

FIRST DRAFT USD 258 Humboldt Schools

High School Social Studies Curriculum By State Standards

Class:	Class:	Class:
Standard: Civics-Government	Standard: Civics-Government	Standard: Civics-Government
The student will...	The student will...	The student will...
Benchmark 1: Rule of Law (CGB1) Indicators: <ul style="list-style-type: none"> (A) evaluates the purposes and function of law. (5) (CGB1I1) (POINT OF VIEW) 	Benchmark 1: Rule of Law (CGB1) Indicators: <ul style="list-style-type: none"> ▲(A) analyzes how the rule of law can be used to protect the <i>rights</i> of individuals and to promote the <i>common good</i> (e.g., eminent domain, martial law during disasters, health and safety issues). (4) (CGB1I2) (ANALYSIS) 	Benchmark 1: Rule of Law (CGB1) Indicators: <ul style="list-style-type: none"> (K) explains Kansas court structure (e.g., Municipal Courts, District Courts, Court of Appeals, Supreme Court). (5) (CGB1I5) (COMMUNICATE)
Benchmark 2: Shared Ideals and Diversity (CGB2)	Benchmark 2: Shared Ideals and Diversity (CGB2)	Benchmark 2: Shared Ideals and Diversity (CGB2)
Indicators: <ul style="list-style-type: none"> (K) recognizes that a nation’s values are embodied in the <i>Constitution</i>, statutes, and important court cases (e.g., <i>Dred Scott vs. Sanford</i>, <i>Plessy vs. Ferguson</i>, <i>Brown vs. Board of Education of Topeka</i>). (2) (CGB2I1) (POINT OF VIEW) 	Indicators: <ul style="list-style-type: none"> ▲(K) understands core civic values inherent in the United States Constitution, Bill of Rights, and Declaration of Independence that have been the foundation for unity in American <i>society</i> (e.g., right to free speech, religion, press, assembly; equality; human dignity; <i>civic responsibility, sovereignty of the people</i>). (2) (CGB2I2) (COMPREHENSION) 	Indicators: <ul style="list-style-type: none"> examines the fundamental values and principles of the American political tradition as expressed in historic documents, speeches and events, and ways in which these values and principles conflict (e.g., equal opportunity and fairness vs. affirmative action). (4) (CGB2I3) (ANALYSIS)
Benchmark 3: Power and Responsibility (CGB3)	Benchmark 3: Power and Responsibility (CGB3)	Benchmark 3: Power and Responsibility (CGB3)

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<p>Class:</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) describes the purposes, organization, and functions of the three branches of <i>government</i> and independent regulatory agencies in relation to the United States <i>Constitution</i>. (2) (CGB311) (COMMUNICATE) 	<p>Class:</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(K) explains <i>Constitutional powers</i> (e.g., ▲<i>expressed/enumerated</i>, ▲<i>implied, inherent</i>, ▲<i>reserved, concurrent</i>). (5) (CGB312) (COMMUNICATE) 	<p>Class:</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) discusses that the United States Constitution has been able to sustain American government over time by the ability of the people to <i>amend</i> the document. (2) (CGB313) (COMMUNICATE)
<p>Benchmark 4: Rights, Privileges, and Responsibilities (CGB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(A) examines the role of political parties in channeling public opinion, allowing people to act jointly, nominating candidates, conducting campaigns, and training future leaders. (4) (CGB411) (ANALYSIS) K understands that <i>civil disobedience</i> is a form of protest and if taken to extreme, punishable by law. (2) (CGB415) examines the role of interest groups and their impact on governmental policy. (4) (CGB418) (ANALYSIS) 	<p>Benchmark 4: Rights, Privileges, and Responsibilities (CGB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) explains how public policy is formed and carried out at local, state, and national levels and what roles individuals and groups can play in the process. (5) (CGB412) (COMMUNICATE) analyzes issues regarding economic freedoms within the United States (e.g., <i>free enterprise</i>, rights of individual choice, government regulation). (4) (CGB416) (ANALYSIS) 	<p>Benchmark 4: Rights, Privileges, and Responsibilities (CGB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> examines issues regarding political <i>rights</i> (e.g., to be an informed voter, participate in the political process, assume leadership roles). (4) (CGB414) (ANALYSIS) (K) explores issues regarding civic <i>responsibilities</i> of American <i>citizens</i> (e.g., obeying the law, paying taxes, voting, jury duty, serving our country, providing leadership, involvement in the political process). (4) (CGB417) (ANALYSIS)

