



Integrated Faith Standards for Academic Curriculum

Social Studies Curriculum

Grades 9 – 12

*Revised 2022

“Education is an important mission, which draws young people to what is good, beautiful, and true.”

Pope Francis

Social Science is the study of society and the relationship of individual members within society. We use this knowledge to uncover the truth of our connection with one another through time and across geographic barriers. This study helps to discover the deeper truth of each one's relationship with God.

A curriculum that is open to the intercultural perspective presents the students with a study of civilizations that were previously unknown to them, or were remote from them, but which now are brought to their attention, as well as being brought much "closer" thanks to globalization and modern means of communication, crossing barriers of space and ideological defenses. Teaching that aims to help students understand the reality in which they live cannot ignore the importance of encounter; teaching has the duty to favor dialogue, as well as cultural and spiritual exchanges.

Educating to Intercultural Dialogue in Catholic Schools: Living in Harmony for a Civilization of Love, #68

Teachers should guide the students' work in such a way that they will be able to discover a religious dimension in the world of human history. As a preliminary, they should be encouraged to develop a taste for historical truth, and therefore to realize the need to look critically at texts and curricula which, at times, are imposed by a government or distorted by the ideology of the author. Students should be engaged to study the development of civilizations and learn about progress. When they are ready to appreciate it, students can be invited to reflect on the human struggle that takes place within the divine history [of universal salvation]. At this moment, the religious dimension of history begins to shine forth in all its luminous grandeur. - *The Religious Dimension of a Catholic School, 1988, # 58-59*

Basic Principles Underlying All Standards to be Used for the Planning of Curriculum for the Diocese of Manchester

- A passion for mission should inform every curriculum decision.
- All knowledge reflects God's Truth, Beauty, and Goodness.
- Curriculum and instruction enable deeper incorporation of the children into the Church, the formation of community within the school, and respect for the uniqueness and dignity of each person as created in the image and likeness of God.
- Education fosters growth in Christian virtue and contributes to development and formation of the whole person for the good of the society of which he/she is a member, and in recognition of their destiny, an eternal life in Christ.
- Each subject is to be examined in the context of the Catholic faith through Scripture and Tradition and is to be illuminated by Gospel values.
- Learning and formation are interconnected, as are the natural and spiritual development of each student.
- Curriculum and instruction seek to promote a synthesis of faith, life, and culture, forming students as disciples of Jesus.
- All curricula must support a commitment to strong and consistent Catholic identity.

- Curriculum will assist the student’s ability to think critically, problem solve, innovate, and lead towards a supernatural vision.

In a Catholic School, Curricular Formation...

1. Involves the integral formation of the whole person, body, mind, and spirit, in light of his or her ultimate end and the good of society.ⁱ
2. Promotes human virtues and the dignity of the human person, as created in the image and likeness of God and modeled on the person of Jesus Christ.ⁱⁱ
3. Seeks to know and understand objective reality, which includes transcendent Truth, is knowable by reason and faith, and finds its origin, unity, and end in God.
4. Develops a Catholic worldview and enables a deeper incorporation of the student into the heart of the Catholic Church.ⁱⁱⁱ
5. Encourages a synthesis of faith, life, and culture.^{iv}

Catholic Standards for Social Science

Students will use Social Science...

- A. To nurture respect for all human life, develop an appreciation for multicultural diversity, and understand our responsibilities as Christian citizens of our communities and the world.
- B. To understand Catholic Tradition and its positive moral actions as students identify the importance of promoting human dignity, protecting human rights, and building the common good within the political systems of the United States government, not just with those around us, but for those who have gone before us and those who will come after us. CSAD2
- C. To delineate between the rights, duties, and responsibilities to one another, to our country, and to the global society as defined by Catholic social justice teaching.
- D. To use Catholic doctrine in order to directly promote human dignity and the responsibility of individuals to participate in civic discourse at the local, federal, and global level—to value the diversity among students in the classroom and school community as children of God. CSAD3
- E. To respond to Catholic values that directly affect human dignity and the responsibility of individuals for the betterment of society.
- F. To promote Catholic identity while working to resolve conflict and acknowledging the role of the United States government, as evidenced by its citizens, by actively participating in the promotion of peace and solidarity.
- G. To display Catholic teachings and values while understanding the role of government in protecting human rights, discerning what is positive in the world, what needs to be transformed, and what injustice must be overcome. CSAD4
- H. To strive for a habitual vision of excellence. CSAD6

History - General Standards

- 7-12.SS.IF.GS-1.0** Describe how history begins and ends in God and how history has a religious dimension.
- 7-12.SS.IF.GS-2.0** Analyze stories of important Catholic figures and saints who through their actions and examples develop or re-awaken that period's moral sense.
- 7-12.SS.IF.GS-3.0** Describe the historical impact of the Catholic Church on human events.
- 7-12.SS.IF.GS-4.0** Explain how religious and moral knowledge are a requisite for understanding human grandeur and the drama of human activity throughout history.
- 7-12.SS.IF.GS-5.0** Display personal self-worth and dignity as a human being and as part of God's ultimate plan of creation.

History – Intelligent Designer

- 7-12.SS.IF.ID-1.0** Describe how God, Himself, through the incarnation, has sacramentalized time and humanity.
- 7-12.SS.IF.ID-2.0** Analyze how God has revealed Himself throughout time and history, including the things we know best and can easily verify.
- 7-12.SS.IF.ID-3.0** Analyze how life experiences and life choices create a personal history with eternal consequences.
- 7-12.SS.IF.ID-4.0** Evaluate how history is not a mere chronicle of human events, but rather a moral and meta-physical drama having supreme worth in the eyes of God.
- 7-12.SS.IF.ID-5.0** Analyze cultures to show how they give expression to the transcendental aspects of life, including reflection on the mystery of the world and the mystery of humanity.
- 7-12.SS.IF.ID-6.0** Develop an historical perspective and intellectual framework to properly situate each academic discipline, not only in its own developmental timeline, but also within the larger story of historical, cultural, and intellectual development.
- 7-12.SS.IF.ID-7.0** Identify, from the Catholic perspective, the motivating values, philosophies, and theologies that have informed particular societies (e.g., Mexico, Canada, early colonies in the U.S.).
- 7-12.SS.IF.ID-8.0** Demonstrate the ways men and societies change and/or persist over time to better understand the human condition.
- 7-12.SS.IF.ID-9.0** Evaluate how societies provide a sense of coherence and meaning to human life, shaping and forming human culture and events.
- 7-12.SS.IF.ID-10.0** Analyze great figures and events in history using the systematic frameworks of Western philosophical tradition and Catholic moral norms and virtue to better understand both those people and events.
- 7-12.SS.IF.ID-11.0** Compare the actions of peoples according to their historical and cultural norms to the expectations of current Catholic moral norms and virtues.
- 7-12.SS.IF.ID-12.0** Demonstrate how historical events and patterns of change help predict and plan for future events.

- 7-12.SS.IF.ID-13.0** Describe how the moral qualities of a citizenry naturally give rise to the nature of the government and influence societal outcomes and destinies.
- 7-12.SS.IF.ID-14.0** Relate how the development of a broader viewpoint of history and events affects individual experiences and deepens a sense of being and the world.
- 7-12.SS.IF.ID-15.0** Analyze the thoughts and deeds of great men and women of the past.
- 7-12.SS.IF.ID-16.0** Analyze and exhibit mastery of essential dates, persons, places, and facts, relevant to the Western tradition and the Catholic Church.
- 7-12.SS.IF.ID-17.0** Examine texts for historical truths, recognizing bias or distortion by the author and overcoming a relativistic viewpoint.
- 7-12.SS.IF.ID-18.0** Analyze historical events, especially those involving critical human experiences of good and evil, so as to enlarge understanding of self and others.
- 7-12.SS.IF.ID-19.0** Distinguish the basic elements of Christian social ethics within historical events.
- 7-12.SS.IF.ID-20.0** Evaluate how Christian social ethics extend to questions of politics, economy, and social institutions and not just personal moral decision-making.
- 7-12.SS.IF.ID-21.0** Evaluate the concept of subsidiarity and its role in Catholic social doctrine.
- 7-12.SS.IF.ID-22.0** Analyze the concept of solidarity and describe its effect on a local, regional, and global level.
- 7-12.SS.IF.ID-23.0** Compare the right to own private property with the universal distribution of goods and the distribution of goods in a socialist society.
- 7-12.SS.IF.ID-24.0** Summarize the case for the dignity of work and the rights of workers.
- 7-12.SS.IF.ID-25.0** Examine the Church’s position on freedom and man’s right to participate in the building up of society and contributing to the common good.
- 7-12.SS.IF.ID-26.0** Articulate the tension and distinction between religious freedom and social cohesion.
- 7-12.SS.IF.ID-27.0** Identify the dangers of relativism present in the notion that one culture cannot critique another, and that truth is simply culturally created.

History – Dispositional Standards

- 7-12.SS.IF.DS-1.0** Select and describe beautiful artifacts from different times and cultures.
- 7-12.SS.IF.DS-2.0** Exhibit love for the common good and a shared humanity with those present, those who have gone before, and those who will come after.
- 7-12.SS.IF.DS-3.0** Evaluate the aesthetics (idea of beauty) of different cultures and times to better appreciate the purpose and power of both cultural and transcendent notions of the beautiful.
- 7-12.SS.IF.DS-4.0** Share Catholic virtues and values (i.e., prudence and wisdom) gleaned from the study of human history to better evaluate personal behaviors, trends of contemporary society, and prevalent social pressures and norms.
- 7-12.SS.IF.DS-5.0** Justify how history, as a medium, can assist in recognizing and rejecting contemporary cultural values that threaten human dignity and are contrary to the Gospel message.
- 7-12.SS.IF.DS-6.0** Demonstrate respect and appreciation for the qualities and characteristics of different cultures to pursue peace and understanding, knowledge and truth.

AMERICAN HISTORY**History – Use Research and Inquiry Skills to Analyze American History Using Primary and Secondary Sources**

- 9-12.SS.AAH-1.0** Describe the importance of historiography, which includes how historical knowledge is obtained and transmitted, when interpreting events in history.
- 9-12.SS.AAH-2.0** Utilize a variety of primary and secondary sources to identify author, historical significance, audience, and authenticity to understand a historical period.
- 9-12.SS.AAH-3.0** Utilize timelines to identify the time sequence of historical data.
- 9-12.SS.AAH-4.0** Analyze how images, symbols, objects, cartoons, graphs, charts, maps, and artwork may be used to interpret the significance of time periods and events from the past.
- 9-12.SS.AAH-5.0** Evaluate the validity, reliability, bias, and authenticity of current events and Internet resources.
- 9-12.SS.AAH-6.0** Use case studies to explore social, political, legal, and economic relationships in history.
- 9-12.SS.AAH-7.0** Describe various socio-cultural aspects of American life including arts, artifacts, literature, education, and publications.

History – Examine the Causes, Course, and Consequence of the Civil War and Reconstruction Including Its Effects on American Peoples

- 9-12.SS.CWR-1.0** Review causes and consequences of the Civil War.
- 9-12.SS.CWR-2.0** Assess the influence of significant people or groups on Reconstruction.
- 9-12.SS.CWR-3.0** Describe the issues that divided Republicans during the early Reconstruction era.
- 9-12.SS.CWR-4.0** Distinguish the freedoms guaranteed to African Americans and other groups with the 13th, 14th, and 15th Amendments to the Constitution.
- 9-12.SS.CWR-5.0** Assess how Jim Crow Laws influenced life for African Americans and other racial/ethnic minority groups.
- 9-12.SS.CWR-6.0** Compare the effects of the Black Codes and the Nadir on freed people, and analyze the sharecropping system and debt peonage as practiced in the United States.
- 9-12.SS.CWR-7.0** Review the Native American experience.

Analyze the Transformation of the American Economy and the Changing Social and Political Conditions in Response to the Industrial Revolution

- 9-12.SS.RIR-1.0** Analyze the economic challenges to American farmers and farmers' responses to these challenges in the mid to late 1800s.
- 9-12.SS.RIR-2.0** Examine the social, political, and economic causes, course, and consequences of the second Industrial Revolution that began in the late 19th century.
- 9-12.SS.RIR-3.0** Compare the first and second Industrial Revolutions in the United States.
- 9-12.SS.RIR-4.0** Determine how the development of steel, oil, transportation, communication, and business practices affected the United States economy.
- 9-12.SS.RIR-5.0** Identify significant inventors of the Industrial Revolution including African

- Americans and women.
- 9-12.SS.RIR-6.0** Analyze changes that occurred as the United States shifted from agrarian to an industrial society.
- 9-12.SS.RIR-7.0** Compare the experience of European immigrants in the east to that of Asian immigrants in the west (the Chinese Exclusion Act, Gentlemen’s Agreement with Japan).
- 9-12.SS.RIR-8.0** Examine the importance of social change and reform in the late 19th and early 20th centuries (class system, migration from farms to cities, Social Gospel movement, role of settlement houses and churches in providing services to the poor).
- 9-12.SS.RIR-9.0** Examine causes, course, and consequences of the labor movement in the late 19th and early 20th centuries.
- 9-12.SS.RIR-10.0** Review different economic and philosophic ideologies.
- 9-12.SS.RIR-11.0** Analyze the impact of political machines in United States cities in the late 19th and early 20th centuries.
- 9-12.SS.RIR-12.0** Compare how different nongovernmental organizations and progressives worked to shape public policy, restore economic opportunities, and correct injustices in American life.
- 9-12.SS.RIR-13.0** Examine key events and peoples in New Hampshire history as they relate to United States history.

