2018 HS- SOCIAL SCIENCES CROSSWALK

# Civics and Government

## Points of Emphasis

Students are to understand the foundation and functions of US democracy. European and non-European examples are examined. It is important for students to examine and evaluate the relationship between governments at a variety of levels. Understanding and evaluating the significance of all 3 branches of government with particular attention to the Supreme Court's role in defining individual liberty. Active citizenship is a consistent theme in this and all Social Science Domains.

## Possible Essential Questions

What is unique and what is borrowed in the structure of U.S. government?

What are the relations between governments?

How do nations construct foreign policy?

How can individuals encourage change in a society?

Should unelected officials have the power to expand or restrict rights?

If ""majority rules"" how do we address the needs & desires of the minority?

## Civics and Government Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| HS.24. Analyze and critique the impact of constitutional amendments. | HS.1 Analyze the impact of constitutional amendments on groups, individuals, institutions, national order. |
| HS.25. Describe elements of early governments (i.e., Greek, Roman, English, and others) that are visible in United States government structure. | HS.2 Describe core elements of early governments that are evident in United States government structure. |
| HS.26. Define and compare/contrast United States republican government to direct democracy, socialism, communism, theocracy, oligarchy. | HS.3 Compare and contrast the United States’ republican form of government to direct democracy, theocracy, oligarchy, authoritarianism, and monarchy. |
| HS.27. Examine functions and process of United States government. | HS.4 Examine institutions, functions and processes of United States government. |
| HS.28. Evaluate how governments interact at the local, state, tribal, national, and global levels. | HS.5 Evaluate the relationships among governments at the local, state, tribal, national, and global levels. |
| HS.29. Examine the structures and functions of Oregon’s state, county, local and regional governments. | HS.6 Examine the institutions, functions, and processes of Oregon’s state, county, local and regional governments. |
| HS.30. Analyze the roles and activities of political parties, interest groups and mass media and how they affect the beliefs and behaviors of local, state, and national constituencies. | HS.7 Analyze political parties, interest and community groups, and mass media and how they influence the beliefs and behaviors of individuals, and local, state, and national constituencies. |
| HS.31. Describe United States foreign policy and evaluate its impact on the United States and other countries. | HS.8 Analyze United States foreign policy and the role of institutions and interest groups in creating policy and evaluate their impact on the United States and the international community. |
| HS.32. Examine and evaluate documents and decisions related to the Constitution and Supreme Court decisions (e.g., Federalist Papers, Constitution, Marbury v. Madison, Bill of Rights, Constitutional amendments, Declaration of Independence). | HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, the Constitution, the Bill of Rights, and Constitutional amendments). |
| HS.34. Explain the responsibilities of citizens (e.g., vote, pay taxes). | HS.10 Explain the roles and responsibilities of active members of a democracy and the role of individuals, social movements, and governments in various current events. |
| HS.35. Examine the pluralistic realities of society (e.g., race, poverty, gender, and age), recognizing issues of equity, and evaluating need for change. | HS.11 Examine the pluralistic realities of society recognizing issues of equity and evaluating the need for change. |
| HS.33. Explain the role of government in various current events.  | HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (for example, Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.). |
| New | HS.13 Examine and analyze provisions of the Oregon Constitution and the U.S. Constitution. |

# Economics

## Points of Emphasis

The Economic standards are divided into three strands; decision making, national economy, and global economics. Students must understand the basic mechanism and function of each. Students must utilize economic indicators and tools to analyze the national economy, and understand the trade-offs of a globalized economy.

## Possible Essential Questions

How do government economic policies impact our lives?

When should government raise taxes?

Should the government regulate the economy?

Is inflation or recession a natural part of the economic cycle?

What drives changes in the stock market?

What is the best way to improve the standard of living?

Why do nations trade?

Why does a nation rich in resources and labor still trade on a global scale?

