Ohio Social Studies - Extended Learning Standards

Contemporary World Issues

Global Connections

1 Trade, alliances, treaties, and international organizations contribute to the increasing interconnectedness of nations and peoples in the 21st century. CWI.9-12.1

Complexity a

a Provide examples of treaties that increased interconnectedness of nations and/or peoples. CWI.9-12.1.A

Complexity b

b Define alliance. CWI.9-12.1.B

Complexity c

c Identify reasons why groups of people might trade. CWI.9-12.1.C

Learning Progression

- Identify/demonstrate personal alliances. CWI.9-12.1.LP.A
- Identify international items that may be traded. CWI.9-12.1.LP.B
- Identify trade groups. CWI.9-12.1.LP.C
- Identify/define international. CWI.9-12.1.LP.D
- Identify/define trade. CWI.9-12.1.LP.E
- Engage in trade activities. CWI.9-12.1.LP.F

2 Advances in communications technology have profound effects on the ability of governments, interest groups, individuals, and the media to share information across national and cultural borders. CWI.9-12.2

Complexity a

a Explain how advances in communicatio n technology can make communicatio n easier. CWI.9-12.2.A

Complexity b

b Identify several advances in communications technology (e.g., telegraph, telephone, Internet). CWI.9-12.2.B

Complexity c

c Identify one advancement in communication s technology (e.g., telegraph, telephone, Internet). CWI.9-12.2.C

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Learning Progression

- Identify governments, interest groups and individuals who may engage with media. CWI.9-12.2.LP.A
- Compare the speed in which verbal communication or other historic example and online media technology-based media travel nationally. CWI.9-12.2.LP.B
- Identify media used to share information nationally. CWI.9-12.2.LP.C
- Identify technologies used for communication. CWI.9-12.2.LP.D
- Engage in the use of technology for communication. CWI.9-12.2.LP.E

Civic Participation and Skills

3 **Individuals can evaluate media messages that are constructed using particular tools, characteristics, and conventions for unique purposes. Different communication methods affect how people define and act on issues.** CWI.9-12.3

Complexity a

a Research and explain the purpose of various types of media messages (e.g., news articles, letters to the editor, social networking sites, weather reports). CWI.9-12.3.A

Complexity b

b Distinguish between different topics communicated by media (e.g., news, sports, weather, entertainment). CWI.9-12.3.B

Complexity c

c Identify different forms of media (e.g., television, Internet, radio). CWI.9-12.3.C

Learning Progression

- Identify tools that can be used to evaluate media. CWI.9-12.3.LP.A
- Identify different ways to evaluate messages (e.g. conventions, media type, style, point of view, audience, tone, organization, etc.). CWI.9-12.3.LP.B
- Identify messages that have or have not been evaluated before sending. CWI.9-12.3.LP.C
- Match specific message with specific purpose. CWI.9-12.3.LP.D
- Compare a personal thought/message with a formal communication. CWI.9-12.3.LP.E
- Identify a personal message to communicate belief on specific issue. CWI.9-12.3.LP.F
- Identify different methods used to communicate. CWI.9-12.3.LP.G
- Engage in communication with others. CWI.9-12.3.LP.H

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4 **Individuals can assess how effective communicators address diverse audiences.** CWI.9-12.4

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Complexity a

a Evaluate how effective communicat ors address diverse audiences. CWI.9-12.4.A

Complexity b

b Identify one way that communicators address diverse audiences. CWI.9-12.4.B

Complexity c

c Define diversity. CWI.9-12.4.C

Learning Progression

- Between a and c CWI.9-12.4.LP.A
- Identify ways a communicator may address the needs of different audiences. CWI.9-12.4.LP.B
- Match personal diverse characteristics as a communicator with different audiences (one example of making connections). CWI.9-12.4.LP.C
- Between b and c: CWI.9-12.4.LP.D
- Recognize the diverse characteristics in others. CWI.9-12.4.LP.E
- Recognize the diverse characteristics in self CWI.9-12.4.LP.F
- Identify characteristics of self (mode of communication, culture, ethnic group, gender, etc.). CWI.9-12.4.LP.G