Demonstrate an Understanding of the Changing Role of the United States in World Affairs through the End of World War I

- 9-12.SS.WAW-1.0** Analyze the major factors that drove United States imperialism.
- 9-12.SS.WAW-2.0** Explain the motives of the United States acquisition of the territories.
- 9-12.SS.WAW-3.0** Examine causes, course, and consequences of the Spanish American War.
- 9-12.SS.WAW-4.0** Analyze the economic, military, and security motivations of the United States to complete the Panama Canal as well as major obstacles involved in its construction.
- 9-12.SS.WAW-5.0** Examine causes, course, and consequences of United States involvement in World War I.
- 9-12.SS.WAW-6.0** Examine how the United States government prepared the nation for war with war measures (Selective Service Act, War Industries Board, war bonds, Espionage Act, Sedition Act, Committee of Public Information).
- 9-12.SS.WAW-7.0** Examine the impact of airplanes, battleships, new weaponry, and chemical warfare in creating new war strategies (trench warfare, convoys).
- 9-12.SS.WAW-8.0** Compare the experiences Americans (African Americans, Hispanics, Asians, women, conscientious objectors) had while serving in Europe.
- 9-12.SS.WAW-9.0** Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women, and dissenters in the United States.
- 9-12.SS.WAW-10.0** Examine the provisions of the Treaty of Versailles and the failure of the United States to support the League of Nations.
- 9-12.SS.WAW-11.0** Examine key events and peoples in New Hampshire history as they relate to United States history.

Analyze the Effects of the Changing Social, Political, and Economic Conditions of the Roaring Twenties and the Great Depression

- 9-12.SS.RGD-1.0** Discuss the economic outcomes of demobilization.
- 9-12.SS.RGD-2.0** Explain the causes of the public reaction(Sacco and Vanzetti, labor, racial unrest) associated with the Red Scare.
- 9-12.SS.RGD-3.0** Examine the impact of United States foreign economic policy during the 1920s.
- 9-12.SS.RGD-4.0** Evaluate how the economic boom during the Roaring Twenties changed consumers, businesses, manufacturing, and marketing practices.
- 9-12.SS.RGD-5.0** Describe efforts by the United States and other world powers to avoid future wars.
- 9-12.SS.RGD-6.0** Analyze the influence that Hollywood, the Harlem Renaissance, the Fundamentalist movement, and prohibition had in changing American society in the 1920s.
- 9-12.SS.RGD-7.0** Examine the freedom movements that advocated civil rights for African Americans, Latinos, Asians, and women.
- 9-12.SS.RGD-8.0** Compare the views of Booker T. Washington, W.E.B. DuBois, and Marcus Garvey relating to the African American experience.
- 9-12.SS.RGD-9.0** Explain why support for the Ku Klux Klan varied in the 1920s with respect to issues such as anti- immigration, anti-African American, anti-Catholic, anti-Jewish, anti-women, and anti-union ideas.
- 9-12.SS.RGD-10.0** Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.
- 9-12.SS.RGD-11.0** Examine causes, course, and consequences of the Great Depression and the New Deal.
- 9-12.SS.RGD-12.0** Examine key events and people in New Hampshire history as they relate to United States history.

Understand the Causes and Course of World War II, the Character of the War at Home and Abroad, and Its Reshaping of the United States Role in the Post-War World

- 9-12.SS.WWT-1.0** Examine causes, course, and consequences of World War II on the United States and the world.
- 9-12.SS.WWT-2.0** Describe the United States response in the early years of World War II (Neutrality Acts, Cash and Carry, Lend Lease Act).
- 9-12.SS.WWT-3.0** Analyze the impact of the Holocaust during World War II on Jews as well as other groups.
- 9-12.SS.WWT-4.0** Examine efforts to expand or contract rights for various populations during World War II.
- 9-12.SS.WWT-5.0** Explain the impact of World War II on domestic government policy.
- 9-12.SS.WWT-6.0** Analyze the use of atomic weapons during World War II and the aftermath of the bombings.
- 9-12.SS.WWT-7.0** Describe the attempts to promote international justice through the Nuremberg Trials.
- 9-12.SS.WWT-8.0** Analyze the effects of the Red Scare on domestic United States policy.
- 9-12.SS.WWT-9.0** Describe the rationale for the formation of the United Nations, including the contribution of Mary McLeod Bethune.
- 9-12.SS.WWT-10.0** Examine causes, course, and consequences of the early years of the Cold War (Truman Doctrine, Marshall Plan, NATO, Warsaw Pact).

- 9-12.SS.WWT-11.0** Examine the controversy surrounding the proliferation of nuclear technology in the United States and the world.
- 9-12.SS.WWT-12.0** Examine causes, course, and consequences of the Korean War.
- 9-12.SS.WWT-13.0** Analyze significant foreign policy events during the Truman, Eisenhower, Kennedy, Johnson, and Nixon administrations.
- 9-12.SS.WWT-14.0** Analyze causes, course, and consequences of the Vietnam War.
- 9-12.SS.WWT-15.0** Examine key events and peoples in New Hampshire history as they relate to United States history.

Understand the Rise and Continuing International Influence of the United States as a World Leader and the Impact of Contemporary Social and Political Movements on American Life

- 9-12.SS.UWL-1.0** Identify causes for Post-World War II prosperity and its effects on American society.
- 9-12.SS.UWL-2.0** Compare the relative prosperity between different ethnic groups and social classes in the post-World War II period.
- 9-12.SS.UWL-3.0** Examine the changing status of women in the United States from post-World War II to present.
- 9-12.SS.UWL-4.0** Evaluate the success of 1960s era presidents' foreign and domestic policies.
- 9-12.SS.UWL-5.0** Compare nonviolent and violent approaches utilized by groups (African Americans, women, Native Americans, Hispanics) to achieve civil rights.
- 9-12.SS.UWL-6.0** Assess key figures and organizations in shaping the Civil Rights Movement and Black Power Movement.
- 9-12.SS.UWL-7.0** Assess the building of coalitions between African Americans, whites, and other groups in achieving integration and equal rights.
- 9-12.SS.UWL-8.0** Analyze significant Supreme Court decisions relating to integration, busing, affirmative action, the rights of the accused, and reproductive rights.
- 9-12.SS.UWL-9.0** Examine the similarities of social movements (Native Americans, Hispanics, women, anti-war protesters) of the 1960s and 1970s.
- 9-12.SS.UWL-10.0** Analyze the significance of Vietnam and Watergate on the government and people of the United States.
- 9-12.SS.UWL-11.0** Analyze the foreign policy of the United States as it relates to Africa, Asia, the Caribbean, Latin America, and the Middle East.
- 9-12.SS.UWL-12.0** Analyze political, economic, and social concerns that emerged at the end of the 20th century and into the 21st century.
- 9-12.SS.UWL-13.0** Analyze the attempts to extend New Deal legislation through the Great Society and the successes and failures of these programs to promote social and economic stability.
- 9-12.SS.UWL-14.0** Review the role of the United States as a participant in the global economy (trade agreements, international competition, impact on American labor, environmental concerns).
- 9-12.SS.UWL-15.0** Analyze the effects of foreign and domestic terrorism on the American people.
- 9-12.SS.UWL-16.0** Examine changes in immigration policy and attitudes toward immigration since 1950.
- 9-12.SS.UWL-17.0** Examine key events and key people in New Hampshire history as they relate to United States history.

CIVICS AND GOVERNMENT

Social Studies – Demonstrate an Understanding of the Origins and Purposes of Government, Law, and the American Political System

- 9-12.SS.APS-1.0** Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
- 9-12.SS.APS-2.0** Explain how the Declaration of Independence reflected the political principles of popular sovereignty, social contract, natural rights, and individual rights.
- 9-12.SS.APS-3.0** Evaluate the ideals and principles of the founding documents (Declaration of Independence, Articles of Confederation, Federalist Papers) that shaped American Democracy.
- 9-12.SS.APS-4.0** Analyze and categorize the diverse viewpoints presented by the Federalists and the Anti-Federalists concerning ratification of the Constitution and inclusion of a bill of rights.
- 9-12.SS.APS-5.0** Evaluate how the Constitution and its amendments reflect the political principles of rule of law, checks and balances, separation of powers, republicanism, democracy, and federalism.

Social Studies – Evaluate the Roles, Rights, and Responsibilities of United States Citizens and Determine Methods of Active Participation in Society, Government, and the Political System

- 9-12.SS.RRRC-1.0** Evaluate the constitutional provisions establishing citizenship, and assess the criteria among citizens by birth, naturalized citizens, and non-citizens.
- 9-12.SS.RRRC-2.0** Evaluate the importance of political participation and civic participation.
- 9-12.SS.RRRC-3.0** Experience the responsibilities of citizens at the local, state, or federal levels.
- 9-12.SS.RRRC-4.0** Evaluate, take, and defend positions on issues that cause the government to balance the interests of individuals with the public good.
- 9-12.SS.RRRC-5.0** Conduct a service project to further the public good.
- 9-12.SS.RRRC-6.0** Evaluate, take, and defend positions about rights protected by the Constitution and Bill of Rights.
- 9-12.SS.RRRC-7.0** Explain why rights have limits and are not absolute.
- 9-12.SS.RRRC-8.0** Analyze the impact of citizen participation as a means of achieving political and social change.
- 9-12.SS.RRRC-9.0** Identify the expansion of civil rights and liberties by examining the principles contained in primary documents.
- 9-12.SS.RRRC-10.0** Monitor current public issues in New Hampshire.
- 9-12.SS.RRRC-11.0** Analyze public policy solutions or courses of action to resolve a local, state, or federal issue.
- 9-12.SS.RRRC-12.0** Explain the changing roles of television, radio, press, and Internet in political communication.
- 9-12.SS.RRRC-13.0** Analyze various forms of political communication and evaluate for bias, factual accuracy, omission, and emotional appeal.
- 9-12.SS.RRRC-14.0** Evaluate the processes and results of an election at the state or federal level.
- 9-12.SS.RRRC-15.0** Evaluate the origins and roles of political parties, interest groups, media, and individuals in determining and shaping public policy.
- 9-12.SS.RRRC-16.0** Analyze trends in voter turnout.

Social Studies – Demonstrate an Understanding of the Principles, Functions, and Organization of Government

- 9-12.SS.PFOG-1.0** Examine the constitutional principles of representative government, limited government, consent of the governed, rule of law, and individual rights.
- 9-12.SS.PFOG-2.0** Define federalism, and identify examples of the powers granted and denied to states and the national government in the American federal system of government.
- 9-12.SS.PFOG-3.0** Analyze the structures, functions, and processes of the legislative branch as described in Article I of the Constitution.
- 9-12.SS.PFOG-4.0** Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- 9-12.SS.PFOG-5.0** Identify the impact of independent regulatory agencies in the federal bureaucracy.
- 9-12.SS.PFOG-6.0** Analyze the structures, functions, and processes of the judicial branch as described in Article III of the Constitution.
- 9-12.SS.PFOG-7.0** Describe the role of judicial review in American constitutional government.
- 9-12.SS.PFOG-8.0** Compare the role of judges on the state and federal level with other elected officials.
- 9-12.SS.PFOG-9.0** Analyze the various levels and responsibilities of courts in the federal and state judicial system and the relationships among them.
- 9-12.SS.PFOG-10.0** Evaluate the significance and outcomes of landmark Supreme Court cases.
- 9-12.SS.PFOG-11.0** Contrast how the Constitution safeguards and limits individual rights.
- 9-12.SS.PFOG-12.0** Simulate the judicial decision-making process in interpreting law at the state and federal level.
- 9-12.SS.PFOG-13.0** Illustrate examples of how government affects the daily lives of citizens at the local, state, and national levels.
- 9-12.SS.PFOG-14.0** Examine constitutional powers (expressed, implied, concurrent, reserved).
- 9-12.SS.PFOG-15.0** Examine how power and responsibility are distributed, shared, and limited by the Constitution.

