

Grade 9

Grade 10

Grade 11

Grade 12

Grades 9-12

Grades 9-12 Standard 1: Self-awareness and self-management	
Objectives	Students will:
9-12.1.01	<p>Analyze how thoughts and emotions affect decision making and responsible behavior. SS.9.E.1 Define scarcity and demonstrate the role of opportunity costs in decision making Grades 9-12 HE.HS.4.02 Identify or role play healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).</p>
9-12.1.02	<p>Evaluate how expressing one's emotions in different situation affects others. ELA.9.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. • Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed. • Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions. • Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented <p>ELA.10.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and</p>

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- *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
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ELA.11.SL.C13.1 *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.*

- *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
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- *Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what*

additional information or research is required to deepen the investigation or complete the task

ELA.12.SL.C13.1 *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.*

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9-12.1.03

Generate ways to develop more positive attitudes and evaluate how expressing positive attitudes influence others.

Grades 9-12

HE.HS.7.06 *Identify ways to develop good character and improve self-esteem (e.g., self-efficacy, role playing).*

9-12.1.04

Set priorities and monitor progress for self improvement that builds on one's strengths.

Grades 9-10

SS.9-10.L.14 *Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience*

Grades 11-12

SS.11-12.L.14 *Develop and strengthen writing as needed by planning,*

revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

SS.12.C.1 *Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (examples include individual service projects, patriotic events, mock trials, group initiatives, community volunteerism)*

Grades 9-12

HE.HS.6.02 *Develop a plan to attain a personal health goal that addresses strengths, needs, and risks (e.g., short-term/long-term goals).*

HE.HS.6.03 *Implement strategies and monitor progress in achieving a personal health goal (e.g., periodic assessment).*

9-12.1.05

Analyze how positive adult role models and support systems contribute to school and life success.

SS.12.C.15 *Determine the roles, powers and obligations of the President of the United States and synthesize how various presidents have expanded the role of the presidency, both in America and the world*

Grades 9-12

HE.HS.2.04 *Identify factors in the community that influence health (e.g., schools, religion, traditions, socioeconomic factors, geography, values).*

HE.HS.8.03 *Promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).*

HE.HS.8.04 *Identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.*

9-12.1.06

Evaluate how one's interests, roles, and responsibilities contribute to school and life success.

SS.11.C.4 *Evaluate then defend the importance of the fundamental democratic values and principles of United States constitutional democracy in a global context including conflicts between individuals, communities and nations.*

- *liberty and equality*
- *individual rights and the common good*
- *majority rule and minority rights*
- *rule of law and ethics (e.g., civil disobedience)*

	<ul style="list-style-type: none"> • patriotism <p>SS.11.C.5 Justify the duties of citizens that are necessary to preserve global democracy.</p> <ul style="list-style-type: none"> • public forums (local, national, and/or global) • analysis of voting apathy and resulting consequences • personal freedoms throughout the world • role of international government and non-government organizations (e.g., League of Nations and U.N.) <p>SS.11.C.7 Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veteran’s of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.)</p>
	<p>SS.12.C.1 Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (examples include individual service projects, patriotic events, mock trials, group initiatives, community volunteerism)</p> <p>Grades 9-12</p> <p>HE.HS.6.01 Assess personal health practices and overall health status (e.g., personal assessments, medical screenings, health-fair).</p> <p>HE.HS.7.02 Recognize and demonstrate the positive effects of nutrition and physical activity on health.</p>
9-12.1.07	<p>Identify and make use of resources to overcome obstacles and achieve goals.</p> <p>SS.9.C.5 Examine conflicts and resolutions between groups throughout history and use past outcomes to hypothesize the outcomes of modern conflicts</p> <p>Grades 9-12</p> <p>HE.HS.3.03 Locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, yellow pages).</p> <p>HE.HS.7.04 Identify signs of stress (e.g., physical, mental/emotional, social) and common stressors (e.g., personal, environmental) and develop effective stress management techniques.</p> <p>HE.HS.7.05 Identify causes, warning signs (e.g., physical mental/emotional) and prevention strategies of depression and suicide (e.g., counselors, hotlines, outreach programs).</p> <p>HE.HS.8.03 Promote the use of personal, family and community</p>