## Economics Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| HS.51. Explain how supply and demand represent economic activity and describe the factors that cause them to shift. Define economic terms (e.g., elasticity, substitution, regulation, legislation) and identify examples of them in the current economy. | HS.14 Analyze how determinants cause supply and demand to shift and the impact on secondary markets. |
| New | HS.15 Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups. |
| HS.46. Distinguish between fiscal and monetary policies, and describe the role and function of the Federal Reserve. | HS.16 Evaluate the selection of monetary and fiscal policies in response to a variety of economic conditions and indicators and the role and function of the Federal Reserve. |
| HS.49. Compare and contrast methods of business organization.  | HS.17 Analyze benefits and risks of business organizations (entrepreneurship, sole proprietorship, partnerships, joint ventures, and corporations, private vs. public). |
| HS.50. Explain how economic indicators (including, but not limited to GDP, unemployment, Consumer Price Index [CPI], inflation) describe the condition of the economy. | HS.18 Use economic indicators to analyze the current and future state of the economy (including but not limited to unemployment, components of GDP, consumer price index (CPI), inflation, stock market, building permits). |
| HS.52. Explain how the American labor system impacts competition and trade in domestic and world markets. | HS.19 Analyze the impact of the American labor system on competition and trade in local, state, and global markets (minimum vs. living wage, collective bargaining, right to work vs agency shop). |
| HS.54. Explain the function of the stock market. | HS.20 Explain the function of the stock market. |
| HS.56. Describe the “circular flow” of economic activity and the role of producers, consumers, and government. | HS.21 Interpret the “circular flow” of economic activity and the role of producers, consumers, and government. |
| HS.55. Explain business cycles and how they affect producers and consumers. | HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles. |
| New | HS.23 Analyze the ways in which incentives and competition influence production and distribution in a market system. |
| New | HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes. |
| HS.47. Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, IMF, WTO, World Bank, and technology. | HS.25 Explain how the global economy has developed and describe the involvement of free trade, comparative advantage, specialization, and interdependence. |
| HS.48. Explain economic challenges to growth in developing countries. | HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. |
| HS.53. Describe characteristics of command, market, traditional, and mixed economies and how they affect jobs and standards of living. | HS.27 Describe characteristics of command, market, traditional, and mixed economies and the effect on jobs and standards of living. |
| New | HS.28 Explain why advancements in technology and investments in capital goods and human capital increase economic growth and standards of living. |
| New | HS.29 Analyze the role of comparative advantage in international trade of goods and services. |

# Multicultural Studies

## Points of Emphasis

In the 2018 standards Multicultural Studies is a distinct domain to ensure that students explore, analyze, and explain the social science of various individuals and groups, particularly members of society traditionally underrepresented and marginalized. The purpose of this section is to provide teachers with a guide identifying how the new standards from each traditional Social Science domain should be utilized to address the Multicultural Studies domain. The goal of this domain is to encourage all students to understand how social sciences help explain their world and to explore methods and tools to make positive change in their society.

## Possible Essential Questions

What is unique and what is borrowed in the structure of U.S. government?

If ""majority rules"" how do we address the needs & desires of the minority?

How can individuals encourage change in a society?

How do government economic policies impact our lives?

When should government raise taxes? What kind and on whom?

How do images that we have in our mind affect our view of the world?

How do humans reshape the physical environment?

Why do cities have “ethnic” neighborhoods?

Can members of traditionally marginalized group’s impact history?

How is race and ethnicity defined and used in other countries?

How is oppression resisted by those lacking military power?

## Multicultural Studies Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| N/A (Previously Embedded in 2011 Standards | HS.1 Analyze the impact of constitutional amendments (such as groups, Individuals, institutions, national order). (Civics) |
| N/A (Previously Embedded in 2011 Standards | HS.9 Examine and evaluate documents related to the Constitution and Supreme Court decisions (such as Declaration of Independence, Federalist Papers, Anti-Federalist Papers, Constitution, Bill of Rights, Constitutional amendments,). (Civics) |
| N/A (Previously Embedded in 2011 Standards | HS.11 Examine the pluralistic realities of society (such as ethnic and social groups, urban/rural, cultural, poverty, religion, and age) recognizing issues of equity, and evaluating the need for change. (Civics) |
| N/A (Previously Embedded in 2011 Standards | HS.12 Examine the power of government and evaluate the reasoning and impact of Supreme Court decisions on the rights of individuals and groups (such as Marbury v. Madison, Roe v. Wade, D.C. v. Heller, Loving v. Virginia, Plessy v. Ferguson, Obergefell v. Hodges, Brown v. Board, Cherokee Nation v. Georgia, Reed v. Reed, Oregon Employment Division vs. Smith, Korematsu v. US, Dartmouth v. Woodward, Mendez v. Westminster, etc.). (Civics) |
| N/A (Previously Embedded in 2011 Standards | HS.22 Examine how producers and consumers in different communities and levels of society (urban and rural, socioeconomic, regional economies) influence and respond to business cycles. (Economics |
| N/A (Previously Embedded in 2011 Standards | HS.24 Describe the possible benefits and consequences, both intended and unintended, of government policies to improve market outcomes. (Economics) |
| N/A (Previously Embedded in 2011 Standards | HS.26 Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. (Economics) |
| N/A (Previously Embedded in 2011 Standards | HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities. (Geography) |
| N/A (Previously Embedded in 2011 Standards | HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influence migration patterns and the distribution of human population. (Geography) |
| N/A (Previously Embedded in 2011 Standards | HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. (History) |
| N/A (Previously Embedded in 2011 Standards | HS.56 Explain the development and impact of major world religions and philosophies on historical events and people. (History) |
| N/A (Previously Embedded in 2011 Standards | HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. (History) |
| N/A (Previously Embedded in 2011 Standards | HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connection to currents events and movements. (History) |
| New | HS.62 Identify historical and current events, issues, and problems when national and/or global interests have been in conflict, and provide analysis from multiple perspectives. (History) |
| New | HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world. (History) |
| New | HS.64 Examine the development of the concepts of ethnicity and race. |
| New | HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world. (History) |
| New | HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world. (History) |

