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*2018 Instructional Materials Adoption procedure is subject to change based on pending legislation.*

## NON-NEGOTIABLE EVALUATION CRITERIA

**2019-2025**  
**Group I – Social Studies**  
**CCR Contemporary Studies**

| <b>Equity, Accessibility and Format</b> |    |  |       |
|---|----|--|-------|
| Yes                                     | No | CRITERIA   | NOTES |
|   |    | <b>1. INTER-ETHNIC</b><br>The instructional materials meet the requirements of inter-ethnic: concepts, content and illustrations, as set by WV Board of Education Policy 2445.41.  |       |
|   |    | <b>2. EQUAL OPPORTUNITY</b><br>The instructional material meets the requirements of equal opportunity: concepts, content, illustration, heritage, roles contributions, experiences and achievements of males and females in American and other cultures. |       |
|   |    | <b>3. FORMAT</b><br>This resource includes an interactive electronic/digital component for students.   |       |
|   |    | <b>4. BIAS</b><br>The instructional material is free of political bias.  |       |
|   |    | <b>5. COMMON CORE</b><br>The instructional materials do not reference Common Core academic standards. (WV Code §18-2E-1b-1)  |       |

**GENERAL EVALUATION CRITERIA**  
**2019-2025**  
**Group I – Social Studies**  
**Contemporary Studies**

**INSTRUCTIONAL MATERIALS ADOPTION: COLLEGE- AND CAREER-READINESS LEARNING EVALUATION CRITERIA**

The general evaluation criteria apply to each grade level and are to be evaluated for each grade level unless otherwise specified. These criteria consist of information critical to the development of all grade levels. In reading the general evaluation criteria and subsequent specific grade level criteria, **e.g. means “examples of” and i.e. means that “each of” those items must be addressed.** Eighty percent of the general and eighty percent of the specific criteria must be met with I (In-depth) or A (Adequate) in order to be recommended.

| (Vendor/Publisher)<br>COMPLETE CORRELATION OF<br>SPECIFIC LOCATION OF<br>CONTENT WITHIN PRODUCT | (IMR Committee) Responses  |            |           |               |   |  |   |  |   |  |   |
|---|--|------------|-----------|---------------|---|--|---|--|---|--|---|
|   | I=In-depth   | A=Adequate | M=Minimal | N=Nonexistent | I |  | A |  | M |  | N |
|   | <b>In addition to alignment with the College- and Career-Readiness Standards (CCRSs), materials must also clearly connect to the Student Success Standards which include opportunities for students to develop:</b>  |            |           |               |   |  |   |  |   |  |   |
|   | <b>A. Developing personal and educational skills</b>   |            |           |               |   |  |   |  |   |  |   |
|   | <b>Thinking and Problem-Solving Skills</b>   |            |           |               |   |  |   |  |   |  |   |
|   | <i>Social Studies Content:</i>   |            |           |               |   |  |   |  |   |  |   |
|   | 1. is presented in a way that deepens student understanding through meaningful and challenging inquiry-based learning that builds on prior knowledge and promotes social science connections (e.g., the importance that geography, economics and civics play within historical and current events, understanding the importance of sociological and psychological connections to society, the importance of historical and current events in civic decision making); |            |           |               |   |  |   |  |   |  |   |

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|  | 2. engages in complex thinking and analysis in the social sciences which promotes the development of multiple perspectives, thoughtful well-framed questions and thoughtful judgment applicable to students' own lives and future situations; and   |  |  |  |  |  |  |
|  | 3. Promotes local, regional, state, national, and global connections, both past and present; while also promoting real-world, authentic relationships which consider human choice and natural catastrophic events on historic outcomes.   |  |  |  |  |  |  |
|  | <p style="text-align: center;"><b>Information and Communication Skills/Social Studies</b></p> <p style="text-align: center;"><i>For student proficiency in content standards, the instructional materials will include multiple strategies that provide students with the opportunity to:</i></p> |  |  |  |  |  |  |
|  | 4. locate existing social studies content information, specifically primary source documents and scholarly journal articles for interpretation, analysis, and the creation of original student products appropriate for all audiences;  |  |  |  |  |  |  |
|  | 5. make informed, educated choices based on multiple perspectives, and  |  |  |  |  |  |  |
|  | 6. interact with outside resources through opportunities for local, regional, state, national, and global collaboration in a variety of curated and/or vetted resources.  |  |  |  |  |  |  |
|  | <p style="text-align: center;"><b>Personal and Workplace Productivity Skills</b></p> <p style="text-align: center;"><i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>   |  |  |  |  |  |  |
|  | 7. conduct research, validate sources, and report ethically on findings;  |  |  |  |  |  |  |
|  | 8. identify, evaluate, and apply appropriate technology tools for a variety of purposes;  |  |  |  |  |  |  |
|  | 9. engage in self-directed and/or independent inquiry   |  |  |  |  |  |  |
|  | 10. Provide a variety of structures for working collaboratively; and  |  |  |  |  |  |  |