9-12.1.08	<p>resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).</p> <p>HE.HS.8.04 Identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.</p> <p>Set post-secondary goals with action steps, timeframes, and criteria for evaluating achievement.</p> <p>Grades 9-12</p> <p>HE.HS.6.04 Design an effective long-term personal health plan (e.g., individualized/group projects).</p>
Grades 9-12	Standard 2: Social-awareness and Interpersonal Skills
Objectives	Students will:
9-12.2.01	<p>Analyze similarities and differences between one’s own and others’ perspectives and demonstrate how to express understanding or those who hold different opinions.</p> <p>SS.9.C.6 Compare and contrast political ideologies in order to analyze the evolving role of government in world affairs prior to the year 1900 (e.g., democracies, republics, dictatorships, various types of monarchies, oligarchies, theocracies and parliamentary systems)</p> <p>SS.9.G.2 explain how altering the environment has brought prosperity to some places and created environmental dilemmas for others</p> <p>SS.9.G.4 Explain how migration of people and movement of goods and ideas can enrich cultures, but also create tensions</p> <p>SS.9.H.CL2.2 Investigate the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations</p> <p>Grades 9-10</p> <p>SS.9-10.L.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts</p> <p>ELA.9.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</p> <ul style="list-style-type: none"> • Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by

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- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.*
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- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*

SS.10.C.1 *Compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions and create a cooperative and peaceful solution to controversial government policies and actions*

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justify their own views and understanding and make new connections in light of the evidence and reasoning presented

Grades 11-12

SS.11-12.L.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence

SS.11.C.1 *Compare and contrast various citizens' responses to controversial government actions and debate decisions*

SS.11.C.3 *Evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade and the P.A.T.R.I.O.T. Act)*

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SS.12.C.17 *Apply the concepts of legal precedent through past and present landmark Supreme Court cases, interpretations of the Constitution by the Supreme Court and the impact of these decisions on American society*

SS.12.C.20 *Assess the influence of the media on public opinion and on*

the decisions of elected officials and the bureaucracy:

- *bias in reporting and editorials*
- *push pull polls and selective reporting of citizen opinions*
- *advertisement and campaign ads*
- *reporting of news out of context*

SS.12.C.25 *Compare and contrast the values, ideals and principles that are the foundation of a democratic republic and the role citizens play in a constitutional democracy to the theories and practices of non-democratic governments (e.g. socialism found in communism and nationalism found in fascism)*

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Grades 9-12

HE.HS.2.01 *Recognize cultural diversities and their influences on health behaviors (e.g., alcohol, tobacco, and other drugs, life expectancy, risky behaviors).*

9-12.2.02

Use conversation skills to understand others' feelings and

perspectives and demonstrate ways to express empathy for others.

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SS.10.G.3 *Interpret how people express attachment to places and regions (e.g., by reference to essays, novels, poems, short stories, feature films and songs)*

SS.10.G.4 *Evaluate the impact of health and cultural considerations on the quality of life over different historical time periods (e.g., Colonial America, westward movement, late 19th and early 20th centuries and impact of epidemics)*

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SS.11.C.1 *Compare and contrast various citizens' responses to controversial government actions and debate decisions*

SS.11.C.6 *Examine the global challenges of the post 9/11 world and predict problems of the future (e.g., terrorism, weapons of mass destruction, demographic shifts, famine, natural disasters, climate change, and religious, cultural and ideological conflicts)*

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9-12.2.03

Analyze the origins and negative effects of stereotyping and prejudice and evaluate strategies for opposing stereotyping and prejudice.

SS.9.C.2 *Analyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations*

SS.9.C.7 *Explain how individuals and organizations use nonviolent protests, boycotts, riots and other measures as tools in the struggle for civil rights and freedom*

SS.10.C.5 *Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age)*

SS.11.G.5 Hypothesize how human and environmental interactions (e.g., terrorist attacks, pollution, global warming and overpopulation) pose a threat to mankind and the environment

SS.11.C.6 Examine the global challenges of the post 9/11 world and predict problems of the future (e.g., terrorism, weapons of mass destruction, demographic shifts, famine, natural disasters, climate change, and religious, cultural and ideological conflicts)

SS.12.C.4 Consider factors that subvert liberty which include lack of education, voter apathy, disenfranchisement, civil inequalities, economic issues, loss of public trust, and misuse of government power to collaborate, compromise and reach a consensus that informed citizens can use to defend and perpetuate the American Republic

Grades 9-12

HE.HS.4.01 Utilize effective communication skills concerning alcohol, tobacco, and other drugs, nutrition, sexuality, and relationships with peers, family and others.

