

Core Content for Social Studies Assessment

High School
Version 4.1
August 2006

Introduction

Core Content for Social Studies Assessment

What is the Core Content for Social Studies Assessment?

The Core Content for Assessment 4.1 (CCA 4.1) is a subset of the content standards in Kentucky's Program of Studies for Grades Primary – 12. It represents the content standards that will be assessed beginning with the spring 2007 state assessment. The Core Content for Social Studies Assessment Version 4.1 represents the social studies content from Kentucky's Academic Expectations and Program of Studies that is essential for all students to know and the content that is eligible for inclusion on the state assessment. Version 4.1 Core Content for Social Studies Assessment and the Academic Expectations provide the parameters for test developers as they design the state assessment items. These content standards provide focus for the development of the Kentucky Core Content Test (KCCT) beginning in 2007.

The Core Content for Social Studies Assessment is not intended to represent the comprehensive local curriculum for social studies assessment and instruction. It is also not the comprehensive Program of Studies for Social Studies, which specifies the minimum content for the required credits for high school graduation, and the primary, intermediate and middle level programs leading to these requirements.

The goal of social studies education is to help students become contributing, participating, and knowledgeable citizens. To achieve this goal, students must know, understand, and apply the content and concepts of the various subdomains of social studies (Government and Civics, Cultures and Societies, Economics, Geography, Historical Perspective).

Kentucky Academic Expectations for Social Studies

The Kentucky Academic Expectations define what students should know and be able to do upon graduation from high school. These large goals were used as a basis for developing the Program of Studies and the Core Content for Assessment.

Goal 2: Students shall develop their abilities to apply core concepts and principles from mathematics, the sciences, the arts, the humanities, social studies, practical living and vocational studies to what they will encounter throughout their lives.

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| 2.14 | Students understand the democratic principles of justice, equality, responsibility, and freedom and apply them to real-life situations. | 2.18 | Students understand economic principles and are able to make economic decisions that have consequences in daily living. |
| 2.15 | Students can accurately describe various forms of government and analyze issues that relate to the rights and responsibilities of citizens in a democracy. | 2.19 | Students recognize and understand the relationship between people and geography and apply their knowledge in real-life situations. |
| 2.16 | Students observe, analyze, and interpret human behaviors, social groupings, and institutions to better understand people and the relationships among individuals and among groups. | 2.20 | Students understand, analyze, and interpret historical events, conditions, trends, and issues to develop historical perspective. |
| 2.17 | Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world. | 2.21 | (Incorporated into 2.16) |

How is the Core Content for Social Studies Assessment organized?

The Social Studies *Core Content for Assessment Version 4.1* is organized by grade levels (end of primary, 4th, 5th, 6th, 7th, 8th, and high school) in order to ensure continuity and conceptual development even though the current state assessment varies for those grade levels based on the content area. This is different from the 3.0 Version, which was organized in grade spans. This version of the Core Content for Social Studies Assessment includes 'off year' content standards as well as content for the assessed grades (five, eight, and eleven).

Each of the five subdomains (Government/Civics, Cultures/Societies, Economics, Geography, Historical Perspective) is further divided into "organizers" that reflect the conceptual nature of social studies. These organizers are used across grades/levels (elementary--assessment at grade 5, middle level--assessment at grade 8, and high school--assessment at grade 11).

SUBDOMAINS with related ORGANIZERS

| <u>Subdomain</u> | <u>Organizers</u> | <u>Subdomain</u> | <u>Organizers</u> |
|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Government & Civics | <ul style="list-style-type: none"> • Formation of Governments • Constitutional Principles • Rights and Responsibilities | Geography | <ul style="list-style-type: none"> • The Use of Geographic Tools • Regions • Patterns • Human-Environment Interaction |
| Cultures & Societies | <ul style="list-style-type: none"> • Elements of Culture • Social Institutions • Interactions Among Individuals and Groups | Historical Perspective | <ul style="list-style-type: none"> • The Factual and Interpretive Nature of History • The History of the United States • The History of the World |
| Economics | <ul style="list-style-type: none"> • Scarcity • Economic Systems and Institutions • Markets • Production, Distributions, and Consumption | | |

Core Content standards under each organizer highlight the grade level differences. The Core Content standards are usually aligned across grade levels to show the spiraling curriculum of social studies where a concept is introduced in elementary school and further developed in middle and high school. The numbers may be different but the concept usually spirals.

