



Arizona Adult Education Literacy Through Social Studies Standards

(2022)

AZ Adult Education Literacy Through Social Studies Standards

Adult Education Services

Dear Colleagues,

The Arizona Department of Education – Adult Education Services has a long history of developing and implementing adult education content standards. The first standards were developed in 1999 by multiple content teams comprised of adult educators, subject matter experts, and State staff. This is the third revision of the Arizona Adult Education Social Studies Standards, and these standards were intentionally designed to provide an integrated literacy framework by connecting the standards in English Language Arts (ELA), Mathematics, and Social Studies.

Additionally, Title II: Workforce Innovations and Opportunity Act states, “...agencies who receive Federal adult education funds must align content standards for adult education with State-adopted challenging academic content standards...” Furthermore, “...they must identify curriculum frameworks and align rigorous content standards that specify what adult learners should know and be able to do in the areas of: reading and English Language Arts, mathematics, and English Language Acquisition.”

The adult education standards revision process has been a multi-year collaborative effort led by the State office, in collaboration with select adult educators and subject matter experts from around the state. Four content work groups were responsible for revising the content standards in each of their respective disciplines in English Language Arts, mathematics, science, and social studies. The Adult Education ABE Standards Task Force was responsible for reviewing the standards and draft products developed by the four content work groups and assisting State staff in the standards revision process.

The adult education content standards were developed and revised to ensure adult students are learning at a high-level to prepare them for post-secondary education and training, the workplace, and civic participation. These standards are college and career readiness standards and are intended to be used by adult educators to guide standards-based instruction.

Thank you for all you do for Arizona’s adult education students!

Sincerely,

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AZ Adult Education Literacy Through Social Studies Standards

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Tips for Navigating the Electronic Standards Document

The Arizona Adult Education Content Standards document has been designed for adult educators to view and explore electronically. Please see the tips below for navigation assistance.

For educators who prefer to print a copy of the standards, it may be helpful to print specific sections, such as the standard charts.

- **Hyperlinks**
 - Use the hyperlinks embedded throughout the document to easily navigate to different sections.
 - If you are not seeing hyperlinks, follow the steps below in Word to correct this
 1. **File** menu → **Options** → **Advanced**
 2. Uncheck the box that says **Use CTRL + Click to select hyperlinks**
 3. Click **OK**
 - Each section in the Table of Contents contains a link to that document section.
 - Other links to
 - Supporting documents, such as the Glossary or Appendices
 - outside resources
- **To return to your original location after navigation**
 - Press **Alt + ←**
 - This process may be repeated if multiple navigations have occurred.
- **Search for a specific term**
 - Press **Ctrl + F**
 - Enter a word or phrase in the window
 - Click **Enter**

General Introduction to Arizona Adult Education Content Standards

Purpose of the Standards

The purpose of the Arizona Adult Education Content Standards is to assist adult educators to better meet the needs of students by providing a framework of what students need to know and be able to do to progress through the Educational Functioning Levels (EFLs). Skills barriers, such as in literacy, problem-solving, technology, or workplace employability, often prevent students from reaching their long-term education and career goals. It is essential that adult educators provide students with the opportunity to acquire these skills. The standards are intended to help all adult students be prepared for post-secondary education and training without remediation. They define the knowledge, understanding, and skills needed for adult students to be ready to succeed in post-secondary education, the workplace, or in civic participation.

Background

Based upon requirements in Title II: Workforce Innovation and Opportunity Act (WIOA), Arizona is required to have content standards for adult education that align with high-quality, state-adopted content standards for grades K-12. The content standards in this document accomplish that, as they were developed and vetted through the process detailed below. They also reflect academic requirements for success in college-entry, credit-bearing courses, the workplace, and civic participation.

Process for Developing the Standards

In September 2016, Arizona Department of Education-Adult Education Services opened the standards revision application process to all practicing adult educators in the state. Applications were vetted and applicants selected, based on their experience and skill sets, to serve on the Standards Task Force and/or Content Work Groups (CWGs). These groups were charged with reviewing, revising, and integrating Arizona's Adult Education College and Career Ready Standards for the following content areas: English Language Arts, Mathematics, Social Studies/Civics and Science. CWGs reviewed research and recommendations from subject matter and standards experts to revise and hone the Arizona Adult Education Standards, ensuring alignment with current Arizona K-12 standards as required by WIOA.

In revising the Arizona Adult Education Standards, the teams were compelled to retain the character of world-class standards (not minimal competencies) customized for adult learners. The revised standards reflect sensible criteria and have been intentionally designed to be useful, intelligible, rigorous, and measurable. The standards focus on academics, contain a balance of skills and content, and represent a reasonable pattern of cumulative learning that is manageable given the constraints of time. The standards, refined through successive drafts and multiple rounds of feedback, build upon the best elements of standards-related work to date. These standards are intended to be living documents. As new evidence emerges, they will be revised accordingly.

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What the Standards Are

Standards are adopted at the state level and guide what students need to know, understand, and be able to do. They define the knowledge and skills in each content area and across domains through a range of cognitive demand levels.

The Standards are:

- focused on a coherent progression from ABE 1 – ABE 6
- research and evidence-based
- rigorous, requiring application of knowledge and demands of higher-level thinking
- consistent with post-secondary education and workplace expectations, and
- aligned to the Arizona K-12 standards as required by WIOA

A standard was included in the document only when the best available evidence indicated that proficiency was essential for college- and career-readiness in a twenty-first century and globally competitive society.

What the Standards Are Not

The standards are not **curriculum**. Unlike the standards, curriculum is adopted at the local program level. While the Arizona Adult Education Standards should be used as the basis for selecting and/or developing a curriculum, they are not a curriculum in and of themselves. The Arizona Department of Education defines curriculum as:

- the sequence of key concepts, skills, strategies, processes, and assessments that align and support student learning of the standards.
- resources used for teaching and learning the standards.

The standards are not **instruction**. The standards do not dictate the methods and practices used to effectively teach adult learners (andragogy). Instead, identifying the appropriate method(s) and sequence of instruction at each educational functioning level – what will be taught and for how long – requires concerted effort and attention at the program level. The Arizona Department of Education defines instruction as:

- the methods or methodologies used by teachers to instruct their students.
- techniques or strategies that teachers use in response to the needs of their students.

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Standards Implementation

It is essential that adult educators understand that standards are not to be taught in isolation. New learning is about extending knowledge from prior learning to new situations, especially for adult students. For this reason, teachers must understand the progressions in the standards to help individual students and groups of students' progress from one level to another. Teachers need to understand what individual students already know and where they are heading.

It should be noted that no set of level-specific standards can fully reflect the wide range of abilities, learning goals, learning rates, or achievement levels of students in any given classroom. The Arizona Adult Education Content Standards do not define the intervention methods necessary to support students who are well below or well above expectations of the level. However, for the standards to be implemented fully, teachers should provide differentiation for students, by providing curriculum and instruction at the level(s) students require if they are to progress.

The standards should be implemented so that all students can fully participate in their educational program, including those with disabilities and learning differences. At the same time, all students must have the opportunity to learn and to meet the highest educational functioning levels in the standards to gain access to the knowledge and skills necessary to reach their education, training, and career goals.

Standards-Based Instruction

The Arizona Adult Education Teacher Standards in English Language Arts (ELA), Mathematics, and English Language Acquisition provide the structure for what **teachers** need to know and be able to do. The ELA teacher standards should be referenced for teachers who provide instruction in the content areas of Social Studies and Science. For more information, please see the [Arizona Adult Education ABE/ASE Teacher Standards for English Language Arts](#). The teacher standards guide the standards-based instructional practices, foundational knowledge, and skills to effectively teach adult learners, proficiency standards in specific content areas, and professional practices for all teachers. The teacher standards must be used as the foundation for all instructional decisions.