HE.HS.4.02 Identify or role play healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).

HE.HS.4.03 Demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).

9-12.2.04

Demonstrate respect for individuals from different social and cultural groups.

SS.9.C.2 Analyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations

SS.9.H.CL2.2 Investigate the various components of culture and civilization including customs, norms, values, traditions, political systems, economic systems, religious beliefs and philosophies in ancient river civilizations

ELA.9.SL.C13.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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Grades 9-12

HE.HS.2.01 *Demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).*

SS.10.G.5 *Analyze the characteristics of cultural contributions of Native Americans, African Americans, Hispanics and all immigrants (e.g., Germans, Italians and Irish) to the new nation*

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9-12.2.05

Evaluate how advocacy for the rights of others contributes to the common good.

SS.9.C.2 Analyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations

SS.9.C.3 Research and categorize multiple current and historical world aid organizations and assess the importance of global volunteerism as a 21st century citizen (e.g., Amnesty International, Doctors Without Borders, Human Rights Campaign, International Red Cross, Invisible Children, Peace Corps, etc.)

SS.9.C.7 Explain how individuals and organizations use nonviolent protests, boycotts, riots and other measures as tools in the struggle for civil rights and freedom

SS.11.C.4 Evaluate then defend the importance of the fundamental democratic values and principles of United States constitutional democracy in a global context including conflicts between individuals, communities and nations.

- liberty and equality
- individual rights and the common good
- majority rule and minority rights
- rule of law and ethics (e.g., civil disobedience)
- patriotism

SS.11.C.5 Justify the duties of citizens that are necessary to preserve global democracy.

- public forums (local, national, and/or global)
- analysis of voting apathy and resulting consequences
- personal freedoms throughout the world
- role of international government and non-government organizations (e.g., League of Nations and U.N.)

SS.12.C.1 Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American

9-12.2.06	<p>government through community service and service-learning (examples include individual service projects, patriotic events, mock trials, group initiatives, community volunteerism)</p> <p>SS.12.C.21 Investigate the impact that special interest groups have on shaping public policy at local, state, and national levels</p>
	<p>Grades 9-12</p> <p>HE.HS.8.05 Demonstrate that he/she is a responsible and productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).</p>
	<p>Evaluate the effects of requesting support from and providing support to others.</p> <p>SS.9.C.7 Explain how individuals and organizations use nonviolent protests, boycotts, riots and other measures as tools in the struggle for civil rights and freedom</p>
	<p>SS.10.C.6 Examine, select and participate in a volunteer service or project</p> <p>SS.11.C.5 Justify the duties of citizens that are necessary to preserve global democracy.</p>
	<ul style="list-style-type: none"> • public forums (local, national, and/or global) • analysis of voting apathy and resulting consequences • personal freedoms throughout the world • role of international government and non-government organizations (e.g., League of Nations and U.N.) <p>SS.11.C.7 Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veteran’s of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.)</p> <p>SS.12.C.1 Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (examples include individual service projects, patriotic events, mock trials, group initiatives, community volunteerism)</p> <p>SS.12.C.21 Investigate the impact that special interest groups have on shaping public policy at local, state, and national levels</p>
9-12.2.07	<p>Evaluate the application of communication and social skills in daily interactions with peers, teachers, and families.</p> <p>SS.9.C.5 Examine conflicts and resolutions between groups throughout</p>

history and use past outcomes to hypothesize the outcomes of modern conflicts

ELA.9.SL.C13.1 *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*

- *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
- *Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.*
- *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify or challenge ideas and conclusions.*
- *Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented*

ELA.10.SL.C13.1 *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.*

- *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
- *Work with peers to set rules for democratic collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines and individual roles as needed.*

- *Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others' perspectives into the discussion; and clarify, verify or challenge ideas and conclusions.*
- *Respond thoughtfully to diverse perspectives, analyze points of agreement and disagreement and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented*

ELA.11.SL.C13.1 *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 11 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.*

- *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.*
- *Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.*
- *Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.*
- *Respond thoughtfully to diverse perspectives; synthesize comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task*