Social Studies – Demonstrate an Understanding of Contemporary Issues in World Affairs, and Evaluate the Role and Impact of United States Foreign Policy

- 9-12.SS.CWA-1.0** Explain how the world’s nations are governed differently.
- 9-12.SS.CWA-2.0** Evaluate the influence of American foreign policy on other nations and the influences of other nations on American policies and society.
- 9-12.SS.CWA-3.0** Assess human rights policies of the United States and other countries.
- 9-12.SS.CWA-4.0** Compare indicators of democratization in multiple countries.

ECONOMICS

Social Studies – Understand the Fundamental Concepts Relevant to the Development of a Market Economy

- 9-12.SS.MECN-1.0** Identify the factors of production and why they are necessary for the production of goods and services.
- 9-12.SS.MECN-2.0** Analyze production possibilities curves to explain choice, scarcity, and opportunity costs.

- 9-12.SS.MECN-3.0** Compare how the various economic systems (traditional, market, command, mixed) answer the questions: (1) What to produce?; (2) How to produce?; and (3) For whom to produce?
- 9-12.SS.MECN-4.0** Define supply, demand, quantity supplied, and quantity demanded; graphically illustrate situations that would cause changes in each, and demonstrate how the equilibrium price of a product is determined by the interaction of supply and demand in the market place.
- 9-12.SS.MECN-5.0** Compare different forms of business organizations.
- 9-12.SS.MECN-6.0** Compare the basic characteristics of the four market structures (monopoly, oligopoly, monopolistic competition, pure competition).
- 9-12.SS.MECN-7.0** Graph and explain how firms determine price and output through marginal cost analysis.
- 9-12.SS.MECN-8.0** Explain ways firms engage in price and nonprice competition.
- 9-12.SS.MECN-9.0** Describe how the earnings of workers are determined.
- 9-12.SS.MECN-10.0** Explain the use of fiscal policy (taxation, spending) to promote price stability, full employment, and economic growth.
- 9-12.SS.MECN-11.0** Explain how the Federal Reserve uses the tools of monetary policy (discount rate, reserve requirement, open market operations) to promote price stability, full employment, and economic growth.
- 9-12.SS.MECN-12.0** Examine the four phases of the business cycle (peak, contraction - unemployment, trough, expansion - inflation).
- 9-12.SS.MECN-13.0** Explain the basic functions and characteristics of money, and describe the composition of the money supply in the United States.
- 9-12.SS.MECN-14.0** Compare credit, savings, and investment services available to the consumer from financial institutions.
- 9-12.SS.MECN-15.0** Describe the risk and return profiles of various investment vehicles and the importance of diversification.
- 9-12.SS.MECN-16.0** Construct a one-year budget plan for a specific career path including expenses and construction of a credit plan for purchasing a major item.

Social Studies – Understand the Fundamental Concepts Relevant to the Institutions, Structure, and Functions of a National Economy

- 9-12.SS.ISFNE-1.0** Identify and explain broad economic goals.
- 9-12.SS.ISFNE-2.0** Use a decision-making model to analyze a public policy issue affecting the student’s community that incorporates defining a problem, analyzing the potential consequences, and considering the alternatives.
- 9-12.SS.ISFNE-3.0** Research contributions of entrepreneurs, inventors, and other key individuals from various gender, social, and ethnic backgrounds in the development of the United States.
- 9-12.SS.ISFNE-4.0** Diagram and explain the problems that occur when government institutes wage and price controls, and explain the rationale for these controls.
- 9-12.SS.ISFNE-5.0** Analyze how capital investments may impact productivity and economic growth.
- 9-12.SS.ISFNE-6.0** Examine the benefits of natural monopolies and the purposes of government regulation of these monopolies.

- 9-12.SS.ISFNE-7.0** Identify the impact of inflation on society.
- 9-12.SS.ISFNE-8.0** Differentiate between direct and indirect taxes, and describe the progressivity of taxes (progressive, proportional, regressive).
- 9-12.SS.ISFNE-9.0** Analyze how changes in federal spending and taxation affect budget deficits and surpluses and the national debt.
- 9-12.SS.ISFNE-10.0** Describe the organization and functions of the Federal Reserve System.
- 9-12.SS.ISFNE-11.0** Assess the economic impact of negative and positive externalities on the local, state, and national environment.
- 9-12.SS.ISFNE-12.0** Construct a circular flow diagram for an open-market economy including elements of households, firms, government, financial institutions, product and factor markets, and international trade.

Social Studies – Understand the Fundamental Concepts and Interrelationships of the United States Economy in the International Marketplace

- 9-12.SS.USIM-1.0** Demonstrate the impact of inflation on world economies.
- 9-12.SS.USIM-2.0** Examine absolute and comparative advantage, and explain why most trade occurs because of comparative advantage.
- 9-12.SS.USIM-3.0** Discuss the effect of barriers to trade and why nations sometimes erect barriers to trade or establish free trade zones.
- 9-12.SS.USIM-4.0** Assess the economic impact of negative and positive externalities on the international environment.
- 9-12.SS.USIM-5.0** Compare the current United States economy with other developed and developing nations.
- 9-12.SS.USIM-6.0** Differentiate and draw conclusions about historical economic thought theorized by economists.

FINANCIAL LITERACY

Social Studies – Earning Income

- 9-12.SS.EI-1.0** Discuss that people choose jobs or careers for which they are qualified based on non-income factors, such as job satisfaction, independence, risk, family, or location.
- 9-12.SS.EI-2.0** Explain that people vary in their willingness to obtain more education or training because these decisions involve incurring immediate costs to obtain possible future benefits. Describe how discounting the future benefits of education and training may lead some people to pass up potentially high rates of return that more education and training may offer.
- 9-12.SS.EI-3.0** Evaluate ways people can make more informed education, job, or career decisions by evaluating the benefits and costs of different choices.
- 9-12.SS.EI-4.0** Analyze the reasons why the wage or salary paid to workers in jobs is usually determined by the labor market and that businesses are generally willing to pay more productive workers higher wages or salaries than less productive workers.
- 9-12.SS.EI-5.0** Discuss reasons why changes in economic conditions or the labor market can cause changes in a worker’s income or may cause unemployment.
- 9-12.SS.EI-6.0** Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.

- 9-12.SS.EI-7.0** Explain that taxes are paid to federal, state, and local governments to fund government goods and services and transfer payments from government to individuals and that the major types of taxes are income taxes, payroll (Social Security) taxes, property taxes, and sales taxes.

Social Studies – Buying Goods and Services

- 9-12.SS.BGS-1.0** Compare consumer decisions as they are influenced by the price of a good or service, the price of alternatives, and the consumer’s income as well as his or her preferences.
- 9-12.SS.BGS-2.0** Analyze situations in which when people consume goods and services, their consumption can have positive and negative effects on others.
- 9-12.SS.BGS-3.0** Discuss that when buying a good, consumers may consider various aspects of the product including the product’s features. Explain why for goods that last for a longer period of time, the consumer should consider the product’s durability and maintenance costs.
- 9-12.SS.BGS-4.0** Describe ways that consumers may be influenced by how the price of a good is expressed.
- 9-12.SS.BGS-5.0** Discuss ways people incur costs and realize benefits when searching for information related to their purchases of goods and services and describe how the amount of information people should gather depends on the benefits and costs of the information.
- 9-12.SS.BGS-6.0** Explain that people may choose to donate money to charitable organizations and other not-for-profits because they gain satisfaction from donating.
- 9-12.SS.BGS-7.0** Examine governments establishing laws and institutions to provide consumers with information about goods or services being purchased and to protect consumers from fraud.

Social Studies – Saving

- 9-12.SS.SAV-1.0** Discuss the reasons why some people have a tendency to be impatient and choose immediate spending over saving for the future.
- 9-12.SS.SAV-2.0** Examine the ideas that inflation reduces the value of money, including savings, that the real interest rate expresses the rate of return on savings, taking into account the effect of inflation and that the real interest rate is calculated as the nominal interest rate minus the rate of inflation.
- 9-12.SS.SAV-3.0** Compare the difference between the nominal interest rate which tells savers how the dollar value of their savings or investments will grow, and the real interest rate which tells savers how the purchasing power of their savings or investments will grow.
- 9-12.SS.SAV-4.0** Describe ways that money received (or paid) in the future can be compared to money held today by discounting the future value based on the rate of interest.
- 9-12.SS.SAV-5.0** Explain ways that government agencies supervise and regulate financial institutions to help protect the safety, soundness, and legal compliance of the nation’s banking and financial system.
- 9-12.SS.SAV-6.0** Describe government policies that create incentives and disincentives for people to save.
- 9-12.SS.SAV-7.0** Explain how employer benefit programs create incentives and disincentives to save and how an employee’s decision to save can depend on how the alternatives are presented by the employer.

Social Studies – Using Credit

- 9-12.SS.UC-1.0** Discuss ways that consumers can compare the cost of credit by using the annual percentage rate (APR), initial fees charged, and fees charged for late payment or missed payments.
- 9-12.SS.UC-2.0** Discuss that banks and financial institutions sometimes compete by offering credit at low introductory rates, which increase after a set period of time or when the borrower misses a payment or makes a late payment.
- 9-12.SS.UC-3.0** Explain that loans can be unsecured or secured with collateral, that collateral is a piece of property that can be sold by the lender to recover all or part of a loan if the borrower fails to repay. Explain why secured loans are viewed as having less risk and why lenders charge a lower interest rate than they charge for unsecured loans.
- 9-12.SS.UC-4.0** Describe why people often make a cash payment to the seller of a good, is called a down payment in order to reduce the amount they need to borrow. Describe why lenders may consider loans made with a down payment to have less risk because the down payment gives the borrower some equity or ownership right away and why these loans may carry a lower interest rate.
- 9-12.SS.UC-5.0** Explain that lenders make credit decisions based in part on consumer payment history. Credit bureaus record borrowers credit and payment histories and provide that information to lenders in credit reports.
- 9-12.SS.UC-6.0** Discuss that lenders can pay to receive a borrower’s credit score from a credit bureau and that a credit score is a number based on information in a credit report and assesses a person’s credit risk.
- 9-12.SS.UC-7.0** Describe that, in addition to assessing a person’s credit risk, credit reports and scores may be requested and used by employers in hiring decisions, landlords in deciding whether to rent apartments, and insurance companies in charging premiums.
- 9-12.SS.UC-8.0** Examine the fact that failure to repay a loan has significant consequences for borrowers such as negative entries on their credit report, repossession of property (collateral), garnishment of wages, and the inability to obtain loans in the future.
- 9-12.SS.UC-9.0** Explain that consumers who have difficulty repaying debt can seek assistance through credit counseling services and by negotiating directly with creditors.
- 9-12.SS.UC-10.0** Analyze the fact that, in extreme cases, bankruptcy may be an option for consumers who are unable to repay debt, and although bankruptcy provides some benefits, filing for bankruptcy also entails considerable costs, including having notice of the bankruptcy appear on a consumer’s credit report for up to 10 years.
- 9-12.SS.UC-11.0** Explain that people often apply for a mortgage to purchase a home and identify a mortgage is a type of loan that is secured by real estate property as collateral.
- 9-12.SS.UC-12.0** Discuss that consumers who use credit should be aware of laws that are in place to protect them and that these include requirements to provide full disclosure of credit terms such as APR and fees, as well as protection against discrimination and abusive marketing or collection practices.
- 9-12.SS.UC-13.0** Explain that consumers are entitled to a free copy of their credit report annually so that they can verify that no errors were made that might increase their cost of credit.

Social Studies – Financial Literacy

- 9-12.SS.FL-1.0** Compare the ways that federal, state, and local tax rates vary on different types of investments. Describe the taxes effect on the after-tax rate of return of an investment.
- 9-12.SS.FL-2.0** Explain how the expenses of buying, selling, and holding financial assets decrease the rate of return from an investment.
- 9-12.SS.FL-3.0** Discuss that buyers and sellers in financial markets determine prices of financial assets and therefore influence the rates of return on those assets.
- 9-12.SS.FL-4.0** Explain that an investment with greater risk than another investment will commonly have a lower market price, and therefore a higher rate of return, than the other investment.
- 9-12.SS.FL-5.0** Explain that shorter-term investments will likely have lower rates of return than longer-term investments.
- 9-12.SS.FL-6.0** Describe how diversifying investments in different types of financial assets can lower investment risk.
- 9-12.SS.FL-7.0** Describe how financial markets adjust to new financial news and that prices in those markets reflect what is known about those financial assets.
- 9-12.SS.FL-8.0** Discuss ways that the prices of financial assets are affected by interest rates and explain that the prices of financial assets are also affected by changes in domestic and international economic conditions, monetary policy, and fiscal policy.
- 9-12.SS.FL-9.0** Examine why investors should be aware of tendencies that people have that may result in poor choices, which may include avoiding selling assets at a loss because they weigh losses more than they weigh gains and investing in financial assets with which they are familiar, such as their own employer’s stock or domestic rather than international stocks.
- 9-12.SS.FL-10.0** Explain that people vary in their willingness to take risks because the willingness to take risks depends on factors such as personality, income, and family situation.
- 9-12.SS.FL-11.0** Describe why an economic role for a government may exist if individuals do not have complete information about the nature of alternative investments or access to competitive financial markets.
- 9-12.SS.FL-12.0** Compare the Securities and Exchange Commission (SEC), the Federal Reserve, and other government agencies that regulate financial markets.

