

- **CF.SOC.K-2.I** - Historical Perspective
 - **CF.SOC.K-2.I.1** - All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).
 - **CF.SOC.K-2.I.1.1** - Use analog and digital clocks to tell time.
 - **CF.SOC.K-2.I.1.2** - Use weeks, months and years as intervals of time.
 - **CF.SOC.K-2.I.1.3** - Distinguish among the past, the present and the future.
 - **CF.SOC.K-2.I.1.4** - Place events of their lives and the lives of others in chronological order.
 - **CF.SOC.K-2.I.2** - All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.
 - **CF.SOC.K-2.I.2.1** - Identify who was involved, what happened and where it happened in stories about the past.
 - **CF.SOC.K-2.I.2.2** - Describe the past through the eyes and experiences of those who were there as revealed through their records.
 - **CF.SOC.K-2.I.2.3** - Recount events from simple biographies of women and men representing a variety of societies from the past.
 - **CF.SOC.K-2.I.2.4** - Identify and explain how individuals in history demonstrated good character and personal virtue.
 - **CF.SOC.K-2.I.3** - All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.
 - **CF.SOC.K-2.I.3.1** - Use a variety of records to construct a narrative about their personal or family histories.
 - **CF.SOC.K-2.I.3.2** - Differentiate between historical facts and historical interpretations.
 - **CF.SOC.K-2.I.3.3** - Explain why accounts of the same event differ.
 - **CF.SOC.K-2.I.4** - All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.
 - **CF.SOC.K-2.I.4.1** - Recall situations in their lives that required decisions and evaluate the decisions made in light of their consequences.
 - **CF.SOC.K-2.I.4.2** - Evaluate decisions made by others as reported in stories about the past.
- **CF.SOC.K-2.II** - Geographic Perspective
 - **CF.SOC.K-2.II.1** - All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
 - **CF.SOC.K-2.II.1.1** - Describe the human characteristics of places and explain some basic causes for those characteristics.
 - **CF.SOC.K-2.II.1.2** - Describe the natural characteristics of places and explain some basic causes for those characteristics.
 - **CF.SOC.K-2.II.2** - All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
 - **CF.SOC.K-2.II.2.1** - Describe how people use the environment to meet human needs and wants.
 - **CF.SOC.K-2.II.2.2** - Describe the ways in which their environment has been changed by people, and the ways their lives are affected by the environment.
 - **CF.SOC.K-2.II.2.3** - Suggest ways the people can help improve their environment.
 - **CF.SOC.K-2.II.3** - All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.
 - **CF.SOC.K-2.II.3.1** - Identify locations of significance in their immediate environment and explain reasons for their location.
 - **CF.SOC.K-2.II.3.2** - Identify people and places in other locations and explain their importance to the community.
 - **CF.SOC.K-2.II.3.3** - Identify people, goods, services and ideas in their local community which have come from other places and describe why they moved.
 - **CF.SOC.K-2.II.4** - All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.
 - **CF.SOC.K-2.II.4.1** - Identify regions in their immediate environment and describe their characteristics and boundaries.
 - **CF.SOC.K-2.II.4.2** - Compare their community and region with others.
 - **CF.SOC.K-2.II.4.3** - Describe changes in the region over time as well as presently.
 - **CF.SOC.K-2.II.5** - All students will describe and explain the causes, consequences, and geographic context of major global issues and events.
 - **CF.SOC.K-2.II.5.1** - Locate and describe major world events that are having an impact on their community and explain why they are important to the community.
- **CF.SOC.K-2.III** - Civic Perspective

- **CF.SOC.K-2.III.1** - All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.
 - **CF.SOC.K-2.III.1.1** - Cite examples of government carrying out its legal authority in their local community.
 - **CF.SOC.K-2.III.1.2** - Describe consequences of not having rules.
- **CF.SOC.K-2.III.2** - All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.
 - **CF.SOC.K-2.III.2.1** - Identify aspects of life at school and in the local community that illustrate justice and freedom.
- **CF.SOC.K-2.III.3** - All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.
 - **CF.SOC.K-2.III.3.1** - Explain how conflicts at school or in the local community might be resolved in ways that are consistent with core democratic values.
- **CF.SOC.K-2.III.4** - All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.
 - **CF.SOC.K-2.III.4.1** - Identify rules at school and in the local community and consider consequences for breaking rules.
 - **CF.SOC.K-2.III.4.2** - Describe fair ways for groups to make decisions.
 - **CF.SOC.K-2.III.4.3** - Describe ways that individuals influence each other.
- **CF.SOC.K-2.III.5** - All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.
 - **CF.SOC.K-2.III.5.1** - Distinguish between events in this country and events abroad.
 - **CF.SOC.K-2.III.5.2** - Recognize that events in other countries can affect Americans.
- **CF.SOC.K-2.IV** - Economic Perspective
 - **CF.SOC.K-2.IV.1** - All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.
 - **CF.SOC.K-2.IV.1.1** - Identify ways families produce and consume goods and services.
 - **CF.SOC.K-2.IV.1.2** - List ways that individuals can conserve limited resources.
 - **CF.SOC.K-2.IV.2** - All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.
 - **CF.SOC.K-2.IV.2.1** - Connect economic needs with businesses that meet them.
 - **CF.SOC.K-2.IV.2.2** - Select a particular good or service and describe the types of resources necessary to produce and distribute it.
 - **CF.SOC.K-2.IV.3** - All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.
 - **CF.SOC.K-2.IV.3.1** - Describe a good or service provided by the local government and the method of payment.
 - **CF.SOC.K-2.IV.3.2** - Identify the goods and services their school provides and the people who provide them.
