b>Historical Thinking and Skills</b> <b>HS.2.1</b> Time can be shown graphically on calendars and timelines.	<ul style="list-style-type: none"> <li>• Use a timeline template to organize 3 or more events in chronological order.</li> <li>• Identify a timeline vs. other graphic organizers.</li> <li>• Identify important dates. (i.e. birthdays, holidays, upcoming events, etc.,)</li> <li>• State or write the day's date.</li> <li>• Identify the year on a calendar.</li> <li>• Name the months of the year in chronological order.</li> <li>• Identify the months of the year on a calendar.</li> <li>• Name the days of the week in chronological order.</li> <li>• Identify the days of the week on a calendar.</li> <li>• Participate in calendar activities.</li> <li>• Engage with an image of a timeline.</li> <li>• Engage with a calendar.</li> </ul>
<b>HS.2.2</b> Change over time can be shown with artifacts, maps, and photographs.	<ul style="list-style-type: none"> <li>• Compare photographs of people, places or events from past and present.</li> <li>• Use photographs to retell about an event or person.</li> <li>• Use a map to describe a location.</li> <li>• Identify a map vs. other graphic.</li> <li>• Engage with maps.</li> <li>• Compare artifacts from both past and present.</li> <li>• Describe artifacts from both past and present.</li> <li>• Engage with artifacts from both past and present.</li> <li>• Engage with photographs of familiar people or events.</li> </ul>
<b>Heritage</b> <b>HS.2.3</b> Science and technology have changed daily life.	<ul style="list-style-type: none"> <li>• Describe how changes in technology have changed everyday life.</li> <li>• Compare technology for a given topic from past and present. (i.e. telephone, cars, maps, etc.,)</li> <li>• Describe how science changed a specific technology. (i.e. telephone)</li> <li>• Identify technology for a given topic from past and present. (i.e. transportation from past and present, communication from past and present, medical care, etc.,)</li> <li>• Identify technology tools for specific environment or task.</li> <li>• Engage with technology.</li> </ul>

<b>Grade-Level Standard Grade 2</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>HS.2.4</b> Biographies can show how peoples' actions have shaped the world in which we live.</p>	<ul style="list-style-type: none"> <li>• Discuss how the actions of individuals can impact the world.</li> <li>• Answer the question: How did this person impact the world?</li> <li>• Match the actions of the person detailed in a given biography as “for the common good” or not.</li> <li>• Identify actions of the person detailed in a given biography.</li> <li>• Identify the person detailed in a given biography.</li> <li>• Identify a biography vs. other genres.</li> <li>• Engage with biographies of familiar people.</li> </ul>
<b>Geography</b>	
<p><b>Spatial Thinking and Skills</b> <b>GEO.2.5</b> Maps and their symbols, including cardinal directions, can be interpreted to answer questions about location of places.</p>	<ul style="list-style-type: none"> <li>• Create a map that includes a key.</li> <li>• Identify that maps can help to answer questions.</li> <li>• Point to/identify a given name/location on a map.</li> <li>• Identify north south east and west on a map.</li> <li>• Identify bodies of water on a map,</li> <li>• Identify land on a map.</li> <li>• Match map key symbols with that it represents on the map.</li> <li>• Identify the map key.</li> <li>• Engage with a map key.</li> <li>• Engage with a map.</li> </ul>
<p><b>GEO.2.6</b> The work that people do is impacted by the distinctive human and physical characteristics in the place where they live.</p>	<ul style="list-style-type: none"> <li>• Match specific work to physical characteristics on a map. (i.e. farming to open fields, manufacturing to factories, etc.,)</li> <li>• Match work to location. (i.e. fishing to ocean or lake, building with wood to wooded land, etc.,)</li> <li>• Brainstorm a list of work people do in the local area.</li> <li>• Identify characteristics of the local community.</li> <li>• Identify the work of family members or friends.</li> <li>• Engage with people from the local community.</li> <li>• Engage with a photo of where you live.</li> </ul>
<p><b>Human Systems</b> <b>GEO.2.7</b> Human activities alter the physical environment, both positively and negatively.</p>	<ul style="list-style-type: none"> <li>• Sort human changes to the physical environment as positive or negative impact.</li> <li>• Identify way people have changed the physical environment. (i.e. construct roads, farm the land, build on land, dump garbage, etc.,)</li> <li>• Identify how work may impact the physical environment.</li> <li>• Identify the work people do everyday.</li> <li>• Identify how taking food and water from the physical environment may change the environment.</li> </ul>

<b>Grade-Level Standard Grade 2</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
	<ul style="list-style-type: none"> <li>• Identify food, clothing, and shelter as coming from the physical environment.</li> <li>• Actively participate in daily routines or activities. (i.e. shower/bathe, travel, eat, work, etc.,)</li> </ul>
<b>GEO.2.8</b> Cultures develop in unique ways, in part through the influence of the physical environment.	<ul style="list-style-type: none"> <li>• Discuss how diverse cultural practices change based on different physical environments.</li> <li>• Compare homes, material goods, jobs from two or more different physical environments.</li> <li>• Link cultural practices to a way of life in a specific location or region.</li> <li>• Describe one or more family traditions based on local seasons.</li> <li>• Identify one or more local foods or material goods based on seasons in a physical environment.</li> <li>• Identify what materials from the local environment were used to build a specific home.</li> <li>• Identify one's own home style.</li> <li>• Engage with photographs that represent diverse homes.</li> </ul>
<b>GVT.2.9</b> Interactions among cultures lead to sharing ways of life.	<ul style="list-style-type: none"> <li>• Identify shared cultural practices.</li> <li>• Associate cultural practices with family traditions.</li> <li>• Demonstrate respectful interest in diverse cultural practices.</li> <li>• Identify diverse cultural practices across groups of people from the local community; foods, language, clothing, buildings, the arts and traditions/beliefs. (Culture defined: the learned behavior of a group of people, which includes their belief systems, languages, social relationships, institutions and organizations, and their material goods such as food, clothing, buildings, tools and machines)</li> <li>• Identify clothing worn during a special family event vs. everyday that have been influenced by the groups location. (i.e. climate specific, local colors, emblems/icons, etc.,)</li> <li>• Identify foods eaten during holiday vs. everyday meals based on local availability.</li> <li>• Engage with people from diverse cultures.</li> </ul>
<b>Government</b>	
<b>Civic Participation and Skills</b> <b>GVT.2.10</b> Respect for the rights of self and others includes making responsible choices and being accountable for personal actions.	<ul style="list-style-type: none"> <li>• Identify personal rights.</li> <li>• Identify demonstrations of respect for others.</li> <li>• Identify consequence for a given choice.</li> <li>• Make responsible choices. (i.e. follow rules, take turns, show kindness, etc.,)</li> <li>• Identify choices as self-determined.</li> <li>• Identify a situation where a choice can be made. (i.e. Selecting a game to play, how we interact with others, etc.,)</li> <li>• Demonstrate action.</li> <li>• Engage to make a choice.</li> </ul>

<b>Grade-Level Standard Grade 2</b>	<b>Learning Progression Building the Base &amp; Engagement</b>
<p><b>GVT.2.11</b> Groups are accountable for choices they make and actions they take.</p>	<ul style="list-style-type: none"> <li>• Evaluate personal work and the work of the team.</li> <li>• Work together as a group to accomplish a task.</li> <li>• Own responsibility for completing part of the whole in a group task.</li> <li>• Contribute own work and ideas to a group.</li> <li>• Use a system to manage conflict peacefully.</li> <li>• Use a system to organize group work. (i.e. set a goal, assign tasks/steps, etc.)</li> <li>• Establish group norms/rules that all members will follow.</li> <li>• Communicate with the group.</li> <li>• Engage with group members.</li> </ul>
<p><b>Rules and Laws</b> <b>GVT.2.12</b> There are different rules and laws that govern behavior in different settings.</p>	<ul style="list-style-type: none"> <li>• Identify that rules and laws shape behavior.</li> <li>• Match rules to specific settings.</li> <li>• Identify the rules in a given environment. (i.e. classroom, home, restaurant, playground, in the car, etc.)</li> <li>• Engage in behaviors that follow the rules in a given setting.</li> </ul>
<b>Economics</b>	
<p><b>Economic Decision Making and Skills</b> <b>ECON.2.13</b> Information displayed on bar graphs can be used to compare quantities.</p>	<ul style="list-style-type: none"> <li>• Compare quantities in a bar graph.</li> <li>• Construct a bar graph.</li> <li>• Populate the bar graph by shading given quantities in each category.</li> <li>• Label bar graph with numbers and categories.</li> <li>• Identify quantities and categories from data source.</li> <li>• Select a data source to identify quantities to compare. (i.e. number of books read per month, number of snow days per month, weather patterns, etc.)</li> <li>• Identify a bar graph vs. other types of graphs.</li> <li>• Engage with an image of a bar graph.</li> </ul>
<p><b>Scarcity</b> <b>ECON.2.14</b> Resources can be used in various ways.</p>	<ul style="list-style-type: none"> <li>• Describe why a resource may become unavailable.</li> <li>• Identify when resources are available or unavailable.</li> <li>• Identify who uses specific resources. (i.e. students and book companies use paper, landscapers and homeowners use mulch, carpenters and furniture manufacturers use lumber, etc.)</li> <li>• Identify how specific resources are used in multiple ways. (e.g. trees are used for: lumber, paper, mulch, etc.)</li> <li>• Identify local resources. (i.e. trees, corn, soybeans, oil, etc.)</li> <li>• Construct a grocery list.</li> <li>• Engage with multi-use products.</li> </ul>


<b>Grade-Level Standard</b> <b>Grade 2</b>	<b>Learning Progression</b> <b><i>Building the Base &amp; Engagement</i></b>
<b>Production and Consumption</b> <b>ECON.2.15</b> Most people around the world work in jobs in which they produce specific goods and services.	<ul style="list-style-type: none"> <li>• Explain why people work in jobs that provide goods or services.</li> <li>• Participate in production of a good or service. (i.e. class jobs, assembly line product, etc.,)</li> <li>• Match specific jobs with the good(s) or service(s) they provide.</li> <li>• Provide a service to someone in the class, home or community.</li> <li>• Brainstorm a list jobs/services.</li> <li>• Define services as the act of helping or doing work for someone.</li> <li>• Identify examples of producers within the community.</li> <li>• Define produce as to make, create, assemble or construct.</li> <li>• Define goods as products/objects people want.</li> <li>• Engage with goods.</li> </ul>
<b>Markets</b> <b>ECON.2.16</b> People use money to buy and sell goods and services.	<ul style="list-style-type: none"> <li>• Explore that different countries have different types of money.</li> <li>• Make a real or pretend transaction.</li> <li>• Practice using currency in trade for a good or service.</li> <li>• Match the cost of a good or service with currency.</li> <li>• Identify the cost of a specific good or service.</li> <li>• Identify who keeps the money from a sale.</li> <li>• Identify how money is exchanged to sell goods and services.</li> <li>• Identify who gives the money during a purchase.</li> <li>• Explain how money is exchanged to buy goods and services.</li> <li>• Order the steps in making a purchase.</li> <li>• Identify coins and bills as money.</li> <li>• Identify goods and services to purchase.</li> <li>• Engage with money.</li> <li>• Engage with people.</li> </ul>
<b>Financial Literacy</b> <b>ECON.2.17</b> People earn income by working.	<ul style="list-style-type: none"> <li>• Explore careers.</li> <li>• Identify that some earnings can be saved for larger purchases or future spending.</li> <li>• List ways people spend the money they earn by working.</li> <li>• Identify that money is needed to buy wants and needs.</li> <li>• Examine how different jobs earn different amounts of money.</li> <li>• Identify jobs that earn money.</li> <li>• Identify how people get money.</li> <li>• Engage with money.</li> <li>• Engage in work.</li> </ul>





# Extended Standards with Learning Progressions for Social Studies, Grades 3 - 8


## Grade 3


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Historical Thinking</b>				
<b>SS.3.1</b> Events in local history can be shown on timelines organized by years, decades and centuries.	<b>SS.3.1a</b> Place a sequence of events or dates on a timeline.	<b>SS.3.1b</b> Place a series of three personal events in chronological order.	<b>SS.3.1c</b> Identify an event/activity occurring before or after another given activity/event.	<ul style="list-style-type: none"> <li>Discuss how events happen in order using a classroom schedule or daily routine (using terms like first, next, last).</li> <li>Engage with representations of a person/character at three different ages (ie, child, teenager, adult).</li> </ul>
<b>SS.3.2</b> Primary and secondary sources can be used to show change over time.	<b>SS.3.2a</b> Sort pictures or objects that identify events/tools from past or present.	<b>SS.3.2b</b> Show and communicate about personal pictures/experiences over time.	<b>SS.3.2c</b> Match pictures that identify change as now and then.	<ul style="list-style-type: none"> <li>Sort representations of historic and modern items from one category (eg, clothing, automobiles, homes) into “then” and “now”.</li> <li>Engage with representations of people wearing clothing from earlier time periods or “then”.</li> <li>Engage with items of clothing from the past or “then” (eg, hats, coats, shoes).</li> </ul>
<b>Heritage</b>				
<b>SS.3.3</b> Local communities change over time.	<b>SS.3.3a</b> Describe changes in the community as told by an older relative or friend.	<b>SS.3.3b</b> Describe changes in the local community (e.g., new stores, houses and other construction).	<b>SS.3.3c</b> Identify a change within a local community.	<ul style="list-style-type: none"> <li>Sort representations of local buildings into “then” and “now”, noting differences.</li> <li>Engage with representations of local buildings (eg, schools, stores, town hall, Main Street) from multiple time periods.</li> </ul>
<b>Spatial Thinking and Skills</b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←  → Least Complex				
<b>SS.3.4</b> Physical and political maps have distinctive characteristics and purposes. Places can be located on a map by using the title, key, alphanumeric grid and cardinal directions.	<b>SS.3.4a</b> Identify north, south, east and west on the compass rose on a map.	<b>SS.3.4b</b> Use a map and map tools (e.g., legend, alphanumeric grid lines) to locate familiar landmarks, streets and other features.	<b>SS.3.4c</b> Identify a symbol on a simple map.	<ul style="list-style-type: none"> <li>Identify familiar places on the classroom emergency exit map.</li> <li>Engage with the classroom emergency exit map by traveling the route, or tracing the route on paper, to the nearest emergency exit.</li> </ul>
<b>Places and Regions</b>				
<b>SS.3.5</b> Daily life is influenced in different communities by their agriculture, industry and natural resources.	<b>SS.3.5a</b> Identify different resources in the local community (e.g., natural, economic [businesses that create jobs], and cultural [museums, universities, festivals]).	<b>SS.3.5b</b> Identify the natural resources in Ohio.	<b>SS.3.5c</b> Identify a natural resource (e.g., soil, water, coal, oil).	<ul style="list-style-type: none"> <li>Select from a given set images of products created from trees.</li> <li>Engage with representations or samples of observable natural resources (eg., soil, water, trees, rocks).</li> </ul>
<b>SS.3.6</b> Evidence of positive and negative human modification of the environment can be observed in the local community.	<b>SS.3.6a</b> Describe both a positive and negative human change to the local environment.	<b>SS.3.6b</b> Identify a human change to the local environment and explain why it is positive or negative.	<b>SS.3.6c</b> Recognize a human change to the local environment (e.g., farmland used for a new subdivision, damming a river to create a lake).	<ul style="list-style-type: none"> <li>Create or identify representations (i.e., drawing, coloring, building blocks) of human changes or additions to a field (i.e., housing, shopping center, sports fields).</li> <li>Engage with representations of earth movers (i.e., toy bulldozers, dump trucks) to experience how humans can change the physical landscape.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.3.7</b> Systems of transportation and communication move people, products and ideas from place to place.	<b>SS.3.7a</b> Identify different types of transportation for products and people.	<b>SS.3.7b</b> Match methods of transportation with what they typically transport.	<b>SS.3.7c</b> Identify types of transportation.	<ul style="list-style-type: none"> <li>Sort models or toys into categories of “land”, “water”, and “air” transportation.</li> <li>Engage with models or toys of automobiles, busses, airplanes, ships, trucks, trains, etc.</li> </ul>
<b>SS.3.8</b> Communities may include diverse cultural groups.	<b>SS.3.8a</b> Compare practices among different cultural groups (e.g., traditional foods, clothing and customs).	<b>SS.3.8b</b> Describe practices among different cultural groups within the local community (e.g., food, clothing, heritage, religion).	<b>SS.3.8c</b> Identify ways that humans are the same and different in a local community (e.g., family, classroom).	<ul style="list-style-type: none"> <li>Sort manipulatives into multiple sets (cultures) based on “same” characteristics (color, size, or shape) to show each group has something in common. Next, create a large set of all items to show how a larger group (community) can consist of items with “different” characteristics.</li> <li>Engage with manipulatives organized into two sets - one set with all same characteristics and one set with items having different characteristics.</li> </ul>
<b>Civic Participation and Skills</b>				
<b>SS.3.9</b> Members of local communities have rights and responsibilities.	<b>SS.3.9a</b> Describe members of the local community and their responsibilities.	<b>SS.3.9b</b> Identify responsibilities that you have in your local school community.	<b>SS.3.9c</b> Identify a responsibility.	<ul style="list-style-type: none"> <li>Sort images of students in a classroom into examples and non-examples of “responsible” (e.g., students leaving a messy work area, students putting art supplies away).</li> <li>Engage with representations of students performing classroom or home chores.</li> </ul>
<b>SS.3.10</b> Individuals make the community a better place by taking action to solve problems in a way that promotes the common good.	<b>SS.3.10a</b> Identify a problem in the community and how you would correct it.	<b>SS.3.10b</b> Match problems with action pictures that promote the common good.	<b>SS.3.10c</b> Identify individuals in the community who solve problems (e.g., firefighter puts out fires, doctor helps the ill).	<ul style="list-style-type: none"> <li>Match images of community members to images of the problems they solve (e.g., firefighter and a fire).</li> <li>Engage with representations of community members responsible for solving problems (e.g., firefighters, police officers, custodians, veterinarian).</li> </ul>
<b>Rules and Laws</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.3.11</b> Laws are rules that apply to all people in a community and describe ways people are expected to behave. Laws promote order and security, provide public services and protect the rights of individuals in the local community.	<b>SS.3.11a</b> State a law and explain why it is important.	<b>SS.3.11b</b> Identify a rule and why it is important.	<b>SS.3.11c</b> Identify a rule and its expectations.	<ul style="list-style-type: none"> <li>Identify posted rules in a given location.</li> <li>When given a rule, demonstrate actions or behaviors that meet the expectations.</li> <li>Understand what a rule is and how they help the classroom community (safety, respect, rights, order).</li> <li>Engage while rules or expectations are reviewed.</li> </ul>
<b>Roles and Systems of Government</b>				
<b>SS.3.12</b> Governments have authority to make and enforce laws.	<b>SS.3.12a</b> Describe the ways laws are enforced by authority figures and government (e.g., establish fines, incarceration).	<b>SS.3.12b</b> Describe the ways rules are enforced by authority figures at a school (e.g., teacher, counselor, principal, security officer).	<b>SS.3.12c</b> Identify a person in the community who has the authority to enforce laws (e.g., game wardens, police officers, mayor, firefighters, safety patrol).	<ul style="list-style-type: none"> <li>Describe the roles and responsibilities of leaders in different settings.</li> <li>Engage with a story of an authority figure enforcing a law.</li> <li>Engage with representations of people in the community who have the authority to enforce laws.</li> </ul>
<b>SS.3.13</b> The structure of local governments may differ from one community to another.	<b>SS.3.13a</b> Compare two types of local government structures that are different (e.g., municipal, county, township, special).	<b>SS.3.13b</b> Identify two types of local government structures that are different (e.g., municipal, county, township, special).	<b>SS.3.13c</b> Identify one type of local government structure (e.g., municipal, county, township, special).	<ul style="list-style-type: none"> <li>Match representations of specific settings with the leaders in those settings.</li> <li>Understand that there are specific rules and leaders in different settings.</li> <li>Engage with leaders or representations of leaders within the school community.</li> </ul>
<b>Decision-Making and Skills</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.3.14</b> Line graphs are used to show changes in data over time.	<b>SS.3.14a</b> Distinguish between line graphs that show positive and negative change over time.	<b>SS.3.14b</b> Identify both variables on a line graph.	<b>SS.3.14c</b> Recognize a line graph and identify one variable.	<ul style="list-style-type: none"> <li>• (use a peg board to recreate simple samples of line graphs showing a line angled up, down and even)</li> <li>• Sort sample graphs into “line graphs” and “bar graphs”.</li> <li>• Engage with line graphs and bar graphs by tracing the shapes to notice their differences.</li> </ul>
<b>SS.3.15</b> Both positive and negative incentives affect individuals’ choices and behaviors.	<b>SS.3.15a</b> Compare positive and negative cause and effect of a behavior (e.g., late library book versus reward for chore).	<b>SS.3.15b</b> Categorize examples of positive and negative incentives that affect a person’s choice.	<b>SS.3.15c</b> Identify a positive or negative outcome of a choice or behavior.	<ul style="list-style-type: none"> <li>• Identify negative consequences (classroom disincentives) that are the result of a given behavior.</li> <li>• Identify positive consequences (classroom rewards) that are the result of a given behavior.</li> <li>• Engage with representations of positive outcomes in place for the classroom or school-wide behavioral supports system (i.e., certificate, sticker, chart, bulletin board).</li> </ul>
<b>Scarcity</b>				
<b>SS.3.16</b> Individuals must make decisions because of the scarcity of resources. Making a decision involves a trade-off.	<b>SS.3.16a</b> Explain the “opportunity cost” when choosing which item or items to purchase.(e.g., Buy 3 of an item or just 1 of an item).	<b>SS.3.16b</b> Identify what is gained as a result of choosing not to make a purchase.	<b>SS.3.16c</b> Identify what is gained as the result of a purchasing decision.	<ul style="list-style-type: none"> <li>• Exchange one thing for another.</li> <li>• Engage during purchase making.</li> <li>• Engage in choice making.</li> </ul>
<b>Production and Consumption</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.3.17</b> A consumer is a person whose wants are satisfied by using goods and services. A producer makes goods and/or provides services.	<b>SS.3.17a</b> Given a product or service, identify both the producer and potential consumer (e.g., corn produced by farmers and consumed by biofuels, grocery retailers, animals).	<b>SS.3.17b</b> Identify consumers for products or services (e.g., power plant would be a consumer of coal).	<b>SS.3.17c</b> Match goods or services to the producer (e.g., corn to a farmer, bread to a baker, mail to a postmaster).	<ul style="list-style-type: none"> <li>Identify the people who provide goods and services in the school (such as cafeteria staff, custodian).</li> <li>Engage with representations of goods (such as a notebook, crayons) that students use in the classroom.</li> </ul>
<b>Markets</b>				
<b>SS.3.18</b> A market is where buyers and sellers exchange goods and services.	<b>SS.3.18a</b> Describe the different things you can do in a market (e.g., buy products, ask questions, look at different products, make returns).	<b>SS.3.18b.</b> Match goods/services to markets (e.g., gas to a gas station, bread to the grocery store, haircut to a barber).	<b>SS.3.18c</b> Identify places to buy things in the community (e.g., markets).	<ul style="list-style-type: none"> <li>Identify where a desired item could be purchased.</li> <li>Select items that are needed or wanted.</li> <li>Virtually or physically visit locations where specific items can be purchased.</li> <li>Engage with items that can be purchased at a specific location.</li> </ul>
<b>Financial Literacy</b>				
<b>SS.3.19</b> Making decisions involves weighing costs and benefits.	<b>SS.3.19a</b> Identify negative consequences of not having a job.	<b>SS.3.19b</b> Identify positive consequences of having a job.	<b>SS.3.19c</b> Identify something a person gets as a result of completing a job or chore (e.g., money, stickers, candy).	<ul style="list-style-type: none"> <li>Discuss how a student decides whether to complete a task by weighing costs and benefits.</li> <li>Identify the benefits of completing a task in the classroom or school community.</li> <li>Engage in the efforts and benefits of a token economy.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←				→ Least Complex
<b>SS.3.20</b> A budget is a plan to help people make personal economic decisions for the present and future and to become more financially responsible.	<b>SS.3.20a</b> Identify examples of income (money you make) and expenses (what you spend money on).	<b>SS.3.20b</b> Make a choice of an item to purchase that fits into a budget.	<b>SS.3.20c</b> Match specific items to their estimated cost (e.g., ).	<ul style="list-style-type: none"> <li>Define budget as a plan of how to spend an estimated income (money you earn) within a given amount of time.</li> <li>Match specific item to its cost.</li> <li>Engage with tasks involving money.</li> </ul>