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5 **Individuals can identify, assess, and evaluate world events, engage in deliberative civil debate and influence public processes to address global issues.** CWI.9-12.5

Complexity a

a1 Express an opinion on a current topic and support it with reasons and clear evidence. CWI.9-12.5.A1

a2 Explain how individuals can influence global issues. CWI.9-12.5.A2

Complexity b

b1 Express an opinion on a current topic and give one piece of supporting evidence. CWI.9-12.5.B1

b2 Identify ways an individual can influence a current event. CWI.9-12.5.B2

Complexity c

c1 Express an opinion on a current topic. CWI.9-12.5.C1

c2 Identify a current event. CWI.9-12.5.C2

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Learning Progression

- Identify different ways to take action to influence a global issue (express opinion, engage in a friendly debate, etc.). CWI.9-12.5.LP.A
- Identify own personal belief related to a global issue. CWI.9-12.5.LP.B
- Distinguish between fact vs. opinion. CWI.9-12.5.LP.C
- Distinguish between personal, local, state and global events. CWI.9-12.5.LP.D
- Engage in identification or review of current event. CWI.9-12.5.LP.E
- Engage in viewing or listening to media that shares global events/issues. CWI.9-12.5.LP.F

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6 **Effective civic participation involves identifying problems or dilemmas, proposing appropriate solutions, formulating action plans and assessing the positive and negative results of actions taken.** CWI.9-12.6

Complexity a

a in a group project to research a current topic and propose solutions. CWI.9-12.6.A

Complexity b

b Identify information on a current topic to help solve a problem. CWI.9-12.6.B

Complexity c

c Identify information related to a current issue. CWI.9-12.6.C

Learning Progression

- Match problems and possible solutions. CWI.9-12.6.LP.A
- Identify reliable sources to gather research information on a given problem/issue. CWI.9-12.6.LP.B
- Identify information that is solution oriented. CWI.9-12.6.LP.C
- Identify sources of information related to specific problem. CWI.9-12.6.LP.D
- Identify problem or dilemma in our world today. CWI.9-12.6.LP.E
- Identify a problem in your home, school, or local community. CWI.9-12.6.LP.F
- Engage in civic participation activities. CWI.9-12.6.LP.G
- Engage in local class/group problem solving. CWI.9-12.6.LP.H

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7 **Individuals can participate through nongovernmental organizations to help address humanitarian needs.** CWI.9-12.7

Complexity a

a Provide examples of nongovernmental organizations that address humanitarian needs. CWI.9-12.7.A

Complexity b

b Define non-governmental organization. CWI.9-12.7.B

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Complexity c

c Identify a nongovernmental organization. CWI.9-12.7.C

Learning Progression

- Between Complexity b and a: CWI.9-12.7.LP.A
- Define/identify humanitarian needs (threats to human life, human suffering, and insults to human dignity). CWI.9-12.7.LP.B
- Identify natural disasters where needs may arise. CWI.9-12.7.LP.C
- Identify man-made disasters (war, terrorism, fire, etc.). CWI.9-12.7.LP.D
- Identify types of insults to human dignity (anything that interrupts the right to life, liberty or pursuit of happiness). CWI.9-12.7.LP.E
- Sort governmental and non-governmental organizations. CWI.9-12.7.LP.F
- Identify governmental organizations (military, police, courts, etc.). CWI.9-12.7.LP.G
- Identify what is needed to live happily. CWI.9-12.7.LP.H
- Engage in making life choices. CWI.9-12.7.LP.I
- Engage in choice activities. CWI.9-12.7.LP.J

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8 Civil and Human Rights CWI.9-12.8

Complexity a

a Compare basic human rights in the United States to the rights of people living in different countries (e.g., voting rights, freedom of speech, religious freedom, access to education). CWI.9-12.8.A

Complexity b

b Identify basic rights in the United States (e.g., voting rights, property rights, First Amendment rights, rights relating to equal opportunity). CWI.9-12.8.B