Social Studies – Protecting and Insuring

- 9-12.SS.INS-1.0** Describe how individuals vary with respect to their willingness to accept risk and why most people are willing to pay a small cost now if it means they can avoid a possible larger loss later.
- 9-12.SS.INS-2.0** Analyze how judgment regarding risky events is subject to errors because people tend to overestimate the probability of infrequent events, often because they’ve heard of or seen a recent example.
- 9-12.SS.INS-3.0** Describe why people choose different amounts of insurance coverage based on their willingness to accept risk, as well as their occupation, lifestyle, age, financial profile, and the price of insurance.
- 9-12.SS.INS-4.0** Explain that people may be required by governments or by certain types of contracts (e.g., home mortgages) to purchase some types of insurance.

- 9-12.SS.INS-5.0** Describe how an insurance contract can increase the probability or size of a potential loss because having the insurance results in the person taking more risks, and that policy features such as deductibles and copayments are cost-sharing features that encourage the policyholder to take steps to reduce the potential size of a loss (claim).
- 9-12.SS.INS-6.0** Explain that people can lower insurance premiums by behaving in ways that show they pose a lower risk.
- 9-12.SS.INS-7.0** Compare the purposes of various types of insurance, including that health insurance provides for funds to pay for health care in the event of illness and may also pay for the cost of preventative care; disability insurance is income insurance that provides funds to replace income lost while an individual is ill or injured and unable to work; property and casualty insurance pays for damage or loss to the insured's property; life insurance benefits are paid to the insured's beneficiaries in the event of the policyholder's death.
- 9-12.SS.INS-8.0** Discuss the fact that, in addition to privately purchased insurance, some government benefit programs provide a social safety net to protect individuals from economic hardship created by unexpected events.
- 9-12.SS.INS-9.0** Explain that loss of assets, wealth, and future opportunities can occur if an individual's personal information is obtained by others through identity theft and then used fraudulently, and that by managing their personal information and choosing the environment in which it is revealed, individuals can accept, reduce, and insure against the risk of loss due to identity theft.
- 9-12.SS.INS-10.0** Compare federal and state regulations that provide some remedies and assistance for victims of identity theft.

GEOGRAPHY

Social Studies – Understand How to Use Maps and Other Geographic Representations, Tools, and Technology to Report Information

- 9-12.SS.MAP-1.0** Design maps using a variety of technologies based on descriptive data to explain physical and cultural attributes of major world regions.
- 9-12.SS.MAP-2.0** Use spatial perspective and appropriate geographic terms and tools, including the Six Essential Elements, as organizational schema to describe any given place.
- 9-12.SS.MAP-3.0** Employ applicable units of measurement and scale to solve simple locational problems using maps and globes.
- 9-12.SS.MAP-4.0** Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.

Social Studies – Understand Physical and Cultural Characteristics of Places

- 9-12.SS.PCC-1.0** Identify the physical characteristics and the human characteristics that define and differentiate regions.
- 9-12.SS.PCC-2.0** Describe the factors and processes that contribute to the differences between developing and developed regions of the world.

- 9-12.SS.PCC-3.0** Use geographic terms and tools to analyze case studies of regional issues in different parts of the world that have critical economic, physical, or political ramifications.
- 9-12.SS.PCC-4.0** Use geographic terms and tools to analyze case studies of how selected regions change over time.
- 9-12.SS.PCC-5.0** Use geographic terms and tools to analyze case studies of debates over how human actions modify a selected region.

Social Studies – Understand the Relationships between the Earth’s Ecosystems and the Populations that Dwell within Them

- 9-12.SS.ECO-1.0** Use geographic terms to locate and describe major ecosystems of Earth.
- 9-12.SS.ECO-2.0** Use geographic terms and tools to explain how weather and climate influence the natural character of a place.
- 9-12.SS.ECO-3.0** Use geographic terms and tools to explain differing perspectives on the use of renewable and non-renewable resources in New Hampshire, the United States, and the world.
- 9-12.SS.ECO-4.0** Use geographic terms and tools to explain how the Earth’s internal changes and external changes influence the character of places.
- 9-12.SS.ECO-5.0** Use geographic terms and tools to explain how hydrology influences the physical character of a place.

Social Studies – Understand the Characteristics, Distribution, and Migration of Human Populations

- 9-12.SS.HP-1.0** Interpret population growth and other demographic data for any given place.
- 9-12.SS.HP-2.0** Use geographic terms and tools to analyze the push/pull factors contributing to human migration within and among places.
- 9-12.SS.HP-3.0** Use geographic terms and tools to analyze the effects of migration both on the place of origin and destination, including border areas.
- 9-12.SS.HP-4.0** Use geographic terms and tools to analyze case studies of issues in globalization.
- 9-12.SS.HP-5.0** Use geographic terms and tools to analyze case studies of the development, growth, and changing nature of cities and urban centers.
- 9-12.SS.HP-6.0** Use geographic terms and tools to predict the effect of a change in a specific characteristic of a place on the human population of that place.
- 9-12.SS.HP-7.0** Use geographic terms and tools to explain cultural diffusion throughout places, regions, and the world.
- 9-12.SS.HP-8.0** Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.
- 9-12.SS.HP-9.0** Use political maps to describe the change in boundaries and governments within continents over time.

Social Studies – Understand How Human Actions Can Impact the Environment

- 9-12.SS.ENVI-1.0** Analyze case studies of how the Earth’s physical systems affect humans.
- 9-12.SS.ENVI-2.0** Analyze case studies of how changes in the physical environment of a place can increase or diminish its capacity to support human activity.
- 9-12.SS.ENVI-3.0** Analyze case studies of the effects of human use of technology on the environment of places.

- 9-12.SS.ENVI-4.0** Analyze case studies of how humans impact the diversity and productivity of ecosystems.
- 9-12.SS.ENVI-5.0** Use geographic terms and tools to analyze case studies of policies and programs for resource use and management.
- 9-12.SS.ENVI-6.0** Analyze case studies to predict how a change to an environmental factor can affect an ecosystem.

Social Studies – Understand How to Apply Geography to Interpret the Past and Present and Plan for the Future

- 9-12.SS.GPPF-1.0** Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.
- 9-12.SS.GPPF-2.0** Develop databases about specific places and provide a simple analysis about their importance.
- 9-12.SS.GPPF-3.0** Formulate hypotheses and test geographic models that demonstrate complex relationships between physical and cultural phenomena.
- 9-12.SS.GPPF-4.0** Translate narratives about places and events into graphic representations.
- 9-12.SS.GPPF-5.0** Develop criteria for assessing issues relating to human spatial organization and environmental stability to identify solutions.

HUMANITIES

Social Studies – Identify and Analyze the Historical, Social, and Cultural Contexts of the Arts

- 9-12.SS.HSC-1.0** Relate works in the arts (architecture, dance, music, theatre, and visual arts) of varying styles and genre according to the periods in which they were created.
- 9-12.SS.HSC-2.0** Describe how historical events, social context, and culture impact forms, techniques, and purposes of works in the arts, including the relationship between a government and its citizens.
- 9-12.SS.HSC-3.0** Relate works in the arts to various cultures.
- 9-12.SS.HSC-4.0** Explain philosophical beliefs as they relate to works in the arts.
- 9-12.SS.HSC-5.0** Examine artistic response to social issues and new ideas in various cultures.
- 9-12.SS.HSC-6.0** Analyze how current events are explained by artistic and cultural trends of the past.
- 9-12.SS.HSC-7.0** Know terminology of art forms (narthex, apse, triforium of Gothic cathedral) within cultures and use appropriately in oral and written references.

Respond Critically and Aesthetically to Various Works in the Arts

- 9-12.SS.RCA-1.0** Identify specific characteristics of works within various art forms (architecture, dance, film, literature, music, theatre, and visual arts).
- 9-12.SS.RCA-2.0** Classify styles, forms, types, and genres within art forms.
- 9-12.SS.RCA-3.0** Apply various types of critical analysis (contextual, formal, and intuitive criticism) to works in the arts, including the types and use of symbolism within art forms and their philosophical implications.
- 9-12.SS.RCA-4.0** Examine the effects that works in the arts have on groups, individuals, and cultures.

- 9-12.SS.RCA-5.0** Describe how historical, social, cultural, and physical settings influence an audience’s aesthetic response.

Understand How Transportation, Trade, Communication, Science, and Technology Influence the Progression and Regression of Cultures

- 9-12.SS.PRC-1.0** Analyze the effects of transportation, trade, communication, science, and technology on the preservation and diffusion of culture.
- 9-12.SS.PRC-2.0** Identify social, moral, ethical, religious, and legal issues arising from technological and scientific developments, and examine their influence on works of arts within a culture.
- 9-12.SS.PRC-3.0** Identify contributions made by various world cultures through trade and communication, and form a hypothesis on future contributions and changes.

PSYCHOLOGY

Scientific Inquiry Domain – Perspectives in Psychological Science

- 9-12.SS.PPS-1.0** Define psychology as a discipline and identify its goals as a science.
- 9-12.SS.PPS-2.0** Describe the emergence of psychology as a scientific discipline.
- 9-12.SS.PPS-3.0** Describe perspectives employed to understand behavior and mental processes.
- 9-12.SS.PPS-4.0** Discuss the value of both basic and applied psychological research with human and non-human animals.
- 9-12.SS.PPS-5.0** Describe the major subfields of psychology.
- 9-12.SS.PPS-6.0** Identify the important role psychology plays in benefiting society and improving peoples lives.

Scientific Inquiry Domain – Research Methods, Measurement, and Statistics

- 9-12.SS.RMS-1.0** Describe the scientific method and its role in psychology.
- 9-12.SS.RMS-2.0** Describe and compare a variety of quantitative (e.g., surveys, correlations, experiments) and qualitative (e.g., interviews, narratives, focus groups) research methods.
- 9-12.SS.RMS-3.0** Define systematic procedures used to improve the validity of research findings, such as external validity.
- 9-12.SS.RMS-4.0** Discuss how and why psychologists use non-human animals in research.
- 9-12.SS.RMS-5.0** Identify ethical standards psychologists must address regarding research with human participants.
- 9-12.SS.RMS-6.0** Identify ethical guidelines psychologists must address regarding research with non-human animals.
- 9-12.SS.RMS-7.0** Define descriptive statistics and explain how they are used by psychological scientists.
- 9-12.SS.RMS-8.0** Define forms of qualitative data and explain how they are used by psychological scientists.
- 9-12.SS.RMS-9.0** Define correlation coefficients and explain their appropriate interpretation.
- 9-12.SS.RMS-10.0** Interpret graphical representations of data as used in both quantitative and qualitative methods.

- 9-12.SS.RMS-11.0 Explain other statistical concepts, such as statistical significance and effect size.
 9-12.SS.RMS-12.0 Explain how validity and reliability of observations and measurements relate to data analysis.

Biopsychology Domain – Biological Bases of Behavior

- 9-12.SS.BBB-1.0 Identify the major divisions and subdivisions of the human nervous system.
 9-12.SS.BBB-2.0 Identify the parts of the neuron and describe the basic process of neural transmission.
 9-12.SS.BBB-3.0 Differentiate between the structures and functions of the various parts of the central nervous system.
 9-12.SS.BBB-4.0 Describe lateralization of brain functions.
 9-12.SS.BBB-5.0 Discuss the mechanisms and the importance of plasticity of the nervous system.
 9-12.SS.BBB-6.0 Describe how the endocrine glands are linked to the nervous system.
 9-12.SS.BBB-7.0 Describe the effects of hormones on behavior and mental processes.
 9-12.SS.BBB-8.0 Describe hormone effects on the immune system.
 9-12.SS.BBB-9.0 Describe concepts in genetic transmission.
 9-12.SS.BBB-10.0 Describe the interactive effects of heredity and environment.
 9-12.SS.BBB-11.0 Explain how evolved tendencies influence behavior.
 9-12.SS.BBB-12.0 Identify tools used to study the nervous system.
 9-12.SS.BBB-13.0 Describe advances made in neuroscience.
 9-12.SS.BBB-14.0 Discuss issues related to scientific advances in neuroscience and genetics.