## Grade 4


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>Historical Thinking</b>					
<b>Heritage</b>					
<b>SS.4.1</b> The order of significant events in Ohio and the United States can be shown on a timeline.	<b>SS.4.1a</b> Using a timeline showing years, sequence a series of events in Ohio history	<b>SS.4.1b</b> Identify three events and the order they occurred in using a timeline.	<b>SS.4.1c</b> Identify on a timeline one activity/event that occurred before or after another given activity/event.	<ul style="list-style-type: none"> <li>• Discuss how events happen in order using a classroom schedule or daily routine (using terms like first, next, last).</li> <li>• Engage with representations of a person/character at three different ages (ie, child, teenager, adult).</li> </ul>	
<b>SS.4.2</b> Primary and secondary sources can be used to create historical narratives.	<b>SS.4.2a</b> Create a narrative connecting a past and present topic, using artifacts and other primary sources.	<b>SS.4.2b</b> Create a personal history narrative, including photographs and personal artifacts.	<b>SS.4.2c</b> Use personal objects, pictures or drawings of self at different ages to communicate a life story.	<ul style="list-style-type: none"> <li>• Understand that biographers and historians use both primary and secondary sources.</li> <li>• Identify a source of information as a primary or secondary source.</li> <li>• Identify features of secondary sources (written after the event, author summarizing events, author not present at event, refer to source information, describe primary sources).</li> <li>• Identify features of primary sources (author's perspective using "I", "we"; created at the time of the event; eyewitness account).</li> <li>• Engage with primary sources such as photographs, diary entries, or letters.</li> <li>• Engage with a biographical story of a historical figure from Ohio or US history.</li> <li>• Engage with representations of a person/character at three different ages (ie, child, teenager, adult).</li> </ul>	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.3</b> Various groups of people have lived in Ohio over time, including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.	<b>SS.4.3a.</b> Compare similarities and differences between cultural groups that have lived in Ohio and their activities.	<b>SS.4.3b</b> Identify similarities among groups of people that have lived in Ohio in the past (e.g., Adena/Hopewell Indians, settlers, Amish, immigrants, etc.).	<b>SS.4.3c</b> Identify a group of people that have lived in Ohio in the past (e.g., Adena/Hopewell Indians, settlers, Amish, immigrants, etc.).	<ul style="list-style-type: none"> <li>• Understand that immigrants first came to Ohio directly from European countries and later from countries in Africa and Asia.</li> <li>• Understand that migrating settlers moved into what is now Ohio from the Colonies and then States on the east coast.</li> <li>• Understand that different groups of people have lived in Ohio beginning with American Indians.</li> <li>• Engage with representations of various groups that have lived or are living now in Ohio.</li> </ul>
<b>SS.4.4</b> The 13 colonies came together around a common cause of liberty and justice, uniting to fight for independence during the American Revolution and to form a new nation.	<b>SS.4.4a</b> Identify one reason the colonists fought in the American Revolution (e.g., taxes, govern themselves, freedom to live where they wanted).	<b>SS.4.4b</b> Recognize that the American Revolution was about freedom for the colonists.	<b>SS.4.4c</b> Identify the groups who fought in the American Revolution.	<ul style="list-style-type: none"> <li>• Discuss why colonists wanted to be independent from British rule including taxes and no voice in government.</li> <li>• Understand that the 13 colonies were under the rule of the British and wanted to have their own government.</li> <li>• Recognize a revolution as a conflict or war to change the government or laws under which people live.</li> <li>• Engage with images of American and British soldiers.</li> <li>• Engage with representations of life during the colonial period including colonists as farmers, merchants and soldiers.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.5</b> The Northwest Ordinance incorporated democratic ideals into the territories. It provided a process for territories to become states and recognized them as equal to the other existing states.	<b>SS.4.5a</b> Describe one right that the Northwest Ordinance incorporated (e.g., freedom of religion, a ban on slavery, trial by jury, Indians treated in good faith).	<b>SS.4.5b</b> Identify a state created by the Northwest Ordinance.	<b>SS.4.5c</b> Identify Ohio as the state in which you live.	<ul style="list-style-type: none"> <li>• Understand that the Northwest Ordinance put in place protections including freedom of religion and trial by jury.</li> <li>• Understand that there is a process for territories to become states.</li> <li>• Locate the states created by the Northwest Ordinance on a map of the United States.</li> <li>• Engage with a map showing the Northwest Territory on a map of the US or North America.</li> </ul>
<b>SS.4.6</b> Ongoing conflicts on the Ohio frontier with American Indians and Great Britain contributed to the United States' involvement in the War of 1812.	<b>SS.4.6a</b> Identify a conflict that contributed to the War of 1812 (e.g., land, weapons, trade).	<b>SS.4.6b</b> Identify the groups who fought in the War of 1812.	<b>SS.4.6c</b> Identify one group that fought in the War of 1812.	<ul style="list-style-type: none"> <li>• Understand that during the War of 1812 the British and American Indians joined forces against the United States of America.</li> <li>• Recognize that the war was fought both on land and on Lake Erie.</li> <li>• Engage with a map of Ohio showing locations and names of significant events and places from the War of 1812.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.7</b> Following the War of 1812, Ohio continued to play a key role in national conflicts, including the anti-slavery movement and the Underground Railroad.	<b>SS.4.7a</b> Describe the Underground Railroad and why it was necessary.	<b>SS.4.7b</b> Show on a map the direction/track of the Underground Railroad.	<b>SS.4.7c</b> Identify what time people traveled on the Underground railroad (e.g., day versus night).	<ul style="list-style-type: none"> <li>Recall that Ohio was formed from the Northwest Territory under the Northwest Ordinance which banned slavery.</li> <li>Using maps, recognize Ohio as geographically important for slaves escaping to Canada.</li> <li>Understand that the term “underground” is used to refer to traveling along secret routes, moving at night, and staying in hidden locations during the day because of the dangers involved for both slaves and those that helped them.</li> <li>Recognize that the term “underground railroad” is a metaphor for a system of secret routes slaves used to escape slavery.</li> <li>Engage with a map illustrating the approximate routes slaves followed to travel north.</li> </ul>
<b>SS.4.8</b> Many technological innovations that originated in Ohio benefitted the United States.	<b>SS.4.8a</b> Describe one or more technological innovations in transportation which originated in Ohio.	<b>SS.4.8b</b> Identify a technological innovation that originated in Ohio.	<b>SS.4.8c</b> Identify a technological innovation that allows work or play after dark.	<ul style="list-style-type: none"> <li>Match inventions with their benefits.</li> <li>Engage with images of inventions that originated in Ohio (e.g., light bulbs, traffic light, phonographs)</li> </ul>
<b>Spatial Thinking and Skills</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.9</b> A map scale and intermediate cardinal directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.	<b>SS.4.9a</b> Describe different purposes of maps.	<b>SS.4.9b</b> Identify physical characteristics on a map or globe (e.g., land, water, mountains).	<b>SS.4.9c</b> Locate basic features on a map or globe (e.g., ocean, land).	<ul style="list-style-type: none"> <li>• Use a compass rose to describe relative location (i.e., Lake Erie is north of Cleveland).</li> <li>• Understand that the scale on a map helps users determine true distance.</li> <li>• Identify the different features of maps that make them useful for different purposes.</li> <li>• Identify possible uses for maps or models (ie, navigation, weather forecasting).</li> <li>• Locate different features on a map (e.g., land, water, and mountains).</li> <li>• Recognize that a map or model represents a real place.</li> <li>• Engage with different types of maps.</li> </ul>
<b>Places and Regions</b>				
<b>SS.4.10</b> The economic development of the United States continues to influence and be influenced by agriculture, industry and natural resources in Ohio.	<b>SS.4.10a</b> Describe how one natural resource from Ohio benefits other states.	<b>SS.4.10b</b> Sort items from Ohio into groups (e.g., agriculture, industry, natural resources).	<b>SS.4.10c</b> Identify natural resources in Ohio (e.g., soil, water, coal, oil).	<ul style="list-style-type: none"> <li>• Define industry as the process of converting raw materials into consumer products.</li> <li>• Define agriculture as the process of growing crops and raising livestock for profit.</li> <li>• Recognize land, trees, minerals and water as some of Ohio's natural resources.</li> <li>• Using a map of the United States, locate Ohio as being in a central location with access to waterways (e.g., Lake Erie, Ohio River).</li> <li>• Engage with images of Ohio agriculture, industry and natural resources (e.g., factories, farms, coal, water).</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.11</b> The regions of the United States known as the North, South and West developed in the early 1800s largely due to their physical environments and economies.	<b>SS.4.11a</b> Identify one region of the United States in the 1800s and one characteristic of that region.	<b>SS.4.11b</b> Identify Ohio as part of the Western region and name one characteristic of Ohio's economy in the 1800s (e.g., timber, rich farmland, minerals).	<b>SS.4.11c</b> Match economies to regions of the United States in the 1800s (e.g., North— Manufacturing economy, South— Plantation economy, West— raw material economy).	<ul style="list-style-type: none"> <li>Identify physical characteristics of the regions in the North, South and West using pictures or other representations (plains, mountains, bodies of water, forest).</li> <li>Recognize regional economic characteristics and their relation to the differing physical environments.</li> <li>Define regions as geographic areas having definable characteristics but not always fixed boundaries.</li> <li>Engage with images of common life in the 1800s in the North (manufacturing), the South (large farms), and West (forests).</li> <li>Engage with a map that shows the regions of the United States in the early 1800s.</li> </ul>
<b>Human Systems</b>				
<b>SS.4.12</b> People have modified the environment throughout history, resulting in both positive and negative consequences in Ohio and the United States.	<b>SS.4.12a</b> Describe the positive and negative consequences of modifying the environment in Ohio.	<b>SS.4.12b</b> Identify the results (negative and/or positive) of using tools to modify the environment (e.g., buildings, parking lots, water pipes, railroads, roads, bridges).	<b>SS.4.12c</b> Match a tool used to modify the environment that resulted in a positive change (e.g., bulldozer moves dirt to build a park).	<ul style="list-style-type: none"> <li>Understand that the consequences of modifying the environment may be positive for some and negative for others.</li> <li>Match the consequences - both positive and negative to a given modification (e.g., roads provide faster transportation but destroy animal habitats)</li> <li>Recognize that modifications to the environment are physical changes to the environment created or caused by human actions.</li> <li>Engage with representations of people modifying the environment using tools (i.e., shoveling, paving, bulldozing).</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.13</b> The population of the United States has changed over time, becoming more diverse (e.g., ethnicity, race, religion, language). Ohio's population has become increasingly reflective of the cultural diversity of the United States.	<b>SS.4.13a</b> Compare the change in diversity within Ohio's population (e.g., ethnicity, race, religion, language) over a given time period (e.g., 10 years, 100 years, now and then).	<b>SS.4.13b</b> Describe one way that Ohio's population has become more diverse over time.	<b>SS.4.13c</b> Recognize diversity in populations (e.g., ethnicity, race, religion, language).	<ul style="list-style-type: none"> <li>• Understand that as the population in Ohio and United States increased, so did the number of cultural groups living in the state and country.</li> <li>• Understand that people migrating to Ohio brought unique cultures increasing cultural diversity in the state.</li> <li>• Recognize that cultural diversity includes the different ways cultures represent themselves through food, music, art and language.</li> <li>• Define diversity as the existence of different characteristics within a group.</li> <li>• Use adaptive technologies to engage with examples of multiple languages spoken in Ohio.</li> </ul>
<b>SS.4.14</b> Ohio's location and its transportation systems continue to influence the movement of people, products and ideas in the United States.	<b>SS.4.14a</b> Explain how Ohio's transportation systems have influenced the movement of people.	<b>SS.4.14b</b> Identify different types of transportation that move people and products from Ohio to other locations within the United States.	<b>SS.4.14c</b> Identify modes of transportation in Ohio over time.	<ul style="list-style-type: none"> <li>• Place images of modes of transportation in chronological order on a timeline.</li> <li>• Using a map of the United States, locate Ohio as being in a central location with access to waterways (e.g., lakes, rivers, canals), interstate highways and rail systems.</li> <li>• Identify the states bordering Ohio.</li> <li>• Engage with transportation maps of Ohio and the United States.</li> </ul>
<b>Civic Participation and Skills</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.15</b> Individuals have a variety of opportunities to act in and influence their state and national government. Citizens have both rights and responsibilities in Ohio and the United States.	<b>SS.4.15a</b> Identify ways to participate in and influence local, state and national government (e.g., run for office, leadership roles).	<b>SS.4.15b</b> Identify how citizens influence local and state government (e.g., vote, pay taxes, obey laws).	<b>SS.4.15c</b> Identify one right and one responsibility of a citizen.	<ul style="list-style-type: none"> <li>• Discuss local and national organizations that work to influence the government on behalf of people with disabilities.</li> <li>• List ways citizens can work within groups to influence their government (i.e., sign a petition, protest, speak at events).</li> <li>• List ways citizens can work individually to influence their government (i.e., voting, letter writing, attending council meetings, donating to campaigns).</li> <li>• Recognize that citizens can influence their government as individuals or through organized groups.</li> <li>• Define a right as a freedom that is protected, such as the right to free speech and religious freedom.</li> <li>• Define responsibility as a duty or something you should do, such as obey laws and follow rules.</li> <li>• Engage with classmates to influence the local government (e.g., write a letter to a council person, meet with a disability rights advocate).</li> </ul>
<b>SS.4.16</b> Civic participation in a democratic society requires individuals to make informed and reasoned decisions by accessing, evaluating and using information effectively to engage in compromise.	<b>SS.4.16a</b> Identify why people might need to compromise.	<b>SS.4.16b</b> Identify different ways that groups can make decisions (e.g., have a leader, vote, ask an adult).	<b>SS.4.16c</b> Identify an example of civic participation (e.g., voting, jury duty, town-hall meetings, etc.).	<ul style="list-style-type: none"> <li>• List ways citizens can work within groups to influence their government (i.e., sign a petition, protest, speak at events).</li> <li>• Understand that individuals have the right to different opinions and to express their opinions on a topic.</li> <li>• Recognize that citizens can influence their government as individuals or through organized groups.</li> <li>• Define compromise as reaching a decision with others that is mutually agreeable.</li> <li>• Engage in compromise with classmates.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Rules and Laws</b>				
<b>SS.4.17</b> Laws can protect rights, provide benefits and assign responsibilities.	<b>SS.4.17a</b> Identify local, state and national laws that assign responsibilities to citizens (e.g., paying taxes, sitting on juries, issuing licenses).	<b>SS.4.17b</b> Identify the purpose of laws (e.g., rights, protection, order).	<b>SS.4.17c</b> Identify the benefit of a rule for safety (e.g., looking before I cross the street keeps me safe).	<ul style="list-style-type: none"> <li>• Understand that laws establish rule and order.</li> <li>• Understand that laws also assign responsibilities (obligations) to citizens like paying taxes, serving on juries and obtaining licenses.</li> <li>• Understand a few of the benefits provided to citizens by laws such as providing order in daily life (e.g., traffic laws), protecting property (e.g., outlawing theft), providing public education (e.g., school laws), and protecting rights (e.g., freedom of speech).</li> <li>• Understand that the focus is on laws in general, not on distinguishing local from state from national laws.</li> <li>• Engage with classroom rules.</li> </ul>
<b>SS.4.18</b> The U.S. Constitution establishes a system of limited government and protects citizens' rights; five of these rights are addressed in the First Amendment.	<b>SS.4.18a</b> Recognize the difference between a right and a privilege. <i>Content</i> <i>Connections:</i> <i>U.S. Constitution</i> <i>(4)</i>	<b>SS.4.18a</b> Identify basic rights of U.S. citizens.	<b>SS.4.18c</b> Identify a right you have as a student.	<ul style="list-style-type: none"> <li>• Understand that laws protect rights of citizens such as religion, speech, press, petition and assembly.</li> <li>• Understand that citizens have rights (freedoms) and that governments can not interfere with those rights.</li> <li>• Understand that privileges are benefits extended by the government, and regulated by the government (e.g., driving is a privilege, not a right)</li> <li>• Discuss that one right that students have is access to a free public education.</li> <li>• Engage with a copy of the Constitution.</li> </ul>
<b>Roles and Systems of Government</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.4.19</b> A constitution is a written plan for government. The Ohio Constitution and the United States' Constitution separate the major responsibilities of government among three branches.	<b>SS.4.19a</b> Compare two branches of government at the state or federal level.	<b>SS.4.19b</b> Describe the function of one of the branches of government (e.g., Congress/legislative makes laws).	<b>SS.4.19c</b> Recognize three branches of government (e.g., executive, legislative, judicial).	<ul style="list-style-type: none"> <li>Define the job of executive branch is to carry out and enforce the law.</li> <li>Define the job of the legislative branch is to create laws.</li> <li>Define the job of the judicial branch is to interprets the laws.</li> <li>Match the name of the branch with its function.</li> <li>Engage with a graphic organizer that shows the three branches as part of the same government.</li> </ul>
<b><i>Economic Decision-Making and Skills</i></b>				
<b>SS.4.20</b> Tables and charts organized in a variety of formats can help individuals to understand information and issues.	<b>SS.4.20a</b> Interpret information from a table or chart.	<b>SS.4.20b</b> Compare multiple (more than two) amounts using a bar graph or frequency table (e.g., tally chart).	<b>SS.4.20c</b> Compare two items on a bar graph to determine which is more/less.	<ul style="list-style-type: none"> <li>Describe the information that is presented on a given table or chart.</li> <li>Locate the title of a table or chart.</li> <li>Understand that tables display information using a series of rows and columns with the resulting cells used to present data.</li> <li>Understand that charts portray information in various formats and combinations of formats including pictures, diagrams and graphs.</li> <li>Engage with images of tables and charts.</li> </ul>
<b><i>Production and Consumption</i></b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex		←—————→		Least Complex
<b>SS.4.21</b> Entrepreneurs organize productive resources and take risks to make a profit and compete with other producers.	<b>SS.4.21a</b> Describe how a business can compete with other producers (e.g., two fast-food companies).	<b>SS.4.21b</b> Describe why one would start a business.	<b>SS.4.21c</b> Identify a business.	<ul style="list-style-type: none"> <li>Define an entrepreneur as an individual who organizes the use of productive resources to produce products/goods or services.</li> <li>Understand that entrepreneurs are willing to take risks to identify and develop new products or start a new business.</li> <li>Understand that productive resources (i.e., natural resources, human resources and capital goods) are the resources used to make products/goods and services.</li> <li>Engage with images of local business owners or nationally-known entrepreneurs like Bill Gates.</li> </ul>
<b>Financial Literacy</b>				
<b>SS.4.22</b> Saving a portion of income contributes to an individual's financial well-being. Individuals can reduce spending to save more of their income.	<b>SS.4.22a</b> Describe one way to reduce spending.	<b>SS.4.22b</b> Describe how saving money can be beneficial.	<b>SS.4.22c</b> State one way to save money.	<ul style="list-style-type: none"> <li>Discuss the benefits of saving money, such as meeting financial goals (like buying a bike).</li> <li>State a reason why someone saves money.</li> <li>Engage with money or representations of money.</li> </ul>


## Grade 5


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←  → Least Complex				
<b>Historical Thinking</b>				
<b>SS.5.1</b> Events can be arranged in order of occurrence using the conventions of B.C. and A.D. or B.C.E. and C.E.	<b>SS.5.1a</b> Create a B.C.E. and C.E. timeline of events within a given time period.	<b>SS.5.1b</b> Define B.C.E. and C.E.	<b>SS.5.1c</b> Identify a B.C.E. event.	<ul style="list-style-type: none"> <li>• Locate a historic event that occurred B.C.E. on a timeline that includes both C.E. and B.C.E. events.</li> <li>• Recognize C.E. and B.C.E. on a timeline of historic events in the Western Hemisphere.</li> <li>• Define B.C.E. as “before the common era” which includes events that happened in the world before the year 1.</li> <li>• Define C.E. as the “common era” which includes events that happened in the world after the year 1.</li> <li>• Understand that events happen in order (first, second, third) using a classroom schedule.</li> <li>• Engage with a timeline that includes positive and negative numbers.</li> <li>• Engage with a ruler/yardstick to understand beginning, middle, end.</li> </ul>
<b>Early Civilizations</b>				
<b>SS.5.2</b> Early Indian civilizations (e.g., Maya, Inca, Aztec, Mississippian) existed in the Western Hemisphere prior to the arrival of Europeans. These civilizations had developed unique governments, social structures, religions, technologies and agricultural practices and products.	<b>SS.5.2a</b> Compare life today and life in the past in Western Hemisphere civilizations (e.g., farming, government, use of language, recreation/games).	<b>SS.5.2b</b> Identify similarities between life today and life in the past (e.g., farming, government, use of language, recreation/games).	<b>SS.5.2c</b> Identify what you have in common with others in your home, class or community.	<ul style="list-style-type: none"> <li>• Recognize that farming techniques have changed over time with improvements in technology.</li> <li>• Engage with images of modern farming practices.</li> <li>• Engage with representations of farming practices during the Maya, Inca, and Aztec civilizations.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Heritage</b>				
<b>SS.5.3</b> European exploration and colonization from the 1400s through the 1600s had lasting effects that can be used to understand the Western Hemisphere today.	<b>SS.5.3a</b> Make connections between colonization and life today (e.g., place names, foods, language, traditions).	<b>SS.5.3b</b> Identify or recognize different groups that explored and colonized America.	<b>SS.5.3c</b> Recognize explorers of the Western Hemisphere as Europeans.	<ul style="list-style-type: none"> <li>Use a map of the Western Hemisphere to identify examples of where European languages are still spoken in North and South America today (including examples from Central America and the Caribbean).</li> <li>Label a map with continents and oceans. Locate Europe and the approximate areas in North and South America that Europeans explored and colonized.</li> <li>Recognize that the Atlantic Ocean separates Europe and North and South America.</li> <li>Engage with a map that shows the Western and Eastern Hemispheres with continents labelled.</li> </ul>
<b>Spatial Thinking and Skills</b>				
<b>SS.5.4</b> Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include in maps	<b>SS.5.4a</b> Use a map and map tools (e.g., legend, alphanumeric grid lines) to navigate from one place to another.	<b>SS.5.4b</b> Recognize the difference between man-made and natural features on a map.	<b>SS.5.4c</b> Recognize that a map is a smaller scale of an actual place (e.g., school map, town map).	<ul style="list-style-type: none"> <li>Identify the different features of maps that make them useful for different purposes.</li> <li>Identify possible uses for maps or models (ie, building exits, navigation, weather forecast).</li> <li>Recognize that a map or model represents a real place.</li> <li>Engage with a representation of the school.</li> </ul>
<b>SS.5.5</b> Latitude and longitude can be used to make observations about location and generalizations about climate.	<b>SS.5.5a</b> Describe the differences in climate for locations near the Arctic Circle and the equator.	<b>SS.5.5b</b> Identify locations of colder climates on a globe (e.g., closer to the North Pole is colder than Ohio; arctic vs. tropical).	<b>SS.5.5c</b> Identify the location of the equator.	<ul style="list-style-type: none"> <li>Using a globe, identify the equator, North Pole and South Pole.</li> <li>Use manipulatives or illustrations to create circles around a sphere (eg, put a string(s) around a styrofoam ball, use a marker to draw circles around a ball).</li> <li>Engage with a sphere as a representation of the earth.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>Places and Regions</b>					
<b>SS.5.6</b> Regions can be determined using various criteria (e.g., landform, climate, population, cultural or economic).	<b>SS.5.6a</b> Compare different regions of the United States related to landforms, climate or population.	<b>SS.5.6b</b> Name regions and identify the climate and landforms of one or more regions.	<b>SS.5.6c</b> Name regions and identify the climate of one of those regions.	<ul style="list-style-type: none"> <li>Identify physical characteristics of regions using pictures or other representations (desert, mountains, bodies of water, forest).</li> <li>Engage with representations of the physical environment, possibly through tactile interaction with water, soil, sand, and rocks, hot and cold air temperature, to connect with the idea of different earth surfaces.</li> </ul>	
<b>Human Systems</b>					
<b>SS.5.7</b> The variety of physical environments within the Western Hemisphere influences human activities. Likewise, human activities modify the physical environments.	<b>SS.5.7a</b> Identify both positive and negative outcomes of a man-made physical environmental change occurring within the Western Hemisphere.	<b>SS.5.7b</b> Identify one way the physical environment influences human activity and one way that human activity modifies the physical environment.	<b>SS.5.7c</b> Identify a need within a community that requires a physical change to the environment.	<ul style="list-style-type: none"> <li>Identify examples of how human activities have modified the environment by sorting pictures or other representations.</li> <li>Identify features of the natural environment that exists outside of the school.</li> <li>Actively engage with the natural environment outside of the school.</li> </ul>	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.5.8</b> American Indians developed unique cultures with many different ways of life. American Indian tribes and nations can be classified into cultural groups on the basis of geographic and cultural similarities.	<b>SS.5.8a</b> Compare and contrast two or more cultural groups from the Americas on their geographic regions (e.g., North, South, Central America).	<b>SS.5.8b</b> Compare similarities of two cultural groups based on their geographic regions (e.g., North, South, Central America).	<b>SS.5.8c</b> Identify a cultural group (tribe or nation) on its geographic regions.	<ul style="list-style-type: none"> <li>• Discuss a map of American Indian cultural groups in the Western Hemisphere prior to European colonization.</li> <li>• Define cultural group as a group of peoples living in a geographic region (i.e., plains, woodlands) that have similar cultural practices (i.e., hunting and gathering, farming).</li> <li>• Identify regional cultural groups of American Indians living in the Western Hemisphere prior to European colonization.</li> <li>• Identify cultural practices of class members and their families.</li> <li>• Define culture as the common practices and beliefs of a group of people.</li> <li>• Identify title, key and compass rose on a physical map of the Western Hemisphere.</li> <li>• Engage with physical maps of the Western Hemisphere.</li> </ul>
<b>SS.5.9</b> Political, environmental, social and economic factors cause people, products and ideas to move from place to place in the Western Hemisphere, resulting in diversity.	<b>SS.5.9a</b> Identify political factors involved in moving from place to place within the Western Hemisphere (e.g., citizen rights, political leadership).	<b>SS.5.9b</b> Identify environmental and economic reasons why people move from one place to another.	<b>SS.5.9c</b> Identify environmental reasons why people move from one place to another.	<ul style="list-style-type: none"> <li>• Understand that as people move from place to place they share cultural and economic practices.</li> <li>• Discuss environmental factors that might influence people to move (i.e., drought, flooding, pollution).</li> <li>• Engage with individuals within school or community who have immigrated or migrated into the local community.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.5.10</b> The Western Hemisphere is culturally diverse (e.g., language, food, religion, art, music) due to the influences and interactions of a variety of world cultures.	<b>SS.5.10a</b> Identify patterns of influence of two or more world cultures on diversity within the U.S.	<b>SS.5.10b</b> Describe how a world culture (Asian, Latino, Indian) has influenced the cultural diversity of the U.S.	<b>SS.5.10c</b> Communicate about a cultural group's art, music, food, clothing, and/or language.	<ul style="list-style-type: none"> <li>Recognize that Ohio is culturally diverse with many cultural groups contributing different languages, foods, religions, artistic expressions, music, and clothing.</li> <li>Identify cultural practices of class members and their families.</li> <li>Define culture as the common practices and beliefs of a group of people.</li> <li>Engage with representations of art or music from different cultural groups.</li> </ul>
<b>Civic Participation and Skills</b>				
<b>SS.5.11</b> Individuals can better understand public issues by gathering, interpreting and checking multiple sources of information for accuracy. Data can be displayed graphically to effectively and efficiently communicate information.	<b>SS.5.11a</b> Compare two accurate sources of information to locate information on current local, state, and national events/issues.	<b>SS.5.11b</b> Identify information from two accurate data sources to locate information on current local, state, national events/issues (e.g., websites, maps, graphs, tables, infographics, images, periodicals, news reports).	<b>SS.5.11c</b> Identify types of data sources to locate information on current local, state, national events/issues (e.g., websites, maps, tables, infographics, images, periodicals, news reports).	<ul style="list-style-type: none"> <li>Gather information on the same event from two sources and look for similarities and differences in how the event is described.</li> <li>Identify the purposes of news sources and the type of information they provide (i.e., national network news, cable news station, local nightly news, local website with a calendar of events, sports news magazine).</li> <li>Engage with local sources of news (e.g., local paper, television news broadcast, town website).</li> </ul>
<b>Roles and Systems of Government</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.5.12</b> Democracies, dictatorships and monarchies are categories for understanding the relationship between those in power or authority and citizens.	<b>SS.5.12a</b> Compare two of the three types of government.	<b>SS.5.12b</b> Recognize characteristics of a democracy.	<b>SS.5.12c</b> Identify the title of the leader of the United States.	<ul style="list-style-type: none"> <li>Understand that the leaders of governments gain their power in different ways (i.e., elected by citizens, taken by force, inherited).</li> <li>Engage with common images of elected officials (i.e., campaigning for office), dictator (i.e., reviewing military or dressed in military uniform), and monarchs (i.e., wearing crown, with royal family).</li> </ul>
<b><i>Economic Decision-Making and Skills</i></b>				
<b>SS.5.13</b> Information displayed in circle graphs can be used to show relative proportions of segments of data to an entire body of data.	<b>SS.5.13a</b> Create a simple circle graph that displays basic data (e.g., circle graph representing slices of pizza).	<b>SS.5.13b</b> Interpret information displayed in a simple circle graph.	<b>SS.5.13c</b> Identify a segment of data on a circle graph as more or less.	<ul style="list-style-type: none"> <li>Recognize that circle graphs allow people to compare amounts with or without numbers.</li> <li>Understand that segments of data or “slices” on circle graphs or pie charts represent parts of a whole.</li> <li>Identify the title and key on a circle graph.</li> <li>Identify circle graphs as visually different from other graphs including bar and line graphs.</li> <li>Engage with different types of graphs.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex 				Least Complex
<b>SS.5.14</b> The choices made by individuals and governments have both present and future consequences.	<b>SS.5.14a</b> Describe how an individual's or government's choice might affect the future (e.g., buy a more expensive fuel-efficient car now to save money on gas in future; government builds a road in an undeveloped area to improve transportation but has maintenance costs in the future).	<b>SS.5.14b</b> Identify a present and future consequence of an individual's choice (e.g., working provides money).	<b>SS.5.14c</b> Identify a present consequence of an individual's choice (e.g., working provides money).	<ul style="list-style-type: none"> <li>• Describe a decision-making process that includes consideration of consequences of a choice.</li> <li>• Engage with and discuss a story (possibly a fable or fairytale) that includes the main character making a choice with present (short term) and future (long term) consequences.</li> <li>• Discuss why you made a certain choice.</li> <li>• Define consequence as the result or effect of a choice.</li> <li>• Engage in making a choice.</li> </ul>
<b>Scarcity</b>				
<b>SS.5.15</b> The availability of productive resources (i.e., entrepreneurship, human resources, capital goods and natural resources) promotes specialization that could lead to trade.	<b>SS.5.15a</b> Identify a local community's productive resources that can be used to trade for something that benefits the community (e.g., give money for land to build a park).	<b>SS.5.15b</b> Construct a scenario in which you trade something you have for something you want.	<b>SS.5.15c</b> Categorize into groups productive resources that can be traded (e.g., human resources, capital goods, natural resources).	<ul style="list-style-type: none"> <li>• Understand that people in Ohio have the resources to produce certain products like corn (agriculture), automobiles (manufacturing), coal (mining a natural resource) etc.</li> <li>• Define productive resources as the basic factors of production:               <ul style="list-style-type: none"> <li>○ natural resources are things like land, trees</li> <li>○ human resources are available labor and skills</li> <li>○ capital goods are man-made physical resources such as tools, factories</li> </ul> </li> <li>• Engage in a trade with a classmate or teacher.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Production and Consumption</b>				
<p><b>SS.5.16</b> The availability of productive resources and the division of labor can have a positive or negative impact on productive capacity.</p>	<p><b>SS.5.16a</b> Describe a negative impact of not having a productive resource (e.g., having a citrus orchard and no one to pick the oranges).</p>	<p><b>SS.5.16b</b> Organize a division of labor for a given job (e.g., identify job responsibilities of students for cleaning the room at the end of the day).</p>	<p><b>SS.5.16c</b> Identify resources needed to make a product or do a job.</p>	<ul style="list-style-type: none"> <li>• Understand that people in Ohio do not have the resources to produce every product they need.</li> <li>• Understand that people in Ohio have the resources to produce certain products like corn (agriculture), automobiles (manufacturing), coal (mining a natural resource) etc.</li> <li>• Recognize that people are human resources with differing skills and knowledge (i.e., managers, laborers).</li> <li>• Given a set of images or representations of resources, group them into natural, human or capital goods.</li> <li>• Define productive resources as the basic factors of production:                             <ul style="list-style-type: none"> <li>○ natural resources are things like land, trees</li> <li>○ human resources are available labor and skills</li> <li>○ capital goods are man-made physical resources such as tools, factories</li> </ul> </li> <li>• Engage with images of productive resources.</li> </ul>
<b>Markets</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.5.17</b> Regions and countries become interdependent when they specialize in what they produce best and then trade with other regions to increase the amount and variety of goods and services available.	<b>SS.5.17a</b> Explain why certain goods are produced in certain places (e.g., climate, available resources).	<b>SS.5.17b</b> Identify a specialized good or service available in the local community that can be traded for goods/services needed in the community.	<b>SS.5.17c</b> Identify items that are produced in the local community	<ul style="list-style-type: none"> <li>• Understand that people in Ohio buy products from other states and countries because we do not have the resources to produce every product we need.</li> <li>• Understand that people in Ohio have the resources to produce and trade certain products like corn (agriculture), automobiles (manufacturing), coal (mining a natural resource) etc.</li> <li>• Separate representations of goods supplied by the cafeteria and school store (or other sources) from goods that are not supplied by the cafeteria or school store. representations of suppliers.</li> <li>• Engage with representations of goods available in the school cafeteria.</li> </ul>
<b>Financial Literacy</b>				
<b>SS.5.18</b> Workers can improve their ability to earn income by gaining new knowledge, skills and experiences.	<b>SS.5.18a</b> Compare skills and abilities needed for various jobs.	<b>SS.5.18b</b> Identify skills/knowledge needed for a specific job.	<b>SS.5.18c</b> Identify a job or career that requires specialized knowledge or skills.	<ul style="list-style-type: none"> <li>• Identify places in the local community that provide training for jobs and careers.</li> <li>• Recognize that workers with specialized skills or knowledge may have a higher income.</li> <li>• Understand that people with disabilities have the right to request accommodations from employers.</li> <li>• Engage with stories of people learning to do new jobs.</li> <li>• Discuss jobs or careers in which students are interested.</li> <li>• Engage with representations of people doing different jobs.</li> </ul>