As previously noted, standards are neither instruction nor curriculum. However, standards must be used to determine which curricular resources, both print and digital, that teachers will use for instruction. In addition, standards should guide the scope and sequence of the curriculum to be taught to students. To determine the educational levels of students and their proficiency in standards, at initial enrollment and throughout their educational program, diagnostic data is required.

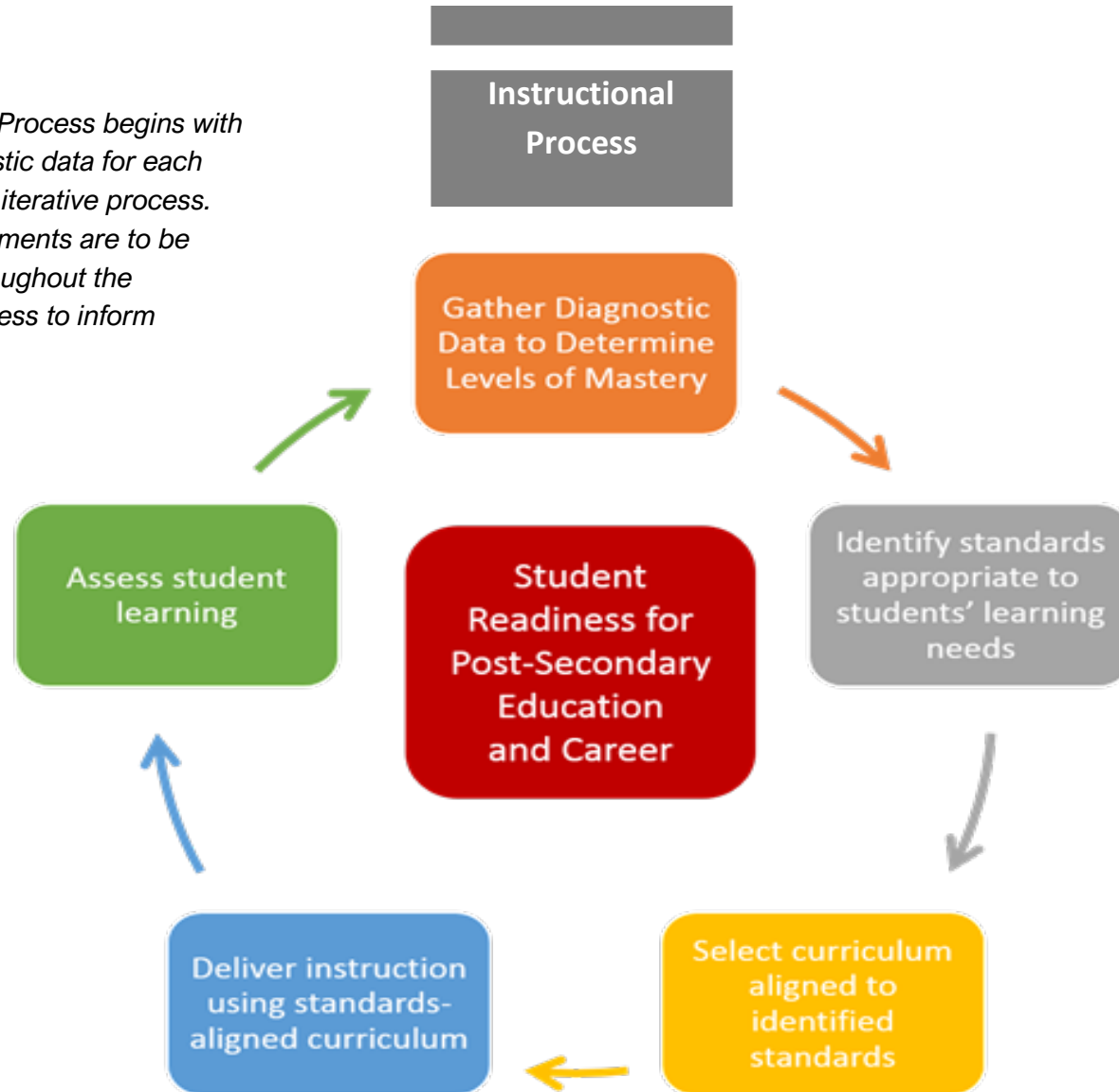
While teachers often use standardized tests to make these determinations, this is not the only student data that teachers should be collecting. In addition, formative assessments (used to make ongoing instructional decisions) such as pretests, reading diagnostic assessments, and student work should be administered to determine levels of proficiency. Because these formative assessments can be administered in the classroom, often, they provide the instructor with more information about student learning to plan for meaningful and appropriate instruction.

Please refer to Figure 1 to review the instructional process. While the process begins with collecting initial data to plan for instruction, there should be continual monitoring and adjusting of this process. It is often necessary to back up or repeat steps in this process.

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Figure 1

The Instructional Process begins with gathering diagnostic data for each student and is an iterative process. Formative assessments are to be administered throughout the instructional process to inform instruction.



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General Introduction to the Arizona Adult Education Literacy Through Social Studies Standards

American Constitutional Democracy Requires Civics and History Education

A self-governing people must constantly attend to historical and civic education: to the process by which the rising generation owns the past, takes the helm, and charts a course toward the future. The United States is the longest-lived constitutional democracy in the world, approaching its 250th anniversary in 2026, an occasion that calls for both celebration and fresh commitment to the cause of self-government for free and equal citizens in a diverse society.

Education in civics and history equips members of a democratic society to understand, appreciate, nurture, and, where necessary, improve their political system and civil society: to make our union “more perfect,” as the U.S. Constitution says. This education must be designed to enable and enhance the capacity for self-government from the level of the individual, the family, and the neighborhood to the state, the nation, and even the world.

The word “civic” denotes the virtues, assets, and activities that a free people need to govern themselves well. When civic education succeeds, all people are prepared and motivated to participate effectively in civic life. They acquire and share the knowledge, skills, and dispositions necessary for effective participation. Equity also is essential. High-quality education must be delivered to all, for our form of government necessarily invests in all people the chance to become civic and political leaders.

Yet civic and history education has eroded in the U.S. over the past fifty years, and opportunities to learn these subjects are inequitably distributed, and many adult learners have not had the opportunity to learn this essential information. Across the same time-period, partisan and philosophical polarization has increased. A recent surge in voter participation has been accompanied by dangerous degrees of misinformation and tension, even rising to violence. Dangerously low proportions of the public understand and trust our democratic institutions. Majorities are functionally illiterate on our constitutional principles and forms. The relative neglect of civic education in the past half-century—a period of wrenching change—is one of the compelling causes of our civic and political dysfunction. The inclusion of civic and history education represents a part of the solution; it should be a foundation of our national civic infrastructure. ¹ Furthermore, Title II: Workforce Innovation and Opportunity Act (2014) includes the required teaching of Integrated English Literacy and Civics Education (IELCE) for English Language Learners and Adult Basic Education learners.

¹ Educating for American Democracy (EAD). 2021. “Educating for American Democracy: Excellence in History and Civics for All Learners.” iCivics, March 2, 2021. www.educatingforamericandemocracy.org.

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Inquiry Framework

Curiosity is an unlimited, yet sometimes underused, resource in the Adult Education classroom. As students search to make meaning from history, civics, economics, geography, and current events, they may ask unending questions. When instructors take advantage of this natural curiosity in their classrooms, they help build stronger readers, writers, and thinkers. Learning to investigate questions in the Social Studies discipline areas results in a deeper understanding of content and a stronger connection to the material. Students must gather and evaluate evidence, formulate arguments, critique counter claims, and communicate their conclusions through multiple modalities including writing, speaking, and visualizing.