ELA.12.SL.C13.1 *Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on grade 12 topics, texts and issues, building on others' ideas and expressing their own clearly and persuasively.*

- *Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic*

or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

- *Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines establish norms and experience various individual.*
- *Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify or challenge ideas and conclusions; and promote divergent and creative perspectives.*
- *Respond thoughtfully to diverse perspectives; synthesize and evaluate comments, claims and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.*

Grades 9-12

HE.HS.4.01 *Utilize effective communication skills concerning alcohol, tobacco, and other drugs, nutrition, sexuality, and relationships with peers, family and others.*

HE.HS.4.02 *Identify or role play healthy ways to express feelings, needs and desires in different situations (e.g., good sportsmanship, ending relationships, death and dying, stages of grief).*

HE.HS.4.03 *Demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).*

HE.HS.4.04 *Identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive "I" statements).*

9-12.2.08

Plan and participate in a group project to evaluate one's contribution in groups as both a member and leader.

SS.10.C.6 *Examine, select and participate in a volunteer service or project*

SS.11.C.7 *Select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veteran's of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.)*

9-12.2.09

Analyze the role of communication and negotiation skills in conflict resolution and evaluate the use of these skills to reach

win-win solutions.

SS.9.C.5 *Examine conflicts and resolutions between groups throughout history and use past outcomes to hypothesize the outcomes of modern conflicts*

SS.10.C.1 *Compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions and create a cooperative and peaceful solution to controversial government policies and actions*

SS.11.C.1 *Analyze and apply ways U.S. and world conflicts can be resolved in a cooperative and peaceful manner*

SS.11.C.1 *Compare and contrast various citizens' responses to controversial government actions and debate decisions*

SS.12.C.3 *Demonstrate that the purpose of American government is the protection of personal, political, and economic rights of citizens as evidenced by the Declaration of Independence, the Constitution, Constitutional Amendments, and the ideas of those involved in the establishment of American government*

SS.12.C.12 *Determine how conflicts between the rights of citizens and society's need for order can be resolved while preserving both liberty and safety*

SS.12.C.13 *Examine the committee process to evaluate how a bill becomes law on the national and state levels and track a bill through the legislative process*

SS.12.C.15 *Determine the roles, powers and obligations of the President of the United States and synthesize how various presidents have expanded the role of the presidency, both in America and the world*

SS.12.C.24 *Explore cooperation, competition and conflict among nations through interactions such as the United Nations, international treaties, terrorism and other exchanges to evaluate potential solutions to global issues*

Grades 9-12

HE.HS.4.01 *Utilize effective communication skills concerning alcohol, tobacco, and other drugs, nutrition, sexuality, and relationships with peers, family and others.*

HE.HS.4.03 *Demonstrate a variety of communication skills (e.g., verbal, non-verbal, listening, writing, technology, workplace).*

HE.HS.4.04 *Identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups,*

	constructive "I" statements).
9-12.2.10	<p>Apply conflict resolution skills within a group.</p> <p>SS.9.C.5 Examine conflicts and resolutions between groups throughout history and use past outcomes to hypothesize the outcomes of modern conflicts</p> <p>SS.9.G.3 Apply geography skills to help investigate issues and justify possible resolutions involving people, places and environments</p> <p>Grades 9-12</p> <p>HE.HS.4.04 Identify potentially harmful situations (e.g., domestic violence, dating violence) and devise strategies and develop skills to avoid such situations through refusal, negotiation and collaboration skills (e.g., peer mediation, conflict resolution, support groups, constructive "I" statements).</p>
Grades 9-12	Standard 3: Decision-making Skills and Responsible Behaviors
Objectives	Students will:
9-12.3.01	<p>Demonstrate personal responsibility in making ethical decisions.</p> <p>SS.9.E.1 Define scarcity and demonstrate the role of opportunity costs in decision making</p> <p>SS.12.E.1 Examine the opportunity costs in ever-present scarcity for individuals, businesses and societies to understand how to make choices when facing unlimited wants with limited resources</p> <p>SS.12.E.9 Simulate managing the income and expenses of a household:</p> <ul style="list-style-type: none"> • Determine what makes up the cost of living and how it varies in different locations. • Savings for emergency situations and long-term goals. • Utilizing traditional and online banking services as well as examining fees, services, and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc.. • Construct, analyze and monitor personal budgets, • Examine the causes of bankruptcy and how to avoid them. • complete Federal and State income tax forms and examine other state and local taxes <p>SS.12.E.10 Examine the advantages and disadvantages of different types of consumer debt to make sound financial decisions (e.g., home loans, credit card debt, automobile loans, pay-day loans and rent-to-own)</p>

