

## Social Studies

### Commencement Level Benchmarks – Grade 9

**Standard 2: World History:** Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in world history and examine the broad sweep of history from a variety of perspectives.  
**Key Idea 1:** *The study of world history requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. This study also examines the human condition and the connections and interactions of people across time and space and the ways different people view the same event or issue from a variety of perspectives.*

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 146 Define culture and civilization, explaining how they developed and changed over time. Investigate the various components of cultures and civilizations including social customs, norms, values, and traditions; political systems; economic systems; religions and spiritual beliefs; and socialization or educational practices. ( <b>Introduction</b> )	<b>Concepts/themes</b> <ul style="list-style-type: none"> <li>▪ culture</li> <li>▪ cultural diversity</li> <li>▪ cultural diffusion</li> <li>▪ change</li> </ul>	<ul style="list-style-type: none"> <li>▪ define culture and civilization.</li> <li>▪ identify different aspects of ancient civilizations and cultures</li> <li>▪ examine a specific civilizations and how it changed over time</li> </ul>	Culture Cultural diffusion Cultural borrowing Institutions Tradition Political systems Economic systems Social systems Civilization Values	ELA SCI MATH ART MUSIC CDOS Essential Questions: 1. What are the essential components of culture and civilization and how did they develop and change over time? 2. What basic features do civilizations share?



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<p>PI 147 Understand the development and connectedness of Western civilization and other civilizations and cultures in many areas of the world and over time. ( <b>Introduction</b> )</p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ culture</li> <li>▪ cultural diversity</li> <li>▪ cultural diffusion</li> <li>▪ change</li> </ul>	<ul style="list-style-type: none"> <li>▪ recognize the development of Western civilizations and how they connect to other civilizations overtime.</li> <li>▪ determine if and how cultural diffusion happened through the connectedness between Western civilizations</li> </ul>		<p>ELA ART CDOS MATH</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How do cultures and civilizations develop over time and how are they connected to one another?</li> <li>2. In what order did specific events occur in a particular civilization?</li> </ol>
<p>PI 148 Analyze historic events from around the world by examining accounts written from different perspectives. ( <b>Introduction</b> )</p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ culture</li> <li>▪ cultural diversity</li> <li>▪ cultural diffusion</li> <li>▪ change</li> </ul>	<ul style="list-style-type: none"> <li>▪ examine historical events for different perspectives noting the differences</li> </ul>	<p>Primary source Secondary source</p>	<p>ELA CDOS</p> <p>Essential Question:</p> <ol style="list-style-type: none"> <li>1. How do cultures and civilizations interact during particular eras and across eras</li> <li>2. Why does the Reformation matter today?</li> </ol>
<p>PI 149 Understand the broad patterns, relationships, and interactions of cultures and civilizations during particular eras and across eras. ( <b>Introduction</b> )</p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ culture</li> <li>▪ cultural diversity</li> <li>▪ cultural diffusion               <ul style="list-style-type: none"> <li>▪ change</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• describe the relationships and interaction of cultures during particular eras and across eras.</li> <li>• determine how relationships are established between cultures during particular eras and across eras ( e.g. the Romans with non-Romans during the Roman Empire, Mongols with Russians, Muslim traders with Africans)</li> </ul>	<p>Interaction</p>	<p>ELA</p> <p>Essential Question:</p> <ol style="list-style-type: none"> <li>1. How does trade effect cultural diffusion?</li> </ol>



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<p>PI 150 Analyze changing and competing interpretations of issues, events, and developments throughout world history. <b>.( Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ culture</li> <li>▪ cultural diversity</li> <li>▪ cultural diffusion</li> <li>▪ change</li> <li>▪ power and authority</li> </ul>	<ul style="list-style-type: none"> <li>▪ explain different interpretations of issues, events and developments through out history. ( e.g. Reformation: Catholic Church, and people on the sale of indulgences, or the role of women in different time periods and cultures)</li> </ul>	<ul style="list-style-type: none"> <li>▪ culture</li> <li>▪ cultural diversity</li> <li>▪ cultural diffusion</li> <li>▪ dissent</li> </ul>	<p>ELA</p> <p>Essential Questions:</p> <ol style="list-style-type: none"> <li>1. How did Martin Luther’s views of practices in the Catholic Church differ from Church teachings?</li> <li>2. How has the role of women changed throughout history?</li> </ol>
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***Key Idea 2: Establishing timeframes, exploring different periodizations, examining themes across time and within cultures, and focusing on important turning points in world history help organize the study of world cultures and civilizations.***