Incorporating the Inquiry Elements throughout the content standards threads the content together-over a period of time, and reinforces the reading, writing, and thinking skills that students need in daily life, the workplace, and to strengthen reading and critical thinking skills.

The six Inquiry Elements are:

Inquiry Element 1: Developing Compelling Questions: Central to a rich social studies experience is the capability for developing questions that can frame and advance inquiry. Those questions come in two forms: compelling and supporting questions. Compelling questions focus on enduring issues and concerns.

Inquiry Element 2: Constructing Supporting Questions: Supporting questions focus on descriptions, definitions, and processes on which there is general agreement within the social studies disciplines and require students to construct explanations that advance claims of understanding in response. ¹

Inquiry Element 3: Gathering and Evaluating Sources: Students, whether they are constructing opinions, explanations, or arguments, gather information from a variety of sources and evaluate the relevance of the information. In evaluating these sources there are literacy skills, such as identifying an author's purpose, main idea, and point of view, which will help in evaluating the usefulness of a source.

Inquiry Element 4: Developing Claims: Once students analyze information, they need to develop claims and counterclaims to answer social studies questions. Evidence is used to support these claims.

Inquiry Element 5: Communicating Conclusions: Students formalize their arguments and explanations and communicate their results through various products to a wide range of audiences. Students should have the opportunity to critique their learning as well as the thinking of others.

Inquiry Element 6: Taking Informed Action: To prepare students for civic life, students use their disciplinary knowledge, skills, and perspectives to inquire about problems involved in public issues, deliberate with others on how to define and address these issues, take constructive and collaborative action, and reflect on that action.

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An Integrated Model of Literacy

The Literacy Through Social Studies Standards are an inquiry-based content framework for excellence in civic and history education for all learners, organized by major themes and key concepts. As students utilize the Inquiry Elements in the **Social Studies disciplines**, teachers should also reinforce and use the Arizona Adult Education English Language Arts (ELA) standards to guide instruction. The Arizona Adult Education ELA Standards can be found [here](#).

Although the ELA standards are separated into Reading, Writing, Speaking, Listening, and Language strands for conceptual clarity, the modalities of communication are connected, as reflected throughout this document. For example, ELA Writing Standard 9 requires that students be able to write about what they read. Likewise, the ELA Speaking, and Listening Standard 4 sets the expectation that students will share findings from their research. The Literacy Through Social Studies Standards should be implemented with this in mind; the standards provide the content for the ELA skills that students need to know and be able to do.

To help students build on prior knowledge and understanding of the social studies content they are learning, it is important to use a visual timeline of dates and historical events for context. This timeline can be physically displayed in the classroom, or a timeline should be added to the teacher course management tools in a Learning Management System. It is an effective strategy to continually return to the timeline, so that students become familiar with the progression of events and the context for the historical events. Instruction should include the use of graphic organizers to help students visualize and construct ideas, organize and/or sequence information, plan what to write, increase reading comprehension, brainstorm to organize problems and solutions, compare and contrast ideas, show cause and effect, and more.

Culturally Responsive Teaching

Adult education learners are diverse and bring many strengths to their learning and to our communities. Research into best practices shows that effective culturally responsive teachers support students in the following ways:

- Modeling, scaffolding, and clarification of challenging curriculum
- Using student strengths as starting points and building on their knowledge and skills
- Investing in and taking personal responsibility for students' success
- Creating and nurturing cooperative environments
- Reshaping the prescribed curriculum
- Encouraging relationships in the classroom, across the program, and in communities
- Promoting critical thinking
- Engaging students in social justice work
- Engaging students in decision-making about key aspects of their learning²

² Culturally Responsive Teaching, Region 10 Equity Assistance Center, 2009

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Digital Literacy

Now more than ever, Digital Literacy skills are essential for adults. Students must be prepared to thrive in a technologically changing landscape and these skills should be integrated throughout the content standards. Digital Literacy skills can support student access to textual and graphic information, primary and secondary source documents, and improve proficiency in basic skills such as keyboarding, spreadsheets, databases, and word processing. Digital literacy can also include the use of digital media tools and environments for students to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

The International Society for Technology in Education (ISTE) Standards has identified seven competencies and identities adapted for adults from the ISTE Standards for Students.³ Teachers should identify the competencies to incorporate into instruction to enhance student learning. These skills will help our students prepare for post-secondary education, career pathways, and employment opportunities.

- **Empowered Learners** leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals.
- **Digital Citizens** recognize the rights, responsibilities, and opportunities of living, learning, and working in an interconnected world.
- **Knowledge Constructors** use digital tools to develop connections and draw conclusions to create meaningful learning and growth opportunities for themselves and others.
- **Innovative Designers** use technologies within a human-centered design thinking process to identify and solve complex problems in new, useful, and imaginative ways.
- **Computational Thinkers** leverage computing strategies, mental abilities, and dispositions to help people solve problems.
- **Creative Communicators** express themselves clearly and creatively using a variety of technology platform tools, styles, and digital media.
- **Global Collaborators** use digital tools to broaden their perspectives, collaborate with others, and work effectively in teams both locally and globally, across time zones and national borders.

The Standards Prepare Students for the GED® Test

The passing of the GED Test is one of the pathways students can complete to earn an [Arizona High School Equivalency \(HSE\) Diploma](#). The questions on the Social Studies sub-test focus on social studies skills and the integration of these skills in English Language Arts, as it relates to real-life application, including:

- Analyzing and creating text features in a social studies context

³ SkillRise, An ISTE Initiative, *UpSkill with EdTeach: Preparing Adult Learners for the Future of Work*, <https://skillrise.org/framework>

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- Applying social studies concepts to the analysis and construction of arguments
- Reasoning quantitatively and interpreting data in social studies contexts⁴

GED Testing Service has provided a chart of indicators of GED high impact indicators for instructors. These indicators describe the critical thinking skills essential to test-taking success in college, career-training, and the workforce. ⁵ For more information on these indicators, please refer to Appendix B.

Literacy Through Social Studies Standards-The Inquiry Arc

The Inquiry Arc is a set of interlocking and mutually supportive ideas that frame the ways students learn social studies content. By focusing on inquiry, the framework emphasizes the disciplinary concepts and practices that support students as they develop the capacity to know, analyze, explain, and argue about interdisciplinary challenges in our social world. ⁶

Historical Thinking

Historical thinking involves a set of critical literacy skills to help students construct a meaningful account of the past. It also requires understanding and evaluating change and continuity over time and making appropriate use of historical evidence in answering questions and developing arguments about the past.

For example, multiple perspectives on a given issue or event may include, but are not limited to: colonial life according to different groups such as wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians; or the difference in perspectives between a loyalist and a patriot, federalists and anti-federalists, Hamilton and Jefferson, abolitionists and slave owners, Abraham Lincoln and John C. Calhoun, southerners and northerners, labor and business, nativists and immigrants, and American Indians and settlers.

Research and Investigations

The Core Disciplines

The content standards are organized under the four core disciplines in social studies. These disciplines are Civics and Government; U.S History; Economics; and Geography and the World. Each discipline offers a unique way of thinking about and organizing knowledge. Descriptions of the core disciplines begin in the next section.

⁴ GED Testing Service, *GED® Test: Social Studies Performance Level Descriptors*, GED.com.

⁵ GED Testing Service, *GED® Assessment Targets: High Impact Indicators*, GED.com.

⁶⁻⁷ *The College, Career, and Civic Life (C3) Framework for Social Studies Standards*, (C3 Framework), [National Council for the Social Studies](#). 2013.

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Civics and Government

Principles that have contributed to the development of the United States' constitutional democracy may include, individual rights, popular sovereignty, common good, patriotism, rule of law, freedom of conscience and expressions, privacy and civil society, justice, representative government, checks and balances, separation of powers, federalism, freedom of religion, civilian control of the military, and equality

Political parties, media, and interest groups may include how these linkage institutions connect the people to government and shape political and social interests, the role of the free press in the American political system, the origin and role of political parties, the two-party system, the role of third parties in American politics, and the social, political, and economic positions of American political parties in history and the present day.

