

ASFG Standards and Benchmarks: Scope & Sequence; Social Studies Grades N-5

AERO Benchmarks taught at ASFG have been written as ASFG Student Friendly Learning Targets

The student will understand:								
	Standard 1: patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. Time, Continuity, and Change	Standard 2: causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. Connections and Conflict	Standard 3: the concepts of geography and demography and how geography and demography influence and are influenced by human history. People, Places, and Environment	Standard 4: cultural and intellectual developments and interactions among and within societies. Culture	Standard 5: social systems and structures and how these influence individuals. Society and Identity	Standard 6: why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities. Governance and Citizenship	Standard 7: fundamental economic principles and ways in which economies are shaped by geographic and human factors. Production, Distribution, and Consumption	Standard 8: how societies have influenced and been influenced by scientific development and technological developments. Science, Technology, and Society
AERO Benchmarks by the end of grade 2								
	1a – 1c	2a-2d	3a-3f	4a-4e	5a-5e	6a-6f	7a-7f	8a-8d
N, PK, K	Establishes relationships between the past and present of his/her family and community using objects, daily routines, and cultural practices. <i>(mother, father, Guadalajara, Mexico, food, holidays, costumes)</i> 1a-c	Recognizes that human beings differ from one another, that we are all important, and are all capable of participating in society. <i>(Boy, girl, birthday, costumes, museum, rights)</i> 2b-c	Establishes relationships between the past and present of his/her family and community using objects, daily routines, and cultural practices. <i>(mother, father, Guadalajara, Mexico, food, holidays, costumes)</i> 3f Identifies and explains characteristics of his/her culture and other cultures. <i>(Guadalajara, Mexico, Flag, Halloween, Day of the Death, Thanksgiving, Mother's Day, Father's Day, Christmas, Easter, Holidays, celebration, location, maps, foods)</i> 4a-e Recognizes and understands how human beings work to improve family, school, and community life <i>(work/job, communication, helpers)</i> 3a-3e	Identifies and explains characteristics of his/her culture and other cultures. <i>(Guadalajara, Mexico, Flag, Halloween, Day of the Death, Thanksgiving, Mother's Day, Father's Day, Christmas, Easter, Holidays, celebration, location, maps, foods)</i> 4a-e Recognizes that human beings differ from one another, that we are all important, and are all capable of participating in society. <i>(Boy, girl, birthday, costumes, museum, rights)</i> 4d Recognizes and understands how human beings work to improve family, school, and community life <i>(work/job, communication, helpers)</i> 4a-4c	Identifies and explains characteristics of his/her culture and other cultures. <i>(Guadalajara, Mexico, Flag, Halloween, Day of the Death, Thanksgiving, Mother's Day, Father's Day, Christmas, Easter, Holidays, celebration, location, maps, foods)</i> 5a,5c Recognizes that human beings differ from one another, that we are all important, and are all capable of participating in society. <i>(Boy, girl, birthday, costumes, museum, rights)</i> 5a-e	Recognizes that human beings differ from one another, that we are all important, and are all capable of participating in society. <i>(Boy, girl, birthday, costumes, museum, rights)</i> 6a,6c,6e	Identifies and explains characteristics of his/her culture and other cultures. <i>(Guadalajara, Mexico, Flag, Halloween, Day of the Death, Thanksgiving, Mother's Day, Father's Day, Christmas, Easter, Holidays, celebration, location, maps, foods)</i> 7e Recognizes that human beings differ from one another, that we are all important, and are all capable of participating in society. <i>(Boy, girl, birthday, costumes, museum, rights)</i> 7a Recognizes and understands how human beings work to improve family, school, and community life <i>(work/job, communication, helpers)</i> 7e-f	Recognizes and understands how human beings work to improve family, school, and community life <i>(work/job, communication, helpers)</i> 8a,8d
P1	Show how I grow and change. 1a <i>(Timeline, baby, grow, child, adult)</i>	Talk about the things I like and don't like. 2a <i>(Like, dislike)</i> Talk about my feelings. 2a-b <i>(Feelings, emotions)</i>	Find my country on a map. 3a Point to what is land and water on a map.3c Know the difference between an ocean and a lake. 3c Make a map of my room. 3b Show ways to help in my community. 3e <i>(Atlas, globe, map, land, water ,ocean, lake, State, Country, community)</i> Take care of my class garden. 3d	Name family members. 4a <i>(Mother, father, brother, sister, baby, cousin, aunt uncle, grandfather, grandmother)</i> Know there are different kinds of families. 4a <i>(Family tree)</i>	Talk about what makes me different from others and what makes me the same. 5a-e Identify and name some body parts. 5e <i>(Tall, short, skin color, long hair.../Body parts/heart, lungs, organs)</i>	Show ways to help in my community. 6a Name community helpers. 6c 6e <i>(Atlas, globe, map, land, water ,ocean, lake, State, Country, community)</i>	Know the difference between things I need and things I want. 7a-b <i>(Need, want)</i> Show ways to help in my community. 7e <i>(Atlas, globe, map, land, water ,ocean, lake, State, Country, community)</i> Take care of my class garden. 7c Understand I need to show respect for and look after the environment. 7c	Know my phone number. 8d <i>(Atlas, globe, map, land, water, ocean, lake, State, Country,community)</i>