Biopsychology Domain – Sensation and Perception

- 9-12.SS.SAP-1.0 Discuss processes of sensation and perception and how they interact.
 9-12.SS.SAP-2.0 Explain the concepts of threshold and adaptation.
 9-12.SS.SAP-3.0 List forms of physical energy for which humans and non-human animals do and do not have sensory receptors.
 9-12.SS.SAP-4.0 Describe the visual sensory system.
 9-12.SS.SAP-5.0 Describe the auditory sensory system.
 9-12.SS.SAP-6.0 Describe other sensory systems, such as olfaction, gustation, and some thesis (e.g., skin senses, kinesthesia, and vestibular sense).
 9-12.SS.SAP-7.0 Explain Gestalt principles of perception.
 9-12.SS.SAP-8.0 Describe binocular and monocular depth cues.
 9-12.SS.SAP-9.0 Describe the importance of perceptual constancies.
 9-12.SS.SAP-10.0 Describe perceptual illusions.
 9-12.SS.SAP-11.0 Describe the nature of attention.
 9-12.SS.SAP-12.0 Explain how experiences and expectations influence perception.

Biopsychology Domain – Consciousness

- 9-12.SS.CON-1.0 Identify states of consciousness.
 9-12.SS.CON-2.0 Distinguish between processing that is conscious (i.e., explicit) and other processing that happens without conscious awareness (i.e., implicit).
 9-12.SS.CON-3.0 Describe the circadian rhythm and its relation to sleep.
 9-12.SS.CON-4.0 Describe the sleep cycle.
 9-12.SS.CON-5.0 Compare theories about the functions of sleep.
 9-12.SS.CON-6.0 Describe types of sleep disorders.

- 9-12.SS.CON-7.0 Compare theories about the functions of dreams.
- 9-12.SS.CON-8.0 Characterize the major categories of psychoactive drugs and their effects.
- 9-12.SS.CON-9.0 Describe how psychoactive drugs act at the synaptic level.
- 9-12.SS.CON-10.0 Evaluate the biological and psychological effects of psychoactive drugs.
- 9-12.SS.CON-11.0 Explain how culture and expectations influence the use and experience of drugs.
- 9-12.SS.CON-12.0 Describe meditation and relaxation and their effects.
- 9-12.SS.CON-13.0 Describe hypnosis and controversies surrounding its nature and use.
- 9-12.SS.CON-14.0 Describe flow states.

Development and Learning Domain – Life Span Development

- 9-12.SS.LSD-1.0 Explain the interaction of environmental and biological factors in development, including the role of the brain in all aspects of development.
- 9-12.SS.LSD-2.0 Explain issues of continuity/discontinuity and stability/change.
- 9-12.SS.LSD-3.0 Distinguish methods used to study development.
- 9-12.SS.LSD-4.0 Describe the role of sensitive and critical periods in development.
- 9-12.SS.LSD-5.0 Discuss issues related to the end of life.
- 9-12.SS.LSD-6.0 Discuss theories of cognitive development.
- 9-12.SS.LSD-7.0 Discuss theories of moral development.
- 9-12.SS.LSD-8.0 Discuss theories of social development.
- 9-12.SS.LSD-9.0 Describe physical development from conception through birth and identify influences on prenatal development.
- 9-12.SS.LSD-10.0 Describe newborns reflexes, temperament, and abilities.
- 9-12.SS.LSD-11.0 Describe physical and motor development in infancy.
- 9-12.SS.LSD-12.0 Describe how infant perceptual abilities and intelligence develop.
- 9-12.SS.LSD-13.0 Describe the development of attachment and the role of the caregiver.
- 9-12.SS.LSD-14.0 Describe the development of communication and language in infancy.
- 9-12.SS.LSD-15.0 Describe physical and motor development in childhood.
- 9-12.SS.LSD-16.0 Describe how memory and thinking ability develops in childhood.
- 9-12.SS.LSD-17.0 Describe social, cultural, and emotional development through childhood.
- 9-12.SS.LSD-18.0 Identify major physical changes in adolescence.
- 9-12.SS.LSD-19.0 Describe the development of reasoning and morality in adolescence.
- 9-12.SS.LSD-20.0 Describe identity formation in adolescence.
- 9-12.SS.LSD-21.0 Discuss the role of family and peers in adolescent development.
- 9-12.SS.LSD-22.0 Identify major physical changes associated with adulthood and aging.
- 9-12.SS.LSD-23.0 Describe cognitive changes in adulthood and aging.
- 9-12.SS.LSD-24.0 Discuss social, cultural, and emotional issues in aging.

Development and Learning Domain – Learning

- 9-12.SS.LRN-1.0 Describe the principles of classical conditioning.
- 9-12.SS.LRN-2.0 Describe clinical and experimental examples of classical conditioning.
- 9-12.SS.LRN-3.0 Apply classical conditioning to everyday life.
- 9-12.SS.LRN-4.0 Describe the Law of Effect.
- 9-12.SS.LRN-5.0 Describe the principles of operant conditioning.
- 9-12.SS.LRN-6.0 Describe clinical and experimental examples of operant conditioning.
- 9-12.SS.LRN-7.0 Apply operant conditioning to everyday life.
- 9-12.SS.LRN-8.0 Describe the principles of observational and cognitive learning.
- 9-12.SS.LRN-9.0 Apply observational and cognitive learning to everyday life.

Development and Learning Domain – Language Development

- 9-12.SS.LDV-1.0 Describe the structure and function of language.
- 9-12.SS.LDV-2.0 Discuss the relationship between language and thought.
- 9-12.SS.LDV-3.0 Explain the process of language acquisition.
- 9-12.SS.LDV-4.0 Discuss how acquisition of a second language can affect language development and possibly other cognitive processes.
- 9-12.SS.LDV-5.0 Evaluate the theories of language acquisition.
- 9-12.SS.LDV-6.0 Identify the brain structures associated with language.
- 9-12.SS.LDV-7.0 Discuss how damage to the brain may affect language.

Sociocultural Context Domain – Social Interactions

- 9-12.SS.SIN-1.0 Describe attributional explanations of behavior.
- 9-12.SS.SIN-2.0 Describe the relationship between attitudes (implicit and explicit) and behavior.
- 9-12.SS.SIN-3.0 Identify persuasive methods used to change attitudes.
- 9-12.SS.SIN-4.0 Describe the power of the situation.
- 9-12.SS.SIN-5.0 Describe effects of others presence on individuals behavior.
- 9-12.SS.SIN-6.0 Describe how group dynamics influence behavior.
- 9-12.SS.SIN-7.0 Discuss how an individual influences group behavior.
- 9-12.SS.SIN-8.0 Discuss the nature and effects of stereotyping, prejudice, and discrimination.
- 9-12.SS.SIN-9.0 Describe determinants of prosocial behavior.
- 9-12.SS.SIN-10.0 Discuss influences upon aggression and conflict.
- 9-12.SS.SIN-11.0 Discuss factors influencing attraction and relationships.

Sociocultural Context Domain – Sociocultural Diversity

- 9-12.SS.SCD-1.0 Define culture and diversity.
- 9-12.SS.SCD-2.0 Identify how cultures change over time and vary within nations and internationally.
- 9-12.SS.SCD-3.0 Discuss the relationship between culture and conceptions of self and identity.
- 9-12.SS.SCD-4.0 Discuss psychological research examining race and ethnicity.
- 9-12.SS.SCD-5.0 Discuss psychological research examining socioeconomic status.
- 9-12.SS.SCD-6.0 Discuss how privilege and social power structures relate to stereotypes, prejudice, and discrimination.
- 9-12.SS.SCD-7.0 Discuss psychological research examining gender identity.
- 9-12.SS.SCD-8.0 Discuss psychological research examining diversity in sexual orientation.
- 9-12.SS.SCD-9.0 Compare and contrast gender identity and sexual orientation.
- 9-12.SS.SCD-10.0 Discuss psychological research examining gender similarities and differences and the impact of gender discrimination.
- 9-12.SS.SCD-11.0 Discuss the psychological research on gender and how the roles of women and men in societies are perceived.
- 9-12.SS.SCD-12.0 Examine how perspectives affect stereotypes and treatment of minority and majority groups in society.
- 9-12.SS.SCD-13.0 Discuss psychological research examining differences in individual cognitive and physical abilities.
- 9-12.SS.SCD-14.0 Examine societal treatment of people with disabilities and the effect of treatment by others on individual identity/status.

Cognition Domain – Memory

- 9-12.SS.MEM-1.0 Identify factors that influence encoding.
- 9-12.SS.MEM-2.0 Characterize the difference between shallow (surface) and deep (elaborate) processing.
- 9-12.SS.MEM-3.0 Discuss strategies for improving the encoding of memory.
- 9-12.SS.MEM-4.0 Describe the differences between working memory and long-term memory.
- 9-12.SS.MEM-5.0 Identify and explain biological processes related to how memory is stored.
- 9-12.SS.MEM-6.0 Discuss types of memory and memory disorders (e.g., amnesias, dementias).
- 9-12.SS.MEM-7.0 Discuss strategies for improving the storage of memories.
- 9-12.SS.MEM-8.0 Analyze the importance of retrieval cues in memory.
- 9-12.SS.MEM-9.0 Explain the role that interference plays in retrieval.
- 9-12.SS.MEM-10.0 Discuss the factors influencing how memories are retrieved.
- 9-12.SS.MEM-11.0 Explain how memories can be malleable.
- 9-12.SS.MEM-12.0 Discuss strategies for improving the retrieval of memories.

Cognition Domain – Thinking

- 9-12.SS.THN-1.0 Discuss intelligences a general factor.
- 9-12.SS.THN-2.0 Discuss alternative conceptualizations of intelligence.
- 9-12.SS.THN-3.0 Describe the extremes of intelligence.
- 9-12.SS.THN-4.0 Discuss the history of intelligence testing, including historical use and misuse in the context of fairness.
- 9-12.SS.THN-5.0 Identify current methods of assessing human abilities.
- 9-12.SS.THN-6.0 Identify measures of and data on reliability and validity for intelligence test scores.
- 9-12.SS.THN-7.0 Discuss issues related to the consequences of intelligence testing.
- 9-12.SS.THN-8.0 Discuss the influences of biological, cultural, and environmental factors on intelligence.

Individual Variations Domain – Motivation

- 9-12.SS.MVN-1.0 Explain biologically based theories of motivation.
- 9-12.SS.MVN-2.0 Explain cognitively based theories of motivation.
- 9-12.SS.MVN-3.0 Explain humanistic theories of motivation.
- 9-12.SS.MVN-4.0 Explain the role of culture in human motivation.
- 9-12.SS.MVN-5.0 Discuss eating behavior.
- 9-12.SS.MVN-6.0 Discuss sexual behavior and orientation.
- 9-12.SS.MVN-7.0 Discuss achievement motivation.
- 9-12.SS.MVN-8.0 Discuss other ways in which humans and non-human animals are motivated.

Individual Variations Domain – Emotion

- 9-12.SS.EMO-1.0 Explain the biological and cognitive components of emotion.
- 9-12.SS.EMO-2.0 Discuss psychological research on basic human emotions.
- 9-12.SS.EMO-3.0 Differentiate among theories of emotional experience.
- 9-12.SS.EMO-4.0 Explain how biological factors influence emotional interpretation and expression.
- 9-12.SS.EMO-5.0 Explain how culture and gender influence emotional interpretation and expression.

- 9-12.SS.EMO-6.0 Explain how other environmental factors influence emotional interpretation and expression.
- 9-12.SS.EMO-7.0 Identify biological and environmental influences on the expression experience of negative emotions, such as fear.
- 9-12.SS.EMO-8.0 Identify biological and environmental influences on the expression and experience of positive emotions, such as happiness.

Individual Variations Domain – Personality

- 9-12.SS.PSN-1.0 Evaluate psychodynamic theories.
- 9-12.SS.PSN-2.0 Evaluate trait theories.
- 9-12.SS.PSN-3.0 Evaluate humanistic theories.
- 9-12.SS.PSN-4.0 Evaluate social-cognitive theories.
- 9-12.SS.PSN-5.0 Differentiate personality assessment techniques.
- 9-12.SS.PSN-6.0 Discuss the reliability and validity of personality assessment techniques.
- 9-12.SS.PSN-7.0 Discuss biological and situational influences.
- 9-12.SS.PSN-8.0 Discuss stability and change.
- 9-12.SS.PSN-9.0 Discuss connection to health and work on personality.
- 9-12.SS.PSN-10.0 Discuss self-concept.
- 9-12.SS.PSN-11.0 Analyze how individualistic and collectivistic cultural perspectives relate to personality.

