

12th Grade Social Studies GLEs & Priority Standards

NOTE: Highlighted Grade Level Expectations are Priority Standards for this grade level.

EALR 1: CIVICS

The student understands and applies knowledge of government, law, politics, and the nation's fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

- **1.1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents.**
 - 1.1.2: Application of ideals and principles.
 - Evaluates relationships between key ideals and historical and current realities.
Example: Judges the relationship between the concept of state's rights and the effects of the No Child Left Behind Act.
- **1.2: Understands the purposes, organization, and function of governments, laws and political systems.**
 - 1.2.2: Function of the government
 - Evaluates the effectiveness of federalism in promoting the common good and protecting individual rights.
Example: Critiques the PATRIOT Act as it relates to rights established in the Constitution.
 - 1.2.3: Forms of Government
 - Analyzes and evaluates the structures of state, tribal, and federal forms of governments by comparing them to those of other governments.
Example: Critiques the structure of the United States government by comparing it with that of a parliamentary government.
 - 1.2.4: Political parties
 - Understands and evaluates how political systems in the United States operate.
Example: Evaluates the role that money from interest groups has in promoting political agendas and influencing politics.
- **1.3: Understands the purposes, organization of international relationships and United States foreign policy.**
 - 1.3.1: International relationships
 - Evaluates the impact of international agreements on contemporary world issues.
Example: Critiques the advantages and disadvantages of belonging to international organizations, such as the United Nations.
- **1.4: Understands civic involvement.**
 - 1.4.1: Civic involvement
 - Analyzes and evaluates ways of influencing national government and international organizations to establish or preserve individual rights and/or promote the common good.
Example: Critiques the effectiveness of what different groups did to stop the violence in East Timor in the 1990s.

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EALR 2: ECONOMICS

The student understands economic concepts and systems to comprehend the interactions between economy and individuals, households, businesses, governments, and societies.

- **2.1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.**
 - 2.1.1: Economic choices
 - Analyzes how economic choices made by groups and individuals can impose costs and provide benefits.
Example: Evaluates the costs and benefits of an individual's decision to buy a hybrid automobile.
- **2.2: Understands how economic systems function.**
 - 2.2.1: Economic systems
 - Analyzes and evaluates the advantages and disadvantages of different economic systems for countries and groups of people.
Example: Evaluates the effects of the North American Free Trade Agreement on the economies of the United States, Canada, and Mexico.
 - 2.2.2: Trade
 - Analyzes and evaluates the effects of specialization on global trade.
Example: Judges the effects of an oil-based economy on the members of OPEC.
- **2.3: Understands the government's role in the economy.**
 - 2.3.1: Government and the economy
 - Evaluates the costs and benefits of governmental fiscal and monetary policies.
Example: Weighs the effects of fiscal policies on unemployment and inflation.
- **2.4: Understands the economic issues and problems that all societies face.**
 - 2.4.1: Economic issues
 - Analyzes and evaluates how individuals affect and are affected by the distribution of resources and sustainability.
Example: Weighs the impact consumer's choices can have on how companies pay their workers.

EALR 3: GEOGRAPHY

The student applies the concepts of location, region, and movement and demonstrates knowledge of how geographic features and human cultures impact environments to make reasoned decisions.

