Individual / Group Summary Chart

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| Anchor Standard # **1 Civic and Political Institutions** *Determine the importance of the institutions of society and the principles that these institutions are intended to reflect, which requires the demonstration of in-depth understanding of law, politics, and government.*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **K.CM.1 [Civic and Political Institutions](#civicandpoliticalinstitutions)** *Identify the roles and responsibilities of community members.* |  |  |  |
| MS  Grade: **6.CM.1 [Civic and Political Institutions](#civicandpoliticalinstitutions)** *Examine the origins, functions and structure of the U.S. Constitution to determine how it supports freedoms within a society.* |  |  |  |
| HS  Grade: **HS2.CM.1** [**Civic and Political Institutions**](#civicandpoliticalinstitutions)*Analyze how founding and governing documents of international governments affect their citizens and political and economic groups.* |  |  |  |

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| Anchor Standard # **2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles** *Analyze foundational documents and determine key understandings in order to evaluate how citizens should interact with each other in formal institutions and informal interactions.*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **1.CM.2** [**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**](#participationanddeliberation)*Describe and demonstrate equality, fairness, and freedom when making decisions. .* |  |  |  |
| MS  Grade: **7.CM.2** [**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**](#participationanddeliberation)*Compare deliberative processes when making decisions and reaching judgments as an individual and in groups for diverse situations.* |  |  |  |
| HS  Grade: **HS4.CM.2** [**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**](#participationanddeliberation)*Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.* |  |  |  |

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| Anchor Standard # **3 Processes, Rules and Laws** *Evaluate and critique how decisions, procedures, and policies are used to address problems and/or needs in a variety of settings.*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade:**4.CM.3** [**Processes, Rules and Laws**](#processesrulesandlaws)  *Explain how communities are improved by developing policies to meet the needs of society.* |  |  |  |
| MS  Grade: **8.CM.3** [**Processes, Rules and Laws**](#processesrulesandlaws)*Analyze the purposes, implementation and consequences of bills, laws, and policies to address societal needs.* |  |  |  |
| HS  Grade:**HS2.CM.3** [**Processes, Rules and Laws**](#processesrulesandlaws)*Analyze how people use and challenge laws about public issues over various levels of government.* |  |  |  |

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| Anchor Standard # **5 Exchange and Markets** *Analyze how the interactions of buyers and sellers in a variety of economic markets impact goods, services, labor, created and foreign exchange in the markets; evaluate and critique the effectiveness of government policies on market outcomes.*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **3.EDM.5** [**Exchange and Markets**](#exchangeandmarkets)*Explain the role of money and financial institutions in economic markets.* |  |  |  |
| MS  Grade: **8.EDM.5** [**Exchange and Markets**](#exchangeandmarkets)*Explain how money facilitates exchange by reducing transactional cost and describe its relationship to financial institutions and related institutions* |  |  |  |
| HS  Grade: **HS2.EDM.5** [**Exchange and Markets**](#exchangeandmarkets)*Identify market inefficiencies and explain the role of government to analyze the effectiveness of these policies on domestic and foreign markets.* |  |  |  |

Individual / Group Summary Chart

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| Anchor Standard # **6 National Economy** *Analyze and explain how the amounts and qualities of capital (human and physical) and natural resources influence current and future economic conditions as well as standards of living by evaluating and critiquing the intended and unintended consequences of policies on: fluctuations, growth, supply, spending, inflation, employment and growth*.  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **2.EDM.6** [**National Economy**](#nationaleconomy)*Describe how examples of capital, human and natural resources are related to goods and services* |  |  |  |
| MS  Grade: **7.EDM.6 [National Economy](#nationaleconomy)** *Explain the impact of interest rates on borrowing and investing, inflation, deflation and unemployment.* |  |  |  |
| HS  Grade: **HS3.EDM.6 [National Economy](#nationaleconomy)** *Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.* |  |  |  |

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| Anchor Standard # **7 Global Economy** *Analyze and explain the benefits and costs of globalization among individuals and businesses (considering specialization and trade) and how this leads to increased economic interdependence (cross-border movement of goods, services, technology, information and human, physical and financial capital).*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **3.EDM.7 [Global Economy](#globaleconomy)** *Describe and give examples of economic interdependence.* |  |  |  |
| MS  Grade: **7.EDM.7 [Global Economy](#globaleconomy)** *Analyze the benefits and costs of trade policies and specialization to individuals, businesses, and society.* |  |  |  |
| HS  Grade: **HS2.EDM.7** [**Global Economy**](#globaleconomy)*Analyze current economic trends and the role of comparative advantage in the international trade of goods and services.* |  |  |  |

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| Anchor Standard # **8 Spatial Views of the World** *Create and utilize maps and other geographical representations to seek and communicate new knowledge that is personally and socially useful.*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **4.GR.8** [**Spatial Views of the World**](#spatialviewsoftheworld) *Describe the locations of cultural and environmental characteristics using maps of different scales.* |  |  |  |
| MS  Grade: **8.GR.8** [**Spatial Views of the World**](#spatialviewsoftheworld) *Represent and analyze patterns of settlement and how people make changes to the land and how cultures develop in response to surroundings using various paper and electronic technologies.* |  |  |  |
| HS  Grade: **HS3.GR.8** [**Spatial Views of the World**](#spatialviewsoftheworld) *Predict future trends and outcomes using understanding of spatial patterns related to cultural and/or environmental characteristics at multiple scales.* |  |  |  |

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| Anchor Standard # **9 Human-Environment Interaction** *Determine how society is impacted at local-to-global scales through the interactions of human and physical systems.*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **2.GR.9** [**Human-Environment Interaction**](#humanenvironmentinteraction)*Explain how human activities in local-to-global communities affect cultural and environmental characteristics.* |  |  |  |
| MS  Grade: **6.GR.9** [**Human-Environment Interaction**](#humanenvironmentinteraction)*Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.* |  |  |  |
| HS  Grade: **HS2.GR.9** [**Human-Environment Interaction**](#humanenvironmentinteraction)*Evaluate how political and economic decisions influence cultural and environmental characteristics of various places and regions.* |  |  |  |

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| Anchor Standard # **11 Global Interconnections: Changing Spatial Patterns** *Evaluate the dynamic interactions among the world’s people, nations and economic organizations and how they impact global scale issues.*  What is the overall intent of this anchor standard? | | | |
| Grade Level | Brainstorm ideas about what students need to KNOW or DO to show mastery of this standard…. | Possible Examples for Context | Possible Connections to other Standards or other subjects |
| ELEM  Grade: **4.GR.11** [**Global Interconnections**](#globalinterconnections)*Explain how natural and human-made catastrophic events in one place affect people living in other places.* |  |  |  |
| MS  Grade: **7. GR. 11** [**Global Interconnections**](#globalinterconnections)*Explain how global changes in population distribution influence land use.* |  |  |  |
| HS  Grade: **HS4.GR.11** [**Global Interconnections**](#globalinterconnections) *Evaluate how economic global interdependence and expanding use of resources contribute to conflict and cooperation at the local, state, national and global levels.* |  |  |  |