The Core Content for Assessment includes state assessed standards and supporting content standards. Supporting content standards are not used for state assessment. Supporting content, however, is critical to the student's deep understanding of the overall content and is to be used by schools to build a foundation of knowledge, skills, and processes that will enable students to be successful on the *Kentucky Core Content Test*. In order for students to reach proficiency and beyond on the KCCT, students need to master the supporting content as well as the state assessed content. Supporting content standards are proposed for local instruction and assessment and appear in *italics* in the Core Content document. The content standards for the state assessment are in **bold print**.

Some Core Content standards contain additional information in parentheses. A list preceded by an e.g., means the examples included are meant to be just that, examples and may be on the state assessment. Other examples not included may also be on the state assessment. However, if the list is not preceded by an e.g., the list is to be considered exhaustive and the items within the parentheses are the only ones that will be assessed.

A new aspect of the refined *Core Content for Social Studies Assessment Version 4.1* is Depth of Knowledge (DOK). Version 4.1 reflects the depth of knowledge and cognitive complexity for the content standard that is appropriate for each grade level for the state assessment.

Each of the state-assessed standards in the Core Content has a ceiling DOK level indicated. This means that an item on the state assessment cannot be written higher than the ceiling for that standard. An item could be written at a lower level. When writing an assessment item, developers need to make sure that the assessment item is as cognitively demanding as the expectation of the content standard in order to assure alignment of the test items and the standards. The DOK indicated for the state assessment is not meant to limit the cognitive complexity for instruction in the classroom. Classroom instruction needs to extend beyond the depth of knowledge and cognitive complexity that can be assessed on the state assessment so that students have the opportunities and experiences they need in order to reach proficiency and beyond. The levels for DOK are based on the research of Norman Webb from the University of Wisconsin-Madison. More information about DOK levels can be found at the Kentucky Department of Education website.

Note to sixth grade teachers: It is very important when studying geography for students to understand the organizers and be able to apply them across world regions (e.g., Europe, Russia, Middle East, Asia, South Pacific, Africa, and the Americas). When teachers are studying Asia, for example, they should look for examples in Asia of the geographic organizers and not focus on every country within Asia. For example, consider the organizer, “Regions.” When applying this organizer to the study of Asia, students should explore the human and physical characteristics that help to define Asia as a world region. It would be impossible for teachers to explore every country within Asia, apply each core content standard, and accomplish anything but a superficial study of the region. However, a deep study of the organizers supported by the core content standards is recommended. The application of the organizers should be focused on the present day.

As teachers use the *Core Content for Social Studies Assessment* to make curricular decisions, they need to incorporate all five subdomains of the social studies.

What do the codes for the Core Content for Social Studies Assessment mean?

Each content standard is preceded by a code. The code begins with SS for Social Studies and is then followed by a grade level designation and then a 3-digit number that indicates subdomain, organizer, and sequential standard, respectively. The grade level codes used are listed below.

| Grade Level Codes | Subdomains | Organizers |
|---------------------|----------------------------|----------------------------------------------------|
| EP = end of primary | 1 = Government & Civics | 1 = Formation of Governments |
| 04 = fourth grade | | 2 = Constitutional Principles |
| 05 = fifth grade | | 3 = Rights and Responsibilities |
| 06 = sixth grade | 2 = Cultures & Societies | 1 = Elements of Culture |
| 07 = seventh grade | | 2 = Social Institutions |
| 08 = eighth grade | | 3 = Interactions Among Individuals and Groups |
| HS = high school | 3 = Economics | 1 = Scarcity |
| | | 2 = Economic Systems and Institutions |
| | | 3 = Markets |
| | 4 = Geography | 4 = Production, Distributions and Consumption |
| | | 1 = The Use of Geographic Tools |
| | | 2 = Regions |
| | | 3 = Patterns |
| | | 4 = Human-Environment Interaction |
| | 5 = Historical Perspective | 1 = The Factual and Interpretive Nature of History |
| | | 2 = The History of the United States |
| | | 3 = The History of the World |

The numbers in the code indicate the subdomain of social studies and its relationship to the organizers within a subdomain. For example, the first content standard of the first subdomain under the first organizer is numbered SS-08-1.3.2.

