

2018



Ms. Crystal Richardson, Program Coordinator

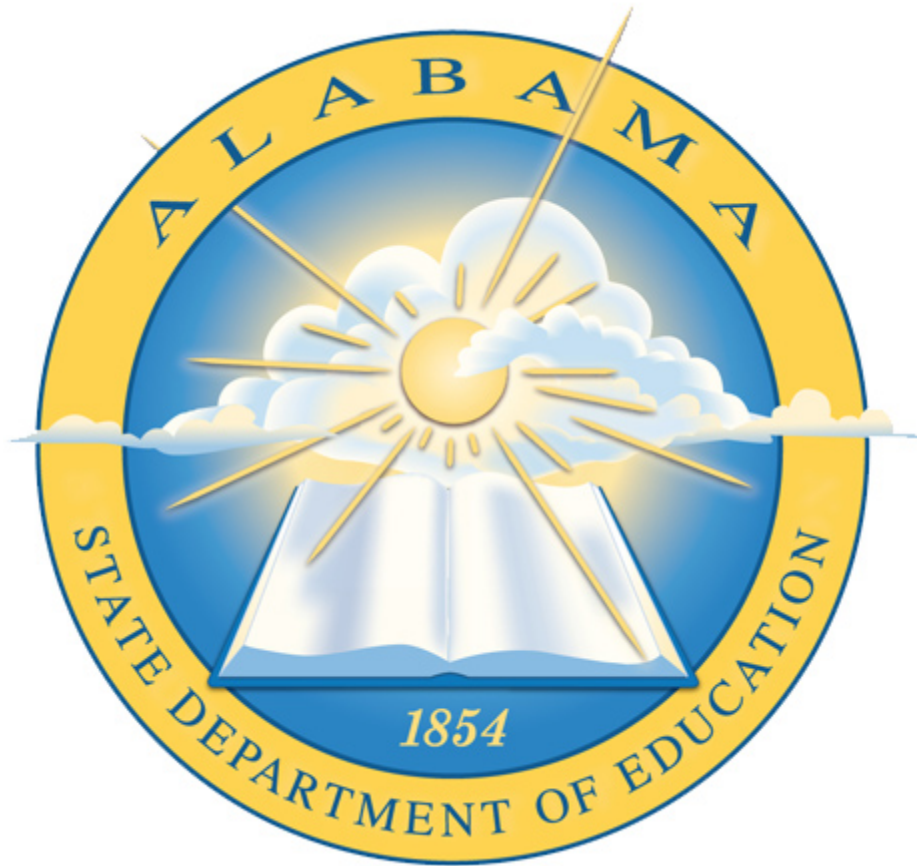


## Alabama Alternate Achievement Standards



# Social Studies

Proprietary and Confidential



## Table of Contents

|   |    |
|---|----|
| ACKNOWLEDGMENTS.....                                      | 3  |
| OVERVIEW.....   | 4  |
| Introduction .....  | 4  |
| Students with Significant Intellectual Disabilities ..... | 4  |
| Format of the Alternate Achievement Standards.....        | 4  |
| Augmentative/Alternative Devices.....                     | 5  |
| Accommodations .....                                      | 5  |
| Kindergarten Social Studies .....                         | 6  |
| GRADE 1 Social Studies .....                              | 8  |
| GRADE 2 Social Studies .....                              | 10 |
| GRADE 3 Social Studies .....                              | 12 |
| GRADE 4 Social Studies .....                              | 14 |
| GRADE 5 Social Studies .....                              | 18 |
| GRADE 6 Social Studies .....                              | 22 |
| GRADE 7 Social Studies .....                              | 26 |
| GRADE 8 Social Studies .....                              | 29 |
| GRADE 9 Social Studies .....                              | 32 |
| GRADE 10 Social Studies .....                             | 36 |
| GRADE 11 Social Studies .....                             | 42 |
| GRADE 12 United States Government.....                    | 48 |
| GRADE 12 Economics.....                                   | 52 |

## ACKNOWLEDGMENTS

This document was developed by the 2017 Alabama Alternate Achievement Standards Social Studies Committee. The committee was composed of both general education teachers, special education teachers, English Language Acquisition Teachers, Teachers of the Visually Impaired and Teachers of the Deaf.

Emile Aiton

Amy Clayton

April Cullom

Rhonda Gore Dennis

Logan Green

Kathleen Griswell

Jessica Johnson

Andrea Kohutck

Paula Kaylor

Amanda Lee

Eboney Lewis

Elisabeth Newell

Malinda Lee Parson

Dr. Wanda Ward

Disney Weaver

Zannetta Whitt

# OVERVIEW

## Introduction

The Social Studies Alternate Achievement Standards are directly aligned to the Alabama Social Studies Standards. The Social Studies Alternate Achievement Standards in this document were developed by general and special education teachers in Alabama to guide and direct instruction for students with the most significant intellectual disabilities.

## Students with Significant Intellectual Disabilities

In the United States, approximately 1% of school-aged children have an intellectual disability that is “characterized by significant limitations both in intellectual functioning and adaptive behavior as expressed in conceptual, social, and practical adaptive skills.” (U.S. Department of Education, 2002 and American Association of Intellectual and Developmental Disabilities, 2009) These students show evidence of cognitive functioning in the range of severe to profound and need extensive or pervasive support. In addition to significant intellectual disabilities, students may also have accompanying communication, motor, sensory, or other impairments.

Students with the most significant intellectual disabilities first gained mandated access to the general curriculum through the *Individuals with Disabilities Education Act Amendments of 1997* (PL 105-17), with further access guaranteed following the passage of the *No Child Left Behind Act* (NCLB) of 2001 (PL 107-110). Today, the *Every Student Succeeds Act* (ESSA) says a state may, through a documented and validated standards-setting process, adopt alternate academic achievement standards for students with the most significant cognitive disabilities, provided those standards—

- are aligned with the challenging State academic content standards;
- promote access to the general education curriculum, consistent with the *Individuals with Disabilities Education Act* (IDEA);
- reflect professional judgment as to the highest possible standards achievable by such students; are designated in the IEP developed under section 614(d)(3) of IDEA for each such student as the academic achievement standards that will be used for the student;
- and are aligned to ensure that a student who meets the alternate academic achievement standards is on track to pursue postsecondary education or employment, consistent with the purposes of the *Workforce Innovation and Opportunity Act* to maximize opportunities for individuals with significant disabilities for competitive integrated employment. (ESSA, Section 1111 (b)(1)(E))

## Format of the Alternate Achievement Standards

The format of the Alabama Alternate Achievement Standards includes the grade, general education standard, alternate achievement standard, and the topic area.

| ALABAMA ALTERNATE ACHIEVEMENT STANDARDS   |  |
|---|--|
| Kindergarten Social Studies   |  |
| General Education Standards   | Alabama Alternate Achievement Standards  |
| <b>LIVING AND WORKING TOGETHER IN FAMILY AND COMMUNITY</b>  |  |
| SS.K.1- Sequence events using schedules, calendars, and timelines.<br>• Differentiating among broad categories of historical time<br>Examples: long ago, yesterday, today, tomorrow | SS.AAS.K.1- With prompting and support, sequence events.<br>SS.AAS.K.1a - Identify long ago, yesterday, today, tomorrow. |

## **Augmentative/Alternative Devices**

The Alabama Alternate Achievement Standards are to be taught using the student's communication modality (e.g., voice, sign language, augmentative/alternative communication device). This does not mean an augmentative/alternative device should be programmed to do the cognition for the student.

## **Accommodations**

Please be familiar with accommodations. Accommodations are available for students with disabilities to level the playing field and lessen the impact of their disability in the teaching/learning and testing environments. It is important that the accommodations in the student's IEP are being appropriately determined, documented, and implemented. An example of an appropriate accommodation for a student with a visual impairment who is working toward the Alabama Alternate Achievement Standards would be using a tactile representation in place of an illustration or picture. The augmentative/alternative communication devices discussed above are an appropriate accommodation for students with communication difficulties when a verbal response is desired or needed.

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## Kindergarten Social Studies

| General Education Standards  | Alabama Alternate Achievement Standards  |
|--|--|
| <b>LIVING AND WORKING TOGETHER IN FAMILY AND COMMUNITY</b>   |  |
| <p>SS.K.1- Sequence events using schedules, calendars, and timelines.</p> <ul style="list-style-type: none"> <li>Differentiating among broad categories of historical time</li> </ul> <p>Examples: long ago, yesterday, today, tomorrow</p>  | <p>SS.AAS.K.1- With prompting and support, sequence events.</p> <p>SS.AAS.K.1a - Identify long ago, yesterday, today, tomorrow.</p>  |
| <p>SS.K.2- Identify rights and responsibilities of citizens within the family, classroom, school, and community.</p>   | <p>SS.AAS.K.2- Describe how to take care of personal belongings and respect the property of others; how to follow rules and recognize consequences of breaking rules; how to take responsibility for assigned duties.</p>                        |
| <p>SS.K.3- Describe how rules provide order, security, and safety in the home, school, and community.</p> <ul style="list-style-type: none"> <li>Constructing classroom rules and procedures</li> <li>Determining consequences for not following classroom rules and procedures</li> <li></li> </ul> | <p>SS.AAS.K.3- Engage in conversations about home, school, and community rules and procedures and why they are important.</p>  |
| <p>SS.K.4- Differentiate between needs and wants of family, school, and community.</p> <ul style="list-style-type: none"> <li>Comparing wants among different families, schools, and communities</li> <li></li> </ul>  | <p>SS.AAS.K.4- Demonstrate an understanding of the terms “needs” and “wants” by sorting pictures and/or words using a variety of graphic organizers.</p>   |
| <p>SS.K.5- Differentiate between goods and services.</p>   | <p>SS.AAS.K.5- Demonstrate an understanding of the terms “goods” and “services” by sorting pictures and/or words using a variety of graphic organizers.</p>  |
| <p>SS.K.6- Compare cultural similarities and differences in individuals, families, and communities.</p>  | <p>SS.AAS.K.6- With prompting and support, discuss and recognize the fact that individuals, families, and communities have similarities and differences in culture including what they eat, choose to celebrate, and traditions they follow.</p> |
| <p>SS.K.7- Describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.</p>  | <p>SS.AAS.K.7- Identify the roles and importance of helpers and leaders (e.g., school principal, police officers, fire and rescue workers).</p>  |
| <p>SS.K.8- Recognize maps, globes, and satellite images.</p>   | <p>SS.AAS.K.8- With prompting and support, recognize maps, globes, and satellite images.</p>   |
| <p>SS.K.9- Differentiate between land forms and bodies of water on maps and globes.</p>  | <p>SS.AAS.K.9- With prompting and support, recognize the difference between landforms and bodies of water.</p>   |
| <p>SS.K.10- Apply vocabulary related to giving and following directions.</p>   | <p>SS.AAS.K.10- Demonstrate an understanding of directional words and phrases and locate objects and places when given directions.</p>   |

|  |  |
|--|--|
| <p>SS.K.11- Identify symbols, customs, famous individuals, and celebrations representative of our state and nation. (Alabama)</p>  | <p>SS.AAS.K.11- Identify and recognize the symbols, customs, individuals, and celebrations for our state and nation.</p> |
| <p>SS.K.12- Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.</p> <ul style="list-style-type: none"> <li>• Identifying ways everyday life has both changed and remained the same</li> </ul> | <p>SS.AAS.K.12- Identify how everyday life has changed or remained the same over time.</p>                               |



# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 1 Social Studies

| General Education Standards   | Alabama Alternate Achievement Standards  |
|---|--|
| <b>LIVING AND WORKING TOGETHER IN FAMILY AND COMMUNITY AND STATE</b>  |  |
| SS.1.1- Construct daily schedules, calendars, and timelines. <ul style="list-style-type: none"> <li>Using vocabulary associated with time, including <i>past, present, and future</i></li> </ul>  | SS.AAS.1.1- Identify terms such as <i>past, present, and future</i> associated with time.  |
| SS.1.2- Identify rights and responsibilities of citizens within the local community and state. <ul style="list-style-type: none"> <li>Describing how rules in the community and laws in the state protect citizens' rights and property</li> <li>Describing ways, including paying taxes, responsible citizens contribute to the common good of the community and state</li> <li>Demonstrating voting as a way of making choices and decisions</li> </ul>               | SS.AAS.1.2- Demonstrate an understanding of rules and why rules are important; identify an understanding of rules within the classroom; explain why voting is a way of making choices and decisions.   |
| SS.1.3- Recognize leaders and their roles in the local community and state. (Alabama) <ul style="list-style-type: none"> <li>Describing roles of public officials, including mayor and governor (Alabama)</li> <li>Identifying on a map Montgomery as the capital of the state of Alabama (Alabama)</li> </ul>  | SS.AAS.1.3- Identify leaders in the local community and state; identify Montgomery as the capital of the state of Alabama on a state map.  |
| SS.1.4- Identify contributions of diverse significant figures that influenced the local community and state in the past and present. (Alabama)  | SS.AAS.1.4- Engage in classroom conversations about ways people may contribute to the local community and state.   |
| SS.1.5- Identify historical events and celebrations within the local community and throughout Alabama. (Alabama) <ul style="list-style-type: none"> <li>Differentiating between fact and fiction when sharing stories or retelling events using primary and secondary sources</li> </ul>  | SS.AAS.1.5- Engage in class conversations about Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, and Black History Month.  |
| SS.1.6- Compare ways individuals and groups in the local community and state lived in the past to how they live today. (Alabama) <ul style="list-style-type: none"> <li>Identifying past and present forms of communication</li> <li>Identifying past and present types of apparel</li> <li>Identifying past and present types of technology</li> <li>Identifying past and present types of recreation</li> <li>Identifying past and present primary sources</li> </ul> | SS.AAS.1.6- Identify past and present forms of communication; identify past and present types of apparel; identify past and present types of technology; identify past and present types of recreation; identify past and present primary sources. |
| SS.1.7- Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment. (Alabama)   | SS.AAS.1.7- Demonstrate an understanding of the concepts of work and play; identify activities associated with work and play in the classroom, home, or community.   |

|  |   |
|--|---|
| <p>SS.1.8- Identify land masses, bodies of water, and other physical features on maps and globes.</p> <ul style="list-style-type: none"> <li>• Explaining the use of cardinal directions and the compass rose</li> <li>• Measuring distance using nonstandard units</li> <li>• Using vocabulary associated with geographical features, including <i>river, lake, ocean, and mountain</i></li> </ul>  | <p>SS.AAS.1.8- Identify land, land masses, and bodies of water on maps.</p>   |
| <p>SS.1.9- Differentiate between natural resources and human-made products.</p> <ul style="list-style-type: none"> <li>• Listing ways to protect our natural resources</li> </ul>  | <p>SS.AAS.1.9- Identify examples of natural resources and human-made products.</p>  |
| <p>SS.1.10- Describe the role of money in everyday life.</p> <ul style="list-style-type: none"> <li>• Categorizing purchases families make as needs or wants</li> <li>• Explaining the concepts of saving and borrowing</li> <li>• Identifying differences between buyers and sellers</li> <li>• Classifying specialized jobs of workers with regard to the production of goods and services</li> <li>• Using vocabulary associated with the function of money, including <i>barter, trade, spend, and save</i></li> </ul> | <p>SS.AAS.1.10- Identify the role of money.</p>   |
| <p>SS.1.11- Identify traditions and contributions of various cultures in the local community and state. (Alabama)</p>  | <p>SS.AAS.1.11- Recognize and discuss common and family traditions and reasons for celebrations, including Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo.</p> |
| <p>SS.1.12- Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.</p>  | <p>SS.AAS.1.12- Identify the likenesses and differences of individuals and societal groups.</p>   |

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 2 Social Studies

### General Education Standards

### Alabama Alternate Achievement Standards

#### LIVING AND WORKING TOGETHER IN STATE AND NATION

|  |  |
|--|--|
| <p>SS.2.1- Relate principles of American democracy to the founding of the nation.</p> <ul style="list-style-type: none"> <li>Identifying reasons for the settlement of the thirteen colonies</li> <li>Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation</li> <li>Demonstrating the voting process, including roles of major political parties</li> <li>Utilizing school and classroom rules to reinforce democratic values</li> </ul>   | <p>SS.AAS.2.1- Participate in and identify classroom activities that reflect and reinforce democratic values in school and the community.</p>  |
| <p>SS.2.2- Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.</p> <ul style="list-style-type: none"> <li>Recognizing our country’s founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison</li> <li>Recognizing historical female figures, including Abigail Adams, Dolly Madison, Harriet Tubman, and Harriet Beecher Stowe</li> <li>Describing the significance of national holidays, including the birthday of Martin Luther King, Jr.; Presidents’ Day; Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day</li> <li>Describing the history of American symbols and monuments</li> </ul> | <p>SS.AAS.2.2- Describe the significant national holidays, including the birthday of Martin Luther King, Jr.; Presidents’ Day; Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day.</p>   |
| <p>SS.2.3- Use various primary sources, including calendars and timelines, for reconstructing the past.</p>  | <p>SS.AAS.2.3- Use various primary sources, including calendars and timelines, for reconstructing the past.</p>  |
| <p>SS.2.4- Use vocabulary to describe segments of time, including <i>year</i>, <i>decade</i>, <i>score</i>, and <i>century</i>.</p>  | <p>SS.AAS.2.4- Use vocabulary to describe segments of time (e.g., yesterday, today, tomorrow).</p>   |
| <p>SS.2.5- Differentiate between a physical map and a political map.</p> <ul style="list-style-type: none"> <li>Using vocabulary associated with geographical features, including <i>latitude</i>, <i>longitude</i>, and <i>border</i></li> </ul>  | <p>SS.AAS.2.5- Show students how to locate geographical features, including latitude, longitude, and border on a map.</p>  |
| <p>SS.2.6- Identify states, continents, oceans, and the equator using maps, globes, and technology.</p> <ul style="list-style-type: none"> <li>Identifying map elements, including title, legend, compass rose, and scale</li> <li>Identifying the intermediate directions of northeast, southeast, northwest, and southwest</li> </ul>  | <p>SS.AAS.2.6- Identify Alabama and surrounding states on a map; demonstrate an understanding of map elements including title, legend, scale, compass rose, and intermediate directions recognizing technological resources such as a virtual globe, satellite images, and radar</p> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Recognizing technological resources such as a virtual globe, satellite images, and radar</li> <li>Locating points on a grid</li> </ul>  |   |
| <p>SS.2.7- Explain production and distribution processes.</p> <ul style="list-style-type: none"> <li>Identifying examples of imported and exported goods</li> <li>Describing the impact of consumer choices and decisions on supply and demand</li> </ul>  | SS.AAS.2.7- Identify supply and demand.   |
| <p>SS.2.8- Describe how scarcity affects supply and demand of natural resources and human-made products.</p>   | SS.AAS.2.8- Demonstrate an understanding of the relationship between supply, demand, and scarcity.  |
| <p>SS.2.9- Describe how and why people from various cultures immigrate to the United States.</p> <ul style="list-style-type: none"> <li>Describing the importance of cultural unity and diversity within and across groups</li> </ul>  | SS.AAS.2.9- Describe how and why people from various cultures immigrate to the United States; recognize that people sometimes move from one place to another, how they move, and reasons why they move. |
| <p>SS.2.10- Identify ways people throughout the country are affected by their human and physical environments.</p> <ul style="list-style-type: none"> <li>Comparing physical features of regions throughout the United States</li> <li>Identifying positive and negative ways people affect the environment</li> <li>Recognizing benefits of recreation and tourism at state and national parks (Alabama)</li> </ul> | SS.AAS.2.10- Identify the benefits of recreation and tourism at state and national parks in Alabama.  |
| <p>SS.2.11- Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.</p>  | SS.AAS.2.11- Identify that the cultural history of the United States has many influences; identify songs and stories that play a role in defining culture.  |

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 3 Social Studies

### General Education Standards

### Alabama Alternate Achievement Standards

### GEOGRAPHICAL AND HISTORICAL STUDIES: PEOPLE, PLACES, AND REGIONS

|   |   |
|---|---|
| <p>SS.3.1- Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.</p> <ul style="list-style-type: none"> <li>Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world (Alabama)</li> <li>Using coordinates to locate points on a grid</li> <li>Determining distance between places on a map using a scale</li> <li>Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map (Alabama)</li> <li>Describing the use of geospatial technologies</li> <li>Interpreting information on thematic maps</li> <li>Using vocabulary associated with maps and globes, including <i>megalopolis</i>, <i>landlocked</i>, <i>border</i>, and <i>elevation</i></li> </ul> | <p>SS.AAS.3.1- Identify vocabulary associated with maps and globes, including megalopolis, landlocked, border, elevation, and geospatial technologies.</p>                                  |
| <p>SS.3.2- Locate the continents on a map or globe</p> <ul style="list-style-type: none"> <li>Using vocabulary associated with geographical features of Earth, including <i>hill</i>, <i>plateau</i>, <i>valley</i>, <i>peninsula</i>, <i>island</i>, <i>isthmus</i>, <i>ice cap</i>, and <i>glacier</i></li> <li>Locating major mountain ranges, oceans, rivers, and lakes throughout the world (Alabama)</li> </ul>   | <p>SS.AAS.3.2- Define hill, plateau, valley, peninsula, island, isthmus, ice cap, and glacier.</p>  |
| <p>SS.3.3- Describe ways the environment is affected by humans in Alabama and the world. (Alabama)</p> <ul style="list-style-type: none"> <li>Using vocabulary associated with human influence on the environment, including <i>irrigation</i>, <i>aeration</i>, <i>urbanization</i>, <i>reforestation</i>, <i>erosion</i>, and <i>migration</i></li> </ul>   | <p>SS.AAS.3.3- Identify how the environment is affected by humans in the local community, Alabama, and the world.</p>   |
| <p>SS.3.4- Relate population dispersion to geographic, economic, and historic changes in Alabama and the world. (Alabama)</p> <ul style="list-style-type: none"> <li>Identifying human and physical criteria used to define regions and boundaries</li> </ul>   | <p>SS.AAS.3.4- Identify geographic, economic, and historic reasons people move to different places.</p>   |
| <p>SS.3.5- Compare trading patterns between countries and regions.</p> <ul style="list-style-type: none"> <li>Differentiating between producers and consumers</li> <li>Differentiating between imports and exports</li> </ul>   | <p>SS.AAS.3.5- Define and give examples of trade; differentiate between imports and exports; distinguish between goods and services.</p>  |
| <p>SS.3.6- Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.</p> <ul style="list-style-type: none"> <li>Identifying examples of cooperation among governmental agencies within and between different geographic areas</li> </ul>  | <p>SS.AAS.3.6- Identify reasons for conflicts between people, and within and between organizations, and geographic areas; identify ways to resolve conflicts and encourage cooperation.</p> |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Locating areas of political conflict on maps and globes</li> <li>Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas</li> </ul>  |  |
| <p>SS.3.7- Describe the relationship between locations of resources and patterns of population distribution.</p> <ul style="list-style-type: none"> <li>Locating major natural resources and deposits throughout the world on topographical maps</li> <li>Comparing present-day mechanization of labor with the historical use of human labor for harvesting natural resources</li> <li>Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century</li> </ul> | <p>SS.AAS.3.7- Identify that people tend to live where there are resources available to them; identify resources that make an area/location attractive to people for settlement.</p>   |
| <p>SS.3.8- Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states. (Alabama)</p> <ul style="list-style-type: none"> <li>Locating the five geographic regions of Alabama (Alabama)</li> <li>Locating state and national parks on a map or globe (Alabama)</li> </ul>  | <p>SS.AAS.3.8- Identify characteristics of geographic regions of Alabama; identify different ways people travel throughout the state to access these regions.</p>  |
| <p>SS.3.9- Identify ways to prepare for natural disasters.</p>   | <p>SS.AAS.3.9- Participate in a classroom discussion about different types of natural disasters and ways to prepare for them.</p>  |
| <p>SS.3.10- Recognize functions of the Declaration of Independence and the Constitution of the United States.</p> <ul style="list-style-type: none"> <li>Describing the process by which a bill becomes law</li> <li>Explaining the relationship between the federal government and state governments, including the three branches of government (Alabama)</li> <li>Defining governmental systems, including democracy, monarchy, and dictatorship</li> </ul>   | <p>SS.AAS.3.10- Demonstrate an understanding that families, schools, organizations, and governments have certain structures and rules; identify the Constitution of the United States as a set of rules for the country.</p> |
| <p>SS.3.11- Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.</p> <ul style="list-style-type: none"> <li>Comparing maps of the past to maps of the present</li> </ul>   | <p>SS.AAS.3.11- Compare documents, letters, diaries, maps, and photographs and explain how they are used to reconstruct the past.</p>  |
| <p>SS.3.12- Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem.</p>  | <p>SS.AAS.3.12- Identify representations of American values and beliefs, including the Statue of Liberty, the United States flag, and the national anthem.</p>   |
| <p>SS.3.13- Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama. (Alabama)</p> <ul style="list-style-type: none"> <li>Identifying roles of archaeologists and paleontologists</li> </ul>   | <p>SS.AAS.3.13- Identify American Indians that have lived in Alabama for many centuries; identify key aspects of American Indian cultures in Alabama.</p>  |

## ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 4 Social Studies

| General Education Standards  | Alabama Alternate Achievement Standards  |
|--|--|
| <b>ALABAMA STUDIES</b>   |  |
| <p>SS.4.1- Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.</p> <ul style="list-style-type: none"> <li>Describing types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama</li> </ul>  | <p>SS.AAS.4.1- Identify historical and current economic, political, and geographic information about Alabama.</p>                      |
| <p>SS.4.2- Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.</p> <ul style="list-style-type: none"> <li>Locating on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims</li> <li>Tracing on maps and globes, the routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa</li> <li>Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture</li> </ul> | <p>SS.AAS.4.2- Using maps, demonstrate an understanding that people from Europe explored and settled in Alabama.</p>                   |
| <p>SS.4.3- Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.</p> <ul style="list-style-type: none"> <li>Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories.</li> </ul>   | <p>SS.AAS.4.3- Explain the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories.</p>               |
| <p>SS.4.4- Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.</p> <ul style="list-style-type: none"> <li>Identifying natural resources of Alabama during the early nineteenth century.</li> <li>Describing human environments of Alabama as they relate to settlement during the early nineteenth century, including housing, roads, and place names.</li> </ul>   | <p>SS.AAS.4.4- Identify the five geographic regions in Alabama and the natural resources that attracted settlers to those regions.</p> |
| <p>SS.4.5- Describe Alabama's entry into statehood and establishment of its three branches of government and the constitution.</p> <ul style="list-style-type: none"> <li>Explaining political and geographic reasons for changes in location of Alabama's state capital.</li> </ul>   | <p>SS.AAS.4.5- Identify the location of the state capital; recognize that Alabama is a state with three branches of government.</p>    |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Recognizing roles of prominent political leaders during early statehood in Alabama, including William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King, and John W. Walker.</li> </ul>  |  |
| <p>SS.4.6- Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.</p> <ul style="list-style-type: none"> <li>Describing major areas of agricultural production in Alabama, including the Black Belt and fertile river valleys.</li> </ul>  | <p>SS.AAS.4.6- Identify information about early nineteenth-century farmers, plantation owners, slaves, and townspeople.</p>  |
| <p>SS.4.7- Explain reasons for Alabama’s secession from the Union, including sectionalism, slavery, states’ rights, and economic disagreements.</p> <ul style="list-style-type: none"> <li>Identifying Alabama’s role in the organization of the Confederacy, including hosting the secession convention and the inauguration ceremony for leaders.</li> <li>Recognizing Montgomery as the first capital of the Confederacy.</li> <li>Interpreting the Articles of the Confederation and the Gettysburg Address.</li> </ul> | <p>SS.AAS.4.7- Identify the concept of separation; recognize reasons why Alabama seceded (separated) from the Union.</p> <p>SS.AAS.4.7a- Engage students in a conversation that described the first form of government in the United States which was the Articles of Confederation and why this form of government did not last.</p> <p>SS.AAS.4.7b- Identify who wrote the Gettysburg Address and what it means.</p> |
| <p>SS.4.8- Explain Alabama’s economic and military role during the Civil War.</p> <ul style="list-style-type: none"> <li>Recognizing military leaders from Alabama during the Civil War.</li> <li>Comparing roles of women on the home front and the battlefield during and after the Civil War.</li> <li>Explaining economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates</li> </ul>               | <p>SS.AAS.4.8- Identify the reasons for the Civil War and recognize the consequences of conflict within Alabama.</p>   |
| <p>SS.4.9- Analyze political and economic issues facing Alabama during Reconstruction for their impact on various social groups.</p> <ul style="list-style-type: none"> <li>Interpreting the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.</li> <li>Identifying African Americans who had an impact on Alabama during Reconstruction in Alabama.</li> <li>Identifying major political parties in Alabama during Reconstruction</li> </ul>                                      | <p>SS.AAS.4.9- Identify changes in Alabama during and after Reconstruction.</p> <p>SS.AAS.4.9a- Identify the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.</p> <p>SS.AAS.4.9b- Describe the life of African Americans in Alabama during and after Reconstruction in Alabama.</p>  |
| <p>SS.4.10- Analyze social and educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama.</p> <ul style="list-style-type: none"> <li>Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism.</li> </ul>  | <p>SS.AAS.4.10- Recognize social and educational changes in Alabama during the late nineteenth and early twentieth centuries.</p> <p>SS.AAS.4.10a- Identify what Jim Crow laws were; “separate but not equal”; NAACP.</p>  |



|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Explaining the Jim Crow laws.</li> <li>• Identifying Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries.</li> </ul>  | SS.AAS.4.10b- Identify Booker T. Washington, George Washington Carver, and other Alabamians of the early twentieth century.  |
| SS.4.11- Describe the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama’s military installations and training facilities, and increased production of goods for the war effort. <ul style="list-style-type: none"> <li>• Recognizing Alabama participants in World War I, including Alabama’s 167th Regiment of the Rainbow Division.</li> <li>• Identifying World War I technologies, including airplanes, machine guns, and chemical warfare.</li> </ul>   | SS.AAS.4.11- Identify the important role Alabama played during World War I and the impact World War I had on the lives of Alabamians.  |
| SS.4.12- Explain the impact the 1920s and Great Depression had on different socioeconomic groups in Alabama. <ul style="list-style-type: none"> <li>• Explaining how supply and demand impacted economies of Alabama and the United States during the 1920s and the Great Depression</li> </ul>   | SS.AAS.4.12- Identify the impact of the 1920s and the Great Depression on Alabamians.  |
| SS.4.13- Describe the economic and social impact of World War II on Alabamians, including entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama’s military installations, military recruitment, the draft, and a rise in racial consciousness. <ul style="list-style-type: none"> <li>• Recognizing Alabama participants in World War II, including the Tuskegee Airmen and women in the military.</li> <li>• Justifying the strategic placement of military bases in Alabama, including Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base</li> </ul>                                 | SS.AAS.4.13- Identify the important role Alabama played during World War II and the economic and social impact World War II had on the lives of Alabamians including strategic placement of military bases in Alabama, such as Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base                   |
| SS.4.14- Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama. <ul style="list-style-type: none"> <li>• Recognizing important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy.</li> <li>• Describing events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March.</li> </ul> | SS.AAS.4.14- Identify the purpose of the Civil Rights Movement; recognize important issues, leaders, and results of the movement.<br><br>SS.AAS.4.14a -Identify vocabulary associated with the modern Civil Rights Movement, including <i>discrimination, prejudice, segregation, integration, suffrage, and rights.</i> |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Explaining benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and <i>Brown versus Board of Education</i> Supreme Court case of 1954.</li> <li>• Using vocabulary associated with the modern Civil Rights Movement, including <i>discrimination, prejudice, segregation, integration, suffrage, and rights</i></li> </ul>   |   |
| <p>SS.4.15- Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.</p>   | <p>SS.AAS.4.15- Explain how major world events since 1950 influenced Alabama.</p>   |
| <p>SS.4.16- Determine the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the late twentieth and early twenty-first centuries.</p> <ul style="list-style-type: none"> <li>• Describing how technological advancements brought change to Alabamians, including the telephone; refrigerator; automobile; television; and wireless, Internet, and space technologies.</li> <li>• Relating Alabama’s economy to the influence of foreign-based industry, including the automobile industry</li> </ul> | <p>SS.AAS.4.16- Identify reasons for population growth and identify challenges of population growth.</p> <p>SS.AAS.4.16a- Describing how technological advancements brought change to Alabamians, including the telephone; refrigerator; automobile; television; and wireless, Internet, and space technologies.</p> <p>SS.AAS.4.16b- Discuss the foreign-based automobile industry in Alabama.</p> |

**ALABAMA ALTERNATE ACHIEVEMENT STANDARDS**

**GRADE 5 Social Studies**

**General Education Standards**

**Alabama Alternate Achievement Standards**

**UNITED STATES STUDIES: BEGINNINGS TO THE INDUSTRIAL REVOLUTION**

SS.5.1- Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.

- Locating on a map states and capitals east of the Mississippi River.
- Identifying natural harbors in North America  
Examples: Mobile, Boston, New York, New Orleans, Savannah.

SS.AAS.5.1- Locate the boundaries of the United States on a map of North America; recognize state lines on a map and locate the state of Alabama; identify the location of major rivers, lakes, and mountain ranges, including Mobile Bay, the Mississippi River, the Great Lakes, and the Appalachian and Rocky Mountains.

SS.5.2- Identify causes and effects of early migration and settlement of North America.

SS.AAS.5.2- Demonstrate an understanding that people often move from one place to another; recognize why people move from one place to another and how that applies to the early migration to North America.

SS.5.3- Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.

- Locating on a map the American Indian nations according to geographic region.

SS.AAS.5.3- Recognize that there were many American Indian cultures in North America.

SS.5.4- Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.

- Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World
- Tracing the development and impact of the Columbian Exchange

SS.AAS.5.4- Locate North America and Europe on a world map to illustrate journey; identify primary early European explorers, including Columbus, De Soto, and Magellan; recognize that European explorers sailed to America for economic, religious, and personal gain.

SS.5.5- Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.

- Recognizing how colonial development was influenced by the desire for religious freedom.
- Identifying influential leaders in colonial society.
- Describing emerging colonial government.

SS.AAS.5.5- Classify the American colonies into three regions, each with distinct climates and natural resources (South: farming, warm climate, Middle: farming, trading, moderate climate, New England: subsistence farming, trade, shipbuilding, cold climate); recognize characteristics of early colonial life in North America.

SS.5.6- Describe colonial economic life and labor systems in the Americas.

- Recognizing centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route.

SS.AAS.5.6- Identify what was called Triangular Trade and on a map, show the triangular trade route and slave trade route.

|  |   |
|--|---|
| <p>SS.5.7- Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.</p>  | <p>SS.AAS.5.7a- Define revolution; recognize causes and events that led to the American Revolution including the Stamp Act and Boston Tea Party.</p>  |
| <p>SS.5.8- Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.</p> <ul style="list-style-type: none"> <li>• Describing principles contained in the Declaration of Independence.</li> <li>• Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American Revolution.</li> <li>• Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution.</li> <li>• Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress</li> <li>• Locating on a map major battle sites of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.</li> <li>• Recognizing reasons for colonial victory in the American Revolution.</li> <li>• Explaining the effect of the Treaty of Paris of 1783 on the development of the United States</li> </ul> | <p>SS.AAS.5.8- Identify why the people in the American colonies separated and declared independence from Great Britain and eventually became the United States; recognize at least one important factor contributing to American independence including key battles, influential leaders, and the efforts of ordinary men and women including the Battles of Lexington and Concord, Saratoga, and Yorktown, George Washington, and the Minutemen.</p> |
| <p>SS.5.9- Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.</p> <ul style="list-style-type: none"> <li>• Describing major ideas, concepts, and limitations of the Constitution of the United States, including duties and powers of the three branches of government.</li> <li>• Identifying factions in favor of and opposed to ratification of the Constitution of the United States<br/>Example: Federalist and Anti-Federalist factions.</li> <li>• Identifying main principles in the Bill of Rights.</li> <li>• Analyzing the election of George Washington as President of the United States for its impact on the role of president in a republic</li> </ul>  | <p>SS.AAS.5.9- Define constitution as a plan of government; identify the three branches of government; identify the major freedoms of the Bill of Rights, including speech, religion, press, right to bear arms, and assembly.</p> <p>SS.AAS.5.9a- Recognize George Washington as the first president of the United States.</p>   |
| <p>SS.5.10- Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican American War, and the Gold Rush of 1849.</p>  | <p>SS.AAS.5.10- Recognize reasons people would move from their homes to new land in the west and the impact westward expansion had on American Indians; identify at least one or more people, movements, and events involved in America’s early westward expansion, including Lewis and Clark, Sacagawea, the Indian</p>  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Analyzing the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion.</li> <li>Explaining the purpose of the Monroe Doctrine.</li> <li>Identifying Alabama’s role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears.</li> <li>Identifying the impact of technological developments on United States’ expansion.<br/>Examples: steamboat, steam locomotive, telegraph, barbed wire</li> </ul>   | <p>Removal Act, and the gold rush; identify the inventions that aided westward expansion, including the railroad and the steamboat; illustrate the completion of the contiguous United States on a map.</p>   |
| <p>SS.5.11- Identify causes of the Civil War, including states’ rights and the issue of slavery.</p> <ul style="list-style-type: none"> <li>Describing the importance of the Missouri Compromise, Nat Turner’s insurrection, the Compromise of 1850, the Dred Scott decision, John Brown’s rebellion, and the election of 1860.</li> <li>Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan “Stonewall” Jackson, William Tecumseh Sherman, and Joseph Wheeler.</li> <li>Describing social, economic, and political conditions that affected citizens during the Civil War.</li> <li>Identifying Alabama’s role in the Civil War</li> <li>Locating on a map sites important to the Civil War</li> <li>Explaining events that led to the conclusion of the Civil War.</li> </ul> | <p>SS.AAS.5.11 Define civil war; recognize one or more key figures of the Civil War, including Abraham Lincoln and Jefferson Davis; label a map of the United States with Southern and Northern states involved in the Civil War.</p> <p>SS.AAS.5.11a - Identifying Alabama’s role in the Civil War. Example: Montgomery was the first Confederate capitol.</p>   |
| <p>SS.5.12- Summarize successes and failures of the Reconstruction Era.</p> <ul style="list-style-type: none"> <li>Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States.</li> <li>Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States</li> <li>Explaining the Black Codes and the Jim Crow laws.</li> <li>Describing post-Civil War land distribution, including tenant farming and sharecropping</li> </ul>   | <p>SS.AAS.5.12- Define the Reconstruction as the rebuilding of the South and its reintegration into the United States; identify at least one success and one failure of the reconstruction era, including the successes of the thirteenth through fifteenth Amendments, the Freedmen’s Bureau, Jim Crow laws, sharecropping, tenant farming, the election of African American politicians, and the failures of Black Codes.</p> |
| <p>SS.5.13- Describe social and economic influences on United States’ expansion prior to World War I.</p> <ul style="list-style-type: none"> <li>Explaining how the development of transcontinental railroads helped the United States achieve its Manifest Destiny.</li> <li>Locating on a map states, capitals, and important geographic features west of the Mississippi River.</li> <li>Explaining how the United States acquired Alaska and Hawaii.</li> </ul>   | <p>SS.AAS.5.13a- Identify natural resources and geographic features of the American West, Grand Canyon, Rocky Mountains, and Colorado River; illustrate the completion of the territorial United States on a map; recognize farmers and ranchers as major groups involved in westward expansion; explain the impact of westward expansion on American Indians.</p>  |

