North Carolina ABE/ASE Content Standards

Level 5, Grade Levels 9.0 - 12.9

Production and Distribution of Writing ASE LA 1

1.1 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. CCR Anchor 2

ASE LA.1.1

A Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ASE LA.1.1.A

B Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ASE LA.1.1.B

C Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ASE LA.1.1.C

D Use precise language and domain-specific vocabulary to manage the complexity of the topic. ASE LA.1.1.D

E Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ASE LA.1.1.E

F Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). ASE LA.1.1.F

1.2 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. CCR Anchor 3

ASE LA.1.2

A Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ASE LA.1.2.A

B Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ASE LA.1.2.B

C Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ASE LA.1.2.C

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D Use precise words and phrases, telling details, and sensory language to convey vivid picture of the experiences, events, setting, and/or characters. ASE LA.1.2.D

E Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative. ASE LA.1.2.3

1.3 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. CCR Anchor 4

ASE LA.1.3

1.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. CCR Anchor 5 ASE LA.1.4

A 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. ASE LA.1.4.A

1.5 Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. CCR Anchor 6 ASE LA.1.5

A 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. ASE LA.1.5.A

1.6 Demonstrate command of the conventions of standard English including grammar, capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. CCR Language Anchors 1 and 2. ASE LA.1.6

A Use parallel structure. ASE LA.1.6.A

B Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ASE LA.1.6.B

C Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ASE LA.1.6.C

D Use a colon to introduce a list or quotation. ASE LA.1.6.D

E Spell correctly. ASE LA.1.6.E

1.7 Acquire and use accurately general academic and domain-specific words and phrases at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CCR Language Anchor 4 and 5 ASE LA.1.7

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A Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ASE LA.1.7.A

B Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). ASE LA.1.7.B

C Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology or its standard usage. ASE LA.1.7.C

D Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). ASE LA.1.7.D

Using Research in Writing Endeavors ASE LA 2

2.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCR Anchor 1 ASE LA.2.1

A Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. ASE LA.2.1.A

B Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ASE LA.2.1.B

C Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ASE LA.2.1.C

D Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ASE LA.2.1.D

E Provide a concluding statement or section that follows from and supports the argument presented. ASE LA.2.1.E

2.2 Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. CCR Anchor 7 ASE LA.2.2

A 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. ASE LA.2.2.A

2.3 Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. CCR Anchor 8 ASE LA.2.3

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A 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. ASE LA.2.3.A

2.4 Draw evidence from literary or informational texts to support analysis, reflection, and research. CCR Anchor 9 ASE LA.2.4

Understanding and Analyzing Literature ASE LA 3

3.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 1 ASE LA.3.1

A Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. Note: Students are required to use textual evidence that is convincing and complete to support their ideas. Citing from the text may include a formal citation or a verbal reference. Analysis should include a formal citation or a verbal reference as well as inferred and literal meanings. Students should be introduced to the skill of determining the difference between “strong evidence” and insufficient or unreliable details. They should understand how much evidence is needed to support a claim. These skills should build as students continue to cite evidence both formally and informally. They should be able to distinguish between text that provides strong support and text that is not related, uncertain, or is insufficient as evidence. Their analysis should offer insights that show they can derive understanding from details that are directly stated as well as from those that are implied. ASE LA.3.1.A

3.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 2 ASE LA.3.2

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A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

Note: Students need to examine not only how a theme is developed but also how details in the story influence and mold a theme or central idea into being. Students will need to use the key details of a text to provide a summary that is free of personal opinions or feelings. Students are required to recognize complex characters and understand their role in a text. They need to identify the development of complex characters, explain their interactions with other characters, and tell how these characters contribute to plot or theme development. Along with recognizing complex characters, students should be able to identify the details that developed characters as complex rather than as static or flat. They should see how the author developed a complex character over the course of the text, consider how the character interacts with others, and begin to recognize how complex characters propel the action in the story or add to the development of a theme. Students need to be challenged to complete their analysis with strong textual support and deeper understanding of characterization. ASE LA.3.2.A

3.3 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 4 ASE LA.3.3

A Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). Note: After determining the figurative and connotative meanings of words, students need to consider the significant influence of the author's word choice as a whole on the text's tone or overall understanding. ASE LA.3.3.A

3.4 Assess how point of view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 6 ASE LA.3.4

A Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Application: Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature. ASE LA.3.4.A

3.5 Read and comprehend complex literature independently and proficiently. CCR Anchor 10 ASE LA.3.5

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A Read and comprehend literature at this text complexity band proficiently, with scaffolding as needed at the high end of the range. Note: ASE LA.3.5.A

a By the end of grade 9, read and comprehend literature in the grades 9– 10 text complexity band proficiently, with scaffolding as needed at the high end of the range. ASE LA.3.5.A

b By the end of grade 10, read and comprehend literature at the high end of the grades 9– 10 text complexity band independently and proficiently. ASE LA.3.5.B

c By the end of grade 11, read and comprehend literature in the grades 11– CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. ASE LA.3.5.C

d By the end of grade 12, read and comprehend literature at the high end of the grades 11– CCR text complexity band independently and proficiently. ASE LA.3.5.D

Understanding and Analyzing Informational Texts ASE LA 4

4.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 1 ASE LA 4.1

A Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
***Reading Historical/Social Studies Text Application: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
***Reading Scientific and Technical Text Application: Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. ASE LA.4.1.A

4.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 2 ASE LA.4.2

A Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
***Reading Scientific and Technical Text Application: Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. ASE LA.4.2.A

4.3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 3 ASE LA.4.3

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A Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. ***Reading Historical/Social Studies Text Application: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

***Reading Scientific and Technical Text Application: Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. ASE LA.4.3.A

4.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 4 ASE LA.4.4

A Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). ***Reading Scientific and Technical Text Application: Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context. ASE LA.4.4.A

4.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 5 ASE LA.4.5

A Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter). Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging. ASE LA.4.5.A

4.6 Assess how point-of-view or purpose shapes the content and style of a text. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 6 ASE LA.4.6

A Determine an author's point-of-view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose. ***Reading Historical/Social Studies Text Application: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. ASE LA.4.6.A

4.7 Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 7 ASE LA.4.7

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A Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

***Reading Historical/Social Studies Text Application: Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.

***Reading Scientific and Technical Text Application: Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. ASE LA.4.7.A

4.8 Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 8 ASE LA.4.8

A Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning. ASE LA.4.8.A

4.9 Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. (Apply this standard to texts of appropriate complexity as outlined by Standard 10.) CCR Anchor 9 ASE LA.4.9

A Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

***Reading Historical/Social Studies Text Application: Compare and contrast treatments of the same topic in several primary and secondary sources. ***Reading Scientific and Technical Text Application: Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. ASE LA.4.9.A

4.10 Read and comprehend complex informational texts independently and proficiently. CCR Anchor 10 ASE LA.4.10

A Read and comprehend literary nonfiction at this text complexity band proficiently, with scaffolding as needed at the high end of the range. ASE LA.4.10.A

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Algebraic Concepts and Expressions ASE MA 1

1.1 Number and Quantity: The Real Number System and Quantities. ASE MA.1.1

1.1.1 Rewrite expressions involving radicals and rational exponents using the properties of exponents. For example: The expression for the square root of 5a^6b^12 can be re-written as (5a^4 b^12)^1/2 which can also be re-written as: 5^1/2.(a^4)^1/2(b^12)^1/2 ASE MA.1.1.1