## Grade 6


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>Historical Thinking</b>					
<b>SS.6.1</b> Multiple tier timelines can be used to show relationships among events and places.	<b>SS.6.1a</b> Arrange events in chronological order on a multiple tier timeline.	<b>SS.6.1b</b> Identify a multiple tier timeline.	<b>SS.6.1c</b> Identify two different events occurring at the same time.	<ul style="list-style-type: none"> <li>Understand that events happen in order (first, second, third) using a classroom schedule.</li> <li>Engage with a ruler/yardstick to understand beginning, middle, end.</li> </ul>	
<b>Early Civilizations</b>					
<b>SS.6.2</b> Early civilizations (e.g., India, Egypt, China, Mesopotamia) had unique governments, economic systems, social structures, religions, technologies and agricultural practices and products. The cultural practices and products of these early civilizations can be used to help understand the Eastern Hemisphere today.	<b>SS.6.2a</b> Compare the key features of societies in the Eastern Hemisphere (e.g., Egypt, India, China, Mesopotamia).	<b>SS.6.2b</b> Identify key features of a specific society (e.g., government, religion, agriculture).	<b>SS.6.2c</b> Match a structure with its specific society (e.g., pyramid to Egypt).	<ul style="list-style-type: none"> <li>Recognize that structures built long ago look different than modern structures.</li> <li>Recognize that people in different parts of the world build different types of structures.</li> <li>Create a representation of a structure in the local community.</li> <li>Engage with interactive tools (blocks, legos, drawing, verbal description) to represent a structure built by people.</li> </ul>	
<b>Spatial Thinking and Skills</b>					
<b>SS.6.3</b> Geographic tools can be used to gather, process and report information about people, places and environments. Cartographers decide which information to include and how it is displayed.	<b>SS.6.3a</b> Use appropriate maps, globes and other geographic tools (e.g., Internet) to locate various sites or places.	<b>SS.6.3b</b> Use the appropriate geographic tool to locate a specific place or piece of information.	<b>SS.6.3c</b> Identify a specific map for a specific purpose.	<ul style="list-style-type: none"> <li>Identify the different features of maps that make them useful for different purposes.</li> <li>Identify possible uses for maps or models (ie, building exits, navigation, weather forecast).</li> <li>Recognize that a map or model represents a real place.</li> <li>Engage with a representation of the school.</li> </ul>	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.6.4</b> Latitude and longitude can be used to identify absolute location.	<b>SS.6.4a</b> Utilize latitude and longitude to locate a major place and/or feature using a globe or a geographical tool.	<b>SS.6.4b</b> Locate a major feature and/or landform on a globe or using a geographical tool in relation to the equator.	<b>SS.6.4c</b> Locate the equator on a globe, map or geographical tool.	<ul style="list-style-type: none"> <li>Use manipulatives or illustrations to create circles around a sphere (eg, put a string(s) around a styrofoam ball, use a marker to draw circles around a ball).</li> <li>Engage with a sphere as a representation of the earth.</li> </ul>
<b>Places and Regions</b>				
<b>SS.6.5</b> Regions can be determined, classified and compared using various criteria (e.g., landform, climate, population, culture, economy).	<b>SS.6.5a</b> Compare and contrast the physical and cultural characteristics of different regions (e.g., forest/desert, rural/suburban, plains/mountains).	<b>SS.6.5b</b> Identify physical characteristics of a given region.	<b>SS.6.5c</b> Identify a physical characteristic that can be used to compare regions (e.g., landforms, climate, population, culture, or economy).	<ul style="list-style-type: none"> <li>Identify physical characteristics of regions using pictures or other representations (desert, mountains, bodies of water, forest).</li> <li>Engage with representations of the physical environment, possibly through tactile interaction with water, soil, sand, and rocks, hot and cold air temperature, to connect with the idea of different earth surfaces.</li> </ul>
<b>Human Systems</b>				
<b>SS.6.6</b> The variety of physical environments within the Eastern Hemisphere influences human activities. Likewise, human activities modify the physical environment.	<b>SS.6.6a</b> Identify both positive and negative outcomes of a man-made environmental change occurring within the Eastern Hemisphere.	<b>SS.6.6b</b> Explain how human activities have altered physical environments (e.g., how humans contribute to pollution).	<b>SS.6.6c</b> Identify one way the environment has been disturbed due to human activities (e.g., pollution).	<ul style="list-style-type: none"> <li>Identify examples of how human activities have modified the environment by sorting pictures or other representations.</li> <li>Identify features of the natural environment that exists outside of the school.</li> <li>Actively engage with the natural environment outside of the school.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex		←————→		Least Complex
<b>SS.6.7</b> In the past and today, political, environmental, social and economic factors have caused people, products and ideas to move from place to place in the Eastern Hemisphere.	<b>SS.6.7a</b> Compare and contrast the movement in the past and today of products and people from place to place in the Eastern Hemisphere.	<b>SS.6.7b</b> Describe factors that cause people to move away from or to an area.	<b>SS.6.7c</b> Identify ways people move from one place to another.	<ul style="list-style-type: none"> <li>Sort models or representations of forms of transportation into “today” and “long ago”.</li> <li>Engage with models or representations of current forms of transportation (e.g., cars, school buses, airplanes).</li> </ul>
<b>SS.6.8</b> Diffusion of agricultural practices and products, technologies, cultural practices and major world religions (e.g., Buddhism, Christianity, Hinduism, Islam and Judaism) impacted the Eastern Hemisphere.	<b>SS.6.8a</b> Determine one influence or impact that religion has had in the Eastern Hemisphere.	<b>SS.6.8b</b> Focusing on the Eastern Hemisphere, identify one characteristic of the major world religions.	<b>SS.6.8c</b> Identify different religions that have impacted the Eastern Hemisphere.	<ul style="list-style-type: none"> <li>Understand that people of different religions may have different beliefs.</li> <li>Identify or match images of symbols with corresponding religions.</li> <li>Engage with images of symbols representative of major religions in the Eastern Hemisphere.</li> </ul>
<b>Civic Participation and Skills</b>				
<b>SS.6.9</b> Different perspectives on a topic can be obtained from a variety of historic and contemporary sources and used to effectively communicate and defend an evidence-based claim. Sources should be examined for accuracy and credibility.	<b>SS.6.9a</b> Identify that different sources can have different perspectives on an issue (e.g., media sources, historical vs. contemporary, individual vs. group).	<b>SS.6.9b</b> Provide examples of differences of opinion on an issue between individuals or within a group.	<b>SS.6.9c</b> Identify an opinion.	<ul style="list-style-type: none"> <li>Understand that opinions may differ from one person to another.</li> <li>Share opinions, both likes and dislikes, within a category (ie, colors, foods, games).</li> <li>Build understanding of “opinion” by sharing stories of things students enjoy.</li> </ul>
<b>Roles and Systems of Government</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.6.10</b> Governments can be categorized as monarchies, theocracies, dictatorships or democracies, but categories may overlap and labels may not accurately represent how governments function. The extent of citizens' liberties and responsibilities varies according to limits on governmental authority.	<b>SS.6.10a</b> Compare and contrast two of the four types of government (e.g., monarchy, theocracy, dictatorship, democracy).	<b>SS.6.10b</b> Match various types of government (e.g., monarchy, theocracy, dictatorship, democracy) with their definitions.	<b>SS.6.10c</b> Recognize characteristics of a democracy (e.g., citizens elect leaders, citizens hold the power in decision-making).	<ul style="list-style-type: none"> <li>Understand that citizens in a democracy vote for their leaders.</li> <li>Participate in "voting" on a class decision (ie, which book to read, game to play) where each student has an equal say.</li> <li>Engage with the concept of choice by selecting one item from a given set (ie., books, games).</li> </ul>
<b>Economic Decision-Making and Skills</b>				
<b>SS.6.11</b> Economists compare data sets to draw conclusions about relationships among them.	<b>SS.6.11a</b> Compare different sets of data to draw a conclusion.	<b>SS.6.11b</b> Identify a similarity between two sets of data.	<b>SS.6.11c</b> Identify what a data set is representing.	<ul style="list-style-type: none"> <li>Create a data set by counting and grouping items based on given characteristics (ie, color, size).</li> <li>Create a single data point by counting the number of items in a group.</li> <li>Engage with objects that can be sorted.</li> </ul>
<b>SS.6.12</b> The choices made by individuals and governments have both present and future consequences. The evaluation of choices is relative and may differ across individuals and societies.	<b>SS.6.12a</b> Identify the short- and long-term consequences of a personal economic decision.	<b>SS.6.12b</b> Use multiple sources to make an informed economic decision (e.g., advertisements, price comparisons).	<b>SS.6.12c</b> Identify an item that may have a different cost at another store.	<ul style="list-style-type: none"> <li>Match items with the stores at which they can be purchased.</li> <li>Engage with representations of different types of stores.</li> </ul>
<b>Scarcity</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.6.13</b> The fundamental questions of economics include what to produce, how to produce and for whom to produce.	<b>SS.6.13a</b> Describe how the wants of people determine what goods and services are produced.	<b>SS.6.13b</b> Identify different methods of production for given goods (e.g., single item vs. mass production).	<b>SS.6.13c</b> Match products to the intended consumer.	<ul style="list-style-type: none"> <li>Sort items from a set into categories of consumer (ie, cook, student, athlete, teacher).</li> <li>Engage with products in an advertisement by selecting items the student is interested in purchasing.</li> <li>Engage with representations of people making/manufacturing items (ie, assembly line, bakery, construction site).</li> </ul>
<b>SS.6.14</b> When regions and/or countries specialize, global trade occurs.	<b>SS.6.14a</b> Compare a locally produced item with an imported item and explain why people trade.	<b>SS.6.14b</b> Identify an item that is imported and give one reason why the item is imported (e.g., bananas, pineapples).	<b>SS.6.14c</b> Identify an item that is not locally produced (e.g., bananas, pineapples).	<ul style="list-style-type: none"> <li>Sort items with country of origin labels and sort into "US" and "Somewhere Else".</li> <li>Engage with representations of climatic regions where farming/agriculture is favorable and not favorable.</li> </ul>
<b>Markets</b>				
<b>SS.6.15</b> The interaction of supply and demand, influenced by competition, helps to determine price in a market. This interaction also determines the quantities of outputs produced and the quantities of productive resources (e.g., entrepreneurship, human resources, natural resources, capital) used.	<b>SS.6.15a</b> Explain why some goods are easier to find than others and how this affects price.	<b>SS.6.15b</b> Identify goods that are more expensive and discuss what determines the cost.	<b>SS.6.15c</b> Identify goods that are readily available in the local environment (e.g., milk in cafeteria, pencils in school store).	<ul style="list-style-type: none"> <li>Match representations of goods supplied by the cafeteria and school store (or other sources) with representations of suppliers.</li> <li>Engage with representations of goods available in the school cafeteria.</li> </ul>
<b>Financial Literacy</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.6.16</b> When selecting items to buy, individuals can weigh costs and benefits and compare the price and quality of available goods and services.	<b>SS.6.16a</b> Compare the prices of similar goods.	<b>SS.6.16b</b> Identify different ways to get price information on the same items (e.g., sale ads, store signs).	<b>SS.6.16c</b> Identify the price of goods (e.g., using menus, ads, price tags).	<ul style="list-style-type: none"> <li>• Locate prices and goods on a menu (cafeteria) or other advertisement.</li> <li>• Understand that money is exchanged for goods in stores and restaurants.</li> <li>• Engage with representations of goods available in the school cafeteria.</li> </ul>


## Grade 7


				Learning Progression <i>Building the Base &amp; Engagement</i>
Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex		←—————→		Least Complex
<b>Historical Thinking</b>				
<b>SS.7.1</b> Historians and archaeologists describe historical events and issues from the perspectives of people living at the time to avoid evaluating the past in terms of today's norms and values.	<b>SS.7.1a</b> Compare a historical photograph with a current photograph taken at the same location.	<b>SS.7.1b</b> Identify historical items that are no longer commonly used.	<b>SS.7.1c</b> Match the professions of historian or archaeologist with examples of their work.	
<b>Early Civilizations</b>				
<b>SS.7.2</b> The civilizations that developed in Greece and Rome had an enduring impact on later civilizations. This legacy includes governance and law, engineering and technology, art and architecture, as well as literature and history. The Roman Empire also played an instrumental role in the spread of Christianity.	<b>SS.7.2a</b> Describe the impact that Ancient Greece and Rome have had on later civilizations.	<b>SS.7.2b</b> Identify key physical and human features of societies (e.g., houses, geography, laws, technology, buildings).	<b>SS.7.2c</b> Identify the physical and human features of the local community.	
<b>Feudalism and Transitions</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex 				Least Complex
<b>SS.7.3</b> The Roman Empire collapsed due to various internal and external factors (political, social and economic) which led to the development of feudalism and the manorial system in the region. The fall of Rome and later invasions also allowed for the creation of new empires in the region.	<b>SS.7.3a</b> Describe the relationships between various social classes and the roles of the people within a feudal system (e.g., serfs, lords and ladies).	<b>SS.7.3b</b> Identify the various social roles of people within the feudal system (e.g., serfs, lords and ladies, etc.).	<b>SS.7.3c</b> Identify roles of people in a community (e.g., principal, teacher, peers).	
<b>SS.7.4</b> The Mongols conquered much of Asia, which led to unified states in China and Korea. Mongol failure to conquer Japan allowed a feudal system to persist there.	<b>SS.7.4a</b> Use a map to identify the parts of Asia that were conquered by the Mongols and those that were not.	<b>SS.7.4b</b> Identify locations within Asia on a map (e.g., Mongolia, China, Korea, Japan).	<b>SS.7.4c</b> Identify the location of Asia on a map.	
<b>SS.7.5</b> Achievements in medicine, science, mathematics and geography by the Islamic civilization dominated most of the Mediterranean after the decline of the Roman Empire. These achievements were introduced into Western Europe as a result of the Muslim conquests, Crusades and trade, influencing the European Renaissance.	<b>SS.7.5a</b> Explain how Islamic innovations in mathematics, science or medicine have changed over time.	<b>SS.7.5b</b> State one way an Islamic achievement has changed over time.	<b>SS.7.5c</b> Identify an achievement from the Islamic civilization.	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.7.6</b> The decline of feudalism, the rise of nation-states and the Renaissance in Europe introduced revolutionary ideas, leading to cultural, scientific and social changes.	<b>SS.7.6a</b> List multiple examples of cultural, scientific or social changes over time.	<b>SS.7.6b</b> Define <i>Renaissance</i> as rebirth or emerging change.	<b>SS.7.6c</b> Identify cultural or social commonalities in a group of people or nation-states (e.g., language, religion, education, profession, political beliefs, interests, etc.).	
<b>SS.7.7</b> The Reformation introduced changes in religion, including the emergence of Protestant faiths and a decline in the political power and social influence of the Roman Catholic Church.	<b>SS.7.7a</b> Explain how a change in ideas led to a split in religion (e.g., Protestant Church from the Roman Catholic Church).	<b>SS.7.7b</b> Identify one difference between Protestant faiths and the Roman Catholic faith.	<b>SS.7.7c</b> Provide an example of a religion.	
<b><i>First Global Age</i></b>				
<b>SS.7.8</b> Empires in Africa and Asia grew as commercial and cultural centers along trade routes.	<b>SS.7.8a</b> Explain how trade may lead to growth (e.g., growth in African and Asian empires).	<b>SS.7.8b</b> Provide one reason why people would trade goods.	<b>SS.7.8c</b> Identify an example of simple trade (e.g., trading chocolate milk for white milk).	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex 				Least Complex
<b>SS.7.9</b> The advent of the trans-Saharan slave trade had profound effects on both West and Central Africa and the receiving societies.	<b>SS.7.9a</b> Explain the negative effects of slavery for societies (e.g., West and Central Africa).	<b>SS.7.9b</b> Identify two characteristics of slavery (e.g., slaves were owned by people, loss of freedom, separated from family, harsh punishment, unfair treatment).	<b>SS.7.9c</b> Identify examples of slavery.	
<b>SS.7.10</b> European economic and cultural influence dramatically increased through explorations, conquests and colonization.	<b>SS.7.10a</b> Identify examples of colonization.	<b>SS.7.10b</b> Provide two reasons why people would go to a new place (e.g., move to a new place, visit family, see new things, meet new people).	<b>SS.7.10c</b> Provide one detail about visiting a new place (e.g., going to a new store, going on vacation, visiting a different city or state).	
<b>SS.7.11</b> The Columbian Exchange (e.g., the exchange of fauna, flora and pathogens) among previously unconnected parts of the world reshaped societies in ways still evident today.	<b>SS.7.11a</b> Describe how flora, fauna and pathogens reshaped societies (e.g., potatoes became a staple crop in Ireland; horses became an important tool of the plains-dwelling Native Americans).	<b>SS.7.11b</b> Identify examples of fauna, flora and pathogens.	<b>SS.7.11c</b> Give one example of people trading plants and/or animals.	
<b>Spatial Thinking and Skills</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.7.12</b> Maps and other geographic representations can be used to trace the development of human settlement over time.	<b>SS.7.12a</b> Recognize that maps can change over time as a result of political, social and environmental events.	<b>SS.7.12b</b> Recognize that maps of the same location can look different depending on their purpose.	<b>SS.7.12c</b> Use the appropriate map to locate one piece of information.	
<b>Human Systems</b>				
<b>SS.7.13</b> Geographic factors promote or impede the movement of people, products and ideas.	<b>SS.7.13a</b> Describe how geographic factors affect why and where people move.	<b>SS.7.13b</b> Identify an idea that has moved from one area to another (e.g., cultural foods).	<b>SS.7.13c</b> Provide a reason why people move away from or to an area.	
<b>SS.7.14</b> Trade routes connecting Africa, Europe and Asia helped foster the spread of ideas, technology, goods and major world religions (Buddhism, Christianity, Hinduism, Islam and Judaism) that impacted the Eastern Hemisphere.	<b>SS.7.14a</b> Identify the results of trade routes connecting Africa, Asia and Europe (e.g., ideas, technology, goods, major world religions).	<b>SS.7.14b</b> Identify on a map the trade routes between Africa, Asia and/or Europe.	<b>SS.7.14c</b> Locate on a map the route between two locations.	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.7.15</b> Improvements in transportation, communication and technology have facilitated cultural diffusion among peoples around the world.	<b>SS.7.15a</b> Explain how current technologies have improved upon past technologies (e.g., transportation, communication).	<b>SS.7.15b</b> Identify transportation and communication technologies from the past (e.g., horses, stagecoach, Pony Express, telegraph).	<b>SS.7.15c</b> Identify current transportation and communication technologies (e.g., airplanes, cars, cellphones, email).	
<b><i>Civic Participation and Skills</i></b>				
<b>SS.7.16</b> Analyzing individual and group perspectives is essential to understanding historic and contemporary issues. Opportunities for civic engagement exist for students to connect real-world issues and events to classroom learning.	<b>SS.7.16a</b> Explain how different people and groups can have different perspectives on an issue (e.g., transatlantic slave trade, colonialism).	<b>SS.7.16b</b> Describe a difference of opinion that can exist between individuals and within groups.	<b>SS.7.16c</b> Identify a difference of opinion that can exist between individuals.	
<b><i>Roles and Systems of Government</i></b>				
<b>SS.7.17</b> Greek democracy and the Roman Republic were radical departures from monarchy and theocracy, influencing the structure and function of modern democratic governments.	<b>SS.7.17a</b> Explain the difference between a democracy and a republic.	<b>SS.7.17b</b> Identify one difference between a democracy and a republic.	<b>SS.7.17c</b> Identify that citizens in democracies choose their leaders.	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex 				Least Complex
<b>SS.7.18</b> With the decline of feudalism, consolidation of power resulted in the emergence of nation-states.	<b>SS.7.18a</b> Describe one way that roles within feudalism resulted in the emergence of nation-states (e.g., unhappy with their positions, frustrated by the hierarchy above them).	<b>SS.7.18b</b> Identify an example of a feudal society (i.e., has peasants, serf, or other unpaid workers, has a ruling class).	<b>SS.7.18c</b> Match the level of power in a feudal society with a serf and/or a lord.	
<b>Economic Decision-Making and Skills</b>				
<b>SS.7.19</b> Individuals, governments and businesses must analyze costs and benefits when making economic decisions. A cost-benefit analysis consists of determining the potential costs and benefits of an action and then balancing the costs against the benefits.	<b>SS.7.19a</b> Explain possible gains and losses for a decision (i.e., perform a cost-benefit analysis).	<b>SS.7.19b</b> Identify a possible gain or loss (good or bad consequence) for a decision (e.g., spend your money on candy, can't buy lunch).	<b>SS.7.19c</b> Match a possible gain or loss to a decision (e.g., don't return your library book, get a fine).	
<b>Scarcity</b>				
<b>SS.7.20</b> The variability in the distribution of productive resources in the various regions of the world contributed to specialization, trade and economic interdependence.	<b>SS.7.20a</b> Identify examples of interdependence.	<b>SS.7.20b</b> Determine the natural resource used in the production of a given product (e.g., trees used to produce a house).	<b>SS.7.20c</b> Provide examples of production and producers (e.g., farmers produce food, miners produce metal).	
<b>Markets</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
				
<b>SS.7.21</b> The growth of cities and empires fostered the growth of markets. Market exchanges encouraged specialization and the transition from barter to monetary economies.	<b>SS.7.21a</b> Explain the transition from bartering to the use of money in a society.	<b>SS.7.21b</b> Identify services that financial institutions provide.	<b>SS.7.21c</b> Recognize financial institutions in the local community.	