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|  | 11. practice time-management and project management skills for problem based learning and group projects.  |  |  |  |  |  |  |
|  | <b>B. Developmentally Appropriate Instructional Resources and Strategies</b>   |  |  |  |  |  |  |
|  | <i>For student proficiency in content standards:</i>   |  |  |  |  |  |  |
|  | 12. Content is structured to ensure all students meet grade-specific expectations as they develop content knowledge and literacy skills aligned to college and career readiness expectations.  |  |  |  |  |  |  |
|  | 13. Instructional resource includes suggestions for appropriate scaffolding, emphasizes the importance of vocabulary acquisition and application, provides opportunities to engage in high interest, age-appropriate activities that mirror real-life situations, and make cross-curricular, global connections.   |  |  |  |  |  |  |
|  | 14. Instructional material provides opportunities for students to link prior knowledge to new information to construct their own viable mental maps and deepen understanding of the connections to the social sciences.  |  |  |  |  |  |  |
|  | 15. Students are provided with opportunities to analyze and infer relationships with maps, tables, charts, graphs, globes, media, and technology sources to acquire and apply new information (e.g., global information systems).  |  |  |  |  |  |  |
|  | 16. Instructional materials offers opportunities for students to sequence economic, societal, cultural, and political influences, movements, and events in chronological order. (eg. cultural movements such as the counter-culture movement, a societal movement over time such as the women's suffrage movement, or tracing the history of free-market capitalism, or the events of American Revolution) |  |  |  |  |  |  |
|  | 17. Instructional materials provides opportunities for students to investigate issues that are interconnected thematically or chronologically (e.g., colonialism, poverty, human rights, environment, energy, safety, immigration, conflict) to solve complex problems suggesting the possibility of multiple solutions.   |  |  |  |  |  |  |

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|  | 18. Instructional resources include guiding questions and essential questions to aid students' development of social awareness and a deeper understanding of the social sciences.   |  |  |  |  |  |  |
|  | 19. Provide resources for intervention, enrichment, and to allow for personalized learning.   |  |  |  |  |  |  |
|  | 20. Materials provide a real-time electronic resource which students can access for updates on regional, state, national and global information.  |  |  |  |  |  |  |
|  | <p><b>C. Career Development/Life Planning/Global Citizenship</b><br/> <i>For student proficiency in content standards, the instructional materials will provide students with the opportunity to:</i></p>   |  |  |  |  |  |  |
|  | 21. Develop Career Awareness  |  |  |  |  |  |  |
|  | 22. Explore Career and Life Plans   |  |  |  |  |  |  |
|  | 23. Acquire a Diverse and Knowledgeable World View.   |  |  |  |  |  |  |
|  | 24. Promote Social Justice  |  |  |  |  |  |  |
|  | 25. Promote Responsible Leadership  |  |  |  |  |  |  |
|  | 26. Promote Financial Responsibility  |  |  |  |  |  |  |
|  | <p><b>D. Assessment</b></p>   |  |  |  |  |  |  |
|  | 27. To ensure a balanced assessment, the instructional material will provide tools for a balanced approach to assessment including both formative and summative assessments in multiple formats (e.g., rubrics, document based questions (DBQs), performance-based measures, open-ended |  |  |  |  |  |  |