1.1.2 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays. ASE MA.1.1.2

1.1.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. ASE MA.1.1.3

1.2 Algebra: Seeing Structure in Expressions ASE MA.1.2

1.2.1 Interpret expressions that represent a quantity in terms of its context. Interpret parts of an expression, such as terms, factors, and coefficients. ASE MA.1.2.1

1.2.2 Use the structure of an expression to identify ways to rewrite it. ASE MA.1.2.2

1.2.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression. Factor a quadratic expression to reveal the zeros of the function it defines. ASE MA.1.2.3

1.3 Algebra: Arithmetic with Polynomials and Rational Expressions ASE MA.1.3

1.3.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials. ASE MA.1.3.1

1.3.2 Rewrite rational expressions. ASE MA.1.3.2

Equations and Inequalities ASE MA 2

2.1 Algebra: Creating Equations ASE MA.2.1

2.1.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions and simple rational and exponential functions. ASE MA.2.1.1

2.1.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales. ASE MA.2.1.2

2.1.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. ASE MA.2.1.3

2.1.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. ASE MA.2.1.4

2.2 Algebra: Reasoning with Equations and Inequalities ASE MA.2.2

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2.2.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method. ASE MA.2.2.1

2.2.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise. ASE MA.2.2.2

2.2.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. ASE MA.2.2.3

2.2.4 Solve quadratic equations with one variable. ASE MA.2.2.4

2.2.5 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables. ASE MA.2.2.5

2.2.6 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line). ASE MA.2.2.6

Algebraic Functions and Modeling ASE MA 3

3.1 Interpreting and Modeling Algebraic Functions: Understand the concept of a function and use function notation. ASE MA.3.1

3.1.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x). ASE MA.3.1.1

3.1.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context. ASE MA.3.1.2

3.1.3 Interpret functions that arise in application in terms of the context. For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. ASE MA.3.1.3

3.1.4 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes.

For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function. ASE MA.3.1.4

3.1.5 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph. ASE MA.3.1.5

3.1.6 Analyze functions in different representations. Graph functions expressed symbolically and show key features (properties described above) of the graph, by hand in simple cases and using technology for more complicated cases. ASE MA.3.1.6

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3.1.7 Use properties of exponents to interpret expressions for exponential functions. ASE MA.3.1.7

3.1.8 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). ASE MA.3.1.8

3.2 Build a function that models a relationship between two quantities. ASE MA.3.2

3.2.1 Write a function that describes a relationship between two quantities. ASE MA.3.2.1

3.3 Construct and compare linear, quadratic, and exponential functions models and solve problems. Interpret expressions for functions in terms of the situation they model. ASE MA.3.3

3.3.1 Distinguish between situations that can be modeled with linear functions and with exponential functions. ASE MA.3.3.1

3.3.2 Interpret the parameters in a linear or exponential function in terms of a context. ASE MA.3.3.2

Geometry, Probability, and Statistics ASE MA 4

4.1 Geometry: Understand congruence and similarity. ASE MA.4.1

4.1.1 MA.4.1.1 Experiment with transformations in a plane. Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
Example: How would you determine whether two lines are parallel or perpendicular? ASE MA.4.1.1

4.1.2 Prove theorems involving similarity. Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures. ASE MA.4.1.2

4.2 Geometric Measure and Dimension: Explain formulas and use them to solve problems and apply geometric concepts in modeling situations. ASE MA.4.2

4.2.1 Explain perimeter, area, and volume formulas and use them to solve problems involving two- and three-dimensional shapes. ASE MA.4.2.1

4.2.2 Apply geometric concepts in modeling of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot). ASE MA.4.2.2

4.3 Summarize, represent, and interpret categorical and quantitative data on (a) a single count or measurement variable, (b) two categorical and quantitative variables, and (c) Interpret linear models. ASE MA.4.3

4.3.1 Represent data with plots on the real number line (dot plots, histograms, and box plots). ASE MA.4.3.1

4.3.2 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). ASE MA.4.3.2

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4.3.3 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. ASE MA.4.3.3

4.3.4 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data. ASE MA.4.3.4

4.3.5 Distinguish between correlation and causation. ASE MA.4.3.5

4.4 Using probability to make decisions. ASE MA.4.4

4.4.1 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. ASE MA.4.4.1

4.4.2 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. ASE MA.4.4.2

4.4.3 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. Find the expected payoff for a game of chance. ASE MA.4.4.3

4.4.4 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator). ASE MA.4.4.4

4.4.5 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). ASE MA.4.4.5

Living Organisms and Ecosystems ASE SC 1

1.1 Structures and Functions of Living Organisms: Understand the relationship between the structures and functions of cells and their organelles. ASE SC.1.1

1.1.1 Summarize the structure and function of organelles in eukaryotic cells (including the nucleus, plasma membrane, cell wall, mitochondria, vacuoles, chloroplasts, and ribosomes) and ways that these organelles interact with each other to perform the function of the cell. ASE SC.1.1.1

1.1.2 Compare prokaryotic and eukaryotic cells in terms of their general structures (plasma membrane and genetic material) and degree of complexity. ASE SC.1.1.2

1.1.3 Explain how instructions in DNA lead to cell differentiation and result in cells specialized to perform specific functions in multi-cellular organisms. ASE SC.1.1.3

1.2 Structures and Functions of Living Organisms: Analyze the cell as a living system. ASE SC.1.2

1.2.1 Explain how homeostasis is maintained in a cell and within an organism in various environments (including temperature and pH). ASE SC.1.2.1

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1.2.2 Analyze how cells grow and reproduce in terms of interphase, mitosis and cytokinesis.

Note: When students learn about meiosis, they should compare it to the process of mitosis. ASE SC.1.2.2

1.2.3 Explain how specific cell adaptations help cells survive in particular environments (focus on unicellular organisms). ASE SC.1.2.3

1.3 Ecosystems: Analyze the interdependence of living organisms within their environment. ASE SC.1.3

1.3.1 Analyze the flow of energy and cycling of matter (such as water, carbon, nitrogen and oxygen) through ecosystems relating the significance of each to maintaining the health and sustainability of an ecosystem. ASE SC.1.3.1

1.3.2 Analyze the survival and reproductive success of organisms in terms of behavioral, structural, and reproductive adaptations. ASE SC.1.3.2

1.3.3 Explain various ways organisms interact with each other (including predation, competition, parasitism, mutualism) and with their environments resulting in stability within ecosystems. ASE SC.1.3.3

1.3.4 Explain why ecosystems can be relatively stable over hundreds or thousands of years, even though populations may fluctuate (emphasizing availability of food, availability of shelter, number of predators and disease). ASE SC.1.3.4

1.4 Ecosystems: Understand the impact of human activities on the environment (one generation affects the next). ASE SC.1.4

1.4.1 Infer how human activities (including population growth, pollution, global warming, burning of fossil fuels, habitat destruction and introduction of nonnative species) may impact the environment. ASE SC.1.4.1

1.4.2 Explain how the use, protection and conservation of natural resources by humans impact the environment from one generation to the next. ASE SC.1.4.2

Evolution, Genetics and Molecular Biology ASE SC 2

2.1 Evolution and Genetics: Explain how traits are determined by the structure and function of DNA. ASE SC.2.1

2.1.1 Explain the double-stranded, complementary nature of DNA as related to its function in the cell. ASE SC.2.1.1

2.1.2 Explain how DNA and RNA code for proteins and determine traits. ASE SC.2.1.2

2.1.3 Explain how mutations in DNA that result from interactions with the environment (i.e. radiation and chemicals) or new combinations in existing genes lead to changes in function and phenotype. ASE SC.2.1.3

