



Global Citizenship High School Proficiency-Based Graduation Requirements



ENDURING UNDERSTANDINGS:

- *Inquiry is a key component in understanding history and the social sciences.*
- *History is a narrative of multiple perspectives.*
- *History shows us that individuals, events, and ideas are connected through time.*
- *People throughout the world are interdependent- environmentally, socially, politically, and economically.*
- *Geography influences culture, politics, and economics.*
- *Citizens can have an impact on their quality of life when they understand how governments work and choose to participate.*
- *Economic decision-making is based on making choices about how to use limited resources.*

Graduation Proficiencies	Proficiency Indicators	Specific Learning Targets (From Courses)
<p>(1) HISTORICAL INQUIRY Students develop reasonable explanations of the world around them through inquiry and analysis.</p>	<p>1.1 Explain and defend their own point of view on issues that affect themselves and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not one’s own.</p> <p>1.2 Determine the validity and reliability of a document or information using SOAPSTone.</p>	<ul style="list-style-type: none"> ● Explain points of agreement and disagreement experts have about interpretations and applications of disciplinary concepts and ideas associated with a compelling question ● Analyze the relationships between historical sources and the secondary interpretations made from them. ● Determine the kinds of sources that will be helpful in answering compelling and supporting questions taking into consideration multiple points of view represented in the sources, the types of sources available, and the potential use of sources. ● Critique the usefulness of historical sources for a specific historical inquiry based on their maker,

		<p>date, place of origin, intended audience, and purpose</p> <ul style="list-style-type: none"> ● Critique the appropriateness of the historical sources used in the secondary interpretation.
<p>(2) HISTORY Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.</p>	<p>2.1 Explain historical origins of pivotal individuals, groups, events, and ideas; and how they are interpreted over time.</p>	<ul style="list-style-type: none"> ● Analyze change and continuity in historical eras ● Analyze how current interpretations of the past are limited by the extent to which available historical sources represent perspective of people at the time. ● Analyze multiple and complex causes and effects of events in the past. ● Critique the central arguments in secondary works of history on related topics in multiple media in terms of their historical accuracy.
<p>(3) GEOGRAPHY Students propose solutions to issues by using geographic tools to analyze data and examine cultural information.</p>		
<p>(4) CIVICS, GOVERNMENT & SOCIETY Students act as citizens by understanding</p>	<p>4.1 Evaluate how and why rules and laws are created, interpreted, and changed. 4.2 Describe how government actions directly impact citizens locally, statewide, nationally, and/or internationally.</p>	<ul style="list-style-type: none"> ● Explain how the US Constitution establishes a system of government that has powers, responsibilities, and limits that have changed over time and are still contested ● Analyze the impact and the appropriate roles of personal interests and perspectives on the

<p>how governments function and by exercising their rights and responsibilities within their current societal structure(s).</p>		<p>application of civic virtues, democratic principles, constitutional rights, and human rights</p> <ul style="list-style-type: none"> ● Evaluate multiple procedures for making governmental decisions at the local, state, national, and international levels in terms of the civic purposes achieved. ● Analyze how people use and challenge local, state, national, and international laws to address a variety of public issues. ● Analyze historical, contemporary, and emerging means of changing societies, promoting the common good, and protecting rights. ● Distinguish the powers and responsibilities of local, state, tribal, national, and/or international civic and political institutions ● Evaluate citizens' and institutions effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. ● Evaluate public policies in terms of intended and unintended outcomes, and related consequences.
<p>(5) ECONOMICS Students make economic decisions through their understanding of</p>	<p>5.1 Evaluate and debate government and/or economic programs.</p>	<ul style="list-style-type: none"> ● Use benefits and costs to evaluate the effectiveness of government policies to improve market outcomes

the interaction between humans, the environment, government, and the economy.	5.2 Examine the causes and long-term effects of limited resources, and propose possible solutions.	<ul style="list-style-type: none">● Describe the possible consequences, both intended and unintended, of government policies to improve market outcomes● Describe the roles of institutions such as clearly defined property rights and the rule of law in a market economy● Evaluate the selection of monetary and fiscal policies in a variety of economic conditions.● Analyze how incentives influence choices that may result in policies with a range of costs and benefits for different groups● Analyze the ways in which incentives influence what is produced and distributed in a market system● Describe the consequences of competition in specific markets● Use economic indicators to analyze the current and future state of the economy
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