 - **CF.SOC.K-2.IV.3.3** - Identify an unmet local economic need and propose a plan to meet it.
 - **CF.SOC.K-2.IV.4** - All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
 - **CF.SOC.K-2.IV.4.1** - Identify examples of markets they experience in their daily life.
 - **CF.SOC.K-2.IV.4.2** - Distinguish between producers and consumers in a market economy.
 - **CF.SOC.K-2.IV.4.3** - Describe how the choices they make impact business decisions.
 - **CF.SOC.K-2.IV.5** - All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.
 - **CF.SOC.K-2.IV.5.1** - Recognize economic exchanges in which they participate.
 - **CF.SOC.K-2.IV.5.2** - Identify United States coin and currency denominations and describe the role of cash in the exchange of goods and services.
- **CF.SOC.K-2.V** - Inquiry
 - **CF.SOC.K-2.V.1** - All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.
 - **CF.SOC.K-2.V.1.1** - Locate information using people, books, audio/video recordings, photos, simple maps, graphs and tables.
 - **CF.SOC.K-2.V.1.2** - Acquire information from observation of the local environment.
 - **CF.SOC.K-2.V.1.3** - Organize information to make and interpret simple maps of their local surroundings and simple graphs and tables of social data drawn from their experience.

- **CF.SOC.K-2.V.2** - All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.
 - **CF.SOC.K-2.V.2.1** - Pose a question about life in their school or local community.
 - **CF.SOC.K-2.V.2.2** - Gather and analyze information in order to answer the question posed.
 - **CF.SOC.K-2.V.2.3** - Construct an answer to the question posed and support their answer with evidence.
 - **CF.SOC.K-2.V.2.4** - Report the results of their investigation.
- **CF.SOC.K-2.VI** - Public Discourse and Decision Making
 - **CF.SOC.K-2.VI.1** - All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.
 - **CF.SOC.K-2.VI.1.1** - Pose a question about matters of public concern that they have encountered in school or in the local community.
 - **CF.SOC.K-2.VI.1.2** - Compare their own viewpoint about the matter raised with that of another individual.
 - **CF.SOC.K-2.VI.2** - All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.
 - **CF.SOC.K-2.VI.2.1** - Engage each other in conversations about issues pertaining to governing their school.
 - **CF.SOC.K-2.VI.3** - All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.
 - **CF.SOC.K-2.VI.3.1** - Compose brief statements expressing a decision on an issue in the school or local community.
- **CF.SOC.K-2.VII** - Citizen Involvement
 - **CF.SOC.K-2.VII.1** - All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.
 - **CF.SOC.K-2.VII.1.1** - Help to determine, interpret and enforce school rules.
 - **CF.SOC.K-2.VII.1.2** - Participate in projects designed to help others in their local community.

- **CF.SOC.3-5.I - Historical Perspective**
 - **CF.SOC.3-5.I.1** - All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).
 - **CF.SOC.3-5.I.1.1** - Measure chronological time by decades and centuries.
 - **CF.SOC.3-5.I.1.2** - Place major events in the development of their local community and the state of Michigan in chronological order.
 - **CF.SOC.3-5.I.1.3** - Place major events in the early history of the United States in chronological order.
 - **CF.SOC.3-5.I.2** - All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.
 - **CF.SOC.3-5.I.2.1** - Summarize the sequence of key events in stories describing life from the past in their local community, the state of Michigan and other parts of the United States.
 - **CF.SOC.3-5.I.2.2** - Use narratives and graphic data to compare the past of their local community, the state of Michigan and other parts of the United States with present day life in those places.
 - **CF.SOC.3-5.I.2.3** - Recount the lives and characters of a variety of individuals from the past representing their local community, the state of Michigan and other parts of the United States.
 - **CF.SOC.3-5.I.2.4** - Identify and explain how individuals in history demonstrated good character and personal virtue.
 - **CF.SOC.3-5.I.3** - All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.
 - **CF.SOC.3-5.I.3.1** - Use primary sources to reconstruct past events in their local community.
 - **CF.SOC.3-5.I.3.2** - Interpret conflicting accounts of events in both Michigan and United States history and analyze the viewpoints of the authors.
 - **CF.SOC.3-5.I.3.3** - Compose simple narratives of events from the history of the state of Michigan and the United States.
 - **CF.SOC.3-5.I.4** - All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.
 - **CF.SOC.3-5.I.4.1** - Identify problems from the past that divided their local community, the state of Michigan, and the United States and analyze the interests and values of those involved.
 - **CF.SOC.3-5.I.4.2** - Select decisions made to solve past problems and evaluate those decisions in terms of ethical considerations, the interests of those affected by the decisions, and the short- and long-term consequences in those decisions.
- **CF.SOC.3-5.II - Geographic Perspective**
 - **CF.SOC.3-5.II.1** - All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
 - **CF.SOC.3-5.II.1.1** - Locate and describe cultures and compare the similarities and differences among the roles of women, men, and families.
 - **CF.SOC.3-5.II.1.2** - Locate and describe diverse kinds of communities and explain the reasons for their characteristics and locations.
 - **CF.SOC.3-5.II.1.3** - Locate and describe the major places, cultures, and communities of the nation and compare their characteristics.
 - **CF.SOC.3-5.II.2** - All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
 - **CF.SOC.3-5.II.2.1** - Explain basic ecosystem concepts and processes.
 - **CF.SOC.3-5.II.2.2** - Describe the location, use, and importance of different kinds of resources and explain how they are created and the consequences of their use.
 - **CF.SOC.3-5.II.2.3** - Describe the major physical patterns, ecosystems, resources, and land uses of the state, region, and country and explain the processes that created them.
 - **CF.SOC.3-5.II.2.4** - Explain how various people and cultures have adapted to and modified the environment.
