



**KENOSHA UNIFIED SCHOOL DISTRICT NO. 1  
CURRICULUM AND INSTRUCTIONAL SERVICES**

**STANDARDS AND BENCHMARKS  
SOCIAL STUDIES  
GRADES 9-12**

<p align="center"><b>GRADE 9 U.S. HISTORY</b></p>	<p align="center"><b>GRADE 10 WORLD HISTORY</b></p>	<p align="center"><b>GRADE 11/12 GOVERNMENT AND POLITICS</b></p>	<p align="center"><b>GRADE 11/12 BEHAVIORAL SCIENCES P—Psychology, S—Sociology, A— American Society</b></p>
<p>Standard A: Geography—People, Places, and Environments</p>			
<p>Use a variety of maps to understand the geographic expansion of the United States from Reconstruction to the present.</p> <p>A-1.9</p>	<p>Use a variety of maps to understand the location and growth of past societies throughout various world regions.</p> <p>A-1.10</p>	<p>Use maps and geographical data to analyze the distribution of voting behavior and campaign strategy in the United States.</p> <p>A-1.11</p>	
<p>Construct mental maps representing relative location, direction, size and shape of selected locales, regions, states, as pertains to the growth and development from Reconstruction to the present.</p> <p>A-2.9</p>	<p>Construct mental maps of the world and the world’s regions, and draw maps from memory showing major physical and human features.</p> <p>A-2.10</p>		
<p>Use an atlas to identify dominant patterns of population growth and land use in the United States from Reconstruction to the present.</p> <p>A-3.9</p>	<p>Use an atlas to identify dominant patterns of population growth and land use in world history.</p> <p>A-3.10</p>		
<p>Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influence United States trade and shape its economic patterns.</p> <p>A-4.9</p>	<p>Use a variety of geographic information and resources to analyze and illustrate the ways in which the unequal global distribution of natural resources influenced trade and shaped economic patterns in world history.</p> <p>A-4.10</p>		
<p><i>Describe scientific and technological development from Reconstruction to the present in the United States, and analyze the ways in which development affects environment and culture.</i></p> <p>A-5.9</p>	<p><i>Describe scientific and technological development in various regions of the world, and analyze the ways in which development affects environment and culture.</i></p> <p>A-5.10</p>		<p>Analyze the effect of cultural ethics and values in various parts of the world on scientific and technological development. (S)</p> <p>A-5.12</p>

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Adopted  
July 2008

<p style="text-align: center;"><b>GRADE 9 U.S. HISTORY</b></p>	<p style="text-align: center;"><b>GRADE 10 WORLD HISTORY</b></p>	<p style="text-align: center;"><b>GRADE 11/12 GOVERNMENT AND POLITICS</b></p>	<p style="text-align: center;"><b>GRADE 11/12 BEHAVIORAL SCIENCES P—Psychology, S—Sociology, A— American Society</b></p>
<p>Describe the movement of people, ideas, and products in United States history from Reconstruction to the present.</p> <p>A-6.9</p>	<p>Describe the movement of people, ideas, diseases, and products throughout world history.</p> <p>A-6.10</p>		
<p>Analyze the short-term and long-term effects that major changes in population in various parts of the United States have had or might have on the environment.</p> <p>A-7.9</p>	<p>Analyze the short-term and long-term effects that major changes in population in various parts of the world have had or might have on the environment.</p> <p>A-7.10</p>		
<p>Identify and analyze cultural factors (e.g., human needs, values, ideals, and public policies) that influence the architectural design of places in the United States from Reconstruction to the present.</p> <p>A-8.8</p>	<p>Identify and analyze cultural factors (e.g., human needs, values, ideals, and public policies) that influence the architectural design of places in world history.</p> <p>A-8.10</p>		
<p><i>Give examples and analyze conflict and cooperation in the development of cultural regions and political boundaries in United States history from Reconstruction to the present.</i></p> <p><b>A-9.9</b></p>	<p>Analyze conflict and cooperation in the establishment of cultural regions and political boundaries throughout world history.</p> <p>A-9.10</p>		