- |  |  |
|--|--|
| <ul style="list-style-type: none"><li>• Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics.</li><li>• Analyzing the impact of closing the frontier on American Indians' way of life.</li><li>• Explaining how the Spanish-American War led to the emergence of the United States as a world power.</li></ul> |  |
|--|--|

**ALABAMA ALTERNATE ACHIEVEMENT STANDARDS**

**GRADE 6 Social Studies**

**General Education Standards**

**Alabama Alternate Achievement Standards**

**UNITED STATES STUDIES: THE INDUSTRIAL REVOLUTION TO THE PRESENT**

SS.6.1- Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.

SS.AAS.6.1- Distinguish between the concepts of industrialization and urbanization; identify the importance of new resources and technological advancements on the United States, including petroleum and steel.

SS.6.2- Describe reform movements and changing social conditions during the Progressive Era in the United States.

- Relating countries of origin and experiences of new immigrants to life in the United States.
- Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers’ compensation laws.
- Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system.
- Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler.
- Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP).
- Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-First Amendments to the Constitution of the United States

SS.AAS.6.2- Identify the problems created by industrialization and urbanization of the late 1800s including poor working conditions and unhealthy living conditions; define the concept of reform and identify at least one major reform of the Progressive Movement including child labor laws, 8-hour workdays, and cleaner living conditions in cities; identify the expansion of conservation efforts by the national parks and national forests.

SS.AAS.6.2a - Identify goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP).

SS.6.3- Identify causes and consequences of World War I and reasons for the United States’ entry into the war.

- Describing military and civilian roles in the United States during World War I.
- Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand.
- Analyzing technological advances of the World War I era for their impact on modern warfare.
- Locating on a map the major countries involved in World War I and boundary changes after the war.
- Explaining the intensification of isolationism in the United States after World War I Example: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare.

SS.AAS.6.3- Identify strategic placement of military bases in Alabama, such as Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base.

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Recognizing the strategic placement of military bases in Alabama.</li> </ul>   |   |
| <p>SS.6.4- Identify cultural and economic developments in the United States from 1900 through the 1930s.</p> <ul style="list-style-type: none"> <li>Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age.</li> <li>Identifying contributions of turn-of-the-century inventors</li> <li>Describing the emergence of the modern woman during the early 1900s.</li> <li>Identifying notable persons of the early 1900s.</li> <li>Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations.</li> </ul>   | <p>SS.AAS.6.4- Identify at least one or more inventions and inventors of the late 1800s and early 1900s, including Thomas Edison (practical light bulb), Alexander Graham Bell (telephone), George Washington Carver (uses for the peanut), Wright Brothers (airplane), and Henry Ford (affordable car); illustrate the cultural changes of the early 1900s presented by at least one or more individuals including, F. Scott Fitzgerald, Zora Neale Hurston, Helen Keller, Babe Ruth, W. C. Handy, and Charles Lindbergh.</p> <p>SS.AAS.6.4a - Identify Harlem Renaissance and the Jazz Age.</p> |
| <p>SS.6.5- Explain causes and effects of the Great Depression on the people of the United States.</p> <ul style="list-style-type: none"> <li>Identifying patterns of migration during the Great Depression.</li> <li>Locating on a map the area of the United States known as the Dust Bowl.</li> <li>Describing the importance of the election of Franklin D. Roosevelt as President of the United States, including the New Deal alphabet agencies.</li> <li>Locating on a map the river systems utilized by the Tennessee Valley Authority (TVA)</li> </ul>  | <p>SS.AAS.6.5- Define economic depression; identify the general factors of the Great Depression including: stock market crash of 1929, dust bowl, Hoovervilles, and FDR.</p> <p>SS.AAS.6.5a - Describe the purpose of the Tennessee Valley Authority (TVA) and its location.</p>  |
| <p>SS.6.6- Identify causes and consequences of World War II and reasons for the United States' entry into the war.</p> <ul style="list-style-type: none"> <li>Locating on a map Allied countries and Axis Powers.</li> <li>Locating on a map, key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge.</li> <li>Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō.</li> <li>Describing the development of and the decision to use the atomic bomb.</li> <li>Describing human costs associated with World War II Examples: the Holocaust, civilian and military casualties.</li> <li>Explaining the importance of the surrender of the Axis Powers ending World War II</li> </ul> | <p>SS.AAS.6.6- Identify the broad causes and participants of World War II; locate major World War II countries on a map and label Axis and Allied countries; identify at least one major individual involved in World War II including FDR, Adolf Hitler, Winston Churchill, and Joseph Stalin; identify at least one major event of World War II, including the attack on Pearl Harbor, the Holocaust, and the bombing Hiroshima.</p>  |



|   |  |
|---|--|
| <p>SS.6.7- Identify changes on the American home front during World War II.</p> <ul style="list-style-type: none"> <li>Identifying new roles of women and African Americans in the workforce.</li> <li>Describing increased demand on the Birmingham steel industry and Port of Mobile facilities.</li> <li>Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and occupants of internment camps.</li> </ul>   | <p>SS.AAS.6.7- Recognize that war often requires sacrifices from the civilian population; identify minority and female contributions to World War II, including the Tuskegee Airmen, code talkers, and Rosie the Riveter; identify changes that happen when resources are transferred from civilian to military use in time of war.</p>  |
| <p>SS.6.8- Describe how the United States' role in the Cold War influenced domestic and international events.</p> <ul style="list-style-type: none"> <li>Describing the origin and meaning of the Iron Curtain and communism.</li> <li>Recognizing how the Cold War conflict manifested itself through sports.</li> <li>Identifying strategic diplomatic initiatives that intensified the Cold War, including the policies of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy.</li> <li>Identifying how Cold War tensions resulted in armed conflict.</li> <li>Describing the impact of the Cold War on technological innovations.</li> <li>Recognizing Alabama's role in the Cold War</li> <li>Assessing effects of the end of the Cold War Era.</li> </ul> | <p>SS.AAS.6.8- Define the Cold War; identify how after World War II, the United States became a military super power and a leader in world affairs along with the Soviet Union; identify at least one goal and at least one challenge of the United States during the Cold War.</p> <p>SS.AAS.6.8a - Identifying Alabama's role in the Cold War.</p>                                   |
| <p>SS.6.9- Critique major social and cultural changes in the United States since World War II.</p> <ul style="list-style-type: none"> <li>Identifying key persons and events of the modern Civil Rights Movement</li> <li>Describing the changing role of women in United States' society and how it affected the family unit Examples: women in the workplace, latchkey children.</li> <li>Recognizing the impact of music genres and artists on United States' culture since World War II.</li> <li>Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four hour sports and news programming, talk radio, and Internet social networking, on United States' culture since World War II.</li> </ul>                            | <p>SS.AAS.6.9- Define civil rights movement; identify key figures and events of the Civil Rights movement, including Martin Luther King Jr., Rosa Parks, Montgomery Bus Boycott, and the 16<sup>th</sup> Street Baptist Church bombing; identify culturally influential music from the post-World War II world including, Elvis Presley, the Beatles, Bob Dylan, and Jimi Hendrix.</p> |
| <p>SS.6.10- Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II.</p> <ul style="list-style-type: none"> <li>Identifying policies and programs that had an economic impact on society since World War II</li> </ul>   | <p>SS.AAS.6.10- Define globalization in basic terms as working with other countries; recognize how government, globalization, and immigration impact society, including a shift from manufacturing to service economy and foreign manufacturers in America.</p>  |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Analyzing consequences of immigration for their impact on national and Alabama economies since World War II</li> </ul>  |   |
| <p>SS.6.11- Identify technological advancements on society in the United States since World War II.</p>  | <p>SS.AAS.6.11- Define technology; identify technology that impacts our lives.</p>  |
| <p>SS.6.12- Evaluate significant political issues and policies of presidential administrations since World War II.</p> <ul style="list-style-type: none"> <li>Identifying domestic policies that shaped the United States since World War II.</li> <li>Recognizing domestic issues that shaped the United States since World War II.</li> <li>Identifying issues of foreign affairs that shaped the United States since World War II.</li> <li>Explaining how conflict in the Middle East impacted life in the United States since World War II.</li> <li>Recognizing the election of Barack Obama as the culmination of a movement in the United States to realize equal opportunity for all Americans.</li> <li>Identifying the 2008 presidential election as a watershed in the use of new technology and mass participation in the electoral process.</li> </ul> | <p>SS.AAS.6.12- List significant policy changes of the late 20<sup>th</sup> century and their causes including: desegregation of the military, federal education funding, and No Child Left Behind Act.</p> <p>SS.AAS.6.12a - Understanding the election of Barack Obama as the culmination of a movement in the United States to realize equal opportunity for all Americans and how the 2008 presidential election as a watershed in the use of new technology and mass participation in the electoral process.</p> |