SS.12.E.11 *Develop the knowledge and practices of a savvy consumer who knows consumer rights and responsibilities, can identify and avoid fraudulent practices, and guard against identify theft*

SS.12.E.12 *Assess and develop financial habits that promote economic security, stability, and growth:*

- *investments (e.g., stocks, mutual funds, certificates of deposits, and commodity trading) and*
- *insurance (e.g., life insurance, health insurance, automobile insurance, home and renter's insurance and retirement plans).*

Grades 9-12

HE.HS.5.01 *Apply a decision-making process for various life situations (e.g., alcohol, tobacco, and other drugs, food choices, weight control, relationships, health care providers, making purchases, education and career options).*

HE.HS.5.02 *Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills).*

HE.HS.5.03 *Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol, tobacco, and other drug use, STD transmission, pregnancy prevention, teen parenting).*

HE.HS.7.07 *Identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firearms, seatbelts, and fire safety).*

9-12.3.02

Apply ethical reasoning to evaluate societal practices.

SS.9.C.4 *Analyze and evaluate various ways of organizing systems of government in order to illustrate the continuity and change in the role of government over time (e.g., Hammurabi's Code, the Twelve Tables of Rome, Justinian Code, Magna Carta, English Bill of Rights, Articles of Confederation and the United States Constitution)*

SS.11.C.3 *Evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, Brown v. BOE Topeka, Miranda v. Arizona, Roe v. Wade and the P.A.T.R.I.O.T. Act)*

SS.12.E.2 *Debate an effective allocation of the factors of production that encourages healthy economic growth and sustainability while curbs environmental abuses in the global community*

9-12.3.03

Grades 9-12

HE.HS.3.01 *Identify and evaluate the validity of health information, products and service (e.g., books, magazine advertisements, infomercials/TV, internet, newspaper advertisements, billboards, radio).*

Evaluate how social norms and the expectations of authority influence one's personal decisions and actions and examine how the norms and expectations of different societies and cultures influence decisions and behaviors.

SS.9.C.1 *Describe the roles of citizens and their responsibilities (e.g., prehistoric societies; river civilizations, classical civilizations, feudal systems, developing nation states and neo-feudal systems)*

SS.9.C.2 *Analyze and connect the status, roles, and responsibilities of free men, women, children, slaves and foreigners across time in various civilizations*

SS.9.E.5 *Examine the costs of government policies in relation to the rise and fall of civilizations (e.g., Roman Empire, the Crusades and Imperialism)*

SS.10.C.1 *Compare various citizens' responses to controversial government policies and actions by monitoring and debating government decisions and create a cooperative and peaceful solution to controversial government policies and actions*

SS.10.C.3 *Evaluate then defend the importance of the fundamental democratic values and principles of United States constitutional democracy. Consider conflicts between individuals, communities and nations, liberty and equality, individual rights and the common good, majority rule and minority rights, and the rule of law vs. ethics (e.g., civil disobedience)*

SS.10.C.4 *Define the duties of citizens, that are necessary, to preserve US Democracy (e.g., Become informed and active in a democracy through jury duty, paying taxes, public forums (local, state, and/or federal) and voting and conscription)*

SS.10.C.5 *Identify the issues regarding the evolution of United States citizenship and evaluate responsibilities and rights of United States citizens (e.g., landownership, race, gender and age)*

SS.10.E.3 *Explain the ideas, values and practices in the Federalist-Anti-Federalist debate, Bank of the U.S. issue, and evaluate their effects on the formation and direction of the nation's economy*

SS.10.E.4 *Differentiate economic policy in the United States during each era (e.g., Colonial period, Revolutionary, Westward Expansion, Civil War and late 19th /early 20th Centuries) through types of taxes,*

taxation controversies, the effects of foreign trade and tariff policies

SS.11.C.1 *Compare and contrast various citizens' responses to controversial government actions and debate decisions*