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<p><b>STANDARD B: HISTORY—Time, Continuity, and Change</b></p>			
<p>Analyze primary and secondary sources pertaining to an historical question in United States history; and evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.</p> <p><b>B-1.9</b></p>	<p>Analyze primary and secondary sources pertaining to an historical question in world history; and evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.</p> <p><b>B-1.10</b></p>	<p>Analyze primary and secondary sources pertaining to an historical question regarding the development of government and politics to evaluate their relevance, make comparisons, integrate new information with prior knowledge, and come to a reasoned conclusion.</p> <p><b>B-1.11</b></p>	
<p><i>Describe the purpose and effects of treaties, alliances, and international organizations that characterize United States policy from Reconstruction to the present.</i></p> <p><b>B-2.9</b></p>	<p>Describe the purpose and effects of treaties, alliances, and international organizations throughout world history.</p> <p><b>B-2.10</b></p>		
<p><i>Assess the validity of different interpretations of significant historical events in United States history that occurred from Reconstruction to the present.</i></p> <p><b>B-3.9</b></p>	<p>Assess the validity of different interpretations of significant historical events in world history.</p> <p><b>B-3.10</b></p>	<p>Assess the validity of different interpretations of significant political events in the United States.</p> <p><b>B-3.11</b></p>	
<p><i>Explain different points of view on the same historical event in United States history using data gathered from primary and secondary sources (e.g., letters, journals, diaries, newspapers, government documents, and speeches).</i></p> <p><b>B-4.9</b></p>	<p>Explain different points of view on the same historical event in world history using data gathered from primary and secondary sources (e.g., letters, journals, diaries, newspapers, government documents, and speeches).</p> <p><b>B-4.10</b></p>	<p>Explain different points of view on the same historical event that relates to government and politics using data gathered from primary and secondary sources (e.g., letters, journals, diaries, newspapers, government documents, and speeches).</p> <p><b>B-4.11</b></p>	<p><i>Explain different points of view on the same historical event as it pertains to behavioral science using data gathered from primary and secondary sources (e.g., letters, journals, diaries, newspapers, government documents, and speeches). (S, AS)</i></p> <p><b>B-4.12</b></p>
<p>Recall, select, and analyze significant historical periods and their relationships in United States history.</p>	<p><i>Recall, select, and analyze significant historical periods and their relationships throughout world history.</i></p>		

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<p>B-6.9</p> <p>Select instances of scientific, intellectual, and religious change in various regions of the United States at different times, and discuss the impact of those changes on beliefs and values.</p>	<p><b><i>B-6.10</i></b></p> <p><b><i>Select instances of scientific, intellectual, and religious change in various regions of the world at different times in world history and discuss the impact of those changes on beliefs and values.</i></b></p>		
<p>B-7.9</p> <p><b><i>Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.</i></b></p>	<p><b><i>B-7.10</i></b></p> <p>Select and analyze documents that have influenced the legal and political history of the world.</p>	<p>Select and analyze various documents that have influenced the legal, political, and constitutional heritage of the United States.</p>	
<p><b><i>B-8.9</i></b></p> <p>Compare and analyze why the United States Government has sometimes sought peaceful resolutions to conflicts and at other times gone to war.</p>	<p>B-8.10</p> <p><b><i>Analyze examples of ongoing change within and across cultures (e.g., the development of ancient civilizations; the rise of nation-state; and the social, economic, and political revolutions).</i></b></p>	<p>B-8.11</p>	
<p>B-9.9</p> <p>Recall, select, and explain the significance of important people, including their work and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within United States history from Reconstruction to the present.</p>	<p><b><i>B-9.10</i></b></p> <p><b><i>Recall, select, and explain the significance of important people, including their work and their ideas in the areas of political and intellectual leadership, inventions, discoveries, and the arts, within each major era of world history.</i></b></p>	<p>Recall, select, and explain the significance of important people and their ideas in the areas of political leadership.</p>	
<p>B-10.9</p>	<p><b><i>B-10.10</i></b></p>	<p>B-10.11</p>	