 - **CF.SOC.3-5.II.3** - All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.
 - **CF.SOC.3-5.II.3.1** - Describe major kinds of economic activity and explain the factors influencing their location.
 - **CF.SOC.3-5.II.3.2** - Describe the causes, consequences, routes and movement of major migration to the United States.
 - **CF.SOC.3-5.II.3.3** - Explain how transportation and communication link people and communities.
 - **CF.SOC.3-5.II.3.4** - Describe some of the major movements of goods, people, jobs and information within Michigan and the United States and explain the reasons for the movements.
 - **CF.SOC.3-5.II.4** - All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.

- **CF.SOC.3-5.II.4.1** - Draw sketch maps of the community, region, and nation.
- **CF.SOC.3-5.II.4.2** - Describe places, cultures, and communities in the United States and compare them with those in other regions and countries.
- **CF.SOC.3-5.II.4.3** - Describe the geography of Michigan at major times in its history and explain the reasons for its change.
- **CF.SOC.3-5.II.4.4** - Describe the physical, economic, and cultural geography of contemporary Michigan and its causes, advantages, and disadvantages.
- **CF.SOC.3-5.II.4.5** - Describe the Great Lakes ecosystem, and explain physical and human processes that act upon them.
- **CF.SOC.3-5.II.4.6** - Describe the geography of major United States regions, compare the regions, and explain the processes that created them.
- **CF.SOC.3-5.II.5** - All students will describe and explain the causes, consequences, and geographic context of major global issues and events.
 - **CF.SOC.3-5.II.5.1** - Locate major world events and explain how they impact people and the environment.
- **CF.SOC.3-5.III** - Civic Perspective
 - **CF.SOC.3-5.III.1** - All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.
 - **CF.SOC.3-5.III.1.1** - Distinguish among local, state, and national government in the United States and describe the roles of government institutions at all three levels.
 - **CF.SOC.3-5.III.1.2** - Give examples of authority and the use of power without authority.
 - **CF.SOC.3-5.III.1.3** - Give reasons for limiting the power of government.
 - **CF.SOC.3-5.III.2** - All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.
 - **CF.SOC.3-5.III.2.1** - Interpret the development and summarize the main points in the Declaration of Independence.
 - **CF.SOC.3-5.III.2.2** - Interpret the meaning of specific rights guaranteed by the Constitution including religious liberty, free expression, privacy, property, due process of law and equal protection of the law.
 - **CF.SOC.3-5.III.2.3** - Explain responsibilities citizens have to uphold constitutional rights.
 - **CF.SOC.3-5.III.3** - All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.
 - **CF.SOC.3-5.III.3.1** - Describe what state and federal courts are expected to do.
 - **CF.SOC.3-5.III.3.2** - Describe issues that arise over constitutional rights.
 - **CF.SOC.3-5.III.4** - All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.
 - **CF.SOC.3-5.III.4.1** - Distinguish among making, enforcing, and interpreting laws.
 - **CF.SOC.3-5.III.4.2** - Explain how law is used to manage conflict in American society.
 - **CF.SOC.3-5.III.4.3** - Explain the basic organization of the local, state, and federal governments.
 - **CF.SOC.3-5.III.4.4** - Describe how citizens participate in election campaigns.
 - **CF.SOC.3-5.III.5** - All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.
 - **CF.SOC.3-5.III.5.1** - Explain various ways that nations of the world interact with each other.
 - **CF.SOC.3-5.III.5.2** - Describe events in other countries that have affected Americans and, conversely, events within the United States that have affected other countries.
- **CF.SOC.3-5.IV** - Economic Perspective
 - **CF.SOC.3-5.IV.1** - All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.
 - **CF.SOC.3-5.IV.1.1** - Explain why people must face scarcity when making economic decisions.
 - **CF.SOC.3-5.IV.1.2** - Identify the opportunity costs in personal decision making situations.
 - **CF.SOC.3-5.IV.1.3** - Use a decision making model to explain a personal choice.
 - **CF.SOC.3-5.IV.1.4** - Analyze the costs, benefits, and alternatives to using consumer credit.
 - **CF.SOC.3-5.IV.2** - All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.
 - **CF.SOC.3-5.IV.2.1** - Distinguish between natural resources, human capital, and capital equipment in the production of a good or service.
 - **CF.SOC.3-5.IV.2.2** - Distinguish among individual ownership, partnership, and corporation.
 - **CF.SOC.3-5.IV.2.3** - Examine the historical and contemporary role a major industry has played in the state of Michigan and the United States.
 - **CF.SOC.3-5.IV.3** - All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.
 - **CF.SOC.3-5.IV.3.1** - Use a decision making model to explain a choice involving a public good or service.

- **CF.SOC.3-5.IV.3.2** - Distinguish between the economic roles of local, state, and federal governments and cite examples of each.
- **CF.SOC.3-5.IV.3.3** - Use a local example to assess the effectiveness of the government at providing public goods or resolving an economic dispute.
- **CF.SOC.3-5.IV.4** - All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
 - **CF.SOC.3-5.IV.4.1** - Explain how prices are determined in a market economy and how they serve as a means of allocating resources.
 - **CF.SOC.3-5.IV.4.2** - Describe how they act as a producer and a consumer.
 - **CF.SOC.3-5.IV.4.3** - Analyze how Michigan's location has impacted its economic development.
- **CF.SOC.3-5.IV.5** - All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.
 - **CF.SOC.3-5.IV.5.1** - Trace the national origin of common household items and the trade flows which brought them to the United States.
 - **CF.SOC.3-5.IV.5.2** - Describe benefits of international trade to consumers and producers.