			Use what I learned to show how I can help take care of the Earth. 3e Understand I need to show respect for and look after the environment. 3e Name some things that can be recycled. 3e (<i>Environment, earth, respect, recycle, reuse, reduce</i>)				(<i>Environment, earth, respect, recycle, reuse, reduce</i>)	
1	Name and describe different holidays and traditions celebrated by my family and other people. 1a-c (<i>Holiday vocabulary (Thanksgiving, Halloween, Hanukkah, Christmas, New Year's, St. Patrick's Day, Valentine's Day, MLK Jr. Day, traditions, culture, past)</i>)	List rules that keep me safe at home and school. 2a-b (<i>Rules</i>)	Read and follow a map. 3a-c (<i>Map, country, city, community, state, town, continent, globe, location, neighbors, atlas, ocean</i>) Use a map key. 3b (<i>Symbols, compass rose, legend</i>) Draw a map. 3a-c (<i>Directions, location</i>)	Compare how my family is same and different than other families. 4a-d (<i>Family names (mother, father, grandfather, etc.)</i>) Identify characteristics of a friend. 4a (<i>Friendship, sharing, teamwork</i>)	Compare how my family is same and different than other families. 5a,5d (<i>Family names (mother, father, grandfather, etc.)</i>) List rules that keep me safe at home and school. 5b (<i>Rules</i>)	List rules that keep me safe at home and school. 6a-b (<i>Rules</i>)		
2	<i>How are communities different/alike?</i> Explain how communities change and stay the same overtime. 1a Compare my community with my grandparents' community. 1a Interview a grandparent or elder. 1c (<i>Suburb / Urban / Rural</i>)	<i>Protecting Our Planet:</i> Identify ways people can solve environmental problems in their communities. 2a (<i>Reuse / Reduce / Recycle/ Pollution</i>)	<i>What is Geography?</i> Identify the continents on maps and globes. 3a Differentiate between mountains, valleys, deserts and plains. 3c (<i>Continents / Bodies of water / Bodies of land / Mountains / Valleys / Plains / Desert</i>) <i>How can maps help us?</i> Demonstrate the purpose and use of maps. 3a-c Identify islands, rivers, lakes and oceans. 3c Explain what a legend is and how to use it on a map. 3b (<i>Cardinal directions / Map/ globe / Compass Rose / States / Countries / Oceans</i>)	<i>What are communities?</i> Explain that a community is a place where people live, work and play. 4a-c (<i>Community / City / Citizen</i>) <i>What do different cultures celebrate around the world?</i> Identify December festivals around the world including: Diwali, Kwanzaa, Hanukkah, Santa Lucia, and Christmas. Compare and contrast different festivals. 4c,4e (<i>Festivals / Tradition / Holiday / Diwali / Kwanzaa / Hanukkah / Santa Lucia / Christmas</i>)	<i>What are communities?</i> Explain that a community is a place where people live, work and play. 5c-d (<i>Community / City / Citizen</i>) <i>How do people use the environment?</i> Identify different ways people can help/harm the environment. 5b (<i>Environmental conservation / Planet / Natural resources</i>) <i>Protecting Our Planet:</i> Identify three different kinds of pollution and their causes. 5b Explain how to reduce, reuse, and recycle. 5c (<i>Reuse / Reduce / Recycle/ Pollution</i>)	Interview a grandparent or elder. 6b (<i>Suburb / Urban / Rural</i>) <i>Protecting Our Planet:</i> Identify ways people can solve environmental problems in their communities. 6a (<i>Reuse / Reduce / Recycle/ Pollution</i>)	<i>Why do people work? How are goods made and brought to us?</i> Explain why people work and earn money. 7d-f Compare needs, wants, goods and services. 7a-b (<i>Needs/Goods/Services</i>) <i>How do people use the environment?</i> Identify which natural resources can be used to make products. 7c Identify what people use from the environment. 7c 7e (<i>Environmental conservation / Planet / Natural resources</i>)	<i>Protecting Our Planet:</i> Identify ways people can solve environmental problems in their communities. 8d Identify three different kinds of pollution and their causes. 8b Explain how to reduce, reuse, and recycle. 8b 8d (<i>Reuse / Reduce / Recycle/ Pollution</i>)
AERO Benchmarks by the end of grade 5								
	1a – 1d	2a-2c	3a-3g	4a-4j	5a-5e	6a-6g	7a-7h	8a-8d
3			Use and make different kinds of maps and identify the differences between each. 3a 3c Create maps with all map terms included. 3a 3c	View, explore, and compare different Native American tribes. 4a –j Research using various sources to gather information about a topic.			Describe a safe way of protecting our environment. 7b Create a class environmental project to help our global	Develop an invention plan – by using bug book to choose one problem to solve- then create a design which would help solve the problem.

