POWER STANDARDS: World History 1500-Present

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STANDARD #** | **STANDARD/DESCRIPTION** | **EXAMPLE/RIGOR** | **COMMON ASSESSMENT** | **WHEN TAUGHT?** |
| History 4 | Understand the role of individuals and groups within a society as promoters of change or the status quo.  What makes a good society? | How is the capitalist system good for people when it works properly? |  |  |
| Behavioral Sciences  2 | Understand the influences on individual and group behavior and group decision-making.  What is human nature? | Why did the Spanish want to establish colonies in the New World? |  |  |
| History  1 | Understand historical patterns, periods of time, and the relationships among these elements.  When is war justified? | How did the French Revolution and Napoleon change Europe? |  |  |
| History | Understand the effects of geographic factors on historical events  How does geography make history? | How did areas |  |  |
| History | Understand cause and effect relationships and other historical thinking skills in order to interpret events issues.  Can we know the truth? | During the Cold War was it acceptable for the U.S. to secretly overthrow foreign governments without the knowledge of the American people? |  |  |
| History  2 | Understand how and why people create, maintain, or change systems of power, authority, and governance.  How does human choice make history? | Why is President Truman criticized for dropping atom bombs on Japan? |  |  |
| History | Understand the role of innovation on the development and interaction of societies.  How does technology make history? | Why did European kings always need the latest in weapons technology? |  |  |
| Geography | Understand how human factors and the distribution of resources affect the development of society and the movement of populations.  How does trade make history? | Why did Great Britain and the U.S. force China and Japan to end their isolation? |  |  |
| RH.9-10.2. | Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text. | Describe and discuss the political, social and/or economic ideas of the Age of Enlightenment. |  |  |
| RH.9-10.8. | Assess the extent to which the reasoning and evidence in a text support the author’s claims. |  |  |  |

**Power Standards: Economics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **STANDARD #** | **STANDARD/DESCRIPTION** | **EXAMPLE/RIGOR** | **COMMON ASSESSMENT** | **WHEN TAUGHT?** |
| Econ | [**Understand the function of common financial instruments.**](javascript:void(null);) |  |  |  |
| Econ | **[Understand the functions of economic institutions.](javascript:void(null);)** |  |  |  |
| Econ | [**Understand how governments throughout the world influence economic behavior.**](javascript:void(null);) |  |  |  |
| Econ | [**Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.**](javascript:void(null);) |  |  |  |
| Econ | [**Understand how universal economic concepts present themselves in various types of economies throughout the world.**](javascript:void(null);) |  |  |  |
| Financial Literacy | **Demonstrate financial responsibility and planning skills to achieve financial goals for a lifetime of financial health.** |  |  |  |
| Financial Literacy | **Make informed and responsible decisions about incurring and repaying debt to remain both creditworthy and financially** |  |  |  |
| Financial Literacy | **Evaluate and identify appropriate risk management options, including types of insurance, and identify protection.** |  |  |  |