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 7 Social Studies

| General Education Standards  | Alabama Alternate Achievement Standards   |
|--|---|
| <b>CIVICS</b>  |   |
| <p>SS.7.1- Compare influences of ancient Greece, the Roman Republic, the Judeo-Christian tradition, the Magna Carta, federalism, the Mayflower Compact, the English Bill of Rights, the House of Burgesses, and the Petition of Rights on the government of the United States.</p>   | <p>SS.AAS.7.1- Identify and recognize the various countries and cultures that influenced the government of the United States.</p>   |
| <p>SS.7.2- Explain essential characteristics of the political system of the United States, including the organization and function of political parties and the process of selecting political leaders.</p> <ul style="list-style-type: none"> <li>• Describing the influence of John Locke, Thomas Hobbes, Jean Jacques Rousseau, Thomas Paine, Niccolò Machiavelli, Charles de Montesquieu, and François-Marie Arouet (Voltaire) on the political system of the United States</li> </ul>   | <p>SS.AAS.7.2- Define political parties; identify that political leaders are elected in the United States and that political parties work to get their candidates elected.</p>  |
| <p>SS.7.3- Compare the government of the United States with other governmental systems, including monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy.</p>  | <p>SS.AAS.7.3- Describe the basic ideals of American democracy, including natural rights, basic freedoms, and democratic representation; identify characteristics of other government systems including, monarchy, dictatorship, and democracy.</p> |
| <p>SS.7.4- Describe structures of state and local governments in the United States, including major Alabama offices and officeholders.</p> <ul style="list-style-type: none"> <li>• Describing how local and state governments are funded.</li> </ul>  | <p>SS.AAS.7.4- Recognize that there are different levels of government, including local and state government.</p>   |
| <p>SS.7.5- Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government.</p> <ul style="list-style-type: none"> <li>• Locating political and geographic districts of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government.</li> <li>• Describing the organization and jurisdiction of courts at the local, state, and national levels within the judicial system of the United States.</li> <li>• Explaining concepts of separation of powers and checks and balances among the three branches of state and national government.</li> </ul> | <p>SS.AAS.7.5- Define the three branches of government; recognize the function of each branch of government as making laws, enforcing laws, or reviewing laws; identifying concepts of separation of powers and checks and balances.</p>            |
| <p>SS.7.6- Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.</p> <ul style="list-style-type: none"> <li>• Explaining rights of citizens as guaranteed by the Bill of Rights under the Constitution of the United States.</li> </ul>   | <p>SS.AAS.7.6- Identify the basic rights under the Bill of Rights; recognize how government protects individual rights; recognize that citizens have a responsibility to follow laws and that there are consequences for breaking laws.</p>         |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Explaining what is meant by the term rule of law.</li> <li>• Justifying consequences of committing a civil or criminal offense.</li> <li>• Contrasting juvenile and adult laws at local, state, and federal levels</li> </ul>   |   |
| <p>SS.7.7- Determine how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.</p> <ul style="list-style-type: none"> <li>• Using economic concepts to explain historical and current developments and issues in global, national, state, or local contexts.</li> <li>• Analyzing agriculture, tourism, and urban growth in Alabama for their impact on economic development</li> </ul>                 | <p>SS.AAS.7.7- Define goods and services; identify the basic modern economic system based around currency; identify goods and services and ways consumers get access to them.</p>   |
| <p>SS.7.8- Appraise the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, and the stock market.</p> <ul style="list-style-type: none"> <li>• Describing effects of government policies on the free market.</li> <li>• Identifying laws protecting rights of consumers and avenues of recourse when those rights are violated.</li> <li>• Comparing economic systems, including market, command, and traditional.</li> </ul> | <p>SS.AAS.7.8- Recall that consumers have to make decisions based on resources and scarcity; recognize examples of consumer and marketplace interaction; identifying economic systems, including market, command, and traditional.</p>  |
| <p>SS.7.9- Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, insurance, checking and savings accounts, loans, investments, credit, and comparison shopping.</p>   | <p>SS.AAS.7.9- Identify the principles and purposes of a budget; identify wants and needs and recognize that each has a cost, including food, clothing, shelter, entertainment, utilities.</p>  |
| <p>SS.7.10- Describe individual and civic responsibilities of citizens of the United States.</p> <ul style="list-style-type: none"> <li>• Differentiating rights, privileges, duties, and responsibilities between citizens and noncitizens.</li> <li>• Explaining how United States' citizenship is acquired by immigrants.</li> <li>• Explaining character traits that are beneficial to individuals and society.<br/>Examples: honesty, courage, compassion, civility, loyalty</li> </ul>   | <p>SS.AAS.7.10- Demonstrate that individuals have a responsibility to be good citizens and community members; identify the legal definition of a United States citizen and non-citizen.</p>   |
| <p>SS.7.11- Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.</p> <ul style="list-style-type: none"> <li>• Determining benefits of Alabama's role in world trade.</li> <li>• Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama's role.</li> </ul>  | <p>SS.AAS.7.11- Recognize modern social and economic opportunities and define what they are. Examples include legal protections for workers with disabilities and anti-discrimination laws.</p> <p>SS.AAS.7.11- Recognize Alabama's growing role in the world politically and socially including its impact of the modern Civil Rights Movement from 1954 to the present.</p> |

|  |  |
|--|--|
| <p>SS.7.12- Describe how the United States can be improved by individual and group participation in civic and community activities.</p> <ul style="list-style-type: none"> <li>• Identifying options for civic and community action</li> <li>• Determining ways to participate in the political process</li> </ul> | <p>SS.AAS.7.12- Recognize opportunities for participation in community and civic action.</p>           |
| <p>SS.7.13- Identify contemporary American issues since 2001, including the establishment of the United States Department of Homeland Security, the enactment of the Patriot Act of 2001, and the impact of media analysis.</p>  | <p>SS.AAS.7.13- Demonstrate an awareness of current events at the local, state, or national level.</p> |

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 8 Social Studies

### General Education Standards

### Alabama Alternate Achievement Standards

#### WORLD HISTORY TO 1500

SS.8.1- Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

- Identifying the founding of Rome as the basis of the calendar established by Julius Caesar and used in early Western civilization for over a thousand years.
- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by *B.C. and A.D.*
- Using vocabulary terms other than B.C. and A.D. to describe time.
- Identifying terms used to describe characteristics of early societies and family structures.

SS.AAS.8.1- Recognize that cave paintings, fossils, and pottery remnants provide evidence of early groups of people; draw logical conclusions about sample artifacts.

SS.AAS.8.1a - Identifying terms B.C. and A.D. used to describe to describe time.

SS.8.2- Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

- Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River Valleys.
- Identifying on map locations of cultural hearths of early civilizations.

SS.AAS.8.2- identify and list characteristics of early civilizations.

SS.8.3- Compare the development of early world religions and philosophies and their key tenets.

- Identifying cultural contributions of early world religions and philosophies.

SS.AAS.8.3- Recognize that different world cultures have different values, beliefs, and traditions.

SS.8.4- Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.

SS.AAS.8.4- Locate the ancient Greek peninsula on a map; identify at least one significant contribution from ancient Greece in the fields of politics, intellectual life, arts, literature, architecture, or science.

SS.8.5- Describe the role of Alexander the Great in the Hellenistic world.

- Defining boundaries of Alexander the Great's empire and its economic impact.
- Identifying reasons for the separation of Alexander the Great's empire into successor kingdoms.
- Evaluating major contributions of Hellenistic art, philosophy, science, and political thought.

SS.AAS.8.5- Recognize that civilizations and empires thrive under strong leadership using Alexander the Great as an example; identify characteristics of strong leadership.

SS.8.6- Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.

SS.AAS.8.6- Locate ancient Rome and the empire on a map; identify at least one significant contribution from ancient

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies.</li> </ul>  | <p>Rome in the fields of politics, intellectual life, arts, literature, architecture, or science.</p>  |
| <p>SS.8.7- Describe the widespread impact of the Roman Empire.</p> <ul style="list-style-type: none"> <li>Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine.</li> <li>Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall.</li> </ul> | <p>SS.AAS.8.7- Compare at least one modern aspect of culture to one ancient aspect.</p>  |
| <p>SS.8.8- Describe the development of a classical civilization in India and China.</p> <ul style="list-style-type: none"> <li>Identifying the effect of monsoons on India.</li> <li>Identifying landforms and climate regions of China.</li> </ul>   | <p>SS.AAS.8.8- Locate India and China on a world map; recognize at least one accomplishment of classical civilizations in India and China including the Great Wall, gunpowder, fireworks, and the Taj Mahal; recognize major landforms and climate patterns including monsoon season, the Himalayas, and the Yellow River.</p> |
| <p>SS.8.9- Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian and the effect of the Byzantine Empire on art, religion, architecture, and law.</p> <ul style="list-style-type: none"> <li>Identifying factors leading to the establishment of the Eastern Orthodox Church.</li> </ul>  | <p>SS.AAS.8.9- Locate the Byzantine Empire and Constantinople (Istanbul) on a world map; identify at least one accomplishment or characteristic of the Byzantine Empire.</p>   |
| <p>SS.8.10- Trace the development of the early Russian state and the expansion of its trade systems.</p>  | <p>SS.AAS.8.10- Locate Russia on a world map; recognize how Russia was important to the interaction of people and trade between Asia and Europe in at least one area.</p>  |
| <p>SS.8.11- Describe early Islamic civilizations, including the development of religious, social, and political systems.</p> <ul style="list-style-type: none"> <li>Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe</li> </ul>  | <p>SS.AAS.8.11- Locate the Middle East and northern Africa on a world map, specifically, the Arabian Peninsula; list at least one religious, social, culture, or political characteristic of early Islamic civilizations.</p>  |
| <p>SS.8.12- Describe China’s influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.</p>   | <p>SS.AAS.8.12- Locate China’s neighbors on a map including Japan and Korea; identify at least one influence of China on Japan, Korea, and Southeast Asia.</p>   |
| <p>SS.8.13- Compare the African civilizations of Ghana, Mali, and Songhai to include geography, religions, slave trade, economic systems, empires, and cultures.</p>  | <p>SS.AAS.8.13- Identify Africa on a world map; recognize the language, religion, and customs of one early African kingdom, including Ghana, Mali, and Songhai; identify the importance of the gold and salt trade and Timbuktu.</p>   |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Tracing the spread of language, religion, and customs from one African civilization to another</li> <li>• Illustrating the impact of trade among Ghana, Mali, and Songhai</li> </ul>   |   |
| <p>SS.8.14- Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayas, Aztecs, Incas, and North American tribes.<br/>Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy.</p> <ul style="list-style-type: none"> <li>• Locating on a map sites of pre-Columbian cultures.</li> </ul>  | <p>SS.AAS.8.14- Recognize the key aspects of at least one pre-Columbian culture, including Aztec, Incan, Mayan, Olmec, Inuit, Creek and North American tribes; locate Central and South America on a world map.</p> |
| <p>SS.8.15- Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000 A.D.).</p> <ul style="list-style-type: none"> <li>• Describing the role of the early medieval church.</li> <li>• Describing the impact of new agricultural methods on manorialism and feudalism.</li> </ul>   | <p>SS.AAS.8.15- Recognize an example of military or governmental events that shaped Europe in the early Middle Ages (600–1000 A.D./C.E.).</p>   |
| <p>SS.8.16- Describe major cultural changes in Western Europe in the High Middle Ages (1000-1300 A.D.).</p> <ul style="list-style-type: none"> <li>• Describing changing roles of church and governmental leadership</li> <li>• Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta</li> <li>• Describing the growth of trade and towns resulting in the rise of the middle class</li> </ul> | <p>SS.AAS.8.16- Identify at least one cultural change in the High Middle Ages.</p> <p>SS.AAS.8.16a - Identify the Magna Carta.</p>  |
| <p>SS.8.17- Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.</p> <ul style="list-style-type: none"> <li>• Identifying changes in the arts, architecture, literature, and science in the late Middle Ages (1300-1400 A.D.)</li> </ul>  | <p>SS.AAS.8.17- Identify at least one key event, accomplishment, or person from the late Middle Ages.</p>   |



# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 9 Social Studies

### General Education Standards

### Alabama Alternate Achievement Standards

#### WORLD HISTORY: 1500 TO THE PRESENT

SS.9.1- Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.

SS.AAS.9.1- Define Renaissance; recognize art, music, and literature as cultural characteristics of the Renaissance.  
 SS.AAS.9.1a - Define humanism.  
 SS.AAS.9.1b - List the advances in technology that led to increased trade. Example the printing press.

SS.9.2- Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange

- Describing the impact of the Commercial Revolution on European society
- Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration

SS.AAS.9.2- Identify major European countries on a map of Europe; define exploration, imperialism, colonization, and mercantilism.  
 SS.AAS.9.2a - Identify major ocean currents, wind patterns, landforms, and climates by marking them on a map.

SS.9.3- Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.

SS.AAS.9.3- Define Reformation, counter-Reformation, English Reformation, and religious and secular authorities; identify key events and/or people of the Reformation.

SS.9.4- Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.

- Depicting the general location of, size of, and distance between regions in the early Global Age

SS.AAS.9.4- Identify the location, geographical resources, and natural resources of Africa, India, Japan, and/or China; recognize that trade between countries leads to cultural development.

SS.9.5- Describe the rise of absolutism and constitutionalism and their impact on European nations.

- Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings
- Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great
- Identifying major provisions of the Petition of Rights and the English Bill of Rights

SS.AAS.9.5- Define natural right; identify common characteristics of a monarchy and of a constitutional government.  
 SS.AAS.9.5a - Identify the Petition of Rights and the English Bill of Rights by giving examples of civil liberties and limited government.

SS.9.6- Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.