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 151 Distinguish between the past, present, and future by creating multiple-tier timelines that display important events and developments from world history across time and place. <b>(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ change</li> <li>▪ turning points</li> <li>▪ historical analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ produce timelines displaying important wants and developments across time and place</li> <li>▪ sequence events and time periods on time lines</li> </ul>		<p>ELA</p> <p>Essential Question:</p> <p>How do significant events throughout history relate to each other over time?</p>
<p>PI 152 Evaluate the effectiveness of different models for the periodization of important historic events, identifying the reasons why a particular sequence for these events was chosen. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ change</li> <li>▪ turning points               <ul style="list-style-type: none"> <li>▪ historical analysis</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ compare and contrast different ways of categorizing historical events, such as by theme or chronology.</li> <li>▪ determine the best way to sequence particular events</li> </ul>	<p>chronology</p>	<p>ELA</p> <p>Essential Question:</p> <p>1. How do significant events throughout history relate to each other?</p>
<p>PI 153 Analyze evidence critically and demonstrate an understanding of how circumstances of time and place influence perspective. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ change</li> <li>▪ turning points</li> <li>▪ historical analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ examine primary and secondary documents and sources to identify different perspectives.</li> <li>▪ Determine how they are influenced by the circumstances of that time and place</li> </ul>	<p>Primary source</p> <p>Secondary source</p> <p>bias</p>	<p>ELA</p> <p>Essential Question:</p> <p>How did the Crusaders view of the events of the 3<sup>rd</sup> and 4<sup>th</sup> Crusades differ from that of the Muslims?</p>



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PI 154 Explain the importance of analyzing narrative drawn from different times and places to understand historical events. <b>.(Introduction)</b>	<b>Concepts/themes</b> <ul style="list-style-type: none"> <li>▪ change</li> <li>▪ turning points</li> <li>▪ historical analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ describe the advantages of using different narratives form different times and places to understand historical events</li> </ul>		ELA Essential Question: How was the development of British democracy effected by William the Conqueror and by the Magna Carta?
PI 155 Investigate key events and developments and major turning points in world history to identify the factors that brought about change and the long-term effects of these changes. <b>.(Introduction)</b>	<b>Concepts/themes</b> <ul style="list-style-type: none"> <li>▪ change</li> <li>▪ turning points</li> </ul>	<ul style="list-style-type: none"> <li>▪ investigate the turning points that caused change in the political, social, economic structure of societies and the effects of these changes on society</li> </ul>		ELA Essential Question: What are the effects of the spread of disease and the introduction of new foods to different cultures.

***Key Idea 3: Study of the major, political, cultural, and religious developments in world history involves learning about the important roles and contributions of individuals and groups.***

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 156 Analyze the roles and contributions of individuals and groups to social, political, economic, cultural, and religious practices and activities. <b>(Introduction)</b>	<b>Concepts/themes</b> <ul style="list-style-type: none"> <li>▪ cultural diffusion</li> <li>▪ culture</li> <li>▪ religious beliefs</li> <li>▪ change</li> <li>▪ identity</li> </ul>	<ul style="list-style-type: none"> <li>▪ draw conclusions how specific individuals/groups impacted the development of society.</li> <li>▪ identify important individuals in World History and their contributions to political, social, economic, cultural, religious activities.</li> <li>▪ compare and contrast important individuals and their contributions ( e.g. Martin Luther, John Calvin, Henry VIII in the Reformation)</li> </ul>	<ul style="list-style-type: none"> <li>▪ political</li> <li>▪ social</li> <li>▪ economic</li> <li>▪ culture</li> <li>▪ religious</li> </ul>	ELA CDOS Essential Question: How did one individual effect the social, economic, political, and religious practices in the world?