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<p>Class:</p> <p>Benchmark 5: Systems of Governments (CGB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> compares various governmental systems with that of the United States <i>government</i> in terms of sovereignty, structure, function, decision-making processes, <i>citizenship</i> roles, and political culture and ideology (e.g., systems: constitutional monarchy, parliamentary democracy, dictatorship, totalitarianism; ideology: fascism, socialism, communism). (5) (CGB5I1) (COMPARE AND CONTRAST) examines a position concerning the use of various tools in carrying out United States foreign policy (e.g., trade sanctions, extension of the “most favored nation” status, military interventions). (CGB5I5) (ANALYSIS) 	<p>Class:</p> <p>Benchmark 5: Systems of Governments (CGB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) discusses the structure of international relations both regional and world-wide (e.g., <i>trade</i>, economic and defense alliances, regional security). (6) (CGB5I2) (COMMUNICATE) 	<p>Class:</p> <p>Benchmark 5: Systems of Governments (CGB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(A) examines the purpose and functions of multi-national organizations (e.g., United Nations, NATO, International Red Cross). (4) (CGB5I3) (ANALYSIS)
<p>Standard: Economics</p>	<p>Standard: Economics</p>	<p>Standard: Economics</p>
<p>The student will...</p>	<p>The student will...</p>	<p>The student will...</p>

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<p>Class:</p> <p>Benchmark 1: Limited Resources (EB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> explains how <i>economic systems</i> affect the <i>allocation</i> of scarce <i>resources</i> (e.g., <i>monarchies</i>, financing explorers, mercantilism, rise of capitalism). (5) (EB1I1) (COMMUNICATE) (K) explains how economic choices made by individuals, businesses, or governments often have intended and unintended consequences (e.g., individual: build a house in a flood plain; business: car, need for roads, railroads, ecosystems; government isolationism at beginning of WWI, Prohibition Act, Space Race, building of atomic bomb). (5) (EB1I4) (COMMUNICATE) 	<p>Class:</p> <p>Benchmark 1: Limited Resources (EB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(K) explains how economic choices made by <i>societies</i> have intended and unintended consequences. (e.g., mercantilism, “planned economy” under Soviet Union, Adam Smith-Invisible hand/Laissez Faire). (5) (EB1I2) (COMMUNICATE) 	<p>Class:</p> <p>Benchmark 1: Limited Resources (EB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) explains how people respond to incentives in order to allocate scarce resources (e.g., government subsidies/farm <i>production</i>, rationing coupons/WWII, emission regulations, <i>profits/war production</i>, women/WWII workforce). (5) (EB1I3) (COMMUNICATE)
<p>Benchmark 2: Market Economy (EB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) defines Gross Domestic Product (GDP) and indicates the components that make up our nation’s GDP (e.g., consumption, investment, government, and net exports). (2) EB2I1) (RETELL) ▲(K) explains the factors that could 	<p>Benchmark 2: Market Economy (EB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) explains the factors that have contributed to United States economic growth (e.g., increasing education and literacy, health care advances, <i>technology</i> developments). (5) (EB2I2) (COMMUNICATE) 	<p>Benchmark 2: Market Economy (EB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) explains the principles of demand and supply (e.g., laws, equilibrium, change in quantity vs. change in demand and supply). (5) (EB2I3) (COMMUNICATE) (K) describes what happens to the product <i>price</i> and output of