SS.11.C.4 *Evaluate then defend the importance of the fundamental democratic values and principles of United States constitutional democracy in a global context including conflicts between individuals, communities and nations.*

- *liberty and equality*
- *individual rights and the common good*
- *majority rule and minority rights*
- *rule of law and ethics (e.g., civil disobedience)*
- *patriotism*

SS.11.C.5 *Justify the duties of citizens that are necessary to preserve global democracy.*

- *public forums (local, national, and/or global)*
- *analysis of voting apathy and resulting consequences*
- *personal freedoms throughout the world*
- *role of international government and non-government organizations (e.g., League of Nations and U.N.)*

SS.11.E.2 *Assess how various executive initiatives and legislative acts influence the United States economy (e.g., Fourteen Points, New Deal, Domino Theory, Great Society, Space Race and Strategic Defense Initiative)*

SS.11.E.5 *Compare and contrast the economic policies and lack of regulations of banking and securities of the 1920's and 1990's (e.g., investors buying stocks on margin, speculation, overproduction, consumerism, installment credit, planned obsolescence, housing market crash and repeal of Glass Steagall)*

SS.12.C.3 *Demonstrate that the purpose of American government is the protection of personal, political, and economic rights of citizens as evidenced by the Declaration of Independence, the Constitution, Constitutional Amendments, and the ideas of those involved in the establishment of American government*

SS.12.C.7 *Evaluate the processes within the United States Constitution that make it a living document with democratic principles that are modified and expanded to meet the changing needs of society*

SS.12.C.8 Investigate the system of government created by the Preamble, Seven Articles, and the Bill of Rights and other Amendments of the United States Constitution to evaluate how the framework for American society is provided

SS.12.C.11 Analyze how the freedoms of speech and press in a democratic society enable citizens to develop informed opinions, express their views, shape public policy and monitor government actions

SS.12.C.23 Examine how decisions and policies of state and local government impact the lives of citizens such as local issues and problems, structure of local government (e.g., differences in incorporation, providing public services and mayoral styles), zoning and annexation, land use and urban sprawl and ordinances and jurisdiction

Grades 9-12

HE.HS.3.02 Identify factors that influence personal choices of health promoting products based on current information (e.g., quackery, food labels, media, peers, family).

HE.HS.2.05 Analyze ways peers influence healthy and unhealthy behaviors (e.g., positive and negative peer pressure).

9-12.3.04

Evaluate personal abilities to gather information, generate alternatives, and anticipate the consequences of decisions.

SS.9.E.1 Define scarcity and demonstrate the role of opportunity costs in decision making

SS.9.H.CL1.1 Analyze the interaction of early humans with their environment and evaluate their decisions (e.g., hunting, migration, shelter, food and clothing.)

SS.10.C.2 Analyze multiple media sources and their influence on public opinion and policy issues

SS.12.E.8 Evaluate income, lifestyle, education and employment decisions to make successful career choices:

- Differentiate between gross and net income (e.g., taxes, insurance and pension plans).
- Explore how benefits packages, unions and professional organizations impact lifestyle.
- Evaluate the impact of education on lifelong earning potential.
- Examine the expectations and benefits of potential careers

SS.12.E.9 Simulate managing the income and expenses of a household:

- *Determine what makes up the cost of living and how it varies in different locations.*
- *Savings for emergency situations and long-term goals.*
- *Utilizing traditional and online banking services as well as examining fees, services, and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc..*
- *Construct, analyze and monitor personal budgets,*
- *Examine the causes of bankruptcy and how to avoid them.*
- *Complete Federal and State income tax forms and examine other state and local taxes*

Grades 9-12

HE.HS.3.03 *Locate and utilize resources to identify health care services that provide optimal health care (e.g., speakers, hotlines, internet, yellow pages).*

HE.HS.5.01 *Apply a decision-making process for various life situations (e.g., alcohol, tobacco, and other drugs, food choices, weight control, relationships, health care providers, making purchases, education and career options).*

HE.HS.5.02 *Identify and discuss health concerns that require collaborative decision-making (e.g., sexuality, STDs, HIV/AIDS transmission/prevention, refusal skills).*

HE.HS.5.03 *Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol, tobacco, and other drug use, STD transmission, pregnancy prevention, teen parenting).*