- **3.1: Understands the physical characteristics, cultural characteristics, and location of places and regions.**
 - 3.1.1: Maps and geographic tools
 - Analyzes information from geographic tools, including computer-based mapping systems, to draw conclusions on an issue or event.
Example: Considers the potential for peace in the Middle East using historical and current maps of Israel and Palestine.
 - 3.1.2: Characteristics and spatial organization of places and regions
 - Evaluates the complexities of regions and problems involved in defining those regions.
Example: Examines the difficulties of establishing borders in the Middle East based on an explanation of historical, colonial, religious, and political structures.
- **3.2: Understands the interactions between humans and environments.**
 - 3.2.1: Human-environment interaction
 - Evaluates how human interaction with the environment has affected economic growth and sustainability.
Example: Critiques the positive and negative consequences of breaching Columbia River dams.
 - 3.2.2: Culture
 - Analyzes and evaluates the social and political factors affecting cultural interactions.
Example: Compares and critiques the political status of Kurds in Iraq to that of Kurds in Turkey.
 - 3.2.3: Human migration
 - Analyzes and evaluates current opportunities and obstacles connected with international migration.
Example: Examines how opportunities in the developed world stimulate international migration.
- **3.3: Understands the geographic context of global issues and events.**
 - 3.3.1: Geographic context of global issues
 - Analyzes how the geography of globalization affects local diversity.
Example: Examines how the diffusion of fast food chains from the United States has affected culture worldwide.

EALR 4: HISTORY

The student understands and applies knowledge of historical thinking, chronology, eras, turning points, major ideas, individuals, and themes of local, Washington State, tribal, United States, and world history in order to evaluate how history shapes the present and future.

- **4.2: Understands and analyzes the causal factors that have shaped major events in history.**
 - 4.2.1: Individuals and movements
 - Evaluates how individuals and movements have shaped contemporary world issues.
Example: Evaluates the influence of Nelson Mandela on the efforts to end apartheid of the African National Congress.
 - 4.2.2: Cultures and cultural groups
 - Analyzes how cultural identity can promote unity and division.
Example: Examines how ethnic and cultural groups align themselves with particular political parties in the United States.
 - 4.2.3: Ideas and technology
 - Evaluates the ethics of current and future uses of technology based on how technology has shaped history.
Example: Critiques an environmental policy based on the effects of human energy consumption on the global climate.
- **4.3: Understands that there are multiple perspectives and interpretations of historical events.**
 - 4.3.1: Historical interpretation
 - Analyzes the motives and interests behind an interpretation of a recent event.
Example: Examines the motives and interests behind different interpretations of the effects of the North American Free Trade Agreement on the North American economies.
 - 4.3.2: Multiple causation
 - Evaluates the ramifications of mono-causal explanations of contemporary events in the world.
Example: Weighs the validity of the idea that oil is the sole cause of conflicts in the Middle East.
- **4.4: Uses history to understand the present and plan for the future.**
 - 4.4.1: Historical antecedents
 - **Evaluates positions on a current issue based on an analysis of history.**
Example: Critiques different positions on the PATRIOT Act based on an analysis of the effects of the Alien and Sedition Acts.

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EALR 5: SOCIAL STUDIES SKILLS

The student understands and applies reasoning skills to conduct research, deliberate, form, and evaluate positions through the processes of reading, writing, and communicating.

- **5.1: Uses critical reasoning skills to analyze and evaluate positions.**
 - 5.1.1: Understands reasoning
 - Analyzes short-term and long-term implications of decisions affecting the global community.
Example: Examines the short-term and long-term implications that consumers' choices of cars can have on automobile designs.
 - 5.1.2: Evaluates reasoning
 - Evaluates the plausibility of an analysis of decisions affecting the global community.
Example: Critiques whether an analysis of the implications of consumers' choices on car design is realistic.
- **5.2: Uses inquiry-based research.**
 - 5.2.2: Analysis of resources
 - Evaluates the breadth of research to determine the need for new or additional investigation when researching an issue or event.
Example: Upon completion of a research paper, considers ways in which the research could be enhanced with additional investigation.
- **5.3: Deliberates public issues.**
 - 5.3.1: Deliberation
 - Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues
Example: Evaluates how classroom discussions and proposed resolutions have changed or solidified one's own position on the constitutionality of the PATRIOT Act.
- **5.4: Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.**
 - 5.4.1: Creates position and product
 - Evaluates positions and evidence to make one's own decisions in a paper or presentation.
Example: Weighs positions and evidence to determine one's own political affiliation.