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|  | questioning, portfolio evaluation, and multimedia simulations) that not only guide instruction but also identify student mastery of content.  |  |  |  |  |  |  |
|  | <b>E. Organization, Presentation and Format</b>   |  |  |  |  |  |  |
|  | 28. Information is organized logically and presented clearly using multiple methods and modes for delivering instruction that motivate and increase literacy as students engage in high interest, authentic activities. |  |  |  |  |  |  |
|  | 29. The use of media enhances instruction and learning.   |  |  |  |  |  |  |
|  | 30. The instructional resource includes a digital file of the student and teacher edition, accessible via the internet or an electronic storage device (e.g. USB drive, CD, DVD, etc.).                                 |  |  |  |  |  |  |

## SPECIFIC EVALUATION CRITERIA

### 2019-2025 Group I – Social Studies Contemporary Studies

The following four areas of social studies form the majority of the high school courses that are not content specific (e.g. geography and economics):

#### **Civics**

Civics addresses both citizenship and political systems. Citizenship education prepares students to be informed, active and effective citizens who accept their responsibilities, understand their privileges and rights and participate actively in society and government. To be successful participants in society, students must understand how to build social capital (a network of social relationships) that encourages reciprocity and trust, two characteristics of civic virtue and good citizenship. Students must be able to research issues, form reasoned opinions, support their positions and engage in the political process. Students exercise tolerance and empathy, respect the rights of others, and share a concern for the common good while acting responsibly with the interests of the larger community in mind. Students must learn and practice intellectual and participatory skills essential for an involved citizenry. To develop these skills, the curriculum must extend beyond the school to include experiences in the workplace and service in the community. While studying political systems, students develop global awareness and study the foundations of various world governments and the strategies they employ to achieve their goals. With respect to the United States, students learn the underlying principles of representative democracy, the constitutional separation of powers and the rule of law. Students learn the origins and meaning of the principles, ideals and core

democratic values expressed in the foundational documents of the United States. Students recognize the need for authority, government and the rights and responsibilities of citizens.

### **Economics**

Economics analyzes the production, allocation, distribution and use of resources. The economic principles include an understanding of scarcity and choice, productivity, markets and prices, supply and demand, competition, role of government, international trade factors and consumer decisions in a global economy. Understanding economic principles, whole economies and the interactions between different types of economies helps students comprehend the exchange of information, capital and products across the globe. Learners investigate economic principles and their application to historical situations. Learners will work cooperatively and individually to analyze how basic economic principles affect their daily lives. Students become financially responsible by examining the consequences of and practicing personal financial decision-making.

### **Geography**

Geography encompasses physical and human systems and the interactions between them on local and global scales. People interact with the natural world in culturally distinct ways to produce unique places, which change over time. New technologies and perspectives of geography provide students with an understanding of the world, and the ability to evaluate information in spatial terms. The geography standards stress the world in which we live and the role of the U.S. in the global community. Students use geographic perspectives and technology to interpret culture, environment and the connection between them. Students collaborate with one another and work individually using geographic skills and tools to ask geographic questions based on the five themes of geography (location, place, human-environmental interaction, movement and regions). They acquire the necessary information, organize and analyze the information and respond to those geographic questions. Students examine the varying ways in which people interact with their environments and appreciate the diversity and similarities of cultures and places created by those interactions.

### **History**

History organizes events and phenomena in terms of when they occurred and examines where, how and why they took place. Students study how individuals and societies have changed and interacted over time. They organize events through chronologies and evaluate cause-and-effect relationships among them. Students analyze how individuals, groups and nations have shaped cultural heritages. They gather historical data, examine, analyze and interpret this data, and present their results in a clear, critical manner. Students study origins and evolutions of culture hearths, settlements, civilizations, states, nations, nation-states, governments and economic developments. Through history, students understand the identity and origins of their families, communities, state and nation. Through history, students recognize the influence of world events on the development of the United States and they evaluate the influence of the United States on the world. Understanding the past helps students prepare for today and the events of the future.

## **College- and Career-Readiness Indicators for Social Studies**

The grades K-12 standards on the following pages define what students should know, understand, and be able to do by the end of each grade band. They correspond to the College- and Career-Readiness Indicators for Social Studies by grade band (K-2, 3-5, 6-8, and 9-12). The College- and Career-Readiness Indicators and grade-specific standards are necessary complements – the former providing broad standards, the latter providing additional specificity – that together define the skills and understandings that all students must demonstrate.