## Grade 8


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>Historical Thinking</b>					
<b>SS.8.1</b> Primary and secondary sources are used to examine events from multiple perspectives and to present and defend a position.	<b>SS.8.1a</b> Use primary and secondary sources to describe an event.	<b>SS.8.1b</b> Classify given sources as primary or secondary.	<b>SS.8.1c</b> Identify a source as primary.	<ul style="list-style-type: none"> <li>Engage in the use of information from a variety of sources.</li> <li>Identify a source of information as a primary or secondary source.</li> <li>Identify features of secondary sources (written after the event, author summarizing events, author not present at event, refer to source information, describe primary sources)</li> <li>Identify features of primary sources (author's perspective using "I", "we"; created at the time of the event; eyewitness account)</li> <li>Engage with primary sources such as photographs, diary entries, or letters.</li> </ul>	
<b>Colonization to Independence</b>					


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.2</b> North America, originally inhabited by American Indians, was explored and colonized by Europeans for economic and religious reasons.	<b>SS.8.2a</b> Identify a reason Europeans colonized North America.	<b>SS.8.2b</b> Identify who was present in North America before European explorers.	<b>SS.8.2c</b> Define colonization.	<ul style="list-style-type: none"> <li>• Understand that some colonists left Europe to escape religious persecution.</li> <li>• Understand that the colonies served as a source of revenue and resources for European countries.</li> <li>• Understand that European explorers encountered different American Indian groups depending on the geographic area explored (e.g., Northeast Woodlands, Southeastern, Southwest).</li> <li>• Recognize that European explorers and colonists came from different countries and for different reasons.</li> <li>• Understand that many different American Indian cultures inhabited North America prior to the arrival of the Europeans.</li> <li>• Engage with maps showing locations in North America of early European colonies and areas explored by French and Spanish explorers.</li> <li>• Engage with representations of maps of North America showing cultural and geographical American Indian groups prior to colonization.</li> </ul>
<b>SS.8.3</b> Competition for control of territory and resources in North America led to conflicts among colonizing powers.	<b>SS.8.3a</b> Explain why limited resources caused conflicts among colonizing powers.	<b>SS.8.3b</b> Name a North American resource that led to conflicts among colonizing powers.	<b>SS.8.3c</b> Name a colonizing power (e.g., Netherlands, Spain, England, France).	<ul style="list-style-type: none"> <li>• North American colonies competed for resources like farmable land, timber, and furs.</li> <li>• Understand that rivalries among European countries were continued in North America.</li> <li>• Engage with maps of North America showing regions colonized and controlled by European powers.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.4</b> The practice of race-based slavery led to the forced migration of Africans to the American colonies and contributed to colonial economic development. Their knowledge, skills and traditions were essential to the development of the 13 colonies.	<b>SS.8.4a</b> Explain how forced migration contributed to economic development during the Colonial era.	<b>SS.8.4b</b> Provide one example of a tradition that was transferred through forced migration (e.g., music, storytelling, cooking methods, religion).	<b>SS.8.4c</b> Identify one characteristic of slavery (e.g., slaves were owned by people, loss of freedom, separated from family, harsh punishment, unfair treatment).	<ul style="list-style-type: none"> <li>• Using historical narratives or fiction, describe some of the cultural traditions practiced by enslaved Africans in the colonies.</li> <li>• Using historical narratives or fiction, describe some of the hardships endured by enslaved Africans in the colonies.</li> <li>• Understand that the agricultural economy of some colonies relied on slave labor and the agricultural knowledge of some slaves (i.e., how to cultivate rice).</li> <li>• Recognize that enslaved Africans contributed knowledge, skills and traditions to life in the colonies.</li> <li>• Understand that Africans traveled to North America involuntarily through an international slave trade system.</li> <li>• Identify forced migration as the involuntary movement of people from one place to another.</li> <li>• Engage with a story about life as a slave on a colonial plantation.</li> <li>• Engage with representations of enslaved Africans' experiences in the American colonies.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.5</b> The ideas of the Enlightenment and dissatisfaction with colonial rule led English colonists to write the Declaration of Independence and launch the American Revolution.	<b>SS.8.5a</b> Identify complaints found in the Declaration of Independence and explain how those complaints led to the American Revolution.	<b>SS.8.5b</b> Identify a complaint the colonists had.	<b>SS.8.5c</b> Identify the meaning of dissatisfaction.	<ul style="list-style-type: none"> <li>• Discuss why colonists were dissatisfied and wanted independence from the British King including taxes and no voice in government.</li> <li>• Engage with the opening sentence of the Declaration of Independence, “When in the course of human events...”, focusing in on the need to end political connections with the British.</li> <li>• Recognize a revolution as a conflict or war to change the government or laws under which people live.</li> <li>• Understand that the 13 colonies were under the rule of the British and wanted to have their own government.</li> <li>• Define grievance as an official statement of complaint about unfair treatment.</li> <li>• Engage with a replica of the Declaration of Independence, focusing on the list of grievances to the British King.</li> <li>• Engage with representations of life during the colonial period including colonists as farmers, merchants and soldiers.</li> </ul>
<b>SS.8.6</b> Key events and significant figures in American history influenced the course and outcome of the American Revolution.	<b>SS.8.6a</b> Explain how the events that led to the revolution resulted in the creation of a new country.	<b>SS.8.6b</b> Match key figures of the American Revolutionary War with a given role (e.g., George Washington led the army, Thomas Jefferson penned the Declaration of Independence).	<b>SS.8.6c</b> Identify Paul Revere.	<ul style="list-style-type: none"> <li>• Make connections between causes and effects among the figures, events, and battles of the American Revolution.</li> <li>• Identify the contributions or roles of key figures of the American Revolution.</li> <li>• Define revolution as the forcible overthrow or defeat of a government.</li> <li>• Place the events and battles of the American Revolution on a timeline.</li> <li>• Engage with images of key figures of the American Revolution (e.g., George Washington, Thomas Jefferson, Ben Franklin, Paul Revere).</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>A New Nation</b>				
<b>SS.8.7</b> The outcome of the American Revolution was national independence and new political, social and economic relationships for the American people.	<b>SS.8.7a</b> Explain why Americans needed a new government.	<b>SS.8.7b</b> Identify the transition of government in the United States from colonies to a country.	<b>SS.8.7c</b> Identify who won the American Revolution.	<ul style="list-style-type: none"> <li>• Understand that after the colonists won the American Revolution they had to organize new national government.</li> <li>• Understand that prior to the American Revolution the colonies were not united; each colony was ruled by a colonial government representing Great Britain.</li> <li>• Recognize the American Revolution as a conflict between American colonists and Great Britain.</li> <li>• Engage with images of independence from the July Fourth celebration/holiday.</li> </ul>
<b>SS.8.8</b> Problems arising under the Articles of Confederation led to debate over the adoption of the U.S. Constitution.	<b>SS.8.8a</b> Identify a problem with the Articles of Confederation.	<b>SS.8.8b</b> Sequence the order of the adoption of the Articles of Confederation and the U.S. Constitution.	<b>SS.8.8c</b> Identify the U.S. Constitution.	<ul style="list-style-type: none"> <li>• Create a timeline showing the chronological order of the Declaration of Independence, Articles of Confederation and the U.S. Constitution.</li> <li>• Understand that the Constitution is a written outline of the laws or rules of the United States.</li> <li>• Understand that the Articles of Confederation was the new states' first attempt to create a new system of government.</li> <li>• Understand that the Articles of Confederation were replaced with the US Constitution because the Articles limited the national government's powers (i.e., taxation, regulating trade, national security).</li> <li>• Engage with a replica of the US Constitution.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.9</b> Actions of early presidential administrations established a strong federal government, provided peaceful transitions of power and repelled a foreign invasion.	<b>SS.8.9a</b> Explain how the actions of an early presidential administration helped to establish a strong federal government.	<b>SS.8.9b</b> State two duties of the U.S. president.	<b>SS.8.9c</b> Identify the first U.S. president.	<ul style="list-style-type: none"> <li>• Understand that a strong federal government was continued by Adams' creation of the navy, Jefferson's territorial expansion, Madison's involvement in War of 1812, and Monroe's negotiation of treaties.</li> <li>• Understand that Washington's approval of a national bank and negotiation of international treaties established a strong federal government.</li> <li>• Recognize that early presidential administrations (Washington, Adams, Jefferson, Madison and Monroe) established a strong national government.</li> <li>• Identify negotiation of treaties and serving as commander in chief are two duties of the U.S. President.</li> <li>• Peaceful transitions of the presidency began with Washington when he established the tradition of a two-term limit.</li> <li>• Engage with images of the first five US presidents.</li> </ul>
<b>Expansion</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.10</b> The United States added to its territory through treaties and purchases.	<b>SS.8.10a</b> Identify examples of treaties and/or purchases that expanded the United States.	<b>SS.8.10b</b> Explain how the U.S. acquired additional territory resulting in additional states joining the Union.	<b>SS.8.10c</b> Locate the area of the Louisiana Purchase on a map.	<ul style="list-style-type: none"> <li>• Understand that the addition of territory led to the addition of new states as settlers moved into these areas.</li> <li>• Locate or identify the acquired territories on a map of North America.</li> <li>• Understand that the US expanded its territory through treaties with Spain (Adams Onis Treaty), Great Britain (Oregon Treaty) and Mexico (Treaty of Guadalupe Hidalgo).</li> <li>• Understand that the US expanded its territory through purchases from France (Louisiana Purchase), Mexico (Gadsden Purchase) and Russia (Alaska Purchase).</li> <li>• Engage with a map of North America that highlights the new territories acquired by the US.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex		←—————→		Least Complex
<b>SS.8.11</b> Westward expansion contributed to economic and industrial development, debates over sectional issues, war with Mexico and the displacement of American Indians.	<b>SS.8.11a</b> Identify and explain why a country expands (e.g., westward expansion, Indian relations, relations with Mexico).	<b>SS.8.11b</b> Identify a reason why the United States had a war with Mexico.	<b>SS.8.11c</b> Identify a personal or school expansion (e.g., adding a member to family, building a new school gym).	<ul style="list-style-type: none"> <li>Understand that westward expansion contributed to economic development by providing land for settlement and farming and expanding the transportation network. In addition, resources like gold, silver, and copper were discovered in the west.</li> <li>Understand that westward expansion contributed to disputes over territory with Mexico and American Indians.</li> <li>Recognize “Westward Expansion” as a period of U.S. history during which settlers moved from the eastern states into new territories occupied by American Indians.</li> <li>Visually/physically move images or objects representing groups of people across the US map to show the movement of American Indians and new settlers over time.</li> <li>Identify regional cultural groups of American Indians living west of the Mississippi prior to westward expansion.</li> <li>Identify western states on a map of the US.</li> <li>Identify west on a compass rose.</li> <li>Engage with physical maps of the US.</li> </ul>
<b>Civil War and Reconstruction</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.12</b> Disputes over the nature of federalism, complicated by economic developments in the United States, resulted in sectional issues, including slavery, which led to the American Civil War.	<b>SS.8.12a</b> Identify examples of disagreements that led to the Civil War (e.g., Grade 8 Content Connection examples: causes of the Civil War, results of the Civil War).	<b>SS.8.12b</b> Provide a reason why different states had different opinions over sectional issues.	<b>SS.8.12c</b> Identify whether two given opinions are conflicting.	<ul style="list-style-type: none"> <li>• Define sectional issues as differences of opinion between sections or regions of the United States about political topics including slavery and federalism.</li> <li>• Recognize that the plantation economy of the south relied upon slavery to be profitable, while the economy of the north did not rely on slave labor, leading to a conflict over the abolition of slavery.</li> <li>• Associate industrial economy with northern states and plantation or agricultural economy with southern states.</li> <li>• Understand that northern states favored a strong central government and southern states favored strong state governments.</li> <li>• Define federalism as the distribution of power between a central government and state governments.</li> <li>• Recognize the American Civil War as an internal conflict between groups of states: the Union (northern states) and the Confederacy (southern states).</li> <li>• Identify conflicting opinions on a classroom issue.</li> <li>• Share your opinion on a topic with others.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.13</b> Key events and significant figures in American history influenced the course and outcome of the Civil War.	<b>SS.8.13a</b> Match significant figures of the American Civil War with their respective sides of the conflict.	<b>SS.8.13b</b> Explain what a civil war is.	<b>SS.8.13c</b> Identify the meaning of <i>war</i> .	<ul style="list-style-type: none"> <li>Place key events of the American Civil War chronologically on a timeline.</li> <li>Recognize the American Civil War as an internal conflict between groups of states: the Union (northern states) and the Confederacy (southern states).</li> <li>Define war as an armed conflict between two opposing forces.</li> <li>Define a civil war is an armed conflict between two groups within the same country.</li> <li>Engage with images of key figures of the Civil War (e.g., the military leaders of both sides and the political leaders of both sides).</li> <li>Engage with photographs of soldiers from the Civil War era.</li> </ul>
<b>SS.8.14</b> The Reconstruction period resulted in changes to the U.S. Constitution, an affirmation of federal authority and lingering social and political differences.	<b>SS.8.14a</b> Explain positive outcomes of the passage of the Civil Rights Act.	<b>SS.8.14b</b> Identify a change made to the U.S. Constitution during the Reconstruction period.	<b>SS.8.14c</b> Identify how the U.S. Constitution can change (e.g., amendments).	<ul style="list-style-type: none"> <li>Understand that the 13th, 14th and 15th amendments were intended to guarantee freedom and extend civil and legal protections to former slaves.</li> <li>Recognize the “Reconstruction” period as time after the Civil War during which the federal government worked to bring the southern states back into the Union.</li> <li>Understand that changes or amendments were made to the US Constitution to allow for African Americans to more fully participate in the political process.</li> <li>Define amendments as changes or additions to the US Constitution.</li> <li>Engage in proposing and discussing changes to classroom or school rules.</li> </ul>
<b>Spatial Thinking and Skills</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex		←—————→		Least Complex
<b>SS.8.15</b> Modern and historical maps, and other geographic tools, are used to analyze how geography shapes historic events.	<b>SS.8.15a</b> Compare maps of the same area from different time periods to show change (e.g., map of U.S. during Colonial times compared to map of U.S. today).	<b>SS.8.15b</b> Use appropriate maps, globes and other geographic resources (e.g., Internet to locate various sites or places).	<b>SS.8.15c</b> Match a specific map to its use (e.g., a road map is used to determine driving routes, a world map is used to locate countries).	<ul style="list-style-type: none"> <li>• Use political and relief maps to identify differences in physical geography of northern states and southern states. Discuss how southern geography supported an agricultural economy.</li> <li>• Use titles and other clues (i.e., number of states, cities, territories) to sort historical and modern maps of the United States into chronological order.</li> <li>• Identify possible uses for maps or models (ie, navigation, weather forecasting).</li> <li>• Locate different features on a map (e.g., land, water, and mountains).</li> <li>• Identify changes on historical and modern maps of Ohio or the local community.</li> <li>• Recognize that a map or model represents a real place.</li> <li>• Engage with a variety of different types of modern and historical maps.</li> </ul>
<b>Human Systems</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.16</b> The availability of natural resources contributed to the geographic and economic expansion of the United States, sometimes resulting in unintended environmental consequences.	<b>SS.8.16a</b> Explain why natural resources might encourage people to move.	<b>SS.8.16b</b> Identify a natural resource that led to the geographic expansion of the United States (e.g., oil brought people to Texas, gold brought people to California).	<b>SS.8.16c</b> Identify two natural resources found in the United States.	<ul style="list-style-type: none"> <li>• Understand that availability of natural resources offered economic opportunities that attracted settlers to move west and expand the settlement of US territories.</li> <li>• Recognize that people use natural resources to help meet their basic needs (food, clothing, shelter) and to create products for trade or sale.</li> <li>• Define natural resources as productive resources supplied by nature. Natural resources include ores, trees; and land for farming.</li> <li>• Engage with representations of settlers and prospectors collecting natural resources such as wood, land, ore (e.g., copper, silver, gold), and coal in the mid 19th century.</li> </ul>
<b>SS.8.17</b> The movement of people, products and ideas resulted in new patterns of settlement and land use that influenced the political and economic development of the United States.	<b>SS.8.17a</b> Explain why availability of land influences the movement of people.	<b>SS.8.17b</b> Compare different uses of land (e.g., commercial versus agricultural).	<b>SS.8.17c</b> Identify an example of land usage (e.g., farmers use land to grow crops).	<ul style="list-style-type: none"> <li>• Understand that as settlers created new communities they created new political systems.</li> <li>• Understand that land can be used for commercial purposes including stores, hotels, manufacturing.</li> <li>• Understand that land can be used for agricultural purposes including farming and grazing.</li> <li>• Identify land as a natural resource available to settlers that provided economic opportunities.</li> <li>• Recognize that land can be used in different ways including farms, mining, housing and other community buildings (schools and post offices), and recreational parks.</li> <li>• Define natural resources as productive resources supplied by nature. Natural resources include ores, trees; and land for farming.</li> <li>• Engage with crops that are grown on a farm.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex		←—————→		Least Complex
<b>SS.8.18</b> Cultural biases, stereotypes and prejudices had social, political and economic consequences for minority groups and the population as a whole.	<b>SS.8.18a</b> Identify examples of cultural bias which had consequences for given minority groups (e.g., the Civil Rights era).	<b>SS.8.18b</b> Explain what makes a group of people a minority.	<b>SS.8.18c</b> Identify an example of a group of people by their similarities and/or differences.	<ul style="list-style-type: none"> <li>• Understand how cultural biases in the 19th century impacted the lives of enslaved persons, American Indians, and immigrant groups.</li> <li>• Discuss stereotypes and prejudices, and their consequences, for people with disabilities in different settings.</li> <li>• Define stereotype as widely held, often unfair, untrue, and oversimplified beliefs about a particular group of people.</li> <li>• Define prejudice as an opinion that is formed without knowing or considering all the facts.</li> <li>• Define cultural bias as the tendency for people to judge the outside world through a narrow view based on their own culture.</li> <li>• Define minority as a small cultural group of people living in a community largely consisting of another cultural group.</li> <li>• Engage with a story about a character who initially has one opinion about another character in the story but changes their opinion by the end of the story.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.19</b> Americans began to develop a unique national identity among diverse regional and cultural populations based on democratic ideals.	<b>SS.8.19a</b> Describe the characteristics of national identity.	<b>SS.8.19b</b> Provide an example of American national identity (e.g., amendment rights, democratic participation).	<b>SS.8.19c</b> Identify the country you live in.	<ul style="list-style-type: none"> <li>• Understand that national identity in the US is unique because it has evolved as different groups have contributed their traditions and cultural practices.</li> <li>• Define national identity as a set of shared qualities and beliefs including distinctive traditions, culture, language and politics on a national level.</li> <li>• Discuss the identity of the local community or school including distinctive traditions and cultural practices (e.g., annual events, mascot, flag, local clubs).</li> <li>• Engage with representations of the American flag as it changed over time with the addition of new states.</li> </ul>
<b>Civic Participation and Skills</b>				
<b>SS.8.20</b> Active participation in social and civic groups can lead to the attainment of individual and public goals.	<b>SS.8.20a</b> Explain how someone can actively participate in a social and/or civic group.	<b>SS.8.20b</b> Identify an example of active participation in a social and/or civic group.	<b>SS.8.20c</b> Identify a civic group (student council, student government).	<ul style="list-style-type: none"> <li>• Work as a group to solve a classroom or school problem.</li> <li>• Work with classmates to define and reach individual and group goals. Discuss the difference between individual and group goals.</li> <li>• Define a civic group as a group of people who come together to provide a service to their community.</li> <li>• Engage with classmates to influence the local government (e.g., write a letter to a council person, meet with a disability rights advocate).</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.21</b> Informed citizens understand how media and communication technology influence public opinion.	<b>SS.8.21a</b> Explain how media can help to inform citizens.	<b>SS.8.21b</b> List types of communication technology used by media.	<b>SS.8.21c</b> Identify one source of media.	<ul style="list-style-type: none"> <li>• Understand that media can influence people's opinions by sharing biased content.</li> <li>• Explore new technologies that provide people with disabilities access to information.</li> <li>• Understand that citizens and public opinion can be informed through media and multiple communication technologies.</li> <li>• Recognize that public opinion is a set of beliefs shared by most people.</li> <li>• Define media as any means of mass communication (broadcasting, publishing, social network posting). Media use a variety of communication technology, both historically and currently (e.g., the telegraph, printed newspapers and pamphlets, radio, television, the Internet)</li> <li>• Engage with different ways of getting the news (i.e. internet access, television, newspapers, magazines, radio).</li> </ul>
<b>Roles and Systems of Government</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.22</b> The U.S. Constitution established a federal republic, providing a framework for a national government with elected representatives, separation of powers and checks and balances.	<b>SS.8.22a</b> List ways the different people/groups in government can limit each other's powers (e.g., checks and balances).	<b>SS.8.22b</b> Identify a power of each branch of government (e.g., Congress makes laws; courts interpret laws).	<b>SS.8.22c</b> Identify the three branches of government or the people who represent them.	<ul style="list-style-type: none"> <li>• Recognize that each branch has the responsibility to limit the power of the other branches. For example,</li> <li>• Power of the president to veto acts of Congress</li> <li>• Power of the Senate to approve presidential appointments</li> <li>• Power of Supreme Court to declare laws to be unconstitutional</li> <li>• Identify local, state and federal personnel linked to each of the three branches. (Local - police - Executive branch)</li> <li>• Identify the leaders of each of the three branches. (ie. President - Executive Branch)</li> <li>• Match each branch of government to the building where it operates (White House, Capitol, Supreme Court Building).</li> <li>• Match the name of the branch with its function or power (makes laws, carries out laws, interprets laws).</li> <li>• Identify the three branches of government.</li> <li>• Understand that the Constitution outlines the laws or rules of the United States.</li> <li>• Identify that governments help society run. (trash collection, voting, military-national security)</li> <li>• Engage with replica of the US Constitution.</li> <li>• Engage with historic paintings or other representations of the Constitutional Convention.</li> <li>• Engage with a graphic organizer that shows the three branches as part of the same government.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>SS.8.23</b> The U.S. Constitution protects citizens' rights by limiting the powers of government.	<b>SS.8.23a</b> Explain how limiting a power of government can protect citizens' rights.	<b>SS.8.23b</b> Identify a way that the U.S. Constitution limits the powers of government.	<b>SS.8.23c</b> Identify one right of a U.S. citizen.	<ul style="list-style-type: none"> <li>• Understand that the government's power is purposefully limited by the Constitution in order to protect the rights of citizens.</li> <li>• Understand that laws protect rights of citizens such as religion, speech, press, petition and assembly.</li> <li>• Understand that citizens have rights (freedoms) and that governments cannot interfere with those rights.</li> <li>• Discuss that one right that all students have is access to a free public education.</li> <li>• Engage with a copy of the Constitution.</li> </ul>
<b><i>Economic Decision-Making and Skills</i></b>				
<b>SS.8.24</b> Choices made by individuals, businesses and governments have both present and future consequences.	<b>SS.8.24a</b> Identify the short- and long-term consequences of a personal economic decision.	<b>SS.8.24b</b> Identify the difference between a want and a need.	<b>SS.8.24c</b> Identify a personal economic decision.	<ul style="list-style-type: none"> <li>• Describe a decision-making process that includes consideration of consequences of a choice.</li> <li>• Engage with and discuss a story (possibly a fable or fairytale) that includes the main character making a choice with present (short term) and future (long term) consequences.</li> <li>• Define a need as something that is required, essential (e.g., food, shelter) as compared to a want which is something that is desired or wished for (e.g., going to a movie, video game).</li> <li>• Recognize that decisions about money and resources are economic decisions. Personal economic decisions would include spending choices, savings choices, and employment options.</li> <li>• Define consequence as the result or effect of a choice.</li> <li>• Discuss why you made a certain choice.</li> <li>• Engage in making a choice.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Production and Consumption</b>				
<b>SS.8.25</b> The Industrial Revolution fundamentally changed the means of production as a result of improvements in technology, use of new power resources, the advent of interchangeable parts and the shift from craftwork to factory work.	<b>SS.8.25a</b> Explain the differences between handmade and machine-made products (e.g., quality, cost, labor).	<b>SS.8.25b</b> Identify examples of goods made in factories or by machines.	<b>SS.8.25c</b> Identify examples of handmade or homemade goods.	<ul style="list-style-type: none"> <li>• Contrast machine-made goods (standard appearance, lower cost, mass produced) with handmade goods (some variation in appearance, high cost, unique/one of a kind).</li> <li>• Sort images or representations of household items into “factory or machine-made” and “handmade or homemade”.</li> <li>• Understand that people develop new technologies to make production more efficient.</li> <li>• Identify factories in the local community.</li> <li>• Engage with images of factory workers, craftsmen and artisans.</li> </ul>
<b>Markets</b>				
<b>SS.8.26</b> Governments can impact markets by means of spending, regulations, taxes and trade barriers.	<b>SS.8.26a</b> Explain the purpose of taxes in a society.	<b>SS.8.26b</b> Identify different types of taxes.	<b>SS.8.26c</b> Give one use of tax revenue (e.g., schools, roads, government assistance, social security).	<ul style="list-style-type: none"> <li>• Understand that the government can impact a market by raising or lowering taxes. For example, raising taxes will increase the cost of products, eventually making raising prices for consumers.</li> <li>• Recognize that taxes are collected by local, state and federal governments.</li> <li>• Understand that the government uses money from taxes to pay for schools, roads, and other benefits to the community.</li> <li>• Understand that the government receives revenue from taxes on products or goods that are purchased.</li> <li>• Understand markets as systems that organize the buying and selling of products and services.</li> <li>• Engage as a producer or consumer.</li> </ul>