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<p><i>Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination in the United States.</i></p> <p><b><i>B-11.9</i></b></p>	<p>Explain the history of slavery, racial and ethnic discrimination, and efforts to eliminate discrimination throughout the world.</p> <p>B-11.10</p>		
<p>Identify major works of art and literature produced in the United States, and explain how they reflect the era in which they were created.</p> <p>B-12.9</p>	<p>Identify major art and literature movements in world history, and explain how those movements reflect the era in which they were created.</p> <p>B-12.10</p>		
<p>Identify a historical or contemporary event in the study of United States history in which a person was forced to take an ethical position (e.g., a decision to go to war, the impeachment of a president, and a presidential pardon), and explain the issues involved.</p> <p>B-13.9</p>	<p>Identify a historical or contemporary event in the study of world history in which a person was forced to take an ethical position, and explain the issues involved.</p> <p>B-13.10</p>		
<p><i>Analyze the history, culture, tribal sovereignty, and current status of the American Indian tribes, including treaties, treaty rights, and reservations.</i></p> <p><b><i>B-14.9</i></b></p>			
	<p><i>Explain the origins, central ideas, and global influence of religions (e.g., Buddhism, Christianity, Hinduism, Islam, and Judaism).</i></p> <p><b><i>B-14.10</i></b></p>		
<p><i>Identify historical and current instances when United States national interests and global interests have seemed to be opposed, and analyze the issues involved.</i></p> <p><b><i>B-15.9</i></b></p>	<p>Identify historical and current instances when a country's interests—nationally and globally—have seemed to be opposed, and analyze the issues involved.</p> <p>B-15.10</p>		

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<b>STANDARD C: POLITICAL SCIENCE AND CITIZENSHIP—Power, Authority, Governance, and Responsibility</b>			
<p>Explain the challenges to democracy’s basic principles (e.g., individual rights, equal opportunity, equal protection under the law, freedom of speech, etc.) from Reconstruction to the present.</p> <p>C-1.9</p>	<p>Describe how different political systems define and protect individual human rights.</p> <p>C-1.10</p>	<p>Describe how the United States political systems define and protect individual human rights (e.g., people with disabilities, ethnic and racial groups, minorities, and women).</p> <p>C-1.11</p>	<p>Describe the evolution of movements to assert rights by people with disabilities. (P)</p> <p>C-1.12</p>
<p><i>Trace how legal and historical interpretations of liberty, equality, justice, and power have evolved in the United States from Reconstruction to the present.</i></p> <p><b>C-2.9</b></p>	<p>Analyze different theories of how governmental powers might be used to help promote or hinder liberty, equality, and justice; and develop a reasoned conclusion.</p> <p>C-2.10</p>	<p><i>Trace how legal and historical interpretations of liberty, equality, justice, and power—as identified in the Constitution, the Bill of Rights, and other Constitutional amendments—have changed and evolved over time.</i></p> <p><b>C-2.11</b></p>	
<p>Explain the multiple purposes of democratic government; analyze historical and contemporary examples of the tensions between those purposes; and illustrate how governmental powers can be acquired, used, abused, or legitimized.</p> <p>C-3.9</p>	<p>Explain how laws and government political systems evolved through world history.</p> <p>C-3.10</p>		
<p>Explain the United States’ relationship with other nations and its role in international organizations (e.g., the United Nations, the North Atlantic Treaty Organization, World Bank, International Monetary Fund, and the North American Free Trade Agreement).</p> <p>C-4.9</p>	<p>Explain the role of other nations in international organizations (e.g., the United Nations, the North Atlantic Treaty Organization, World Bank, International Monetary Fund, and the North American Free Trade Agreement).</p> <p>C-4.10</p>		
<p>Identify the challenges to our federal system of separation of powers from Reconstruction to the present and how those challenges were resolved.</p> <p>C-5.9</p>		<p><i>Understand the role of government, how the government is structured, its founding principles, and how the government works (processes).</i></p> <p><b>C-5.11</b></p>	<p>Describe and evaluate society’s role, how society should be organized, and the purpose of its institutions. (S)</p> <p>C-5.12</p>