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<p>PI 157 Explain the dynamics of cultural change and how interactions between and among cultures have affected various cultural groups throughout the world. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ cultural diffusion</li> <li>▪ culture</li> <li>▪ religious beliefs</li> <li>▪ change               <ul style="list-style-type: none"> <li>▪ identity</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ determine how cultures from different geographic regions throughout the world interact.</li> <li>▪ describe how cultural change takes place and has both positive and negative impacts on various cultural groups ( e.g. colorialism on Aztecs and Incas)</li> </ul>	<ul style="list-style-type: none"> <li>▪ norms</li> <li>▪ cultural diffusion</li> <li>▪ cultural diversity</li> </ul>	<p>ELA</p> <p>Essential Question: How did Spanish colonialism bring about cultural change in both societies?</p>
<p>PI 158 Examine the social, cultural, political, economic, and religious norms and values of Western and other world cultures. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ cultural diffusion</li> <li>▪ culture</li> <li>▪ religious beliefs</li> <li>▪ change</li> <li>▪ identity</li> </ul>	<ul style="list-style-type: none"> <li>▪ investigate the values of western and other world cultures.</li> </ul>	<ul style="list-style-type: none"> <li>▪ norms</li> <li>▪ cultural diffusion</li> <li>▪ cultural diversity</li> <li>▪ belief system</li> <li>▪ values</li> </ul>	<p>ELA</p> <p>Essential Question: What are the core beliefs and practices of the major world religions and philosophies?</p>

*Key Idea 4: The skills of historical analysis include the ability to investigate differing and competing interpretations of the theories of history, hypothesize about why interpretations change over time, explain the importance of historical evidence, and understand the concepts of change and continuity over time.*

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
<p>PI 159 Identify historical problems, pose analytical questions or hypotheses, research analytical questions or test hypotheses, formulate conclusions or generalizations, raise new questions or issues for further investigation. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ historical analysis</li> <li>▪ interpretation</li> </ul>	<ul style="list-style-type: none"> <li>▪ Examine various historical problems and choose one to pose an analytical hypothesis.</li> <li>▪ Create, and test a hypothesis based on a historical problem.</li> </ul>	<ul style="list-style-type: none"> <li>▪ hypothesis</li> <li>▪ analysis</li> <li>▪ generalization</li> <li>▪ conclusion</li> <li>▪ scientific method</li> <li>▪ inferences</li> </ul>	<p>ELA</p> <p>Essential Question: Why do people migrate from their homelands?</p>
<p>PI 160 Interpret and analyze documents and artifacts related to significant developments and events in world history. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ historical analysis</li> <li>▪ interpretation</li> </ul>	<ul style="list-style-type: none"> <li>▪ collect and organize data, documents and artifacts related to historical problem.</li> <li>▪ compare and contrast various perspectives of documents.</li> </ul>	<ul style="list-style-type: none"> <li>▪ primary and secondary sources</li> <li>▪ artifacts</li> <li>▪ narratives</li> <li>▪ political cartoons</li> <li>▪ diaries</li> </ul>	<p>ELA</p> <p>Essential Question: How do cultural biases effect one’s views of historical events?</p>



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<p>PI 161 Plan and organize historical research projects related to regional or global interdependence.  <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ historical analysis</li> <li>▪ interpretation</li> </ul>	<ul style="list-style-type: none"> <li>▪ choose a topic to conduct an historical research project</li> <li>▪ determine the sources to be used for the research project.</li> </ul>	<ul style="list-style-type: none"> <li>▪ global interdependence</li> </ul>	<p>ELA            ART            TECH            CDOS            Essential Question:            How can global interdependence be demonstrated and interpreted?</p>
<p>PI 162 Analyze different interpretations of important events, issues, or developments in world history by studying the social, political, and economic context in which they were developed; by testing the data source for reliability and validity, credibility, authority, authenticity, and completeness; and by detecting bias, distortion of the facts, and propaganda by omission, suppression, or invention of facts. <b>(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ historical analysis</li> <li>▪ individuals</li> <li>▪ interpretation</li> </ul>	<ul style="list-style-type: none"> <li>▪ examine different sources to uncover and determine author viewpoint, bias.</li> <li>▪ compare and contrast the political social, economic context in which they developed.</li> <li>▪ determine whether the data source is a reliable and valid or credible and authentic.</li> <li>▪ identify and determine bias, distortion of the facts.</li> </ul>	<ul style="list-style-type: none"> <li>▪ bias</li> <li>▪ valid</li> <li>▪ credible</li> <li>▪ authentic</li> <li>▪ primary sources</li> <li>▪ secondary sources</li> <li>▪ reliable</li> </ul>	<p>ELA            ART            CDOS            Essential Question:            Why are there different interpretations of the same event in world history?</p>