Voting and elections may include, political socialization, creation of legislative and congressional districts, opportunities for participation, campaigns, types of elections including primary process and general election process (local, state, and federal), laws governing elections, voter turnout, and barriers to voting

Key concepts to help examine historical and contemporary means of changing society through laws and policies to address public concerns may include using the Declaration of Independence to explain why the colonists wanted to separate from Great Britain, the formation and development of the abolitionist movement, the women's rights and suffrage movement, the rise of reform movements, and responses to industrialism and poverty at the turn of the century, and/or comparing historical and contemporary means of changing societies to promote the common good

Key concepts of civic engagement may include volunteerism, joining associations and groups, joining political parties, using the First amendment (free speech, press, assembly, petition), censorship, voting in elections, running for office, working on campaigns, bringing cases to court, civil disobedience, protest movements and serving in the military.

Citizenship may include to rights, roles, and responsibilities of a citizen and the process for naturalization

Key organization of the Constitution include the Preamble, seven Articles, and Amendments with the first ten being the Bill of Rights

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U.S. History

Historic and economic events in the Colonial, Revolutionary, and Early Republic Periods may include the American Revolution, Constitutional Convention, Colonization of the Americas, Slavery, Westward Expansion, American Civil War, Reconstruction, growth of industrial and urban America looking at origins, founders, key political and social figures, major tenants, practices, symbols, and writings. Key individuals may include explorers, political leaders, Indigenous leaders, social pioneers, settlers, colonists, missionaries, and Africans - enslaved and free

Key events leading to the growth and expansion of the United States may include industrialization, immigration and migration, progressivism, Federal Indian Policy, suffrage movements, racial, religious and class conflict, the growth of the United States as a global power and World War 1 and its aftermath

Great Depression and World War II may include social, political, and economic changes during the Roaring 20's, the role of government, impact of the depression on diverse groups of Americans, the New Deal, and the cause and course of World War II, the character of the war at home, and the impacts of the war on the United States

Postwar United States may include the economic boom and social transformation of the United States, the Cold War, the impact of conflicts and Korea and Vietnam of domestic and international politics, and the struggle for civil rights and equality

Modern wars and conflicts may include World War I, World War II, Vietnam, Korea, the Cold War, the Gulf Wars, conflicts in Central America, the Middle East, Central America, and South America. Conflicts can include cultural conflicts, over ideas, political conflicts, economic conflicts, military conflicts and resource use and availability.

Key events, concepts, and groups/individuals of the various civil rights movements may include women's rights, Jim Crow and segregation, amendments to the constitution that have expanded the right to vote and equal protections under the law, Native American rights, sovereignty, and citizenship, Indian boarding schools, internment and POW (prisoners of war) camps, migrants and farmworker rights, Latino American rights, and the rights of juveniles, censorship, free speech, and public policy, which may involve researching current issues or policies at the local, state, or federal level

Examination of primary and secondary sources including written and oral histories, images, and artifacts with special attention given to founding documents including the Declaration of Independence, the Constitution including all subsequent amendments, and landmark Supreme Court cases such as Marbury v. Madison, Dredd Scott v. Sanford, and Plessy v. Ferguson

Current events and/or changes in economics, civil liberties, and policies in the 21st Century may include domestic politics and policies, economic, social, and cultural developments, growing international conflict and tension, 9-11 and responses to terrorism, environmental issues, poverty, globalization, nuclear proliferation, and human rights.

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Economics

Key concepts that relate to economic, political, and religious ideas that have influenced history and shaped the modern world may include, the influence of colonial governments on constitutional government (fundamental rights, rule of law, representative government, voting rights, separation of powers)- , how enslaved Africans drew upon their African past along with elements of new cultures to develop a distinct African-American culture, how religious tensions in the New England Colonies established colonies founded on religious tolerance, and how religious beliefs of groups like the Quakers and Spanish missionaries like Bartolome de las Casas led to questions about the morality of slavery and ideas of equality

Financial Literacy/ Personal Finance including budgeting, saving, spending, investment, credit, banking, and insurance

Economic Reasoning including the concepts of scarcity, factors of production, opportunity costs, and cost-benefit analysis

Economic systems include traditional, command, mixed, and free market systems. These may include topics such as: supply and demand, competition, incentives, entrepreneurship, prices, the invisible hand, and competition.

The National Economy includes fiscal and monetary policy, GDP, unemployment, inflation, and economic growth.

Geography and the World

Geography can be taught alone or incorporated in civics, history, and economics. Thinking geographically requires knowing that the world is a set of complex ecosystems interacting at multiple scales to structure the spatial patterns and processes that influence our daily lives.

Key concepts include physical features such as continents, oceans, rivers, lakes, and mountains.

Key tools and geographic representations include maps, globes, aerial and other photos, remotely sensed images, tables, graphs, and geospatial technology.

Geographic reasoning would include, but not limited to, human interaction with the environment, population movement, and migration, land use, industrialization and agriculture, and political development.

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Concept Progression Table

The table below contains the four social studies domains with the clusters arranged in a vertical progression from one EFL (Educational Functioning Levels) to the next EFL. This table **does not replace the standards**. It does, however, provide context on the overarching concepts for instruction with the appropriate level.