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<p>Describe how past and present American political parties and interest groups have gained or lost influence on political decision making and voting behavior.</p> <p>C-6.9</p>	<p>Describe how people participated in the political process throughout world history.</p> <p>C-6.10</p>	<p>Describe how current American political parties and interest groups have gained or lost influence on political decision-making and voting behavior.</p> <p>C-6.11</p>	
<p>Explain and analyze how different political and social movements in the United States from Reconstruction to the present have sought to mobilize public opinion and obtain governmental support in order to achieve their goals.</p> <p>C-7.9</p>	<p>Explain and analyze different political and social movements throughout world history.</p> <p>C-7.10</p>	<p><i>Identify the sources, evaluate the justification, and analyze the implications of certain rights and responsibilities of citizens; and identify how people may participate effectively in community affairs and the political process.</i></p> <p><b>C-7.11</b></p>	<p>Explain how social movements have mobilized public support and obtained government support to achieve their goal. (SA)</p> <p>C-7.12</p>
<p><i>Identify how people may participate effectively in community affairs and the political process.</i></p> <p><b>C-8.9</b></p>	<p>Identify and evaluate how advocates influence public policy throughout world history.</p> <p>C-8.10</p>	<p>Evaluate the ways in which public opinion can be used to influence and shape past and present United States public policy.</p> <p>C-8.11</p>	<p>Identify advocacy and special interest groups to promote an area of behavioral science and influence public policy. (S, A)</p> <p>C-8.12</p>
<p>Describe and evaluate ideas, from a United States perspective, of how society should be organized and how political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism. Compare these ideas to those of a representative democracy, and assess how such ideas have worked in practice.</p> <p>C-9.9</p>	<p><i>Describe and evaluate ideas of how society should be organized and how political power should be exercised, including the ideas of monarchism, anarchism, socialism, fascism, and communism. Compare these ideas to those of a representative democracy, and assess how such ideas have worked in practice.</i></p> <p><b>C-9.10</b></p>	<p>Identify how the United States government is organized; and analyze the significant political benefits, problems, and solutions to problems related to federalism and the separation of powers.</p> <p>C-9.11</p>	
	<p>Locate, organize, analyze, and use information from a historical era using various sources to understand an issue of public concern, take a position, and defend your position.</p> <p>C-10.10</p>	<p>Locate, organize, analyze, and use information from various sources to understand an issue of national or local concern, take a position, and defend your position.</p> <p>C-10.11</p>	<p><i>Locate, organize, analyze, and use information from various sources to understand an issue of public concern in the area of behavioral science, take a position, and defend your position. (A)</i></p> <p><b>C-10.12</b></p>

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<p><b>STANDARD D: ECONOMICS—Production, Distribution, Exchange, and Consumption</b></p>			
<p>Explain the operations of common financial instruments (e.g., stocks and bonds) and financial institutions (e.g., credit companies, banks, and insurance companies).</p> <p>D-1.9</p>			
<p>Use economic concepts to analyze historical and contemporary questions about economic development in the United States.</p> <p>D-2.9</p>	<p>Use economic concepts to analyze historical and contemporary questions about economic development in the world.</p> <p>D-2.10</p>		
<p>Explain and evaluate the effects of new technology, global economic interdependence, and competition on the development of national policies and on the lives of individuals and families in the United States and the world.</p> <p>D-3.9</p>	<p>Explain and evaluate the availability of resources and new technology on the development of economic systems.</p> <p>D-3.10</p>		
<p>Explain how federal budgetary policy and the Federal Reserve System’s monetary policies influence overall levels of employment, interest rates, production, and prices.</p> <p>D-4.9</p>			
<p>Compare and contrast how values and beliefs (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, and growth) influence decisions in different economic systems.</p> <p>D-5.9</p>	<p>Compare and contrast the values and beliefs between a market system (capitalism), a mixed economic system (socialism), and a command economy (communism).</p> <p>D-5.10</p>	<p>Compare and contrast how values and beliefs, (e.g., economic freedom, economic efficiency, equity, full employment, price stability, security, and growth) influence decisions in different economic systems.</p> <p>D-5.11</p>	