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<p>Class:</p> <p>change supply of or demand for a product (e.g., societal values: prohibition of alcohol; scarcity of <i>resources</i>: war; technology: assembly line production). (5) (EB214) (COMMUNICATE)</p> <ul style="list-style-type: none"> analyzes the role of central banks and the <i>Federal Reserve System</i> in the <i>economy</i> of the United States (e.g., interest rates, monetary policy, government bonds). (4) (EB217) (ANALYSIS) 	<p>Class:</p> <ul style="list-style-type: none"> analyzes how changes in prices affect <i>consumer</i> behavior and sometimes result in government actions (e.g., WWII-rationing, fuel, metals, nylon; Arab oil embargo of 1974; droughts (Ag products), changes in consumer preferences—fads, health information). (4) (EB215) (ANALYSIS) 	<p>Class:</p> <p>businesses when the degree of competition changes in an industry (e.g., oil, steel, automobiles (1970s), railroads in late 1800’s and early 1900’s, AT&T, Microsoft, Trusts of 1920’s & 1930’s). (2) (EB216) (COMMUNICATE)</p>
<p>Benchmark 3: Local, National, and International Interdependence (EB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲ (A) compares characteristics of traditional, command, market, and mixed economies on the basis of property rights, factors of production and locus of economic decision making (e.g., what, how, for whom). (5) (EB312) (COMPARE AND CONTRAST) 	<p>Benchmark 3: Local, National, and International Interdependence (EB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> uses comparative advantage to explain the benefits of <i>trade</i> among nations (e.g., nations can benefit from free trade while reducing or eliminating <i>production</i> of a good in which it is technologically superior at producing; to benefit from specialization and free trade, one nation should specialize and trade the good in which it is “most best” at producing, while the other nation should specialize and trade the good in which it is “least best” at producing; benefits include more 	<p>Benchmark 3: Local, National, and International Interdependence (EB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) explains how a change in <i>exchange rates</i> affects the flow of trade between nations and a nation’s domestic <i>economy</i> (e.g., using historical examples such as development of the Euro, devaluation of the United States dollar in the early 1970s, & currency boards in the transitional economies of Eastern Europe). (5) (EB315) (COMMUNICATE)

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Class:	Class: product selection, lower prices, higher wages in both nations). (5) (EB3I3) (COMMUNICATE)	Class:
Benchmark 4: Role of Government (EB4) Indicators: <ul style="list-style-type: none"> explains why certain goods and services are provided by the government (e.g., infrastructure, schools, waste management, national defense, parks, environmental protection). (5) (EB4I1) (COMMUNICATE) 	Benchmark 4: Role of Government (EB4) Indicators: <ul style="list-style-type: none"> explains the advantages and disadvantages of the use of fiscal policy by the Federal Government to influence the United States economy (e.g., change in taxes & spending to expand or contract the economy, such as Franklin D. Roosevelt's New Deal, George W. Bush's tax cuts, Gerald Ford's WIN program). (5) (EB4I2) (COMMUNICATE) 	Benchmark 4: Role of Government (EB4) Indicators: <ul style="list-style-type: none"> ▲(A) evaluates the costs and benefits of governmental economic and social policies on society (e.g., minimum wage laws, anti-trust laws, EPA Regulations, Social Security, farm subsidies, international sanctions on agriculture, Medicare, unemployment insurance, corporate tax credits, public work projects). (5) (EB4I4) (ANALYSIS)
Benchmark 5: Effective Decisions (EB5) Indicators: <ul style="list-style-type: none"> ▲(A) - (\$) explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining, and wage rates (e.g., spinning mills and the beginning of the modern factory system, the increased use of machinery throughout the Industrial 	Benchmark 5: Effective Decisions (EB5) Indicators: <ul style="list-style-type: none"> (K) - (\$) determines the costs and benefits of using credit. (5) (EB5I5) (ANALYSIS) 	Benchmark 5: Effective Decisions (EB5) Indicators: <ul style="list-style-type: none"> ▲(A) - (\$) analyzes the costs and benefits of investment alternatives (e.g., stock market, bonds, real estate). (4) (EB5I6) (ANALYSIS)