Complexity c

c Identify rights students have in school/family/ community. CWI.9-12.8.C

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Learning Progression

- Acknowledge that social/cultural beliefs vary about rights. CWI.9-12.8.LP.A
- Match beliefs/practices within specific social/cultural groups. CWI.9-12.8.LP.B
- Identify social/cultural groups represented in globally. CWI.9-12.8.LP.C
- Identify who is protected within the civil and human rights under U.S. government (everyone). CWI.9-12.8.LP.D
- Identify the rights provided by our government. CWI.9-12.8.LP.E
- Identify civil and human rights as life, liberty or pursuit of happiness. CWI.9-12.8.LP.F
- Identify what is needed to live happily. CWI.9-12.8.LP.G
- Identify personal preferences to pursue happiness. CWI.9-12.8.LP.H
- Engage in making life choices. CWI.9-12.8.LP.I
- Engage in choice activities. CWI.9-12.8.LP.J

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9 Nations and international organizations pursue their own interests on issues related to civil and human rights, resulting in both conflict and cooperation, particularly as it relates to injustices against minority groups. CWI.9-12.9

Complexity a

a Compare and contrast reasons one country may or may not pursue interests in another country (e.g., human and civil rights, economic interests). CWI.9-12.9.A

Complexity b

b Identify reasons one country may or may not pursue interests in another country (e.g., human and civil rights, economic interests). CWI.9-12.9.B

Complexity c

c Identify a basic human right as defined by a nation or international organization. CWI.9-12.9.C

Learning Progression

- Identify international organizations (Doctors without Borders, Children's International, Red Cross, Unicef, etc.). CWI.9-12.9.LP.A
- Identify national organization (U.S. government, Children's Defense Fund, Bill and Melinda Gates Foundation, etc.). CWI.9-12.9.LP.B
- Identify civil and human rights as life, liberty, or pursuit of happiness. CWI.9-12.9.LP.C
- Identify what is needed to live happily. CWI.9-12.9.LP.D
- Identify personal preferences to pursue happiness. CWI.9-12.9.LP.E
- Engage in making life choices. CWI.9-12.9.LP.F
- Engage in choice activities. CWI.9-12.9.LP.G

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10 **Modern instances of genocide and ethnic cleansing present individual, organizational, and national issues related to the responsibilities of participants and non-participants.** CWI.9-12.10

Complexity a

a Research and describe one modern instance of genocide and how an individual, organization or nation responded. CWI.9-12.10.A

Complexity b

b Define genocide. CWI.9-12.10.B

Complexity c

c Identify one region that has experienced a modern instance of genocide. CWI.9-12.10.C

Learning Progression

- Between Complexity a and b: CWI.9-12.10.LP.A
- Identify individuals, groups, or organizations that might intervene to respond to/prevent genocide. CWI.9-12.10.LP.B
- Identify groups of people (e.g., religious, national, racial or other cultural characteristics) that have been targeted with genocide. CWI.9-12.10.LP.C
- Identify causes of genocide (acknowledge that social/ cultural beliefs vary about rights and can create conflict). CWI.9-12.10.LP.D
- Identify groups of people in society (e.g. religious, national, racial, or other cultural characteristics). CWI.9-12.10.LP.E
- Identify/define genocide: involves the systematic extermination of a group of people based upon specific religious, national, racial, or other cultural characteristics. CWI.9-12.10.LP.F
- Identify historical examples of genocide. CWI.9-12.10.LP.G
- Engage with news or information about modern genocide. CWI.9-12.10.LP.H

Sustainability

11 **Decisions about human activities made by individuals and societies have implications for both current and future generations, including intended and unintended consequences.** CWI.9-12.11

Complexity a

a Identify several human activities and their consequences for future generations (e.g., energy use, food production, environmental damage). CWI.9-12.11.A

Complexity b

b Identify multiple human activities that have a positive impact on ecological, social, or economic systems in the community. CWI.9-12.11.B

Complexity c

c Identify a human activity that has a positive impact on ecological, Social, or economic systems in the community. CWI.9-12.11.C