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**Standard 3: Geography:** Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live—local, national, and global—including the distribution of people, places, and environment over the Earth’s surface

*Key Idea 1: Geography can be divided into six essential elements, which can be used to analyze important historic, geographic, economic, and environmental questions and issues. These six elements include: the world in spatial terms, places and regions, physical settings (including natural resources), human systems, environment and society, and the use of geography.*

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 163 Understand how to develop and use maps and other graphic representations to display geographic issues, problems, and questions. (Introduction)	<b>Concepts/themes</b> <ul style="list-style-type: none"> <li>▪ technology               <ul style="list-style-type: none"> <li>▪ environment</li> <li>▪ region and places</li> </ul> </li> <li>▪ physical settings</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify how to organize, represent, and display geographic issues and problems in a map or other graphs, charts, and tables.</li> </ul>	<ul style="list-style-type: none"> <li>• Political map</li> <li>• Topographical map</li> <li>• Population density map</li> <li>• Pie charts</li> <li>• Bar graphs</li> </ul>	ELA MATH ART CDOS Essential Question: What are the five major themes of geography?
PI 164 Describe the physical characteristics of the Earth’s surface and investigate the continual reshaping of the surface by physical processes and human activities. (Introduction)	<b>Concepts/themes</b> <ul style="list-style-type: none"> <li>▪ technology               <ul style="list-style-type: none"> <li>▪ environment</li> <li>▪ region and places</li> </ul> </li> <li>▪ physical settings</li> <li>▪ human systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify physical features of the Earth’s surface</li> <li>▪ recognize how physical features continually reshape the surface of the earth by physical processes and human activities.</li> </ul>	<ul style="list-style-type: none"> <li>• Loess</li> <li>• Irrigation</li> <li>• Desertification</li> <li>• Dikes and dams</li> <li>• Terrace farming</li> <li>• Erosion</li> <li>• Slash and burn</li> </ul>	ELA SCI TECH Essential Question: How did river valleys effect the development of civilizations?



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<p>PI 165 Investigate the characteristics, distribution, and migration of human populations on the Earth’s surface. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ technology               <ul style="list-style-type: none"> <li>▪ environment</li> <li>▪ region and places</li> <li>▪ physical settings</li> <li>▪ human systems</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>▪ trace the migration of various groups of people in history               <ul style="list-style-type: none"> <li>▪ examine how and why human populations are distributed on the Earth’s surface</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• migration</li> <li>• environmental change</li> <li>• economic pressure</li> </ul>	<p>ELA Essential Question: Why did the Bantu migrate from central to southern Africa?</p>
<p>PI 166 Understand the development and interactions of social/cultural, political, economic, and religious systems in different regions of the world. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ technology</li> <li>▪ turning points</li> <li>▪ people and places</li> <li>▪ geographic issues</li> <li>▪ human systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ examine the effects of cultural diffusion in different regions of the world (e.g. spread of Islam, the Colombian exchange)</li> </ul>	<ul style="list-style-type: none"> <li>• cultural diffusion</li> <li>• cultural borrowing</li> </ul>	<p>ELA MATH CDOS Essential Question: How did cultural diffusion effect religions around the world?</p>
<p>PI 167 Analyze how the forces of cooperation and conflict among people influences the division and control of the Earth’s surface. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ technology</li> <li>▪ turning points</li> <li>▪ people and places</li> <li>▪ environment</li> <li>▪ physical settings</li> <li>▪ human systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ determine the influence cooperation and conflict people had on the division and control of the world</li> </ul>		<p>ELA MATH Essential Question: How did nations/empires divide up the world at different times in history?</p>
<p>PI 168 Explain how technological change affects people, places, and regions. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ technology</li> <li>▪ turning points</li> <li>▪ people and places</li> <li>▪ environment</li> <li>▪ human systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ determine the effects of turning points in technological and advancements such as the Neolithic Revolution, Renaissance</li> </ul>	<ul style="list-style-type: none"> <li>▪ turning point</li> <li>▪ revolution</li> <li>▪ technology</li> </ul>	<p>ELA Essential Question: How did the discovery of farming lead to the development of civilization?</p>

