

HIGH SCHOOL CURRICULUM

A SYNERGISTIC SYSTEM



STANDARDS CORRELATION REPORT

Thursday, May 29, 2014

STANDARDS FROM

South Dakota | Extended Content and Alternate Academic Achievement Standards | Social Studies Functional (2005)

Grades: K-12,



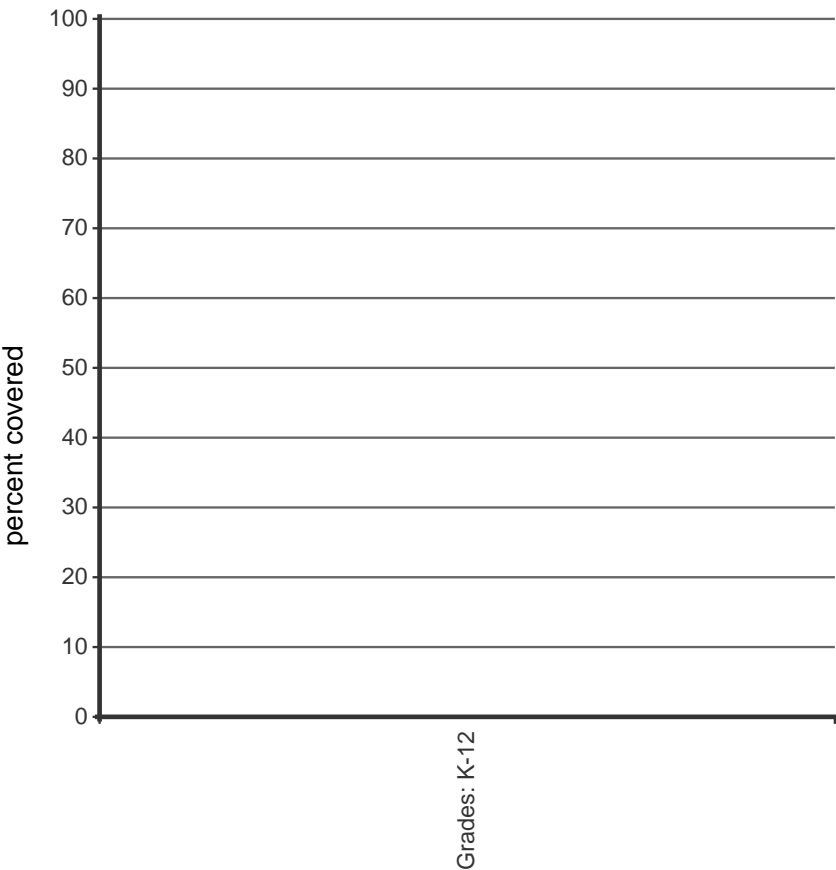
STANDARDS/BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

When reviewing the "Standards/Benchmarks Addressed Summary, " all curriculum statements from your organization are considered in the accounting of items addressed. Under this reporting structure, if a child statement (bench mark) is considered "addressed," its parent statement (standard) is also considered addressed. in cases where there are three or more levels of statements (i'e.grandparent;parent;child),all levels above the lowest level that is addressed are also considered addressed .Reporting from this analysis consider each statement as being of equal value.

- Grades: K-12 standards covered :0 of 103 (0%)