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<p>Analyze the ways in which supply and demand, competition, prices, incentives, and profits have evolved in United States history and influenced what is produced and distributed in a competitive market system.</p> <p>D-6.9</p>	<p>Analyze the ways in which supply and demand, competition, prices, incentives, and profits, have evolved in world history and influenced what is produced and distributed.</p> <p>D-6.10</p>	<p>Analyze the ways in which supply and demand, competition, prices, incentives, and profits influence what is produced and distributed in a competitive market system.</p> <p>D-6.11</p>	
<p><i>Analyze the economic roles of institutions (e.g., corporations and businesses, banks, and labor unions) and the Federal Reserve System.</i></p> <p><b><i>D-7.9</i></b></p>			
<p><i>Describe and explain global economic interdependence and competition using examples to illustrate their influence on national and international policies.</i></p> <p><b><i>D-8.9</i></b></p>			

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<b>STANDARD E: BEHAVIORAL SCIENCE—Individuals, Institutions and Cultures</b>			
Describe the ways cultural and social groups are defined and how they have changed through various eras of United States history.  E-1.9			<i>Explain how such factors as physical endowment and capabilities, family, gender, ethnicity, religion, socioeconomic status, attitudes, beliefs, work, and motivation contribute to individual identity and development. (P, S, A)</i>  <i>E-1.12</i>
Analyze the means and extent to which groups and institutions, during the period of Reconstruction to the present, can influence people, events, and cultures in both historical and contemporary settings.  E-2.9			<i>Describe the ways cultural and social groups are defined and how they have changed over time. (S)</i>  <i>E-2.12</i>
Analyze the role of economic, political, educational, and religious institutions as agents of both continuity and change in United States history, citing current and past examples.  E-3.9	Identify the rise and purpose of institutions throughout world history.  E-3.10		<i>Analyze the means by which and extent to which groups and institutions can influence people, events, and cultures in both historical and contemporary settings. (S, A)</i>  <i>E-3.12</i>
Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in the United States from Reconstruction to the present.  E-4.9	Analyze issues of cultural assimilation and cultural preservation among ethnic groups throughout world history.  E-4.10		<i>Analyze the role of economic, political, educational, familial, and religious institutions as agents of both continuity and change, citing current and past examples. (S, A)</i>  <i>E-4.12</i>
Describe how individual rights and responsibilities (e.g., rules, folkways, mores, and taboos) evolved in United States history.  E-5.9			<i>Compare and contrast similarities and differences in the ways various cultures define individual rights and responsibilities (e.g., the use of rules, folkways, mores, and taboos). (S, A)</i>  <i>E-5.12</i>

