

Citizenship

Reading and Writing in Social Studies

1. Demonstrate proficiency in reading in the content area.

- a) I can determine the central idea, accurately summarize, and cite textual evidence using primary and secondary sources.
- b) I can analyze the relationship between a primary and secondary source on the same topic.
- c) I can describe how a text presents information and identify key steps in a text's description of a social studies process.
- d) I can determine the meaning of social studies vocabulary words and phrases as they are used in a text.
- e) I can identify aspects of a text that reveal an author's point of view and distinguish among fact, opinion and reasoned judgment in a text.
- f) I can integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

2. Explain individual and civic responsibilities of citizens of the United States.

- a) I can identify the criteria for a person to be considered a citizen, including the steps of the naturalization process.
- b) I can differentiate between the rights, social responsibilities, and personal duties of citizens.

Economics

3. Demonstrate how the principles of the U.S. economy influence the decisions of individuals, governments, and businesses.

- a) I can apply the principles of opportunity cost and scarcity to personal economic decisions.

b) I can create a monthly budget by applying the principles of scarcity, fixed expenses, and variable expenses.

Government

4. Explain the structure, powers, and functions of the legislative, executive, and judicial branches of the federal, state, and local governments.

- a) I can classify powers as belonging to the federal government, the state government, or as powers they share.
- b) I can explain the structure of the federal and state legislative, executive, and judicial branches.
- c) I can compare and contrast the functions of state and federal branches of government.
- d) I can explain the Congressional process of creating a law.
- e) I can explain the differences between criminal and civil court cases.
- f) I can explain the differences between juvenile and adult court cases.
- g) I can explain how the electoral college is used to elect the president of the United States.
- h) I can explain the federal system of checks and balances and provide accurate examples.

History

5. Identify essential characteristics of and ideals embedded in the Declaration of Independence, the Constitution, and the Bill of Rights.

- a) I can identify the critical events leading up to the creation of the Declaration of Independence, the Constitution, and the Bill of Rights.
- b) I can describe the purpose and content of the Declaration of Independence.
- c) I can identify the influence of writers, philosophers, and past societies on the founding principles of the American government.
- d) I can explain the weaknesses of the Articles of Confederation.

- e) I can identify the key components of the New Jersey and Virginia Plans.
- f) I can describe compromises made during the drafting of the Constitution.
- g) I can contrast the opinions of the Federalists and Anti-Federalists regarding the balance of power in the American government.
- h) I can describe the structure of the Constitution including the Preamble, 7 Articles, and the Amendments.
- i) I can understand protections given by the Bill of Rights and the relevance to citizens today.
- j) I can compare and contrast the U.S. system of democracy with other forms of government such as monarch, dictatorship, etc.

Physical Geography

6. Use maps, globes, and geographic technology to locate and describe physical characteristics of select regions of the Eastern Hemisphere and Europe.

- a) I can locate a place using latitude and longitude.
- b) I can determine how location affects climate and vegetation.
- c) I can describe the differences between climate regions.
- d) I can analyze types of maps for their appropriate use.
- e) I can explain how the earth's tilt causes seasons.
- f) I can identify the parts of a map and describe their purposes.
- g) I can identify Earth's hemispheres, continents, and oceans.
- h) I can differentiate between absolute and relative location.
- i) I can identify cardinal and intermediate directions.

Human Geography

7. Explain how the physical geography affects selected regions of the Eastern Hemisphere and Europe.

- a) I can explain the earth's population distribution based on earth's physical geography.

b) I can give examples of how physical geography influences agriculture, housing, transportation, economy and vegetation.

8. Identify the cultural, political, and economic characteristics of selected regions of the Eastern Hemisphere and Europe.

- a) I can identify and label political divisions of Europe, Africa, Asia, and Oceania.
- b) I can identify and label major physical features of Europe, Africa, Asia and Oceania.
- c) I can explain how development impacts a nation's demography.
- d) I can explain the economic effects of population growth and/or decline.
- e) I can identify the cultural, political, and economic characteristics of regions of Africa.
- f) I can identify cultural, political, and economic characteristics of regions of Asia.
- g) I can identify cultural, political, and economic characteristics of Europe.

Environmental Change

9. Analyze change in the environment due to natural phenomena and human activity.

- a) I can identify changes in the environment due to natural phenomenon such as hurricanes, volcanoes, earthquakes, etc.
- b) I can identify causes and affects of desertification and deforestation.
- c) I can explain possible detrimental effects of human activity on the environment and possible solutions.
- d) I can identify the ways that humans change the environment to accommodate their needs such as terracing mountains to create farm land, building dams to produce hydroelectric power, and building oil rigs in the ocean to produce petroleum.
- e) I can categorize natural resources into renewable and non-renewable resources.
- f) I can identify how the use of natural resources impacts a nation's human development index ranking.

Conflict

10. **Identify reoccurring sources of conflict within and between countries of the Eastern Hemisphere, including all of Europe.**

- a) I can identify sources of historical and present conflict in selected regions and between selected countries in the Eastern Hemisphere and Europe.
- b) I can analyze sources of conflicts to identify reoccurring themes.

Literacy Skills

11. **Demonstrate proficiency in writing in the content area.**

- a) I can write arguments focused on discipline-specific content.
- b) I can write informative/explanatory texts, including the narration of historical events or technical processes.
- c) I can produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- d) I can draw evidence from informational texts to support analysis, reflection and research.
- e) I can use technology, as well as multiple print and digital resources, to conduct research, gather relevant information, and produce and publish writing that presents the relationship between information and ideas clearly and efficiently.

12. **Implement argument, research and interpretations of content throughout the Social Studies Curriculum.**

- a) I can interpret primary and secondary documents through multiple print and digital resources.
- b) I can assess leadership qualities and their influences on society.
- c) I can evaluate sources of information to identify opinion, bias, and prejudice.
- d) I can determine argument based on central questions and evidence.
- e) I can defend multiple points of view based on central questions and evidence and draw conclusions through writing.

- f) I can compose an informative/explanatory piece of writing that displays my understanding of a historical event.
- g) I can identify characteristics of an informed and responsible citizen.
- h) I can make connections between the past and modern worlds.
- i) I can analyze content through charts, graphs and maps.

****There will be an emphasis on the use of current events in order to address the reading, writing, and content standards listed above.***