

Individual / Group Summary Chart

Students will explain

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?

The purpose of the government and understanding the role of a citizen within a social contract.

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
<p>ELEM Grade: K.CM.1 Civic and Political Institutions Identify the roles and responsibilities of community members.</p>	<ul style="list-style-type: none"> • Give examples of community members • Give examples of roles of community members. • What are their responsibilities? • How do community members help each other. 	<ul style="list-style-type: none"> • community members visiting classrooms. • field trips / career day • class jobs (job fair) • service projects • student citizenship 	<ul style="list-style-type: none"> • Speaking + listening • PLCs • Writing • Research / Reflection
<p>MS Grade: 6.CM.1 Civic and Political Institutions Examine the origins, functions and structure of the U.S. Constitution to determine how it supports freedoms within a society.</p>	<ul style="list-style-type: none"> • Explain origins of the constitution • Know the meaning of the preamble • 	<ul style="list-style-type: none"> • Colonialization • American Revolution • 13 Colonies • Analyze primary + secondary sources 	<ul style="list-style-type: none"> • Writing • Research / Reflection • Sourcing • Arguments
<p>HS Grade: HS2.CM.1 Civic and Political Institutions Analyze how founding and governing documents of international governments affect their citizens and political and economic groups.</p>	<ul style="list-style-type: none"> • Analyze social contracts between governments and their citizens • Identify writing pieces that have influenced citizens. 	<ul style="list-style-type: none"> • Analyze primary and secondary sources 	<ul style="list-style-type: none"> • Writing • Research / Reflection • Sourcing • Arguments

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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? Helping students understand how we should treat each other based on traditions in our country. (ideas, our country is founded on)			
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
<p>ELEM</p> <p>Grade: 1.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</p> <p>Describe and demonstrate equality, fairness, and freedom when making decisions.</p>	<ul style="list-style-type: none"> • Vocabulary: What is equality? fairness? freedom? • Give examples of fairness, equality & freedom. • How do equality, fairness and freedom impact me? • How can I demonstrate these in my life? 	<ul style="list-style-type: none"> • Real life examples Fair/Unfair sorting activity. • Picture prompt fairness How would you react? (ex: student cutting in line) 	<p>Reading Standards 1-10</p> <p>Writing Standard 7</p> <p>Speaking: Listening 1</p> <p>Language Standard 6</p>
<p>MS</p> <p>Grade: 7.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</p> <p>Compare deliberative processes when making decisions and reaching judgments as an individual and in groups for diverse situations.</p>	<ul style="list-style-type: none"> • Steps in deliberating/decision making process • How do our decisions impact others 	<ul style="list-style-type: none"> • mock election • current events DBQ • mock trial • development of religions 	<p>Reading standards</p> <p>writing</p> <p>speaking/listening</p> <p>language</p>
<p>HS</p> <p>Grade: HS4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</p> <p>Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.</p>	<ul style="list-style-type: none"> • campaign process • How a bill becomes a law 	<ul style="list-style-type: none"> • campaign simulations - speeches, policies • laws that are "fair" - new deal - immigration • creating laws in community/diverse countries 	<p>↓</p>

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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?
 Students should be able to analyze documents in order to know how to treat each other in different situations.

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
<p>ELEM Grade: <u>1.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</u> Describe and demonstrate equality, fairness, and freedom when making decisions.</p>	<ul style="list-style-type: none"> describe & understand equality describe & understand fairness describe & understand freedom what is decision making? how do you make decisions? consequences of decisions (positive/negative) fairness of decisions 	<ul style="list-style-type: none"> rules at beg. of year - purpose voting for different things - fairness decision making chart MLK 	<ul style="list-style-type: none"> writing opinion piece - whether we should celebrate Columbus Day Economic decision making standards historical perspective/arguments
<p>MS Grade: <u>7.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</u> Compare deliberative processes when making decisions and reaching judgments as an individual and in groups for diverse situations.</p>	<ul style="list-style-type: none"> be familiar with different processes needed to come to a decision need to know bias process of how to analyze a document credible sources - reliable? 	<ul style="list-style-type: none"> Indian Removal Act Different governments electoral college vs. majority rule women's suffrage 	<ul style="list-style-type: none"> argumentative or informational writing piece multiple perspectives reading standard 7.HT.15 - sourcing
<p>HS Grade: <u>HS4.CM.2 Participation and Deliberation: Applying Civic Virtues and Democratic Principles</u> Demonstrate deliberative processes by applying democratic principles when making decisions and reaching judgments as an individual and in groups for diverse situations.</p>	<ul style="list-style-type: none"> students lead deliberative processes to make decisions - how to do this be familiar with different processes needed to come to a decision need to know bias what are democratic principles? 	<ul style="list-style-type: none"> current events - compare debate UN policies (human rights) compare government policies from diff. countries women's suffrage 	<ul style="list-style-type: none"> argumentative writing multiple perspectives - reading