 - **CF.SOC.3-5.IV.5.3** - Describe how businesses are involved in trade as producers, distributors, importers, and exporters.
- **CF.SOC.3-5.V** - Inquiry
 - **CF.SOC.3-5.V.1** - All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.
 - **CF.SOC.3-5.V.1.1** - Locate information about local, state and national communities using a variety of traditional sources, electronic technologies, and direct observations.
 - **CF.SOC.3-5.V.1.2** - Organize social science information to make maps, graphs and tables.
 - **CF.SOC.3-5.V.1.3** - Interpret social science information about local, state, and national communities from maps, graphs, and charts.
 - **CF.SOC.3-5.V.2** - All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.
 - **CF.SOC.3-5.V.2.1** - Pose a social science question about Michigan or the United States.
 - **CF.SOC.3-5.V.2.2** - Gather and analyze information using appropriate information technologies to answer the question posed.
 - **CF.SOC.3-5.V.2.3** - Construct an answer to the question posed and support their answer with evidence.
 - **CF.SOC.3-5.V.2.4** - Report the result of their investigation including the procedures followed.
- **CF.SOC.3-5.VI** - Public Discourse and Decision Making
 - **CF.SOC.3-5.VI.1** - All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.
 - **CF.SOC.3-5.VI.1.1** - Pose local, state, and national policy issues as questions.
 - **CF.SOC.3-5.VI.1.2** - Explain how a particular public issue became a problem and why people disagree about it.
 - **CF.SOC.3-5.VI.1.3** - Evaluate possible resolutions of a public issue.
 - **CF.SOC.3-5.VI.2** - All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.
 - **CF.SOC.3-5.VI.2.1** - Engage each other in conversations which attempt to clarify and resolve issues pertaining to local, state, and national policy.
 - **CF.SOC.3-5.VI.3** - All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.
 - **CF.SOC.3-5.VI.3.1** - Compose a short essay expressing a decision on a local, state, or national policy issue.
- **CF.SOC.3-5.VII** - Citizen Involvement
 - **CF.SOC.3-5.VII.1** - All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.
 - **CF.SOC.3-5.VII.1.1** - Report how their behavior has been guided by concern for the law.
 - **CF.SOC.3-5.VII.1.2** - Engage in activities intended to contribute to solving a local, state or national problem they have studied.

- **CF.SOC.6-8.I** - Historical Perspective
 - **CF.SOC.6-8.I.1** - All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).
 - **CF.SOC.6-8.I.1.1** - Construct and interpret timelines of people and events from the history of Michigan and the United States through the era of Reconstruction and from the history of other regions of the world.
 - **CF.SOC.6-8.I.1.2** - Describe major factors that characterize the following eras in United States history: The Meeting of Three Worlds (beginnings to 1620), Colonization and Settlement (1585-1763), Revolution and the New Nation (1754-1815), Expansion and Reform (1801-1861) and Civil War and Reconstruction (1850-1877).
 - **CF.SOC.6-8.I.1.3** - Select a contemporary condition in Africa, Asia, Canada, Europe and Latin America and trace some of the major historical origins of each.
 - **CF.SOC.6-8.I.2** - All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.
 - **CF.SOC.6-8.I.2.1** - Use narratives and graphic data to describe the settings of significant events that shaped the development of Michigan as a state and the United States as a nation during the eras prior to Reconstruction.
 - **CF.SOC.6-8.I.2.2** - Identify and explain how individuals in history demonstrated good character and personal virtue.
 - **CF.SOC.6-8.I.2.3** - Select conditions in various parts of the world and describe how they have been shaped by events from the past.
 - **CF.SOC.6-8.I.2.4** - Use historical biographies to explain how events from the past affected the lives of individuals and how some individuals influenced the course of history.
 - **CF.SOC.6-8.I.3** - All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.
 - **CF.SOC.6-8.I.3.1** - Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation prior to the end of the era of Reconstruction.
 - **CF.SOC.6-8.I.3.2** - Analyze interpretations of major events selected from African, Asian, Canadian, European and Latin American history to reveal the perspectives of the authors.
 - **CF.SOC.6-8.I.3.3** - Show that historical knowledge is tentative and subject to change by describing interpretations of the past that have been revised when new information was uncovered.
 - **CF.SOC.6-8.I.3.4** - Compose narratives of events from the history of Michigan and of the United States prior to the era of Reconstruction.
 - **CF.SOC.6-8.I.4** - All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.
 - **CF.SOC.6-8.I.4.1** - Identify major decisions in Michigan and the United States history prior to the end of the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.
 - **CF.SOC.6-8.I.4.2** - Identify major decisions in the history of Africa, Asia, Canada, Europe and Latin America, analyze contemporary factors contributing to the decisions and consider alternative courses of action.
 - **CF.SOC.6-8.I.4.3** - Identify the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.
 - **CF.SOC.6-8.I.4.4** - Select historic decisions and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.
- **CF.SOC.6-8.II** - Geographic Perspective
 - **CF.SOC.6-8.II.1** - All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
 - **CF.SOC.6-8.II.1.1** - Locate and describe the diverse places, cultures, and communities of major world regions.
 - **CF.SOC.6-8.II.1.2** - Describe and compare characteristics of major world cultures including language, religion, belief systems, gender roles, and traditions.
 - **CF.SOC.6-8.II.1.3** - Explain why people live and work as they do in different regions.
 - **CF.SOC.6-8.II.2** - All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
 - **CF.SOC.6-8.II.2.1** - Locate, describe, and compare the ecosystems, resources, and human environment interactions of major world regions.
 - **CF.SOC.6-8.II.2.2** - Locate major ecosystems, describe their characteristics, and explain the process that created them.