Individual Variations Domain – Psychological Disorders

- 9-12.SS.PDO-1.0 Define psychologically abnormal behavior.
- 9-12.SS.PDO-2.0 Describe historical and cross-cultural views of abnormality.
- 9-12.SS.PDO-3.0 Describe major models of abnormality.
- 9-12.SS.PDO-4.0 Discuss how stigma relates to abnormal behavior.
- 9-12.SS.PDO-5.0 Discuss the impact of psychological disorders on the individual, family, and society.
- 9-12.SS.PDO-6.0 Describe the classification of psychological disorders.
- 9-12.SS.PDO-7.0 Discuss the challenges associated with diagnosis.
- 9-12.SS.PDO-8.0 Describe symptoms and causes of major categories of psychological disorders (including schizophrenic, mood, anxiety, and personality disorders).
- 9-12.SS.PDO-9.0 Evaluate how different factors influence an individual’s experience of psychological disorders.

Applications of Psychological Science Domain – Treatment of Psychological Disorders

- 9-12.SS.TPD-1.0 Explain how psychological treatments have changed over time and among cultures.
- 9-12.SS.TPD-2.0 Match methods of treatment to psychological perspectives.
- 9-12.SS.TPD-3.0 Explain why psychologists use a variety of treatment options.
- 9-12.SS.TPD-4.0 Identify biomedical treatments.
- 9-12.SS.TPD-5.0 Identify psychological treatments.
- 9-12.SS.TPD-6.0 Describe appropriate treatments for different age groups.
- 9-12.SS.TPD-7.0 Evaluate the efficacy of treatments for particular disorders.
- 9-12.SS.TPD-8.0 Identify other factors that improve the efficacy of treatment.
- 9-12.SS.TPD-9.0 Identify treatment providers for psychological disorders and the training required for each.

- 9-12.SS.TPD-10.0** Identify ethical challenges involved in delivery of treatment.
- 9-12.SS.TPD-11.0** Identify national and local resources available to support individuals with psychological disorders and their families (e.g., NAMI and support groups).

Applications of Psychological Science Domain – Health

- 9-12.SS.HEA-1.0** Define stress as a psychophysiological reaction.
- 9-12.SS.HEA-2.0** Identify and explain potential sources of stress.
- 9-12.SS.HEA-3.0** Explain physiological and psychological consequences of stress for health.
- 9-12.SS.HEA-4.0** Identify and explain physiological, cognitive, and behavioral strategies to deal with stress.
- 9-12.SS.HEA-5.0** Identify ways to promote mental health and physical fitness.
- 9-12.SS.HEA-6.0** Describe the characteristics of and factors that promote resilience and optimism.
- 9-12.SS.HEA-7.0** Distinguish between effective and ineffective means of dealing with stressors and other health issues.

Applications of Psychological Science Domain – Vocational Applications

- 9-12.SS.VAP-1.0** Identify careers in psychological science and practice.
- 9-12.SS.VAP-2.0** Identify resources to help select psychology programs for further study.
- 9-12.SS.VAP-3.0** Identify degree requirements for psychologists and psychology-related careers.
- 9-12.SS.VAP-4.0** Identify careers related to psychology.
- 9-12.SS.VAP-5.0** Discuss ways in which psychological science addresses domestic and global issues.
- 9-12.SS.VAP-6.0** Identify careers in psychological science that have evolved as a result of domestic and global issues.

SOCIOLOGY

Foundations of Sociology as a Social Science – Identify Methods And Strategies Of Research And Examine The Contributions Of Sociology To The Understanding Of Social Issues

- 9-12.SS.CSI-1.0** Discuss the development of the field of sociology as a social science.
- 9-12.SS.CSI-2.0** Identify early leading theorists within social science.
- 9-12.SS.CSI-3.0** Compare sociology with other social science disciplines.
- 9-12.SS.CSI-4.0** Examine changing points of view of social issues, such as poverty, crime, and discrimination.
- 9-12.SS.CSI-5.0** Evaluate various types of sociologic research methods.
- 9-12.SS.CSI-6.0** Distinguish fact from opinion in data sources to analyze various points of view about a social issue.
- 9-12.SS.CSI-7.0** Determine cause-and-effect relationship issues among events as they relate to sociology.
- 9-12.SS.CSI-8.0** Identify, evaluate, and use appropriate reference materials and technology to interpret information about cultural life in the United States and other world cultures, both in the past and today.
- 9-12.SS.CSI-9.0** Develop a working definition of sociology that has personal application.

Culture – Examine the Influence on the Individual and the Way Cultural Transmission is Accomplished

- 9-12.SS.CSI-1.0** Define the key components of a culture, such as knowledge, language and communication, customs, values, norms, and physical objects.
- 9-12.SS.CSI-2.0** Explain the differences between a culture and a society.
- 9-12.SS.CSI-3.0** Recognize the influences of genetic inheritance and culture on human behavior.
- 9-12.SS.CSI-4.0** Give examples of subcultures and describe what makes them unique.
- 9-12.SS.CSI-5.0** Compare social norms among various subcultures.
- 9-12.SS.CSI-6.0** Identify the factors that promote cultural diversity within the United States.
- 9-12.SS.CSI-7.0** Explain how various practices of the culture create differences within group behavior.
- 9-12.SS.CSI-8.0** Compare and contrast different types of societies, such as hunting and gathering, agrarian, industrial, and post-industrial.
- 9-12.SS.CSI-9.0** Prepare original written and oral reports and presentations on specific events, people, or historical eras.
- 9-12.SS.CSI-10.0** Identify both rights and responsibilities the individual has to the group.
- 9-12.SS.CSI-11.0** Demonstrate democratic approaches to managing disagreements and resolving conflicts within a culture.
- 9-12.SS.CSI-12.0** Compare and contrast ideas about citizenship and cultural participation from the past with those of the present community.

Social Status – Identify How Social Status Influences Individual and Group Behaviors and How That Status Relates to the Position a Person Occupies within a Social Group

- 9-12.SS.SSI-1.0** Describe how social status affects social order.
- 9-12.SS.SSI-2.0** Explain how roles and role expectations can lead to role conflict.
- 9-12.SS.SSI-3.0** Examine and analyze various points of view relating to historical and current events.

Social Groups – Explore the Impacts of Social Groups on Individual and Group Behavior

- 9-12.SS.SGB-1.0** Describe how individuals are affected by the different social groups to which they belong.
- 9-12.SS.SGB-2.0** Identify major characteristics of social groups familiar to the students.
- 9-12.SS.SGB-3.0** Examine the ways that groups function, such as roles, interactions and leadership.
- 9-12.SS.SGB-4.0** Discuss the social norms of at least two groups to which the student belongs.
- 9-12.SS.SGB-5.0** Analyze what can occur when the rules of behavior are broken and analyze the possible consequences for unacceptable behavior.
- 9-12.SS.SGB-6.0** Identify the various types of norms (folkways, mores, laws, and taboos) and explain why these rules of behavior are considered important to society.
- 9-12.SS.SGB-7.0** Discuss the concept of deviance and how society discourages deviant behavior using social control.
- 9-12.SS.SGB-8.0** Explain how students are members of primary and secondary groups and how those group memberships influence students' behavior.
- 9-12.SS.SGB-9.0** Discuss how formal organizations influence behavior of their members.
- 9-12.SS.SGB-10.0** Distinguish the degree of assimilation that ethnic, cultural, and social groups achieve with the United States culture.
- 9-12.SS.SGB-11.0** Discuss how humans interact in a variety of social settings.

- 9-12.SS.SGB-12.0** Determine the cultural patterns of behavior within such social groups as rural/urban or rich/poor.
- 9-12.SS.SGB-13.0** Investigate and compare the ideas about citizenship and cultural participation of social groups from the past with those of the present community.

Social Institutions – Identify the Effects of Social Institutions on Individual and Group Behavior

- 9-12.SS.SIB-1.0** Identify basic social institutions and explain their impact on individuals, groups, and organizations within society and how they transmit the values of society.
- 9-12.SS.SIB-2.0** Discuss the concept of political power and factors that influence political power.
- 9-12.SS.SIB-3.0** Discuss how societies recognize rites of passage.
- 9-12.SS.SIB-4.0** Investigate stereotypes of the various United States subcultures, such as: American Indian, American cowboys, teenagers, Americans, gangs, and hippies, from a world perspective.
- 9-12.SS.SIB-5.0** Define ethnocentrism and explain how it can be beneficial or destructive to a culture.
- 9-12.SS.SIB-6.0** Identify the factors that influence change in social norms over time.
- 9-12.SS.SIB-7.0** Use various resources to interpret information about cultural life in the United States and other world cultures, both in the past and today.
- 9-12.SS.SIB-8.0** Analyze the primary and secondary groups common to different age groups in society.
- 9-12.SS.SIB-9.0** Conduct research and analysis on an issue associated with social structure or social institutions.
- 9-12.SS.SIB-10.0** Identify both rights and responsibilities the individual has to primary and secondary groups.
- 9-12.SS.SIB-11.0** Demonstrate democratic approaches to managing disagreements and solving conflicts within a social institution.
- 9-12.SS.SIB-12.0** Explain how roles and role expectations can lead to role conflict.

Social Change – Examine the Changing Nature of Society

- 9-12.SS.CNS-1.0** Describe how and why societies change over time.
- 9-12.SS.CNS-2.0** Examine various social influences that can lead to immediate and long-term changes.
- 9-12.SS.CNS-3.0** Describe how collective behavior can influence and change society.
- 9-12.SS.CNS-4.0** Examine how technological innovations and scientific discoveries have influenced major social institutions.
- 9-12.SS.CNS-5.0** Discuss how social interactions and culture could be affected in the future due to innovations in science and technological change.
- 9-12.SS.CNS-6.0** Describe how the role of the mass media has changed over time and project what changes might occur in the future.
- 9-12.SS.CNS-7.0** Distinguish major differences between social movements and collective behavior with examples from history and the contemporary world.
- 9-12.SS.CNS-8.0** Investigate the consequences in society as result of changes.
- 9-12.SS.CNS-9.0** Trace the development of the use of a specific type of technology in the community.
- 9-12.SS.CNS-10.0** Propose a plan to improve a social structure, and design the means needed to implement the change.

- 9-12.SS.CNS-11.0** Cite examples of the use of technology in social research.
- 9-12.SS.CNS-12.0** Evaluate a current issue that has resulted from scientific discoveries and/or technological innovations.

Social Problems – Analyze a Range of Social Problems in Today’s World

- 9-12.SS.RSP-1.0** Identify characteristics of a social problem, as opposed to an individual problem.
- 9-12.SS.RSP-2.0** Describe how social problems have changed over time.
- 9-12.SS.RSP-3.0** Explain how patterns of behavior are found with certain social problems.
- 9-12.SS.RSP-4.0** Discuss the implications of social problems for society.
- 9-12.SS.RSP-5.0** Examine how individual and group responses are often associated with social problems.
- 9-12.SS.RSP-6.0** Evaluate possible solutions to resolving social problems and the consequences that might result from those solutions.
- 9-12.SS.RSP-7.0** Survey local agencies involved in addressing social problems to determine the extent of the problems in the local community.
- 9-12.SS.RSP-8.0** Design and carry out school- and community-based projects to address a local aspect of a social problem.

Individual and Community – Examine the Role of the Individual as a Member of the Community; Explore Both Individual and Collective Behavior

- 9-12.SS.IMC-1.0** Describe traditions, roles, and expectations necessary for a community to continue.
- 9-12.SS.IMC-2.0** Describe how collective behavior (working in groups) can influence and change society. Use historical and contemporary examples to define collective behavior.
- 9-12.SS.IMC-3.0** Discuss theories that attempt to explain collective behavior.
- 9-12.SS.IMC-4.0** Define a social issue to be analyzed.
- 9-12.SS.IMC-5.0** Examine factors that could lead to the breakdown and disruption of an existing community.
- 9-12.SS.IMC-6.0** Discuss the impact of leaders of different social movements.
- 9-12.SS.IMC-7.0** Define propaganda and discuss the methods of propaganda and discuss the methods of propaganda used to influence social behavior.
- 9-12.SS.IMC-8.0** Discuss both the benefits and social costs of collective behavior in society.
- 9-12.SS.IMC-9.0** Identify a community social problem and discuss appropriate actions to address the problem.
- 9-12.SS.IMC-10.0** Investigate how incorrect communications, such as rumors or gossip, can influence group behavior.

WORLD HISTORY

History – Utilize Historical Inquiry Skills and Analytical Processes

- 9-12.SS.HIS-1.0** Use timelines to establish cause and effect relationships of historical events.
- 9-12.SS.HIS-2.0** Compare time measurement systems used by different cultures.
- 9-12.SS.HIS-3.0** Interpret and evaluate primary and secondary sources.
- 9-12.SS.HIS-4.0** Explain how historians use historical inquiry and other sciences to understand the past.