2.2 Evolution and Genetics: Understand how the environment, and/or the interaction of alleles, influences the expression of genetic traits. ASE SC.2.2

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2.2.1 Explain the role of meiosis in sexual reproduction and genetic variatio ASE SC.2.2.1

2.2.2 Predict offspring ratios based on a variety of inheritance patterns (including dominance, co-dominance, incomplete dominance, multiple alleles, and sex-linked traits). ASE SC.2.2.2

2.2.3 Explain how the environment can influence the expression of genetic traits. ASE SC.2.2.3

2.3 Evolution and Genetics: Understand the application of DNA technology. ASE SC.2.3

2.3.1 Interpret how DNA is used for comparison and identification of organisms ASE SC.2.3.1

2.3.2 Summarize how transgenic organisms are engineered to benefit society. ASE SC.2.3.2

2.3.3 Evaluate some of the ethical issues surrounding the use of DNA technology (including cloning, genetically modified organisms, stem cell research, and Human Genome Project). ASE SC.2.3.3

2.4 Evolution and Genetics: Explain the theory of evolution by natural selection as a mechanism for how species change over time. ASE SC.2.4

2.4.1 Explain how fossil, biochemical, and anatomical evidence support the theory of evolution. ASE SC.2.4.1

2.4.2 Explain how natural selection influences the changes in species over time ASE SC.2.4.2

2.4.3 Explain how various disease agents (bacteria, viruses, chemicals) can influence natural selection. ASE SC.2.4.3

2.5 Evolution and Genetics: Analyze how classification systems are developed upon speciation. ASE SC.2.5

2.5.1 Explain the historical development and changing nature of classification systems. ASE SC.2.5.1

2.5.2 Analyze the classification of organisms according to their evolutionary relationships (including dichotomous keys and phylogenetic trees). ASE SC.2.5.2

2.6 Molecular Biology: Understand how biological molecules are essential to the survival of living organisms ASE SC.2.6

2.6.1 Compare the structures and functions of the major biological molecules (carbohydrates, proteins, lipids, and nucleic acids) as related to the survival of living organisms. ASE SC.2.6.1

2.6.2 Summarize the relationship among DNA, proteins and amino acids in carrying out the work of cells and how this is similar in all organisms. ASE SC.2.6.2

2.6.3 Explain how enzymes act as catalysts for biological reactions. ASE SC.2.6.3

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Molecular Biology: Analyze the relationships between biochemical processes and energy use in the cell. ASE SC.2.7

2.7.1 Analyze photosynthesis and cellular respiration in terms of how energy is stored, released, and transferred within and between these systems. ASE SC.2.7.1

2.7.2 Explain ways that organisms use released energy for maintaining homeostasis (active transport). ASE SC.2.7.2

Physical Science ASE SC 3

3.1 Forces and Motion: Understand motion in terms of speed, velocity, acceleration, and momentum. ASE SC.3.1

3.1.1 Explain motion in terms of frame of reference, distance, and displacement. ASE SC.3.1.1

3.1.2 Compare speed, velocity, acceleration, and momentum using investigations, graphing, scalar quantities, and vector quantities. ASE SC.3.1.2

3.2 Forces and Motion: Understand the relationship between forces and motion. ASE SC.3.2

3.2.1 Explain how gravitational force affects the weight of an object and the velocity of an object in free fall. ASE SC.3.2.1

3.2.2 Classify frictional forces into one of four types: static, sliding, rolling, and fluid. ASE SC.3.2.2

3.2.3 Explain forces using Newton's three laws of motion. ASE SC.3.2.3

3.3 Matter: Understand types, properties, and structure of matter. ASE SC.3.3

3.3.1 Classify matter as: homogeneous or heterogeneous; pure substance or mixture; element or compound; metals, nonmetals, or metalloids; solution, colloid, or suspension. ASE SC.3.3.1

3.3.2 Explain the phases of matter and the physical changes that matter undergoes. ASE SC.3.3.2

3.3.3 Compare physical and chemical properties of various types of matter. ASE SC.3.3.3

3.3.4 Interpret the data presented in the Bohr model diagrams and dot diagrams for atoms and ions of elements 1 through 18. ASE SC.3.3.4

3.4 Matter: Understand chemical bonding and chemical interactions. ASE SC.3.4

3.4.1 Infer valence electrons, oxidation number, and reactivity of an element based on it location in the periodic table. ASE SC.3.4.1

3.4.2 Infer the type of chemical bond that occurs, whether covalent, ionic or metallic, in a given substance. ASE SC.3.4.2

3.4.3 Predict chemical formulas and names for simple compounds based on knowledge of bond formation and naming conventions. ASE SC.3.4.3

3.4.4 Exemplify the law of conservation of mass by balancing chemical equations. ASE SC.3.4.4

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3.4.5 Classify types of reactions such as synthesis, decomposition, single replacement or double replacement ASE SC.3.4.5

3.4.6 Summarize the characteristics and interactions of acids and bases. ASE SC.3.4.6

3.5 Matter: Understand the role of the nucleus in radiation and radioactivity. ASE SC.3.5

3.5.1 Compare nuclear reactions including alpha decay, beta decay, and gamma decay; nuclear fusion and nuclear fission. ASE SC.3.5.1

3.5.2 Exemplify the radioactive decay of unstable nuclei using the concept of half-life. ASE SC.3.5.2

3.6 Energy Conservation and Transfer: Understand types of energy, conservation of energy and energy transfer. ASE SC.3.6

3.6.1 Explain thermal energy and its transfer. ASE SC.3.6.1

3.6.2 Explain the law of conservation of energy in a mechanical system in terms of kinetic energy, potential energy and heat. ASE SC.3.6.2

3.6.3 Explain work in terms of the relationship among the applied force to an object, the resulting displacement of the object, and the energy transferred to an object. ASE SC.3.6.3

3.6.4 Explain the relationship among work, power and simple machines both qualitatively and quantitatively. ASE SC.3.6.4

3.7 Energy Conservation and Transfer: Understand the nature of waves. ASE SC.3.7

3.7.1 Explain the relationships among wave frequency, wave period, wave velocity, amplitude, and wavelength through calculation and investigation. ASE SC.3.7.1

3.7.2 Compare waves (mechanical, electromagnetic, and surface) using their characteristics. ASE SC.3.7.2

3.7.3 Classify waves as transverse or compressional (longitudinal). ASE SC.3.7.3

3.7.4 Illustrate the wave interactions of reflection, refraction, diffraction, and interference. ASE SC.3.7.4

3.8 Energy Conservation and Transfer: Understand electricity and magnetism and their relationship. ASE SC.3.8

3.8.1 Summarize static and current electricity. ASE SC.3.8.1

3.8.2 Explain simple series and parallel DC circuits in terms of Ohm's law. ASE SC.3.8.2

3.8.3 Explain how current is affected by changes in composition, length, temperature, and diameter of wire. ASE SC.3.8.3

3.8.4 Explain magnetism in terms of domains, interactions of poles, and magnetic fields. ASE SC.3.8.4

3.8.5 Explain the practical application of magnetism. ASE SC.3.8.5

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Environmental, Earth and Space Science ASE SC 4