### **Integration of Literacy in Social Studies**

Literacy strategies and skills are applied as students acquire information and communicate their learning and understanding of social studies. Integration of literacy in social studies is critical for student success. It is essential that literacy strategy and skill instruction be purposefully and appropriately planned and embedded within social studies instruction.

**Contemporary Studies**

Contemporary Studies examines the interactions between the United States and the world from 1914 to present day. Teachers will engage students in critical thinking and problem-solving skills as students learn and work with factual historical content, geography, civics, economics and other social studies concepts. Maps, spreadsheets, charts, photographs, the arts, music, graphs, primary source documents, textbooks and data from a variety of credible electronic and non-electronic sources will be used to synthesize, analyze, interpret and predict outcomes. The concept of globalization is explored and evaluated through the careful analysis of the interactions (between or among) the United States and other nation states, helping students recognize the interdependencies of the United States and other countries. Teachers will provide a venue for students to examine factors that influence changing political and economic relationships and foreign policies between the United States and its world neighbors. The impact of world events on the individual citizen and the reciprocal impact of an individual citizen's actions, in the democratic process, on world events will be emphasized.

| (Vendor/Publisher)<br>COMPLETE CORRELATION OF<br>SPECIFIC LOCATION OF<br>CONTENT WITHIN<br>PRODUCT | IMR Committee Responses  |            |           |               |   |  |   |  |   |  |   |
|--|--|------------|-----------|---------------|---|--|---|--|---|--|---|
|  | I=In-depth   | A=Adequate | M=Minimal | N=Nonexistent | I |  | A |  | M |  | N |
|  | <b>A. Civics</b>   |            |           |               |   |  |   |  |   |  |   |
|  | 1. Evaluate, then defend, the importance of the fundamental democratic values and principles of U.S. constitutional democracy in a global context including conflicts between individuals, communities and nations.<br>liberty and equality<br>individual rights and the common good<br>majority rule and minority rights<br>Rule of Law and ethics (e.g., civil disobedience)<br>patriotism |            |           |               |   |  |   |  |   |  |   |
|  | 2. Justify the duties of citizens that are necessary to preserve global democracy.<br>public forums (local, national, and/or global)<br>analysis of voting apathy and resulting consequences<br>personal freedoms throughout the world<br>role of international government and non-government organizations (e.g., League of Nations and U.N.)   |            |           |               |   |  |   |  |   |  |   |
|  | 3. Analyze and apply ways U.S. and world conflicts can be resolved in a cooperative and peaceful manner.   |            |           |               |   |  |   |  |   |  |   |
|  | 4. Evaluate court cases essential to fundamental democratic principles and values (e.g., amendments since 1920, <i>Brown v. BOE Topeka</i> , <i>Miranda v. Arizona</i> , <i>Roe v. Wade</i> and the P.A.T.R.I.O.T. Act).   |            |           |               |   |  |   |  |   |  |   |