- 9-12.SS.HIS-5.0** Compare conflicting interpretations or schools of thought about world events and individual contributions to history (historiography).
- 9-12.SS.HIS-6.0** Evaluate the role of history in shaping identity and character.

History – Recognize Significant Events, Figures, and Contributions of Medieval Civilizations (Byzantine Empire, Western Europe, Japan)

- 9-12.SS.RMC-1.0** Locate the extent of Byzantine territory at the height of the empire.
- 9-12.SS.RMC-2.0** Describe the impact of Constantine the Great’s establishment of “New Rome” (Constantinople) and his recognition of Christianity as a legal religion.
- 9-12.SS.RMC-3.0** Analyze the extent to which the Byzantine Empire was a continuation of the old Roman Empire and in what ways it was a departure.
- 9-12.SS.RMC-4.0** Identify key figures associated with the Byzantine Empire.
- 9-12.SS.RMC-5.0** Explain the contributions of the Byzantine Empire.
- 9-12.SS.RMC-6.0** Describe the causes and effects of the Iconoclast controversy of the 8th and 9th centuries and the 11th century Christian schism between the churches of Constantinople and Rome.
- 9-12.SS.RMC-7.0** Analyze causes (Justinian’s Plague, ongoing attacks from the “barbarians,” the Crusades, and internal political turmoil) of the decline of the Byzantine Empire.
- 9-12.SS.RMC-8.0** Describe the rise of the Ottoman Turks, the conquest of Constantinople in 1453, and the subsequent growth of the Ottoman empire under the sultanate including Mehmet the Conqueror and Suleyman the Magnificent.
- 9-12.SS.RMC-9.0** Analyze the impact of the collapse of the Western Roman Empire on Europe.
- 9-12.SS.RMC-10.0** Describe the orders of medieval social hierarchy, the changing role of the Church, the emergence of feudalism, and the development of private property as a distinguishing feature of Western Civilization.
- 9-12.SS.RMC-11.0** Describe the rise and achievements of significant rulers in medieval Europe.
- 9-12.SS.RMC-12.0** Recognize the importance of Christian monasteries and convents as centers of education, charitable and missionary activity, economic productivity, and political power.
- 9-12.SS.RMC-13.0** Explain how Western civilization arose from a synthesis of classical Greco-Roman civilization, Judeo-Christian influence, and the cultures of northern European peoples promoting a cultural unity in Europe.
- 9-12.SS.RMC-14.0** Describe the causes and effects of the Great Famine of 1315-1316, The Black Death, The Great Schism of 1378, and the Hundred Years War on Western Europe.
- 9-12.SS.RMC-15.0** Determine the factors that contributed to the growth of a modern economy.
- 9-12.SS.RMC-16.0** Trace the growth and development of a national identity in the countries of England, France, and Spain.
- 9-12.SS.RMC-17.0** Identify key figures, artistic, and intellectual achievements of the medieval period in Western Europe.
- 9-12.SS.RMC-18.0** Describe developments in medieval English legal and constitutional history and their importance to the rise of modern democratic institutions and procedures.
- 9-12.SS.RMC-19.0** Describe the impact of Japan’s physiography on its economic and political development.
- 9-12.SS.RMC-20.0** Summarize the major cultural, economic, political, and religious developments in medieval Japan.
- 9-12.SS.RMC-21.0** Compare Japanese feudalism with Western European feudalism during the Middle Ages.

9-12.SS.RMC-22.0 Describe Japan’s cultural and economic relationship to China and Korea.

History – Recognize Significant Events, Figures, and Contributions of Islamic, Meso and South American, and Sub-Saharan African Civilizations

- 9-12.SS.IMS-1.0** Discuss significant people and beliefs associated with Islam.
- 9-12.SS.IMS-2.0** Compare the major beliefs and principles of Judaism, Christianity, and Islam.
- 9-12.SS.IMS-3.0** Determine the causes, effects, and extent of Islamic military expansion through Central Asia, North Africa, and the Iberian Peninsula.
- 9-12.SS.IMS-4.0** Describe the expansion of Islam into India and the relationship between Muslims and Hindus.
- 9-12.SS.IMS-5.0** Describe the achievements, contributions, and key figures associated with the Islamic Golden Age.
- 9-12.SS.IMS-6.0** Describe key economic, political, and social developments in Islamic history.
- 9-12.SS.IMS-7.0** Analyze the causes, key events, and effects of the European response to Islamic expansion beginning in the 7th century.
- 9-12.SS.IMS-8.0** Identify important figures associated with the Crusades.
- 9-12.SS.IMS-9.0** Trace the growth of major sub-Saharan African kingdoms and empires.
- 9-12.SS.IMS-10.0** Identify key significant economic, political, and social characteristics of Ghana.
- 9-12.SS.IMS-11.0** Identify key figures and significant economic, political, and social characteristics associated with Mali.
- 9-12.SS.IMS-12.0** Identify key figures and significant economic, political, and social characteristics associated with Songhai.
- 9-12.SS.IMS-13.0** Compare economic, political, and social developments in East, West, and South Africa.
- 9-12.SS.IMS-14.0** Examine the internal and external factors that led to the fall of the empires of Ghana, Mali, and Songhai.
- 9-12.SS.IMS-15.0** Analyze the legacies of the Olmec, Zapotec, and Chavin on later Meso and South American civilizations.
- 9-12.SS.IMS-16.0** Locate major civilizations of Mesoamerica and Andean South America.
- 9-12.SS.IMS-17.0** Describe the roles of people in the Maya, Inca, and Aztec societies.
- 9-12.SS.IMS-18.0** Compare the key economic, cultural, and political characteristics of the major civilizations of Meso and South America.
- 9-12.SS.IMS-19.0** Determine the impact of significant Meso and South American rulers such as Pacal the Great, Moctezuma I, and Huayna Capac.

History – Analyze the Causes, Events, and Effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration

- 9-12.SS.RRS-1.0** Identify the economic and political causes for the rise of the Italian city-states (Florence, Milan, Naples, Rome, Venice).
- 9-12.SS.RRS-2.0** Recognize major influences on the architectural, artistic, and literary developments of Renaissance Italy (Classical, Byzantine, Islamic, Western European).
- 9-12.SS.RRS-3.0** Identify the major artistic, literary, and technological contributions of individuals during the Renaissance.
- 9-12.SS.RRS-4.0** Identify characteristics of Renaissance humanism in works of art.
- 9-12.SS.RRS-5.0** Describe how ideas from the Middle Ages and Renaissance led to the Scientific Revolution.

- 9-12.SS.RRS-6.0** Describe how scientific theories and methods of the Scientific Revolution challenged those of the early classical and medieval periods.
- 9-12.SS.RRS-7.0** Identify criticisms of the Roman Catholic Church by individuals such as Wycliffe, Hus and Erasmus and their impact on later reformers.
- 9-12.SS.RRS-8.0** Summarize religious reforms associated with Luther, Calvin, Zwingli, Henry VIII, and John of Leyden and the effects of the Reformation on Europe.
- 9-12.SS.RRS-9.0** Analyze the Roman Catholic Church's response to the Protestant Reformation in the forms of the Counter and Catholic Reformation.
- 9-12.SS.RRS-10.0** Identify the major contributions of individuals associated with the Scientific Revolution.
- 9-12.SS.RRS-11.0** Summarize the causes that led to the Age of Exploration, and identify major voyages and sponsors.
- 9-12.SS.RRS-12.0** Evaluate the scope and impact of the Columbian Exchange on Europe, Africa, Asia, and the Americas.
- 9-12.SS.RRS-13.0** Examine the various economic and political systems of Portugal, Spain, the Netherlands, France, and England in the Americas.
- 9-12.SS.RRS-14.0** Recognize the practice of slavery and other forms of forced labor experienced during the 13th through 17th centuries in East Africa, West Africa, Europe, Southwest Asia, and the Americas.
- 9-12.SS.RRS-15.0** Explain the origins, developments, and impact of the trans-Atlantic slave trade between West Africa and the Americas.

History – Analyze the Causes, Events, and Effects of the Enlightenment and Its Impact on the American, French, and other Revolutions

- 9-12.SS.ERV-1.0** Compare the causes and effects of the development of constitutional monarchy in England with those of the development of absolute monarchy in France, Spain, and Russia.
- 9-12.SS.ERV-2.0** Identify major causes of the Enlightenment.
- 9-12.SS.ERV-3.0** Summarize the major ideas of Enlightenment philosophers.
- 9-12.SS.ERV-4.0** Evaluate the impact of Enlightenment ideals on the development of economic, political, and religious structures in the Western world.
- 9-12.SS.ERV-5.0** Analyze the extent to which the Enlightenment impacted the American and French Revolutions.
- 9-12.SS.ERV-6.0** Summarize the important causes, events, and effects of the French Revolution including the rise and rule of Napoleon.
- 9-12.SS.ERV-7.0** Describe the causes and effects of 19th Latin American and Caribbean independence movements led by people including Bolivar, de San Martin, and L' Overture.

History – Understand the Development of Western and Non-Western Nationalism, Industrialization and Imperialism, and the Significant Processes and Consequences of Each

- 9-12.SS.NII-1.0** Describe the agricultural and technological innovations that led to industrialization in Great Britain and its subsequent spread to continental Europe, the United States, and Japan.
- 9-12.SS.NII-2.0** Summarize the social and economic effects of the Industrial Revolution.
- 9-12.SS.NII-3.0** Compare the philosophies of capitalism, socialism, and communism as described by Adam Smith, Robert Owen, and Karl Marx.

- 9-12.SS.NII-4.0** Describe the 19th and early 20th century social and political reforms and reform movements and their effects in Africa, Asia, Europe, the United States, the Caribbean, and Latin America.
- 9-12.SS.NII-5.0** Summarize the causes, key events, and effects of the unification of Italy and Germany.
- 9-12.SS.NII-6.0** Analyze the causes and effects of imperialism.
- 9-12.SS.NII-7.0** Identify major events in China during the 19th and early 20th centuries related to imperialism.

History – Recognize Significant Causes, Events, Figures, and Consequences of the Great War Period and the Impact on Worldwide Balance of Power

- 9-12.SS.GWP-1.0** Analyze the causes of World War I including the formation of European alliances and the roles of imperialism, nationalism, and militarism.
- 9-12.SS.GWP-2.0** Describe the changing nature of warfare during World War I.
- 9-12.SS.GWP-3.0** Summarize significant effects of World War I.
- 9-12.SS.GWP-4.0** Describe the causes and effects of the German economic crisis of the 1920s and the global depression of the 1930s, and analyze how governments responded to the Great Depression.
- 9-12.SS.GWP-5.0** Describe the rise of authoritarian governments in the Soviet Union, Italy, Germany, and Spain, and analyze the policies and main ideas of Vladimir Lenin, Joseph Stalin, Benito Mussolini, Adolf Hitler, and Francisco Franco.
- 9-12.SS.GWP-6.0** Analyze the restriction of individual rights and the use of mass terror against populations in the Soviet Union, Nazi Germany, and occupied territories.
- 9-12.SS.GWP-7.0** Trace the causes and key events related to World War II.
- 9-12.SS.GWP-8.0** Explain the causes, events, and effects of the Holocaust (1933-1945) including its roots in the long tradition of anti-Semitism, 19th century ideas about race and nation, and Nazi dehumanization of the Jews and other victims.
- 9-12.SS.GWP-9.0** Identify the wartime strategy and post-war plans of the Allied leaders.
- 9-12.SS.GWP-10.0** Summarize the causes and effects of President Truman’s decision to drop the atomic bombs on Japan.
- 9-12.SS.GWP-11.0** Describe the effects of World War II.

History – Recognize Significant Events and People from the Post World War II and Cold War Eras

- 9-12.SS.CWE-1.0** Identify the United States and Soviet aligned states of Europe, and contrast their political and economic characteristics.
- 9-12.SS.CWE-2.0** Describe characteristics of the early Cold War.
- 9-12.SS.CWE-3.0** Summarize key developments in post-war China.
- 9-12.SS.CWE-4.0** Summarize the causes and effects of the arms race and proxy wars in Africa, Asia, Latin America, and the Middle East.
- 9-12.SS.CWE-5.0** Identify the factors that led to the decline and fall of communism in the Soviet Union and Eastern Europe.
- 9-12.SS.CWE-6.0** Explain the 20th century background for the establishment of the modern state of Israel in 1948 and the ongoing military and political conflicts between Israel and the Arab-Muslim world.
- 9-12.SS.CWE-7.0** Compare post-war independence movements in African, Asian, and Caribbean countries.