4.1 Earth in the Universe: Explain the Earth's role as a body in space. ASE SC.4.1

- 4.1.1 Describe interactions between earth's systems and living things.\ ASE SC.4.1.1
- 4.1.2 Explain the Earth's motion through space, including precession, nutation, the barycenter, and its path about the galaxy. ASE SC.4.1.2
- 4.1.3 Explain how the Earth's rotation and revolution about the Sun affect its shape and is related to seasons and tides. ASE SC.4.1.3
- 4.1.4 Explain how the Sun produces energy that is transferred to the Earth by radiation. ASE SC.4.1.4
- 4.1.5 Explain how incoming solar energy makes life possible on Earth. ASE SC.4.1.5

4.2 Earth Systems, Structures and Processes: Explain how processes and forces affect the lithosphere. ASE SC.4.2

- 4.2.1 Describe Earth and its System Components and Interactions. ASE SC.4.2.1
- 4.2.2 Explain how the rock cycle, plate tectonics, volcanoes, and earthquakes impact the lithosphe ASE SC.4.2.2
- 4.2.3 Predict the locations of volcanoes, earthquakes, and faults based on information contained in a variety of maps. ASE SC.4.2.3
- 4.2.4 Explain how natural actions such as weathering, erosion (wind, water and gravity), and soil formation affect Earth's surface. ASE SC.4.2.4
- 4.2.5 Explain the probability of and preparation for geohazards such as landslides, avalanches, earthquakes and volcanoes in a particular area based on available data. ASE SC.4.2.5

4.3 Earth Systems, Structures and Processes: Understand how human influences impact the lithosphere. ASE SC.4.3

- 4.3.1 Explain the consequences of human activities on the lithosphere (such as mining, deforestation, agriculture, overgrazing, urbanization, and land use) past and present. ASE SC.4.3.1
- 4.3.2 Compare the various methods humans use to acquire traditional energy sources (such as peat, coal, oil, natural gas, nuclear fission, and wood). ASE SC.4.3.2

4.4 Earth Systems, Structures and Processes: Explain the structure and processes within the hydrosphere. ASE SC.4.4

- 4.4.1 Explain how water is an energy agent (currents and heat transfer). ASE SC.4.4.1
- 4.4.2 Explain how ground water and surface water interact. ASE SC.4.4.2

4.5 Earth Systems, Structures and Processes: Evaluate how humans use water. ASE SC.4.5

- 4.5.1 Evaluate human influences on freshwater availability. ASE SC.4.5.1

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4.5.2 Evaluate human influences on water quality in North Carolina's river basins, wetlands and tidal environments. ASE SC.4.5.2

4.6 Earth Systems, Structures and Processes: Understand the structure of and processes within our atmosphere. ASE SC.4.6

4.6.1 Summarize the structure and composition of our atmosphere. ASE SC.4.6.1

4.6.2 Explain the formation of typical air masses and the weather systems that result from air mass interactions. ASE SC.4.6.2

4.6.3 Explain how cyclonic storms form based on the interaction of air masses. ASE SC.4.6.3

4.6.4 Predict the weather using available weather maps and data (including surface, upper atmospheric winds, and satellite imagery). ASE SC.4.6.4

4.6.5 Explain how human activities affect air quality. ASE SC.4.6.5

4.7 Earth Systems, Structures and Processes: Analyze patterns of global climate change over time. ASE SC.4.7

4.7.1 Differentiate between weather and climate. ASE SC.4.7.1

4.7.2 Explain changes in global climate due to natural processes. ASE SC.4.7.2

4.7.3 Analyze the impacts that human activities have on global climate change (such as burning hydrocarbons, greenhouse effect, and deforestation) ASE SC.4.7.3

4.7.4 Attribute changes to Earth's systems to global climate change (temperature change, changes in pH of ocean, sea level changes, etc.). ASE SC.4.7.4

4.8 Earth Systems, Structures and Processes: Explain how the lithosphere, hydrosphere, and atmosphere individually and collectively affect the biosphere. ASE SC.4.8

4.8.1 Describe Interactions between Earth's Systems and living things. ASE SC.4.8.1

4.8.2 Explain how abiotic and biotic factors interact to create the various biomes in North Carolina. ASE SC.4.8.2

4.8.3 Explain why biodiversity is important to the biosphere ASE SC.4.8.3

4.8.4 Explain how human activities impact the biosphere. ASE SC.4.8.4

4.9 Earth Systems, Structures and Processes: Evaluate human behaviors in terms of how likely they are to ensure the ability to live sustainably on Earth. ASE SC.4.9

4.9.1 Evaluate alternative energy technologies for use in North Carolina. ASE SC.4.9.1

4.9.2 Critique conventional and sustainable agriculture and aquaculture practices in terms of their environmental impacts. ASE SC.4.9.2

4.9.3 Explain the effects of uncontrolled population growth on the Earth's resources. ASE SC.4.9.3

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4.9.4 Evaluate the concept of “reduce, reuse, recycle” in terms of impact on natural resources. ASE SC.4.9.4

US History to 1877 ASE SS 1

1.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time. AH1.H1 ASE SS.1.1

1.1.1 Use Chronological Thinking to: ASE SS.1.1.1

- a Identify the structure of a historical narrative or story: (its beginning, middle and end) ASE SS.1.1.1.A
- b Interpret data presented in time lines and create time lines ASE SS.1.1.1.B

1.1.2 Use Historical Comprehension to: ASE SS.1.1.2

- a Reconstruct the literal meaning of a historical passage ASE SS.1.1.2.A
- b Differentiate between historical facts and historical interpretations ASE SS.1.1.2.B
- c Analyze data in historical maps ASE SS.1.1.2.C
- d Analyze visual, literary and musical sources ASE SS.1.1.2.D

1.1.3 Use Historical Analysis and Interpretation to: ASE SS.1.1.3

- a Identify issues and problems in the past ASE SS.1.1.3.A
- b Consider multiple perspectives of various peoples in the past. ASE SS.1.1.3.B
- c Analyze cause-and-effect relationships and multiple causation. ASE SS.1.1.3.C
- d Evaluate competing historical narratives and debates among historians. ASE SS.1.1.3.D
- e Evaluate the influence of the past on contemporary issues. ASE SS.1.1.3.E

1.1.4 Use Historical Research to: ASE SS.1.1.4

- a Formulate historical questions ASE SS.1.1.4.A
- b Obtain historical data from a variety of sources ASE SS.1.1.4.B
- c Support interpretations with historical evidence ASE SS.1.1.4.C
- d Construct analytical essays using historical evidence to support arguments. ASE SS.1.1.4.D

1.2 Analyze key political, economic and social turning points in United States History using historical thinking. AH1.H.2 ASE SS.1.2

1.2.1 Analyze key political, economic, and social turning points from colonization through Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.). ASE SS.1.2.1

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1.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on United States development over time. AH1.H.3 ASE SS.1.3

- 1.3.1 Analyze how economic, political, social, military and religious factors influenced European exploration and American colonial settlement (e.g., Reformation, mercantilism, improvements in navigation technology, colonization, defeat of Spanish Armada, Great Awakening, etc.) ASE SS.1.3.1
- 1.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the U.S. before the Civil War (e.g., economic diversity of regions, mercantilism, cash crops, triangular trade, ethnic diversity, American Indian beliefs about land ownership, Lewis & Clark expedition, farming, Industrial Revolution, etc.). ASE SS.1.3.2
- 1.3.3 Analyze voluntary and involuntary immigration trends through Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., Puritans, Pilgrims, American Indians, Quakers, Scotch-Irish, Chinese, Africans, indentured servants, slavery, Middle Passage, farming, ideas of the Enlightenment, etc.). ASE SS.1.3.3