SS-08-1.3.2

SS = Social Studies (domain)

08 = Eighth Grade

1 = Government and Civics (first subdomain)

3 = Rights and Responsibilities (third organizer)

2 = (second standard)

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| <p>Government & Civics</p> <p>The study of government and civics equips students to understand the nature of government and the unique characteristics of representative democracy in the United States, including its fundamental principles, structure and the role of citizens. Understanding the historical development of structures of power, authority and governance and their evolving functions in contemporary U.S. society and other parts of the world is essential for developing civic competence. An understanding of civic ideals and practices of citizenship is critical to full participation in society and is a central purpose of the social studies.</p> | |
| <p>High School</p> | |
| <p>Formation of Governments</p> | |
| <p>SS-HS-1.1.1 Students will compare and contrast (purposes, sources of power) various forms of government in the world (e.g., monarchy, democracy, republic, dictatorship) and evaluate how effective they have been in establishing order, providing security and accomplishing common goals.</p> | <p>DOK 3</p> |
| <p>SS-HS-1.1.2 Students will explain and give examples of how democratic governments preserve and protect the rights and liberties of their constituents through different sources (e.g., U.N. Charter, Declaration of the Rights of Man, U.N. Declaration of Human Rights, U.S. Constitution).</p> | <p>DOK 2</p> |
| <p><i>SS-HS-1.1.3</i> <i>Students will evaluate how the U.S. government's response to contemporary issues and societal problems (e.g., education, welfare system, health insurance, childcare, crime) reflects the needs, wants and demands of its citizens (e.g., individuals, political action committees, special interest groups, political parties).</i></p> | |

Constitutional Principles**SS-HS-1.2.1**

Students will analyze how powers of government are distributed and shared among levels and branches and evaluate how this distribution of powers protects the "common good" (e.g., Congress legislates on behalf of the people; the President represents the people as a nation; the Supreme Court acts on behalf of the people as a whole when it interprets the Constitution).

DOK 3**SS-HS-1.2.2**

Students will interpret the principles of limited government (e.g., rule of law, federalism, checks and balances, majority rule, protection of minority rights, separation of powers) and evaluate how these principles protect individual rights and promote the "common good."

DOK 3

| Rights and Responsibilities | |
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| SS-HS-1.3.1 Students will explain and give examples how the rights of one individual (e.g., smoking in public places, free speech) may, at times, be in conflict (e.g., slander, libel) with the rights of another. | DOK 2 |
| SS-HS-1.3.2 Students will explain how the rights of an individual (e.g., Freedom of information Act, privacy) may, at times, be in conflict with the responsibility of the government to protect the "common good" (e.g., homeland security issues, environmental regulations, censorship, search and seizure). | DOK 2 |
| SS-HS-1.3.3 Students will evaluate the impact citizens have on the functioning of a democratic government by assuming responsibilities (e.g., seeking and assuming leadership positions, voting) and duties (e.g., serving as jurors, paying taxes, complying with local, state and federal laws, serving in the armed forces). | DOK 3 |