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<p>Describe United States culture as an integrated whole; and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors.</p> <p>E-6.9</p>	<p>Describe a particular culture, in world history, as an integrated whole; and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors.</p> <p>E-6.10</p>		<p><i>Explain current and past efforts of groups and institutions to eliminate prejudice and discrimination against racial, ethnic, religious, and social groups (e.g., women, children, the elderly, and individuals who are disabled). (A)</i></p> <p><b><i>E-6.12</i></b></p>
<p>Illustrate and evaluate ways in which the United States resolves conflicting beliefs and practices.</p> <p>E-7.9</p>		<p>Illustrate and evaluate how in the United States resolves political differences.</p> <p>E-7.11</p>	<p><i>Analyze issues of cultural assimilation and cultural preservation among ethnic and racial groups in Wisconsin and the United States. (S, A)</i></p> <p><b><i>E-7.12</i></b></p>
<p>Identify the skills needed to work effectively alone, in groups, and in institutions.</p> <p>E-8.9</p>			<p>Describe a particular culture as an integrated whole; and use that understanding to explain its language, literature, arts, traditions, beliefs, values, and behaviors. (S, A)</p> <p>E-8.12</p>
<p>Use research procedures and skills (e.g., gathering, organizing, and interpreting data from several sources) that pertain to an issue in United States history; and construct an informed position.</p> <p>E-9.9</p>	<p>Use research procedures and skills (e.g., gathering, organizing, and interpreting data from several sources) that pertain to an issue in world history; and construct an informed position.</p> <p>E-9.10</p>	<p>Use research procedures and skills (e.g., gathering, organizing, and interpreting data from several sources) that pertain to an issue in government and politics; and construct an informed position.</p> <p>E-9.11</p>	<p>Illustrate and evaluate ways in which cultures resolve conflicting beliefs and practices. (A)</p> <p>E-9.12</p>
<p>From a United States perspective, examine and describe various belief systems that exist in the world (e.g., democracy, socialism, and capitalism).</p> <p>E-10.9</p>	<p>Identify the reasons for the rise of various belief systems that exist in the world (e.g., democracy, socialism, and capitalism).</p> <p>E-10.10</p>	<p>Compare and contrast the various belief systems of democracy, socialism, and capitalism.</p> <p>E-10.11</p>	<p>Identify the skills needed to work effectively alone, in groups, and in institutions. (A)</p> <p>E-10.12</p>

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			<p><i>Use research procedures and skills of the behavioral sciences (e.g., gathering, organizing, and interpreting data from several sources) to develop an informed position. (P, S, A)</i></p> <p><i>E-11.12</i></p>
			<p><i>Identify and analyze factors that influence a person’s mental health and the need to identify and treat psychological disorders. (P)</i></p> <p><i>E-12.12</i></p>
			<p><i>Summarize research that helps explain how the brain’s structure and function influence mental processes and behavior. (P)</i></p> <p><i>E-13.12</i></p>
			<p><i>Defend a point of view related to an ethical issue (e.g., genetic engineering, declaring conscientious objector status, or restricting immigration). (S, A)</i></p> <p><i>E-14.12</i></p>
			<p><i>Recognize the impact of the media on pop culture. (A)</i></p> <p><i>E-15.12</i></p>
			<p>Compare the ways in which a universal theme is expressed artistically in American culture. (A)</p> <p>E-16.12</p>
			<p>Examines cognition (e.g., learning, memory, state of consciousness, thinking and/or language). (P)</p> <p>E-17.12</p>

*Most essential benchmarks appear in bold, italicized print*

July 2008

<b>GRADE 9 U.S. HISTORY</b>	<b>GRADE 10 WORLD HISTORY</b>	<b>GRADE 11/12 GOVERNMENT AND POLITICS</b>	<b>GRADE 11/12 BEHAVIORAL SCIENCES P—Psychology, S—Sociology, A— American Society</b>
<b>STANDARD F: ACCESS INFORMATION</b>			
Use a variety of sources to compare information, construct meaning, and explain different viewpoints.  F-1.9	Use information to compare information, construct meaning, and explain different viewpoints.  F-1.10	Use information to make connections between main ideas and supporting details, and apply data to explain different viewpoints.  F-1.11	Use information to make connections between main ideas and supporting details, and apply data to explain different viewpoints.  F-1.12
Use information to define trends, themes, and interactions, explaining how interactions impact cause-and-effect relationships.  F-2.9	Use information to define trends, themes, and interactions, demonstrating how interactions impact cause-and-effect relationships.  F-2.10	Apply data to recognize, understand, and explain trends, themes, and interactions, demonstrating how interactions impact cause-and-effect relationships.  F-2.11	Apply data to recognize, understand, and explain trends, themes, and interactions, demonstrating how interactions impact cause-and-effect relationships.  F-2.12
Recognize the chronology of continuity and change over time, and recognizes trends.  F-3.9	Recognize the chronology of continuity and change over time and connecting relationships with significant historical periods.  F-3.10	Recognize the chronology of continuity and change over time and students interpreting how changes impact people.  F-3.11	Recognize the chronology of continuity and change over time and interpreting how changes impact people.  F-3.12
<b>STANDARD G: ANALYZE INFORMATION</b>			
Identify the author’s point of view recognizing bias, prejudice, and stereotyping as factors for events being interpreted differently.  G-1.9	Analyze different points of view related to an historical question, make comparisons, integrate new information, and develop a reasoned conclusion.  G-1.10	Students question points of view, examine prior knowledge, and speculate and challenge themes and ideas to create new meaning.  G-1.11	Students question points of view, examine prior knowledge, and speculate and challenge themes and ideas to create new meaning.  G-1.12
Assess the validity/credibility of sources, and apply the information to related course content.  G-2.9	Assess the validity/credibility of sources, and apply the information to related course content.  G-2.10	Assess the validity/credibility of sources, and explain why same events can be interpreted differently.  G-2.11	Assess the validity/credibility of sources, and explain why same events can be interpreted differently.  G-2.12
Distinguish between primary and secondary sources, and interpret the past using these resources to develop a sense of historical perspective.  G-3.9	Distinguish between primary and secondary sources, and interpret the past using these resources to develop a sense of historical perspective.  G-3.10	Using primary and secondary sources, evaluate major ideas of past or present eras; and assess how such ideas have worked in practice.  G-3.11	Using primary and secondary sources, evaluate major ideas of past or present eras; and assess how such ideas have worked in practice.  G-3.12