1.4 Analyze how conflict and compromise have shaped politics, economics and culture in the United States. AH1.H.4 ASE SS.1.4

- 1.4.1 Analyze the political issues and conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., American Revolution, Constitutional Convention, Bill of Rights, development of political parties, nullification, slavery, states' rights, Civil War). ASE SS.1.4.1
- 1.4.2 Analyze the cultural conflicts that impacted the United States through Reconstruction and the compromises that resulted (e.g., displacement of American Indians, manifest destiny, slavery, assimilation, nativism). ASE SS.1.4.2

1.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the United States. AH1.H.5 ASE SS.1.5

- 1.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems through Reconstruction (e.g., natural rights, First Great Awakening, Declaration of Independence, transcendentalism, suffrage, abolition, "slavery as a peculiar institution", etc.). ASE SS.1.5.1
- 1.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government from colonization through Reconstruction (e.g., the Marshall Court, Jacksonian era, nullification, secession, etc.). ASE SS.1.5.2

1.6 Understand how and why the role of the United States in the world has changed over time. AH1.H.6 ASE SS.1.6

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1.6.1 Explain how national economic and political interests helped set the direction of United States foreign policy from independence through Reconstruction (e.g., treaties, embargo, tariffs, Proclamation of Neutrality, Monroe Doctrine, etc.). ASE SS.1.6.1

1.6.2 Explain the reasons for involvement in wars prior to Reconstruction and the influence each involvement had on international affairs (e.g., French and Indian War, War of 1812, Mexican War, Civil War) ASE SS.1.6.2

1.7 Understand the impact of war on American politics, economics, society, and culture. AH1.H.7 ASE SS.1.7

1.7.1 Explain the impact of wars on American politics through Reconstruction (e.g., Issues of taxation without representation, Proclamation of 1763, Proclamation of Neutrality, XYZ Affair, Alien & Sedition Acts, War Hawks, Hartford Convention, slavery Compromises, scalawags, carpetbaggers, etc.). ASE SS.1.7.1

1.8 Analyze the relationship between progress, crisis and the "American Dream" within the United States. AH1.H.8 ASE SS.1.8

1.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the "American Dream" through Reconstruction (e.g., inventions, Industrial Revolution, American System, etc.). ASE SS.1.8.1

1.8.2 Explain how opportunity and mobility impacted various groups within American society through Reconstruction (e.g., Lowell and other "mill towns", Manifest Destiny, immigrants/migrants, Gold Rush, Homestead Act, Morrill Act, Exodusters, women, various ethnic groups, etc.). ASE SS.1.8.2

1.8.3 Analyze multiple perceptions of the "American Dream" in times of prosperity and crisis through Reconstruction (e.g., Hamilton's Financial Plan, Bank of the United States, Embargo of 1807, Manifest Destiny, phases of Reconstruction, etc.). ASE SS.1.8.3

Modern US History ASE SS 2

2.1 Apply the four interconnected dimensions of historical thinking to the American History Essential Standards in order to understand the creation and development of the US over time. Concept(s): Historical Thinking. USH2.H.1 ASE SS.2.1

2.1.1 Use Chronological Thinking to: ASE SS.2.1.1

a Identify the structure of a historical narrative or story: (its beginning, middle and end) ASE SS.2.1.1.A

b Interpret data presented in time lines and create time lines ASE SS.2.1.1.B

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2.1.2 Use Historical Comprehension to: ASE SS.2.1.2

a Reconstruct the literal meaning of a historical passage ASE SS.2.1.2.A

b Differentiate between historical facts and historical interpretations ASE SS.2.1.2.B

c Analyze data in historical maps ASE SS.2.1.2.C

d Analyze visual, literary and musical sources ASE SS.2.1.2.D

2.1.3 Use Historical Analysis and Interpretation to: ASE SS.2.1.3

a Identify issues and problems in the past Consider multiple perspectives of various peoples in the past. ASE SS.2.1.3.A

b Analyze cause-and-effect relationships and multiple causation. ASE SS.2.1.3.B

c Evaluate competing historical narratives and debates among historians. ASE SS.2.1.3.C

d Evaluate the influence of the past on contemporary issues. ASE SS.2.1.3.D

2.1.4 Use Historical Research to: ASE SS.2.1.4

a Formulate historical questions ASE SS.2.1.4.A

b Obtain historical data from a variety of sources ASE SS.2.1.4.B

c Support interpretations with historical evidence ASE SS.2.1.4.C

2.2 Analyze key political, economic and social turning points in American History using historical thinking. Concept(s): Turning Points, Historical Thinking. USH2.H.2 ASE SS.2.2

2.2.1 Analyze key political, economic, and social turning points since the end of Reconstruction in terms of causes and effects (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.). ASE SS.2.2.1

2.2.2 Evaluate key turning points since the end of Reconstruction in terms of their lasting impact (e.g., conflicts, legislation, elections, innovations, leadership, movements, Supreme Court decisions, etc.). ASE SS.2.2.2

2.3 Understand the factors that led to exploration, settlement, movement, and expansion and their impact on US development over time. Concept(s): Exploration, Settlement, Movement, Expansion. USH2.H.3 ASE SS.2.3

2.3.1 Analyze how economic, political, social, military and religious factors influenced US imperialism (e.g., passing of the western frontier, new markets, Spanish-American War, Open Door Policy, Monroe Doctrine, Roosevelt Corollary, canal route, etc.). ASE SS.2.3.1

2.3.2 Explain how environmental, cultural and economic factors influenced the patterns of migration and settlement within the US since the end of Reconstruction (e.g., gold rush, destruction of the buffalo, reservations, ethnic neighborhoods, etc.). ASE SS.2.3.2

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2.3.3 Explain the roles of various racial and ethnic groups in settlement and expansion since Reconstruction and the consequences for those groups (e.g., American Indians, African Americans, Chinese, Irish, Hispanics and Latino Americans, Asian Americans, etc.). ASE SS.2.3.3

2.3.4 Analyze voluntary and involuntary immigration trends since Reconstruction in terms of causes, regions of origin and destination, cultural contributions, and public and governmental response (e.g., new immigrants, ports of entry, ethnic neighborhoods, settlement houses, immigration restrictions, etc.). ASE SS.2.3.4

2.4 Analyze how conflict and compromise have shaped politics, economics and culture in the US. Concept(s): Conflict, Compromise. USH2.H.4 ASE SS.2.4

2.4.1 Analyze the political issues and conflicts that impacted the US since Reconstruction and the compromises that resulted (e.g., Populism, Progressivism, working conditions and labor unrest, New Deal, Wilmington Race Riots, Eugenics, Civil Rights Movement, Anti-War protests, Watergate, etc.). ASE SS.2.4.1

2.4.2 Analyze the economic issues and conflicts that impacted the US since Reconstruction and the compromises that resulted (e.g., currency policy, industrialization, urbanization, laissez-faire, labor unrest, New Deal, Great Society, supply-side economics, etc.). ASE SS.2.4.2