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| <p>Cultures & Societies Culture is the way of life shared by a group of people, including their ideas and traditions. Cultures reflect the values and beliefs of groups in different ways (e.g., art, music, literature, religion); however, there are universals (e.g., food, clothing, shelter, communication) connecting all cultures. Culture influences viewpoints, rules and institutions in a global society. Students should understand that people form cultural groups throughout the United States and the World, and that issues and challenges unite and divide them.</p> |
| <p>High School</p> |
| <p>Elements of Culture</p> |
| <p>SS-HS-2.1.1 Students will explain how belief systems, knowledge, technology and behavior patterns define cultures and help to explain historical perspectives and events in the modern world (1500 A.D. to present) and United States (Reconstruction to present). DOK 2</p> |
| <p>Social Institutions</p> |
| <p><i>SS-HS-2.2.1</i> Students will explain how various human needs are met through interaction in and among social institutions (e.g., family, religion, education, government, economy) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> |
| <p>Interactions Among Individuals and Groups</p> |
| <p>SS-HS-2.3.1 Students will explain the reasons why conflict and competition (e.g., violence, difference of opinion, stereotypes, prejudice, discrimination, genocide) may develop as cultures emerge in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2</p> |
| <p>SS-HS-2.3.2 Students will explain and give examples of how compromise and cooperation are characteristics that influence interaction (e.g., peace studies, treaties, conflict resolution) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present). DOK 2</p> |

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| <p>Economics Economics includes the study of production, distribution and consumption of goods and services. Students need to understand how their economic decisions affect them, others, the nation and the world. The purpose of economic education is to enable individuals to function effectively both in their own personal lives and as citizens and participants in an increasingly connected world economy. Students need to understand the benefits and costs of economic interaction and interdependence among people, societies and governments.</p> |
| <p>High School</p> |
| <p>Scarcity</p> |
| <p>SS-HS-3.1.1 Students will give examples of and explain how scarcity of resources necessitates choices at both the personal and societal levels in the modern world (1500 A.D. to present) and the United States (Reconstruction to present) and explain the impact of those choices. DOK 2</p> |
| <p><i>SS-HS-3.1.2</i> <i>Students will explain how governments have limited budgets, so they must compare revenues to costs and consider opportunity cost when planning public projects.</i></p> |
| <p>Economic Systems and Institutions</p> |
| <p>SS-HS-3.2.1 Students will compare and contrast economic systems (traditional, command, market, mixed) based on their abilities to achieve broad social goals such as freedom, efficiency, equity, security and growth in the modern world. DOK 2</p> |
| <p><i>SS-HS-3.2.2</i> <i>Students will describe economic institutions such as corporations, labor unions, banks, stock markets, cooperatives and partnerships.</i></p> |
| <p>SS-HS-3.2.3 Students will explain how, in a free enterprise system, individuals attempt to maximize their profits based on their role in the economy (e.g., producers try to maximize resources, entrepreneurs try to maximize profits, workers try to maximize income, savers and investors try to maximize return). DOK 2</p> |

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| Markets |
| <p>SS-HS-3.3.1 Students will explain and give examples of how numerous factors influence the supply and demand of products (e.g., supply—technology, cost of inputs, number of sellers: demand—income, utility, price of similar products, consumers' preferences).</p> <p style="text-align: right;">DOK 2</p> |
| <p><i>SS-HS-3.3.2</i> <i>Students will describe how specific financial and non-financial incentives often influence individuals differently (e.g., discounts, sales promotions, trends, personal convictions).</i></p> |
| <p><i>SS-HS-3.3.3</i> <i>Students will explain how the level of competition in a market is largely determined by the number of buyers and sellers.</i></p> |
| <p><i>SS-HS-3.3.4</i> <i>Students will explain how laws and government mandates (e.g., anti-trust legislation, tariff policy, regulatory policy) have been adopted to maintain competition in the United States and in the global marketplace.</i></p> |
| Production, Distribution, and Consumption |
| <p>SS-HS-3.4.1 Students will analyze the changing relationships among business, labor and government (e.g., unions, anti-trust laws, tariff policy, price controls, subsidies, tax incentives) and how each has affected production, distribution and consumption in the United States or the world.</p> <p style="text-align: right;">DOK 3</p> |
| <p>SS-HS-3.4.2 Students will describe and give examples of how factors such as technological change, investments in capital goods and human capital/resources have increased productivity in the world.</p> <p style="text-align: right;">DOK 2</p> |
| <p>SS-HS-3.4.3 Students will explain and give examples of how interdependence of personal, national and international economic activities often results in international issues and concerns (e.g., natural resource dependencies, economic sanctions, environmental and humanitarian issues) in the modern world (1500 A.D. to present) and the United States (Reconstruction to present).</p> <p style="text-align: right;">DOK 2</p> |

Geography

Geography includes the study of the five fundamental themes of location, place, regions, movement and human/environmental interaction. Students need geographic knowledge to analyze issues and problems to better understand how humans have interacted with their environment over time, how geography has impacted settlement and population, and how geographic factors influence climate, culture, the economy and world events. A geographic perspective also enables students to better understand the past and present and to prepare for the future.