 - **CF.SOC.6-8.II.2.3** - Explain the importance of different kinds of ecosystems to people.

- **CF.SOC.6-8.II.2.4** - Explain how humans modify the environment and describe some of the possible consequences of those modifications.
- **CF.SOC.6-8.II.2.5** - Describe the consequences of human/environment interactions in several different types of environment.
- **CF.SOC.6-8.II.3** - All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.
 - **CF.SOC.6-8.II.3.1** - Locate and describe major economic activities and occupations of major world regions and explain the reasons for their locations.
 - **CF.SOC.6-8.II.3.2** - Explain how governments have divided land and sea areas into different regions.
 - **CF.SOC.6-8.II.3.3** - Describe how and why people, goods and services, and information move within world regions and between regions.
 - **CF.SOC.6-8.II.3.4** - Describe the major economic and political connections between the United States and different world regions and explain their causes and consequences.
- **CF.SOC.6-8.II.4** - All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.
 - **CF.SOC.6-8.II.4.1** - Draw a sketch map of the world from memory.
 - **CF.SOC.6-8.II.4.2** - Locate and describe major cultural, economic, political and environmental features of Africa, Europe, Asia, Australia and North and South America and the processes that created them.
 - **CF.SOC.6-8.II.4.3** - Describe major patterns of world population, physical features, ecosystems, cultures and explain some of the factors causing the patterns.
 - **CF.SOC.6-8.II.4.4** - Compare major world regions with respect to cultures, economy, governmental systems, environment, and communications.
- **CF.SOC.6-8.II.5** - All students will describe and explain the causes, consequences, and geographic context of major global issues and events.
 - **CF.SOC.6-8.II.5.1** - Describe how social and scientific changes in regions may have global consequences.
 - **CF.SOC.6-8.II.5.2** - Describe the geographic aspects of events taking place in different world regions.
 - **CF.SOC.6-8.II.5.3** - Explain how elements of the physical geography, culture, and history of the region may be influencing current events.
- **CF.SOC.6-8.III** - Civic Perspective
 - **CF.SOC.6-8.III.1** - All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.
 - **CF.SOC.6-8.III.1.1** - Describe how the federal government in the United States serves the purposes set forth in the Preamble to the Constitution.
 - **CF.SOC.6-8.III.1.2** - Distinguish between representative democracy in the United States and other forms of government.
 - **CF.SOC.6-8.III.1.3** - Explain how the rule of law protects individual rights and serves the common good.
 - **CF.SOC.6-8.III.1.4** - Explain the importance of limited government to protect political and economic freedom.
 - **CF.SOC.6-8.III.2** - All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.
 - **CF.SOC.6-8.III.2.1** - Identify the essential ideas expressed in the Declaration of Independence and the origins of those ideas, and explain how they set the foundation for civic life, politics and government in the United States.
 - **CF.SOC.6-8.III.2.2** - Describe provisions of the U.S. Constitution which delegate to government the powers necessary to fulfill the purposes for which it was established.
 - **CF.SOC.6-8.III.2.3** - Explain means for limiting the powers of government established by the U.S. Constitution.
 - **CF.SOC.6-8.III.3** - All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.
 - **CF.SOC.6-8.III.3.1** - Distinguish between civil and criminal procedure.
 - **CF.SOC.6-8.III.3.2** - Identify disparities between American ideals and realities and propose ways to reduce them.
 - **CF.SOC.6-8.III.4** - All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.
 - **CF.SOC.6-8.III.4.1** - Evaluate information and arguments from various sources in order to evaluate candidates for public office.
 - **CF.SOC.6-8.III.4.2** - Explain how the Constitution is maintained as the supreme law of the land.
 - **CF.SOC.6-8.III.5** - All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.
 - **CF.SOC.6-8.III.5.1** - Describe the purposes and functions of major international, governmental organizations.
 - **CF.SOC.6-8.III.5.2** - Describe means used by the United States to resolve international conflicts.
- **CF.SOC.6-8.IV** - Economic Perspective
 - **CF.SOC.6-8.IV.1** - All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.
 - **CF.SOC.6-8.IV.1.1** - Use economic reasoning when comparing price, quality and features of goods and services.

- **CF.SOC.6-8.IV.1.2** - Evaluate employment and career opportunities in light of economic trends.
- **CF.SOC.6-8.IV.1.3** - Analyze the reliability of information when making economic decisions.
- **CF.SOC.6-8.IV.2** - All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.
 - **CF.SOC.6-8.IV.2.1** - Using a real example, describe how business practices, profit, and a willingness to take risks, enabled an entrepreneur to operate.
 - **CF.SOC.6-8.IV.2.2** - Compare various methods for the production and distribution of goods and services.
 - **CF.SOC.6-8.IV.2.3** - Describe the effects of a current public policy on businesses.
 - **CF.SOC.6-8.IV.2.4** - Examine the historical and contemporary role an industry has played and continues to play in a community.
- **CF.SOC.6-8.IV.3** - All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.
 - **CF.SOC.6-8.IV.3.1** - Distinguish between public and private goods using contemporary examples.
 - **CF.SOC.6-8.IV.3.2** - Identify and describe different forms of economic measurement.
 - **CF.SOC.6-8.IV.3.3** - Use case studies to assess the role of government in the economy.
 - **CF.SOC.6-8.IV.3.4** - Distinguish different forms of taxation and describe their effects.
- **CF.SOC.6-8.IV.4** - All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
 - **CF.SOC.6-8.IV.4.1** - Compare the historical record of market economies in solving the problem of scarcity.
 - **CF.SOC.6-8.IV.4.2** - Describe the roles of the various economic institutions which comprise the American economic system such as governments, business firms, labor unions, banks, and households.