# Extended Standards with Learning Progressions for Social Studies, High School

## American History

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>Historical Thinking</b>					
<b>AMH.9-12.1</b> The use of primary and secondary sources of information includes an examination of the credibility of each source.	<b>AMH.9-12.1a</b> Explain the difference between a primary and secondary source.	<b>AMH.9-12.1b</b> Distinguish between credibility within primary and secondary sources (e.g., newspapers are likely credible; personal blogs are less likely to be credible).	<b>AMH.9-12.1c</b> Identify a credible source of information.	<ul style="list-style-type: none"> <li>Identify features of credible sources (qualifications of the writer/author, purpose of the content, agreement with other credible sources, use of supporting evidence, disclosure of biases due to affiliation(s)).</li> <li>Recognize that credible sources convey accurate information supported by evidence.</li> <li>Understand that sources of information are not always credible.</li> <li>Engage in the use of information from a variety of sources.</li> <li>Identify a source of information as a primary or secondary source.</li> <li>Identify features of secondary sources (written after the event, author summarizing events, author not present at event, refer to source information, describe primary sources)</li> <li>Identify features of primary sources (author's perspective using "I", "we"; created at the time of the event; eyewitness account)</li> <li>Engage with primary sources such as photographs, diary entries, or letters.</li> </ul>	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.2</b> Historians develop theses and use evidence to support or refute positions.	<b>AMH.9-12.2a</b> Develop a thesis to support or refute a position.	<b>AMH.9-12.2b</b> Given a thesis, identify a piece of evidence that supports it.	<b>AMH.9-12.2c</b> Identify a thesis statement or main idea of a historical text.	<ul style="list-style-type: none"> <li>• Interpret historical evidence to draw a conclusion and write a thesis.</li> <li>• Construct a thesis that summarizes a position and the evidence supporting it.</li> <li>• Research evidence to answer a question about history.</li> <li>• Historians ask questions about history and look for evidence to answer those questions.</li> <li>• Understand that students of history are historians and develop expertise.</li> <li>• Understand that a historian is a professional in the field of historical research and education.</li> <li>• Engage in learning about historical information.</li> </ul>
<b>AMH.9-12.3</b> Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	<b>AMH.9-12.3a</b> Create a sequence of historical events, including the cause and result of this event.	<b>AMH.9-12.3b</b> Use a source to create a sequence of events in history (e.g., interviews, videos, books).	<b>AMH.9-12.3c</b> Given two or more historical events, place the events in the order they occurred.	<ul style="list-style-type: none"> <li>• Recognize that historic events have short term and long term causes. (multiple causation)</li> <li>• Using a timeline, identify the long term cause of a specific historic event.</li> <li>• Using a timeline, identify an immediate effect/short-term effect following a historic event.</li> <li>• Events from history can be organized on a timeline.</li> <li>• Recall personal examples of cause and effect.</li> <li>• Engage in activities involving the use of a timeline.</li> <li>• Engage in cause and effect experiences.</li> </ul>
<b>Founding Documents</b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.4</b> The Declaration of Independence elaborates on the rights and role of the people in building the foundations of the American nation through the principles of unalienable rights and consent of the people.	<b>AMH.9-12.4a</b> State the three unalienable rights in the Declaration of Independence and define "consent of the people."	<b>AMH.9-12.4b</b> State the three unalienable rights in the Declaration of Independence.	<b>AMH.9-12.4c</b> Identify one of the unalienable rights in the Declaration of Independence.	<ul style="list-style-type: none"> <li>Define rights as personal freedoms with limits.</li> <li>Read/listen to the second paragraph of the Declaration, "We hold these truths...", focusing in on life, liberty and the pursuit of happiness.</li> <li>Engage with a replica of the Declaration of Independence, focusing on the names and signatures.</li> </ul>
<b>AMH.9-12.5</b> The Northwest Ordinance elaborates on the rights and role of the people in building the foundations of the American nation through its establishment of natural rights and setting up educational institutions.	<b>AMH.9-12.5a</b> Explain the importance of the Northwest Ordinance in establishing educational institutions.	<b>AMH.9-12.5b</b> Identify a right listed in the Northwest Ordinance that is not in the Declaration of Independence that relates to life, liberty or the pursuit of happiness.	<b>AMH.9-12.5c</b> Identify a right listed in the Northwest Ordinance.	<ul style="list-style-type: none"> <li>Understand that the Northwest Ordinance outlined rights and responsibilities of settlers in the new territory.</li> <li>Define rights as personal freedoms established by laws found in the Northwest Ordinance.</li> <li>Identify rights and responsibilities students have within the classroom, home and community.</li> <li>Self advocate for own rights.</li> <li>Engage in actions that respect the rights of others.</li> </ul>
<b>AMH.9-12.6</b> The U.S. Constitution established the foundations of the American nation and the relationship between the people and their government.	<b>AMH.9-12.6a</b> Explain why the U.S. Constitution was written.	<b>AMH.9-12.6b</b> Match the branches of the federal government to their roles.	<b>AMH.9-12.6c</b> Identify the branches of the federal government.	<ul style="list-style-type: none"> <li>Identify federal personnel linked to each of the three branches. (Local - police - Executive branch)</li> <li>Identify the leaders of each of the three branches. (ie. President - Executive Branch)</li> <li>Match each branch of government to the building where it operates.</li> <li>Identify the 3 branches of government.</li> <li>Identify that governments help society run. (voting, military-national security)</li> <li>Engage with personnel linked to the three branches of government.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>	
Most Complex				Least Complex
				
<b>AMH.9-12.7</b> The debate presented by the Federalist and Anti-Federalist Papers over protections for individuals and limits on government power resulted in the Bill of Rights. The Bill of Rights provides constitutional protections for individual liberties and limits on governmental power.	<b>AMH.9-12.7a</b> Identify the limits of government provided by the Bill of Rights.	<b>AMH.9-12.7b</b> Explain why the Bill of Rights was written.	<b>AMH.9-12.7c</b> Identify a right provided by the Bill of Rights.	<ul style="list-style-type: none"> <li>Identify that the First Amendment lists rights protected by the US Constitution.</li> <li>Understand that the Bill of Rights consists of ten amendments to the U.S. Constitution.</li> <li>Engage with a replica of the U.S. Constitution, focusing on the Bill of Rights.</li> <li>Engage in freedom of speech by expressing oneself using any modality.</li> </ul>
<b><i>Industrialization and Progressivism</i></b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.8</b> The rise of corporations, heavy industry, mechanized farming and technological innovations transformed the American economy from an agrarian to an increasingly urban industrial society.	<b>AMH.9-12.8a</b> Explain why urban living became more popular after the rise of heavy industry, mechanized farming and technological innovations.	<b>AMH.9-12.8b</b> Identify how a technological innovation made life more efficient (e.g., mechanized assembly lines made production more efficient).	<b>AMH.9-12.8c</b> Identify a technological innovation that made life more efficient (e.g., telephone, light bulb, washing machine, airplane).	<ul style="list-style-type: none"> <li>• Identify the Industrial Age as happening between 1750-1900.</li> <li>• Participate in an assembly line simulation (similar to task boxes) given a visual outline/task analysis of the process including the final product. In order to understand efficiency, complete the task as an individual and compare the process to the assembly line approach.</li> <li>• Participate in an assembly line simulation (similar to task boxes) given a visual outline/task analysis of the process including the final product. Each student takes on one specific step in the process.</li> <li>• Match the cause of needing more products across a wider span of the U.S. with development of new technological innovation.</li> <li>• Organize representations of telephones (or other technology example) from earliest invention to modern.</li> <li>• Recognize that the technological tools we have today have changed over time as needs arose.</li> <li>• Technological innovations have been created by inventors.</li> <li>• Recognize that the technological tools we have today have not always been around.</li> <li>• Engage with representations of different types of telephones across time.</li> <li>• Engage with technological innovations from this time period using modern examples. (e.g., lights, phone)</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex <span style="font-size: 2em; color: #4a7ebb;">←————→</span> Least Complex				
<b>AMH.9-12.9</b> The rise of industrialization led to a rapidly expanding workforce. Labor organizations grew amidst unregulated working conditions, laissez-faire policies toward big business and violence toward supporters of organized labor.	<b>AMH.9-12.9a</b> Describe what a labor union represents for positive and negative influences on industrialization.	<b>AMH.9-12.9b</b> Identify a grievance a labor employee might have.	<b>AMH.9-12.9c</b> Identify a career that might be associated with a labor union.	<ul style="list-style-type: none"> <li>Workers felt the need to protect themselves and joined together to create unions.</li> <li>Compare the viewpoints of laborers and employers about improving working conditions.</li> <li>Understand that working conditions were not originally regulated by the government therefore many factories were hazardous, workers worked long hours, wages were low, children worked in factories, and more.</li> <li>Use research to identify specific working conditions/hazards laborers encountered during industrialization.</li> <li>Understand that industrialization was a period of rapid advancement in technology and manufacturing.</li> <li>Engage in the selections (objects, images, graphics) that represent safety items used to protect workers today.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.10</b> Immigration, internal migration and urbanization transformed American life.	<b>AMH.9-12.10a</b> Distinguish between immigration and internal migration and explain why a person might migrate or immigrate.	<b>AMH.9-12.10b</b> Identify why a person might migrate to another region of the U.S.	<b>AMH.9-12.10c</b> Identify the meanings of immigration and migration.	<ul style="list-style-type: none"> <li>• Understand that cities grew during industrialization because workers moved from rural to urban areas (migration).</li> <li>• Understand that immigrants moved to the U.S. because of the availability of manufacturing jobs and land. (immigration)</li> <li>• Sort images/representations of rural and urban areas during industrialization.</li> <li>• Discuss difference between rural (farming, population spread out, small towns) and urban (cities, taller buildings, factories, crowded, pollution).</li> <li>• Identify internal migration as movement within a county to a different permanent residence.</li> <li>• Identify if the local community is more rural or more urban.</li> <li>• Engage with individuals within school or community who have immigrated or migrated into the local community.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.11</b> Continued settlement by Americans in the west intensified conflict with American Indians and reinforced the policy of the reservation system.	<b>AMH.9-12.11a</b> Explain how Westward Expansion affected American Indians.	<b>AMH.9-12.11b</b> Identify why Americans continued to move west.	<b>AMH.9-12.11c</b> Identify the meaning of settlement.	<ul style="list-style-type: none"> <li>• Understand that US settlements spread into American Indian territories from east to west, north from the Florida peninsula, west to east via California and from south to north via Mexico and Texas.</li> <li>• Utilize a physical map of the US to identify areas east of the Mississippi River and west of the Mississippi River.</li> <li>• Visually/physically move images or objects representing groups of people across the US map to show the movement of American Indians and new settlers over time.</li> <li>• Identify the regional cultural groups of American Indians living west of the Mississippi prior to westward expansion.</li> <li>• Identify regional cultural groups of American Indians living east of the Mississippi prior to European settlement of North America.</li> <li>• Identify western states on a map of the US.</li> <li>• Identify west on a compass rose.</li> <li>• Engage with physical maps of the US.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.12</b> Following Reconstruction, old political and social structures reemerged, and racial discrimination was institutionalized.	<b>AMH.9-12.12a</b> Describe racial discrimination practices in post-Reconstruction America.	<b>AMH.9-12.12b</b> Define a separate-but-equal practice that was institutionalized with the passage of the Jim Crow laws.	<b>AMH.9-12.12c</b> Identify the meaning of racial discrimination.	<ul style="list-style-type: none"> <li>• Following the removal of federal troops from the South in 1877, identify that racial discrimination began to rise again in the South.</li> <li>• Understand that racial discrimination included social and political separation of the races.</li> <li>• Understand that racial discrimination is unjust treatment of a person or group based on race (a group united by common skin color or other characteristic).</li> <li>• Identify two previous time periods in American history as the Civil War (1860-1865) and Reconstruction (1865-1877) which left the country with continuing racial tensions.</li> <li>• Locate the states that are in the “North” and “South.”</li> <li>• Identify Southern states on a map of the US.</li> <li>• Identify south on a compass rose.</li> <li>• Discuss/identify a time when students felt they were treated unfairly based on physical traits or how they look.</li> <li>• Engage with maps showing the “North” and “South.”</li> <li>• Engage in simulations of equality and inequality through the even/uneven distribution of an item (ie, food, manipulatives) among students.</li> </ul>

<p><b>AMH.9-12.13</b> The Progressive era was an effort to address the ills of American society stemming from industrial capitalism, urbanization and political corruption.</p>	<p><b>AMH.9-12.13a</b> Describe an ill of American society during the Progressive era and its proposed solution.</p>	<p><b>AMH.9-12.13b</b> Categorize ills of American society as stemming from industrial capitalism, urbanization or political corruption.</p>	<p><b>AMH.9-12.13c</b> Identify one American societal ill that stems from industrial capitalism, urbanization and/or political corruption.</p>	<ul style="list-style-type: none"> <li>• Link American ills from urbanization to the solutions such as: Pure Food and Drug Act, Meat Inspection Act.</li> <li>• Link American ills from industrial capitalism to the solutions such as: anti-trust acts, creation of Federal Reserve to control the nation's money supply and regulate the banking system.</li> <li>• Link American ills from political corruption to the solutions such as: 17th Amendment (direct election of U.S. Senators), 19th Amendment (women's suffrage), introduction of reforms to make the political process more democratic.</li> <li>• Identify American ills from <b>urbanization</b> using examples such as: illiteracy, spread of disease, unsafe food, poverty.</li> <li>• Identify American ills from <b>industrial capitalism</b> using examples such as: pollution, dangerous working conditions, unemployment, child labor.</li> <li>• Identify American ills from <b>political corruption</b> using examples such as: bribery, favoritism, discrimination.</li> <li>• Define the progressive era (1890's to the 1920's) as period of social activism and reform in response to industrialization.</li> <li>• Understand that industrialization was a period of rapid advancement in technology and manufacturing.</li> <li>• Identify that problems may arise in communities that undergo rapid change.</li> <li>• Identify that problems in society require solutions.</li> <li>• Citizens work together to influence their government to solve problems.</li> <li>• Understand that citizens work together to identify problems and propose solutions.</li> <li>• Engage with others to solve a problem.</li> </ul>
<p><b><i>Foreign Affairs from Imperialism to Post-World War I (1898–1930)</i></b></p>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>AMH.9-12.14</b> As a result of overseas expansion, the Spanish-American War and World War I, the United States emerged as a world power.	<b>AMH.9-12.14a</b> Explain how the United States had economic prosperity after World War I when the European countries had to focus on rebuilding.	<b>AMH.9-12.14b</b> Define the benefits of fighting a war “not on American soil.”	<b>AMH.9-12.14c</b> Identify the meaning of “a world power.”	<ul style="list-style-type: none"> <li>• Identify characteristics of U.S. after World War I that made the U.S. a world power including ports around the world, economic strength, lack of damage from war (as in Europe).</li> <li>• Define “world power” as a country that has significant influence in international affairs.</li> <li>• Identify that World War I was fought in Europe and not on American soil.</li> <li>• View a political map of Europe to understand that Europe is made up of multiple countries with different priorities.</li> <li>• Understand that the United States wanted to take expand into Hawaii and take control of Puerto Rico and Philippines from Spain to create naval ports and expand trade.</li> <li>• Utilize political maps to show location of Philippines and Hawaii in Pacific Ocean.</li> <li>• Identify Puerto Rico, Philippines, Hawaii on a world map.</li> <li>• Identify the globe or world map as containing continents and countries.</li> <li>• Engage with representations of contents and countries linked to a world map.</li> </ul>	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.15</b> After World War I, the United States pursued efforts to maintain peace in the world. However, as a result of the national debate over the Versailles Treaty ratification and the League of Nations, the United States moved away from the role of world peacekeeper and limited its involvement in international affairs.	<b>AMH.9-12.15a</b> Identify a reason why the United States adopted a policy of isolationism after World War I.	<b>AMH.9-12.15b</b> Define <i>isolationism</i> .	<b>AMH.9-12.15c</b> Identify the purpose of a treaty.	<ul style="list-style-type: none"> <li>• Link loss of American lives in WWI, and economic cost of war as reasons to adopt isolationism.</li> <li>• Identify the Treaty of Versailles as the end of WWI.</li> <li>• Understand the League of Nations was created to encourage world peace in Europe. The US chose to be isolated and did not join the league.</li> <li>• Define isolationism as a policy of remaining apart from other countries and avoid involvement in international affairs.</li> <li>• Treaties and international organizations allow two or more countries to work together to achieve common goals.</li> <li>• Describe how leaders represent citizens in the local, national and international community.</li> <li>• Engage in an agreement with a classmate or group.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.16</b> Racial intolerance, anti-immigrant attitudes and the Red Scare contributed to social unrest after World War I.	<b>AMH.9-12.16a</b> Explain how a negative political cartoon might affect social unrest and violence.	<b>AMH.9-12.16b</b> Describe how negative stereotypes affect a group or community	<b>AMH.9-12.16c</b> Distinguish political posters, cartoons and presentations from non-political posters, cartoons and presentations.	<ul style="list-style-type: none"> <li>• Link the spread of racial intolerance, anti-immigrant attitudes and fear of communism with social conflict and violence.</li> <li>• Link the rise of nationalism (extreme form of the feeling of superiority over other countries) to racial intolerance, anti-immigrant attitudes and fear of communism.</li> <li>• Identify the fear of communism as the “Red Scare”.</li> <li>• Understand that intolerance, stereotypes, and fear were spread through newspapers, posters, cartoons speeches, and other media.</li> <li>• Understand that racial intolerance included social and political separation of the races.</li> <li>• Understand that intolerance and discrimination are the result of negative attitudes about a person or group based on race (a group united by common skin color or other characteristic), ethnicity, country of origin, religious or political beliefs.</li> <li>• In response to intolerance people can advocate for greater acceptance and equity.</li> <li>• Understand that intolerance, stereotypes, and fear contribute to discrimination of other groups of people today. (persons with disabilities)</li> <li>• Understand that one's own actions, words and artistic representations can convey both negative stereotypes and positive attitudes about others.</li> <li>• Engage with reproductions of media from the time.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex 				Least Complex
<b>AMH.9-12.17</b> An improved standard of living for many—combined with technological innovations in communication, transportation and industry—resulted in social and cultural changes and tensions.	<b>AMH.9-12.17a</b> Explain how advancements in technology contributed to social change between World War I and World War II.	<b>AMH.9-12.17b</b> Describe causes and effects of the advancement of the automobile industry on society.	<b>AMH.9-12.17c</b> Identify a technological advancement that influenced social change between World War I and World War II.	<ul style="list-style-type: none"> <li>• Link advancements in technology with increased spread of ideas, leisure time and engagement with media (ie, movies, newsreels, radio, newspapers, magazines)</li> <li>• Identify technological innovations of the time including commercial radio broadcasts, automobiles, expansion of roads, movies, wire service, beginning of air travel, increased access to electric lights, factory work, appliances.</li> <li>• Understand that technological innovation can offer both benefits and drawbacks.</li> <li>• Engage in the use of technology that emerged as a result of this time of innovation.</li> </ul>
<b>AMH.9-12.18</b> Movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	<b>AMH.9-12.18a</b> Explain how movements such as the Harlem Renaissance, African-American migration, women's suffrage and Prohibition all contributed to social change.	<b>AMH.9-12.18b</b> Define the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.	<b>AMH.9-12.18c</b> Identify pictures relevant to the Harlem Renaissance, African-American migration, women's suffrage and Prohibition.	<ul style="list-style-type: none"> <li>• Identify the Harlem Renaissance as a intellectual, social, and artistic movement centered in the African American community of Harlem, NY (ie, music, literature, painting, public social events).</li> <li>• Identify African American migration as a the movement of African Americans from rural south to northern cities for job opportunities and social freedoms.</li> <li>• Identify women's suffrage as the effort to expand voting rights to women, resulting in the 19th Amendment.</li> <li>• Identify Prohibition as a movement to ban production and sale of alcohol, resulting in the 18th Amendment.</li> <li>• Identify that emerging tensions and intolerance from earlier eras led to the need for social change.</li> <li>• Identify with groups of people involved in social change movements.</li> <li>• Engage with images or objects representing movements for social change.</li> </ul>

<p><b>AMH.9-12.19</b> The Great Depression was caused, in part, by the federal government's monetary policies, stock-market speculation and increasing consumer debt. The role of the federal government expanded as a result of the Great Depression.</p>	<p><b>AMH.9-12.19a</b> Explain one reason for the Great Depression.</p>	<p><b>AMH.9-12.19b</b> Describe life during the Great Depression.</p>	<p><b>AMH.9-12.19c</b> Identify the Great Depression as a time when millions of people were unemployed and had little money.</p>	<ul style="list-style-type: none"> <li>• Understand that during the Great Depression the role of the federal government expanded in an effort to create jobs (for example, government hired workers for construction projects) and regulate the economy (for example, Federal Deposit Insurance Corporation FDIC).</li> <li>• Understand that prior to the Great Depression the federal government provided little regulation of the banking system, leading to high corporate and consumer debt.</li> <li>• Identify the Great Depression as an economic crisis resulting from the lack of regulation of the economy by the federal government.</li> <li>• Understand that a banking panic arises when many customers lose confidence in the banks at the same time and demand their deposits in cash; Banks do not have enough cash to meet the demand and need to take out loans and often fail (go out of business).</li> <li>• Map sequential events of the Great Depression (people use banks for loans and savings, stock market crashes, people lose faith in banks, people request their savings in cash, banks call back loan monies to pay out cash from savings, banks sell all assets to cover cash savings, no money to cover cash payouts, banks begin to fail, people can't pay their bills because they can't access their money, people lose assets, businesses fail, workers lose jobs)</li> <li>• Understand that prior to the Great Depression banks were independent and decided how much money to loan and to whom.</li> <li>• Understand that consumers can request loans from banks (credit) in which they will have to pay the money back over time with interest.</li> <li>• Understand that people deposit money from earnings into banks with access to use their money at any time.</li> <li>• Understand that people have wants and needs that require money.</li> </ul>
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<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
				<ul style="list-style-type: none"> <li>• Understand how causes lead to effects using classroom examples.</li> <li>• Compare lifestyles with and without employment.</li> <li>• Engage with tools used in banking.</li> </ul>
<b><i>From Isolation to World War (1930–1945)</i></b>				
<p><b>AMH.9-12.20</b> During the 1930s, the U.S. government attempted to distance the country from earlier interventionist policies in the Western Hemisphere as well as retain an isolationist approach to events in Europe and Asia until the beginning of WWII.</p>	<p><b>AMH.9-12.20a</b> Describe the events that brought the United States into World War II.</p>	<p><b>AMH.9-12.20b</b> List one pro-isolationist argument and one pro-interventionist argument.</p>	<p><b>AMH.9-12.20c</b> Identify the results of an agreement or disagreement.</p>	<ul style="list-style-type: none"> <li>• Understand that the U.S. government changed foreign affairs policies from interventionist (WWI), to isolationist (post WWI), back to interventionist (WWII).</li> <li>• Identify that interventionist and isolationist are opposite approaches to foreign affairs.</li> <li>• Define isolationism as a policy of remaining apart from other countries and avoid involvement in international affairs.</li> <li>• Define interventionist policies as involvement in the affairs of other countries to attain a favorable outcome.</li> <li>• Discuss choices to intervene or ignore around an observed problem.</li> <li>• Define the root terms isolation and intervention.</li> <li>• Describe a time when you worked alone and a time when you worked together with others in a group.</li> <li>• Engage by giving attention to an observed problem.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>AMH.9-12.21</b> United States policy and mobilization of its economic and military resources during World War II affected American society. Despite mistreatment, marginalized groups played important roles in the war effort while continuing to protest unfair treatment.	<b>AMH.9-12.21a</b> Explain how the mobilization of resources during World War II affected American society.	<b>AMH.9-12.21b</b> Describe what rationing of supplies might mean to a family.	<b>AMH.9-12.21c</b> Identify an example of rationing.	<ul style="list-style-type: none"> <li>• Opportunities in the workplace expanded for women and minorities.</li> <li>• Recognize that African Americans participated in military and other war efforts yet continued to be discriminated against at home.</li> <li>• Understand that the US prioritized resources for use by the military in fighting WWII, resulting in shortages and rationing at home.</li> <li>• Identify people as resources used in the war effort.</li> <li>• Define rationing as conserving resources by allotting fixed amounts of resources during a shortage.</li> <li>• Identify effects that might emerge with shortages of food, water, housing, etc.</li> <li>• Identify the needs required to maintain a home and family (shelter, food, electricity, water, etc.).</li> <li>• Engage with objects or images representing resources that might have been limited during WWII.</li> </ul>	
<b><i>The Cold War (1945–1991)</i></b>					

