



## Social Studies High School CAS Priority Standards: High School

### *Grade.Standard.Grade Level Expectation.Evidence Outcome*

#### **Standard 1: History**

*Prepared Graduates 1: Understand the nature of historical knowledge as a process of inquiry that examines and analyzes how history is viewed, constructed, and interpreted.*

**HS.1.1: Use the historical method of inquiry to formulate compelling questions, evaluate primary and secondary sources, analyze and interpret data, and argue for an interpretation defended by textual evidence.**

HS.1.1.d: Construct and defend a historical argument that evaluates interpretations by analyzing, critiquing, and synthesizing evidence from the full range of relevant historical sources.

*Prepared Graduates 2: Analyze historical time periods and patterns of continuity and change, through multiple perspectives, within and among cultures and societies.*

**HS.1.2: Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas in the United States from Reconstruction to the present.**

HS.1.2.b: Investigate causes and effects of significant events throughout United States history. For example: world and regional conflicts, urbanization and suburbanization, economic cycles, and popular and countercultures.

HS.1.2.c: Analyze the complexity of events throughout United States history. For example: The Civil Rights Movement, migration, immigration and displacement, mass media, landmark Supreme Court cases, and the war on terror.

**HS.1.3: Key concepts of continuity and change, cause and effect, complexity, unity and diversity, and significant ideas throughout the world from the Renaissance to the present.**

HS.1.3.a: Evaluate continuity and change over the course of world history. For example: social and political movements related to nationality, ethnicity, and gender; revolutions; the World Wars, the Holocaust, the Cold War; and independence movements/decolonization.

HS.1.3.b: Investigate causes and effects of significant events throughout world history. For example: the Renaissance; the Protestant Reformation; the Industrial Revolution; the French, Russian, and Chinese Revolutions; the World Wars; genocides; and the Arab Spring movement.

## **Standard 2: Geography**

*Prepared Graduates 3: Apply geographic representations and perspectives to analyze human movement, spatial patterns, systems, and the connections and relationships among them.*

### **HS.2.1: Use geographic tools and resources to analyze Earth's human systems and physical features to investigate and address geographic issues.**

HS.2.1.c: Evaluate relationships between the locations of places and regions and their political, cultural, and economic relationships using maps, satellite images, photographs, and other representations.

*Prepared Graduates 4: Examine the characteristics of places and regions, and the changing nature among geographic and human interactions.*

### **HS.2.2: Geographic variables influence interactions of people, places, and environments.**

HS.2.2.d: Explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others.

HS.2.2.e: Research and interpret multiple viewpoints on issues that shape policies and programs for resource use and sustainability. For example: immigration, resource distribution, and universal human rights.

### **HS.2.3: The interconnected nature of the world, its people and places.**

HS.2.3.d: Analyze how cooperation and conflict influence the division and control of Earth. For example: international agreements, political patterns, and national boundaries.

HS.2.3.e: Make predictions and draw conclusions about the global impact of cultural diffusion/assimilation. For example: human rights, language, religion, and ethnicity.

## **Standard 3: Economics**

*Prepared Graduates 5: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy.*

### **HS.3.1: Productive resources (natural, human, capital) are scarce; therefore, choices are made about how individuals, businesses, governments, and nonprofits allocate these resources.**

HS.3.1.a: Explain the economic way of thinking: the condition of scarcity requires choice and choice has a cost (opportunity cost).

### **HS.3.2: Economic systems, market structures, competition, and government policies affect market outcomes.**

HS.3.2.a: Compare and contrast economic systems in terms of their ability to achieve economic goals. For example: command, socialism, communism, and market capitalism.

### **HS.3.3: The business cycle affects the macroeconomy, and government policies can be used in an attempt to stabilize the economy.**

HS.3.2.b: Explain how inflation and unemployment vary with the business cycle.

HS.3.2.c: Describe how fiscal policy (tax and government spending, which is controlled by Congress and the President) can be used to stabilize the economy.

### **HS.3.4: Globalization and international trade affect the allocation of goods, services, and resources**

HS.3.4.d: Explain how trade policies affect international trade and domestic markets. For example: free trade, tariffs, quotas, and subsidies.

*Prepared Graduates 6: Apply economic reasoning skills to make informed personal financial decisions (PFL).*

**HS.3.5: Determine factors that impact an individual's earning capability (PFL).**

HS.3.5.b: Analyze the impact of economic conditions and cost of living factors on income and purchasing power.

HS.3.5.c: Calculate a sustainable household income based on financial obligations for different lifestyle scenarios.

HS.3.5.d: Analyze the monetary and non-monetary value of employee benefits in addition to pay. For example: employer-matched retirement fund contributions, paid time off, insurance, professional development, personal sense of accomplishment, sense of community.

HS.3.5.f: Develop income earning potential with intentional choices. For example: post-secondary education and professional development.

**HS.3.6: Establish personal investment objectives (PFL).**

HS.3.6.a: Select financial investments that align with financial goals, risk tolerance, and personal values at different life stages.

HS.3.6.b: Explore long-range comprehensive financial planning strategies. For example: diversification, automation, and monitoring.

**HS.3.7: Apply consumer skills to spending, saving, and borrowing decisions (PFL).**

HS.3.7.e: Explain how an individual's credit history can affect borrowing power.

HS.3.7.f: Design a spending plan/budget that covers financial obligations and integrates saving for future goals.

**Standard 4: Civics**

*Prepared Graduates 7: Express an understanding of how civic participation affects policy by applying the rights and responsibilities of a citizen.*

**HS.4.1: Research and formulate positions on local, state, and national issues or policies to participate in a civil society.**

HS.4.1.a: Engage in civil discourse, including discussing current issues, advocating for individual or group rights, civic duty, and civic participation.

HS.4.1.b: Evaluate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

HS.4.1.c: Explain the roles and influence of individuals, groups, and the press as checks on governmental practices. For example: direct contact with elected officials, participation in civic organizations, use of social media, and attendance at local governance meetings.