# Financial Literacy

## Points of Emphasis

In the 2018 specific standards have been identified for Financial Literacy as distinguished from Economics. The goal is to help students understand how knowledge and decisions involving money impacts their lives.

## Possible Essential Questions

Why do we need credit?

How do we protect ourselves from financial risk?

What is the best way to save for future purchases?

How do I decide what to spend and what to save?
Financial Literacy Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| HS.36. Identify sources of credit and the advantages and disadvantages of using them and explain the significance of developing a positive credit rating and describe the advantages it can provide, the inherent cost of maintaining a credit card balance, and the risk of accumulating too much debt, identifying "good debt" versus "bad debt." | HS.30 Identify strategies of establishing and maintaining a good credit rating, and identify and evaluate sources of credit and their advantages and disadvantages. |
| HS.37. Explain and analyze the kinds and costs of insurance. | HS.31 Explain and analyze the kinds and costs of insurance as a form of risk management (e.g., auto, health, renters, home, life, disability). |
| HS.38. Explain how consumers can protect themselves from fraud, identity theft, bankruptcy, and foreclosure. | HS.32 Evaluate how consumers can protect themselves from fraud, identity theft, predatory lending, bankruptcy, and foreclosure. |
| HS.39. Compare and contrast tools for payment (e.g., cash, credit, check, debit card, phone, and mobile) and explain the advantages and disadvantages of each. | HS.33 Compare and contrast tools for managing and protecting personal finances. |
| New | HS.34 Identify financial institutions in the community and their purpose (such as banks, credit unions, consumer/business loans, deposit insurance, investments/trust services, non-traditional banking). |
| HS.42. Compare and contrast different options for long term investment (e.g., stocks, bond, CDs, mutual funds IRA, 401k, pension plans, Social Security). | HS.35 Compare and contrast different investment options in weighing risk versus return to meet financial goals for long- term investment (such as stocks, bond, precious metals, rare earths, CDs, mutual funds, IRAs, 401ks, college savings/529, real estate, pension plans, Social Security). |
| HS.43. Compare and contrast of various types of loans available and how to obtain them, including student loans | HS.37 Compare and contrast the various types of loans available, how to obtain them and the function of compounding interest and explain the costs and benefits of borrowing money for post-secondary education. |
| HS.41. Demonstrate the ability to prepare and file simple state and federal tax forms.  | HS.38 Identify goods and services funded through local taxes (such as snow removal, waste management, law enforcement) and assess the effects of taxes on personal income. |
| New | HS.39 Analyze how external factors such as marketing and advertising techniques might influence spending and saving decisions. |
| HS.45. Explain how to prepare a budget that allows for “living within one’s means.”  | HS.36 Identify and explain strategies for creating a budget that balances income and expenses and encourages saving for emergencies and long-term financial goals, such as retirement. |

# Geography

## Points of Emphasis

For 2018 wars, map making, environmental shifts, trade, etc. are utilized to better understand the nexus between human and physical geography. Individual and group ability to change the environment or to transition/migrate from one environment/region to another is also examined.

## Possible Essential Questions

How do images that we have in our mind affect our view of the world?

How do humans reshape the physical environment?

Why do cities have “ethnic” neighborhoods?