			<p>Research and explore a country in South America. 3b</p> <p>Design and create a travel brochure for a country. 3b 3f 3g</p>	<p>4a-j</p> <p>Based on research findings, collaboratively create a physical model of some aspect of life in Native American tribes. 4a 4d 4e 4g</p> <p>Investigate and compare children and cultures from different countries. 4a-g</p> <p>Create a visual example with the four parts of a culture. 4c 4d 4i 4j</p>			community. 7a	<p>Create an invention based on an invention plan.</p> <p>Create a display board to support the invention and design process.</p>
4			<p>Create different types of maps for a specific purpose. 3a-c</p> <p>Locate information on a map. 3a-c</p> <p>Use map scale. 3a-c</p> <p>Use maps to explore physical features of a place. 3a</p> <p>Analyze information regarding the climate and weather of a country.</p>	<p>Research and explain different cultures. 4a-e 4i</p> <p>Analyze historical information from a specific location. 4d -j</p> <p>Locate tourist attractions in a country. 4e-j</p> <p>Research the different lifestyles of a country. 4b 4d-j</p>		<p>Research and explain information about government in a country. 6a-g</p>	<p>Research and explain the natural resources and wildlife in a country. 7a-c</p> <p>Research and explain information on the economy of a country. 7a-h</p>	<p>Analyze the transportation system in a country. 8a-d</p>
5	<p>Know that people in different times and places view the world differently and why they held these views. 1d</p> <p>Identify and use primary and secondary sources for reconstructing the past. 1c</p> <p>Explain patterns of change in society. 1a</p>	<p>Explain causes and consequences of conflict and cooperation among groups of people. 2a 2c</p> <p>Explain the major ways groups, societies, and nations interact with one another. 2c</p> <p>Describe how personal wants and needs affect others. 2b</p> <p>Explain causes and consequences of conflict and cooperation based on family background, race, and gender. 2a 2c</p>	<p>Use distance, direction, scale, movement and region to describe location. 3c</p> <p>Describe and explain various types and patterns of settlement and land use, and reasons why particular locations are used for certain human activities. 3f</p> <p>Explain and use the elements of maps and globes. 3a</p> <p>Describe geographic factors that influence human migration. 3e</p>	<p>Describe advantages and disadvantages of cultural diversity. 4e</p> <p>Identify similarities and differences in the ways groups and cultures meet human needs and concerns. 4g</p> <p>Illustrate or retell the main ideas in folktales, legends, songs, myths and stories of heroism from various cultures. 4i</p> <p>Identify and describe ways that cultures influence people's daily lives. 4d 4h</p> <p>Understand the components of a belief system. 4b</p>		<p>Explain the organization and major responsibilities of the various levels of governments. 6d</p> <p>Explain the elements of major political systems. 6e</p> <p>Explain what citizenship means in terms of membership in, and allegiance to, a country. 6f</p> <p>Identify issues involving the rights, roles and status of individuals in relation to the general welfare. 6a</p>		