 - **CF.SOC.6-8.IV.4.3** - Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in the American economy.
 - **CF.SOC.6-8.IV.4.4** - Analyze how purchasers obtain information about goods and services from advertising and other sources.
- **CF.SOC.6-8.IV.5** - All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.
 - **CF.SOC.6-8.IV.5.1** - Identify the current and potential contributions of national and world regions to trade.
 - **CF.SOC.6-8.IV.5.2** - Examine the role of the United States government in regulating commerce as stated in the United States Constitution.
 - **CF.SOC.6-8.IV.5.3** - Describe the historical development of the different means of payment such as barter, precious metals, or currency to facilitate exchange.
- **CF.SOC.6-8.V** - Inquiry
 - **CF.SOC.6-8.V.1** - All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.
 - **CF.SOC.6-8.V.1.1** - Locate and interpret information about the natural environments and cultures of countries using a variety of primary and secondary sources and electronic technologies, including computers and telecommunications where appropriate.
 - **CF.SOC.6-8.V.1.2** - Use traditional and electronic means to organize social science information and to make maps, graphs, and tables.
 - **CF.SOC.6-8.V.1.3** - Interpret social science information about the natural environment and cultures of countries from a variety of primary and secondary sources.
 - **CF.SOC.6-8.V.2** - All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.
 - **CF.SOC.6-8.V.2.1** - Pose a social science question about a culture, world region, or international problem.
 - **CF.SOC.6-8.V.2.2** - Gather and analyze information using appropriate information technologies to answer the question posed.
 - **CF.SOC.6-8.V.2.3** - Construct an answer to the question posed and support their answer with evidence.
 - **CF.SOC.6-8.V.2.4** - Report the results of their investigation including procedures followed and possible alternative conclusions.
- **CF.SOC.6-8.VI** - Public Discourse and Decision Making
 - **CF.SOC.6-8.VI.1** - All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.
 - **CF.SOC.6-8.VI.1.1** - State public policy issues and their related ethical, definitional, and factual issues as questions.
 - **CF.SOC.6-8.VI.1.2** - Trace the origins of a public issue.
 - **CF.SOC.6-8.VI.1.3** - Explain how culture and experiences shape positions that people take on an issue.
 - **CF.SOC.6-8.VI.2** - All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.

- **CF.SOC.6-8.VI.2.1** - Engage each other in conversations which attempt to clarify and resolve national and international policy issues.
- **CF.SOC.6-8.VI.3** - All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.
- **CF.SOC.6-8.VI.3.1** - Compose essays expressing decisions on national and international policy issues.
- **CF.SOC.6-8.VII** - Citizen Involvement
- **CF.SOC.6-8.VII.1** - All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.
- **CF.SOC.6-8.VII.1.1** - Use laws and other ethical rules to evaluate their own conduct and the conduct of others.
- **CF.SOC.6-8.VII.1.2** - Engage in activities intended to contribute to solving a national or international problem they have studied.

- **CF.SOC.9-12.I - Historical Perspective**
- **CF.SOC.9-12.I.1** - All students will sequence chronologically the following eras of American history and key events within these eras in order to examine relationships and to explain cause and effect: The Meeting of Three Worlds (beginnings to 1620); Colonization and Settlement (1585-1763); Revolution and the New Nation (1754-1815); Expansion and Reform (1801-1861); and Civil War and Reconstruction (1850-1877); The Development of the Industrial United States (1870-1900); The Emergence of Modern America (1890-1930); The Great Depression and World War II (1929-1945); Post War United States (1945-1970); and Contemporary United States (1968-present).
 - **CF.SOC.9-12.I.1.1** - Construct and interpret timelines of people and events in the history of Michigan and the United States since the era of Reconstruction.
 - **CF.SOC.9-12.I.1.2** - Describe major factors that characterize the following eras in United States history: The Development of the Industrial United States (1870-1900), The Emergence of Modern America (1890-1930), The Great Depression and World War II (1929-1945), Post War United States (1945-1970) and Contemporary United States (1968-present).
 - **CF.SOC.9-12.I.1.3** - Identify some of the major eras in world history and describe their defining characteristics.
- **CF.SOC.9-12.I.2** - All students will understand narratives about major eras of American and world history by identifying the people involved, describing the setting, and sequencing the events.
 - **CF.SOC.9-12.I.2.1** - Draw upon narratives and graphic data to explain significant events that shaped the development of Michigan as a state and the United States as a nation during the eras since Reconstruction.
 - **CF.SOC.9-12.I.2.2** - Identify and explain how individuals in history demonstrated good character and personal virtue.
 - **CF.SOC.9-12.I.2.3** - Select events and individuals from the past that have had global impact on the modern world and describe their impact.
- **CF.SOC.9-12.I.3** - All students will reconstruct the past by comparing interpretations written by others from a variety of perspectives and creating narratives from evidence.
 - **CF.SOC.9-12.I.3.1** - Use primary and secondary records to analyze significant events that shaped the development of Michigan as a state and the United States as a nation since the era of Reconstruction.
 - **CF.SOC.9-12.I.3.2** - Challenge arguments of historical inevitability by formulating examples of how different choices could have led to different consequences.
 - **CF.SOC.9-12.I.3.3** - Select contemporary problems in the world and compose historical narratives that explain their antecedents.
- **CF.SOC.9-12.I.4** - All students will evaluate key decisions made at critical turning points in history by assessing their implications and long-term consequences.
 - **CF.SOC.9-12.I.4.1** - Identify major decisions in the history of Michigan and the United States since the era of Reconstruction, analyze contemporary factors contributing to the decisions and consider alternative courses of action.