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|  | 5. Select and participate in a volunteer service or project with a community or Veteran's organization (e.g., American Legion, Veterans of Foreign Wars, Women Veterans of America, Ronald McDonald House, Special Olympics, 4-H, etc.).       |  |  |  |  |  |  |
|  | <b>B. Economics</b>  |  |  |  |  |  |  |
|  | 6. Analyze the industrial organization of the American economy and connect its effects on the outcome of World War I and subsequent wars (e.g., loans, Lend/Lease Act, Marshall Plan and nuclear arms race).                                   |  |  |  |  |  |  |
|  | 7. 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).                             |  |  |  |  |  |  |
|  | 8. Apply the concept of supply and demand in various historic events as a cause of economic turmoil (e.g., Prohibition, O.P.E.C, etc.).  |  |  |  |  |  |  |
|  | 9. Cite evidence of the economic and cultural impact of advertising and the growth of consumerism (e.g., differentiate between wants and needs).   |  |  |  |  |  |  |
|  | 10. Critique the competing ideologies of various economic systems (e.g., Capitalism, Socialism and Communism) and resulting world conflicts.   |  |  |  |  |  |  |
|  | 11. Analyze the causes and consequences of the United States' national debt and their effect upon world economic systems.  |  |  |  |  |  |  |
|  | 12. Identify various developed countries (MDC) and developing countries (LDC) and evaluate their GDP to determine the standard of living of their citizens (e.g., health care, education, military, industrial and agricultural capabilities). |  |  |  |  |  |  |
|  | <b>C. Geography</b>  |  |  |  |  |  |  |
|  | 13. Analyze and evaluate the changing boundaries of world maps as a result of wars (e.g., Europe World War I, World War II, Cold War Era and Middle East conflicts).   |  |  |  |  |  |  |
|  | 14. Identify and locate the countries that enjoy topographical protection from invasion as opposed to countries that rely on political boundaries.   |  |  |  |  |  |  |
|  | 15. Use census data to analyze the demographics of population growth that lead to the exhaustion of resources and cultural conflict (e.g., water, agricultural land, energy and food supplies).  |  |  |  |  |  |  |
|  | 16. Connect how natural resources of various world regions impact foreign and economic policy decisions (e.g., Middle Eastern oil supplies and United States coal deposits, etc.).   |  |  |  |  |  |  |
|  | 17. Hypothesize how human and environmental interactions pose a threat to mankind and the environment.   |  |  |  |  |  |  |
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| <b>D. History</b> |  |  |  |  |  |  |  |  |
|-------------------|--|--|--|--|--|--|--|--|
|                   | <p>18. Demonstrate an understanding of the events that illustrate the United States' emergence as a world power beginning in 1914.</p> <ul style="list-style-type: none"> <li>Analyze United States isolationism, neutrality and entanglement in world affairs.</li> <li>List and explain underlying causes, major players and the effects of World War I.</li> <li>Explain the connection between the advancement of military technology and the massive casualties in World War I.</li> <li>Compare and contrast idealism and realism by analyzing the Treaty of Versailles, Wilson's Fourteen Points and the subsequent failure of the League of Nations.</li> <li>Make connections between relief efforts and interventions of the 1918 pandemic to modern global health concerns.</li> </ul>  |  |  |  |  |  |  |  |
|                   | <p>19. Demonstrate an understanding of society in the Roaring 20's by examining the changing cultural, economic, and political philosophies, and the ensuing consequences.</p> <ul style="list-style-type: none"> <li>Outline activities and irregularities of both Wall Street and United States banking practices followed by attempted reform legislation.</li> <li>Analyze the impact that the emerging independence of women (e.g., suffrage, double standard, flappers and employment opportunities) and immigration issues had on society.</li> <li>Research the social issues that led to the passage of the 18<sup>th</sup> Amendment and the establishment of Prohibition, and discuss the factors that led to its repeal in the 21<sup>st</sup> Amendment (e.g. organized crime, Great Depression and changing social values).</li> <li>Investigate literary, musical and artistic movements (e.g., Harlem Renaissance, jazz and the Lost Generation).</li> </ul> |  |  |  |  |  |  |  |
|                   | <p>20. Demonstrate an understanding of the immediate and lasting economic, social and political effects caused by the Great Depression in the United States and throughout the world.</p> <ul style="list-style-type: none"> <li>Assess the prolonged effects of the stock market crash upon the social and economic activities of the U.S. and the world.</li> <li>Investigate the expansion of government with New Deal legislation and resulting deficit spending.</li> <li>Explain how the world economic crisis enabled the growth of totalitarian governments (e.g., Fascism and Nazism).</li> <li>Critique the role of sports, movies, radio and other forms of entertainment in the development of a new culture in America.</li> </ul>  |  |  |  |  |  |  |  |
|                   | <p>21. Demonstrate an understanding of the events surrounding World War II. Explore how appeasement efforts such as the Munich Agreement (1938)</p>  |  |  |  |  |  |  |  |