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Learning Progression

- Between Complexity a and b: CWI.9-12.11.LP.A
- Identify current and future generations. CWI.9-12.11.LP.B
- Sort pictures or other representations showing the effects of specific human choices (ecological, social, or economic). CWI.9-12.11.LP.C
- Identify economic impacts (individual, local, and national) of human activity. CWI.9-12.11.LP.D
- Identify social impacts (inclusion with equity vs. marginalization) of human activity. CWI.9-12.11.LP.E
- Identify ecological impacts (affecting environment, or organisms) of human activity. CWI.9-12.11.LP.F
- Identify a consequence of a specific choice. CWI.9-12.11.LP.G
- Differentiate between individual choice vs. group/society choice. CWI.9-12.11.LP.H
- Identify cause and effect related to a specific human decision/activity. CWI.9-12.11.LP.I
- Identify present and future dates on a timeline. CWI.9-12.11.LP.J
- Identify human activities. CWI.9-12.11.LP.K
- Engage in choice/decision during activity CWI.9-12.11.LP.L

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12 Sustainability issues are interpreted and treated differently by people viewing them from various political, economic, and cultural perspectives. CWI.9-12.12

Complexity a

a Compare and contrast viewpoints of various political, economic, and cultural groups on sustainability issues. CWI.9-12.12.A

Complexity b

b Match sustainability issues to the populations they most affect. CWI.9-12.12.B

Complexity c

c Identify a sustainability issue. CWI.9-12.12.C

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Learning Progression

- Identify a sustainability issue that may occur if needs in any one area are not met. CWI.9-12.12.LP.A
- Show the link/connection between economic, social, and environmental sustainability (e.g. f the environment is rich with resources, then physical needs can be met, and if physical needs are met, then mental health needs can be better met) or (e.g., agricultural practices, energy use, population growth). CWI.9-12.12.LP.B
- Identify/define sustainability (uphold physical or mental needs). Sustainability focuses on meeting present needs without compromising the ability of future generations to meet their needs. CWI.9-12.12.LP.C
- Identify/define sustainability (uphold physical or mental needs). Sustainability focuses on meeting present needs without compromising the ability of future generations to meet their needs. CWI.9-12.12.LP.D
- Identify that some choices can continue to meet a personal need (sustainable). Some choices can only meet present personal needs but not future needs (limited/non- renewable). CWI.9-12.12.LP.E
- Identify a choice to meet a personal physical or mental need. CWI.9-12.12.LP.F
- Communicate when a physical or social/mental need must be addressed. CWI.9-12.12.LP.G
- Engage in getting a physical or mental need fulfilled. CWI.9-12.12.LP.H

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13 International associations and nongovernmental organizations offer means of collaboration to address sustainability issues on local, national, and international levels. CWI.9-12.13

Complexity a

a Compare and contrast viewpoints of various political, economic and cultural groups on sustainability issues. CWI.9-12.13.A

Complexity b

b Match sustainability issues to the populations they most affect. CWI.9-12.13.B

Complexity c

c Identify a sustainability issue. CWI.9-12.13.C

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Learning Progression

- Match needs/issues addressed with who the need/issue affects. CWI.9-12.13.LP.A
- Match needs/issues addressed by one or more organizations/associations. CWI.9-12.13.LP.B
- Identify international associations (Institute for Sustainable Development; Climate Action Network (CAN); and Global Hunger Alliance). CWI.9-12.13.LP.C
- Identify non-governmental organization (e.g., Greenpeace International, Rainforest Alliance, and Sierra Club). CWI.9-12.13.LP.D
- Identify that some choices can continue to meet a personal need (sustainable). Some choices can only meet present personal needs but not future needs (limited/non- renewable). CWI.9-12.13.LP.E
- Identify a need/issue at the national or international level. CWI.9-12.13.LP.F
- Identify a local need/issue. CWI.9-12.13.LP.G
- Identify a choice to meet a personal physical or mental need. CWI.9-12.13.LP.H
- Communicate when a physical or social/mental need must be addressed. CWI.9-12.13.LP.I
- Engage in collaborative interaction CWI.9-12.13.LP.J
- Engage in getting a physical or mental need fulfilled. CWI.9-12.13.LP.K

Technology

14 The development and use of technology influences economic, political, ethical, and social issues. CWI.9-12.14

Complexity a

a Describe how the use of technology can influence economic, political, ethical, and/or social issues. CWI.9-12.14.A

Complexity b

b Identify ways that the use of technology can influence economic, political, ethical, and/or social issues. CWI.9-12.14.B