***Key Idea 2: Geography requires the development and application of the skills of asking and answering geographic questions; analyzing theories of geography; and acquiring, organizing, and analyzing geographic information.***



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Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 169 Plan, organize, and present geographic research projects. (Introduction)	Concepts/themes	<ul style="list-style-type: none"> <li>▪ develop inquiry topics for research</li> <li>▪ utilize maps and other geographic tools to create a project</li> <li>▪ organize information into categories or classifications</li> </ul>		ELA ART CDOS Essential Question: What are different ways of representing geographic information gathered from a variety of sources?
PI 170 Locate and gather geographic information from a variety of primary and secondary sources. (Introduction)	Concepts/themes	<ul style="list-style-type: none"> <li>▪ identify resources to use for geographic research projects.</li> <li>▪ use a variety of sources primary and secondary documents.</li> </ul>		ELA ART TECH CDOS Essential Question: How can geographic information be analyzed?
PI 171 Select and design maps, graphs, tables, charts, diagrams, and other graphic representations to present geographic information. (Introduction)	Concepts/themes	<ul style="list-style-type: none"> <li>▪ identify appropriate geographic representations of information</li> <li>▪ select graphic representations to use for presenting information</li> </ul>		ELA ART Essential Question: How do maps, charts, and graphs show information about people, places and environments?



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<p>PI 172 Analyze geographic information by developing and testing inferences and hypotheses, and formulating conclusions from maps, photographs, computer models, and other geographic representations. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ geographic inquiry</li> <li>▪ geographic analysis</li> </ul>	<ul style="list-style-type: none"> <li>▪ examine maps and other geographic visuals to make inferences and create a hypothesis.</li> <li>▪ examine data to draw conclusions from the use of maps, photographs, computer models and other representations.</li> </ul>	<ul style="list-style-type: none"> <li>▪ hypothesis</li> </ul>	<p>ELA SCI MATH Essential Question: What are the characteristics, functions and applications for various types of maps, globes, pictographs, and other geographic graphic organizers?</p>
<p>PI 173 Develop and test generalizations and conclusions and pose analytical questions based on the results of geographic inquiry. <b>.(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>▪ geographic inquiry</li> </ul>	<ul style="list-style-type: none"> <li>▪ make inferences and generalizations about geographic issues</li> <li>▪ raise questions about geographic issues and problems</li> </ul>		<p>ELA SCI Essential Question: Why did people locate in certain areas and what patterns can be found in their choice of these locations?</p>



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**Standard 4: Economics** Students will use a variety of intellectual skills to demonstrate their understanding of how the United States and other societies develop economic systems and associated institutions to allocate scarce resources, how major decision-making units function in the United States and other national economies and how an economy solves the scarcity problem through market and non market mechanisms

*Key Idea 1: The study of economics requires an understanding of major economic concepts and systems, the principles of economic decision making, and interdependence of economies and economic systems throughout the world.*