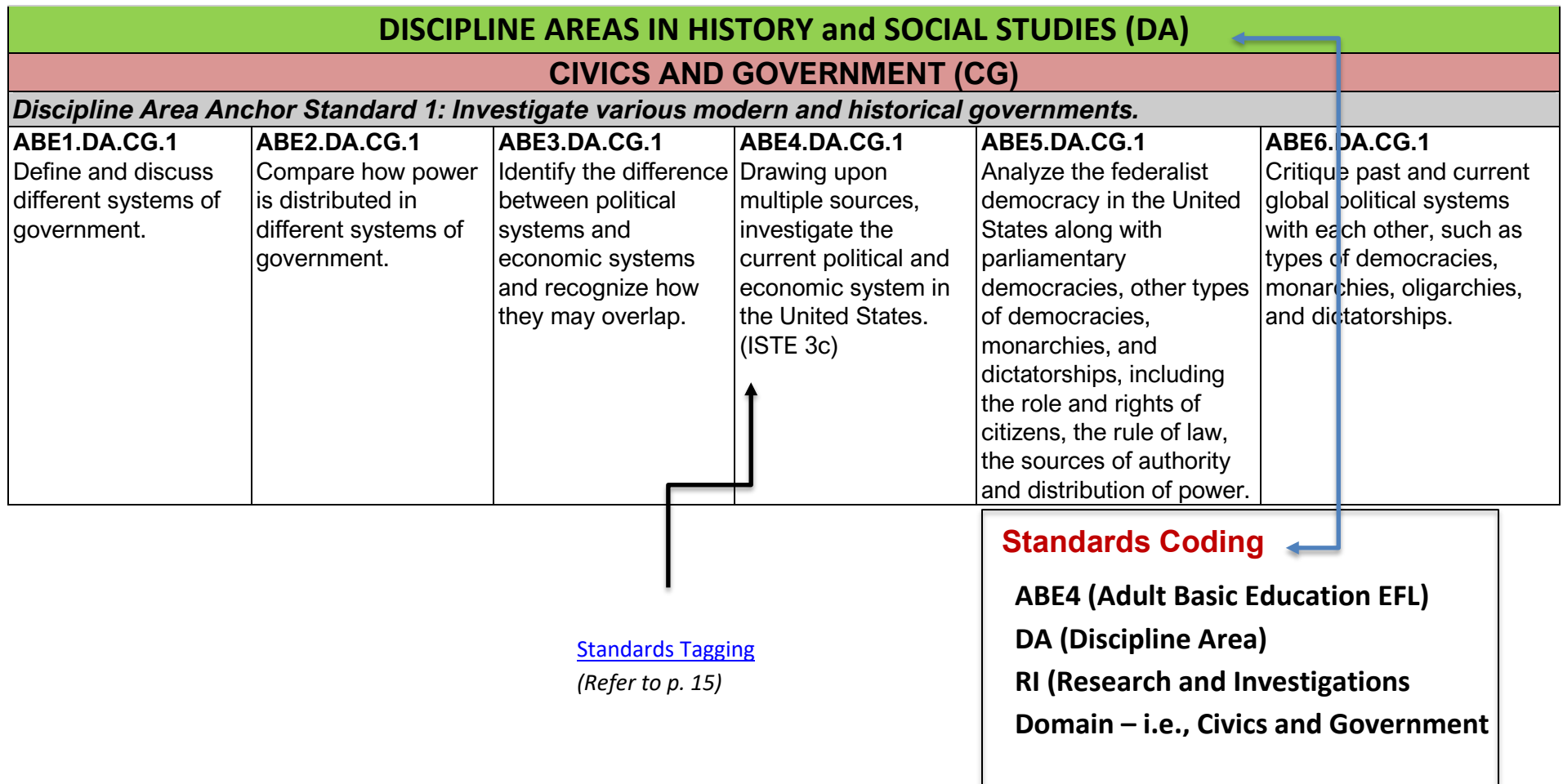
ABE Levels	Civics & Government	U.S. History	Economics	Geography & the World
ABE 1: Beginning Literacy	Different systems of government	Key historical documents	Economic systems	Basic map skills and practices
ABE 2: Beginning Basic	Different systems of government Principles of constitutional democracy	American Revolution & Early Republic	Interactions of economics Economic reasoning	Basic map skills and practices Geographic representations
ABE 3: Low Intermediate	Principles of constitutional democracy Branches of government	Civil War & Reconstruction	Consumer economics and financial literacy	Human and physical geography
ABE 4: High Intermediate	The Constitution Rights and responsibilities of individuals	Immigration, Indigenous peoples, and expansion	Consumer economics and financial literacy	Human and physical geography Human migrations
ABE 5: Low Adult Secondary	The Constitution Political parties and the electoral process	20 th and 21 st century wars and conflicts	Microeconomics and Macroeconomics	Human migrations
ABE 6: High Adult Secondary	The Constitution Branches of government Laws and due process	Civil Rights movements Current events and changes	Microeconomics and Macroeconomics National economy	Border representations

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Reading the Literacy Through Social Studies Standards

Standards describe what students should know, understand, and be able to do. The *Literacy Through Social Standards* are organized by core discipline, domain, anchor standard, educational functioning levels (EFLs), and the indicator for each level. The standards are numbered and coded to indicate the discipline area. The diagram below in Figure 2, provides additional information on reading the standards.

Figure 1



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REASONING AND INQUIRY (RI) IN HISTORY and SOCIAL STUDIES					
HISTORICAL THINKING (HT)					
<i>Reasoning and Inquiry Anchor Standard 1: Apply chronological reasoning to understand different historical periods.</i>					
ABE1.RI.HT.1 Describe the connection between a series of historical events using the appropriate chronological terms, including decade, century, and generation. (ISTE 5c)	ABE2.RI.HT.1 Explain events, procedures, ideas, or concepts in history, including what happened and why, based on specific information from a text or resource. (ISTE 3d)	ABE3.RI.HT.1 Explain the relationships or interactions between two or more individuals, time periods, events, ideas, or concepts in history, over time.	ABE4.RI.HT.1 Assess similarities and differences between historical periods of time including the present time.	ABE5.RI.HT.1 Analyze in detail how events, processes, and ideas develop and interact in a written document or across time. Determine whether earlier events caused later events or simply occurred before them.	ABE6.RI.HT.1 Evaluate various explanations for actions or events and determine if these explanations are supported with textual evidence.
<i>Reasoning and Inquiry Anchor Standard 2: Evaluate multiple perspectives about a given issue or event.</i>					
ABE1.RI.HT.2 Identify individual and personal perspectives on an issue or event.	ABE2.RI.HT.2 Identify multiple perspectives on an issue or event.	ABE3.RI.HT.2 Compare and contrast multiple perspectives on an issue or event.	ABE4.RI.HT.2 Evaluate multiple perspectives on an issue or event to explain why individuals and groups during the same historical time-period may have differed in their perspectives.	ABE5.RI.HT.2 Draw conclusions about events based on an examination and evaluation of multiple perspectives on an issue or event.	ABE6.RI.HT.2 Analyze multiple perspectives about one or more issues and events, based on an examination and evaluation of those perspectives.

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<i>Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.</i>					
<p>ABE1.RI.HT.3 Explain how specific images (e.g., a diagram showing how a machine works, or a timeline of major historical events) contribute to and clarify a Literacy through Social Studies text. (ISTE 6c)</p>	<p>ABE2.RI.HT.3 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text. (ISTE 3d)</p>	<p>ABE3.RI.HT.3 Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (ISTE 3a)</p>	<p>ABE4.RI.HT.3 Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. (ISTE 3c)</p>	<p>ABE5.RI.HT.3 Integrate quantitative or technical analysis (e.g., charts, research data, statistics) with qualitative analysis in print or digital text. (ISTE 3c)</p>	<p>ABE6.RI.HT.3 Analyze multiple sources of information presented in diverse media formats (visually, quantitatively, and literally) to address a question or solve a problem.</p>
RESEARCH AND INVESTIGATION (RI)					
<i>Reasoning and Inquiry Anchor Standard 4: Demonstrate inquiry and research skills, including the ability to ask relevant questions and frame reasoned opinions and arguments, based on evidence from primary and secondary sources.</i>					
<p>ABE1.RI.4 Identify the difference between fact and opinion and primary and secondary source documents.</p>	<p>ABE2.RI.4 Construct relevant questions for inquiry or research.</p>	<p>ABE3.RI.4 Using primary and/or secondary sources, compare the present with the past. Evaluate the consequences of past events and decisions, and determine the lessons learned.</p>	<p>ABE4.RI.4 Using primary and/or secondary sources, make well-substantiated predictions and draw conclusions about current events based on history.</p>	<p>ABE5.RI.4 Examine different points of view on the same historical events and determine the context of the statements based on the questions asked, the sources used, and the author's perspective. (ISTE 3b)</p>	<p>ABE6.RI.4 Apply inquiry and research skills to analyze modern conflicts and develop historical interpretations. (ISTE 3d)</p>

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Reasoning and Inquiry Anchor Standard 5: Conduct research that answers specific questions and demonstrates understanding of social studies disciplines and topics.					
ABE1.RI.5 Frame open-ended questions suitable for historical study and research to gather information on a topic.	ABE2.RI.5 Conduct short research projects that build knowledge through investigation of a topic using two sources. (ISTE 3a)	ABE3.RI.5 Conduct short research projects that build knowledge through investigation of a topic using three or more sources. (ISTE 3a)	ABE4.RI.5 Conduct short research projects to answer a focused question on a topic (including a self-generated question), using multiple sources perspectives. (ISTE 3a)	ABE5.RI.5 Conduct short research projects to answer a question using primary and secondary sources (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject. (ISTE 3a 3b)	ABE6.RI.5 Demonstrate research skills, including the ability to ask relevant questions and frame reasoned opinions and arguments, based on evidence from primary and secondary sources.