Complexity c

c Identify a technology tool that has influenced economic and/or social issues. CWI.9-12.14.C

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Learning Progression

- Identify the link between advances in technologies and economic, (e.g., outsourcing) political, (e.g., capital punishment), ethical (e.g., terrorism), and social events (e.g., social media) over time. CWI.9-12.14.LP.A
- Identify that some individuals/groups may have more access to technology than others. CWI.9-12.14.LP.B
- Map the advancements in different types of technology across a timeline. CWI.9-12.14.LP.C
- Recognize that the technological tools we have today have changed over time as needs arose. CWI.9-12.14.LP.D
- Recognize that the technological tools we have today have not always been around. CWI.9-12.14.LP.E
- Identify technologies used for communication, production of resources, etc. CWI.9-12.14.LP.F
- Engage in the use of technology for communication. CWI.9-12.14.LP.G
- Engage with different types of technology. CWI.9-12.14.LP.H

National Security and International Diplomacy

15 Technologies inevitably involve trade-offs between costs and benefits. Decisions about the use of products and systems can result in intended and unintended consequences. CWI.9-12.15

Complexity a

a technology and its positive or negative consequences (e.g., benefit to human needs, cost factors in development). CWI.9-12.15.A

Complexity b

b Identify technological advances and the associated benefits to society (e.g., medical advances, new energy sources, computer technologies). CWI.9-12.15.B

Complexity c

c Match a technological advancement and its benefit to society (e.g., a defibrillator and the heart). CWI.9-12.15.C

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Learning Progression

- Between Complexity a and b: CWI.9-12.15.LP.A
- Identify/define costs as negative outcomes as a result of the technological advancement. CWI.9-12.15.LP.B
- Identify/define benefits as positive outcomes as a result of the technological advancement. CWI.9-12.15.LP.C
- Identify the progression of a technological advancement over time (e.g., communication, transportation, agriculture, etc.). CWI.9-12.15.LP.D
- Identify a problem where a technological advancement provided benefit over time. CWI.9-12.15.LP.E
- Identify examples of technology improving the lives of people with disabilities. CWI.9-12.15.LP.F
- Identify technologies used in the classroom, home, or community. CWI.9-12.15.LP.G
- Engage with technologies that provide access. CWI.9-12.15.LP.H

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16 Nations seek to ensure the security of their geographic territories, political institutions, economic systems, and ways of life. Maintaining security has political, social, and economic costs, in services or products, creation of ethnic enclaves. CWI.9-12.16

Complexity a

a Research and describe governmental organizations that work to protect national security. CWI.9-12.16.A

Complexity b

b Identify a governmental organization that works to protect national security and explain what it does. CWI.9-12.16.B

Complexity c

c Identify a governmental organization that works to protect national security. CWI.9-12.16.C

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Learning Progression

- Identify/define national security. CWI.9-12.16.LP.A
- Identify the services provided by the government to maintain national security (e.g., military, law enforcement, border security). CWI.9-12.16.LP.B
- Identify things that make one feel safe. CWI.9-12.16.LP.C
- Identify rules and regulations at the state level designed to keep everyone safe. CWI.9-12.16.LP.D
- Identify safety rules for the community. CWI.9-12.16.LP.E
- Identify safety rules for the home. CWI.9-12.16.LP.F
- Identify safety rules in the school. CWI.9-12.16.LP.G
- Identify safety rules related to personal self-protection. CWI.9-12.16.LP.H
- Communicate preferences to address safety concerns. CWI.9-12.16.LP.I
- Participate in safety routines. CWI.9-12.16.LP.J
- Engage in safety drills. CWI.9-12.16.LP.K

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17 Economic, political, and social differences between global entities can lead to conflict unless mitigated through diplomacy or cooperative efforts. CWI.9-12.17