2.4.3 Analyze the social and religious conflicts, movements and reforms that impacted the US since Reconstruction in terms of participants, strategies, opposition, and results (e.g., Prohibition, Social Darwinism, Eugenics, anti-war protest, etc.). ASE SS.2.4.3

2.4.4 Analyze the cultural conflicts that impacted the US since Reconstruction and the compromises that resulted (e.g., nativism, Back to Africa movement, modernism, fundamentalism, black power movement, women's movement, counterculture, Wilmington Race Riots, etc.). ASE SS.2.4.4

2.5 Understand how tensions between freedom, equality and power have shaped the political, economic and social development of the US. Concept(s): Freedom, Equality, Power. USH2.H.5 ASE SS.2.5

2.5.1 Summarize how the philosophical, ideological and/or religious views on freedom and equality contributed to the development of American political and economic systems since Reconstruction (e.g., "separate but equal", Social Darwinism, social gospel, civil service system, suffrage, Harlem Renaissance, the Warren Court, Great Society programs, American Indian Movement, etc.). ASE SS.2.5.1

2.5.2 Explain how judicial, legislative and executive actions have affected the distribution of power between levels of government since Reconstruction (e.g., New Deal, Great Society, Civil Rights, etc.). ASE SS.2.5.2

2.6 Understand how and why the role of the US in the world has changed over time. Concept(s): International Affairs, Foreign Policy ASE SS.2.6

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2.6.1 Explain how national economic and political interests helped set the direction of US foreign policy since Reconstruction (e.g., new markets, isolationism, neutrality, containment, homeland security, etc.). ASE SS.2.6.1

2.6.2 Explain the reasons for US involvement in global wars and the influence each involvement had on international affairs (e.g., Spanish-American War, WWI, WWII, Cold War, Korea, Vietnam, Gulf War, Iraqi War, etc.). ASE SS.2.6.2

2.7 Understand the impact of war on American politics, economics, society and culture. Concept(s): War, Impacts. USH2.H.7 ASE SS.2.7

2.7.1 Explain the impact of wars on American politics since Reconstruction (e.g., spheres of influence, isolationist practices, containment policies, first and second Red Scare movements, patriotism, terrorist policies, etc.). ASE SS.2.7.1

2.7.2 Explain the impact of wars on American society and culture since Reconstruction (e.g., relocation of Japanese Americans, American propaganda, first and second Red Scare movement, McCarthyism, baby boom, Civil Rights Movement, protest movements, ethnic patriotism, etc.). ASE SS.2.7.2

2.8 Analyze the relationship between progress, crisis and the "American Dream" within the US. Concept(s): Progress, Crisis, "the American Dream." USH2.H.8 ASE SS.2.8

2.8.1 Analyze the relationship between innovation, economic development, progress and various perceptions of the "American Dream" since Reconstruction (e.g., Gilded Age, assembly line, transcontinental railroad, highway system, credit, etc.). ASE SS.2.8.1

2.8.2 Explain how opportunity and mobility impacted various groups within American society since Reconstruction (e.g., Americanization movement, settlement house movement, Dust Bowl, the Great Migration, suburbia,etc.). ASE SS.2.8.2

2.8.3 Evaluate the extent to which a variety of groups and individuals have had opportunity to attain their perception of the "American Dream" since Reconstruction (e.g., immigrants, Flappers, Rosie the Riveter, GIs, blue collar worker, white collar worker, etc.). ASE SS.2.8.3

2.8.4 Analyze multiple perceptions of the "American Dream" in times of prosperity and crisis since Reconstruction (e.g., Great Depression, Dust Bowl, New Deal, oil crisis, savings and loan crisis, dot.com bubble, mortgage foreclosure crisis, etc.). ASE SS.2.8.4

Civics and Economics ASE SS 3

3.1 Analyze the foundations and development of American government in terms of principles and values. CE.C&G.1 ASE SS.3.1

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3.1.1 Explain how the tensions over power and authority led America's founding fathers to develop a constitutional democracy (e.g., mercantilism, salutary neglect, taxation and representation, boycott and protest, independence, American Revolution, Articles of Confederation, Ben Franklin, George Washington, John Adams, Son of Liberty, etc.). ASE SS.3.1.1

3.1.2 Explain how the Enlightenment and other contributing theories impacted the writing of the Declaration of Independence, the US Constitution and the Bill of Rights to help promote liberty, justice and equality (e.g., natural rights, classical theories of government, Magna Carta, Montesquieu, Locke, English Bill of Rights, etc.). ASE SS.3.1.2

3.1.3 Evaluate how debates on power and authority between Federalists and AntiFederalists have helped shape government in the United States over time (e.g., Hamilton, Jefferson, Madison, Federalist Papers, strong central government, protection of individual rights, Elastic Clause, Bill of Rights, etc.). ASE SS.3.1.3

3.1.4 Analyze the principles and ideals underlying American democracy in terms of how they promote freedom (i.e. separation of powers, rule of law, limited government, democracy, consent of the governed / individual rights –life, liberty, pursuit of happiness, self-government, representative democracy, equal opportunity, equal protection under the law, diversity, patriotism, etc.). ASE SS.3.1.4

3.1.5 Evaluate the fundamental principles of American politics in terms of the extent to which they have been used effectively to maintain constitutional democracy in the United States (e.g., rule of law, limited government, democracy, consent of the governed, etc.). ASE SS.3.1.5

3.2 Analyze government systems within the United States in terms of their structure, function and relationships. CE.C&G.2 ASE SS.3.2

3.2.1 Analyze the structures of national, state and local governments in terms of ways they are organized to maintain order, security, welfare of the public and the protection of citizens (e.g., federalism, the three branches, court system, jurisdictions, judicial process, agencies, etc.). ASE SS.3.2.1

3.2.2 Summarize the functions of North Carolina state and local governments within the federal system of government (e.g., local charters, maintain a militia, pass ordinances and laws, collect taxes, supervise elections, maintain highways, types of local governments, etc.). ASE SS.3.2.2

3.2.3 Evaluate the U.S. Constitution as a "living Constitution" in terms of how the words in the Constitution and Bill of Rights have been interpreted and applied throughout their existence (e.g., precedents, rule of law, Stare decisis judicial review, supremacy, equal protections, "establishment clause", symbolic speech, due process, right to privacy, etc.). ASE SS.3.2.3

3.2.4 Evaluate the authority federal, state and local governments have over individuals' rights and privileges (e.g., Bill of Rights, Delegated Powers, Reserved Powers, Concurrent Powers, Pardons, Writ of habeas corpus, Judicial Process, states' rights, Patriot Act, etc.). ASE SS.3.2.4

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3.2.5 Analyze contemporary issues and governmental responses at the local, state, and national levels in terms of how they promote the public interest and/or general welfare (e.g., taxes, immigration, naturalization, civil rights, economic development, annexation, redistricting, zoning, national security, health care, etc.). ASE SS.3.2.5

3.2.6 Analyze America's two-party system in terms of the political and economic views that led to its emergence and the role that political parties play in American politics (e.g., Democrat, Republican, promotion of civic responsibility, Federalists, Anti-Federalists, Influence of third parties, precincts, "the political spectrum", straight ticket, canvass, planks, platform, etc.). ASE SS.3.2.6

3.3 Analyze the legal system within the United States in terms of the development, execution and protection of citizenship rights at all levels of government. CE.C&G.3 ASE SS.3.3