High School**The Use of Geographic Tools****SS-HS-4.1.1**

Students will use a variety of geographic tools (e.g., maps, globes, photographs, models, satellite images, charts, graphs, databases) to explain and analyze the reasons for the distribution of physical and human features on Earth's surface.

DOK 3*SS-HS-4.1.2*

Students will explain how mental maps, the mental image a person has of an area including knowledge of features and spatial relationships, become more complex as experience, study and the media bring new geographic information.

SS-HS-4.1.3

Students will use geographic tools (e.g., maps, globes, photographs, models, satellite images) to interpret the reasoning patterns (e.g., available transportation, location of resources and markets, individual preference, centralization versus dispersion) on which the location and distribution of Earth's human features is based.

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| Regions |
| <p><i>SS-HS-4.2.1</i> <i>Students will interpret how places and regions serve as meaningful symbols for individuals and societies (e.g., Jerusalem, Vietnam Memorial, Ellis Island, the Appalachian region).</i></p> |
| <p>SS-HS-4.2.2 Students will explain how physical (e.g., climate, mountains, rivers) and human characteristics (e.g., interstate highways, urban centers, workforce) of regions create advantages and disadvantages for human activities in a specific place.</p> <p style="text-align: right;">DOK 2</p> |
| <p><i>SS-HS-4.2.3</i> <i>Students will explain how people can develop stereotypes about places and regions (e.g., all cities are dangerous and dirty; rural areas are poor).</i></p> |
| <p><i>SS-HS-4.2.4</i> <i>Students will explain how people from different cultures with different perspectives view regions (e.g., Middle East, Balkans) in different ways, sometimes resulting in conflict in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</i></p> |
| Patterns |
| <p>SS-HS-4.3.1 Students will describe the movement and settlement patterns of people in various places and analyze the causes of that movement and settlement (e.g., push factors such as famines or military conflicts; pull factors such as climate or economic opportunity) and the impacts in the modern world (1500 A.D. to present) and United States (Reconstruction to present).</p> <p style="text-align: right;">DOK 3</p> |
| <p>SS-HS-4.3.2 Students will explain how technology (e.g., computers, telecommunications) has facilitated the movement of goods, services and populations, increased economic interdependence at all levels and influenced development of centers of economic activity.</p> <p style="text-align: right;">DOK 2</p> |

| Human-Environment Interaction | |
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| <i>SS-HS-4.4.1</i> <i>Students will explain how humans develop strategies (e.g., transportation, communication, technology) to overcome limits of their physical environment.</i> | |
| SS-HS-4.4.2 Students will explain how human modifications to the physical environment (e.g., deforestation, mining), perspectives on the use of natural resources (e.g., oil, water, land), and natural disasters (e.g., earthquakes, tsunamis, floods) may have possible global effects (e.g., global warming, destruction of the rainforest, acid rain) in the modern world (1500 A.D. to present) and United States (Reconstruction to present). | DOK 2 |
| <i>SS-HS-4.4.3</i> <i>Students will explain how group and individual perspectives impact the use of natural resources (e.g., mineral extraction, land reclamation).</i> | |

Historical Perspective

History is an account of events, people, ideas, and their interaction over time that can be interpreted through multiple perspectives. In order for students to understand the present and plan for the future, they must understand the past. Studying history engages students in the lives, aspirations, struggles, accomplishments and failures of real people. Students need to think in an historical context in order to understand significant ideas, beliefs, themes, patterns and events, and how individuals and societies have changed over time in Kentucky, the United States and the World.

High School**The Factual and Interpretive Nature of History****SS-HS-5.1.1**

Students will use a variety of tools (e.g., primary and secondary sources, data, artifacts) to analyze perceptions and perspectives (e.g., gender, race, region, ethnic group, nationality, age, economic status, religion, politics, geographic factors) of people and historical events in the modern world (1500 A.D. to present) and United States History (Reconstruction to present).