Complexity a

a Explain how diplomatic efforts mitigate conflict. CWI.9-12.17.A

Complexity b

b Define diplomacy. CWI.9-12.17.B

Complexity c

c Identify a global organization that works to reduce conflicts. CWI.9-12.17.C

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Learning Progression

- Between Complexity b and c: CWI.9-12.17.LP.A
- Identify/define diplomacy as the skill of managing international relations. CWI.9-12.17.LP.B
- Understand that organizations exist at the international level to engage in the same processes of conflict resolution (e.g., United Nations, international conferences, World Trade Organization, etc.). CWI.9-12.17.LP.C
- Identify conflict resolution systems/organizations at the school, local community (e.g. teacher, principal, trusted adult, police, 911, etc.). CWI.9-12.17.LP.D
- Acknowledge that within economic, political, and social groups' beliefs vary and that can lead to conflict CWI.9-12.17.LP.E
- Match conflict scenarios with possible diplomatic responses. CWI.9-12.17.LP.F
- Identify types of conflict that might happen at home. CWI.9-12.17.LP.G
- Identify types of conflict that might happen at school CWI.9-12.17.LP.H
- Communicate in agreement and in disagreement with respect. CWI.9-12.17.LP.I
- Identify non-verbal responses that indicate both agreement and disagreement. CWI.9-12.17.LP.J
- Use a variety of communication modes to express disagreement. CWI.9-12.17.LP.K
- Engage in conflict resolution experiences. CWI.9-12.17.LP.L

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18 Individuals and organizations work within, or outside of, established systems of power, authority and governance to influence their own security and the security of others. CWI.9-12.18

Complexity a

a Research and describe international and national organization s that work to protect national security. CWI.9-12.18.A

Complexity b

b Identify an international or national organization that works to protect national security and explain what it does. CWI.9-12.18.B

Complexity c

c Identify an international or national organization that works to protect national security. CWI.9-12.18.C

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Learning Progression

- Identify organizations that provide international security (e.g., United Nations; International Court of Justice; North Atlantic Treaty Organization; Organization of American States; Association of Southeast Asian Nations; and African Union). CWI.9-12.18.LP.A
- Identify/define national security. CWI.9-12.18.LP.B
- Identify the services provided by the government to maintain national security (e.g., military, law enforcement, border security). CWI.9-12.18.LP.C
- Identify things that make one feel safe. CWI.9-12.18.LP.D
- Identify rules and regulations at the state level designed to keep everyone safe. CWI.9-12.18.LP.E
- Identify safety rules for the community. CWI.9-12.18.LP.F
- Identify safety rules for the home. CWI.9-12.18.LP.G
- Identify safety rules in the school. CWI.9-12.18.LP.H
- Identify safety rules related to personal self-protection. CWI.9-12.18.LP.I
- Communicate preferences to address safety concerns CWI.9-12.18.LP.J
- Participate in safety routines. CWI.9-12.18.LP.K
- Engage with authority figures from the local community. CWI.9-12.18.LP.L
- Engage in safety drills. CWI.9-12.18.LP.M
- Engage with authority figures at school. CWI.9-12.18.LP.N
- Engage with authority figures at home CWI.9-12.18.LP.O

Global Economy

19 The global economy creates advantages and disadvantages for different segments of the world's population. CWI.9-12.19

Complexity a

a Compare and contrast advantages and disadvantag es to different segments of the population due to the global economy. CWI.9-12.19.A

Complexity b

b Describe a possible advantage or disadvantage for a segment of the population due to the global economy. CWI.9-12.19.B

Complexity c

c Identify a possible disadvantage for a segment of the population due to the global economy. CWI.9-12.19.C

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Learning Progression

- Identify areas of the world (by location) where there might be economic advantage or disadvantage based on the global economy CWI.9-12.19.LP.A
- Define/identify images or objects that are associated with economy (the wealth and resources of a country or region, especially in terms of the production and consumption of goods and services). CWI.9-12.19.LP.B
- Identify characteristics of segments of the world that are disadvantaged (can use visual images). CWI.9-12.19.LP.C
- Identify characteristics of segments of the world that are advantaged (can use visual images). CWI.9-12.19.LP.D
- Discuss the meaning of 'the local economy' - who is involved, what activities are included. CWI.9-12.19.LP.E
- Compare the differences between personal economies in the local area - income varies, expenses vary, costs vary - some have more some have less. CWI.9-12.19.LP.F
- Identify/discuss the aspects of a personal economy (e.g., expenses, income, budget, savings, etc.). CWI.9-12.19.LP.G
- Identify money/wealth linked with the term economy. CWI.9-12.19.LP.H
- Engage with maps and globes. CWI.9-12.19.LP.I
- Engage with money CWI.9-12.19.LP.J