 - **CF.SOC.9-12.I.4.2** - Evaluate the responses of individuals to historic violations of human dignity involving discrimination, persecution and crimes against humanity.
 - **CF.SOC.9-12.I.4.3** - Analyze key decisions by drawing appropriate historical analogies.
 - **CF.SOC.9-12.I.4.4** - Select pivotal decisions in United States history and evaluate them in light of core democratic values and resulting costs and benefits as viewed from a variety of perspectives.
- **CF.SOC.9-12.II - Geographic Perspective**
- **CF.SOC.9-12.II.1** - All students will describe, compare, and explain the locations and characteristics of places, cultures, and settlements.
 - **CF.SOC.9-12.II.1.1** - Describe how major world issues and events affect various people, societies, places, and cultures in different ways.
 - **CF.SOC.9-12.II.1.2** - Explain how culture might affect women's and men's perceptions.
- **CF.SOC.9-12.II.2** - All students will describe, compare, and explain the locations and characteristics of ecosystems, resources, human adaptation, environmental impact, and the interrelationships among them.
 - **CF.SOC.9-12.II.2.1** - Describe the environmental consequences of major world processes and events.
 - **CF.SOC.9-12.II.2.2** - Assess the relationship between property ownership and the management of natural resources.
- **CF.SOC.9-12.II.3** - All students will describe, compare, and explain the locations and characteristics of economic activities, trade, political activities, migration, information flow, and the interrelationships among them.
 - **CF.SOC.9-12.II.3.1** - Describe major world patterns of economic activity and explain the reasons for the patterns.
 - **CF.SOC.9-12.II.3.2** - Explain how events have causes and consequences in different parts of the world.
- **CF.SOC.9-12.II.4** - All students will describe and compare characteristics of ecosystems, states, regions, countries, major world regions, and patterns and explain the processes that created them.
 - **CF.SOC.9-12.II.4.1** - Explain how major world processes affect different world regions.

- **CF.SOC.9-12.II.4.2** - Explain how major world regions are changing.
- **CF.SOC.9-12.II.4.3** - Explain how processes like population growth, economic development, urbanization resource use, international trade, global communication, and environmental impact are affecting different world regions.
- **CF.SOC.9-12.II.4.4** - Describe major patterns of economic development and political systems and explain some of the factors causing them.
- **CF.SOC.9-12.II.5** - All students will describe and explain the causes, consequences, and geographic context of major global issues and events.
 - **CF.SOC.9-12.II.5.1** - Explain how geography and major world processes influence major world events.
 - **CF.SOC.9-12.II.5.2** - Explain the causes and importance of global issues involving cultural stability and change, economic development and international trade, resource use, environmental impact, conflict and cooperation, and explain how they may affect the future.
- **CF.SOC.9-12.III** - Civic Perspective
 - **CF.SOC.9-12.III.1** - All students will identify the purposes of national, state, and local governments in the United States, describe how citizens organize government to accomplish their purposes, and assess their effectiveness.
 - **CF.SOC.9-12.III.1.1** - Explain the advantages and disadvantages of a federal system of government.
 - **CF.SOC.9-12.III.1.2** - Evaluate how effectively the federal government is serving the purposes for which it was created.
 - **CF.SOC.9-12.III.1.3** - Evaluate the relative merits of the American presidential system and parliamentary systems.
 - **CF.SOC.9-12.III.2** - All students will explain the meaning and origin of the ideas, including the core democratic values expressed in the Declaration of Independence, the Constitution, and other foundational documents of the United States.
 - **CF.SOC.9-12.III.2.1** - Identify benefits and challenges of diversity in American life.
 - **CF.SOC.9-12.III.2.2** - Use the ideas in the Declaration of Independence to evaluate the conduct of citizens, political behavior, and the practices of government.
 - **CF.SOC.9-12.III.3** - All students will describe the political and legal processes created to make decisions, seek consensus and resolve conflicts in a free society.
 - **CF.SOC.9-12.III.3.1** - Using actual cases, evaluate the effectiveness of civil and criminal courts in the United States.
 - **CF.SOC.9-12.III.3.2** - Explain why people may agree on democratic values in the abstract but disagree when they are applied to specific situations.
 - **CF.SOC.9-12.III.3.3** - Evaluate possible amendments to the Constitution.
 - **CF.SOC.9-12.III.4** - All students will explain how American governmental institutions, at the local, state, and federal levels, provide for the limitation and sharing of power and how the nation's political system provides for the exercise of power.
 - **CF.SOC.9-12.III.4.1** - Evaluate proposals for reform of the political system.
 - **CF.SOC.9-12.III.4.2** - Analyze causes of tension between the branches of government.
 - **CF.SOC.9-12.III.5** - All students will understand how the world is organized politically, the formation of American foreign policy and the roles the United States plays in the international arena.
 - **CF.SOC.9-12.III.5.1** - Describe the influence of the American concept of democracy and individual rights in the world.
 - **CF.SOC.9-12.III.5.2** - Evaluate foreign policy positions in light of national interests and American values.
 - **CF.SOC.9-12.III.5.3** - Decide what the relationship should be between the United States and international organizations.
- **CF.SOC.9-12.IV** - Economic Perspective
 - **CF.SOC.9-12.IV.1** - All students will describe and demonstrate how the economic forces of scarcity and choice affect the management of personal financial resources, shape consumer decisions regarding the purchase, use, and disposal of goods and services and affect the economic well-being of individuals and society.
 - **CF.SOC.9-12.IV.1.1** - Design a strategy for earning, spending, saving, and investing their resources.
 - **CF.SOC.9-12.IV.1.2** - Evaluate the impact on households of alternative solutions to societal problems such as health care, housing, or energy use.
