

High School Social Studies

Grade	Standard	Benchmark	Know/Appl	Indicator	Sub-Ind.	Assessed	US or World	Fin. Lit.	Opt. C.R.								
										(Non-Assessed Indicators)		Date		% Prof(+)		Comments	
										▲ (Assessed Indicators)		Date	% Prof(+)	Date	% Prof(+)		
HS	CG	1	A	1													
HS	CG	1	A	2		▲											
HS	CG	1	K	1													
HS	CG	1	K	2													
HS	CG	1	A	3													
HS	CG	1	A	4													
HS	CG	1	K	5													
HS	CG	2	K	1													
HS	CG	2	K	2		▲											
HS	CG	2	A	3													
HS	CG	3	K	1													

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HS	CG	3	K	2		▲				explains <i>Constitutional powers</i> (e.g., ▲ <i>expressed/enumerated</i> , ▲ <i>implied, inherent</i> , ▲ <i>reserved, concurrent</i>).				
HS	CG	3	K	3						discusses that the United States Constitution has been able to sustain American government over time by the ability of the people to amend the document.				
HS	CG	4	A	1		▲				examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders.				
HS	CG	4	K	2						explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process.				
HS	CG	4	A	3						analyzes policies, actions, and issues regarding the rights of individuals to equal protection under the law.				
HS	CG	4	A	4						examines issues regarding political <i>rights</i> (e.g., to be an informed voter, participate in the political process, assume leadership roles).				
HS	CG	4	K	5						understands that civil disobedience is a form of protest and if taken to extreme, punishable by law.				
HS	CG	4	A	6						analyzes issues regarding economic freedoms within the United States (e.g., free enterprise, rights of individual choice, government regulation).				
HS	CG	4	K	7						explores issues regarding civic <i>responsibilities</i> of American <i>citizens</i> (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process).				
HS	CG	4	A	8						examines the role of interest groups and their impact on governmental policy.				
HS	CG	5	A	1						compares various governmental systems with that of the United States <i>government</i> in terms of <i>sovereignty</i> , structure, function, decision-making processes, <i>citizenship</i> roles, and political culture and ideology (e.g., systems: <i>constitutional monarchy, parliamentary democracy, dictatorship, totalitarianism</i> ; ideology: <i>fascism, socialism, communism</i>).				

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HS	CG	5 K	2							discusses the structure of international relations both regional and world-wide (e.g., <i>trade</i> , economic and defense alliances, regional security).				
HS	CG	5 A	3			▲				examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross).				
HS	CG	5	4							explains the changing roles of the United States Government in the international <i>community</i> (e.g., treaties, NATO, UN, exploitative, altruistic, benign).				
HS	CG	5 A	5							examines a position concerning the use of various tools in carrying out United States foreign policy (e.g., trade sanctions, extension of the “most favored nation” status, military interventions).				
HS	CG	5 A	6							examines the issues of social justice and human rights as expressed in the United Nations Declaration of Human Rights.				
HS	E	1 A	1							explains how <i>economic systems</i> affect the <i>allocation</i> of scarce <i>resources</i> (e.g., <i>monarchies</i> , financing explorers, <i>mercantilism</i> , rise of <i>capitalism</i>).				
HS	E	1 K	2			▲				explains how economic choices made by <i>societies</i> have intended and unintended consequences. (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire).				
HS	E	1 K	3							explains how people respond to <i>incentives</i> in order to allocate scarce resources (e.g., <i>government</i> subsidies/farm <i>production</i> , rationing coupons/WWII, emission regulations, <i>profits/war production</i> , women/WWII workforce).				
HS	E	1 K	4							explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (e.g., individual: build a house in a flood plain; business: car, need for roads, railroads, ecosystems; government: <i>isolationism</i> at beginning of WWI, Prohibition Act, Space Race, building of atomic bomb).				
HS	E	2 K	1							defines <i>Gross Domestic Product</i> (GDP) and indicates the components that make up our nation’s GDP (e.g., <i>consumption</i> , investment, <i>government</i> , and net exports).				

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HS	E	2	K	2						explains the factors that have contributed to United States economic growth (e.g., increasing education and literacy, health care advances, <i>technology</i> developments).				
HS	E	2	K	3						explains the principles of <i>demand</i> and <i>supply</i> (e.g., laws, <i>equilibrium</i> , change in quantity vs. change in demand and supply).				
HS	E	2	K	4		▲				explains the factors that could change supply of or demand for a product (e.g., societal values: prohibition of alcohol; <i>scarcity</i> of <i>resources</i> : war; <i>technology</i> : assembly line production).				
HS	E	2	A	5						analyzes how changes in prices affect <i>consumer</i> behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil <i>embargo</i> of 1974; droughts (Ag products), changes in consumer preferences—fads, health information).				
HS	E	2	K	6						describes what happens to the product <i>price</i> and output of businesses when the degree of competition changes in an industry (e.g., oil, steel, automobiles (1970s), railroads in late 1800's and early 1900's, AT&T, Microsoft, Trusts of 1920's & 1930's).				
HS	E	2	A	7						analyzes the role of central banks and the <i>Federal Reserve System</i> in the <i>economy</i> of the United States (e.g., <i>interest rates</i> , monetary policy, government bonds).				
HS	E	3	A	1						compares the <i>benefits</i> and <i>costs</i> of different <i>allocation</i> methods (e.g., first come, first serve; prices, contests, lottery, majority rule).				
HS	E	3	A	2		▲				compares characteristics of traditional command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision making (e.g., what, how, for whom).				