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20 Trade agreements, multinational organizations, embargoes, and protectionism impact markets. CWI.9-12.20

Complexity a

a Describe a product produced in the United States that is consumed in another country. CWI.9-12.20.A

Complexity b

b Identify a product produced in the United States and other countries. CWI.9-12.20.B

Complexity c

c Define trade agreements. CWI.9-12.20.C

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Learning Progression

- Identify a trade agreement as two or more countries agreeing on terms (e.g., the tariffs or taxes on goods) that helps them trade with each other. CWI.9-12.20.LP.A
- Identify that some trades cross the globe. CWI.9-12.20.LP.B
- Track a product from time of manufacturing/harvest to time of consumption. CWI.9-12.20.LP.C
- Make an agreement with a partner. CWI.9-12.20.LP.D
- Sort products by country of origin (where manufactured or harvested). CWI.9-12.20.LP.E
- Identify the country of origin for a specific product. CWI.9-12.20.LP.F
- Identify that products come from all over the world. CWI.9-12.20.LP.G
- Engage with products. CWI.9-12.20.LP.H
- Engage in a trade. CWI.9-12.20.LP.I

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21 The distribution of wealth and economic power among countries changes over time. CWI.9-12.21

Complexity a

a Research and describe a country that has experienced economic change over time. CWI.9-12.21.A

Complexity b

b Identify various countries that have experienced economic change over time (errorless choice - all have). CWI.9-12.21.B

Complexity c

c Identify a country that has experienced economic change over time. (errorless choice - all have) CWI.9-12.21.C

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Learning Progression

- Identify the current economic status of a given country CWI.9-12.21.LP.A
- Review images of a specific area, region, and country. Do they indicate wealth or poverty? CWI.9-12.21.LP.B
- Map the economic changes for an individual or a local business over time. CWI.9-12.21.LP.C
- Discuss the meaning of 'the local economy' - who is involved, what activities are included? CWI.9-12.21.LP.D
- Identify countries on a map. CWI.9-12.21.LP.E
- Compare the differences between personal economies in the local area - income varies, expenses vary, costs vary - some have more some have less. CWI.9-12.21.LP.F
- Identify/discuss the aspects of a personal economy (e.g., expenses, income, budget, savings, etc.). CWI.9-12.21.LP.G
- Identify money/wealth linked with the term economy. CWI.9-12.21.LP.H
- Engage with money. CWI.9-12.21.LP.I
- Engage with maps/globes. CWI.9-12.21.LP.J
- Engage with timelines. CWI.9-12.21.LP.K

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22 The global economy creates interdependence so that economic circumstances in one country impact events in other countries. CWI.9-12.22

Complexity a

a Explain how a given economic circumstance in one country might impact events in another country. CWI.9-12.22.A

Complexity b

b Define economic interdependence. CWI.9-12.22.B

Complexity c

c Identify two countries that currently experience economic interdependence. CWI.9-12.22.C

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Learning Progression

- Identify that economic interdependence occurs when economic decisions (e.g., choices to buy or sell certain products) and activities (e.g., trading) in one country impact economies in other countries. CWI.9-12.22.LP.A
- Identify the difference between independence (selfsustaining) and interdependence (relying on one another). CWI.9-12.22.LP.B
- Identify products/resources that one country produces that another country does not produce. CWI.9-12.22.LP.C
- Identify products produced in a given country. CWI.9-12.22.LP.D
- Discuss the meaning of 'the local economy' - who is involved, what activities are included? CWI.9-12.22.LP.E
- Identify countries on a map. CWI.9-12.22.LP.F
- Compare the differences between personal economies in the local area - income varies, expenses vary, costs vary - some have more some have less. CWI.9-12.22.LP.G
- Identify/discuss the aspects of a personal economy (e.g., expenses, income, budget, savings, etc.). CWI.9-12.22.LP.H
- Identify money/wealth linked with the term economy. CWI.9-12.22.LP.I
- Engage with money. CWI.9-12.22.LP.J
- Engage with maps/globes. CWI.9-12.22.LP.K