ASFG Standards and Benchmarks: Scope & Sequence; Social Studies Grades 6-12

AERO Benchmarks taught at ASFG have been written as ASFG Student Friendly Learning Targets

The student will understand:								
	Standard 1: patterns of change and continuity, relationships between people and events through time, and various interpretations of these relationships. Time, Continuity, and Change	Standard 2: causes and effects of interaction among societies, including trade, systems of international exchange, war, and diplomacy. Connections and Conflict	Standard 3: the concepts of geography and demography and how geography and demography influence and are influenced by human history. People, Places, and Environment	Standard 4: cultural and intellectual developments and interactions among and within societies. Culture	Standard 5: social systems and structures and how these influence individuals. Society and Identity	Standard 6: why societies create and adopt systems of governance and how these systems address human needs, rights, and citizen responsibilities. Governance and Citizenship	Standard 7: fundamental economic principles and ways in which economies are shaped by geographic and human factors. Production, Distribution, and Consumption	Standard 8: how societies have influenced and been influenced by scientific development and technological developments. Science, Technology, and Society
AERO Benchmarks by the end of grade 8								
	1a – 1i	2a-2f	3a-3j	4a-4k	5a-5d	6a-6k	7a-7g	8a-8g
6	<p>Identify the most important Egyptian Pharaohs and their architectural contributions to Egypt. 1a-c</p> <p>Describe the influence of ancient Rome on modern life. 1c</p>	<p>Explain the beliefs and practices of Christianity and how it affected the Roman Empire. 2f</p> <p>Explain how Athens and Sparta came together to fight the Persians. 2a 2f</p>	<p>Explain what a civilization is and decide if ancient Sumer was a civilization. 3d-j</p> <p>Describe the achievements and downfalls of the ancient empire of Mesopotamia. 3b-j</p> <p>Explain the relative location of, size of, and distances between places in Mesopotamia. 3b</p> <p>Use appropriate data sources and geographic tools to generate, manipulate, and interpret information. 3a</p> <p>Explain how events and conditions in one region might affect other regions in the area and across the world. 3g 3i</p> <p>Identify the relative location of, size of, and distances between places. 3b</p> <p>Use appropriate data sources and geographic tools to generate, manipulate, and interpret information. 3a</p>	<p>Explain how social scientists examine artifacts to reconstruct the lives of Early Humans. 4a 4j</p> <p>Identify five important groups of hominids and their capabilities/differences/similarities. 4a-k</p> <p>Explain the tension between the ideals of diversity and community. 4k</p> <p>Make inferences from archaeological evidence. 4j</p> <p>Explain the beliefs, practices, and institutions of Hinduism and Buddhism. 4c</p> <p>Describe the relationship between Buddhism and the first unification of India. 4a-c</p> <p>Describe ways in which Hindus and Buddhists maintained traditions and resisted external challenges. 4i</p> <p>Make inferences about the Gupta Empire from archaeological evidence. 4j</p> <p>Describe ways that social and environmental factors and culture are related 4a</p> <p>Make inferences about</p>	<p>Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity. 5a</p> <p>Explain how a republic can grow into an Empire.</p>	<p>Identify how governments acquire and use revenue. 6k</p> <p>Explain functions and responsibilities of government leaders and public servants. 6b 6d</p> <p>Differentiate between the four forms of government that developed in the Greek city-states. 6a-d</p> <p>Explain how the Romans formed a republic and how this shaped future government. 6b</p>	<p>Explain the shift from hunting/gathering to farming. 7a 7c</p>	<p>Identify the most important Egyptian Pharaohs and their architectural contributions to Egypt.</p> <p>Evaluate the meaning and history of the word 'technology'. 8e</p>