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DISCIPLINE AREAS (DA) IN HISTORY and SOCIAL STUDIES					
CIVICS AND GOVERNMENT (CG)					
<i>Discipline Area Anchor Standard 1: Investigate diverse types of modern and historical governments.</i>					
ABE1.DA.CG.1 Define and discuss different systems of government.	ABE2.DA.CG.1 Compare how power is distributed in different systems of government.	ABE3.DA.CG.1 Identify the difference between political systems and economic systems and recognize similarities in the systems.	ABE4.DA.CG.1 Drawing from multiple sources, investigate the current political and economic system in the United States. (ISTE 3c)	ABE5.DA.CG.1 Analyze the federalist democracy in the United States, parliamentary democracies, other types of democracies, monarchies, and dictatorships.	ABE6.DA.CG.1 Critique past and current global political systems, such as types of democracies, monarchies, oligarchies, and dictatorships. Demonstrate understanding of the role and rights of citizens, the rule of law, and sources and distribution of power in each political system.
<i>Discipline Area Anchor Standard 2: Analyze the foundational principles of the constitutional democracy of the United States.</i>					
ABE1.DA.CG.2 Identify the six fundamental principles found in the American constitutional democracy: Popular Sovereignty, Limited Government, Separation of Powers, Checks and Balances, Judicial Review, and Federalism.	ABE2.DA.CG.2 Define the six fundamental principles of American constitutional democracy and their significance. (See ABE1.DA2)	ABE3.DA.CG.2 Investigate the six fundamental principles of American constitutional democracy. (See ABE1.DA2)	ABE4.DA.CG.2 Assess the six fundamental principles and their effect on the development of American constitutional democracy. (See ABE1.DA2)	ABE5.DA.CG.2 Differentiate the six philosophical foundations of the United States' political system in terms of the inalienable rights of people and the purpose of government. (See ABE1.DA2)	ABE6.DA.CG.2 Connect the six philosophical foundations of American constitutional democracy to current political issues taking place today. (See ABE1.DA2)

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<i>Discipline Area Anchor Standard 3: Understand the structure of the United States government.</i>					
ABE1.DA.CG.3 Identify the three branches of the United States Government.	ABE2.DA.CG.3 Identify and define the purpose of the three branches of government.	ABE3.DA.CG.3 Explain and illustrate the powers and responsibilities of the Executive, Legislative, and Judicial branches of the United States government.	ABE4.DA.CG.3 Compare and contrast the powers and responsibilities of the Executive, Legislative, and Judicial branches of the United States government (checks and balances).	ABE5.DA.CG.3 Analyze the structures, powers, and responsibilities of the executive, legislative, and judicial branches of the United States government.	ABE6.DA.CG.3 Critique the differences and similarities of the federal government and state government (federalism), and how they work together and separately.
<i>Discipline Area Anchor Standard 4: Analyze the rights and responsibilities of individuals in the United States.</i>					
ABE1.DA.CG.4 Define the rights and responsibilities of the individual.	ABE2.DA.CG.4 Distinguish between the concepts of individual rights and responsibilities.	ABE3.DA.CG.4 Identify the basic principles of individual rights and civic responsibility, including voting, volunteering, civic mindedness, and public service.	ABE4.DA.CG.4 Explain the impact of civic-mindedness, including voting, being informed on civic issues impacting society, volunteering, and performing public service.	ABE5.DA.CG.4 Determine the similarities and differences between the rights and responsibilities of individuals enumerated in The Declaration of Independence and the Constitution of the United States of America.	ABE6.DA.CG.4 Analyze the relationships between the complementary nature of certain rights and duties of a United States citizen, such as, the right to a trial by jury and the responsibility to serve on a jury.
<i>Discipline Area Anchor Standard 5: Critique the impact of political parties, campaigns, and elections on the United States political system.</i>					
ABE1.DA.CG.5 Identify the current major political parties in the United States.	ABE2.DA.CG.5 Define the term political party and define the role of political parties in the elections process.	ABE3.DA.CG.5 Identify the role of the Constitution of the United States of America in the political process.	ABE4.DA.CG.5 Explain the electoral college system and the role of state electors in the political process.	ABE5.DA.CG.5 Analyze the political party system in the United States and its effects on the electoral process.	ABE6.DA.CG.5 Critique the impact of political parties on the United States electoral process.

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Discipline Area Anchor Standard 6: Investigate how due process, rules, and laws shape the United States government.

<p>ABE1.DA.CG.6 Explain the necessity of laws within a society: family, classroom, workplace, city, and/or state.</p>	<p>ABE2.DA.CG.6 Identify recourses for an unfair/unjust process, rule, or law.</p>	<p>ABE3.DA.CG.6 Using primary and secondary sources, examine historical and contemporary means of a changing society through laws and policies.</p>	<p>ABE4.DA.CG.6 Describe and apply deliberative civic processes that contribute to the common good and democratic principles in the community, state, and U.S government.</p>	<p>ABE5.DA.CG.6 Identify, research, analyze, discuss, and defend a position on a national, state, or local public policy issue, including an action plan to address or inform others about the issue.</p>	<p>ABE6.DA.CG.6 Evaluate local, state, and national laws and policies and analyze the intended and unintended outcomes and related consequences.</p>
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U.S. HISTORY (H)

Discipline Area Anchor Standard 7: Analyze key historical documents that have shaped American constitutional government.

<p>ABE1.DA.H.7 Identify the main purpose(s) of key historical documents that have shaped the American constitutional government.</p>	<p>ABE2.DA.H.7 Identify common themes in key American historical documents.</p>	<p>ABE3.DA.H.7 Summarize key historical documents in American history.</p>	<p>ABE4.DA.H.7 Compare and contrast key historical documents.</p>	<p>ABE5.DA.H.7 Analyze key historical documents and connect the key ideas to present day.</p>	<p>ABE6.DA.H.7 Synthesize and critique information from key historical documents to form evidence-based conclusions.</p>
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<i>Discipline Area Anchor Standard 8: Understand multiple perspectives related to Colonial, Revolutionary, and Early Republic Historical Periods.</i>					
ABE1.DA.H.8 Identify key people and places of the Colonial and Early Republic periods.	ABE2.DA.H.8 Describe and discuss the key events of the Colonial and Early Republic periods.	ABE3.DA.H.8 Summarize and relate the causes and effects of key events in the Colonial and Early Republic periods.	ABE4.DA.H.8 Explore key events, people, and places of the Colonial and Early Republic periods.	ABE5.DA.H.8 Analyze the events leading up to, during, and after the American Revolution.	ABE6.DA.H.8 Critique the outcomes of the American Revolution and the early American Republic and analyze how these outcomes influenced modern day events.
<i>Discipline Area Anchor Standard 9: Explain the causes and key events leading up to and during the U.S Civil War.</i>					
ABE1.DA.H.9 Define key terms associated with the American Civil War, including, but not limited to chattel slavery, abolition, federalism, industrial economy, and agrarian economy.	ABE2.DA.H.9 Explore the social, economic, and political causes leading up to the Civil War, including chattel slavery, abolition, federalism, industrial economy, and agrarian economy.	ABE3.DA.H.9 Discuss key people, events, and issues related to the Civil War.	ABE4.DA.H.9 Interpret the economic, political, and social causes leading up to the Civil War.	ABE5.DA.H.9 Analyze the economic, political, and social dynamics that affected the North and South during the Civil War.	ABE6.DA.H.9 Critique the outcomes of the U.S Civil War and analyze how these outcomes influenced modern day events.

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Discipline Area Anchor Standard 10: Explain the key events of the Reconstruction Period.