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HS	E	3	A	3						uses <i>comparative advantage</i> to explain the benefits of <i>trade</i> among nations (e.g., nations can benefit from free trade while reducing or eliminating <i>production</i> of a good in which it is technologically superior at producing; to benefit from <i>specialization</i> and free trade, one nation should specialize and trade the good in which it is “most best” at producing, while the other nation should specialize and trade the good in which it is “least best” at producing; benefits include more product selection, lower prices, higher <i>wages</i> in both nations).					
HS	E	3	A	4						outlines the cost and benefits of free trade or restricted trade policies in world history (e.g., restrictions of trade under <i>mercantilism</i> , regional trade agreements, Smoot-Hawley <i>Tariff Act</i> of 1930, General Agreement on Tariffs & Trade (GATT), World Trade Organization (WTO)).					
HS	E	3	K	5						explains how a change in <i>exchange rates</i> affects the flow of trade between nations and a nation’s domestic <i>economy</i> (e.g., using historical examples such as development of the Euro, devaluation of the United States dollar in the early 1970s, & currency boards in the transitional economies of Eastern Europe).					
HS	E	4	A	1						explains why certain <i>goods</i> and <i>services</i> are provided by the <i>government</i> (e.g., <i>infrastructure</i> , schools, waste management, national defense, parks, environmental protection).					
HS	E	4	A	2						explains the advantages and disadvantages of the use of <i>fiscal policy</i> by the Federal Government to influence the United States <i>economy</i> (e.g., change in taxes & <i>spending</i> to expand or contract the economy, such as Franklin D. Roosevelt’s New Deal, George W. Bush’s tax cuts, Gerald Ford’s WIN program).					
HS	E	4	K	3						distinguishes between government <i>debt</i> and government <i>budget deficit</i> .					

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HS	E	4 A	4			▲				evaluates the <i>costs</i> and <i>benefits</i> of governmental economic and social policies on <i>society</i> (e.g., minimum <i>wage</i> laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects).							
HS	E	5 K	1					\$		describes how various jobs and employment are impacted by changes in the <i>economy</i> .							
HS	E	5 K	2					\$		illustrates how the demand for labor is influenced by <i>productivity</i> of labor and explains the factors that influence labor productivity (e.g., education, experience, health, nutrition, <i>technology</i>).							
HS	E	5 A	3			▲		\$		explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and <i>wage</i> rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial Revolution, assembly lines).							
HS	E	5 A	4					\$		develops a personal <i>budget</i> that identifies sources of <i>income</i> and <i>expenditures</i> (e.g., wages, rent payments, <i>savings</i> , taxes, insurance).							
HS	E	5 K	5					\$		determines the <i>costs</i> and <i>benefits</i> of using <i>credit</i> .							
HS	E	5 A	6			▲		\$		analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate).							
HS	G	1 K	1			▲				locates major <i>political</i> and <i>physical features</i> of Earth from memory and compares the <i>relative locations</i> of those features. <i>Locations</i> will be included in indicator at each grade level (e.g., ▲ Beijing, ▲ English Channel, ▲ India, ▲ Iraq, ▲ Moscow, ▲ Sahara Desert, ▲ South Africa, ▲ Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosphorus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River).							

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HS	G	1	A	2						interprets maps and other <i>graphic representations</i> to analyze United States and world issues (e.g., urban vs. urban areas, development vs. <i>conservation</i> , land use in the world vs. local <i>community</i> , nuclear waste disposal, relocation of refugees).				
HS	G	1	A	3						analyzes ways in which <i>mental maps</i> influence past, present, and future decisions about location, settlement, and public policy (e.g., building sites, planned communities, settlement sites).				
HS	G	1	A	4						produces maps and other geographic representations, using data from a variety of sources to answer questions and solve problems (e.g., census data, interviews, <i>geographic information system</i> (GIS) and other <i>databases</i> , questionnaires).				
HS	G	2	A	1						demonstrates how various regional frameworks are used to interpret the complexity of Earth (e.g., vegetation, climate, <i>religion</i> , language, occupations, industries, <i>resources</i> , governmental systems, <i>economic systems</i>).				
HS	G	2	A	2		▲				analyzes the factors that contribute to human changes in <i>regions</i> (e.g., <i>technology</i> alters use of place, <i>migration</i> , changes in <i>cultural characteristics</i> , political factors).				
HS	G	2	K	3						recognizes how regional identity both unifies and delineates groups of people (e.g., being from the Midwest both connects a person to others from that region and defines them to others as Midwesterners with particular characteristics and values).				
HS	G	2	A	4						uses regions to analyze past and present issues to answer questions (e.g., conflicts caused by overlapping regional identities, causes and impacts of regional alliances, changing regional identities).				
HS	G	2	A	5						analyzes the ways in which people's perception of <i>places</i> and regions affect their decisions (e.g., land use, property value, settlement patterns, job opportunities).				
HS	G	3	A	1						analyzes the patterns of <i>physical processes</i> and their effect on humans (e.g., weather patterns, earthquakes, drought, desertification).				

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HS	G	3	A	2						analyzes the <i>distribution</i> of ecosystems by examining relationships between soil, climate, plant, and animal life.				
HS	G	3	K	3						describes the ways in which Earth's physical processes are dynamic and interactive (e.g., rising ocean levels, sea floor spreading, wind and water deposition, climatic changes).				
HS	G	3	A	4						analyzes an ecosystem to understand and solve problems regarding environmental issues (e.g., <i>carrying capacity</i> , <i>biological magnification</i> , reduction of species diversity, acid rain, <i>ozone depletion</i> , contamination).				
HS	G	4	A	1						identifies trends of population growth and <i>migration</i> in response to environmental, social, economic, political, or technological factors (e.g., stress on <i>infrastructure</i> , impact on environment, <i>cultural diffusion</i> , socio-economic changes and pressures).				