SS.AAS.9.6- Recognize important factors of the Scientific Revolution and the Age of Enlightenment; identify the scientific advancements that led to the Enlightenment.

|   |  |
|---|--|
| <p>SS.9.7- Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.</p> <ul style="list-style-type: none"> <li>Identifying causes of the French Revolution</li> <li>Describing the influence of the American Revolution on the French Revolution</li> <li>Identifying objectives of different groups participating in the French Revolution</li> <li>Describing the role of Napoléon Bonaparte as an empire builder</li> </ul> | <p>SS.AAS.9.7- Define revolution.</p> <p>SS.AAS.9.7a - Identify causes, people, and key events of the French Revolution.</p> <p>SS.AAS.9.7a - Define nationalism and liberalism.</p>   |
| <p>SS.9.8- Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.</p> <ul style="list-style-type: none"> <li>Identifying the location of countries in Latin America</li> </ul>   | <p>SS.AAS.9.8- List the causes and effects of the revolutions in Latin America and the Caribbean including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.</p>   |
| <p>SS.9.9- Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe.</p> <ul style="list-style-type: none"> <li>Identifying important inventors in Europe during the Industrial Revolution</li> <li>Comparing the Industrial Revolution in England to later revolutions in Europe</li> </ul>  | <p>SS.AAS.9.9- Define capitalism, liberalism, socialism, Marxism; identify important inventors in Europe during the Industrial Revolution.</p>   |
| <p>SS.9.10- Describe the influence of urbanization on the Western World during the nineteenth century.</p> <ul style="list-style-type: none"> <li>Describing the search for political democracy and social justice in the Western World</li> </ul>  | <p>SS.AAS.9.10- Define urbanization; recognize changes in society as a result of the Industrial Revolution;</p> <p>SS.AAS.9.10a- Identify leaders of the women’s rights movement including Elizabeth Cady Stanton, Sojourner Truth, and Susan B. Anthony.</p> <p>SS.AAS.9.10b- Identify leaders of the abolitionist movement including Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, and Harriet Tubman.</p> <p>SS.AAS.9.10c- Identify the Emancipation Proclamation, Thirteenth, Fourteenth, and Fifteenth Amendments.</p> |
| <p>SS.9.11- Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan’s power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States’ imperialism.</p> <ul style="list-style-type: none"> <li>Describing resistance to European imperialism in Africa, Japan, and China</li> </ul>  | <p>SS.AAS.9.11- Explain nationalism and imperialism.</p> <p>SS.AAS.9.11a - Identify factors that caused European nationalism.</p> <p>SS.AAS.9.11b - Identify factors that caused Western imperialism.</p>  |

|   |  |
|---|--|
| <p>SS.9.12- Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.</p> <ul style="list-style-type: none"> <li>• Describing the rise of Communism in Russia during World War I</li> <li>• Describing military technology used during World War I</li> <li>• Identifying problems created by the Treaty of Versailles of 1919</li> <li>• Identifying alliances during World War I and boundary changes after World War I</li> </ul> | <p>SS.AAS.9.12- Define total war; identify key events and/or people from World War I; describe military technology used during World War I.</p> <p>SS.AAS.9.12a- Describe the rise of communism in Russia during WWI.</p> <p>SS.AAS.9.12b- Identify problems created by the Treaty of Versailles of 1919 including Germany’s reparations and the war guilt clause.</p> <p>SS.AAS.9.12c- Identify alliances during World War I and boundary changes after World War I.</p>  |
| <p>SS.9.13- Explain challenges of the post-World War I period.</p> <ul style="list-style-type: none"> <li>• Identifying causes of the Great Depression</li> <li>• Characterizing the global impact of the Great Depression</li> </ul>   | <p>SS.AAS.9.13- Identify challenges in the United States after World War I.</p> <p>SS.AAS.9.13a - Identify the causes and effects of the Great Depression including the stock market crash, collapse of farm economy, Dust Bowl, collapse of savings and loans banks, inflation, poverty, homelessness, soup kitchens, and unemployment.</p>   |
| <p>SS.9.14- Describe causes and consequences of World War II.</p> <ul style="list-style-type: none"> <li>• Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan</li> <li>• Identifying turning points of World War II in the European and Pacific Theaters</li> <li>• Depicting geographic locations of world events between 1939 and 1945</li> <li>• Identifying on a map changes in national borders as a result of World War II</li> </ul>   | <p>SS.AAS.9.14- Define global conflict and describe how World War II was a global conflict; recognize social, economic, and/or political changes, key events, and people from World War II including the Holocaust, Atomic Age, and the Nuremberg Trials.</p> <p>SS.AAS.9.14a- Identify turning points of World War II in the European and Pacific Theaters.</p> <p>SS.AAS.9.14b- Identify the map changes in national borders as a result of World War II.</p> <p>SS.AAS.9.14c- Identify the Axis and Allied Powers.</p> <p>SS.AAS.9.14d- Identify the end results of World War II including VE-Day and VJ-Day.</p> |
| <p>SS.9.15- Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.</p> <ul style="list-style-type: none"> <li>• Explaining origins of the Cold War</li> <li>• Tracing the progression of the Cold War</li> </ul>  | <p>SS.AAS.9.15- Recognize causes of the Cold War and the United States’ new role in world affairs; identify key events and/or people of the Cold War.</p>  |

|   |  |
|---|--|
| <p>SS.9.16- Describe the role of nationalism, militarism, and civil war in today’s world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.</p> <ul style="list-style-type: none"> <li>• Describing the collapse of the Soviet Empire and Russia’s struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin.</li> <li>• Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans</li> <li>• Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict.</li> <li>• Depicting geographic locations of major world events from 1945 to the present</li> </ul> | <p>SS.AAS.9.16- List some changes in world conditions that led to globalization from 1945–present; recall the definition of globalization; define terrorism and recognize its impact on the world.</p> |
| <p>SS.9.17- Describe emerging democracies from the late twentieth century to the present.</p> <ul style="list-style-type: none"> <li>• Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century</li> <li>• Identifying problems involving civil liberties and human rights from 1945 to the present and ways in which these problems have been addressed.</li> <li>• Relating economic changes to social changes in countries adopting democratic forms of government</li> </ul>  | <p>SS.AAS.9.17- Define and list characteristics of democracy including civil liberties, human rights and separation of powers.</p>   |

# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 10 Social Studies

### General Education Standards

### Alabama Alternate Achievement Standards

#### UNITED STATES HISTORY 1: BEGINNINGS TO THE INDUSTRIAL REVOLUTION

SS.10.1- Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans. [A.1.a., A.1.b., A. 1.d., A.1.g., A.1.i.]

- Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
- Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities
- Analyzing the course of the Columbian Exchange for its impact on the global economy
- Explaining triangular trade and the development of slavery in the colonies

SS.AAS.10.1- Recognize the influence of the Crusades, Renaissance, and reformation on European exploration. Identify European motives for establishing colonies including mercantilism, religious persecution, poverty, oppression, and new opportunities. Identify the Columbian Exchange including the triangular trade and the development of slavery in the colonies.

SS.10.2- Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

- Explaining the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact
- Explaining the significance of the House of Burgesses and New England town meetings in colonial politics
- Describing the impact of the Great Awakening on colonial society

SS.AAS.10.2- Identify and locate the regions of early New England, Middle colonies, and Southern colonies; recognize economic, cultural, and governmental characteristics for each region; understand that certain ideas found in the Magna Carta, the English Bill of Rights, and the Mayflower Compact influenced the development of self-government.

SS.10.3- Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of Common Sense, and the signing of the Declaration of Independence. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

- Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette
- Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown

SS.AAS.10.3- Recognize the importance of major events leading up to the American Revolution including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the signing of the Declaration of Independence.

SS.AAS.10.3a - List the major provisions of the Treaty of Paris 1783.

SS.AAS.10.3b - Compare the First and Second Continental Congresses.

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau</li> <li>Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indian.</li> <li>Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians</li> </ul>   |  |
| <p>SS.10.4- Describe the political system of the United States based on the Constitution of the United States. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]</p> <ul style="list-style-type: none"> <li>Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States</li> <li>Describing inadequacies of the Articles of Confederation</li> <li>Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers</li> <li>Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton’s economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington’s Farewell Address, and the election of 1800</li> </ul> | <p>SS.AAS.10.4- Understand that the U.S. Constitution is our plan of government.</p> <p>SS.AAS.10.4a - Define the amendments including the Bill of Rights.</p> <p>SS.AAS.10.4b - Define the major provisions of the Constitution including the separation of powers, checks and balances, the three branches of government – executive, legislative, and judicial.</p> <p>SS.AAS.10.4c - Identify the strengths and weaknesses of the Articles of Confederation.</p> |
| <p>SS.10.5- Explain key cases that helped shape the United States Supreme Court, including Marbury versus Madison, McCullough versus Maryland, and Cherokee Nation versus Georgia. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]</p> <ul style="list-style-type: none"> <li>Explaining concepts of loose and strict interpretations of the Constitution of the United States</li> </ul>  | <p>SS.AAS.10.5- Identify the key cases that helped shape the United States Supreme Court, including Marbury versus Madison, McCullough versus Maryland, and Cherokee Nation versus Georgia.</p>  |
| <p>SS.10.6- Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]</p>   | <p>SS.AAS.10.6- Understand that the United States interacts with other countries in the world; identify important events between the United States, Britain, and France from 1781 to 1823.</p> <p>SS.AAS.10.6a - Identify the major events surrounding War of 1812.</p> <p>SS.AAS.10.6b - Identify the major provisions of the Monroe Doctrine.</p>  |

|   |   |
|---|---|
| <p>SS.10.7- Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p>   | <p>SS.AAS.10.7- Understand the concept of Manifest Destiny; identify and describe events of the U.S. expansion prior to the Civil War.</p>                                      |
| <p>SS.10.8- Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p>   | <p>SS.AAS.10.8- Identify major events in Alabama from 1781 to 1823, including settlement, statehood, and conflicts with American Indians.</p>                                   |
| <p>SS.10.9- Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p>   | <p>SS.AAS.10.9- Define economic nationalism; identify internal improvements during the Era of Good Feelings including canals, national road, steamboat, and the cotton gin.</p> |
| <p>SS.10.10- Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> <li>• Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal</li> </ul>  | <p>SS.AAS.10.10- Recognize the positive and negative ideas of Jacksonian Democracy and identify examples, including the expansion of voting rights.</p>                         |
| <p>SS.10.11- Evaluate the impact of American social and political reform on the emergence of a distinct culture. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> <li>• Explaining the impact of the Second Great Awakening on the emergence of a national identity</li> <li>• Explaining the emergence of uniquely American writers</li> <li>• Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War</li> </ul>   | <p>SS.AAS.10.11- Recognize reform movements and reform leaders of the pre-Civil War Era.</p>  |
| <p>SS.10.12- Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> <li>• Describing the rise of religious movements in opposition to slavery, including objections of the Quakers</li> <li>• Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River</li> </ul> | <p>SS.AAS.10.12- Define abolition; understand the purpose of the abolitionist movement; identify important leaders and contributions of the abolitionist movement.</p>          |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe’s <i>Uncle Tom’s Cabin</i>, on the abolitionist movement</li> </ul>  |  |
| <p>SS.10.13- Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]</p> <ul style="list-style-type: none"> <li>Describing Alabama’s role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton</li> <li>Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession</li> <li>Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession</li> <li>Describing tariff debates and the nullification crisis between 1800 and 1861</li> <li>Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States</li> </ul> | <p>SS.AAS.10.13- Define sectionalism; recognize major legislation and court decisions that increased sectional tensions prior to the Civil War.</p>  |
| <p>SS.10.14- Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman’s March to the Sea. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan “Stonewall” Jackson, and William Tecumseh Sherman Example: President Abraham Lincoln’s philosophy of union, executive orders, and leadership</li> <li>Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation.</li> <li>Explaining reasons border states remained in the Union during the Civil War</li> <li>Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address</li> </ul>  | <p>SS.AAS.10.14- Define civil war; describe the Civil War as a conflict between Southern and Northern states; identify major events, battles, and people that influenced the United States during the Civil War; locate the Union States from the Confederate States on a map; describe Alabama’s role in the Civil War.</p> |



|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>• Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton</li> <li>• Tracing Alabama’s involvement in the Civil War</li> </ul>  |   |
| <p>SS.10.15- Compare congressional and presidential reconstruction plans, including African-American political participation. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>• Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen’s Bureau</li> <li>• Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan.</li> <li>• Describing the Compromise of 1877</li> <li>• Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments.</li> <li>• Explaining causes for the impeachment of President Andrew Johnson</li> <li>• Explaining the impact of the Jim Crow laws and <i>Plessey versus Ferguson</i> on the social and political structure of the New South after Reconstruction.</li> <li>• Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama</li> </ul> | <p>SS.AAS.10.15- Define reconstruction, scalawags, carpetbaggers, Black Codes, impeachment, and freedmen’s Bureau; identify Thirteenth, Fourteenth and Fifteenth Amendments; recognize social, political, and economic changes initiated by the policies of the Reconstruction.</p> |
| <p>SS.10.16- Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.h., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>• Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad</li> <li>• Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues</li> <li>• Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I</li> <li>• Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas</li> </ul>  | <p>SS.AAS.10.16- Compare and contrast agricultural and industrial societies; recognize that the United States transitioned from an agricultural society to an industrial society prior to World War I.</p>  |

|  |  |
|--|--|
|  |  |
|--|--|

ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

GRADE 11 Social Studies

General Education Standards

Alabama Alternate Achievement Standards

**UNITED STATES HISTORY II: THE INDUSTRIAL REVOLUTION TO THE PRESENT**

SS.11.1- Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]

- Interpreting the impact of change from workshop to factory on workers’ lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison

SS.AAS.11.1- Compare an agricultural society and an industrial nation; identify specific examples of the transition from 1870 to prior to World War I.

SS.AAS.11.1a- Define agrarian society, assimilation, industrialization, urbanization, and immigration.

SS.AAS.11.1b - Identify groups of western settlers, including areas of conflict with Native Americans.

SS.AAS.11.1c - Identify various advancements made during the Western Expansion including windmills, barbed wire, revolver, and the transcontinental railroad.

SS.11.2- Evaluate social and political origins, accomplishments, and limitations of Progressivism. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]

- Explaining the impact of the Populist Movement on the role of the federal government in American society.
- Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell.
- Explaining national legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act.
- Determining the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era.
- Assessing the significance of the public education movement initiated by Horace Mann
- Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation

SS.AAS.11.2- Identify the goals of the Progressive movement; identify people and/or describe major events and developments in the United States during the Progressive movement.