				Athens' Golden Age from archaeological evidence. 4j				
7	Identify the effects and influences of neighboring Asian cultures on medieval Japan and describe characteristics that separate Japanese culture from other Asian cultures.	Describe the impacts and effects of religious crusades. Describe the beginning of the Reformation.	Describe the legacy of the Roman Empire. Describe the structure, rise, and fall of Feudalism. Describe the geography and regions of the Arabian Peninsula. Construct and deliver a debate argument for a significant historical figure. Describe the Renaissance and its origins. Identify why Florence was a key component to the development of the Renaissance. Name leading figures of the Renaissance and describe how they influenced the Renaissance. Research a current country in the world and use multimedia to explain how it functions and its attributes. Collaborate to create and present a website that will provide information and resources on a specific country.	Describe and explain the life of Muhammad and the foundations of the Islam religion. Describe and explain the beliefs and practices of the Islam religion. Identify the effects and influences of neighboring Asian cultures on medieval Japan and describe characteristics that separate Japanese culture from other Asian cultures. Identify unique aspects of the Japanese warrior class.	Construct and deliver a debate argument for a significant historical figure. Identify impacts and influences of the church on society. Identify the different parts of a medieval society and how those parts affect modern societies. Explain reasons for the decline of societies in world history. Describe and explain the impact of the Reformation on the Catholic church and society.		Explain the political development and economic structure of Imperial China.	Identify and describe major Muslim contributions to world civilization. Describe and explain Chinese innovations and the Chinese contacts with the outside world.
8		Explain forces for change that result increasing world interaction: Geography/Land; Ethnicity/race; Balance of Power; Belief Systems Draw conclusions from historical resources about point of view, context, bias, distortion, propaganda Explain how events and conditions in one region might affect other regions in the area and across the world	Identify / demonstrate the impact of geography/environment had on the cultural characteristics of the Native Americans in Pre-Columbus time. Explain and give examples of voluntary and involuntary migration. Demonstrate how Native Americans adapted to the environment around them, and translate those adaptations to how humans must make adaptations in today's	Identify how patterns of behavior can reflect cultural values and attitudes.	Explain how cultural attitudes, values, and beliefs influence personal behavior and the development of personal identity. Understand the impact of stereotyping, conformity, and non-conformity on individuals and groups Understand ways that social and environmental factors and culture are related.	Identify issues related to humans rights Explain and analyze strengths and weaknesses of government systems in terms of the purposes they are designed to serve Describe major issues involving rights, responsibilities, roles, and status of the individual in relation to the general welfare Explain how different types of government acquire, use, and justify	Evaluate conventional and alternative uses of land and water resources in the community, region and beyond Explain the primary cause of world trade Compare the impact of world trade and resource distribution in connection with historical conflicts and relationships to current events. Explain economic reasons for voluntary migration Identify how governments	