Standards/Benchmarks Addressed



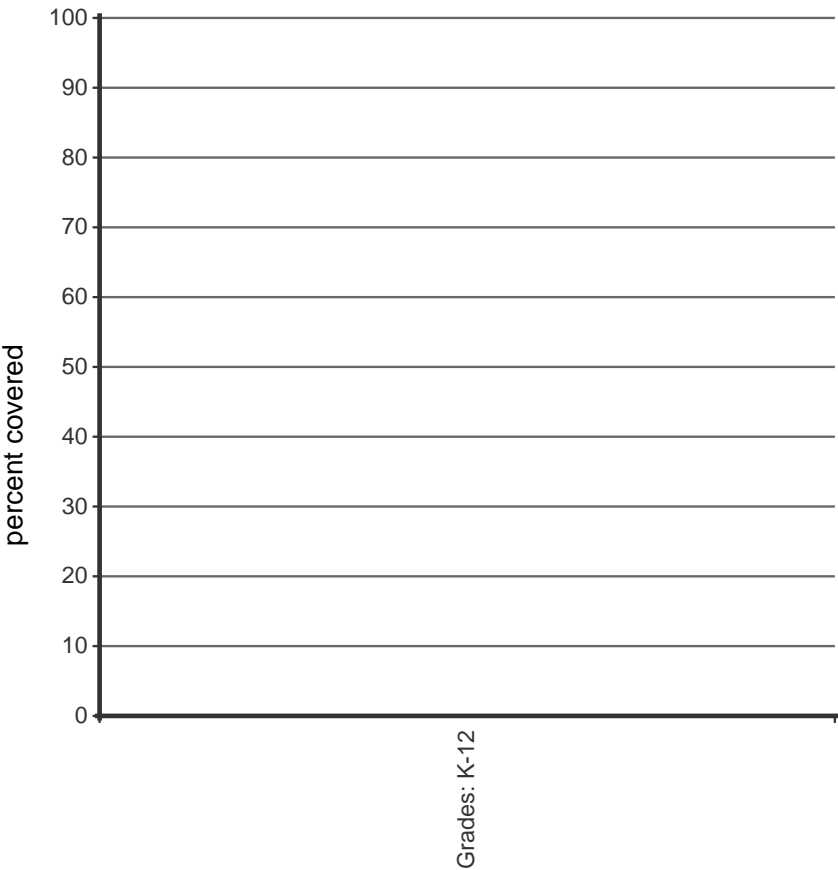
BENCHMARKS ADDRESSED SUMMARY

How to Interpret:

Benchmarks are considered the statements at the lowest level of the document. When reviewing the "Benchmarks Addressed Summary," only the curriculum statements at the lowest level are being reported

- Grades: K-12 standards covered :0 of 87 (0%)

Benchmarks Addressed



COVERAGE REPORTS ORGANIZED BY STANDARDS/BENCHMARK

This section of the reports lists each curriculum statement in the set chosen for this report and the titles that address them. Statements that are colored gray are not addressed by any title in the title set chosen for this report

Grades: K-12

- Grades: K-12 standards covered :0 of 103 (0%)
- Grades: K-12 standards covered :0 of 87 (%)

	Grades: K-12 South Dakota Extended Content and Alternate Academic Achievement Standards Social Studies Functional (2005)
1	Students will understand the emergence and development of civilizations over time and place.
1.1	Analyze the chronology of various historical eras to determine connections and cause/effect relationships.
1.1.1	Recognizes/identifies one's own past events.
1.1.2	Recognizes/identifies one's own past events in relation to events in the family, community, nation, or world.
1.1.3	Recognizes/identifies examples of past events in American history.
1.1.4	Recognizes/identifies American and world leaders.
1.1.5	Recognizes similarities and differences between past and present events.
1.1.6	Recognizes/identifies the way of life in particular time periods in history.
1.1.7	Identifies why people lived the way they did during various eras of history.
1.1.8	Recognizes/identifies various aspects of different cultures both within and across time periods.
1.1.9	Identifies why an event or series of events occurred.