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Class:	Class:	Class:
Revolution, assembly lines). (5) (EB5I3) (COMMUNICATE)		
Standard : Geography	Standard: Geography	Standard: Geography
The student will...	The student will...	The student will...
Benchmark 1: Geographic Tools and Location (GB1)	Benchmark 1: Geographic Tools and Location (GB1)	Benchmark 1: Geographic Tools and Location (GB1)
Indicators: <ul style="list-style-type: none"> ▲ (K) locates major <i>political</i> and <i>physical features</i> of Earth from memory and compares the <i>relative locations</i> of those features. <i>Locations</i> will be included in indicator at each grade level (e.g., ▲ Beijing, ▲ English Channel, ▲ India, ▲ Iraq, ▲ Moscow, ▲ Sahara Desert, ▲ South Africa, ▲ Venezuela, Balkan Peninsula, Berlin, Black Sea, Bosporus Strait, Euphrates River, Geneva, Hong Kong, Israel, Libya, North Korea, Pakistan, Saudi Arabia, Singapore, South Korea, Suez Canal, Tigris River, Tokyo, Yangtze River). (1) (GB1I1) (MAP) 	Indicators: <ul style="list-style-type: none"> interprets maps and other <i>graphic representations</i> to analyze United States and world issues (e.g., urban vs. urban areas, development vs. <i>conservation</i>, land use in the world vs. local <i>community</i>, nuclear waste disposal, relocation of refugees). (5) (GB1I2) (ANALYSIS) 	Indicators: <ul style="list-style-type: none">

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<p>Class:</p> <p>Benchmark 2: Places and Regions (GB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(A) analyzes the factors that contribute to human changes in <i>regions</i> (e.g., <i>technology</i> alters use of place, <i>migration</i>, changes in <i>cultural characteristics</i>, political factors). (4) (GB1I2) (ANALYSIS) 	<p>Class:</p> <p>Benchmark 2: Places and Regions (GB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • 	<p>Class:</p> <p>Benchmark 2: Places and Regions (GB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> •
<p>Benchmark 3: Physical Systems (GB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • 	<p>Benchmark 3: Physical Systems (GB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • 	<p>Benchmark 3: Physical Systems (GB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> •
<p>Benchmark 4: Human Systems (GB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(K) gives examples of how cultural cooperation and conflict are involved in shaping the <i>distribution</i> of and connections between cultural, political, and economic spaces on Earth (e.g., cultural: Hindu vs. Muslims in India; political: International Court of Justice and <i>Hong Kong</i>; economic: World Trade Organization). (3) (GB4I5) (COMMUNICATE) 	<p>Benchmark 4: Human Systems (GB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • 	<p>Benchmark 4: Human Systems (GB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> •

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Class:	Class:	Class:
Benchmark 5: Human-Environment Interactions (GB5) Indicators: <ul style="list-style-type: none"> ▲(A) examines the impact that <i>technology</i> has on human modification of the physical environment (e.g., over-fishing, logging and mining, construction on floodplains, internal combustion engine, toxic waste). (4) (GB5I1) (CRITICAL THINKING) 	Benchmark 5: Human-Environment Interactions (GB5) Indicators: <ul style="list-style-type: none"> ▲(A) examines alternative strategies to respond to constraints placed on <i>human systems</i> by the physical environment (e.g., irrigation, terracing, sustainable agriculture, water diversion, natural disaster-resistant construction). (4) (GB5I2) (CRITICAL THINKING) 	Benchmark 5: Human-Environment Interactions (GB5) Indicators: <ul style="list-style-type: none"> •
Standard: Kansas, United States, and World History	Standard: Kansas, United States, and World History	Standard: Kansas, United States, and World History
The student will...	The student will...	The student will...
<u>Kansas History</u> Benchmark 1: Modern United States (1890-1930) (KB1) Indicators: <ul style="list-style-type: none"> analyzes the ways the People’s Party Platform of 1892 addressed the social and economic issues facing Kansas and the nation. (4) (KB1I1) 	<u>Kansas History</u> Benchmark 1: Modern United States (1890-1930) (KB1) Indicators: <ul style="list-style-type: none"> analyzes the text of William Allen White’s essay “What’s the Matter with Kansas” to understand his opposition to Populism. (4) (KB1I2) 	<u>Kansas History</u> Benchmark 1: Modern United States (1890-1930) (KB1) Indicators: <ul style="list-style-type: none"> •