 - **CF.SOC.9-12.IV.1.3** - Analyze ways individuals can select suppliers of goods and services and protect themselves from deception in the marketplace.
 - **CF.SOC.9-12.IV.2** - All students will explain and demonstrate how businesses confront scarcity and choice when organizing, producing, and using resources, and when supplying the marketplace.
 - **CF.SOC.9-12.IV.2.1** - Outline the decision making process a business goes through when deciding whether to export to a foreign market.
 - **CF.SOC.9-12.IV.2.2** - Evaluate ways to resolve conflicts resulting from differences between business interests and community values.
 - **CF.SOC.9-12.IV.3** - All students will describe how government decisions on taxation, spending, public goods, and regulation impact what is produced, how it is produced, and who receives the benefits of production.
 - **CF.SOC.9-12.IV.3.1** - Describe the use of economic indicators and assess their accuracy.
 - **CF.SOC.9-12.IV.3.2** - Distinguish between monetary and fiscal policy and explain how each might be applied to problems such as unemployment and inflation.
 - **CF.SOC.9-12.IV.3.3** - Compare governmental approaches to economic growth in developing countries.
 - **CF.SOC.9-12.IV.3.4** - Evaluate a government spending program on the basis of its intended and unintended results.
 - **CF.SOC.9-12.IV.3.5** - Select criteria to use in evaluating tax policy.

- **CF.SOC.9-12.IV.4** - All students will explain how a free market economic system works, as well as other economic systems, to coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.
 - **CF.SOC.9-12.IV.4.1** - Use case studies to exemplify how supply and demand, prices, incentives, and profits determine what is produced and distributed in a competitive world market.
 - **CF.SOC.9-12.IV.4.2** - Describe relationships between a domestic economy and the international economic system.
 - **CF.SOC.9-12.IV.4.3** - Evaluate the United States and other economic systems on their ability to achieve broad social goals such as freedom, efficiency, equity, security, development, and stability.
 - **CF.SOC.9-12.IV.4.4** - Describe relationships among the various economic institutions that comprise economic systems such as households, business firms, banks, government agencies, and labor unions.
 - **CF.SOC.9-12.IV.4.5** - Compare and contrast a free market economic system with other economic systems.
- **CF.SOC.9-12.IV.5** - All students will describe how trade generates economic development and interdependence and analyze the resulting challenges and benefits for individuals, producers, and government.
 - **CF.SOC.9-12.IV.5.1** - Evaluate the benefits and problems of an economic system built on voluntary exchange.
 - **CF.SOC.9-12.IV.5.2** - Trace the historical development of international trading ties.
 - **CF.SOC.9-12.IV.5.3** - Explain how specialization, interdependence and economic development are related.
 - **CF.SOC.9-12.IV.5.4** - Describe the effect of currency exchange, tariffs, quotas, and product standards on world trade and domestic economic activity.
- **CF.SOC.9-12.V** - Inquiry
 - **CF.SOC.9-12.V.1** - All students will acquire information from books, maps, newspapers, data sets and other sources, organize and present the information in maps, graphs, charts and timelines, interpret the meaning and significance of information, and use a variety of electronic technologies to assist in accessing and managing information.
 - **CF.SOC.9-12.V.1.1** - Locate information pertaining to a specific social science topic in-depth using a variety of sources and electronic technologies.
 - **CF.SOC.9-12.V.1.2** - Use traditional and electronic means to organize and interpret information pertaining to a specific social science topic and prepare it for in-depth presentation.
 - **CF.SOC.9-12.V.1.3** - Develop generalizations pertaining to a specific social science topic by interpreting information from a variety of sources.
 - **CF.SOC.9-12.V.2** - All students will conduct investigations by formulating a clear statement of a question, gathering and organizing information from a variety of sources, analyzing and interpreting information, formulating and testing hypotheses, reporting results both orally and in writing, and making use of appropriate technology.
 - **CF.SOC.9-12.V.2.1** - Conduct an investigation prompted by a social science question and compare alternative interpretations of their findings.
 - **CF.SOC.9-12.V.2.2** - Report the results of their investigation including procedures followed and a rationale for their conclusions.
- **CF.SOC.9-12.VI** - Public Discourse and Decision Making
 - **CF.SOC.9-12.VI.1** - All students will state an issue clearly as a question of public policy, trace the origins of the issue, analyze various perspectives people bring to the issue and evaluate possible ways to resolve the issue.
 - **CF.SOC.9-12.VI.1.1** - Generate possible alternative resolutions to public issues and evaluate them using criteria that have been identified.
 - **CF.SOC.9-12.VI.2** - All students will engage their peers in constructive conversation about matters of public concern by clarifying issues, considering opposing views, applying democratic values, anticipating consequences, and working toward making decisions.
 - **CF.SOC.9-12.VI.2.1** - Engage each other in elaborated conversations that deeply examine public policy issues and help make reasoned and informed decisions.
 - **CF.SOC.9-12.VI.3** - All students will compose coherent written essays that express a position on a public issue and justify the position with reasoned arguments.
 - **CF.SOC.9-12.VI.3.1** - Compose extensively elaborated essays expressing and justifying decisions on public policy issues.
- **CF.SOC.9-12.VII** - Citizen Involvement
 - **CF.SOC.9-12.VII.1** - All students will consider the effects of an individual's actions on other people, how one acts in accordance with the rule of law, and how one acts in a virtuous and ethically responsible way as a member of society.
 - **CF.SOC.9-12.VII.1.1** - Act out of respect for the rule of law and hold others accountable to the same standard.
 - **CF.SOC.9-12.VII.1.2** - Plan and conduct activities intended to advance their views on matters of public policy, report the results of their efforts and evaluate their effectiveness.