Performance Indicators	Content	The student is able to:	Vocabulary	Curricular Connections
PI 174 Analyze the effectiveness of varying ways societies, nations, and regions of the world attempt to satisfy their basic needs and wants by utilizing scarce resources. <b>(Introduction)</b>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>• economic systems</li> <li>• factors of production</li> <li>• interdependence</li> <li>• needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>▪ define scarcity.</li> <li>▪ identify nations and societies existing and non-existing resources.</li> <li>▪ evaluate the way nations or societies attempt to satisfy needs and wants</li> </ul>	<ul style="list-style-type: none"> <li>• scarcity</li> <li>• trade</li> <li>• production</li> <li>• consumption</li> <li>• goods and services</li> <li>• depression</li> <li>• recession</li> <li>• interdependence</li> </ul>	<p>ELA</p> <p>Essential Question: How do people try to control their environment to meet their needs and wants?</p>
PI 175 Define and apply basic economic concepts such as scarcity, supply, demand, opportunity costs, production, resources, money and banking, economic growth, markets, costs, competition, and world economic systems. <b>(Introduction)</b>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>• economic systems</li> <li>• factors of production</li> <li>• interdependence</li> </ul>	<ul style="list-style-type: none"> <li>▪ identify and define the basic economic concepts.</li> <li>▪ give examples for each concept</li> </ul>	<ul style="list-style-type: none"> <li>▪ scarcity</li> <li>▪ opportunity costs</li> <li>▪ resources</li> <li>▪ trade</li> <li>▪ embargo</li> <li>▪ tariffs</li> <li>▪ import</li> <li>▪ export</li> <li>▪ trade deficit</li> <li>▪ money and banking</li> <li>▪ loans</li> </ul>	<p>ELA</p> <p>Essential Question: What goods and services does a society produce? Who controls the wealth and resources of a society? How does a society obtain more goods and services?</p>



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### Commencement Level Benchmarks – Grade 9

<p>PI 176 Understand the nature of scarcity and how nations of the world make choices which involve economic and social costs and benefits. <b>(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>• economic systems</li> <li>• factors of production</li> <li>• interdependence</li> </ul>	<ul style="list-style-type: none"> <li>▪ give examples of scarcity.</li> <li>▪ analyze scarcity and the affects scarcity has on people with the choices they make</li> <li>▪ examine historical events when scarcity was a cause for events (e.g. the middle ages and feudalism, Imperialism, Oil embargo, European Free trade)</li> </ul>	<ul style="list-style-type: none"> <li>▪ scarcity</li> <li>▪ opportunity costs</li> <li>▪ resources</li> <li>▪ trade</li> <li>▪ embargo</li> <li>▪ tariffs</li> <li>▪ import</li> <li>▪ export</li> <li>▪ trade deficit</li> </ul>	<p>ELA TECH Essential Question: How does a society balance competing needs and scarcity of resources?</p>
<p>PI 179 Explain how economic decision making has become global as a result of an interdependent world economy. <b>(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>• economic systems</li> <li>• factors of production</li> <li>• interdependence</li> </ul>	<ul style="list-style-type: none"> <li>• recognize and analyze economic relationships between nations through out the world.</li> <li>• examine how the relationships make nations interdependent.</li> <li>• examine historical events that are influenced by economic decision making (e.g. Treaty of Versailles lead to world wide depression and cause of WWII, NAFTA, European Free Trade Association)</li> </ul>	<ul style="list-style-type: none"> <li>▪ interdependence</li> <li>▪ trade</li> <li>▪ export</li> <li>▪ import</li> <li>▪ favorable trade partner</li> <li>▪ embargo</li> <li>▪ trade deficit</li> <li>▪ recession</li> <li>▪ depression</li> </ul>	<p>ELA Essential Question: How does empire building contribute to the growth of economic interdependence?</p>
<p>PI 180 Understand the roles in the economic system of consumers, producers, workers, investors, and voters. <b>(Introduction)</b></p>	<p><b>Concepts/themes</b></p> <ul style="list-style-type: none"> <li>• economic systems</li> <li>• factors of production</li> </ul>	<ul style="list-style-type: none"> <li>▪ define economic systems of consumers, producers, and workers</li> <li>▪ identify and examine the impact of consumers, producers, and workers on economic systems</li> </ul>	<ul style="list-style-type: none"> <li>▪ consumer</li> <li>▪ producer</li> <li>▪ goods</li> <li>▪ services</li> <li>▪ supply</li> <li>▪ demand</li> <li>▪ investors</li> <li>▪ profit</li> <li>▪ labor market</li> </ul>	<p>ELA Essential Question: What economic roles are found in specific cultures?</p>