SS.11.3- Explain the United States’ changing role in the early twentieth century as a world power. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]

SS.AAS.11.3- Identify the causes, major events, and key figures of the Spanish American War; understand the United States transition to becoming a world power following the Spanish-American War.

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>• Describing causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship USS Maine, and economic interests in Cuba.</li> <li>• Identifying the role of the Rough Riders on the iconic status of President Theodore Roosevelt.</li> <li>• Describing consequences of the Spanish-American War, including the Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and Caribbean.</li> <li>• Analyzing the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests</li> <li>• Appraising Alabama’s contributions to the United States between Reconstruction and World War I, including those of William Crawford Gorgas, Joseph Wheeler, and John Tyler Morgan.</li> <li>• Evaluating the role of the Open Door policy and the Roosevelt Corollary on America’s expanding economic and geographic interests</li> <li>• Comparing the executive leadership represented by William Howard Taft’s Dollar Diplomacy, Theodore Roosevelt’s Big Stick Diplomacy, and Woodrow Wilson’s Moral Diplomacy</li> </ul> | <p>SS.AAS.11.3a - Define diplomacy, foreign policy, domestic policy, and imperialism.</p>  |
| <p>SS.11.4- Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> <li>• Identifying the role of militarism, alliances, imperialism, and nationalism in World War I.</li> <li>• Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen Points, and the League of Nations</li> <li>• Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain</li> <li>• Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries</li> </ul>  | <p>SS.AAS.11.4- Define militarism, nationalism, imperialism, and alliances; understand that the United States entry into World War I had a significant impact on the outcome of the war; identify the consequences of World War I.</p>   |
| <p>SS.11.5- Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p>  | <p>SS.AAS.11.5- Identify key social changes that occurred after World War I.</p> <p>SS.AAS.11.5a - Identify notable people of the 1920s including Babe Ruth, Charles Lindbergh, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederick Remington, Langston Hughes, Louis Armstrong, Henry Ford, W.C. Handy, Zora Neale Hurston, and Al Capone.</p> |

|  |   |
|--|---|
| <ul style="list-style-type: none"> <li>Analyzing radio, cinema, and print media for their impact on the creation of mass culture</li> <li>Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s</li> <li>Determining the relationship between technological innovations and the creation of increased leisure time</li> </ul>   |   |
| <p>SS.11.6- Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> <li>Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis</li> <li>Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression</li> <li>Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston</li> <li>Analyzing the Great Depression for its impact on the American family</li> </ul> | <p>SS.AAS.11.6- Define economic depression; recognize the general causes of the Great Depression including overproduction of crops, stock market crash; recognize the effects of the Great Depression including collapse of the farm economy, unemployment, bank failure, homelessness and soup kitchens.</p> |
| <p>SS.11.7- Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> <li>Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression</li> </ul>  | <p>SS.AAS.11.7- Describe the New Deal and identify reform programs intended to help people and strengthen the economy.</p>  |
| <p>SS.11.8- Summarize events leading to World War II, including the militarization of the Rhineland, Germany’s seizure of Austria and Czechoslovakia, Japan’s invasion of China, and the Rape of Nanjing. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe.</li> <li>Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States’ foreign policy</li> <li>Identifying roles of significant World War II leaders</li> </ul>  | <p>SS.AAS.11.8- Identify events leading to the outbreak of World War II; define Fascism, Nazism, Communism, appeasement, and neutrality. Identify Axis and Allied powers during World War II. Identify militarism of the Axis Powers. Recognize U.S. attempts to remain neutral.</p>                          |

|   |  |
|---|--|
| <ul style="list-style-type: none"> <li>Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland</li> </ul>   |  |
| <p>SS.11.9- Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion</li> <li>Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings</li> <li>Explaining reasons for and results of dropping atomic bombs on Japan</li> <li>Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention</li> </ul> | <p>SS.AAS.11.9- Define blitzkrieg, genocide, island – hopping, and concentration camps; locate key locations involved in World War II that led to global conflict; identify key events, people, and/or strategies involved in World War II.</p>  |
| <p>SS.11.10- Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen’s Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Describing Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases</li> </ul>  | <p>SS.AAS.11.10- Recognize major changes in the lives of Americans during World War II and how Alabama participated in the war.</p> <p>SS.AAS.11.10a - Identify Women’s participation in World War II including industry and volunteerism.</p> <p>SS.AAS.11.10b - Identify the role of African –Americans in World War II including the Tuskegee Airmen.</p>   |
| <p>SS.11.11- Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO). [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg</li> <li>Locating areas of conflict during the Cold War from 1945 to 1960, including East and West</li> </ul>  | <p>SS.AAS.11.11- Understand how the international role of the United States greatly increased after 1945; identify key societal people and/or events during the Cold War; identify key locations of conflict during the Cold War.</p> <p>SS.AAS.11.11a - Define containment, espionage, McCarthyism, and the domino theory. Recognize how the Truman Doctrine and the Marshall Plan attempted to stop the spread of communism.</p> <p>SS.AAS.11.11b - List the countries that were members of the Warsaw Pact.</p> |

|   |  |
|---|--|
| <p>Germany, Hungary, Poland, Cuba, Korea, and China</p>   | <p>SS.AAS.11.11c - List the countries that were members of NATO (North Atlantic Treaty Organization)</p>   |
| <p>SS.11.12- Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>• Describing Alabama’s role in the space program under the New Frontier</li> <li>• Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis</li> </ul>   | <p>SS.AAS.11.12- Describe major social and scientific advances during the 1960s, identify programs that particularly benefitted Alabamians including the New Frontier, and the Marshall Flight Space Center in Huntsville, AL.</p> |
| <p>SS.11.13- Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]</p> <ul style="list-style-type: none"> <li>• Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites</li> <li>• Describing the creation of North and South Vietnam</li> </ul>   | <p>SS.AAS.11.13- Locate North Vietnam and South Vietnam on a map, recognize the war in Vietnam as a conflict during the Cold War period.</p>   |
| <p>SS.11.14- Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p> <ul style="list-style-type: none"> <li>• Tracing the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, <i>Brown versus Board of Education</i> in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965</li> <li>• Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers</li> <li>• Appraising contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Autherine Lucy,</li> </ul> | <p>SS.AAS.11.14- Understand the purpose and goals of the civil rights movement from post-World War II to 1970; identify influential people, events, and outcomes of the civil rights movement.</p>                                 |

|   |   |
|---|---|
| <p>John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children’s March, and key local persons and events</p> <ul style="list-style-type: none"> <li>• Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement.</li> <li>• Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston</li> </ul> |   |
| <p>SS.11.15- Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]</p>   | <p>SS.AAS.11.15- Compare and contrast examples of changing social and cultural conditions during the 1950s, 1960s, and 1970s.</p> <p>SS.AAS.11.15a - Identify the major movements that occurred in the 1950s, 1960s, and 1970s, including the Feminist Movement, United Farm Workers and the American Indian Movement (AIM).</p>  |
| <p>SS.11.16- Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.h., A.1.i., A.1.k.]</p>  | <p>SS.AAS.11.16- Recognize significant foreign and domestic issues since the 1970s.</p> <p>SS.AAS.11.16a - List significant domestic policies and issues of presidential administration from Richard Nixon to Present including Watergate, “Reaganomics,” Clinton Impeachment, Homeland Security, No Child Left Behind (NCLB).</p> <p>SS.AAS.11.16b - List significant foreign events and issues during the presidential administrations from Richard Nixon to Present including Détente, Iranian Hostage Crisis, Fall of the Soviet Union, Persian Gulf War, and the War on Terrorism.</p> |



# ALABAMA ALTERNATE ACHIEVEMENT STANDARDS

## GRADE 12 United States Government

### General Education Standards

### Alabama Alternate Achievement Standards

#### UNITED STATES GOVERNMENT

SS.USG.12.1- Explain historical and philosophical origins that shaped the government of the United States, including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the Virginia Declaration of Rights, and the influence of Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jaques Rousseau, and the Great Awakening.

- Comparing characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments

SS.USG.AAS.12.1- Define government; contrast limited government and unlimited government; recognize documents and individuals who helped shape the government of the United States.

SS.USG.AAS.12.1a- Identify key philosophers, including Thomas Hobbes, John Locke, Charles de Montesquieu, and Jean Jacques Rousseau.

SS.USG.AAS.12.1b - Identify key documents, including Magna Carta, Petition of Rights, English Bill of Rights, Mayflower Compact, and the Virginia Declaration of Rights.

SS.USG.AAS.12.1c - Identify the Great Awakening.

SS.USG.12.2- Summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays' Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791.

SS.USG.AAS.12.2- Recognize the importance of the Declaration of Independence and the Constitution of the United States.

SS.USG.AAS.12.2a - Place into chronological order key political events of the American Revolution.

SS.USG.12.3- Analyze major features of the Constitution of the United States and the Bill of Rights for purposes, organization, functions, and principles, including rule of law, federalism, limited government, popular sovereignty, judicial review, separation of powers, and checks and balances.

- Explaining main ideas of the debate over ratification that included the Federalist papers
- Analyzing the Bill of Rights for its application to historical and current issues.
- Outlining the formal process of amending the Constitution of the United States

SS.USG.AAS.12.3- Identify the major purposes of the Constitution of the United States and the Bill of Rights.

SS.USG.AAS.12.3a - Outline the possible paths taken to ratify an amendment to the Constitution.

SS.USG.12.4- Explain how the federal system of the United States divides powers between national and state governments.

- Summarizing obligations that the Constitution of the United States places on a nation for the benefit of the states, including admitting new states and cooperative federalism
- Evaluating the role of the national government in interstate relations

SS.USG.AAS.12.4- Define federalism; describe how powers are divided between the federal and state governments.

|  |   |
|--|---|
| <p>SS.USG.12.5- Compare specific functions, organizations, and purposes of local and state governments, including implementing fiscal and monetary policies, ensuring personal security, and regulating transportation.</p> <ul style="list-style-type: none"> <li>Analyzing the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding.</li> <li>Describing the influence of special interest groups on state government</li> </ul>  | <p>SS.USG.AAS.12.5- Identify the responsibilities of state and local governments.</p>   |
| <p>SS.USG.12.6- Analyze the expansion of suffrage for its effect on the political system of the United States, including suffrage for non-property owners, women, African Americans, and persons eighteen years of age.</p> <ul style="list-style-type: none"> <li>Describing implications of participation of large numbers of minorities and women in parties and campaigns</li> <li>Analyzing the black codes, the Jim Crow laws, and the Selma-to-Montgomery March for their impact on the passage of the Voting Rights Act of 1965</li> </ul>   | <p>SS.USG.AAS.12.6- Understand the importance of voting and the expansion of voting rights; identify ways in which voting rights have expanded to be more inclusive and increase participation in the political system.</p> <p>SS.USG.AAS.12.6a - Identify key constitutional amendments and laws that have allowed for the expansion of the right to vote.</p> <p>SS.USG.AAS.12.6b - Identify key obstacles imposed during the Jim Crow era to limit suffrage rights.</p> <p>SS.USG.AAS.12.6c - Identify key events in the Civil Rights Movement that led to the expansion of suffrage rights.</p> |
| <p>7.) SS.USG.12.7- Describe the process of local, state, and national elections, including the organization, role, and constituency of political parties.</p> <ul style="list-style-type: none"> <li>Explaining campaign funding and spending</li> <li>Evaluating the impact of reapportionment, redistricting, and voter turnout on elections</li> </ul>   | <p>SS.USG.AAS.12.7- Understand that public officials are elected to office; recognize that elections are held at the local, state, and national level.</p>  |
| <p>SS.USG.12.8- Describe functions and the development of special interest groups and campaign contributions by political action committees and their impact on state and national elections.</p> <ul style="list-style-type: none"> <li>Analyzing rulings by the United States Supreme Court, including <i>Buckley versus Valeo</i>, regarding campaign financing to determine the effect on the election process</li> </ul>  | <p>SS.USG.AAS.12.8- Understand that candidates for public office are often supported by groups of people called “special-interest groups” and “political action committees.”</p>  |
| <p>SS.USG.12.9- Trace the impact of the media on the political process and public opinion in the United States, including party press, penny press, print media, yellow journalism, radio, television, and electronic media.</p> <ul style="list-style-type: none"> <li>Describing regional differences in public opinion in the United States</li> <li>Analyzing television and electronic media for their impact on the election process and campaign spending from the John F. Kennedy-Richard M. Nixon debate to the election of Barack Obama as President of the United States</li> </ul> | <p>SS.USG.AAS.12.9- Identify ways candidates can get their message out to voters and ways voters can learn about candidates.</p>  |

