

	<b>CAS- History</b>	<b>CAS- Geography</b>	<b>CAS- Economics</b>	<b>CAS- Civics</b>
<b>Sixth Grade</b>	<p>1. Formulate appropriate hypotheses about US history based on a variety of historical sources and perspectives. <b>B:</b> Analyze evidence from multiple sources, including those with conflicting accounts about specific events United States history. <b>D:</b> Construct a written historical argument on the use or understanding of primary and secondary sources.</p> <p>2. The Historical eras, individuals, groups, ideas, and themes from the origin of the American Revolution through Reconstruction and their relationships with one another. <b>C:</b> Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.</p>	<p>1. Use geographic tools to analyze patterns in human and physical systems. <b>B:</b> Explain the establishment of human settlements in relationship to physical attributes and important regional connection.</p>	<p>1. Economic freedom, including free trade, is important for economic growth. <b>A:</b> Give examples of international differences in resources, productivity, and prices that provide a basis for international trade.</p>	<p>1. Analyze elements of continuity and change in the United States government and the role of citizens over time. <b>A:</b> Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.</p>
<b>Seventh Grade</b>	<p>1. Seek and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence. <b>A:</b> Determine and explain the interdependence of people around the world during significant eras or events. <b>B:</b> Analyze historical sources for accuracy and point of view while formulating historical questions. Sources to include but not limited to art, artifacts, eyewitness accounts, letters and diaries, artifacts, real or simulated historical sites, charts, graphs, diagrams, and written texts.</p>	<p>1. Use geographic tools to gather data and make geographic inferences and predictions. <b>A:</b> Interpret maps and other geographic tools to find patterns in human and physical systems.</p> <p>2. Regions have different issues and perspectives. <b>D:</b> Explain how the physical environment of a place influences its economy, culture, and trade patterns.</p>	<p>1. Supply and demand influence price and profit in a market economy. <b>A:</b> Define supply and demand.</p>	<p>1. Different forms of government and international organizations and their influence in the world community. <b>C:</b> Analyze conflicts among nations including causes and consequences.</p>
<b>Eighth Grade</b>	<p>1. Formulate appropriate hypotheses about United States history based on a variety of historical sources and perspectives. <b>B:</b> Analyze evidence from multiple sources including those with conflicting accounts about specific events in United States history. <b>D:</b> Construct a written historical argument on the use or understanding of primary and secondary sources.</p> <p>2. The historical eras, individuals, groups, ideas and themes from the origins of the American Revolution through Reconstruction and their relationships with one another. <b>C:</b> Examine factors that motivated the military and economic expansion from the American Revolution through Reconstruction.</p>	<p>1. Use geographic tools to analyze patterns in human and physical systems. <b>D:</b> Explain the establishment of human settlements in relationship to physical attributes and important regional connection.</p>	<p>1. Economic freedom, including free trade, is important for economic growth. <b>A:</b> Give examples of international differences in resources, productivity, and prices that provide a basis for international trade.</p>	<p>1. Analyze elements of continuity and change in the United States government and the role of citizens over time. <b>A:</b> Describe instances in which major political, social, economic, or cultural changes occurred and the reasons for the changes.</p>
<b>High School</b>	<p>1. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence. <b>A:</b> Evaluate a historical source for point of view and historical context.</p> <p>2. The key concepts of continuity and change, cause and effect, complexity, unity and diversity over time. <b>B:</b> Investigate causes and effects of significant events in world history.</p> <p>3. The significance of ideas as powerful forces throughout history. <b>B:</b> Investigate the historical development of and impact of major scientific and technological innovations. Topics to include but not limited to the Industrial Revolution.</p>	<p>3. The interconnected nature of the world, its people and places. <b>C:</b> Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions.</p>	<p>3. Government and competition affect markets. <b>A:</b> Analyze the role of government within different economies. Topics to include but not limited to command socialism, communism, and market capitalism.</p>	<p>1. Research, formulate positions, and engage in appropriate civic participation to address local, state, and national issues or policies. <b>C:</b> Describe the roles and influence of individuals, groups, and the press as checks on governmental practices.</p>