- 9-12.SS.CWE-8.0** Describe the rise and goals of nationalist leaders in the post-war era and the impact of their rule on their societies.
- 9-12.SS.CWE-9.0** Analyze the successes and failures of democratic reform movements in Africa, Asia, the Caribbean, and Latin America.
- 9-12.SS.CWE-10.0** Explain the impact of religious fundamentalism in the last half of the 20th century, and identify related events and forces in the Middle East over the last several decades.

History – Identify Major Economic, Political, Social, and Technological Trends Beginning in the 20th Century

- 9-12.SS.EPS-1.0** Identify major scientific figures and breakthroughs of the 20th century, and assess their impact on contemporary life.
- 9-12.SS.EPS-2.0** Describe the causes and effects of post-World War II economic and demographic changes.
- 9-12.SS.EPS-3.0** Explain cultural, historical, and economic factors and governmental policies that created the opportunities for ethnic cleansing or genocide in Cambodia, the Balkans, Rwanda, and Darfur, and describe various governmental and non-governmental responses to them.
- 9-12.SS.EPS-4.0** Describe the causes and effects of twentieth century nationalist conflicts.
- 9-12.SS.EPS-5.0** Assess the social and economic impact of pandemics on a global scale, particularly within the developing and under-developed world.
- 9-12.SS.EPS-6.0** Analyze the rise of regional trade blocs such as the European Union and NAFTA, and predict the impact of increased globalization in the 20th and 21st centuries.
- 9-12.SS.EPS-7.0** Describe the impact of and global response to international terrorism.

AP WORLD HISTORY

Humans and the Environment – The Environment Shapes Human Societies, and as Populations Grow and Change, These Populations in Turn Shape Their Environments

- 9-12.SS.HEV-1.0** Explain the role of environmental factors in the development of networks of exchange in the period from c. 1200 to c. 1450.
- 9-12.SS.HEV-2.0** Explain the environmental effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.
- 9-12.SS.HEV-3.0** Explain the similarities and differences among the various networks of exchange in the period from c. 1200 to c. 1450.
- 9-12.SS.HEV-4.0** Explain the causes of the Columbian Exchange and its effects on the Eastern and Western Hemispheres.
- 9-12.SS.HEV-5.0** Explain how environmental factors contributed to industrialization from 1750 to 1900.
- 9-12.SS.HEV-6.0** Explain how various environmental factors contributed to the development of the global economy from 1750 to 1900.
- 9-12.SS.HEV-7.0** Explain how various environmental factors contributed to the development of varied patterns of migration from 1750 to 1900.
- 9-12.SS.HEV-8.0** Explain how environmental factors affected human populations over time.
- 9-12.SS.HEV-9.0** Explain the causes and effects of environmental changes in the period from 1900 to present.

Cultural Developments and Interactions: The Development of Ideas, Beliefs, and Religions Illustrates How Groups in Society View Themselves, and The Interactions of Societies and Their Beliefs Often Have Political, Social, and Cultural Implications

- 9-12.SS.IBR-1.0** Explain the effects of Chinese cultural traditions on East Asia over time.
- 9-12.SS.IBR-2.0** Explain how systems of belief and their practices affected society in the period from c. 1200 to c. 1450.
- 9-12.SS.IBR-3.0** Explain how the beliefs and practices of the predominant religions in Europe affected European society.
- 9-12.SS.IBR-4.0** Explain the significance of the Mongol Empire in larger patterns of continuity and change.
- 9-12.SS.IBR-5.0** Explain the effects of the growth of networks of exchange after 1200.
- 9-12.SS.IBR-6.0** Explain the intellectual and cultural effects of the various networks of exchange in Afro-Eurasia from c. 1200 to c. 1450.
- 9-12.SS.IBR-7.0** Explain continuity and change within the various belief systems during the period from 1450 to 1750.
- 9-12.SS.IBR-8.0** Compare the methods by which various empires increased their influence from 1450 to 1750.
- 9-12.SS.IBR-9.0** Explain the similarities and differences in how various belief systems affected societies from 1450 to 1750.
- 9-12.SS.IBR-10.0** Explain the intellectual and ideological context in which revolutions swept the Atlantic world from 1750 to 1900.
- 9-12.SS.IBR-11.0** Explain how ideologies contributed to the development of imperialism from 1750 to 1900.
- 9-12.SS.IBR-12.0** Explain the causes and effects of the ideological struggle of the Cold War.
- 9-12.SS.IBR-13.0** Explain various reactions to existing power structures in the period after 1900.
- 9-12.SS.IBR-14.0** Explain how and why globalization changed culture over time.
- 9-12.SS.IBR-15.0** Explain the various responses to increasing globalization from 1900 to present.

Governance – A Variety of Internal and External Factors Contribute to State Formation, Expansion, and Decline. Governments Maintain Order through a Variety of Administrative Institutions, Policies, and Procedures, and Governments Obtain, Retain, and Exercise Power in Different Ways and for Different Purposes

- 9-12.SS.FED-1.0** Explain the systems of government employed by Chinese dynasties and how they developed over time.
- 9-12.SS.FED-2.0** Explain the causes and effects of the rise of Islamic states over time.
- 9-12.SS.FED-3.0** Explain how the various belief systems and practices of South and Southeast Asia affected society over time.
- 9-12.SS.FED-4.0** Explain how and why various states of South and Southeast Asia developed and maintained power over time.
- 9-12.SS.FED-5.0** Explain how and why states in the Americas developed and changed over time.
- 9-12.SS.FED-6.0** Explain how and why states in Africa developed and changed over time.
- 9-12.SS.FED-7.0** Explain the causes and consequences of political decentralization in Europe from c. 1200 to c. 1450.
- 9-12.SS.FED-8.0** Explain the process of state building and decline in Eurasia over time.
- 9-12.SS.FED-9.0** Explain how the expansion of empires influenced trade and communication over time.

- 9-12.SS.FED-10.0** Explain how and why various land-based empires developed and expanded from 1450 to 1750.
- 9-12.SS.FED-11.0** Explain how rulers used a variety of methods to legitimize and consolidate their power in land-based empires from 1450 to 1750.
- 9-12.SS.FED-12.0** Describe the role of states in the expansion of maritime exploration from 1450 to 1750.
- 9-12.SS.FED-13.0** Explain the process of state building and expansion among various empires and states in the period from 1450 to 1750.
- 9-12.SS.FED-14.0** Explain the effects of the development of state power from 1450 to 1750.
- 9-12.SS.FED-15.0** Explain causes and effects of the various revolutions in the period from 1750 to 1900.
- 9-12.SS.FED-16.0** Explain the causes and effects of economic strategies of different states and empires.
- 9-12.SS.FED-17.0** Compare processes by which state power shifted in various parts of the world from 1750 to 1900.
- 9-12.SS.FED-18.0** Explain how and why internal and external factors have influenced the process of state building from 1750 to 1900.
- 9-12.SS.FED-19.0** Explain how internal and external factors contributed to change in various states after 1900.
- 9-12.SS.FED-20.0** Explain the causes and consequences of World War I.
- 9-12.SS.FED-21.0** Explain the continuities and changes in territorial holdings from 1900 to the present.
- 9-12.SS.FED-22.0** Explain the causes and consequences of World War II.
- 9-12.SS.FED-23.0** Explain similarities and differences in how governments used a variety of methods to conduct war.
- 9-12.SS.FED-24.0** Compare the ways in which the United States and the Soviet Union sought to maintain influence over the course of the Cold War.
- 9-12.SS.FED-25.0** Compare the processes by which various peoples pursued independence after 1900.
- 9-12.SS.FED-26.0** Explain how political changes in the period from c. 1900 to the present led to territorial, demographic, and nationalist developments.
- 9-12.SS.FED-27.0** Explain the causes of the end of the Cold War.
- 9-12.SS.FED-28.0** Explain the extent to which the effects of the Cold War were similar in the Eastern and Western Hemispheres.
- 9-12.SS.FED-29.0** Explain how and why globalization changed international interactions among states.
- 9-12.SS.FED-30.0** Explain the extent to which science and technology brought change in the period from 1900 to the present.

Economic Systems – As Societies Develop, They Affect and Are Affected by the Ways That They Produce, Exchange, and Consume Goods and Services

- 9-12.SS.PEC-1.0** Explain the effects of innovation on the Chinese economy over time.
- 9-12.SS.PEC-2.0** Explain the causes and effects of growth of networks of exchange after 1200.
- 9-12.SS.PEC-3.0** Explain how the expansion of empires influenced trade and communication over time.
- 9-12.SS.PEC-4.0** Explain the causes of the growth of networks of exchange after 1200.
- 9-12.SS.PEC-5.0** Explain the economic causes and effects of maritime exploration by the various European states.

- 9-12.SS.PEC-6.0 Explain the continuities and changes in economic systems and labor systems from 1450 to 1750.
- 9-12.SS.PEC-7.0 Explain the continuities and changes in networks of exchange from 1450 to 1750.
- 9-12.SS.PEC-8.0 Explain the development of economic systems, ideologies, and institutions and how they contributed to change in the period from 1750 to 1900.
- 9-12.SS.PEC-9.0 Explain how various economic factors contributed to the development of the global economy from 1750 to 1900.
- 9-12.SS.PEC-10.0 Explain how various economic factors contributed to the development of varied patterns of migration from 1750 to 1900.
- 9-12.SS.PEC-11.0 Explain how different governments responded to economic crisis after 1900.
- 9-12.SS.PEC-12.0 Explain the historical context of the Cold War after 1945.
- 9-12.SS.PEC-13.0 Explain the causes and consequences of China’s adoption of communism.
- 9-12.SS.PEC-14.0 Explain the economic changes and continuities resulting from the process of decolonization.
- 9-12.SS.PEC-15.0 Explain the continuities and changes in the global economy from 1900 to present.

Social Interactions and Organization – The Process by Which Societies Group Their Members and the Norms That Govern the Interactions Between These Groups and Between Individuals Influence Political, Economic, and Cultural Institutions and Organization

- 9-12.SS.NRM-1.0 Explain the effects of agriculture on social organization in Europe from c. 1200 to c. 1450.
- 9-12.SS.NRM-2.0 Explain the similarities and differences in the processes of state formation from c. 1200 to c. 1450.
- 9-12.SS.NRM-3.0 Explain changes and continuities in systems of slavery in the period from 1450 to 1750.
- 9-12.SS.NRM-4.0 Explain how rulers employed economic strategies to consolidate and maintain power throughout the period from 1450 to 1750.
- 9-12.SS.NRM-5.0 Explain how political, economic, and cultural factors affected society from 1450 to 1750.
- 9-12.SS.NRM-6.0 Explain how social categories, roles, and practices have been maintained or have changed over time.
- 9-12.SS.NRM-7.0 Explain how economic developments from 1450 to 1750 affected social structures over time.
- 9-12.SS.NRM-8.0 Explain how the Enlightenment affected societies over time.
- 9-12.SS.NRM-9.0 Explain the causes and effects of calls for changes in industrial societies from 1750 to 1900.
- 9-12.SS.NRM-10.0 Explain the extent to which industrialization brought change from 1750 to 1900.
- 9-12.SS.NRM-11.0 Explain how industrialization caused change in existing social hierarchies and standards of living.
- 9-12.SS.NRM-12.0 Explain how and why new patterns of migration affected society from 1750 to 1900.
- 9-12.SS.NRM-13.0 Explain the relative significance of the effects of imperialism from 1750 to 1900.
- 9-12.SS.NRM-14.0 Explain the various causes and consequences of mass atrocities in the period from 1900 to the present.
- 9-12.SS.NRM-15.0 Explain the relative significance of the causes of global conflict in the period 1900 to the present.
- 9-12.SS.NRM-16.0 Explain the causes and effects of movements to redistribute economic resources.

9-12.SS.NRM-17.0 Explain how social categories, roles, and practices have been maintained and challenged over time.

Technology and Innovation: Human Adaptation and Innovation Have Resulted in Increased Efficiency, Comfort, and Security, and Technological Advances Have Shaped Human Development and Interactions with Both Intended and Unintended Consequences

9-12.SS.AIN-1.0 Explain the effects of intellectual innovation in Dar al-Islam.

9-12.SS.AIN-2.0 Explain the causes and effects of the growth of trans-Saharan trade.

9-12.SS.AIN-3.0 Explain how cross-cultural interactions resulted in the diffusion of technology and facilitated changes in patterns of trade and travel from 1450 to 1750.

9-12.SS.AIN-4.0 Explain how different modes and locations of production have developed and changed over time and locations of production have developed and changed over time.

9-12.SS.AIN-5.0 Explain how technology shaped economic production over time.

9-12.SS.AIN-6.0 Explain how governments used a variety of methods to conduct war.

9-12.SS.AIN-7.0 Explain how the development of new technologies changed the world from 1900 to present.