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.22</b> Use of atomic weapons changed the nature of war, altered the balance of power and began the nuclear age.	<b>AMH.9-12.22a</b> Explain how atomic weapons and world superpowers are related.	<b>AMH.9-12.22b</b> Define <i>nuclear age</i> .	<b>AMH.9-12.22c</b> Identify the highly destructive weapon created in the nuclear age.	<ul style="list-style-type: none"> <li>Recognize that the U.S. became more powerful internationally after the use of two atomic weapons that ended WWII.</li> <li>Understand that the use of atomic weapons represented a significant increase in destructive power and military strength.</li> <li>During the nuclear age, superpowers were defined as countries that had atomic weapons.</li> <li>Define nuclear age as beginning in 1945 with the first use of atomic weapons and an increase in the use of nuclear energy.</li> <li>Relate nuclear to the nucleus of an atom.</li> <li>Engage with images showing atomic weapons tests (mushroom cloud).</li> <li>Engage with images showing the rings of destruction from an atomic weapon.</li> </ul>
<b>AMH.9-12.23</b> The United States followed a policy of containment during the Cold War in response to the spread of communism.	<b>AMH.9-12.23a</b> Describe how the United States tried to contain communism during the Cold War	<b>AMH.9-12.23b</b> Explain the difference between communism and democracy.	<b>AMH.9-12.23c</b> Identify a communist country and a democratic country from the Cold War era.	<ul style="list-style-type: none"> <li>Define “policy of containment” as efforts to limit the spread of communism to additional countries.</li> <li>Define communism as an political system wherein all property is publicly owned by the people collectively and controlled by the government.</li> <li>Define democracy as a political system wherein the government is elected by citizens.</li> <li>Label map of prominent countries as communist or democratic.</li> <li>Engage with maps showing countries as communist or democratic.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.24</b> The Second Red Scare and McCarthyism reflected Cold War fears in American society.	<b>AMH.9-12.24a</b> Explain reasons for "Cold War fears."	<b>AMH.9-12.24b</b> Explain what the term <i>cold</i> in Cold War means.	<b>AMH.9-12.24c</b> Identify people who were influential during the Cold War.	<ul style="list-style-type: none"> <li>• Recognize that the Cold War was a state of conflict between primarily the U.S. and the U.S.S.R. during which no direct military action was taken.</li> <li>• Understand that the Second Red Scare was a renewed fear of communism during which Americans felt that communists were secretly working and living in the U.S.</li> <li>• Identify U.S. Senator McCarthy as the instigator of attempts to identify suspected communists operating inside the U.S.</li> <li>• Recall a time when someone experienced being wrongly accused.</li> <li>• Understand that accusations of communist activity destroyed some personal lives and professional careers.</li> <li>• Observe hostility present in the McCarthy hearings.</li> <li>• Engage in watching documentary footage related to the McCarthy hearings.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.25</b> The Cold War and conflicts in Korea and Vietnam influenced domestic and international politics.	<b>AMH.9-12.25a</b> Explain how Korea and/or Vietnam exemplified the policy of containment during the Cold War.	<b>AMH.9-12.25b</b> Explain what “cold war” means.	<b>AMH.9-12.25c</b> Identify countries involved in the Korean and/or Vietnam wars.	<ul style="list-style-type: none"> <li>• Recognize that U.S. involvement in Vietnam angered many Americans who protested openly.</li> <li>• Understand that the U.S. intervened in conflicts in both Korea and Vietnam in an effort to stop the spread of communism.</li> <li>• Define containment as efforts to limit the spread of communism to additional countries.</li> <li>• Define the conflict between U.S. and the U.S.S.R. as competing for global power and influence.</li> <li>• Recognize that the Cold War was a state of conflict between primarily the U.S. and the U.S.S.R. during which no direct military action was taken.</li> <li>• Define conflict as a serious disagreement or argument.</li> <li>• Locate Korea and Vietnam on a map.</li> <li>• Engage with maps during discussions about the Cold War era.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.26</b> Following World War II, the United States experienced a struggle for racial and gender equality and the expansion of civil rights.	<b>AMH.9-12.26a</b> Explain how African Americans and women continued their efforts to gain their civil rights following World War II.	<b>AMH.9-12.26b</b> Identify a famous African American and/or woman and their contributions to post–World War II society.	<b>AMH.9-12.26c</b> Identify a right of women, African Americans or minorities were fighting for during the civil rights era .	<ul style="list-style-type: none"> <li>• Investigate protest methods used by marginalized groups including court actions, non-violent protests, militarized organizations, and legislative processes.</li> <li>• Understand that the U.S. Constitution protects the rights of all citizens, but some citizens were denied their rights in practice (for example, poll taxes, literacy tests, limited voting participation).</li> <li>• Understand that civil rights have been extended to marginalized groups over time.</li> <li>• Define civil rights as rights protected by the U.S. Constitution. Civil rights include the right to vote and other opportunities for civic participation.</li> <li>• Identify that civil rights apply to all marginalized groups, including individuals with disabilities.</li> <li>• Identify rights students have within the classroom, home and community.</li> <li>• Self advocate for own rights.</li> <li>• Engage in actions that respect the rights of others.</li> </ul>
<b><i>Social Transformation in the United States (1945–1994)</i></b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.27</b> The postwar economic boom and advances in science and technology produced changes in American life.	<b>AMH.9-12.27a</b> Explain how advancements in technology contributed to changes in society after World War II.	<b>AMH.9-12.27b</b> Identify a post–World War II technology and explain how it improved a way of life.	<b>AMH.9-12.27c</b> Identify a technological advancement that influenced society following World War II.	<ul style="list-style-type: none"> <li>• Trace examples of change in medicine, power, transportation, and/or communications in America from 1945-1994, using timelines when possible.</li> <li>• Organize images/representations of the advances in automobile technology from earliest invention to modern.</li> <li>• Identify a technology used in the classroom.</li> <li>• Discuss examples of technology improving the lives of people with disabilities.</li> <li>• Engage with images/representations of automobiles across time.</li> <li>• Engage with images/representations of advertisements of new products in the immediate post-WWII era (circa 1945-1960).</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.28</b> The continuing population flow from cities to suburbs, the internal migrations from the Rust Belt to the Sun Belt, and the increase in immigration resulting from passage of the 1965 Immigration Act have had social and political effects.	<b>AMH.9-12.28a</b> Identify and research one immigrant group; explain where they settled and what they did (e.g., home, work).	<b>AMH.9-12.28b</b> Identify causes and effects of the migrations from the Rust Belt to the Sun Belt.	<b>AMH.9-12.28c</b> Match Rust Belt and Sun belt with their definitions.	<ul style="list-style-type: none"> <li>• Understand that different regions of the U.S. grew during this time because workers moved from the Rust Belt (northern cities that previously were heavily industrialized) to new economic opportunities in the South and Southwest.</li> <li>• Understand that more immigrants came to the U.S. from different regions (i.e., Asia, Africa, Latin America) because of the changes in immigration laws (i.e., easing of quotas, addition of work visas, refugees and asylum seekers).</li> <li>• Sort images/representations of urban (apartment living, buses, subways, parks) and suburban (planned neighborhoods, driveways, cars, backyards) life.</li> <li>• Identify internal migration as movement within a county to a different permanent residence.</li> <li>• Identify if the local community is more rural, suburban or urban.</li> <li>• Engage with maps that depict different regions of U.S.</li> <li>• Engage with individuals within school or community who have immigrated or migrated into the local community.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.29</b> Political debates focused on the extent of the role of government in the economy, environmental protection, social welfare and national security.	<b>AMH.9-12.29a</b> Identify differences in political beliefs between Republicans and Democrats.	<b>AMH.9-12.29b</b> Match political parties with their views on major topics (e.g., the economy, the environment, social welfare.)	<b>AMH.9-12.29c</b> Identify the two major political parties.	<ul style="list-style-type: none"> <li>• Understand that political beliefs of each party have changed over time.</li> <li>• Understand the general differences between the two parties views on major topics such as economy (Democratic - active role for the government in regulating the economy vs Republican - minimal role for the government in regulating the economy).</li> <li>• Recognize that candidates for political office share their views during debates and public events.</li> <li>• Identify the symbols of the Democratic and Republican parties.</li> <li>• Engage with other students in talking about (debating) a school issue.</li> </ul>
<b><i>United States and the Post–Cold War World (1991–Present)</i></b>				
<b>AMH.9-12.30</b> Improved global communications, international trade, transnational business organizations, overseas competition and the shift from manufacturing to service industries have impacted the American economy.	<b>AMH.9-12.30a</b> Describe a post–Cold War technological development and its impact.	<b>AMH.9-12.30b</b> Describe the growth and use of computers in one or more facet(s) of daily life.	<b>AMH.9-12.30c</b> Identify computers and how they are used, and describe how they affect daily life.	<ul style="list-style-type: none"> <li>• Track interaction or use of computers through a typical day in the life of a student.</li> <li>• Understand that many products sold in the United State are manufactured in other countries. Use an example like automobiles to discuss how parts may come from multiple countries and be assembled in Ohio.</li> <li>• Understand that the use of computers and the internet have increased international communication, trade and business.</li> <li>• Discuss how computer technology has improved the lives of people with disabilities.</li> <li>• Understand that the use of computers have changed in this time period from large businesses to personal/home/classroom uses.</li> <li>• Engage with representations of computers and people using computers.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMH.9-12.31</b> Focusing on domestic policy, the United States faces ongoing social, political, national security and economic challenges in the post–Cold War era and following the attacks on September 11, 2001.	<b>AMH.9-12.31a</b> Explain the effects of the 2001 attacks on the United States, and describe subsequent changes in its domestic.	<b>AMH.9-12.31b</b> Describe the significance of the 2001 attacks on the United States.	<b>AMH.9-12.31c</b> Identify the places that were targeted in the September 2001 attacks.	<ul style="list-style-type: none"> <li>Recognize that after the September 11 attack, Islamophobia (fear of Islam) and fear of domestic terrorism increased.</li> <li>Understand that after the September 11 attacks the American government sought to balance citizens' freedoms with the need for additional security.</li> <li>Define domestic policy as a nation's strategy for dealing with problems and challenges within the country.</li> <li>Locate New York City and Washington, D.C. on a map of the U.S.</li> <li>Engage with images of the September 11 memorials.</li> </ul>
<b>AMH.9-12.32</b> Focusing on foreign policy, the United States faces ongoing economic, political, military and social challenges in the post–Cold War era and following the attacks of September 11, 2001.	<b>AMH.9-12.32a</b> Identify a current foreign policy issue, and evaluate how that issue affects the United States.	<b>AMH.9-12.32b</b> Identify a current foreign policy issue.	<b>AMH.9-12.32c</b> Identify a current school or community issue.	<ul style="list-style-type: none"> <li>Define foreign policy as a nation's strategy for dealing with other nations.</li> <li>Define an "issue" as a problem or challenge to be solved.</li> <li>Locate the United States on a political world map or globe. Recognize other countries as "foreign" in relation to the United States.</li> <li>Engage with a political map of the world.</li> </ul>

## American Government

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Civic Participation and Skills</b>				
<b>AMG.9-12.1</b> Opportunities for civic engagement within the structures of government are made possible through political and public policy processes.	<b>AMG.9-12.1a</b> Identify steps that need to be taken in order to make a positive change in the school or local community.	<b>AMG.9-12.1b</b> Contribute to planning or participating in a group activity to make a change in the school or community.	<b>AMG.9-12.1c</b> Actively participate in a group activity to make a change in the school.	<ul style="list-style-type: none"> <li>• Between Complexity b and c: Understand that there is a planning process to organize civic action toward change. (determine the problem, determine causes, explore solutions, gather input, present their idea(s), make group decision, engage in the selected action)</li> <li>• Brainstorm ways students could work together to make changes in the school.</li> <li>• Identify a desired change in the school community.</li> <li>• Engage in a group decision making process in the classroom.</li> <li>• Actively participate/engage in a group activity.</li> </ul>
<b>AMG.9-12.2</b> Political parties, interest groups and the media provide opportunities for civic involvement through various means.	<b>AMG.9-12.2a</b> Research political parties, interest groups and media outlets that provide opportunities for civic involvement through various means.	<b>AMG.9-12.2b</b> Identify the various means through which a political party, interest group or media outlet provides opportunities for civic involvement.	<b>AMG.9-12.2c</b> Match a political party, interest group or media outlet with its symbol (e.g., the republican elephant, the democratic donkey).	<ul style="list-style-type: none"> <li>• Create a symbol to represent their classroom or other group.</li> <li>• Participate in a classroom vote.</li> <li>• Engage with people who have similar ideas/interests.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMG.9-12.3</b> Issues can be analyzed through the critical use of credible sources.	<b>AMG.9-12.3a</b> Select and/or use relevant and credible informational sources to investigate a current issue.	<b>AMG.9-12.3b</b> Use two related credible sources of information to describe a current issue.	<b>AMG.9-12.3c</b> Recognize a credible source of information that describes a current issue or issues.	<ul style="list-style-type: none"> <li>Identify features of credible sources (qualifications of the writer/author, purpose of the content, agreement with other credible sources, use of supporting evidence, disclosure of biases due to affiliation(s))</li> <li>Recognize that credible sources convey accurate information supported by evidence.</li> <li>Understand that sources of information are not always credible.</li> <li>Engage in the use of information from a variety of sources.</li> </ul>
<b>AMG.9-12.4</b> The processes of persuasion, compromise, consensus building and negotiation contribute to the Democratic process.	<b>AMG.9-12.4a</b> Explain the processes of persuasion, compromise, consensus building or negotiation and how they contribute to the Democratic process.	<b>AMG.9-12.4b</b> Choose one of the following processes (persuasion, compromise, consensus building or negotiation) and provide an example of how it can contribute to the Democratic process.	<b>AMG.9-12.4c</b> Match one of the following processes (persuasion, compromise, consensus building or negotiation) to its appropriate situation.	<ul style="list-style-type: none"> <li>Understand that persuasion, and negotiation are used to influence others to change their opinion.</li> <li>Understand that compromise is a decision-making process where both parties give something up and experience a benefit from the final decision.</li> <li>Understand that a consensus decision is not a majority vote, but a group decision all participants can accept.</li> <li>Participate in a vote to reach a group decision. Then, participate in a group discussion to reach a consensus decision. Identify the differences.</li> <li>Contribute to a group decision by respectfully sharing own opinion.</li> <li>Determine own opinion on a given topic.</li> <li>Engage in a process to come to a group decision.</li> </ul>
<b>Basic Principles of the U.S. Constitution</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←  → Least Complex				
<b>AMG.9-12.5</b> As the supreme law of the land, the U.S. Constitution incorporates basic principles which help define the government of the United States as a federal republic, including its structure, powers and relationship with the governed.	<b>AMG.9-12.5a</b> Explain basic principles of government in the United States (e.g., separation of powers, checks and balances, federalism).	<b>AMG.9-12.5b</b> Identify key principles of the U.S. Constitution that provide the structure to the government of the United States.	<b>AMG.9-12.5c</b> Identify the U.S. Constitution is related to the creation of the government in the United States.	<ul style="list-style-type: none"> <li>• Understand that the Constitution outlines the laws or rules of the United States.</li> <li>• Identify the 1787 signing of the Constitution on a timeline of American history.</li> <li>• Engage with a timeline that includes documents in American history.</li> <li>• Engage with historic paintings or other representations of the Constitutional Convention.</li> <li>• Engage with replica of the US Constitution.</li> </ul>
<b>AMG.9-12.6</b> The Federalist Papers and the Anti-Federalist Papers framed the national debate over the basic principles of government encompassed by the Constitution of the United States and led to the adoption of the Bill of Rights.	<b>AMG.9-12.6a</b> Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.	<b>AMG.9-12.6b</b> Research and explain (who, what, where, when, how/why) a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.	<b>AMG.9-12.6c</b> Identify a primary source that discusses the basic principles of the U.S. government that led to the adoption of the Bill of Rights.	<ul style="list-style-type: none"> <li>• Understand that the “papers” included letters, news columns, and pamphlets written by multiple authors expressing their views about federal government.</li> <li>• Match the ideas of strong central government vs. states’ and individual rights to the correct set of papers.</li> <li>• Identify primary sources as Federalist (strong central government) and Anti-Federalist (power to the states and individual freedoms) Papers.</li> <li>• Define a primary source as a first hand account of an event.</li> <li>• Identify public speaking and writing as a ways to participate in a debate.</li> <li>• Define debate as a public discussion that offers views from opposing sides on a given topic.</li> <li>• Identify an appropriate way to express agreement/disagreement with a rule or law.</li> <li>• Recall a time when you agreed/disagreed with a rule or law.</li> <li>• Engage to share an opinion about a rule or law.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←  → Least Complex				
<b>AMG.9-12.7</b> Constitutional government in the United States has changed over time as a result of amendments to the U.S. Constitution, Supreme Court decisions, legislation and informal practices.	<b>AMG.9-12.7a</b> Explain how and why the U.S. Constitution has been or can be changed.	<b>AMG.9-12.7b</b> Identify a specific change to the U.S. Constitution resulting from informal practices.	<b>AMG.9-12.7c</b> Identify a method of change to the U.S. Constitution.	<ul style="list-style-type: none"> <li>• Identify Supreme Court decisions as a method to change how our government works or acts.</li> <li>• Identify legislation as a method to change how the government acts on the ideas of the Constitution.</li> <li>• Amendments are used to change the U.S. Constitution.</li> <li>• Define amendment as a change to a document.</li> <li>• Propose a change to the classroom rules.</li> <li>• Engage in conversations about changes in rules or expected behavior.</li> </ul>
<b>AMG.9-12.8</b> The Bill of Rights was drafted to ensure the protection of civil liberties of the people and place limits on the federal government.	<b>AMG.9-12.8a</b> Summarize a civil liberty protected in the Bill of Rights.	<b>AMG.9-12.8b</b> Identify a civil liberty listed in the Bill of Rights and its definition.	<b>AMG.9-12.8c</b> Match an amendment to the civil liberty it protects (e.g., 1st amendment to Freedom of Speech, Religion, Press, Petition and Assembly).	<ul style="list-style-type: none"> <li>• Identify that the First Amendment lists civil liberties protected by the US Constitution.</li> <li>• Understand that the Bill of Rights consists of ten amendments to the U.S. Constitution.</li> <li>• Engage with a replica of the U.S. Constitution, focusing on the Bill of Rights.</li> <li>• Engage in freedom of speech by expressing oneself using any modality.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMG.9-12.9</b> The constitutional amendments known collectively as the Reconstruction Amendments extended new constitutional protections to African Americans, though the struggle to fully achieve equality would continue.	<b>AMG.9-12.9a</b> Describe the constitutional amendments added during the Reconstruction period.	<b>AMG.9-12.9b</b> Identify the United States constitutional amendments added during the Reconstruction period.	<b>AMG.9-12.9c</b> Select a right added to the U.S. Constitution during the Reconstruction period.	<ul style="list-style-type: none"> <li>• Associate specific amendments with the extension of rights to all African-Americans. (Reconstruction amendments: 13th Amendment - prohibited slavery, 14th Amendment - citizenship and protection for all persons, 15th Amendment - voting rights)</li> <li>• Identify the focus of the Reconstruction amendments as African-American rights.</li> <li>• Amendments are added to the Constitution in response to societal/political changes.</li> <li>• Identify a marginalized group of people during the time of Reconstruction.</li> <li>• Identify marginalized groups of people in today's society.</li> <li>• Discuss a time when individuals felt/were left out.</li> <li>• Actively engage or actively participate as a demonstration of equality.</li> </ul>
<b>AMG.9-12.10</b> Constitutional amendments have provided for civil rights, such as suffrage, for disenfranchised groups.	<b>AMG.9-12.10a</b> Describe the constitutional amendments that have provided civil rights for disenfranchised groups in the U.S.	<b>AMG.9-12.10b</b> Identify the constitutional amendments that have provided rights for disenfranchised groups.	<b>AMG.9-12.10c</b> Select a right added to the U.S. Constitution in order to provide for disenfranchised groups.	<ul style="list-style-type: none"> <li>• Identify constitutional rights that have been extended to groups of people who have been disenfranchised.</li> <li>• Identify people whose rights were limited ie. women, African-Americans, impoverished, and 18-20 year olds. (15th, 19th, 24th &amp; 26th Amendment)</li> <li>• Engage in learning around constitutional amendments.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex <span style="font-size: 2em; color: #4a7ebb;">←</span> <span style="font-size: 2em; color: #4a7ebb;">→</span> Least Complex				
<b>AMG.9-12.11</b> Constitutional amendments have altered provisions for the structure and functions of the federal government.	<b>AMG.9-12.11a</b> Explain how constitutional amendments have altered the structure and function of the federal government.	<b>AMG.9-12.11b</b> Identify a constitutional amendment that has altered the structure and function of the government.	<b>AMG.9-12.11c</b> Identify an amendment to the Constitution.	<ul style="list-style-type: none"> <li>• Amendments are used to change the U.S. Constitution.</li> <li>• Understand that amendments are used to make changes to or clarify how government functions.</li> <li>• Match historic events to specific amendments. (a health concerns/assassination of the president led to the amendment including presidential successions or FDR was elected 4 times and led to the amendment including presidential term limits)</li> <li>• Identify historical amendments to structures and functions of federal government (12th Amendment - separate ballot for president and vice president, 23rd - DC. electoral votes, 22nd - presidential term limit, 25th - presidential successions)</li> <li>• Outline the two possible processes to make amendments to the U.S. Constitution.</li> <li>• Participate in discussions about why changes to rules and laws may be necessary.</li> <li>• Identify that federal governmental documents containing laws cannot be changed unless the amendment process is completed.</li> <li>• Define an amendment as a minor change in a document.</li> <li>• Engage in learning around constitutional amendments.</li> <li>• Engage in conversations about changes in rules or routines.</li> </ul>
<b>Structure and Functions of the Federal Government</b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←				→ Least Complex
<b>AMG.9-12.12</b> Law and public policy are created and implemented by three branches of government; each functions with its own set of powers and responsibilities.	<b>AMG.9-12.12a</b> Explain ways the different people/groups in government can limit each other's powers (e.g., checks and balances).	<b>AMG.9-12.12b</b> Explain how the three branches of the government work together.	<b>AMG.9-12.12c</b> Match the branches of government with one of their respective duties.	<ul style="list-style-type: none"> <li>Identify local, state and federal personnel linked to each of the three branches. (Local - police - Executive branch)</li> <li>Identify the leaders of each of the three branches. (ie. President - Executive Branch)</li> <li>Match each branch of government to the building where it operates.</li> <li>Identify the 3 branches of government.</li> <li>Identify that governments help society run. (trash collection, voting, military-national security)</li> <li>Engage with personnel linked to the three branches of government.</li> </ul>
<b>AMG.9-12.13</b> The political process creates a dynamic interaction among the three branches of government in addressing current issues.	<b>AMG.9-12.13a</b> Given an event, explain how it creates a dynamic interaction among the three branches of government (e.g., checks and balances).	<b>AMG.9-12.13b</b> Explain a political process that creates a dynamic interaction between the three branches of government (e.g., checks and balances).	<b>AMG.9-12.13c</b> Identify governments as the source of laws that protect the people by addressing current issues.	<ul style="list-style-type: none"> <li>Identify the roles or actions of the branches of government in a news story about a current issue.</li> <li>Recognize the three branches of government as legislative, executive, and judicial.</li> <li>Choose a story from a news source about a law.</li> <li>Engage with a news source around a current issue.</li> </ul>
<b>Role of the People</b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←  → Least Complex				
<b>AMG.9-12.14</b> In the United States, people have rights which protect them from undue governmental interference. Rights carry responsibilities, which help define how people use their rights and which require respect for the rights of others.	<b>AMG.9-12.14a</b> Given a right from the U.S. Constitution, explain the right and the responsibilities.	<b>AMG.9-12.14b</b> Identify a right in the U.S. Constitution that affects high school students (e.g., voting age of 18, I turn 18 next month).	<b>AMG.9-12.14c</b> Identify a right as provided by the U.S. Constitution.	<ul style="list-style-type: none"> <li>Define responsibilities as the expectation to use individual rights in ways that respect the rights of others.</li> <li>Define rights as personal freedoms protected by laws that balance individual rights and the good of the community. (freedom within limits)</li> <li>Identify rights and responsibilities students have within the classroom, home and community.</li> <li>Self advocate for own rights.</li> <li>Engage in actions that respect the rights of others.</li> </ul>
<b>AMG.9-12.15</b> Historically, the United States has struggled with majority rule and the extension of minority rights. As a result of this struggle, the government has increasingly extended civil rights to marginalized groups and broadened opportunities for participation.	<b>AMG.9-12.15a</b> Explain the constitutional amendments that explicitly affect marginalized groups in the United States (e.g., women's suffrage, civil rights, voting rights).	<b>AMG.9-12.15b</b> Identify constitutional amendments that affect marginalized groups in the United States (i.e., 14th, 15th, 19th and 24th amendments).	<b>AMG.9-12.15c</b> Identify a constitutional amendment that increases opportunities for civic participation.	<ul style="list-style-type: none"> <li>Understand that civil rights have been extended to marginalized groups over time.</li> <li>Define civil rights as rights protected by the U.S. Constitution. Civil rights include the right to vote and other opportunities for civic participation.</li> <li>Define marginalized groups as people who are discriminated against and denied rights others have.</li> <li>Engage in civic participation opportunities through freedoms of expression, press, assembly, and petition.</li> </ul>
<b>Ohio's State and Local Governments</b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←				→ Least Complex
<b>AMG.9-12.16</b> As a framework for the state, the Ohio Constitution has similarities and differences to the federal Constitution; it was changed in 1851 to address difficulties governing the state.	<b>AMG.9-12.16a</b> Compare and contrast the Ohio Constitution with the federal Constitution to identify similarities that protect the people of Ohio.	<b>AMG.9-12.16b</b> Explain how the Ohio Constitution works together with the federal Constitution to protect people in Ohio.	<b>AMG.9-12.16c</b> Select ways the Ohio Constitution protects the needs of the people.	<ul style="list-style-type: none"> <li>Identify the differences between the Ohio and U.S. Constitutions such as election of judges, term limits for legislators, and ability to make laws through public action.</li> <li>Recognize that the Ohio and U.S. Constitutions established three branches of government: legislative, executive, and judicial.</li> <li>Identify the U.S. Constitution as the supreme law of the land. State and local law can exceed but not contradict federal law.</li> <li>Understand that there are multiple levels of government in a federal system (i.e., federal, state, local).</li> <li>Create a timeline that includes the adoption of the U.S. Constitution and the adoption of Ohio's Constitution.</li> <li>Understand that constitutions establish the structure and function of governments and the role of citizens in their government.</li> <li>Engage in learning experiences referencing the Ohio Constitution.</li> </ul>
<b>AMG.9-12.17</b> Individuals in Ohio have a responsibility to assist state and local governments as they address relevant and often controversial problems that directly affect their communities.	<b>AMG.9-12.17a</b> Identify steps that need to be taken to make a positive change in the school or local community.	<b>AMG.9-12.17b</b> Contribute to planning or participating in a group activity to make a change in the school or community.	<b>AMG.9-12.17c</b> Actively participate in a group activity to make a change in the school.	<ul style="list-style-type: none"> <li>Understand that rights come with responsibilities using local and state examples (i.e., participating in community meetings, sharing your point of view with local leaders, volunteering at public events, voting).</li> <li>Identify problems that are directly affecting learners and their families in the local community.</li> <li>Define responsibilities as the expectation to use individual rights in ways that respect the rights of others.</li> <li>Engage in a classroom job that requires personal responsibility.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMG.9-12.18</b> A variety of entities within the three branches of government, at all levels, address public policy issues which arise in domestic and international affairs.	<b>AMG.9-12.18a</b> Describe an entity within the three branches of government at the federal, state and local levels.	<b>AMG.9-12.18b</b> Identify an entity within the three branches of government at the federal, state and local levels.	<b>AMG.9-12.18c</b> Match an entity with its appropriate branch of government.	<ul style="list-style-type: none"> <li>• Define public policy as matters of discussion and debate related to needs of the community.</li> <li>• Understand that multiple groups (entities) make decisions within the three branches of government. Entities could include committees, boards, and departments.</li> <li>• Recognize the three branches of government: legislative, executive, and judicial.</li> <li>• Match community/local and state leaders with their entity.</li> <li>• Identify key community and state leaders.</li> <li>• Engage in respectful discussions around public policy.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<p><b>AMG.9-12.19</b> Individuals and organizations play a role within federal, state and local governments in helping to determine public (domestic and foreign) policy.</p>	<p><b>AMG.9-12.19a</b> Research and explain ways individuals and organizations play a role in shaping federal, state or local policy.</p>	<p><b>AMG.9-12.19b</b> Identify ways an individual or organization plays a role in shaping federal, state and local policy.</p>	<p><b>AMG.9-12.19c</b> Identify ways an individual plays a role in shaping federal, state and local policy (e.g., voting).</p>	<ul style="list-style-type: none"> <li>• Match public officials (i.e., mayor, assemblyman) or government entities (i.e., school board, board of health) with examples of public policy issues for which they are responsible.</li> <li>• Recognize ways to inform policy decisions including: campaigning for candidates, conducting a letter writing campaign, participating in public demonstrations, attending and offering comments at a public meeting, providing testimony before a committee, or meeting with elected officials.</li> <li>• Understand that citizens who support a common cause may join an organization to amplify their voice and influence elected officials.</li> <li>• Identify ways to engage in civic participation (e.g., voting, attending meetings, volunteering, communicating with elected representatives, participating in political demonstrations, volunteer with local agencies (e.g., libraries, police stations, fire stations, public health clinics).</li> <li>• Identify civic participation as a role an individual can play to shape public policy.</li> <li>• Sort public policy issues as local, state or federal.</li> <li>• Engage with public officials and/or public policy issues.</li> </ul>
<b>Government and the Economy</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMG.9-12.20</b> The federal government uses spending and tax policy to maintain economic stability and foster economic growth. Regulatory actions carry economic costs and benefits.	<b>AMG.9-12.20a</b> Research and explain what the federal government uses tax dollars for (e.g., infrastructure, education, defense, healthcare).	<b>AMG.9-12.20b</b> Match federal organizations or agencies supported by federal tax money with the services of the organization or agency.	<b>AMG.9-12.20c</b> Identify federal organizations or agencies that are supported by federal tax money.	<ul style="list-style-type: none"> <li>• Identify the fiscal tools the federal government can use to influence the economy including tax rates, spending, and regulation.</li> <li>• Understand that the federal government can raise or lower taxes to impact the economy. For instance, raising taxes will increase the cost of goods and services, eventually making purchases more expensive for consumers.</li> <li>• Understand that the federal government can increase or decrease spending to influence the economy. For instance, the government could spend more funds on highways, resulting in more jobs available for workers.</li> <li>• Understand economic policy as the management of wealth and resources of a country or region.</li> <li>• Recognize the federal government's role in maintaining a stable economy.</li> <li>• Understand economic policy as the management of wealth and resources of a country or region.</li> <li>• Understand economy as a system that organizes exchange of money, goods and services, and producers and consumers.</li> <li>• Engage as a producer or consumer.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>AMG.9-12.21</b> The Federal Reserve System uses monetary tools to regulate the nation's money supply and moderate the effects of expansion and contraction in the economy.	<b>AMG.9-12.21a</b> Explain the purpose of the Federal Reserve (e.g., who, what, where, and how it works; what it does).	<b>AMG.9-12.21b</b> Identify the three main functions of the Federal Reserve.	<b>AMG.9-12.21c</b> Match the Federal Reserve with its purpose.	<ul style="list-style-type: none"> <li>• Understand that the Federal Reserve System makes decisions that impact the economy. For example, the Federal Reserve System sets the minimum amount of money banks must keep on hand. Raising or reducing the reserve requirement influences how much money is in circulation.</li> <li>• Understand that the Federal Reserve System works to maintain economic stability. For instance, keeping prices from rising or falling too fast or making sure banks have enough money to pay their customers. (During the Great Depression many banks did not have enough money on hand.)</li> <li>• Engage with currency.</li> </ul>

## Modern World History


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>Historical Thinking</b>					
<b>MWH.9-12.1</b> The use of primary and secondary sources of information includes an examination of the credibility of each source.	<b>MWH.9-12.1a</b> Explain the difference between a primary and secondary source.	<b>MWH.9-12.1b</b> Identify a credible source of information.	<b>MWH.9-12.1c</b> Distinguish between a primary and secondary source.		
<b>MWH.9-12.2</b> Historians develop theses and use evidence to support or refute positions.	<b>MWH.9-12.2a</b> Develop a thesis to support or refute a position.	<b>MWH.9-12.2b</b> Identify a piece of evidence that supports a given thesis.	<b>MWH.9-12.2c</b> Match evidence with the thesis it supports.		
<b>MWH.9-12.3</b> Historians analyze cause, effect, sequence and correlation in historical events, including multiple causation and long- and short-term causal relations.	<b>MWH.9-12.3a</b> Describe the cause or result of a historical event and a possible alternate course of action.	<b>MWH.9-12.3b</b> Identify the cause and result of a given historical event.	<b>MWH.9-12.3c</b> Identify a historical event occurring before or after another given event.		
<b>Age of Enlightenment</b>					
<b>MWH.9-12.4</b> The Scientific Revolution impacted religious, political and cultural institutions by challenging how people viewed the world.	<b>MWH.9-12.4a</b> Explain how new ideas from the Scientific Revolution changed existing governments and religious institutions.	<b>MWH.9-12.4b</b> Describe an old idea that was challenged or disproven during the Scientific Revolution.	<b>MWH.9-12.4c</b> Identify one major individual, idea or invention from the Scientific Revolution.		