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|  | <p>failed to prevent war.</p> <ul style="list-style-type: none"> <li>• Examine and evaluate the suffering and human cost of the propaganda and genocide of the Nazi Holocaust.</li> <li>• Assess the Japan’s motives for attacking Pearl Harbor and the attack’s effect on the outcome of WWII.</li> <li>• Examine and identify the penalties of war faced by the Japanese in the United States and their homeland.</li> <li>• Identify the contributions from the home front during the war (e.g. Rosie the Riveters - “Rosies”, victory gardens, war bond sales, wartime propaganda and opportunities for minorities).</li> <li>• Investigate and cite evidence about the significance of the events in the European and Pacific Theaters.</li> <li>• Hypothesize America’s reasons for rebuilding war torn countries and trace the rationale and origins of cooperation that led to the creation of the United Nations.</li> </ul>   |  |  |  |  |  |  |  |
|  | <p>22. Demonstrate an understanding of the competing ideologies of communism and democracy and the conflict between the United States and Soviet Union superpowers from the post WWII era through early 1990’s.</p> <ul style="list-style-type: none"> <li>• Assess the destructive capability of atomic and hydrogen weaponry.</li> <li>• Trace the expansion of Soviet and Chinese communism to satellite nations.</li> <li>• Explore the motivation and legacy of the Truman Doctrine and containment policy through different presidential administrations.</li> <li>• Outline and discuss major confrontations between the United States and Soviets and explain the fears of American society related to communism and the Race to Space.</li> <li>• Analyze and explain the political, social and economic causes and consequences of American involvement in the Korean Conflict and Vietnam.</li> <li>• Connect the United States’ governmental policies of the 1980s to the economic collapse of the Soviet Union.</li> </ul> |  |  |  |  |  |  |  |
|  | <p>23. Demonstrate an understanding of the origins, struggle and progress of racial minorities seeking social, economic and political equality in the United States.</p> <ul style="list-style-type: none"> <li>• Examine and identify the foundations of the Civil Rights Movement through documents (e.g., <i>Declaration of Independence</i>, <i>U.S. Constitution</i>, etc.) and Supreme Court decisions (e.g., <i>Plessy v. Ferguson</i> and <i>Brown v. BOE Topeka</i>).</li> <li>• Investigate and cite examples of intolerance, prejudice, persecution, discrimination and segregation (e.g., Black Codes and Jim Crow laws).</li> <li>• Debate the role of activists for and against the Civil Rights Movement (e.g., KKK, Black Panthers, Dr. Martin Luther King, Jr., SCLC, Student</li> </ul>   |  |  |  |  |  |  |  |

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|  | <p>Non-violent Coordinating Committee, AIM, Chicano Movement and UFWOC).</p> <ul style="list-style-type: none"> <li>• Design a timeline of the Civil Rights Movement in the United States that includes key people, places and events.</li> </ul>  |  |  |  |  |  |  |  |
|  | <p>24. Demonstrate an understanding of the social conflicts that challenged traditional values in the second half of the twentieth century.</p> <ul style="list-style-type: none"> <li>• Investigate and identify the effects of Americans migrating to the suburbs after World War II.</li> <li>• Identify and examine changes brought about by media sources to American cultural, economic and political behavior. (e.g., television, Rock 'n' Roll, protest songs, etc.).</li> <li>• Summarize the various counterculture movements and their effect on American society.</li> <li>• Connect events to continued questions of trust in federal government (e.g., Watergate, Iran Contra and Pentagon Papers).</li> </ul>   |  |  |  |  |  |  |  |
|  | <p>25. Demonstrate an understanding of United States foreign policy and global economic issues since 1990.</p> <p>Evaluate American foreign policy concerning abuses of human rights.</p> <ul style="list-style-type: none"> <li>• Critique the domestic and military policies of the 1990's.</li> <li>• Determine the motivation for adopting NAFTA (North American Free Trade Agreement) and GATT (General Agreement on Tariffs and Trade), then assess their effects on the American and world economies.</li> <li>• Evaluate acts of terrorism before and after 9/11.</li> </ul>   |  |  |  |  |  |  |  |
|  | <p>26. Demonstrate an understanding of America's continued role in shaping the complex global community since September 11, 2001.</p> <ul style="list-style-type: none"> <li>• Assess the results of American foreign policy relating to Middle Eastern countries.</li> <li>• Outline provisions of the P.A.T.R.I.O.T. Act (Providing Appropriate Tools Required (to) Intercept (and) Obstruct Terrorism Act of 2001) and assess the necessity of such infringements on American civil rights.</li> <li>• Critique the effectiveness of the wars in Iraq and Afghanistan on the war against terror.</li> <li>• Analyze both the positive and negative aspects of the Internet and social networking in revolutionizing popular thought, and organizing people throughout the world (e.g., Tea Party, Arab Spring, Occupy Wall Street, Wi-Fi, Google and Facebook).</li> <li>• Research and analyze U.S. and World responses to ISIS's (Islamic State in Iraq and Syria) rise in Iraq and Syria.</li> </ul> |  |  |  |  |  |  |  |