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Class:	Class:	Class:
<p>(ANALYSIS)</p> <p><u>United States History</u> Benchmark 1: Modern United States (1890-1930) (USB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> examines topics in the transformation of American <i>society</i> in the rise of big business, heavy industry, and mechanized farming in the late 19th century (e.g., Social Darwinism, Gospel of Wealth, “Robber Barons” or “Captains of Industry”, Sherman Antitrust Act, muckrakers). (4) (USB1I1) (ANALYSIS) analyzes the reasons for and impact of the United States’ entrance into World War I. (4) (USB1I6) (ANALYSIS) evaluates various social conflicts in the early 1920’s (e.g., rural vs. urban, fundamentalism vs. modernism, prohibition, nativism, flapper vs. traditional woman’s role). (5) (USB1I10) (ANALYSIS) 	<p>(ANALYSIS)</p> <p><u>United States History</u> Benchmark 1: Modern United States (1890-1930) (USB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲ (A) examines the emergence of the United States in international affairs at the turn of the 20th century (e.g., debate over imperialism, Spanish-American War, Philippine Insurrection, Panama Canal, Open Door Policy, Roosevelt Corollary, Dollar Diplomacy). (4) (USB1I4) (ANALYSIS) analyzes how the home front was influenced by United States involvement in World War I (e.g., Food Administration, Espionage Act, Red Scare, influenza, Creel Committee). (4) (USB1I7) (ANALYSIS) analyzes significant developments in race relations (e.g., rise of Ku Klux Klan, the <i>Great Migration</i>, race riots, NAACP, Tuskegee). (4) (USB1I11) (ANALYSIS) 	<p><u>United States History</u> Benchmark 1: Modern United States (1890-1930) (USB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) explains the spread of Progressive ideas (e.g., political influence on elections, desire to have government regulation of private business and industries, child labor laws, muckrakers, Theodore Roosevelt, Woodrow Wilson). (5) (USB1I5) (COMMUNICATE) (K) retraces the progress of the women’s suffrage movement from the state to the national arena (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, states granting voting <i>rights</i> in the 19th Amendment). (2) (USB1I8) (SEQUENCE) <p>(A) interprets how the arts, music, and literature reflected social change during the Jazz Age (e.g., Harlem Renaissance, F. Scott Fitzgerald, development of blues and jazz <i>culture</i>). (5) (USB1I12) (DRAW CONCLUSIONS)</p>