	Grades: K-12 South Dakota Extended Content and Alternate Academic Achievement Standards Social Studies Functional (2005)
1.2	Evaluate the significance of interactions among cultures and civilizations and the impact on cultural diffusion.
1.2.1	Recognizes/identifies people in the family & community who are the same and different.
1.2.2	Recognizes/identifies aspects of one's own culture.
1.2.3	Uses appropriate social rules in various school and community situations.
1.2.4	Recognizes/identifies people in the state/region who are the same and different.
1.2.5	Recognizes/identifies people in the country who are the same and different.
1.2.6	Recognizes/identifies people in the world who are the same and different.
1.2.7	Recognizes/identifies people in the community who are associated with major holidays/events (e.g. Veteran's Day, Martin Luther King Day).
1.2.8	Recognizes/demonstrates the differences in customs of various cultural groups around the world.
1.2.9	Recognizes/identifies the individuals important in the development of South Dakota history.
1.2.10	Participates in community activities that are associated with major holidays/events.
1.2.11	Recognizes/identifies why people in history have migrated to America throughout American history.
1.3	Evaluate the influence of varying values and philosophies on the development of civilization and cultures.
1.3.1	Recognizes/identifies aspects of one's own characteristics, family, and culture.

	Grades: K-12 South Dakota Extended Content and Alternate Academic AchievementStandards Social Studies Functional (2005)
1.3.2	Recognizes/identifies aspects of classmates' characteristics, family, and culture.
1.3.3	Recognizes/identifies aspects of other persons in the school characteristics, families and culture.
1.3.4	Recognizes/identifies aspects of other persons in the community's characteristics, family, and culture.
1.3.5	Explains the reasons behind his culture-based activities.
1.3.6	Explains cultural differences of classmates and people in the community.
2	Students will understand the interrelationships of people, places, and the environment.
2.1	Analyze information from geographic representation, tools, and technology to define location, place, and region.
2.1.1	Recognizes/identifies areas within the school area.
2.1.2	Recognizes/identifies areas within the community.
2.1.3	Recognizes/identifies areas within the region/state.
2.1.4	Recognizes/identifies geographical areas in the community through pictures, objects and simple maps.
2.1.5	Recognizes/identifies geographical areas in the nation through pictures, objects, simple maps, and globes.
2.1.6	Recognizes/identifies geographical areas in the world through pictures, objects, simple maps, and globes.
2.1.7	Recognizes resources available to access geographical information.
2.1.8	Uses resources available and accesses geographical information.
2.2	Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

	Grades: K-12 South Dakota Extended Content and Alternate Academic AchievementStandards Social Studies Functional (2005)
2.2.1	Identifies physical features of the community, state, country, and world.
2.2.2	Identifies ways people use these physical features for recreation and livelihood (e.g. community, state, country, and world).
2.2.3	Identifies instances of human migration.
2.2.4	Identifies why humans migrate.
2.2.5	Identifies the effects of human migration.
2.3	Analyze the impact of Earth's natural processes, patterns, and cycles on various regions of the United States and the world.
2.3.1	Describes various earth/sun relationships (e.g. day and night, time zones, seasons, and climates).
2.3.2	Describes how climate influences people's lives.
3	Students will understand the historical development and contemporary role of governmental power and authority.
3.1	Analyze the various forms and purposes of government in relationship to the needs of individuals and societies.
3.1.1	States/recognizes/identifies the rules of the classroom/school/organization.
3.1.2	Follows the rules of the classroom, school or organization.
3.1.3	States/recognizes/identifies/explains the consequences associated with school/class/organization rules.
3.1.4	States/identifies how rules of the school/classroom/organization can be changed.
3.1.5	Recognizes/identifies local, state, national, and international leaders.
3.1.6	Recognizes/identifies ways in which leaders are selected.
3.1.7	Recognizes/identifies tasks associated with leadership.

