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 Sciences2 | 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?  |  |  |
| History1 | 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 eventsHow 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? |  |  |
| History2 | 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.** |  |  |  |
| Econ | **Understand the functions of economic institutions.** |  |  |  |
| Econ | **Understand how governments throughout the world influence economic behavior.** |  |  |  |
| Econ | **Understand the role of scarcity and economic trade-offs and how economic conditions impact people’s lives.** |  |  |  |
| Econ | **Understand how universal economic concepts present themselves in various types of economies throughout the world.** |  |  |  |
| 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.**  |  |  |  |