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<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 2: Great Depression through World War II (1930-1945) (KB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • ▲(A) uses <i>primary source</i> materials to explore individual experiences in the Dust Bowl in Kansas (e.g., diaries, oral histories, letters). (5) (KB2I1) (RESEARCH) <p style="text-align: center;"><u>United States History</u></p> <p>Benchmark 2: Great Depression through World War II (1930-1945) (USB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • ▲(A) analyzes the <i>costs</i> and <i>benefits</i> of New Deal programs. (e.g., budget deficits vs. creating employment, expanding <i>government</i>: CCC, WPA, Social Security, TVA, <i>community infrastructure</i> improved, dependence on subsidies). (4) (USB2I2) (ANALYSIS) • (K) examines the complexity of race and ethnic relations (e.g., Zoot Suit Riots, Japanese internment camps, American reaction to atrocities of 	<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 2: Great Depression through World War II (1930-1945) (KB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • <p style="text-align: center;"><u>United States History</u></p> <p>Benchmark 2: Great Depression through World War II (1930-1945) (USB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • analyzes the debate over and reasons for United States entry into World War II (e.g., growth of totalitarianism, America First Committee, neutrality, isolationism, Pearl Harbor). (4) (USB2I3) (ANALYSIS) • (A) examines the entry of the United States into the nuclear age (e.g., Manhattan Project, Truman's decision to use the atomic bombs, 	<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 2: Great Depression through World War II (1930-1945) (KB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • <p style="text-align: center;"><u>United States History</u></p> <p>Benchmark 2: Great Depression through World War II (1930-1945) (USB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • ▲(K) discusses how World War II influenced the home front (e.g., women in the work place, rationing, role of the radio in communicating news from the war front, victory gardens, conscientious objectors). (6) (USB2I6) (COMMUNICATE)
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Class:	Class:	Class:
<p>Holocaust and unwillingness to accept Jewish refugees). (4) (USB2I7) (ANALYSIS)</p>	<p>opposition to nuclear weapons). (4) (USB2I8) (ANALYSIS)</p>	
<p style="text-align: center;"><u>Kansas History</u> Benchmark 3: Cold War (1945-1990) (KB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> analyzes <i>Brown vs. Board of Education of Topeka</i> as it relates to Kansas segregation laws and why it takes the lead in the Supreme Court case. (4) (KB3I1) (ANALYSIS) <p style="text-align: center;"><u>United States History</u> Benchmark 3: Cold War (1945-1990) (USB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) explains why the United States emerged as a superpower as the result of World War II. (5) (USB3I1) (ANALYSIS) 	<p style="text-align: center;"><u>Kansas History</u> Benchmark 3: Cold War (1945-1990) (KB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> <p style="text-align: center;"><u>United States History</u> Benchmark 3: Cold War (1945-1990) (USB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(A) analyzes the origins of the Cold War (e.g., establishment of the Soviet Bloc, Mao's victory in China, Marshall Plan, Berlin Blockade, Iron Curtain). (4) (USB3I2) (ANALYSIS) 	<p style="text-align: center;"><u>Kansas History</u> Benchmark 3: Cold War (1945-1990) (KB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> <p style="text-align: center;"><u>United States History</u> Benchmark 3: Cold War (1945-1990) (USB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(K) examines the struggle for racial and gender equality and for the extension of civil rights (e.g., <i>Brown vs. Board of Education of Topeka</i>, Little Rock Nine, Martin Luther King, Jr., Montgomery Bus Boycott, Voting Rights Act of 1965, Betty Friedan, NOW, ERA, Title IX). (4) (USB3I7) (ANALYSIS)

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<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 4: Contemporary United States History (Since 1990) (KB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> researches a contemporary issue in Kansas and constructs a well developed argument in support or opposition of position. (4) (KB4I1) (RESEARCH) <p style="text-align: center;"><u>United States History</u></p> <p>Benchmark 4: Contemporary United States History (Since 1990) (USB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> (K) examines the relationship of the United States to the rest of the world in the post Cold War era (e.g., domestic and international terrorism, United States as the single superpower, United States involvement in the Middle East conflict, spread and resistance to United States popular culture). (4) (USB4I1) (ANALYSIS) 	<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 4: Contemporary United States History (Since 1990) (KB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> <p style="text-align: center;"><u>United States History</u></p> <p>Benchmark 4: Contemporary United States History (Since 1990) (USB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> examines United States immigration policy to understand the affects of legal and illegal immigration (e.g., political, social, economic). (4) (USB4I5) (CRITICAL THINKING) 	<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 4: Contemporary United States History (Since 1990) (KB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> <p style="text-align: center;"><u>United States History</u></p> <p>Benchmark 4: Contemporary United States History (Since 1990) (USB4)</p> <p>Indicators:</p> <ul style="list-style-type: none">
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<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 5: Historical Thinking Skills (KB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • <p style="text-align: center;"><u>United States</u></p> <p>Benchmark 5: Historical Thinking Skills (USB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • ▲(A) uses primary and <i>secondary sources</i> about an event in U.S. history to develop a credible interpretation of the event, evaluating on its meaning (e.g., uses provided primary and secondary sources to interpret a historical-based conclusion). (6) (USB5I3) (RESEARCH) 	<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 5: Historical Thinking Skills (KB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • <p style="text-align: center;"><u>United States</u></p> <p>Benchmark 5: Historical Thinking Skills (USB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • 	<p>Class:</p> <p style="text-align: center;"><u>Kansas History</u></p> <p>Benchmark 5: Historical Thinking Skills (KB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • <p style="text-align: center;"><u>United States</u></p> <p>Benchmark 5: Historical Thinking Skills (USB5)</p> <p>Indicators:</p> <ul style="list-style-type: none"> •
<p style="text-align: center;"><u>World History</u></p> <p>Benchmark 1: Global Age of Exploration (1400-1750) (WB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • ▲(A) analyzes the changes in European thought and <i>culture</i> resulting from the Renaissance (e.g., 	<p style="text-align: center;"><u>World History</u></p> <p>Benchmark 1: Global Age of Exploration (1400-1750) (WB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • (K) explains the significance of the Ottoman, Safavid, and Mogul Empires (e.g., the Fall of Constantinople and the 	<p style="text-align: center;"><u>World History</u></p> <p>Benchmark 1: Global Age of Exploration (1400-1750) (WB1)</p> <p>Indicators:</p> <ul style="list-style-type: none"> • ▲(K) describes why East Asia withdrew into isolationism during a time of European expansion (e.g., Tokugawa Shogunate, end of Great