3.3.1 Analyze how the rule of law establishes limits on both the governed and those who govern while holding true to the ideal of equal protection under the law (e.g., the Fourteenth Amendments, Americans with Disabilities Act, equal opportunity legislation). ASE SS.3.3.1

3.3.2 Compare lawmaking processes of federal, state and local governments (e.g., committee system, legislative process, bills, laws, veto, Filibuster, Cloture, Proposition, etc.). ASE SS.3.3.2

3.3.3 Explain how individual rights are protected by varieties of law (e.g., Bill of Rights, Supreme Court Decisions, constitutional law, criminal law, civil law, Tort, Administrative law, Statutory law and International law, etc.). ASE SS.3.3.3

3.3.4 Explain ways laws have been influenced by political parties, constituents, interest groups, lobbyists, the media and public opinion (e.g., extension of suffrage, labor legislation, civil rights legislation, military policy, environmental legislation, business regulation and educational policy). ASE SS.3.3.4

3.3.5 Summarize the importance of the right to due process of law for individuals accused of crimes (e.g., habeas corpus, presumption of innocence, impartial tribunal, trial by jury, right to counsel, right against self-incrimination, protection against double jeopardy, right of appeal.) ASE SS.3.3.5

3.3.6 Evaluate the rights of individuals in terms of how well those rights have been upheld by democratic government in the United States. ASE SS.3.3.6

3.4 Understand how democracy depends upon the active participation of citizens. CE.C&G.4 ASE SS.3.4

3.4.1 Compare citizenship in the American constitutional democracy to membership in other types of governments (e.g., right to privacy, civil rights, responsibilities, political rights, right to due process, equal protection under the law, participation, freedom, etc.). ASE SS.3.4.1

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3.4.2 Analyze the roles of citizens of North Carolina and the United States in terms of responsibilities, participation, civic life and criteria for membership or admission (e.g., voting, jury duty, lobbying, interacting successfully with government agencies, organizing and working in civic groups, volunteering, petitioning, picketing, running for political office, residency, etc.). ASE SS.3.4.2

3.5 Analyze how political and legal systems within and outside of the United States provide a means to balance competing interests and resolve conflicts. CE.C&G.5 ASE SS.3.5

3.5.1 Analyze the election process at the national, state and local levels in terms of the checks and balances provided by qualifications and procedures for voting (e.g., civic participation, public hearings, forums, at large voting, petition, local initiatives, local referendums, voting amendments, types of elections, etc.). ASE SS.3.5.1

3.5.2 Analyze state and federal courts by outlining their jurisdictions and the adversarial nature of the judicial process (e.g., Appellate, Exclusive, Concurrent, Original, types of federal courts, types of state courts, oral argument, courtroom rules, Supreme Court, opinions, Court Docket, Prosecutor/Prosecution, Complaint, Defendant, Plaintiff, hearing, bail, indictment, sentencing, appeal, etc.). ASE SS.3.5.2

3.5.3 Analyze national, state and local government agencies in terms of how they balance interests and resolve conflicts (e.g., FBI, SBI, DEA, CIA, National Guard Reserves, magistrates, Better Business Bureau, IRS, Immigration and Naturalization, FEMA, Homeland Security, ATF, etc.) ASE SS.3.5.3

3.5.4 Analyze the developments and implementation of domestic and foreign policy by outlining opposing arguments on major issues and their efforts toward resolutions (e.g., health care, education, immigration, regulation of business and industry, foreign aid, intervention abroad, etc.). ASE SS.3.5.4

3.6 Analyze the concepts and factors that enable individuals to make informed financial decisions for effective resource planning. CE.PFL.1 ASE SS.3.6

3.6.1 Explain how education, income, career, and life choices impact an individual's financial plan and goals (e.g., job, wage, salary, college/university, community college, military, workforce, skill development, social security, entrepreneur, rent, mortgage, etc.) ASE SS.3.6.1

3.6.2 Explain how fiscally responsible individuals create and manage a personal budget that is inclusive of income, taxes, gross and net pay, giving, fixed and variable expenses and retirement (e.g., budget, financial plan, money management, saving and investing plan, etc.). ASE SS.3.6.2

3.6.3 Analyze how managing a checking and savings account contributes to financial well being (e.g., deposits, withdrawals, transfers, automated transactions, fees, etc.). ASE SS.3.6.3

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3.6.4 Summarize how debt management and creditworthiness impact an individual's ability to become responsible consumers and borrowers (e.g., credit card management, monitoring interest rates and personal credit reports, analyzing loan details, keeping and maintaining records, etc.). ASE SS.3.6.4

3.6.5 Analyze how fiscally responsible individuals save and invest to meet financial goals (e.g., investment, stock market, bonds, mutual funds, etc.). ASE SS.3.6.5

3.6.6 Compare various investing strategies and tax implications for their potential to build wealth (e.g., individual stocks and bonds with investing in stock, giving, bonds, mutual funds, retirement plans, etc.). ASE SS.3.6.6

3.7 Understand how risk management strategies empower and protect consumers. CE.PFL.2 ASE SS.3.7

3.7.1 Explain how consumer protection laws and government regulation contribute to the empowerment of the individual (e.g., consumer credit laws, regulation, FTC-Federal Trade Commission, protection agencies, etc.). ASE SS.3.7.1

3.7.2 Summarize various types of fraudulent solicitation and business practices (e.g., identity theft, personal information disclosure, online scams, Ponzi schemes, investment scams, internet fraud, etc.) ASE SS.3.7.2

3.7.3 Summarize ways consumers can protect themselves from fraudulent and deceptive practices (e.g., do not call lists, reading the fine print, terms and conditions, personal information disclosure, investment protection laws, fees, etc.) ASE SS.3.73

3.7.4 Classify the various types of insurance and estate planning including the benefits and consequences (e.g., car, health, renters, life, liability, travel, disability, long-term care, natural disaster, etc.). ASE SS.3.7.4

3.7.5 Summarize strategies individuals use for resolving consumer conflict (e.g., contacting Attorney General, filing claims, Better Business Bureau, Secretary of State, etc.). ASE SS.3.7.5

3.8 Understand economies, markets and the role economic factors play in making economic decisions. CE.E.1 ASE SS.3.8

3.8.1 Compare how individuals and governments utilize scarce resources (human, natural and capital) in traditional, command, market and mixed economies. ASE SS.3.8.1

3.8.2 Analyze a market economy in terms of economic characteristics, the roles they play in decision making and the importance of each role (e.g., private property, free enterprise, circular flow, competition and profit motive, and allocation of resources via the price system). ASE SS.3.8.2

3.8.3 Explain how supply and demand determine equilibrium price and quantity produced (e.g., any market example –apples, tires, etc.). ASE SS.3.8.3

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3.8.4 Analyze the ways in which incentives and profits influence what is produced and distributed in a market system (e.g., supply, demand, What to Produce?, How to Produce It?, How Much to Produce?, For Whom To Produce It?, free enterprise, etc.). ASE SS.3.8.4

3.8.5 Compare how various market structures affect decisions made in a market economy (e.g., monopoly, oligopoly, monopolistic competition, pure competition, etc.). ASE SS.3.8.5

3.9 Understand factors of economic interdependence and their impact on nations. CE.E.2 ASE SS.3.9

3.9.1 Explain the basic concepts of trade (e.g., including absolute and comparative advantage, exchange rates, balance of trade, gains from trade, etc.). ASE SS.3.9.1