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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? Determine whether a decision, procedures, or policy are effective in solving a problem in a particular situation

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
<p>ELEM Grade: 4.CM.3 Processes, Rules and Laws Explain how communities are improved by developing policies to meet the needs of society.</p>	<p>Define: Society, communities, policies needs common good meets the needs of the society</p>	<p>Smoking Ban across counties Speed limit Seatbelt laws - helmet</p>	<p>4.CM.2 - neighboring communities Food Groups</p>
<p>MS Grade: 8.CM.3 Processes, Rules and Laws Analyze the purposes, implementation and consequences of bills, laws, and policies to address societal needs.</p>	<ul style="list-style-type: none"> - give examples of bills/laws/policies that address needs - give examples of consequences that resulted from bills/laws/ - describe how diff levels of gov't address societal needs 	<ul style="list-style-type: none"> - Wet/dry County - Current events (terrorism) - social media - cyber-bullying 	<p>Economics oppt cost /</p>
<p>HS Grade: HS2.CM.3 Processes, Rules and Laws Analyze how people use and challenge laws about public issues over various levels of government.</p>	<ul style="list-style-type: none"> - give examples of consequences of laws at various levels of government - how laws ARE challenged through the court system - different ways to challenge laws - evaluate the appropriateness/effectiveness 	<ul style="list-style-type: none"> - Roe V Wade - GAY MARRIAGE - Loitering - homeless - Activism - 	<ul style="list-style-type: none"> - Economic Sanctions - Global Issues

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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? <i>Students should be able to analyze the interactions of buyers and sellers and evaluate the outcome of economic policies.</i>			
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
<p>ELEM Grade: 3.EDM.5 Exchange and Markets Explain the role of money and financial institutions in economic markets.</p>	<p>① Explain how money is related to the exchange of goods and services. ② Explain and give examples of financial institutions ③ Describe how economic markets are effected by financial institutions</p>	<p>- practice check writing / credits and debits in personal banking (deposits / withdrawals) - Students make and sell goods - different roles of producers and consumers</p>	<p>Anchor 4 (3. EDM. 4) Math 3. CM. 3</p>
<p>MS Grade: 8.EDM.5 Exchange and Markets Explain how money facilitates exchange by reducing transactional cost and describe its relationship to financial institutions and related institutions</p>	<p>① What are examples of transactional costs? ② Compare & contrast the benefits and drawbacks of cash v.s. credit. ③ Evaluate pros & cons of various institutions' transactional costs.</p>	<p>- practice buying goods and services w/ various transactional costs (interest, taxes, gratuity, late fees)</p>	<p>8. EDM. 4 Math Reading (fine print)</p>
<p>HS Grade: HS2.EDM.5 Exchange and Markets Identify market inefficiencies and explain the role of government to analyze the effectiveness of these policies on domestic and foreign markets.</p>	<p>① Recognize the ebb and flow of economic patterns ② Analyze the effect of gov't policy on domestic markets ③ Evaluate the cause and effect relationships b/w domestic and foreign markets</p>	<p>- Analyze the peaks and valleys of economic activity (stock market) - Research economic policies from specific time periods - Examine international econ. patterns → compare/contrast w/ US</p>	<p>HS2. CM. 1 HS2. CM. 1 All HS2 Historical Thinking HS2. EDM. 4</p>

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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?

How does capital influence current and future policy?