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Class:	Class:	Class:
<p>more secular worldview; Machiavelli, Shakespeare; humanism; innovations in art: Michelangelo, Da Vinci; architecture: St. Peters Dome). (4) (WB11) (ANALYSIS)</p>	<p>establishment of Ottoman dominance in the Balkans and Southwest Asia; The spread of Shi'ism in Persia, the establishment of Islamic rule in India). (5) (WB16) (COMMUNICATE)</p>	<p>Ming Naval Expeditions) (2) (WB17) (RETELL)</p>
<p>Benchmark 2: Age of Revolution (1650-1920) (WB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(K) explains essential concepts from the Enlightenment that represented a turning point in intellectual history (e.g., ideas of Thomas Hobbes, John Locke, Voltaire, Montesquieu, Mary Wollstonecraft, Jean Jacques Rousseau, Enlightened despotism, salons). (2) (WB2) (COMMUNICATE) (K) describes the motives and impact of imperialism (e.g., motives: economic-<i>natural resources</i> and expansion of <i>trade</i>, the competition for colonies in Africa and Asia and the Berlin Conference; humanitarian- missionaries and the ideology of Social Darwinism, political- naval bases and expansion of political control; restriction of human <i>rights</i> in King Leopold's 	<p>Benchmark 2: Age of Revolution (1650-1920) (WB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> explores industrialization and its consequences in Britain (e.g., the rise of laissez-faire economics in Britain, Adam Smith, Chartists, development of the middle class). (4) (WB2) (CAUSE & EFFECT) (A) analyzes the causes and impact of the Russian Revolution (e.g., the idea of communism as an economic alternative to capitalism; Vladimir Lenin, Karl Marx, Communist Manifesto, failure of tsarist regime, economic instability; beginnings of totalitarianism). (4) (WB2) (ANALYSIS) 	<p>Benchmark 2: Age of Revolution (1650-1920) (WB2)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(A) compares and contrasts German unification with the Meiji Restoration (e.g., nationalism, militarism, modernization, industrialization). (4) (WB2) (COMPARE & CONTRAST) ▲(A) examines causes of anti-colonial <i>movements</i> in Latin America, Asia, and Africa (e.g., ▲Haitian Revolution; Bolivar; San Martin; Hidalgo and Morelos; Taiping Rebellion; ▲Boxer Rebellion; ▲Sepoy Rebellion; ▲Zulu Wars). (5) (WB2) (CRITICAL THINKING)