	Grades: K-12 South Dakota Extended Content and Alternate Academic AchievementStandards Social Studies Functional (2005)
3.1.8	Recognizes/identifies traits which are characteristics of a leader.
3.2	Evaluate the impact of historical events, ideals, and documents on the formation of the United States government.
3.2.1	Recognizes patriotic symbols and activities (e.g. national flag; “The Star Spangled Banner”; and “Pledge of Allegiance”).
3.2.2	Recognizes political roles of leaders in the larger community (e.g. the mayor, the governor, the legislators, the congressmen, senators and the president).
3.3	Analyze the constitutional rights and responsibilities of United States citizens.
3.3.1	Demonstrates appropriate turn taking.
3.3.2	Is aware of his/her personal space and respects that space of others.
3.3.3	Takes an active role in personal and classroom decision making.
3.3.4	Participates in his/her IEP on a regular basis starting at age 14 and earlier if desired.
3.3.5	Knows about guardianship and its implications.
3.3.6	Knows how to register to vote.
3.3.7	Will know how to register for the draft and do so at the appropriate age.
3.3.8	Is familiar with the rights/responsibilities associated with marriage.
3.3.9	Recognizes the important actions required in demonstrating citizenship; respecting the roles of members and leaders in a group; sharing responsibilities in a group; identifying ways to help others; respecting the individual right to express an opinion; and acknowledging that people think and act differently.
3.3.10	Compares rules in different groups for different situations (e.g. family, school, community).

	Grades: K-12 South Dakota Extended Content and Alternate Academic AchievementStandards Social Studies Functional (2005)
3.3.11	Defines conservation in terms of ways citizens protect global resources with emphasis on reducing, reusing, and recycling.
3.3.12	Explains why communities have rules or laws and how they protect the rights and freedoms of individuals.
3.3.13	Explains the process of making rules and laws, enforcing laws, voting, and becoming a citizen.
3.3.14	Identifies the South Dakota state flag, song, flower, bird and nickname.
3.3.15	Identifies examples from South Dakota history of conflicts over rights, how the conflicts were resolved, the important people who helped resolve them, and conflicts that remain unsolved.
3.3.16	Describes how citizens of a democracy give the government authority to make decisions on their behalf.
4	Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.
4.1	Analyze the economic impact of the availability and utilization of various resources on societies.
4.1.1	Explains what a job is.
4.1.2	Identifies jobs that people do.
4.1.3	Describes what tasks and equipment are required for various jobs in the community.
4.1.4	Distinguishes between goods and services.
4.1.5	Matches the goods and services found in the community with the people who provide those goods and services.
4.1.6	Identifies where various goods and services can be obtained in the community.
4.1.7	Accesses and uses goods and services provided in the community.

	Grades: K-12 South Dakota Extended Content and Alternate Academic AchievementStandards Social Studies Functional (2005)
4.1.8	Recognizes technology and how it affects one's own and other people's lives.
4.1.9	Is able to use technology to access one's environment.
4.1.10	Understands what resources government helps to provide and how to access them.
4.2	Analyze the role of various economic systems in the social, political, and economic development of societies.
4.2.1	Demonstrates that he/she can use money or its equivalent to obtain goods and services (K-2).
4.2.2	Identifies various means of earning money or its equivalent.
4.2.3	Identifies various means of saving money or its equivalent.
4.2.4	Identifies goals for which saved resources will be used.
4.2.5	Identifies how others earn money.
4.2.6	Recognizes/identifies the impact of taxes.
4.2.7	Recognizes that one has to pay taxes when purchasing a good or service.
4.2.8	Recognizes that take home pay is less than gross pay.
4.2.9	Sets up a personal budget.
4.3	Analyze the complex relationships among economic, social, and political decisions.
4.3.	Not appropriate for functional standards.

COVERAGE REPORT ORGANIZED BY PRODUCT TITLE

This section of the reports lists each curriculum statement in the set chosen for this report and the titles that address them .Statements that are colored gray are not aaddressed by any title in the title set chosen for this report

STANDARDS/BENCHMARKS NOT ADDRESSED SUMMARY

This section of the report shows all standards that are not addressed by the set of titles used to create this report

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4.2.8	Recognizes that take home pay is less than gross pay.
4.2.9	Sets up a personal budget.
4.3	Analyze the complex relationships among economic, social, and political decisions.
4.3.	Not appropriate for functional standards.