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>MWH.9-12.5</b> Enlightenment ideas regarding human nature and society challenged religious authority, absolute rule and mercantilism.	<b>MWH.9-12.5a</b> Describe how one major Enlightenment idea challenged traditional ways of thinking.	<b>MWH.9-12.5b</b> Distinguish between the Enlightenment and other major historical periods (e.g., the Industrial Revolution, the Cold War).	<b>MWH.9-12.5c</b> Identify one major Enlightenment idea.	
<b>MWH.9-12.6</b> Enlightenment ideas on the relationship of the individual and the government influenced the American and French Revolutions.	<b>MWH.9-12.6a</b> Identify how individual rights changed after the American Revolution.	<b>MWH.9-12.6b</b> Compare individuals and governments.	<b>MWH.9-12.6c</b> Identify one of the Rights of Man.	
<b>MWH.9-12.7</b> The American and French Revolutions influenced Latin American revolutions for independence.	<b>MWH.9-12.7a</b> Explain similarities between the American and French revolutions.	<b>MWH.9-12.7b</b> Describe what a <i>(political) revolution</i> is.	<b>MWH.9-12.7c</b> Identify a Latin American country that experienced a political revolution as a result of the American and French revolutions.	
<b>MWH.9-12.8</b> Industrialization had social, political and economic effects on Western Europe and the world.	<b>MWH.9-12.8a</b> Describe one social, political or economic impact of industrialization on Western Europe.	<b>MWH.9-12.8b</b> Define <i>industrialization</i> .	<b>MWH.9-12.8c</b> Identify one Western European country.	
<b>Imperialism (1800–1914)</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>MWH.9-12.9</b> Imperial expansion had political, economic and social roots.	<b>MWH.9-12.9a</b> Describe political, economic and social reasons for Imperial expansion.	<b>MWH.9-12.9b</b> Identify a reason for Imperial expansion.	<b>MWH.9-12.9c</b> Identify an Imperialist country.	
<b>MWH.9-12.10</b> Imperialism involved land acquisition, extraction of raw materials, spread of Western values and direct political control.	<b>MWH.9-12.10a</b> Give examples of land acquisition, extraction of raw materials, spread of Western values, and direct political control (e.g., missionaries, rubber acquisition).	<b>MWH.9-12.10b</b> Categorize examples of land acquisition, extraction of raw materials, spread of Western values, and direct political control (e.g., missionaries, rubber acquisition).	<b>MWH.9-12.10c</b> Identify an example of Imperialism.	
<b>MWH.9-12.11</b> The consequences of Imperialism were viewed differently by the colonizers and the colonized.	<b>MWH.9-12.11a</b> Provide one example of how Imperialism was viewed by the colonizers and the colonized.	<b>MWH.9-12.11b</b> Determine whether a given historical document from the Imperialist era was written by the colonizers or the colonized.	<b>MWH.9-12.11c</b> Identify a colonizing region and a colonized region.	
<b><i>Achievements and Crises (1900–1945)</i></b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>MWH.9-12.12</b> Advances in technology, communication and transportation improved lives but also had negative consequences.	<b>MWH.9-12.12a</b> Describe a positive and a negative impact of advancements in technology, communication or transportation during the early 20th century.	<b>MWH.9-12.12b</b> List several advancements in technology during the early 20th century.	<b>MWH.9-12.12c</b> Identify an advancement in technology, communication or transportation during the early 20th century.	
<b>MWH.9-12.13</b> The causes of World War I included militarism, imperialism, nationalism and alliances.	<b>MWH.9-12.13a</b> Describe the main causes of World War I (i.e., militarism, imperialism, nationalism and alliances).	<b>MWH.9-12.13b</b> Identify the main causes of World War I (i.e., militarism, imperialism, nationalism and alliances).	<b>MWH.9-12.13c</b> Identify the meaning of <i>war</i> (e.g., two countries fighting with each another).	
<b>MWH.9-12.14</b> The consequences of World War I and the worldwide depression set the stage for the Russian Revolution, the rise of totalitarianism, aggressive Axis expansion and the policy of appeasement, which in turn led to World War II.	<b>MWH.9-12.14a</b> Describe three causes of World War II (e.g., the Russian Revolution, totalitarianism, aggressive Axis expansion, appeasement).	<b>MWH.9-12.14b</b> Define <i>totalitarianism</i> and <i>appeasement</i> .	<b>MWH.9-12.14c</b> Identify one consequence of World War I.	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←				→ Least Complex
<b>MWH.9-12.15</b> Oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	<b>MWH.9-12.15a</b> Explain how oppression and discrimination resulted in the Armenian Genocide during World War I and the Holocaust during World War II.	<b>MWH.9-12.15b</b> Provide examples of oppression during World War II.	<b>MWH.9-12.15c</b> Identify an example of oppression during World War II.	
<b>MWH.9-12.16</b> World War II devastated most of Europe and Asia, led to the occupation of Eastern Europe and Japan, and began the atomic age.	<b>MWH.9-12.16a</b> Identify reasons for post-WWII territorial occupation of Eastern Europe.	<b>MWH.9-12.16b</b> Identify countries that occupied Eastern Europe and Japan.	<b>MWH.9-12.16c</b> Identify an area that was occupied after World War II.	
<b><i>The Cold War (1945–1991)</i></b>				
<b>MWH.9-12.17</b> The United States and the Soviet Union became superpowers and competed for global influence.	<b>MWH.9-12.17a</b> Explain key differences between the United States and the Soviet Union in the decades following World War II (e.g., government and economic systems)	<b>MWH.9-12.17b</b> Describe the relationship between the United States and the Soviet Union in the decades following World War II (e.g., the Cold War)	<b>MWH.9-12.17c</b> Identify the United States and Soviet Union (or Russia) on a globe or map.	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>MWH.9-12.18</b> Treaties and agreements at the end of World War II changed national boundaries and created multinational organizations.	<b>MWH.9-12.18a</b> Explain how World War II contributed to the creation of East and West Germany.	<b>MWH.9-12.18b</b> Explain what the United Nations does.	<b>MWH.9-12.18c</b> Identify the purpose of a treaty.	
<b>MWH.9-12.19</b> Religious diversity, the end of colonial rule and rising nationalism have led to regional conflicts in the Middle East.	<b>MWH.9-12.19a</b> Explain causes of historic regional conflicts in the Middle East.	<b>MWH.9-12.19b</b> Identify countries that have been involved in historic regional conflicts in the Middle East.	<b>MWH.9-12.19c</b> Identify a country in the Middle East.	
<b>MWH.9-12.20</b> Postwar global politics led to the rise of nationalist movements in Africa and Southeast Asia.	<b>MWH.9-12.20a</b> Research and summarize a nationalist movement in Africa or Southeast Asia.	<b>MWH.9-12.20b</b> Define <i>nationalism</i> .	<b>MWH.9-12.20c</b> Identify a country that experienced a nationalist movement following World War II.	
<b>MWH.9-12.21</b> Political and social struggles have resulted in expanded rights and freedoms for women and indigenous peoples.	<b>MWH.9-12.21a</b> Match political and/or social struggles with the resulting expanded rights and/or freedoms for women and/or indigenous peoples.	<b>MWH.9-12.21b</b> Define <i>indigenous</i> .	<b>MWH.9-12.21c</b> Identify a group who fought for expanded rights and freedoms (e.g., women or indigenous groups, such as Aboriginal Australians, Native Africans, American Indians).	
<b>Globalization (1991–Present)</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←				→ Least Complex
<b>MWH.9-12.22</b> The breakup of the Soviet Union ended the Cold War and created challenges for its former allies, the former Soviet republics, Europe, the United States and the non-aligned world.	<b>MWH.9-12.22a</b> Describe an impact resulting from the breakup of the Soviet Union.	<b>MWH.9-12.22b</b> List multiple countries that formerly belonged to the Soviet Union.	<b>MWH.9-12.22c</b> Identify a country that formerly belonged to the Soviet Union.	
<b>MWH.9-12.23</b> Regional and ethnic conflicts in the post-Cold War era have resulted in acts of terrorism, genocide and ethnic cleansing.	<b>MWH.9-12.23a</b> Link a post-Cold War act of terrorism, genocide or ethnic cleansing with a regional or ethnic conflict.	<b>MWH.9-12.23b</b> Define <i>terrorism</i> , <i>genocide</i> and <i>ethnic cleansing</i> .	<b>MWH.9-12.23c</b> Identify an example of terrorism.	
<b>MWH.9-12.24</b> Political and cultural groups have struggled to achieve self-governance and self-determination.	<b>MWH.9-12.24a</b> Identify several political groups that struggled to achieve self-governance and describe their struggles.	<b>MWH.9-12.24b</b> Identify several political and cultural groups that have struggled to achieve self-governance.	<b>MWH.9-12.24c</b> Identify a political or cultural group that has struggled to achieve self-governance.	
<b>MWH.9-12.25</b> Emerging economic powers and improvements in technology have created a more interdependent global economy.	<b>MWH.9-12.25a</b> Explain how an emerging economic power or an improvement in technology has created a more interdependent global economy.	<b>MWH.9-12.25b</b> Define <i>interdependence</i> .	<b>MWH.9-12.25c</b> Identify an emerging economic power.	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>MWH.9-12.26</b> Proliferation of nuclear weapons has created a challenge to world peace.	<b>MWH.9-12.26a</b> Explain how the proliferation of nuclear weapons has created a challenge to world peace.	<b>MWH.9-12.26b</b> Identify countries besides the United States and Russia that have nuclear weapons.	<b>MWH.9-12.26c</b> Identify a country that has nuclear weapons.	
<b>MWH.9-12.27</b> The rapid increase of global population, coupled with rising life expectancy and mass migrations, has created societal and governmental challenges.	<b>MWH.9-12.27a</b> Explain the relationship between increased life expectancy and the global population.	<b>MWH.9-12.27b</b> Identify causes of global societal challenges (e.g., increased global population, increased life expectancy, mass migrations).	<b>MWH.9-12.27c</b> Match definitions to the terms <i>global population</i> and <i>life expectancy</i> .	
<b>MWH.9-12.28</b> Environmental concerns, impacted by population growth and heightened by international competition for the world's energy supplies, have resulted in a new environmental consciousness and a movement for the sustainability of the world's resources.	<b>MWH.9-12.28a</b> Explain reasons that environmental issues are a concern for people all around the world.  Content Connection Examples: terrorism, Internet, global concerns for the environment	<b>MWH.9-12.28b</b> Define <i>sustainability</i> .	<b>MWH.9-12.28c</b> Identify ways to reduce pollution in the community.	


## Economics and Financial Literacy


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>Economic Decision-Making and Skills</b>					
<b>EFL.9-12.1</b> Economists analyze multiple sources of data to predict trends, make inferences and arrive at conclusions.	<b>EFL.9-12.1a</b> Summarize the roles of an economist.	<b>EFL.9-12.1b</b> Identify a job an economist does.	<b>EFL.9-12.1c</b> Match a description of a job to an economist.		
<b>EFL.9-12.2</b> Reading financial reports (e.g., bank statements, stock market reports, mutual fund statements) enables individuals to make and analyze decisions about personal finances.	<b>EFL.9-12.2a</b> Compare and contrast financial reports and their use for personal financial decisions.	<b>EFL.9-12.2b</b> Match a financial report to its purpose (e.g., bank statement is for my own personal bank account; the stock-market report describes the stock market.	<b>EFL.9-12.2c</b> Identify a financial report used to make informative decisions about personal finances (e.g., a bank statement).		
<b>EFL.9-12.3</b> People cannot have all the goods and services they want and, as a result, must choose some things and give up others.	<b>EFL.9-12.3a</b> Provide examples of economic decisions based on a scenario involving the concepts of trade-off, opportunity cost or scarcity.	<b>EFL.9-12.3b</b> Describe how goods are produced and/or services are provided based on the wants and/or needs of consumers.	<b>EFL.9-12.3c</b> Distinguish between goods and services.		


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>EFL.9-12.4</b> Different economic systems (e.g., traditional, market, command, mixed) use different methods to allocate limited resources.	<b>EFL.9-12.4a</b> Compare and contrast the different economic systems (e.g., traditional, market, command, mixed).	<b>EFL.9-12.4b</b> Identify the different economic systems (e.g., traditional, market, command, mixed).	<b>EFL.9-12.4c</b> Identify an economic system.		
<b>EFL.9-12.5</b> Markets exist when consumers and producers interact. When supply or demand changes, market prices adjust. Those adjustments send signals and provide incentives to consumers and producers to change their own decisions.	<b>EFL.9-12.5a</b> Describe how prices are determined by the interaction of supply and demand.	<b>EFL.9-12.5b.</b> Identify items that are readily available and/or items that are scarce in the local community.	<b>EFL.9-12.5c</b> Identify an item that is readily available.		
<b>EFL.9-12.6</b> Competition among sellers lowers costs and prices, and encourages producers to produce more of what consumers are willing and able to buy. Competition among buyers increases prices and allocates goods and services to those people who are willing and able to pay the most for them.	<b>EFL.9-12.6a</b> Research a product over time and explain how competition affected its price (e.g., computers, cars, houses, cameras, etc.).	<b>EFL.9-12.6b</b> Identify how competition has changed a given product over time.	<b>EFL.9-12.6c</b> Identify a product that has changed over time due to competition.		
<b>Government and the Economy</b>					


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>EFL.9-12.7</b> A nation's overall level of economic well-being is determined by the interaction of spending and production decisions made by all households, firms, government agencies and others in the economy. Economic well-being can be assessed by analyzing economic indicators gathered by the government.	<b>EFL.9-12.7a</b> Summarize how various economic factors influence a nation's economy.	<b>EFL.9-12.7b</b> Identify economic factors that influence a nation's economy.	<b>EFL.9-12.7c</b> Identify an economic factor that influences a nation's economy.	
<b>EFL.9-12.8</b> Economic policy decisions made by governments result in both intended and unintended consequences.	<b>EFL.9-12.8a</b> Research an economic policy decision or government regulation and explain a consequence.	<b>EFL.9-12.8b</b> Identify one consequence of a given economic policy decision or government regulation.	<b>EFL.9-12.8c</b> Match an economic policy decision or government regulation with a consequence.	
<b>Global Economy</b>				
<b>EFL.9-12.9</b> When regions and nations use comparative advantage to produce at the lowest cost and then trade with others, production, consumption and interdependence increase.	<b>EFL.9-12.9a</b> Compare products produced in various regions or nations to determine the advantages.	<b>EFL.9-12.9b</b> Identify goods imported to or exported from the United States.	<b>EFL.9-12.9c</b> Identify a good imported to the United States.	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>EFL.9-12.10</b> Government actions, such as tariffs, quotas, subsidies, trade agreements and membership in multinational economic organizations, significantly impact international trade.	<b>EFL.9-12.10a</b> Research and explain a trade agreement that the United States has with another country.	<b>EFL.9-12.10b</b> Define a tariff and a trade agreement.	<b>EFL.9-12.10c</b> Identify exports and imports.	
<b>Working and Learning</b>				
<b>EFL.9-12.11</b> Income is determined by many factors including individual skills and abilities, work ethic and market conditions.	<b>EFL.9-12.11a</b> Create a plan to attain the skills/knowledge necessary for a specific job.	<b>EFL.9-12.11b</b> Identify jobs that match personal interests and skills.	<b>EFL.9-12.11c</b> Identify behaviors that are necessary for successful employment.	
<b>EFL.9-12.12</b> Employee-earning statements include information about gross wages, benefits, taxes and other deductions.	<b>EFL.9-12.12a</b> Identify dollar amounts for gross wages, benefits, taxes and other deductions on an earnings statement.	<b>EFL.9-12.12b</b> Distinguish between income and deductions on an employee earning statement.	<b>EFL.9-12.12c</b> Identify the amount of “take home wages” on a paycheck or earning statement.	
<b>Financial Responsibility and Money Management</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex ←  → Least Complex				
<b>EFL.9-12.13</b> Financial decision-making involves considering alternatives by examining costs and benefits.	<b>EFL.9-12.13a</b> Create a simulated personal financial plan that includes short- and long-term goals.	<b>EFL.9-12.13b</b> Create a simple personal financial plan that includes considerations for money needed for routine expenses and saving for particular needs and wants.	<b>EFL.9-12.13c</b> Categorize needs and wants as part of a financial planning process.	
<b>EFL.9-12.14</b> A personal financial plan includes financial goals and a budget, including spending on goods and services, savings and investments, insurance and philanthropy.	<b>EFL.9-12.14a</b> Create a simulated personal budget that includes income, monthly expenses and other expenses (e.g., clothing, recreation, grooming items, home needs, food).	<b>EFL.9-12.14b</b> Create a simple budget that includes identified income and expense amounts.	<b>EFL.9-12.14c</b> Plan for a purchase decision based on a set amount of money available.	
<b>EFL.9-12.15</b> Different payment methods have advantages and disadvantages.	<b>EFL.9-12.15a</b> Describe the advantages and disadvantages of making purchases with cash or credit.	<b>EFL.9-12.15b</b> Match the advantages and disadvantages of purchasing with cash/check or credit card.	<b>EFL.9-12.15c</b> Identify ways to make purchases (e.g., cash, credit cards, checks).	
<b><i>Saving and Investing</i></b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>EFL.9-12.16</b> Saving and investing help to build wealth.	<b>EFL.9-12.16a</b> Create a plan for saving money based on income and expenses.	<b>EFL.9-12.16b</b> Identify strategies for saving money (e.g., select cheaper item, budget, choose not to purchase, compare prices, use coupons, etc.).	<b>EFL.9-12.16c</b> Identify locations to store saved money (e.g., piggy bank, bank account).		
<b>EFL.9-12.17</b> Savings can serve as a buffer against economic hardship.	<b>EFL.9-12.17a</b> Identify causes of economic hardship and explain how savings can serve as a buffer against these hardships.	<b>EFL.9-12.17b</b> Identify needs or wants that are “purchases for now” and “things to save for.”	<b>EFL.9-12.17c</b> Describe reasons for saving money.		
<b>EFL.9-12.18</b> Different costs and benefits are associated with saving and investing alternatives.	<b>EFL.9-12.18a</b> Identify purposes of saving or investing.	<b>EFL.9-12.18b</b> List some alternatives to traditional savings.	<b>EFL.9-12.18c</b> Identify one alternative to traditional savings.		
<b>EFL.9-12.19</b> Banks, brokerages and insurance companies provide access to investments, such as certificates of deposit, stocks, bonds and mutual funds.	<b>EFL.9-12.19a</b> Identify basic ways to save money (e.g., savings account, bonds, annuities) and the advantages and limitations of each.	<b>EFL.9-12.19b</b> Identify procedures to create and use a savings account.	<b>EFL.9-12.19c</b> Identify the purpose of a bank.		
<b>Credit and Debit</b>					


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>	
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>		
Most Complex				Least Complex	
<b>EFL.9-12.20</b> There are costs and benefits associated with various sources of credit available from different types of financial institutions.	<b>EFL.9-12.20a</b> Describe the advantages and disadvantages of different ways to borrow money (e.g., credit card, bank, family loan).	<b>EFL.9-12.20b</b> Identify different ways to borrow money.	<b>EFL.9-12.20c</b> Identify one method of borrowing money.		
<b>EFL.9-12.21</b> Credit and debt can be managed to maintain credit worthiness.	<b>EFL.9-12.21a</b> Determine whether a financial choice will increase or decrease credit worthiness.	<b>EFL.9-12.21b</b> Locate the interest rate and the minimum payment on a credit-card statement.	<b>EFL.9-12.21c</b> Identify a choice that increases credit worthiness.		
<b>EFL.9-12.22</b> Consumer protection laws provide financial safeguards.	<b>EFL.9-12.22a</b> Provide an example of how consumer protection laws provide financial safeguards.	<b>EFL.9-12.22b</b> Identify the purpose of consumer protection laws.	<b>EFL.9-12.22c</b> Identify meaning of <i>law</i> .		
<b>Risk Management</b>					
<b>EFL.9-12.23</b> Property and liability insurance protect against risks associated with use of property.	<b>EFL.9-12.23a</b> Identify and describe different types of insurance and the benefits covered by each (e.g., property, car).	<b>EFL.9-12.23b</b> Match different types of insurance to their benefits (e.g., car/car accident, property insurance).	<b>EFL.9-12.23c</b> Identify one or more reasons to use property or accident insurance.		


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>EFL.9-12.24</b> Health, disability and life insurance protect against risks associated with increased expenses and loss of income.	<b>EFL.9-12.24a</b> Identify and describe different types of insurance and the benefits covered by each (e.g., health, life).	<b>EFL.9-12.24b</b> Match different types of insurance to their benefits (e.g., disability, life, health).	<b>EFL.9-12.24c</b> Identify one or more reasons to use health insurance.	
<b>EFL.9-12.25</b> Steps can be taken to safeguard one's personal financial information and reduce the risk of loss.	<b>EFL.9-12.25a</b> Describe reasons to safeguard personal financial information.	<b>EFL.9-12.25b</b> Identify ways to keep financial information safe (e.g., don't share personal financial information with others, store checkbook in desk, protect computer passwords).	<b>EFL.9-12.25c</b> Identify safe locations to carry personal money (e.g., wallet, purse).	


## Contemporary World Issues

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Global Connections</b>				
<b>CWI.9-12.1</b> Trade, alliances, treaties and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century.	<b>CWI.9-12.1a</b> Provide examples of treaties that increased inter-connectedness of nations and/or peoples.	<b>CWI.9-12.1b</b> Define <i>alliance</i> .	<b>CWI.9-12.1c</b> Identify reasons why groups of people might trade.	
<b>CWI.9-12.2</b> Advances in communications technology have profound effects on the ability of governments, interest groups, individuals and the media to share information across national and cultural borders.	<b>CWI.9-12.2a</b> Explain how advances in communication technology can make communication easier.	<b>CWI.9-12.2b</b> Identify several advances in communications technology (e.g., telegraph, telephone, Internet).	<b>CWI.9-12.2c</b> Identify one advancement in communications technology (e.g., telegraph, telephone, Internet).	
<b>Civic Participation and Skills</b>				
<b>CWI.9-12.3</b> Individuals can evaluate media messages that are constructed using particular tools, characteristics and conventions for unique purposes. Different communication methods affect how people define and act on issues.	<b>CWI.9-12.3a</b> Research and explain the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking sites, weather reports).	<b>CWI.9-12.3b</b> Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment).	<b>CWI.9-12.3c</b> Identify different forms of media (e.g., television, Internet, radio).	