## Geography Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| HS.14. Create and use maps, technology, imagery and other geographical representations to extrapolate and interpret geographic data. | HS.40 Use technologies to create maps to display and explain the spatial patterns of cultural and environmental characteristics at multiple scales. |
| HS.15. Analyze and illustrate geographic issues by synthesizing data derived from geographic representations. | HS.41 Use maps, satellite images, photographs, and other representations to explain relationships between the locations of places and regions and their political, cultural, and economic dynamics. |
| HS.16. Analyze the interconnectedness of physical and human regional systems (e.g., a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities. | HS.42 Use geographic data to analyze the interconnectedness of physical and human regional systems (such as a river valley and culture, water rights/use in regions, choice/impact of settlement locations) and their interconnectedness to global communities. |
| HS.17. Explain how migration, immigration and communication (cultural exchange, convergence and divergence) lead to cultural changes and make predictions and draw conclusions about the global impact of cultural diffusion. | HS.43 Analyze the reciprocal nature of how historical events and spatial diffusion of ideas, technologies, and cultural practices have influenced migration patterns and the distribution of human population. |
| HS.18. Analyze the impact of human migration on physical and human systems (e.g., urbanization, immigration, urban to rural). | HS.44 Analyze the impact of economic activities and political decisions on spatial patterns within and among urban, suburban, and rural regions. |
| HS.19. Evaluate how differing points of view, self-interest, and global distribution of natural resources play a role in conflict over territory. | HS.45 Evaluate how economic globalization and the expanding use of scarce resources contribute to conflict and cooperation within and among countries. |
| HS.20. Analyze the impact on physical and human systems of resource development, use, and management and evaluate the issues of sustainability. | HS.46 Assess how changes in the environmental and cultural characteristics of a place or region influence spatial patterns of trade, land use, and issues of sustainability. |
| New | HS.47 Explain how political and economic power dynamics throughout time have influenced cultural identity and environmental characteristics of various places and regions. |
| HS.22. Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types). | HS.48 Analyze how humans have used technology to modify the physical environment (e.g., dams, tractor, housing types, and transportation systems). |
| HS.23. Analyze distribution and characteristics of human settlement patterns. | HS.49 Assess the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions. |
| HS.21. Relate trends in world population to current events and analyze their interrelationship. | HS.50 Determine the influence of long-term climate change and variability on human migration, settlement patterns, resource use, and land uses at local-to-global scales. |
| New | HS.51 Evaluate the consequences of human-made and natural catastrophes on global trade, politics, and human migration. |
| New | HS.52 Identify and analyze how map-making, zoning, and other policy decisions create social, political, and economic realities for various population groups. |
| New | HS.53 Explain how power and privilege influence where people live and how they interact with their environment at the intergroup and institutional levels and how they have been affected. |

# History

## Points of Emphasis

Students analyze history with the inclusion of multiple perspectives. Issues, conflicts and problems must be examined to analyze and explain the exercise and pursuit of power, justice, and equality. Specific attention must be given to Indigenous Peoples as well as other traditionally marginalized groups.

## Possible Essential Questions

How many perspective are need to know the full story?

Does a religion shape a society or does society shape a religion?

Does religion bring peace or conflict?

How can art challenge a society?

When should Civil Rights be restricted? Expanded?

How have indigenous Peoples maintained Tribal Sovereignty?

Should states have the right to secede?

How have non-elected individuals made an impact on US History?

Can members of traditionally marginalized group’s impact history?

How is race and ethnicity defined and used in other countries?