<b>GRADE 9 U.S. HISTORY</b>	<b>GRADE 10 WORLD HISTORY</b>	<b>GRADE 11/12 GOVERNMENT AND POLITICS</b>	<b>GRADE 11/12 BEHAVIORAL SCIENCES P—Psychology, S—Sociology, A— American Society</b>
Connect main ideas and supporting details through the development of a thesis statement and essay writing.  G-4.9	Connect main ideas, and supporting details; make predictions and support predictions through research and essay writing.  G-4.10	Use research procedures and skills (i.e., gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue.  G-4.11	Use research procedures and skills (i.e., gathering, organizing, and interpreting data from several sources) to develop an informed position on an issue.  G-4.12
<b>STANDARD H: USE ESSENTIAL VOCABULARY AND COMMUNICATE EFFECTIVELY</b>			
Use essential vocabulary to make connections with prior knowledge through the study of major themes and trends.  H-1.9	Use essential vocabulary to make connections with prior knowledge.  H-1.10	Use essential vocabulary to categorize key concepts and make connections with prior knowledge.  H-1.11	Use essential vocabulary to categorize key concepts and make connections with prior knowledge.  H-1.12
Use essential vocabulary to connect main ideas, make inferences, and come to a reasoned conclusion.  H-2.9	Interpret essential vocabulary to recognize points of view and relationships to key points.  H-2.10	Interpret essential vocabulary to recognize points of view and relationships to key points.  H-2.11	Interpret essential vocabulary to recognize points of view and relationships to key points.  H-2.12
<b>STANDARD I: MAKING CONNECTIONS TO CURRENT EVENTS</b>			
Recognize how current events relate to events in United States history.  I-1.9	Recognize how current events relate to events in world history.  I-1.10	Interpret how past events may have had an impact on current events.  I-1.11	Interpret how past events may have had an impact on current events.  I-1.12
Ask clarifying questions, make inferences, and draw a conclusion.  I-2.9	Ask clarifying questions, make inferences, and draw a conclusion.  I-2.10	Ask questions to support beliefs, challenge other beliefs, and synthesize information to articulate new meaning.  I-2.11	Ask questions to support beliefs, challenge other beliefs, and synthesize information to articulate new meaning.  I-2.12
Identify different points of view concerning ongoing world events, ask clarifying questions, and draw conclusions.  I-3.9	Interpret different viewpoints concerning ongoing world events while making generalizations and drawing conclusions.  I-3.10	Interpret different viewpoints concerning ongoing world events while making generalizations and drawing conclusions.  I-3.11	Interpret different viewpoints concerning ongoing world events while making generalizations and drawing conclusions.  I-3.12