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
<p>ELEM Grade: 2.EDM.6 National Economy Describe how examples of capital, human and natural resources are related to goods and services</p>	<ul style="list-style-type: none"> • Types of resources and their differences • What are goods and services? • Scarcity, abundance of goods • Human, environmental impact on resources 	<ul style="list-style-type: none"> - California drought ↳ natural events - Human events - Business 	<p>2- GR-10 2- GR-11</p>
<p>MS Grade: 7.EDM.6 National Economy Explain the impact of interest rates on borrowing and investing, inflation, deflation and unemployment.</p>	<ul style="list-style-type: none"> • vocab → interest rates, borrowing, inflation, deflation, unemployment, investing • How Banks/Lending companies work? • How interest rates influence spending • How unemployment is impacted/impacts interest rates 	<ul style="list-style-type: none"> - Stock Market Game - Interest rate simulation - Hyperinflation 	<p>7. EDM. 4</p>
<p>HS Grade: HS3.EDM.6 National Economy Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</p>	<ul style="list-style-type: none"> • Economic systems & their differences ↳ gov't intervention in the economy • Vocabulary → NAFTA, WTO, tariffs, monetary policy, fiscal policy • Impact of policies on average American 	<ul style="list-style-type: none"> - Great Depression - causes - New Deal - Recent economic recession - Historical examples of war time economies 	<p>HSI, HT, 12 HSI, CM, 1 HSI, CM, 3</p>

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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?

Students will understand the cause & effect relationships between capital & economic conditions

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
<p>ELEM Grade: 2.EDM.6 National Economy Describe how examples of capital, human and natural resources are related to goods and services</p>	<ul style="list-style-type: none"> Know about Production, Distribution, & Consumption / Key Vocabulary. Know how Human-Environment Interaction plays a role in Production, Distribution, Consumption. Using Sources & the cause & effect of it. 	<ul style="list-style-type: none"> Copy Pictures to be categorized as 'goods' or 'services'. Aware of changes in your community / environment. 	<ul style="list-style-type: none"> 2.GR.9 → Anchor 9 Anchor 5 →
<p>MS Grade: 7.EDM.6 National Economy Explain the impact of interest rates on borrowing and investing, inflation, deflation and unemployment.</p>	<ul style="list-style-type: none"> Know vocabulary Identify relationships between them How financial institutions operate & grow. 	<ul style="list-style-type: none"> Student Fair / job / entrepreneur / career Shark Tank simulation Stock market simulation 	<ul style="list-style-type: none"> Anchor 1 Anchor 4 Anchor 5
<p>HS Grade: HS3.EDM.6 National Economy Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.</p>	<ul style="list-style-type: none"> Understand differences between monetary & fiscal policies. Economic realities throughout the U.S. Investigative work about the economic conditions of the U.S. 	<ul style="list-style-type: none"> Current Event Analysis Governmental policy analysis - DBQ Balancing U.S. budgets Simulations 	<ul style="list-style-type: none"> Anchor 4 Anchor 13 Anchor 7

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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?

Students will be able to ^{analyze and} explain the benefits and costs of global economic interdependence.

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
<p>ELEM Grade: 3.EDM.7 Global Economy Describe and give examples of economic interdependence.</p>	<ul style="list-style-type: none"> Define goods, services, economy, trade, specialization, globalization and interdependence. Give examples of how communities/states rely on each other to meet economic needs. Explain how goods are distributed. 	<ul style="list-style-type: none"> bartering activity for students to experience. parent guest speaker (specialization dependence on others) create a product (depend on others for data trading materials needed) read and respond "Ox Cart Man" 	<ul style="list-style-type: none"> Anchor Standards 4, 5, 6 math connections (number sense) literature connection (writing)
<p>MS Grade: 7.EDM.7 Global Economy Analyze the benefits and costs of trade policies and specialization to individuals, businesses, and society.</p>	<ul style="list-style-type: none"> Define benefits, costs, trade policies, economic exam systems and give real-world examples of each. Compare and contrast trade policies of different countries Explain the effects of trade policies on individuals, businesses and society. 	<ul style="list-style-type: none"> Hunger Games - create a map of specialization, analyze McDonald's - compare McDonald's internationally - Current Events (w/notes to effect trade) Global notebook - current event ^{economy} 	<ul style="list-style-type: none"> literature (Hunger Games) Anchor Standards - 1, 5, 8 math newspaper articles (literary)
<p>HS Grade: HS2.EDM.7 Global Economy Analyze current economic trends and the role of comparative advantage in the international trade of goods and services.</p>	<ul style="list-style-type: none"> Define economic trend, comparative advantage and give examples. Identifying current economic trends (brainstorm, research) Explain why international trade/trends operates as they do. (advantages) 	<ul style="list-style-type: none"> "sweatshops" unit - comparing US vs. 3rd world countries (conditions where may be acceptable) Kardashian "Dash" business Ip hones - produced internationally/bought 	<ul style="list-style-type: none"> environmental standards in other countries. immigration issues. current events.