			<p>society with our "new world."</p> <p>Use appropriate geographic and data tools to interpret information.</p> <p>Know the relative location of, size of, and distance between places.</p> <p>Describe geographic factors that affect the creation, cohesiveness, and integration of countries</p>			<p>power</p> <p>Analyze the effects of participation in civic and political life</p> <p>Know functions and responsibilities of government leaders and public servants.</p> <p>Explain how public policy is formed and carried out at various levels of government</p> <p>Explain and analyze strengths and weaknesses of various kinds of government systems in terms of the purposes they are designed to serve.</p> <p>Identify the functions and responsibilities of government leaders and public servants.</p> <p>Define citizenship in terms of its legal and political status and criteria used to grant naturalized citizenship</p> <p>Explain issues related to basic freedoms (e.g., those contained in the Universal Declaration of Human Rights)</p>	<p>acquire and use revenue</p>	
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AERO Benchmarks by the end of grade 12

	1a – 1f	2a-2j	3a-3e	4a-4i	5a-5f	6a-6m	7a-7g	8a-8l
9	<p>Sequence how the events of the Middle Ages lead to colonization.</p> <p>Identify and describe the causes and effects of European colonialism on the developed and underdeveloped world.</p>	<p>Evaluate the effect the events of the Middle Ages in Europe had on the subsequent eras of the developed and underdeveloped world.</p> <p>Analyze the connections between the Middle Ages and the Renaissance in Europe.</p>	<p>Identify and describe the environmental impacts of</p> <ul style="list-style-type: none"> • Neolithic Revolution and Early Civilizations. • Classical Greece, the Early Empires and Ancient Rome. • pre-colonial African civilizations and empires • Ottoman Empire • most powerful empires of the pre-modern era. 	<p>Describe culture.</p> <p>Identify and describe alternative theories to the invasion of the Americas by Christopher Columbus and the Spanish Empire.</p> <p>Describe the major intellectual and cultural developments of</p> <ul style="list-style-type: none"> • Neolithic Revolution and Early Civilizations. • Classical Greece, the Early Empires and Ancient Rome. • pre-colonial African civilizations and empires • Ottoman Empire • most powerful empires of the pre-modern era. 	<p>Compare the environmental, social and cultural influences of the Neolithic Revolution and Early Civilizations.</p> <p>Identify and define major tenets of early organized religions.</p> <p>Identify and evaluate reactions to inequalities of these societies.</p> <p>Sequence how the events of the Middle Ages lead to colonization.</p>	<p>Sequence how the events of the Middle Ages lead to colonization.</p> <p>Define colonialism.</p> <p>Identify the major colonial powers.</p> <p>Identify and describe the causes and effects of European colonialism on the developed and underdeveloped world.</p>	<p>Sequence how the events of the Middle Ages lead to colonization.</p> <p>Identify and describe the causes and effects of European colonialism on the developed and underdeveloped world.</p>	<p>Identify and describe the environmental impacts, and technological developments of</p> <ul style="list-style-type: none"> • Neolithic Revolution and Early Civilizations. • Classical Greece, the Early Empires and Ancient Rome. • pre-colonial African civilizations and empires • Ottoman Empire • most powerful empires of the pre-modern era.