HE.HS.5.04 *Formulate alternatives to health-related issues or problems (e.g., defense/coping mechanisms).*

HE.HS.7.07 *Identify causes (e.g., accidents, natural disasters), preventions (e.g., CPR, first aid, in-school emergency plan) and treatments for injuries and list responsible actions to create a safe and healthy environment (e.g., ATVs, helmets, boating, bicycling, firearms, seatbelts, and fire safety).*

HE.HS.8.03 *Promote the use of personal, family and community resources in health care situations (e.g., family practitioners, community medical facilities, yellow pages).*

9-12.3.05

Evaluate how responsible decision-making affects interpersonal and group relationships and apply the skills to establish responsible social and work relationships.

SS.10.C.4 *Define the duties of citizens, that are necessary, to preserve*

US Democracy (e.g., Become informed and active in a democracy through jury duty, paying taxes, public forums (local, state, and/or federal) and voting and conscription)

SS.12.E.8 *Evaluate income, lifestyle, education and employment decisions to make successful career choices:*

- *Differentiate between gross and net income (e.g., taxes, insurance and pension plans).*
- *Explore how benefits packages, unions and professional organizations impact lifestyle.*
- *Evaluate the impact of education on lifelong earning potential.*
- *Examine the expectations and benefits of potential careers*

SS.12.E.9 *Simulate managing the income and expenses of a household:*

- *Determine what makes up the cost of living and how it varies in different locations.*
- *Savings for emergency situations and long-term goals.*
- *Utilizing traditional and online banking services as well as examining fees, services, and hidden costs of checking, savings, debit cards, Certificates of Deposit, etc..*
- *Construct, analyze and monitor personal budgets,*
- *Examine the causes of bankruptcy and how to avoid them.*
- *Complete Federal and State income tax forms and examine other state and local taxes*

Grades 9-12
HE.HS.5.05 *Evaluate the effectiveness of health-related decisions (e.g., personal assessments).*

9-12.3.06

Analyze how present decision-making impact post-secondary and career choices.

SS.12.E.8 *Evaluate income, lifestyle, education and employment decisions to make successful career choices:*

- *Differentiate between gross and net income (e.g., taxes, insurance and pension plans).*
- *Explore how benefits packages, unions and professional organizations impact lifestyle.*
- *Evaluate the impact of education on lifelong earning potential.*

	<ul style="list-style-type: none"> Examine the expectations and benefits of potential careers <p>Grades 9-12 HE.HS.5.03 Analyze the effects of potentially harmful decisions that impact health and the effect these decisions have on family, community and self (alcohol, tobacco, and other drug use, STD transmission, pregnancy prevention, teen parenting). HE.HS.7.03 List examples and explain short and long term impacts of health decisions (e.g., smoking, good diet, wearing seat belts) on the individual, family and community (e.g., lung cancer, heart disease, STDs).</p>
9-12.3.07	<p>Plan, implement, and evaluate one’s participation in activities and organizations that contribute to one’s school and local community.</p> <p>SS.10.C.6 Examine, select and participate in a volunteer service or project</p> <p>SS.11.C.7 Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veteran’s of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.)</p> <p>SS.12.C.1 Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (examples include individual service projects, patriotic events, mock trials, group initiatives, community volunteerism)</p> <p>Grades 9-12 HE.HS.8.05 Demonstrate that he/she is a responsible and productive citizen who helps ensure the health, safety and security of the community (e.g., community service, school organizations, community organizations).</p>
9-12.3.08	<p>Work cooperatively with others to plan, implement, and evaluate a project that addresses identified needs in one’s school and local community.</p> <p>SS.10.C.6 Examine, select and participate in a volunteer service or project</p> <p>SS.11.C.7 Select and participate in a volunteer service or project with a community or Veteran’s organization (e.g., American Legion, Veteran’s of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.)</p>

SS.12.C.1 *Strive to become vigilant, informed citizens who actively participate in the preservation and improvement of American government through community service and service-learning (examples include individual service projects, patriotic events, mock trials, group initiatives, community volunteerism)*

Grades 9-12

HE.HS.8.04 *Identify school support staff (e.g., counselors, nurses, professionals) and community health services (e.g., Big Brothers, mental health facilities, ministerial counseling) and describe the impact this service has on individual school and community health.*