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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? ~~Students will learn to illustrate and use maps~~

Students will create and interpret geographic tools for new knowledge and social relevance.

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
<p>ELEM Grade: 4.GR.8 Spatial Views of the World Describe the locations of cultural and environmental characteristics using maps of different scales.</p>	<p>Identify environmental characteristics Identify cultural characteristics Explain how environmental and cultural characteristics affect movement.</p>	<p>- Create a map of a familiar location containing environmental and cultural characteristics. - Dust Bowl, Industrial impacts - coal - Examine a map and explain patterns of settlement movement.</p>	<p>Science - environment (how decisions affect others) - Map skills - Math (scale)</p>
<p>MS Grade: 8.GR.8 Spatial Views of the World 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.</p>	<p>Describe environmental ^{cultural} characteristics of a region Analyze the settlement patterns of various groups of people in a region.</p>	<p>- Create a migration map that depicts cultural development - Jamestown - Examine art & literature of the time period</p>	<p>- Map skills - Math - Reading, writing, speaking, listening - ELA - Art & Humanities - drawing, interpretations of art and literature</p>
<p>HS Grade: HS3.GR.8 Spatial Views of the World Predict future trends and outcomes using understanding of spatial patterns related to cultural and/or environmental characteristics at multiple scales.</p>	<p>- Evaluate patterns of urban sprawl and its impact on developed nations the environment & culture - Describe Synthesize cause and effect relationships between cultural and/or environmental characteristics at multiple scales to predict spatial patterns.</p>	<p>- urban sprawl - effects on host cities for sporting events - effects of big box stores on areas - natural disasters - immigration</p>	<p>- mapping & computer analysis skills - Prediction - math / Science - Analyze scientific (geo science) data - Reading, writing, speaking, listening</p>

Arts and humanities - drawing, interpretations of art and literature

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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?

Students will be able to evaluate the impact of human interaction with the environment across geographic regions

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
<p>ELEM Grade: 2.GR.9 Human-Environment Interaction Explain how human activities in local-to-global communities affect cultural and environmental characteristics.</p>	<p>Give examples of interaction with environment : locally / state level nationally internationally</p> <p>How do human interactions impact environment how do you determine if interaction is positive / negative</p>	<p>How do my personal choices impact the environment</p> <ul style="list-style-type: none"> • start school recycling program - how much was recycled in a year? • Draft a bill that would protect environment 	<p>Anchor Standard 3</p> <p>Anchor Standard 4</p>
<p>MS Grade: 6.GR.9 Human-Environment Interaction Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<ul style="list-style-type: none"> • Explain how physical features influence an ethnic groups cultural identity • Describe define cultural identity and give examples from various ethnic groups. • Pros & cons of different cultural groups coming together 	<ul style="list-style-type: none"> • Discuss examples of assimilation • Complete cultural study of different ethnic groups • Geographical comparison of cultural groups 	<p>Anchor Standard 10</p> <p>Anchor Standard 13 & 14</p> <p>Anchor Standard 8</p>
<p>HS Grade: HS2.GR.9 Human-Environment Interaction Evaluate how political and economic decisions influence cultural and environmental characteristics of various places and regions.</p>	<ul style="list-style-type: none"> • Know Push & Pull factors that contribute to migration / immigration • Know how legislation can either hurt or protect environment • Know issues around immigration 	<ul style="list-style-type: none"> • Industrialization & its impact on migration / immigration from 1st Industrial Revolution • Analysis of debate over baseline immigration reform • Pro / con oil / trash i.e. fracking environmental laws 	<p>Anchor Standard 10 & 12</p> <p>Anchor Standard 2</p> <p>Even Decision 4</p>