How is oppression resisted by those lacking military power?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- | --- |
| **Historical Knowledge** | HS.1. Evaluate continuity and change over the course of world and United States history. | HS.54 Evaluate continuity and change over the course of world and United States history. |
| HS.2. Analyze the complexity and investigate causes and effects of significant events in world, U.S., and Oregon history. | HS.55 Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of world, U.S., and Oregon history. |
| HS.3. Explain the historical development and impact of major world religions and philosophies. | HS.56 Explain the development and impact of major world religions and philosophies on historical events and people. |
| HS.4. Investigate the historical development and impact of major scientific and technological innovations; political thought, theory and actions; and art and literature on culture and thought. | HS.57 Analyze the historical development and impact of major scientific and technological innovations, political theory, and art and literature. |
| HS.5. Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped national unity and diversity in world, U.S., and Oregon history. | HS.58 Examine and evaluate the origins of fundamental political debates and how conflict, compromise, and cooperation have shaped unity and diversity in world, U.S., and Oregon history. |
|  | HS.6. Analyze ideas critical to the understanding of history, including, but not limited to: populism, progressivism, isolationism, imperialism, communism, environmentalism, liberalism, fundamentalism, racism, ageism, classism, conservatism, cultural diversity, feminism, and sustainability. | HS.59 Analyze ideas critical to the development of social, labor, and political movements in history |
| HS.7. Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian tribes and bands in Oregon and the United States. | HS.60 Analyze the history, culture, tribal sovereignty, and historical and current issues of the American Indian/Alaska Native/Native Hawaiian in Oregon and the United States. |
| HS.8. Explain how the American labor movement influenced events and thinking in the United States and Oregon over time. | HS.61 Analyze and explain persistent historical, social and political issues, conflicts and compromises in regards to power, inequality and justice and their connections to current events and movements. |
| HS.9. Identify historical and current events, issues, and problems when national interests and global interest have been in conflict, and analyze the values and arguments on both sides of the conflict. | HS.62 Identify historical and current events, issues, and problems when national and/or global interests are/have been in conflict, and provide analysis from multiple perspectives. |
| New | HS.63 Identify and analyze ethnic groups (including individuals who are American Indian/Alaska Native/Native Hawaiian or Americans of African, Asian, Pacific Island, Chicano, Latino, or Middle Eastern descent), religious groups, and other traditionally marginalized groups (women, people with disabilities, immigrants, refugees, and individuals who are lesbian, gay, bisexual, or transgender), their relevant historic and current contributions to Oregon the United States, and the world. |
| New | HS.64 Examine the development of the concepts of ethnicity and race. |
| New | HS.65 Identify and analyze the nature of systemic oppression on ethnic and religious groups, as well as other traditionally marginalized groups, in the pursuit of justice and equality in Oregon, the United States and the world. |
| New | HS.66 Examine and analyze the multiple perspectives and contributions of ethnic and religious groups, as well as traditionally marginalized groups within a dominant society and how different values and views shape Oregon, the United States, and the world. |

# History

## Points of Emphasis

Students engage with Social Science by reading, analyzing, and discussing texts and comments from multiple perspectives in order to construct their own explanations of historical events.

## Possible Essential Questions

Who do we trust when reading history?

Are all historical accounts biased?

Can we understand events if we didn't experience them ourselves?

## History Crosswalk

|  | **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- | --- |
| **Historical Thinking** | HS.10. Evaluate a historical source for point of view and historical context. HS.13. Differentiate between facts and historical interpretations, recognizing that a historian’s narrative reflects his or her judgment about the significance of particular facts. | HS.67 Evaluate historical sources for perspective, limitations, accuracy, and historical context. |
| HS.11. Gather and analyze historical information, including contradictory data, from a variety of primary and secondary sources, including sources located on the Internet, to support or reject hypotheses. | HS.68 Select and analyze historical information, including contradictory evidence, from a variety of primary and secondary sources to support or reject a claim. |
| HS.12. Construct and defend a written historical argument using relevant primary and secondary sources as evidence. | HS.69 Create and defend a historical argument utilizing primary and secondary sources as evidence. |
|  | HS.70 Identify and critique how the perspective of contemporary thinking influences our view of history. |

# Social Science Analysis

## Points of Emphasis

Students practice by writing, creating, discussing, and evaluating data, primary and secondary documents, oral testimony, maps, models, etc. to interpret and explain key Social Science contributions for the purpose and intent of becoming civically engaged.

## Possible Essential Questions

How do we use Social Sciences to understand issues?

What do I need to know before I take action on an issue or problem?

## Social Sciences Analysis Crosswalk

| **2011 Grade Level Standards** | **2018 Grade Levels Standards** |
| --- | --- |
| HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society. | HS.71 Construct arguments using precise claims, integrating and evaluating information provided by multiple sources, diverse media, and formats, while acknowledging counterclaims and evidentiary strengths and weaknesses. |
| HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals. | HS.72 Construct explanations using sound reasoning, correct sequence (linear or nonlinear), examples, and details with significant and pertinent information and data, while acknowledging the strengths and weaknesses of the explanations given its purpose (such as validity, value and limitation, cause and effect, chronological, procedural, technical). |
| HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information. | HS.73 Identify and analyze multiple and diverse perspectives as critical consumers of information. |
| HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects. | HS.74 Analyze an event, issue, problem, or phenomenon, critiquing and evaluating characteristics, influences, causes, and both short- and long-term effects. |
| New | HS.75 Evaluate options for individual and collective actions to address local, regional and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. |
| HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion. | HS.76 Propose, compare, and evaluate multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion. |