|   |   |
|---|---|
| <ul style="list-style-type: none"> <li>Explaining the effect of attack advertisements on voter selection of candidates</li> </ul>   |   |
| <p>SS.USG.12.10- Evaluate roles political parties play in the functioning of the political system of the United States.</p> <ul style="list-style-type: none"> <li>Describing the role of third-party candidates in political elections in the United States</li> <li>Explaining major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds</li> <li>Describing the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters, and disillusionment with party systems</li> </ul>   | <p>SS.USG.AAS.12.10- Define political party and describe its job; identify and contrast the major political parties in the United States--Republican, Democratic, and/or nonaffiliated parties (Independent).</p>   |
| <p>SS.USG.12.11- Evaluate constitutional provisions of the legislative branch of the government of the United States, including checks by the legislative branch on other branches of government.</p> <ul style="list-style-type: none"> <li>Comparing rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips</li> <li>Identifying the significance of Congressional committee structure and types of committees</li> <li>Tracing the legislative process, including types of votes and committee action, from a bill's presentation to presidential action</li> </ul>  | <p>SS.USG.AAS.12.11- Define legislative branch of government; identify the major roles and/or responsibilities of the legislative branch of government, recognize the legislative branch is made up of the House of Representatives and the Senate and identify the differences between them.</p> <p>SS.USG.AAS.12.11a - List in chronological order the steps by which a bill becomes a law.</p> |
| <p>SS.USG.12.12- Evaluate constitutional provisions of the executive branch of the government of the United States, including checks by the executive branch on other branches of government and powers, duties as head of state and head of government, the electoral process, and the Twenty-fifth Amendment.</p> <ul style="list-style-type: none"> <li>Critiquing informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office</li> <li>Identifying the influence of White House staff on the President of the United States</li> <li>Ranking powers held by the President's Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization</li> </ul> | <p>SS.USG.AAS.12.12- Define executive branch of government; identify the major roles and responsibilities of the executive branch of government; recognize that the executive branch is headed by the president of the United States.</p> <p>SS.USG.AAS.12.12a - Classify presidential powers as either constitutional, informal, or symbolic.</p>  |

|  |  |
|--|--|
| <ul style="list-style-type: none"> <li>Comparing diverse backgrounds, socioeconomic status, and levels of education of United States' presidents</li> </ul>  |  |
| <p>SS.USG.12.13- Evaluate constitutional provisions of the judicial branch of government of the United States, including checks by the judicial branch on other branches of government, limits on judicial power, and the process by which cases are argued before the United States Supreme Court.</p> <ul style="list-style-type: none"> <li>Explaining the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts.</li> <li>Identifying the impact of landmark United States Supreme Court cases on constitutional interpretation</li> <li>Examples: <i>Marbury versus Madison</i>, <i>Miranda versus Arizona</i>, <i>Tinker versus Des Moines</i>, <i>Gideon versus Wainwright</i>, <i>Reno versus American Civil Liberties Union</i>, <i>United States versus Nixon</i>, <i>McCulloch versus Maryland</i>, <i>Wallace versus Jaffree</i>, <i>Wyatt versus Stickney</i>, <i>Powell versus Alabama</i></li> <li>Describing the shifting political balance of the court system, including the appointment process, the ideology of justices, influences on court decisions regarding executive and legislative opinion, public opinion, and the desire for impartiality</li> <li>Contrasting strict and loose constructionist views of the Constitution of the United States</li> </ul> | <p>SS.USG.AAS.12.13- Define judicial branch of government; identify the major roles and responsibilities of the judicial branch of government; recognize that the judicial branch is a court system with the Supreme Court serving as the highest court in the land.</p> <p>SS.USG.AAS.12.13a - Identify the effect by which landmark decisions change the interpretation of constitutional provisions and rights.</p> |
| <p>SS.USG.12.14- Describe the role of citizens in American democracy, including the meaning, rights, and responsibilities of citizenship; due process and other rights guaranteed by the Constitution of the United States; and participation in the election process.</p> <ul style="list-style-type: none"> <li>Explaining how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society</li> </ul>   | <p>SS.USG.AAS.12.14a- Understand that citizens have rights and responsibilities; recognize rights that citizens are guaranteed by the Constitution of the United States.</p>   |
| <p>SS.USG.12.15- Explain the role and consequences of domestic and foreign policy decisions, including scientific and technological advancements and humanitarian, cultural, economic, and political changes.</p> <ul style="list-style-type: none"> <li>Evaluating financial, political, and social costs of national security</li> </ul>   | <p>SS.USG.AAS.12.15- Define and contrast domestic policy and foreign policy and recognize examples of each.</p>  |

**ALABAMA ALTERNATE ACHIEVEMENT STANDARDS**

**GRADE 12 Economics**

**General Education Standards**

**Alabama Alternate Achievement Standards**

**ECONOMICS**

SS.E.12.1- Explain why productive resources are limited and why individuals, businesses, and governments have to make choices in order to meet needs and wants.

- Explaining scarcity as a basic condition that exists when unlimited wants exceed limited productive resources
- Explaining land (an example of a natural resource), labor (an example of a human resource), capital (an example of a physical or human resource), and entrepreneurship to be the factors of production
- Explaining opportunity cost as the next best alternative to relinquish when individuals, businesses, and governments confront scarcity by making choices

SS.E.AAS.12.1- Define scarcity, land, and opportunity costs; understand the concepts of resources and wants and needs; recognize that productive resources are limited and why individuals, businesses, and governments have to make choices in order to meet needs and wants.

SS.E.AAS.12.1a - Categorize examples of productive resources.

SS.E.12.2- Explain how rational decision making entails comparing additional costs of alternatives to additional benefits.

- Illustrating on a production-possibilities curve how rational decision making involves trade-offs between two options
- Explaining rational decision making as the comparison between marginal benefits and marginal costs of an action

SS.E.AAS.12.2- Understand the concepts of costs and benefits; identify the trade-offs involved in economic decisions; recognize the associated costs and benefits of a given situation.

SS.E.12.3- Describe different economic systems used to allocate scarce goods and services.

- Defining command, market, and mixed economic systems
- Describing how different economic systems answer the three basic economic questions of what to produce, how to produce, and for whom to produce
- Evaluating how each type of system addresses private ownership, profit motive, consumer sovereignty, competition, and government regulation

SS.E.AAS.12.3- Understand that economic systems answer the three basic economic questions of what to produce, how to produce, and for whom to produce; identify how the three basic economic questions are answered in a mixed market economy.

SS.E.AAS.12.3a - Identify examples of different types of economic systems.

SS.E.12.4- Describe the role of government in a market economy, including promoting and securing competition, protecting private property rights, promoting equity, providing public goods and services, resolving externalities and other market failures, and stabilizing growth in the economy.

- Explaining how government regulation and deregulation policies affect consumers and producers

SS.E.AAS.12.4- Recognize the role of the government in a market economy; recognize examples of how the government is involved in the economy.

SS.E.AAS.12.4a - Classify government activities as specific examples of the government's role in the economy.

|   |   |
|---|---|
| <p>SS.E.12.5- Explain that a country’s standard of living depends upon its ability to produce goods and services.</p> <ul style="list-style-type: none"> <li>• Explaining productivity as the amount of outputs, or goods and services, produced from inputs, or factors of production</li> <li>• Describing how investments in factories, equipment, education, new technology, training, and health improve economic growth and living standards</li> </ul>   | <p>SS.E.AAS.12.5- Understand the concepts of economic growth and standard of living; recognize ways to encourage economic growth.</p>   |
| <p>SS.E.12.6- Describe how specialization and voluntary exchange between buyers and sellers lead to mutually beneficial outcomes.</p> <ul style="list-style-type: none"> <li>• Illustrating on a circular-flow diagram the product market; the factor market; the real flow of goods and services between and among businesses, households, and government; and the flow of money</li> <li>• Constructing examples of specialization and exchange</li> <li>• Illustrating on a table and graph the law of supply and demand</li> <li>• Describing the role of buyers and sellers in determining market clearing price</li> <li>• Illustrating on a table and graph how supply and demand determine equilibrium price and quantity.</li> <li>• Illustrating on a graph of supply and demand how price movements eliminate shortages and surpluses</li> <li>• Illustrating on a graph how different factors cause changes in a market supply and demand</li> <li>• Explaining how prices serve as incentives in a market economy</li> </ul> | <p>SS.E.AAS.12.6- Understand the concept of specializing and voluntary exchange between buyers and sellers; recognize the process of producing, selling, and buying goods and services in a market economy.</p> <p>SS.E.AAS.12.6a - Construct supply and demand curves.</p> |
| <p>SS.E.12.7- Describe the organization and role of business.</p> <ul style="list-style-type: none"> <li>• Comparing types of business firms, including sole proprietorships, partnerships, and corporations.</li> <li>• Explaining the role of profit as an incentive, including short-term versus long-run decisions, for all firms</li> <li>• Describing basic characteristics of pure competition, monopoly, monopolistic competition, and oligopoly</li> <li>• Explaining ways firms finance operations, including retained earnings, stocks, and debt, and the advantages and disadvantages of each</li> <li>• Explaining ways firms engage in price and nonprice competition</li> <li>• Recognizing the role of economic institutions, including labor unions and nonprofit organizations, in market economies</li> </ul>  | <p>SS.E.AAS.12.7- Understand the role of businesses in a market economy; recognize that businesses are important in the distribution of goods and services; recognize different business types and the goods and services they sell to consumers.</p>                       |

|  |   |
|--|---|
| <p>SS.E.12.8- Explain the impact of the labor market on the United States' economy.</p> <ul style="list-style-type: none"> <li>Identifying regional characteristics of the labor force of the United States, including gender, race, socioeconomic background, education, age, and regional specialization</li> <li>Explaining how supply of and demand for labor affect wages</li> <li>Describing characteristics that are most likely to increase wage and nonwage benefits, including skill, productivity, education, occupation, and mobility</li> <li>Explaining how unemployment and inflation impose costs on individuals and nations.</li> <li>Determining the relationship of Alabama and the United States to the global economy regarding current technological innovations and industries.</li> <li>Tracing the history of labor unions and methods of contract negotiation by labor and management</li> </ul> | <p>SS.E.AAS.12.8- Define labor; recognize that labor is an essential part of the economic system; identify characteristics that are most likely to increase wages and benefits.</p> |
| <p>SS.E.12.9- Describe methods used to measure overall economic activity, including the Gross Domestic Product (GDP), the Consumer Price Index (CPI), inflation, and unemployment.</p> <ul style="list-style-type: none"> <li>Explaining how overall levels of income, employment, and prices are determined by spending decisions of households, businesses, and government; net exports in the short run; and production decisions of firms and technology in the long run</li> <li>Identifying structural, cyclical, and frictional unemployment</li> <li>Describing stages of the business cycle and how employment and inflation change during those stages</li> </ul>  | <p>SS.E.AAS.12.9- Identify ways the economy is measured and activities associated with a strong economy.</p> <p>SS.E.AAS.12.9a - Calculate the unemployment rate.</p>               |
| <p>SS.E.12.10- Explain the structure, role, and functions of the United States Federal Reserve System.</p> <ul style="list-style-type: none"> <li>Describing how the United States Federal Reserve System oversees the banking system and regulates the quantity of money in the economy</li> <li>Defining monetary policy</li> <li>Describing how the central bank uses its tools of monetary policy to promote price stability, full employment, and economic growth.</li> </ul>   | <p>SS.E.AAS.12.10- Define the United States Federal Reserve System and describe its purpose.</p> <p>SS.E.AAS.12.10a - Define monetary policy.</p>                                   |
| <p>SS.E.12.11- Explain how the government uses fiscal policy to promote the economic goals of price stability, full employment, and economic growth.</p> <ul style="list-style-type: none"> <li>Defining fiscal policy and the use of taxation and government purchases</li> <li>Comparing government deficits and the national debt</li> </ul>  | <p>SS.E.AAS.12.11- Understand the concepts of price stability, full employment, and economic growth.</p>  |

|  |   |
|--|---|
| <p>SS.E.12.12- Explain why individuals, businesses, and governments trade goods and services in the global economy.</p> <ul style="list-style-type: none"> <li>• Defining absolute advantage and comparative advantage</li> <li>• Explaining how gains from trade, whether between two individuals or two countries, are based on the principle of comparative advantage.</li> <li>• Defining exchange rates</li> <li>• Explaining how changes in exchange rates impact purchasing powers of individuals and businesses.</li> <li>• Explaining tariffs, quotas, embargoes, standards, and subsidies as trade barriers</li> <li>• Explaining why countries sometimes impose trade barriers and sometimes advocate free trade</li> </ul> | <p>SS.E.AAS.12.12- Identify the benefits of trading with individuals, businesses, and other countries.</p> <p>SS.E.AAS.12.12a - Define absolute advantage and comparative advantage.</p> <p>SS.E.AAS.12.12b - Define exchange rates.</p> <p>SS.E.AAS.12.12c - Recognize how changes in exchange rates affect trade including trade wars with China today.</p> |
|--|---|



**SOCIAL STUDIES**  
**Alabama Alternate Achievement Standards**  
**2018**