				Learning Progression <i>Building the Base &amp; Engagement</i>
Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex 				Least Complex
<b>CWI.9-12.4</b> Individuals can assess how effective communicators address diverse audiences.	<b>CWI.9-12.4a</b> Evaluate how effective communicators address diverse audiences.	<b>CWI.9-12.4b</b> Identify one way that communicators address diverse audiences.	<b>CWI.9-12.4c</b> Define <i>diversity</i> .	
<b>CWI.9-12.5</b> Individuals can identify, assess and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.	<b>CWI.9-12.5a.1</b> Express an opinion on a current topic and support it with reasons and clear evidence. <b>CWI.9-12.5a.2</b> Explain how individuals can influence global issues.	<b>CWI.9-12.5b.1</b> Express an opinion on a current topic and give one piece of supporting evidence. <b>CWI.9-12.5b.2</b> Identify ways an individual can influence a current event.	<b>CWI.9-12.5c.1</b> Express an opinion on a current topic. <b>CWI.9-12.5c.2</b> Identify a current event.	
<b>CWI.9-12.6</b> Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans and assessing the positive and negative results of actions taken.	<b>CWI.9-12.6a</b> Actively participate in a group project to research a current topic and propose solutions.	<b>CWI.9-12.6b</b> Identify information on a current topic to help solve a problem.	<b>CWI.9-12.6c</b> Identify information related to a current issue.	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>CWI.9-12.7</b> Individuals can participate through non-governmental organizations to help address humanitarian needs.	<b>CWI.9-12.7a</b> Provide examples of non-governmental organizations that address humanitarian needs.	<b>CWI.9-12.7b</b> Define <i>non-governmental organization</i> .	<b>CWI.9-12.7c</b> Identify a non-governmental organization.	
<b>Civil and Human Rights</b>				
<b>CWI.9-12.8</b> Beliefs about civil and human rights vary among social and governmental systems.	<b>CWI.9-12.8a</b> Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education).	<b>CWI.9-12.8b</b> Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity).	<b>CWI.9-12.8c</b> Identify rights students have in school/family/community.	
<b>CWI.9-12.9</b> Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation, particularly as it relates to injustices against minority groups.	<b>CWI.9-12.9a</b> Compare and contrast reasons one country may or may not pursue interests in another country (e.g., human and civil rights, economic interests).	<b>CWI.9-12.9b</b> Identify reasons one country may or may not pursue interests in another country (e.g., human and civil rights, economic interests).	<b>CWI.9-12.9c</b> Identify a basic human right as defined by a nation or international organization.	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
				
<b>CWI.9-12.10</b> Modern instances of genocide and ethnic cleansing present individual, organizational and national issues related to the responsibilities of participants and non-participants.	<b>CWI.9-12.10a</b> Research and describe one modern instance of genocide and how an individual, organization or nation responded.	<b>CWI.9-12.10b</b> Define <i>genocide</i> .	<b>CWI.9-12.10c</b> Identify one region that has experienced a modern instance of genocide.	
<b>Sustainability</b>				
<b>CWI.9-12.11</b> Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.	<b>CWI.9-12.11a</b> Identify several human activities and their consequences for future generations (e.g., energy use, food production, environmental damage).	<b>CWI.9-12.11b</b> Identify multiple human activities that have a positive impact on ecological, social or economic systems in the community.	<b>CWI.9-12.11c</b> Identify a human activity that has a positive impact on ecological, social or economic systems in the community.	
<b>CWI.9-12.12</b> Sustainability issues are interpreted and treated differently by people viewing them from various political, economic and cultural perspectives.	<b>CWI.9-12.12a</b> Compare and contrast viewpoints of various political, economic and cultural groups on sustainability issues.	<b>CWI.9-12.12b</b> Match sustainability issues to the populations they most affect.	<b>CWI.9-12.12c</b> Identify a sustainability issue.	

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex 				Least Complex
<b>CWI.9-12.13</b> International associations and non-governmental organizations offer means of collaboration to address sustainability issues on local, national and international levels.	<b>CWI.9-12.13a</b> Compare and contrast viewpoints of various political, economic and cultural groups on sustainability issues.	<b>CWI.9-12.13b</b> Match sustainability issues to the populations they most affect.	<b>CWI.9-12.13c</b> Identify a sustainability issue.	
<b>Technology</b>				
<b>CWI.9-12.14</b> The development and use of technology influences economic, political, ethical and social issues.	<b>CWI.9-12.14a</b> Describe how the use of technology can influence economic, political, ethical and/or social issues.	<b>CWI.9-12.14b</b> Identify ways that the use of technology can influence economic, political, ethical and/or social issues.	<b>CWI.9-12.14c</b> Identify a technology tool that has influenced economic and/or social issues.	
<b>National Security and International Diplomacy</b>				
<b>CWI.9-12.15</b> Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences.	<b>CWI.9-12.15a</b> Analyze a current technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development).	<b>CWI.9-12.15b</b> Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies).	<b>CWI.9-12.15c</b> Match a technological advancement and its benefit to society (e.g., a defibrillator and the heart).	


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>CWI.9-12.16</b> Nations seek to ensure the security of their geographic territories, political institutions, economic systems and ways of life. Maintaining security has political, social and economic costs, in services or products, creation of ethnic enclaves.	<b>CWI.9-12.16a</b> Research and describe governmental organizations that work to protect national security.	<b>CWI.9-12.16b</b> Identify a governmental organization that works to protect national security and explain what it does.	<b>CWI.9-12.16c</b> Identify a governmental organization that works to protect national security.	
<b>CWI.9-12.17</b> Economic, political and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts.	<b>CWI.9-12.17a</b> Explain how diplomatic efforts mitigate conflict.	<b>CWI.9-12.17b</b> Define <i>diplomacy</i> .	<b>CWI.9-12.17c</b> Identify a global organization that works to reduce conflicts.	
<b>CWI.9-12.18</b> Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others.	<b>CWI.9-12.18a</b> Research and describe international and national organizations that work to protect national security.	<b>CWI.9-12.18b</b> Identify an international or national organization that works to protect national security and explain what it does.	<b>CWI.9-12.18c</b> Identify an international or national organization that works to protect national security.	
<b>Global Economy</b>				
<b>CWI.9-12.19</b> The global economy creates advantages and disadvantages for different segments of the world's population.	<b>CWI.9-12.19a</b> Compare and contrast advantages and disadvantages to different segments of the population due to the global economy.	<b>CWI.9-12.19b</b> Describe a possible advantage or disadvantage for a segment of the population due to the global economy.	<b>CWI.9-12.19c</b> Identify a possible disadvantage for a segment of the population due to the global economy.	


				Learning Progression <i>Building the Base &amp; Engagement</i>
Learning Standard	Complexity a	Complexity b	Complexity c	
Most Complex 				Least Complex
<b>CWI.9-12.20</b> Trade agreements, multinational organizations, embargoes and protectionism impact markets.	<b>CWI.9-12.20a</b> Describe a product produced in the United States that is consumed in another country.	<b>CWI.9-12.20b</b> Identify a product produced in the United States and other countries.	<b>CWI.9-12.20c</b> Define <i>trade agreements</i> .	
<b>CWI.9-12.21</b> The distribution of wealth and economic power among countries changes over time.	<b>CWI.9-12.21a</b> Research and describe a country that has experienced economic change over time.	<b>CWI.9-12.21b</b> Identify various countries that have experienced economic change over time.	<b>CWI.9-12.21c</b> Identify a country that has experienced economic change over time.	
<b>CWI.9-12.22</b> The global economy creates interdependence so that economic circumstances in one country impact events in other countries.	<b>CWI.9-12.22a</b> Explain how a given economic circumstance in one country might impact events in another country.	<b>CWI.9-12.22b</b> Define <i>economic interdependence</i> .	<b>CWI.9-12.22c</b> Identify two countries that currently experience economic interdependence.	


## World Geography


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Spatial Thinking and Skills</b>				
<b>WG.9-12.1</b> Properties and functions of geographic representations (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, global positioning systems, remote sensing, geographic visualizations) affect how they can be used to represent, analyze and interpret geographic patterns and processes.	<b>WG.9-12.1a</b> Define the properties and functions of a geographic representation (e.g., maps, globes, graphs, diagrams, Internet-based mapping applications, geographic information systems, remote sensing, geographic visualizations).	<b>WG.9-12.1b</b> Identify the properties and functions of a specific map to determine its purpose (e.g., weather, location, store locations, bus line).	<b>WG.9-12.1c</b> Sort maps based on their purpose.	<ul style="list-style-type: none"> <li>• Recognize and use features of maps (e.g., compass rose, key or legend, scale, title).</li> <li>• Understand that different geographic representations are used for different purposes.</li> <li>• Utilize a map of the school or local community to get from one place to another.</li> <li>• Locate emergency exit map in the classroom and practice the route.</li> <li>• Engage with multiple forms of geographic representations (e.g., maps, globes, internet-based maps, global positioning systems).</li> <li>• Engage with various forms of maps (e.g., political, relief maps, satellite images, topography map, road map, bus map).</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.2</b> Geographic representations and geospatial technologies are used to investigate, analyze and communicate the results of geographic problem-solving.	<b>WG.9-12.2a</b> Compare and contrast geographic representations and geospatial technologies to investigate their purposes.	<b>WG.9-12.2b</b> Identify the purpose of a geographic representation or geospatial technology.	<b>WG.9-12.2c</b> Match the geographic representation or geospatial technology with a device that supports it (e.g., GPS in car or phone).	<ul style="list-style-type: none"> <li>• Use a map of the local community to solve a problem such as finding the safest route to a desired location.</li> <li>• Understand that geographic representations can be used to solve problems such as school bus routes or traffic congestion.</li> <li>• Understand that an example of geospatial technology are Internet-based mapping applications (e.g., Google maps).</li> <li>• Engage with multiple forms of geographic representations (e.g., maps, globes, internet-based maps, global positioning systems).</li> <li>• Engage with various forms of maps (e.g., political, relief maps, satellite images, topography map, road map, bus map).</li> </ul>
<b><u>Environment and Society</u></b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.3</b> Human modifications of the physical environment in one place often lead to changes in other places (e.g., construction of a dam provides downstream flood control; construction of a city bypass reduces commercial activity in the city center; implementation of dry farming techniques in a region leads to new transportation links and hubs).	<b>WG.9-12.3a</b> Describe human changes to the environment in given areas that led to changes in other areas.	<b>WG.9-12.3b</b> Identify human changes to the environment in one area that led to change in another area.	<b>WG.9-12.3c</b> Identify human modifications that can change the environment (e.g., highway, factory, dam).	<ul style="list-style-type: none"> <li>• Given a human change to the physical environment, predict possible changes elsewhere (i.e., the next town, further down the road).</li> <li>• Identify ways changes to the physical environment can impact people with disabilities.</li> <li>• Understand that human actions can change the physical environment in expected and unexpected ways.</li> <li>• Define physical environment as the natural world (land, air, water, plants and animals) and human construction (buildings, roads, dams).</li> <li>• Discuss how a change in the school or local community can lead to other changes in the school/ community - some changes may be in areas that were unexpected.</li> <li>• Identify human changes in the local community.</li> <li>• Engage with representations of human environmental modifications such as dams, highways, construction sites.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.4</b> Human societies use a variety of strategies to adapt to the opportunities and constraints presented by the physical environment (e.g., farming in flood plains and terraced farming, building hydroelectric plants by waterfalls and constructing hydroelectric dams, using solar panels as a heat source and using extra insulation to retain heat).	<b>WG.9-12.4a</b> Describe ways society has adapted to an opportunity or constraint presented by the physical environment.	<b>WG.9-12.4b</b> Identify one way a society has adapted to an opportunity or constraint presented by the physical environment.	<b>WG.9-12.4c</b> Identify a potential adaptation to a physical environment (e.g., solar panel, hydroelectric plant).	<ul style="list-style-type: none"> <li>Match representations of features the physical environment with representations interacting with the features (i.e., lake and fishing boat, forest and log cabins, plains and farms).</li> <li>Recognize that constraints in the environment are features (e.g., desert, flood zone, steep mountains) that societies have to adapt to in order to meet their basic needs .</li> <li>Recognize that opportunities in the environment are favorable features (e.g., waterfall, coal, river) that societies can use to meet their needs.</li> <li>Understand that societies meet their needs in different ways depending upon the local environment.</li> <li>Sort representations of natural environment and human modifications of the environment.</li> <li>Engage with representations of people interacting with natural features in the environment.</li> </ul>
<b>WG.9-12.5</b> Physical processes influence the formation and distribution of renewable, non-renewable and flow resources (e.g., tectonic activity plays a role in the formation and location of fossil fuels; erosion plays a role in the formation of sedimentary rocks; rainfall patterns affect regional drainage patterns).	<b>WG.9-12.5a</b> Identify ways renewable and non-renewable resources are used by people.	<b>WG.9-12.5b</b> Distinguish between renewable and non-renewable resources.	<b>WG.9-12.5c</b> Identify resources that are renewable and non-renewable.	<ul style="list-style-type: none"> <li>Understand that different resources are available in different parts of the world.</li> <li>Understand that non-renewable resources cannot be readily replaced once used (e.g., oil).</li> <li>Understand that renewable resources can be replenished if not overused (e.g., trees).</li> <li>Engage with representations people using renewable resources.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.6</b> There are costs and benefits of using renewable, non-renewable and flow resources (e.g., availability, sustainability, environmental impact, expense).	<b>WG.9-12.6a</b> Compare and contrast the costs and benefits of using renewable and non-renewable resources.	<b>WG.9-12.6b</b> Match a renewable and non-renewable resources with its cost or benefit.	<b>WG.9-12.6c</b> Identify resources that are renewable and non-renewable.	<ul style="list-style-type: none"> <li>• Discuss possible costs (negative outcomes) of over-using non-renewable resources.</li> <li>• Identify renewable and non-renewable resources in the local environment.</li> <li>• Understand that non-renewable resources cannot be readily replaced once used (e.g., oil).</li> <li>• Understand that renewable resources can be replenished if not overused (e.g., trees).</li> <li>• Engage with representations of people using non-renewable resources.</li> <li>• Engage with making a personal decision by listing the pros (benefits) and cons (costs).</li> </ul>
<b>WG.9-12.7</b> Human interaction with the environment is affected by cultural characteristics and technological resources (e.g., plowing with oxen or with tractors, development of water resources for industry or recreation, resource conservation or development).	<b>WG.9-12.7a</b> Research how human interactions within the environment are affected by culture and by technological resources.	<b>WG.9-12.7b</b> Identify a cultural characteristic or technological resource that is affected by human interaction.	<b>WG.9-12.7c</b> Match a cultural characteristic or technological resource and how it is affected by human interaction (e.g., plowing with oxen vs. plowing with tractors).	<ul style="list-style-type: none"> <li>• Understand that technological resources may impact how humans interact with the environment (i.e., tractors allow farmers to increase the amount of land they farm). c</li> <li>• Understand that cultural beliefs may impact how humans interact with animals (i.e., Hindu belief that cows are sacred limits the consumption of beef in India).</li> <li>• Understand that technological resources consist of information, tools and products that humans create to meet the needs of society (i.e., creating a spear from wood and stone). .</li> <li>• Understand that culture is the common beliefs, values, language and traditions that a society shares.</li> <li>• Engage with images of various cultures interacting with their environments focusing on a common human need such as shelter (i.e. all the different types of houses)</li> </ul>
<b>Movement</b>				


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.8</b> Physical, cultural, economic and political factors contribute to human migrations (e.g., drought, religious conflicts, job opportunities, immigration laws).	<b>WG.9-12.8a</b> Research and explain factors that contribute to human migrations.	<b>WG.9-12.8b</b> Describe factors that contribute to human migrations.	<b>WG.9-12.8c</b> Identify a factor that contributes to human migrations.	<ul style="list-style-type: none"> <li>Recognize reasons people may be attracted to certain locations as pull factors (jobs, freedoms, safety, available resources).</li> <li>Recognize reasons people may choose to migrate to a new location as push factors (drought, conflicts, job opportunities).</li> <li>Identify migration as movement from one place to another with the intention of settling in a new location.</li> <li>Engage with individuals within school or community who have immigrated or migrated into the local community.</li> </ul>
<b>WG.9-12.9</b> Human migrations impact physical and human systems (e.g., stress on food supplies in refugee camps, removal of natural obstacles to movement, harvest productivity and migrant labor, calls for an official language in countries with high immigration, reduction in city tax revenues due to urban emigration).	<b>WG.9-12.9a</b> Explain the impact immigration has for a geographical area (e.g., new stores, restaurants, buildings, parks, etc.).	<b>WG.9-12.9b</b> Identify several impacts of human migrations to a given area (e.g., road expansion, new schools, more restaurants, etc.).	<b>WG.9-12.9c</b> Identify an impact of human migrations to a given area (e.g., road expansion, new schools, more restaurants, etc.).	<ul style="list-style-type: none"> <li>Identify some of the ways human migration impacts communities where they settle (e.g., competition for housing, jobs, and other resources; and sharing of languages, religion and other cultural practices).</li> <li>Understand that humans migrating to a given area impact the community in many ways.</li> <li>Identify migration as movement from one place to another with the intention of settling in a new community.</li> <li>Engage with individuals within school or community who have immigrated or migrated into the local community.</li> </ul>


				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.10</b> Activities and patterns of trade and communication create interdependence among countries in different regions (e.g., seed corn grown in Iowa and planted in South America, high-definition televisions manufactured in Japan and viewed in the United States, news outlets from many countries available around the world via the Internet, instant access to data affecting stock markets in different countries).	<b>WG.9-12.10a</b> Explain how a commonly used product is produced, used, and supported in different parts of the world.	<b>WG.9-12.10b</b> Illustrate the interdependence using a common product or business (e.g., vehicle made from different parts around the world).	<b>WG.9-12.10c</b> Identify items that have been made in another country.	<ul style="list-style-type: none"> <li>Identify countries the US relies upon to supply goods we do not make or grow here (e.g., China, Mexico, Germany, India, Brazil).</li> <li>Define interdependence as a mutual reliance between two or more countries based on trade. Nations rely on other nations for the goods they do not produce for themselves.</li> <li>Explain why people in Ohio purchase items made in other countries (e.g., reduced prices, resources local to other country, agricultural climate).</li> <li>Use a world map to identify origin of items produced in other countries.</li> <li>Engage with items labeled as produced in other countries.</li> </ul>
<b>Region</b>				
<b>WG.9-12.11</b> Criteria are used to organize regions and as the criteria change, the identified regions change (e.g., types of economic activities, ethnic groups, natural vegetation).	<b>WG.9-12.11a</b> Define the characteristics (formal, functional and perceptual) of an identified region.	<b>WG.9-12.11b</b> Describe physical and human characteristics of the local region.	<b>WG.9-12.11c</b> Identify human or physical characteristics of the local region.	<ul style="list-style-type: none"> <li>Understand that the world can be organized into regions using different characteristics like land formations (mountains, desert), climate (polar, temperate) or economic activities (industrial, agricultural).</li> <li>Identify physical characteristics of regions using pictures or other representations (desert, mountains, bodies of water, forest).</li> <li>Define regions as areas of the world having definable characteristics but not always fixed boundaries.</li> <li>Engage with representations of the physical environment, possibly through tactile interaction with water, soil, sand, and rocks, hot and cold air temperature, to connect with the idea of different earth surfaces.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.12</b> The characteristics of regions change over time and there are consequences related to those changes (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	<b>WG.9-12.12a</b> Explain ways that a region changes due to human activity (e.g., industrial belt to rust belt, pristine locations to tourist attractions, colony to independent state).	<b>WG.9-12.12b</b> Identify changes that have occurred in various regions over time.	<b>WG.9-12.12c</b> Identify a change that has occurred in a given region over time.	<ul style="list-style-type: none"> <li>Identify a consequence of a change in the local region.</li> <li>Identify characteristics of the local region that have changed over time (urbanization, ethnic communities).</li> <li>Define regions as areas of the world having definable characteristics but not always fixed boundaries.</li> <li>Engage with representations of the local community as it has changed over time.</li> </ul>
<b>WG.9-12.13</b> There are interconnections within and among physical and human regions (e.g., river systems, transportation linkages, common currency).	<b>WG.9-12.13a</b> Compare and contrast the interconnections among physical and human regions the characteristics of an identified region.	<b>WG.9-12.13b</b> Describe physical and human characteristics of a region.	<b>WG.9-12.13c</b> Identify human or physical characteristics of a region.	<ul style="list-style-type: none"> <li>Discuss how human characteristics like roads and bridges can connect people within a physical region like the Great Lakes region (e.g., multiple bridges and tunnels connect Detroit to Windsor).</li> <li>Understand that the world can be organized into regions using different characteristics like land formations (mountains, desert), climate (polar, temperate) or economic activities (industrial, agricultural).</li> <li>Identify physical characteristics of regions using pictures or other representations (desert, mountains, bodies of water, forest).</li> <li>Define regions as areas of the world having definable characteristics but not always fixed boundaries.</li> <li>Engage with geographic representations of world regions.</li> <li>Engage with representations of the physical environment, possibly through tactile interaction with water, soil, sand, and rocks, hot and cold air temperature, to connect with the idea of different earth surfaces.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<i>Learning Standard</i>	<i>Complexity a</i>	<i>Complexity b</i>	<i>Complexity c</i>	
Most Complex		←—————→		Least Complex
<b>WG.9-12.14</b> Regions are used as a basis to analyze global geographic issues (e.g., desertification, political disputes, economic unions).	<b>WG.9-12.14a</b> Research and explain how a region is impacted by geographical issues.	<b>WG.9-12.14b</b> Identify ways that a region is impacted by a geographical issue.	<b>WG.9-12.14c</b> Identify one way that a region is impacted by a geographical issue.	<ul style="list-style-type: none"> <li>• Discuss how changes in human activity (i.e., urbanization) or in the physical environment (i.e., pollution) influence those geographic regions creating international issues.</li> <li>• Understand that geographic issues are concerns or crises that involve the interactions of physical characteristics and human activity.</li> <li>• Define regions as areas of the world having definable characteristics but not always fixed boundaries.</li> <li>• Engage with representations of human impact on the environment (ie., roads, dams, cities).</li> <li>• Engage with representations or examples of human impact on the local environment including litter, playgrounds, parks or farming.</li> </ul>
<b>Human Settlement</b>				

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.15</b> Patterns of settlement change over time in terms of functions, sizes and spatial patterns (e.g., a canal town becomes an industrial city, a rural area becomes a transportation hub, cities merge into a megalopolis).	<b>WG.9-12.15a</b> Evaluate patterns of human settlement over time.	<b>WG.9-12.15b</b> Given a pattern of human development, identify how that settlement has changed over time.	<b>WG.9-12.15c</b> Sequence two or more settlement changes in a region over time.	<ul style="list-style-type: none"> <li>Identify human characteristics in the local region that have changed over time (urbanization, ethnic communities).</li> <li>Use maps of the United States and the world to identify urban, suburban and rural regions.</li> <li>Understand that people live in urban, suburban, and rural areas.</li> <li>Define patterns of human settlement as repeated or expected ways that settlements grow (for example, urbanization: people settle near water, settlements grow into cities grow near water, people migrate from rural areas to cities).</li> <li>Define regions as areas of the world having definable characteristics but not always fixed boundaries.</li> <li>Compare maps of the world showing major population centers with satellite images of the Earth at night.</li> <li>Engage with maps of the world showing major population centers.</li> </ul>
<b>WG.9-12.16</b> Urbanization provides opportunities and challenges for physical and human systems in cities and their surrounding regions (e.g., development of suburbs, loss of habitat, central markets, squatter settlements on city outskirts, regional specialization in services or products, creation of ethnic enclaves).	<b>WG.9-12.16a</b> Compare and contrast the pros and cons of urbanization.	<b>WG.9-12.16b</b> Explain urbanization (who, what, where, when, how/why).	<b>WG.9-12.16c</b> Identify a pro or a con of urbanization.	<ul style="list-style-type: none"> <li>Define urbanization as the population shift from rural to urban residency, the increase in the proportion of people living in urban areas, and the ways in which each society adapts to this change.</li> <li>Use maps of the United States and the world to identify urban, suburban and rural regions.</li> <li>Understand that people live in urban, suburban, and rural areas.</li> <li>Compare maps of the world showing major population centers with satellite images of the Earth at night.</li> <li>Engage with maps of the world showing major population centers.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>Globalization</b>				
<b>WG.9-12.17</b> Globalization has shaped new cultural, economic and political ideas and entities (e.g., universal human rights, European Union, terrorist networks).	<b>WG.9-12.17a</b> Summarize the consequences (cultural, economic, physical or political) of globalization.	<b>WG.9-12.17b</b> Identify an impact of globalization on cultural, economic or political ideas.	<b>WG.9-12.17c</b> Match an impact on globalization on whether it is cultural, economic or political.	<ul style="list-style-type: none"> <li>• Understand that countries may participate in political organizations to help prevent and settle disputes that may arise as a result of globalization.</li> <li>• Define globalization as the development of an increasingly integrated world economy marked by the international trade of products and sharing of ideas.</li> <li>• Locate different countries on a world map or globe.</li> <li>• Engage with different geographic representations of the world.</li> </ul>
<b>WG.9-12.18</b> Globalization has cultural, economic, physical and political consequences (e.g., Internet access increases availability of information, outsourcing leads to regional unemployment, development impacts local ecosystems and economies, computer hacking into sensitive databases leads to insecurity).	<b>WG.9-12.18a</b> Summarize the consequences (cultural, economic, physical or political) of globalization.	<b>WG.9-12.18b</b> Identify several consequences of globalization.	<b>WG.9-12.18c</b> Match the consequences of globalization with its area of impact (cultural, economic, physical or political).	<ul style="list-style-type: none"> <li>• Understand that there are economic risks and benefits for countries participating in global trade because they become interdependent.</li> <li>• Explain why people in Ohio purchase items imported from other countries (e.g., reduced prices, resources local to other country, agricultural climate).</li> <li>• Use a world map to identify origin of items produced in other countries.</li> <li>• Engage with items labeled as produced in other countries.</li> </ul>

				<b>Learning Progression</b> <i>Building the Base &amp; Engagement</i>
<b>Learning Standard</b>	<b>Complexity a</b>	<b>Complexity b</b>	<b>Complexity c</b>	
Most Complex				Least Complex
<b>WG.9-12.19</b> Global trade and communication systems reduce the effect of time on the distribution of goods, services and information (e.g., sustainability of perishable foods, online brokering versus personal brokers, Internet access versus library access).	<b>WG.9-12.19a</b> Compare and contrast communication systems to reduce the effect of time on distribution of goods, services and information.	<b>WG.9-12.19b</b> Identify the effect of a given cause of global trade that reduces the effect of time on distribution of goods, services and information.	<b>WG.9-12.19c</b> Sequence global trade and communication systems that reduce the effect of time on the distribution of goods, services and information.	<ul style="list-style-type: none"> <li>• Discuss how global trade has improved consumer access to international products.</li> <li>• Discuss how global communication systems have changed how people share information.</li> <li>• Define global trade as the exchange of goods and services between countries marked by specialization and interdependence.</li> <li>• Define global communication systems as the use of technological innovations to share information across borders.</li> <li>• Engage with images of modern communication systems and communication systems from the past.</li> </ul>

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