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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? *and how the world impacts/influences us*

Understand the world, understand how we impact the world

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
<p>ELEM Grade: 2.GR.9 Human-Environment Interaction Explain how human activities in local-to-global communities affect cultural and environmental characteristics.</p>	<ul style="list-style-type: none"> Know ID culture Define environment 	<ul style="list-style-type: none"> Give examples of types of human activities that affect our school / local community. Compose water use + trash from mult. pts. Ex: Students conduct 	<ul style="list-style-type: none"> Science: physical science → trash/H₂O, landfill Economically: - cost of plates, cups, etc.
<p>MS Grade: 6.GR.9 Human-Environment Interaction Explain how the physical and human characteristics of places and regions are connected to human identities and cultures.</p>	<ul style="list-style-type: none"> Define physical + human characteristics ID physical features ID process of govt What places, regions, well are focus on? 	<ul style="list-style-type: none"> Clean up of school / land. Analyze local/region. Analyze maps movement patterns of city, state, region, etc Analyze effects of construction projects Predict impact of geographic 	<ul style="list-style-type: none"> Sci: map/resource analysis
<p>HS Grade: HS2.GR.9 Human-Environment Interaction Evaluate how political and economic decisions influence cultural and environmental characteristics of various places and regions.</p>	<ul style="list-style-type: none"> Evaluate data / sources How governing bodies make decisions The way 	<ul style="list-style-type: none"> research a way that a local decision How does the EPA pres. decisions to regulate greenhouse gases affect coal industry in Eastern Ky / coal miners 	<ul style="list-style-type: none"> - civic minded - HS1.EDM4

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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?

Students should be able to evaluate interactions with multiple groups (people, ~~groups~~, ^{economic organizations} nations) ^{and their impact} on a global scale.

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
<p>ELEM Grade: 4.GR.11 Global Interconnections Explain how natural and human-made catastrophic events in one place affect people living in other places.</p>	<p>Give Examples of natural catastrophes Give examples of human-made catastrophes Explain supply and demand Explain scarcity (human capital + relationship between people & organizations) Apply human-environmental relationships by using geographic tools</p>	<p>How would a natural catastrophe in Japan impact people in Ky? (tsunami → Toyota) Economic Depression Food + fuel - supply + demand Maps of affected regions</p>	<p>Intra-curricular - Economics, immigration (4.EA.1.7) (4.GR.9) Cross-Curricular - Science, Reading, Writing, Listening, Research</p>
<p>MS Grade: 7. GR. 11 Global Interconnections Explain how global changes in population distribution influence land use.</p>	<ul style="list-style-type: none"> - Support explanation with evidence - Use historical documents to support a claim and use claim to analyze other claims - Give examples of past global changes in population - How have catastrophes influenced these movements? - What is the impact of population on land: how is it used? 	<p>Primary + Secondary Sources - Historical examples (immigration, Potato Famine, Holocaust, Industrialization, Migration Patterns)</p>	<p>Intra-curricular - Economics (7.ED M.5), history (7.H.12), geography (7.GR.9) Cross-Curricular - Literature (secondary sources) (Reading, Science, Writing, Research)</p>
<p>HS Grade: HS4.GR.11 Global Interconnections Evaluate how economic global interdependence and expanding use of resources contribute to conflict and cooperation at the local, state, national and global levels.</p>	<ul style="list-style-type: none"> - Question & evaluate students' impact on the environment and the environment's impact on them. - ^{student} make connections to their civic responsibility and readiness for college, career, and civil/civics - student evaluate how resources contribute to conflict & cooperation. - Give examples of global interdependence - Give examples of conflict/cooperation of resource use. - Analyze with specific examples how global interdependence & resource conflict/cooperation have impacted your state or nation. 	<ul style="list-style-type: none"> - Impact of their future career on global economy - Analyzing hypothetical situations/circumstances on a global scale. - Local impact of global decision making, government regulation (environmental, subsidies) 	<p>Intra-curricular - Economics (HS4.EDM.4, HS4.EDM.5, 6 + 7) Civic (HS4.CM.3) Cross-Curricular - Reading, Science, Writing, Research</p>