**STANDARDS AND BENCHMARKS**

| **SAS STRANDS (SKILLS)** | **NCSS STRANDS** | **(Grade 6)** | **(Grade 7)** | **(Grade 8)** | **Asian History** | **Grade 10  (World History)** |
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| **Standard I: Analyze how individuals,**  **groups, and institutions create and change**  **structures of power, authority, and governance** | Individuals, Groups, & Institutions  Power, Authority, & Governments | 1. Describe major issues involving rights, responsibilities, roles, and status of individuals and social groups | 1. Examine the various forms institutions take and the interactions of people with and within institutions | 1. Examine issues involving the rights, roles and status of the individual in relation to society | 1. Identify the structures of power, authority, and governance within and between societies | 1. Analyze major responsibilities of governing bodies for domestic and foreign policy |
|  |  | 1. DESCRIBE reasons AND INDIVIDUAL’S MOTIVATION for change | 1. Analyze the role of individuals and institutions in furthering both continuity and change | 1. IDENTIFY motivations behind changes within society (MOVED FROM G10) | 1. Analyze the cause and effect relationships of changes within society | 1. EXPLAIN the motivations within groups to affect changes (moved from G9) |
|  |  | 1. ~~Describe how leadership powers are acquired, and used]~~ |  | 1. ~~Breakdown the purposes of government and how power is acquired, used and justified~~ |  | 1. Explain how ideologies and laws are set and shape society |
| **Standard II Explore and apply geographic knowledge and skills** | People, Places & Environments | 1. Describe ways that humans have been influenced by geographic conditions | 1. Examine ways that *humans have influenced*, and are influenced by, geographic conditions | 1. Explain and give examples of voluntary and involuntary movement of humans | 1. Explain how human actions impact geography and vice versa USING GEOGRAPIC TERMINOLOGY AND SKILLS | 1. Apply geographic resources as a tool to understand history |
|  |  | 1. ANALYZE THE RELATIONSHIP BETWEEN PEOPLE, PLACES AND ENVIRONMENTS using a variety of TOOLS (e.g. charts, graphs, MAPS, GLOBES AND OTHER GEOSPATIAL TECHNOLOGIES) | 1. Locate and identify physical and political features of selected regions | 1. Integrate demographic and visual information to analyze and make inferences relative to different populations | 1. Describe how natural boundaries shape history and society using geographic terminology | 1. Recognize how geography can cause alliances and divisions between and amongst states (i.e., geography – political/ social) |
| 1. ~~Locate and identify physical and political features of selected regions~~**~~[ [26](http://saschina.rubiconatlas.org/c/maps/standardsOverviewDetail.php?StandardID=1000270344&ProficiencyID=&)~~**~~]~~ |  | 1. ~~Recognize that people create places and institutions that reflect cultural values and ideas~~ | 1. ~~Apply geographic terminology and skills in relation to history~~ | ~~Analyze the cause of geographic changes and their effects~~ |
| **Standard III Recognize how time, continuity, and change affect perspectives and relationships** | Time, continuity & Change  Global Connections | 1. Identify patterns of historical change using key terminology such as chronology, causality, and conflict to explain. | 1. Uncover causes and effects of key events in selected historical periods | 1. Analyze multiple interpretations of a historical or current event or issue, to distinguish between fact and opinion within the texts | 1. Describe the role of enduring belief systems in society over time | 1. Describe the various perspectives on historical events in and over time |
|  | 1. Explain current events utilizing knowledge of the past and its trends | 2. Defend a point of view by examining historic and current resources | 1. Interpret historical events citing a variety of sources | 1. Explain why historic interpretations vary |
| 3. Establish a point of view, make decisions and form opinions on historic events drawing from historical resources | 3. Justify how knowledge of the past and trends can help explain current events | 1. Identify the long and short term effects behind the sequence of historical events | 1. Categorize and explain the effects that cause historical change |
| 1. Analyze the impact of change on societies (i.e., politics and economies) | 1. Explain forces of change that impact on societies (i.e., politics and economies) |
| **Standard IV Applies economic concepts** | Production, Distribution, & Consumption | 1. Describe the role of specialization in the division of labor in society. | 1. Examine how societies address the economic problem of scarcity. | 1. Explain historic events, current events, and social issues through the distinction and description of economic systems | 1. Analyze ways in which trade has contributed to economic change in selected societies | 1. Analyze how economic forces can change and influence governments and/or government policies |
| 1. Identify patterns of resource distribution and use (trade, ideas) | 2. Investigate the factors that motivate trade (e.g., technology and innovation) | 1. Explain the allocation of goods and services in a market economy. | 2. Analyze and evaluate economic issues from a geographical point of view | 1. Recognize the interconnectedness of national economies throughout the world |
| 1. Explain how values and beliefs influence economic decisions | 1. Project the impact of values and beliefs on economic forces. | 1. Describe how economic forces determine an individuals and groups power and status in society |
| **Standard V Examines cultural practices and human interactions** | Culture  Individual Development & Identity  Science, Technology & Society | 1. Identify the values and beliefs that motivate cultural identity | 1. Examine how elements of culture develop during selected periods of history | 1. Illustrate how information and experiences may be interpreted by people from diverse cultural perspectives | 1. Describe the development of cultures in relation to forces of change | 1. Recognize how states attempt to assert their cultural identity |
| 1. Find examples of tension between individuality and social conformity | 1. Interpret examples of tension between expressions of individuality and forces of social conformity | 1. Examine examples of tension between expressions of individuality and forces of social conformity | 1. Evaluate the causes and effects of cultural diffusion | 1. Examine the development of culture of selected time periods |
| **Standard VI Apply literacy skills and understandings of key ideas, details, structure, and integration of knowledge.**  **(inclusive of Digital Literacy)**  (new literacy standard in history/social science added 8 Oct. 2010) |  | 1. Draw inferences from archaeological evidence (from V.2) | 1. Determine the central idea of information from primary or secondary sources | Apply digital tools to gather, evaluate, and use information | 1. Determine the nature and extent of the information needed. | 1. Determine the nature and extent of the information needed. |
| 1. Cite specific textual evidence to support analysis | 1. Break down the differences between fact, opinion, and reasoned judgment in a text. (From v.2) | Locate, synthesize, and ethically use information from a variety of sources including media | 1. Access the needed information effectively and efficiently. | 1. Access the needed information effectively and efficiently. |
| 1. **Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others** | 1. **Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others** | **3. Use digital media and environments to communicate and work collaboratively to support individual learning and contribute to the learning of others** | 1. Evaluate information and its sources critically and incorporate selected information into ones knowledge base and value system. | 1. Evaluate information and its sources critically and incorporate selected information into ones knowledge base and value system. |