DOK 3**SS-HS-5.1.2**

Students will analyze how history is a series of connected events shaped by multiple cause and effect relationships, tying past to present.

DOK 3

| The History of the United States | |
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| <p>SS-HS-5.2.1 Students will compare and contrast the ways in which various Reconstruction plans were approached and evaluate the outcomes of Reconstruction.</p> | DOK 2 |
| <p>SS-HS-5.2.2 Students will explain how the rise of big business, factories, mechanized farming and the labor movement impacted the lives of Americans.</p> | DOK 2 |
| <p>SS-HS-5.2.3 Students will explain the impact of massive immigration (e.g., new social patterns, conflicts in ideas about national unity amid growing cultural diversity) after the Civil War.</p> | DOK 2 |
| <p>SS-HS-5.2.4 Students will explain and evaluate the impact of significant social, political and economic changes during the Progressive Movement (e.g., industrial capitalism, urbanization, political corruption, initiation of reforms), World War I (e.g., imperialism to isolationism, nationalism) and the Twenties (e.g., economic prosperity, consumerism, women’s suffrage).</p> | DOK 3 |
| <p>SS-HS-5.2.5 Students will evaluate how the Great Depression, New Deal policies and World War II transformed America socially and politically at home (e.g., stock market crash, relief, recovery, reform initiatives, increased role of government in business, influx of women into workforce, rationing) and reshaped its role in world affairs (e.g., emergence of the U.S. as economic and political superpower).</p> | DOK 3 |
| <p>SS-HS-5.2.6 Students will explain and give examples of how after WWII, America experienced economic growth (e.g., suburban growth), struggles for racial and gender equality (e.g., Civil Rights Movement), the extension of civil liberties (e.g., desegregation, Civil Rights Acts) and conflict over political issues (e.g., McCarthyism, U.S. involvement in Vietnam).</p> | DOK 3 |
| <p>SS-HS-5.2.7 Students will analyze how the United States participates with the global community to maintain and restore world peace (e.g., League of Nations, United Nations, Cold War politics, Persian Gulf War) and evaluate the impact of these efforts.</p> | DOK 3 |

| The History of the World | |
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| <p>SS-HS-5.3.1 Students will explain how humans began to rediscover the ideas of the Classical Age (e.g., humanism, developments in art and architecture, literature, political theories) and to question their place in the universe during the Renaissance and Reformation.</p> | DOK 2 |
| <p>SS-HS-5.3.2 Students will explain and give examples of how new ideas and technologies led to an Age of Exploration by Europeans that brought great wealth to the absolute monarchies and caused significant political, economic and social changes (disease, religious ideas, technologies, new plants/animals, forms of government) to the other regions of the world.</p> | DOK 2 |
| <p>SS-HS-5.3.3 Students will analyze how an Age of Revolution brought about changes in science, thought, government and industry (e.g., Newtonian physics, free trade principles, rise of democratic principles, development of the modern state) that shaped the modern world, and evaluate the long range impact of these changes on the modern world.</p> | DOK 3 |
| <p>SS-HS-5.3.4 Students will analyze how nationalism, militarism and imperialism led to world conflicts and the rise of totalitarian governments (e.g., European imperialism in Africa, World War I, the Bolshevik Revolution, Nazism, World War II).</p> | DOK 3 |
| <p>SS-HS-5.3.5 Students will explain the rise of both the United States and the Soviet Union to superpower status following World War II, the subsequent development of the Cold War, and the formation of new nations in Africa, Asia, Eastern Europe and the Middle East, and evaluate the impact of these events on the global community.</p> | DOK 3 |
| <p>SS-HS-5.3.6 Students will explain how the second half of the 20th century was characterized by rapid social, political and economic changes that created new challenges (e.g., population growth, diminishing natural resources, environmental concerns, human rights issues, technological and scientific advances, shifting political alliances, globalization of the economy) in countries around the world, and give examples of how countries have addressed these challenges.</p> | DOK 2 |