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<p>Class:</p> <p>Congo; development of infrastructure; roads, schools, hospitals, railroads; assimilation and loss of indigenous culture. (2) (WB2I6) (COMMUNICATE)</p>	<p>Class:</p>	<p>Class:</p>
<p>Benchmark 3: Era of World War (1914-1945) (WB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> analyzes the causes and immediate consequences of WWI (e.g., imperialism rivalries: Triple Entente, Triple Alliance, nationalism, arms race in England, France, and Germany; Treaty of Versailles, reparations, War Guilt Clause). (4) (WB3I1) (CAUSE & EFFECT) 	<p>Benchmark 3: Era of World War (1914-1945) (WB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(A) examines the nature of totalitarianism in fascist Germany and communist Soviet Union (e.g., one party rule; systematic violation of human rights, secret police, state supremacy over individual rights, role of private property, class structure). (5) (WB3I3) (ANALYSIS) 	<p>Benchmark 3: Era of World War (1914-1945) (WB3)</p> <p>Indicators:</p> <ul style="list-style-type: none"> analyzes the causes and immediate consequences of WWII (e.g., German, Italian, and Japanese aggression; failure of the League of Nations; appeasement; development of American, British-Soviet alliance; Holocaust; Nanjing; introduction of nuclear weapons; war crime trials). (4) (WB3I4) (ANALYSIS)
<p>Benchmark 4: World War Since 1945 (WB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> analyzes the Cold War as the competition between two competing ideologies or world views and its impact on various regions of the world. (e.g., roots in WWII, Mao's 	<p>Benchmark 4: World War Since 1945 (WB4)</p> <p>Indicators:</p> <ul style="list-style-type: none"> ▲(K) describes the emergence of the Middle East as an influential region in world politics (e.g., creation of the state of Israel, emerging Middle Eastern post WWII 	<p>Benchmark 4: World War Since 1945 (WB4)</p> <p>Indicators:</p> <ul style="list-style-type: none">

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Class: China; the Cold War in Europe; NATO, Warsaw Pact, and the competition for nonaligned nations; collapse of Communism in Europe). (4) (WB4I1) (ANALYSIS)	Class: nationalism: Suez Crisis, petroleum based interdependence). (5) (WB4I3) (COMMUNICATE)	Class:
Benchmark 5: Historical Thinking Skills (WB5) Indicators: <ul style="list-style-type: none"> • analyzes a theme in world history to explain patterns of continuity and change over time. (4) (WB5I1) (COMMUNICATE) 	Benchmark 5: Historical Thinking Skills (WB5) Indicators: <ul style="list-style-type: none"> • 	Benchmark 5: Historical Thinking Skills (WB5) Indicators: <ul style="list-style-type: none"> •
<h2 style="margin: 0;">COMMON CORE ELA STANDARDS</h2>		
<h2 style="margin: 0; color: blue;">Grade Level Reading Standards for Literature in History/Social Studies</h2>		

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High School Social Studies Curriculum By State Standards

Class:	Class:	Class:
Key Ideas and Details	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (5) (RH9-10.2)	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. (5) (RH11-12.2)
	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. (4) (RH9-10.3)	
Craft and Structure	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis. (4) (RH9-10.5)	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (5) (RH11-12.4)

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High School Social Studies Curriculum By State Standards

Class:	Class:	Class:
Integration of Knowledge and Ideas	Compare and contrast treatments of the same topic in several primary and secondary sources. (5) (RH9-10.9)	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. (4) (RH11-12.7)
Range of Reading and Level of Text Complexity	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently. (1) (RH9-10.10)	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently. (1) (RH11-12.10)
Grade Level Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects		

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High School Social Studies Curriculum By State Standards

Class:	Class:	Class:
Text Types and Purposes	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (6) (WHST9-10.2)</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). (6) (WHST11-12.2)</p>

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High School Social Studies Curriculum By State Standards

Class:	Class:	Class:
Production and Distribution of Writing	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (6) (WHST9-10.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (6) (WHST11-12.4)
	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (6) (WHST9-10.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (6) (WHST11-12.5)
	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. (6) (WHST9-10.6)	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. (6) (WHST11-12.6)

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Class:	Class:	Class:
Research to Build and Present Knowledge	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (6) (WHST9-10.7)	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. (6) (WHST11-12.7)
	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. (6) (WHST9-10.8)	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (6) (WHST11-12.8)
	Draw evidence from informational texts to support analysis, reflection, and research. (6) (WHST9-10.9)	Draw evidence from informational texts to support analysis, reflection, and research. (6) (WHST11-12.9)

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High School Social Studies Curriculum By State Standards

Class:	Class:	Class:
Range of Writing	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (6) (WHST9-10.10)	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (6) (WHST11-12.10)
		10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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