3.9.2 Summarize how nations specialize and become interdependent through trade (e.g., trade restrictions and government policy). ASE SS.3.9.2

3.9.3 Explain the impact of government policies on international trade (e.g., tariffs, quotas, sanctions, subsidies, banking, embargos, etc.) ASE SS.3.9.3

3.10 Analyze the role of government and economic institutions in developing and implementing economic stabilization policies in the U.S. CE.E.3 ASE SS.3.10

3.10.1 Explain how fiscal policy and monetary policy influence overall levels of employment, interest rates, production, price level and economic growth (e.g., business cycle, standard of living, recession, depression, Consumer Price Index, etc.). ASE SS.3.10.1

3.10.2 Analyze organizations in terms of their roles and functions in the United States economy (e.g., banks, labor unions, federal reserve, nonprofit organizations and cooperatives, Wall Street, etc.). ASE SS.3.10.2

World History and Geography ASE SS 4

4.1 Apply the four interconnected dimensions of historical thinking to the United States History Essential Standards in order to understand the creation and development of the United States over time. WH.H.1 ASE SS 4.1

4.1.1 Use Chronological Thinking to: ASE SS.4.1.1

a Identify the structure of a historical narrative or story: (its beginning, middle and end) ASE SS.4.1.1.A

b Interpret data presented in time lines and create time lines ASE SS.4.1.1.B

4.1.2 Use Historical Comprehension to: ASE SS.4.1.2

a Reconstruct the literal meaning of a historical passage ASE SS.4.1.2.A

b Differentiate between historical facts and historical interpretations ASE SS.4.1.2.B

c Analyze data in historical maps ASE SS.4.1.2.C

d Analyze visual, literary and musical sources ASE SS.4.1.2.D

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4.1.3 Use Historical Research to: ASE SS.4.1.3

a Formulate historical questions ASE SS.4.1.3.A

b Obtain historical data from a variety of sources ASE SS.4.1.3.B

c Support interpretations with historical evidence ASE SS.4.1.3.C

d Construct analytical essays using historical evidence to support arguments. ASE SS.4.1.3.D

4.2 Analyze ancient civilizations and empires in terms of their development, growth and lasting impact. WH.H.2 ASE SS.4.2

4.2.1 Compare how different geographic issues of the ancient period influenced settlement, trading networks and the sustainability of various ancient civilizations (e.g., flooding, fertile crescent, confluence, limited fertile lands, etc.). ASE SS.4.2.1

4.2.2 Analyze the governments of ancient civilizations in terms of their development, structure and function within various societies (e.g., theocracy, democracy, oligarchy, tyranny, aristocracy, etc.). ASE SS.4.2.2

4.2.3 Explain how codifying laws met the needs of ancient societies (e.g., Hammurabi, Draco, Justinian, Theodosius, etc.). ASE SS.4.2.3

4.2.4 Analyze the development and growth of major Eastern and Western religions (e.g., Including but not limited to Buddhism, Christianity, Confucianism, Hinduism, Islam, Judaism, and Shintoism, etc.). ASE SS.4.2.4

4.3 Understand how conflict and innovation influenced political, religious, economic and social changes in medieval civilizations. WH.H.3 ASE SS.4.3

4.3.1 Explain how religion influenced political power and cultural unity in various regions of the Europe, Asia and Africa (e.g., Carolingian Dynasty, Holy Roman Empire, Ottoman Empire, Mughal Empire, Safavid Empire). ASE SS.4.3.1

4.3.2 Analyze how innovations in agriculture, trade and business impacted the economic and social development of various medieval societies (e.g., Feudalism, Agricultural Revolutions, Commercial Revolution and development of a banking system, manorial system, growth of towns, etc.). ASE SS.4.3.2

4.4 Analyze the political, economic, social and cultural factors that lead to the development of the first age of global interaction. WH.H.4 ASE SS.4.4

4.4.1 Explain how interest in classical learning and religious reform contributed to increased global interaction (e.g., Renaissance, Protestant Reformation, Catholic Reformation, Printing revolution, etc.). ASE SS.4.4.1

4.4.2 Explain how agricultural and technological improvements transformed daily life socially and economically (e.g., growth of towns, creation of guilds, feudalism and the manorial system, commercialization, etc.). ASE SS.4.4.2

4.5 Analyze exploration and expansion in terms of its motivations and impact. WH.H.5 ASE SS.4.5

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4.5.1 Explain how and why the motivations for exploration and conquest resulted in increased global interactions, differing patterns of trade, colonization, and conflict among nations (e.g., religious and political motives, adventure, economic investment, Columbian exchange, commercial revolution, conquistador destruction of Aztec and Incan civilizations, Triangular Trade, Middle Passage, trading outposts, plantation colonies, rise of capitalism, etc.). ASE SS.4.5.1

4.6 Understand the Age of Revolutions and Rebellions. WH.H.6 ASE SS.4.6

4.6.1 Explain how new ideas and theories of the universe altered political thought and affected economic and social conditions (e.g., Scientific Revolution, Enlightenment, rationalism, secularism, humanism, tolerance, empiricism, natural rights, contractual government, laissez-faire economics, Bacon, Descartes, Galileo, Newton, inductive and deductive reasoning, heliocentric, inquisition, works of Locke, Montesquieu, Rousseau, Bolivar, Jefferson, Paine, Adam Smith, etc.). ASE SS.4.6.1

4.6.2 Analyze political revolutions in terms of their causes and impact on independence, governing bodies and church-state relations. (e.g., Glorious Revolution, American Revolution, French Revolution, Russian Revolution, Haitian, Mexican, Chinese, etc.) ASE SS.4.6.2

4.7 Understand how national, regional, and ethnic interests have contributed to conflict among groups and nations in the modern era. WH.H.7 ASE SS.4.7

4.7.1 Evaluate key turning points of the modern era in terms of their lasting impact (e.g., conflicts, documents, policies, movements, etc.). ASE SS.4.7.1

4.7.2 Explain how economic crisis contributed to the growth of various political and economic movements (e.g., Great Depression, nationalistic movements of colonial Africa and Asia, socialist and communist movements, effect on capitalist economic theory, etc.). ASE SS.4.7.2

4.8 Analyze global interdependence and shifts in power in terms of political, economic, social and environmental changes and conflicts since the last half of the twentieth century. WH.H.8 ASE SS.4.8

4.8.1 Evaluate global wars in terms of how they challenged political and economic power structures and gave rise to new balances of power (e.g., Spanish American War, WWI, WWII, Vietnam War, Colonial Wars in Africa, Persian Gulf War, etc.). ASE SS.4.8.1

4.8.2 Explain how international crisis has impacted international politics (e.g., Berlin Blockade, Korean War, Hungarian Revolt, Cuban Missile Crisis, OPEC oil crisis, Iranian Revolt, “911”, terrorism, etc.). ASE SS.4.8.2

4.8.3 Analyze scientific, technological and medical innovations of postwar decades in terms of their impact on systems of production, global trade and standards of living (e.g., satellites, computers, social networks, information highway). ASE SS.4.8.3

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4.8.4 Explain why terrorist groups and movements have proliferated and the extent of their impact on politics and society in various countries (e.g., Basque, PLO, IRA, Tamil Tigers, Al Qaeda, Hamas, Hezbollah, Palestinian Islamic Jihad, etc.). ASE SS.4.8.4

Standard