10	<p>Evaluate the Muslim, Chinese and Japanese worlds at the time of European exploration to conclude that the Europeans were coming into lands that had flourishing civilizations.</p> <p>Analyze the causes and effects of European exploration and colonization on both Europeans and non-Europeans and explain the impact it had on global trade.</p>	<p>Analyze the cause and effects of the African Slave Trade on all parties involved.</p> <p>Explain the causes and effects of the English Civil War, the American Revolution and the French Revolution.</p> <p>Assess how nationalism and imperialism were some of the long-term causes of World War I.</p> <p>Evaluate the causes, events, and effects of World I</p> <p>Evaluate the causes, events, and effects of World II and analyze the Holocaust</p> <p>Analyze the causes, events, and effects of the Cold War</p> <p>Explain how nationalism and decolonization impacted much of the “developing” world following World War II and determine how these areas were pivotal in the Cold War</p>	<p>Explain the causes and effects of the Italian Renaissance.</p> <p>Evaluate the Muslim, Chinese and Japanese worlds at the time of European exploration to conclude that the Europeans were coming into lands that had flourishing civilizations.</p> <p>Explain the causes and effects of the Industrial Revolution on both industrialized and non-industrialized countries.</p>	<p>Read about the “Nacirema” culture to identify generalizations about their culture and describe similarities and differences with our culture.</p>	<p>Explain the causes and effects of the Protestant Reformation and the Catholic Reformation.</p> <p>Assess aspects of the Enlightenment, including many of the major philosophers of the time.</p>	<p>Explain the causes and effects of the English Civil War, the American Revolution and the French Revolution.</p> <p>Explain the impact of the rise of nationalism throughout the world.</p> <p>Analyze the cause and effects of imperialism on both imperial countries and countries that were controlled by imperial powers.</p> <p>Assess how nationalism and imperialism were some of the long-term causes of World War I.</p> <p>Assess how the conditions of the interwar period fostered the rise of authoritarian regimes around the world and nationalistic aspirations</p>	<p>Analyze the causes and effects of European exploration and colonization on both Europeans and non-Europeans and explain the impact it had on global trade.</p> <p>Analyze the cause and effects of the African Slave Trade on all parties involved.</p> <p>Explain the causes and effects of the Industrial Revolution on both industrialized and non-industrialized countries.</p> <p>Analyze the cause and effects of the Great Depression</p>	<p>Create a Renaissance “masterpiece”.</p> <p>Assess aspects of the Scientific Revolution, including many of the major scientists of the time.</p>
11								
12						<p>Explain the purpose of government and various philosophies of government.</p> <p>Explain the political spectrum from right to left. Place actual political parties on the spectrum. Place your own political beliefs on the spectrum.</p> <p>Explain basic political concepts.</p> <p>Connect outside reading to concepts learned in government & politics.</p> <p>Compare and contrast a Parliamentary vs. Presidential system. Compare and contrast a 1st</p>	<p>Explain Cause & Effect Relationships especially in relation to Scarcity and Opportunity Costs</p> <p>Apply economic concepts and economic reasoning to real-life situations.</p> <p>Compare different types of economies and evaluate using a criteria of economic goals</p> <p>Draw supply and demand curves accurately.</p> <p>Predict changes in supply and demand.</p> <p>Conduct lab experiments and analyze data concerning supply &</p>	

					<p>past the post vs. proportional representation system.</p> <p>Explain the elements of democracy and compare common government structures of advanced democracies.</p> <p>Compare health care systems in different countries.</p> <p>Research an industrialized democracy, analyze primary and secondary sources.</p> <p>Explain the principles of Marxism and communism.</p> <p>Compare the practice and principles of communism.</p> <p>Rate countries as to their attainment of democracy using a criterion.</p> <p>Evaluate various countries' freedom of press and its impact on society.</p> <p>Analyze the challenges faced by developing countries.</p> <p>Research a developing democracy, analyze primary and secondary sources.</p> <p>Compare other developing countries to Mexico. Rate Mexico's attainment of industrialized democracy.</p>	<p>demand as well as law of diminishing returns.</p> <p>Conduct research and analyze data on companies. Evaluate potential stock market investments.</p> <p>Decipher a stock market report, company portfolio, and track stocks over time.</p> <p>Conduct experiments and analyze data concerning price floors and ceilings.</p> <p>Identify real-life examples and compare market structures</p> <p>Identify real-life examples of Market Failures</p> <p>Explain the significance of the unemployment rate, inflation rate, and growth rate.</p> <p>Draw aggregate supply and aggregate short-run and long-run demand curves accurately.</p> <p>Explain the money and banking system</p> <p>Predict the effects of different fiscal & monetary policies.</p> <p>Determine Absolute and Comparative Advantage</p> <p>Evaluate arguments for and against free trade</p>	
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