<p>ABE1.DA.H.10 Define the key terms associated with Reconstruction, including, but not limited to Jim Crow, 13th, 14, & 15th amendments, Ku Klux Klan, and Freedman's Bureau.</p>	<p>ABE2.DA.H.10 Explore the key events and legislations associated with Reconstruction, including, but not limited to Jim Crow, 13th, 14th, 15th amendments, Ku Klux Klan, and Freedman's Bureau.</p>	<p>ABE3.DA.H.10 Investigate the key people and legislation related to Reconstruction Period.</p>	<p>ABE4.DA.H.10 Assess the economic, political, and social consequences of the Reconstruction Period.</p>	<p>ABE5.DA.H.10 Analyze the economic, political, and social dynamics that affected the outcome of the Reconstruction Period.</p>	<p>ABE6.DA.H.10 Critique the outcomes of the Reconstruction period and analyze how these outcomes influenced modern day events.</p>
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Discipline Area Anchor Standard 11: Analyze the growth of the U.S. and its implications for early society and Indigenous people.

<p>ABE1.DA.H.11 Identify the key events leading to the growth and expansion of the United States.</p>	<p>ABE2.DA.H.11 Recognize the causes and effects of expansion in the United States.</p>	<p>ABE3.DA.H.11 Explore and discuss the social, cultural, political, and economic drivers of exploration, growth, and expansion.</p>	<p>ABE4.DA.H.11 Trace and analyze how immigration, westward expansion and the industrial revolution shaped the growth and development of the U.S.</p>	<p>ABE5.DA.H.11 Analyze the concept of Manifest Destiny, its implications for early US society, its impacts on Indigenous people and their responses to westward expansion.</p>	<p>ABE6.DA.H.11 Synthesize the social, cultural, political, and economic drivers of the growth of the United States and its implications for early US society and Indigenous people.</p>
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<i>Discipline Area Anchor Standard 12: Analyze the causes and effects of modern era wars and conflicts and the effects of United States Foreign policy.</i>					
ABE1.DA.H.12 Identify major conflicts and wars in the 21 st century.	ABE2.DA.H.12 Use chronological thinking to create a visual representation of conflict(s) and/or war(s) over time.	ABE3.DA.H.12 Identify patterns of causes of various conflicts and wars in the 21 st century.	ABE4.DA.H.12 Connect the causes of 21 st century wars and conflicts to economic, political, and social trends and how these conflicts have influenced people, places, and environments.	ABE5.DA.H.12 Assess the relationship between political, economic, and/or religious ideas and how these have influenced and shaped our institutions.	ABE6.DA.H.12 Analyze the causes and effects of 21 st century wars and conflicts and the effects of United States Foreign policy.
<i>Discipline Area Anchor Standard 13: Make connections across time and place to explain the challenges and successes of the Civil Rights Movements.</i>					
ABE1.DA.H.13 Identify key figures and groups of various civil rights movements.	ABE2.DA.H.13 Identify key events of various civil rights movements.	ABE3.DA.H.13 Explain the significance of various civil rights movements.	ABE4.DA.H.13 Interpret key events, including legislative actions and judicial rulings.	ABE5.DA.H.13 Analyze key figures, movements, court cases, and legislation related to civil rights.	ABE6.DA.H.13 Connect historical civil rights movements to modern day issues.
<i>Discipline Area Anchor Standard 14: Analyze current events and changes in economics, civil liberties, and policies in the 21st Century.</i>					
ABE1.DA.H.14 Understand the concept of a century and document personal events of significance using a timeline.	ABE2.DA.H.14 Identify 21st Century events of national significance.	ABE3.DA.H.14 Investigate causes of 21st Century events of national significance.	ABE4.DA.H.14 Distinguish the causes and effects underlying the changes in economics, civil liberties, and policies in the 21st Century.	ABE5.DA.H.14 Make connections between past events and changes in economics, civil liberties, and policies in 21st Century.	ABE6.DA.H.14 Analyze current events and/or changes in economics, civil liberties, and policies in the 21st Century.

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ECONOMICS (E)

Discipline Area Anchor Standard 15: Examine developments and patterns in economics.

ABE1.DA.E.15 Describe how consumers, businesses, and governments interact in the United States.	ABE2.DA.E.15 Examine the role of government, institutions, and the private sector in the mixed market economy of the United States.	ABE3.DA.E.15 Explain the function of government in providing certain goods and services through taxation.	ABE4.DA.E.15 Determine how the government provides public goods and services and explain the costs, benefits, market failures, and externalities associated with providing public goods.	ABE5.DA.E.15 Analyze the sociocultural and geopolitical factors that have influenced shifts in economic policies over time and the results of those shifts.	ABE6.DA.E.15 Evaluate how historical developments and patterns in international migration, investment, and trade affect the economic prosperity or disadvantage of local, regional, national, and world economies.
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Discipline Area Anchor Standard 16: Interpret the similarities and differences between Microeconomics and Macroeconomics.

ABE1.DA.E.16 Recognize the diverse ways to make money and the factors and choices that influence earning.	ABE2.DA.E.16 Define microeconomics and macroeconomics and be able to identify the relationship between supply/demand and revenue/expenditures.	ABE3.DA.E.16 Describe how competition, markets, and prices influence economic policies and behavior.	ABE4.DA.E.16 Analyze the role of government in the economy and the function of the Federal Reserve System.	ABE5.DA.E.16 Describe the interdependence of both households and businesses and how they are affected by trade, exchange, money, and banking.	ABE6.DA.E.16 Analyze the interconnectedness of microeconomics and macroeconomics and their direct impact on the country and the government.
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Discipline Area Anchor Standard 17: Evaluate the importance of consumer economics and financial literacy.

ABE1.DA.E.17 Identify that income for most people is determined by the market value of their labor, paid as wages and salaries.	ABE2.DA.E.17 Recognize the consequences of using credit and predatory lending.	ABE3.DA.E.17 Evaluate how to make informed spending decisions which include collecting information, planning, and budgeting, and credit interest rates.	ABE4.DA.E.17 Analyze how time, interest rates, and inflation affect the value of personal savings and debt.	ABE5.DA.E.17 Explore how financial investment is the purchase of financial assets to increase income or wealth in the future, such as, 401K or pension fund.	ABE6.DA.E.17 Analyze the concept of economic risk and consequences of risk (no insurance), reduce risk (underinsured), or transfer the risk to others (insured).
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GEOGRAPHY AND THE WORLD (GW)

Discipline Area Anchor Standard 18: Apply the concepts of basic map skills and practices.

<p>ABE1.DA.GW.18 Identify the four main points on the compass and illustrate the location of continents and bodies of water on a globe/map.</p>	<p>ABE2.DA.GW.18 Define common cartographic terms, including compass, longitude, latitude, equator, hemispheres, Tropics of Cancer/Capricorn, cardinal directions, scale, keys/legends, types of maps.</p>	<p>ABE3.DA.GW.18 Distinguish the differences between common map types, including, such as topographical, political, weather, historical, population, natural resources, etc.</p>	<p>ABE4.DA.GW.18 Construct a visual representation of geographical information. (ISTE 5b)</p>	<p>ABE5.DA.GW.18 Derive meaning from a cartographical representation of information. (HS.G1.2)</p>	<p>ABE6.DA.GW.18 Apply the concepts of basic map skills and practices to modern tools, such as GPS and online cartography tools. (ISTE 6c)</p>
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Discipline Area Anchor Standard 19: Analyze relationships between physical and human geography.

<p>ABE1.DA.GW.19 Define human and physical geography.</p>	<p>ABE2.DA.GW.19 Illustrate specific examples of human and physical geography.</p>	<p>ABE3.DA.GW.19 Compare and contrast human and physical geography.</p>	<p>ABE4.DA.GW.19 Analyze human-environment interactions that affect human life and the Earth's physical geography.</p>	<p>ABE5.DA.GW.19 Explore the relationship between physical geography and human geography.</p>	<p>ABE6.DA.GW.19 Analyze the concept of sustainability and how it is affected by physical and human geography.</p>
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Discipline Area Anchor Standard 20: Interpret patterns and factors of human migration.

<p>ABE1.DA.GW.20 Define human migration and related terms.</p>	<p>ABE2.DA.GW.20 Identify key factors that contribute to human migration.</p>	<p>ABE3.DA.GW.20 Explore basic historical patterns of human migration.</p>	<p>ABE4.DA.GW.20 Interpret basic patterns of human migration to better understand the past, present, and future.</p>	<p>ABE5.DA.GW.20 Investigate the push and pull factors that contribute to human migration.</p>	<p>ABE6.DA.GW.20 Analyze how push and pull factors motivate and affect migration.</p>
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<i>Discipline Area Anchor Standard 21: Analyze the function of borders between peoples and nations.</i>					
ABE1.DA.GW.21 On a map, recognize depictions of a variety of border representations and the division and subdivision of geographical regions.	ABE2.DA.GW.21 Identify the natural and cultural diversity that exist within and across regions using map skills and geographic research.	ABE3.DA.GW.21 Explore the historical and/or contemporary factors that lead to the establishment of borders.	ABE4.DA.GW.21 Interpret historical accounts and maps that show shifting borders and geopolitical policies.	ABE5.DA.GW.21 Analyze how and why borders shift, how borders are created, enforced, and contested.	ABE6.DA.GW.21 Investigate the economic, political, and social processes that interact to create and/or shift borders and patterns of human population, interdependence, cooperation, and conflict.

Citizenship requires both knowledge about government and the ability to be involved in governance. It means knowing how to identify and inform yourself about issues, explore and evaluate possible solutions, and then act to resolve problems. It demands that you know how to respectfully interact with others. And it expects that you accept responsibility for meeting your community's and the nation's challenges.

*Lee Hamilton
 U.S. House of Representatives
 (1965-1999)*

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Appendix A - Instructional Resources

The vetted resources below are included in this standards document to support teachers in selecting units, lessons, and student engagement activities in each discipline area. These resources are not meant to be a checklist, nor are they meant to provide limitations on using other instructional resources. This list is a springboard to success in your classroom.

Note: There are sites in this list that will require creating an account to access the resources, however, all the sites are free.

Anchor Standard	Topic/Website	Description
U.S. & World History		
Reasoning and Inquiry Anchor Standard 2: Evaluate multiple perspectives about a given issue or event.	American Social History Project	ASHP/CML challenges traditional ways that people learn about the past with its print, visual, and multimedia materials that explore the diverse social and cultural histories of the nation. Our professional development seminars help teachers use the latest scholarship, technology, and active learning methods.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Digital Public Library of America - Primary Source Set	Primary source collections exploring topics in history, literature, and culture developed by educators — complete with teaching guides for class use.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	National Council for History Education	The National Council for History Education promotes historical literacy by creating opportunities for teachers and students to benefit from more history, better taught.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	National Council for the Social Studies	This site contains resources addressing all disciplines within Social Studies.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	National Geographic Teaching Resources	Materials are designed in a modular system, with activities as the base unit. An activity will fill one class period, while a lesson (a collection of activities) can fill up to a week of class time. Units (collections of lessons) for longer periods of instruction.
Discipline Area Anchor Standard 12: Analyze the causes and effects of modern era wars and conflicts and the effects of United States Foreign policy.	National WWII Museum	The National WWII Museum features immersive exhibits, multimedia experiences, and an expansive collection of artifacts and first-person oral histories, taking visitors inside the story of the war that changed the world.

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Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Smithsonian History & Culture	Smithsonian resources available for teachers and students that allow primary sources and other resources for social science classes
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Social Studies Central - Instructional Resources	Online resources addressing all areas of social studies and social sciences
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	The National Archives - America's Historical Documents	The National Archives preserves and provides access to the records of the Federal Government.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Voices of Democracy	The Voices of Democracy project promotes the study of great speeches and debates in U.S. history.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Gilder Lehrman Institute of American History	Contains 75,000 documents that promote the knowledge and understanding of American history through educational programs and resources.
Discipline Area Anchor Standard 12: Analyze the causes and effects of modern era wars and conflicts and the effects of United States Foreign policy.	IWitness – USC Shoah Foundation	Formed through the USC Shoah Foundation, founded in 1994 by Steven Spielberg after completing <i>Schindler's List</i> , IWitness currently has over 55,000 video testimonies of survivors of the Holocaust and other genocides, which makes it one of the largest digital collections of its kind in the world. Complete with activities, lesson plans, and more, students worldwide develop empathy, understanding, and respect while deepening their learning across the curriculum.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Hippocampus	Hippocampus contains multimedia content--videos, animation, and simulations--on history and government to middle-school and high-school teachers and college professors, and their students
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Best History Sites	Contains annotated links to over 1200 American and World history web sites as well as links to hundreds of quality K-12 history lesson plans, history teacher guides, history activities, history games, history quizzes, and more.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Digital History	This site contains numerous readings, activities, and more pertaining to various eras, timelines, and lesson plans pertaining to American history.

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Reasoning and Inquiry Anchor Standard 5: Demonstrate inquiry and research skills, including the ability to ask relevant questions and frame reasoned opinions and arguments based on evidence from primary and secondary sources.	CommonLit	CommonLit is built on a foundation of over 2,000 high-quality free reading passages, including poetry, for grades 3-12, complemented by aligned interim assessments, growth-oriented data, and expert-led teacher development.
Reasoning and Inquiry Anchor Standard 3: Interpret historic, geographic, and economic information.	Education World - Everyday Edits	This site contains lesson plans centered around the practice of capitalization, punctuation, spelling, and grammar using Everyday Edits centered on various events in U.S. and World history by month.
Civics and Government		
Discipline Area Anchor Standard 4: Analyze the rights and responsibilities of individuals in the United States.	U.S. Citizenship and Immigration Services	This site contains resources along with the questions to the naturalization and civics tests.
Discipline Area Anchor Standard 3: Understand the structure of the United States government.	USA.gov	This site is dedicated to the organization of the three branches of government along with historical documents, statistics, laws, and more pertaining to American history.
Discipline Area Anchor Standard 2: Analyze the foundational principles of the constitutional democracy of the United States.	Center for Civic Education	The Center for Civic Education contains resources and lesson plans pertaining to constitutional democracy with the goal of increasing the understanding and skills needed to become advocates for civic education.
Discipline Area Anchor Standard 1: Investigate various modern and historical governments.	The World Factbook	This site, through cia.gov , contains the various modern and historical governments in the world along with maps, the list of nations worldwide and their current type of government.
Discipline Area Anchor Standard 4: Analyze the rights and responsibilities of individuals in the United States.	iCivics	Resources and lessons broken down into units designed to encourage students in the study of Civics.
Discipline Area Anchor Standard 3: Understand the	National Archives	The National Archives contains information concerning all things U.S. history. You can search about topics such as the Electoral College , including voting and election resources,

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structure of the United States government.		FAQs and historical facts and results. While visiting this site, feel free to look for any records, educator resources and historical documents pertaining to U.S. history such as the Constitution .
Discipline Area Anchor Standard 6: Investigate how due process, rules, and laws shape the United States government.	Library of Congress	This site is the largest library in the world online or in person and contains 171 million items as well as resources, lesson plans and more for educators.
Discipline Area Anchor Standard 3: Understand the structure of the United States government.	Civics Renewal Network	The Civics Renewal Network is a consortium of nonpartisan, nonprofit organizations committed to strengthening civic life in the U.S. by increasing the quality of civics education in our nation's schools and by improving accessibility to high-quality, no-cost learning materials. On the Civics Renewal Network site, teachers can find the best resources of these organizations (media, video, primary sources, lesson plans and more), searchable by subject, grade, resource type, standards, and teaching strategy.
Economics		
Discipline Area Anchor Standard 17: Evaluate the importance of consumer economics and financial literacy.	Teaching Economics	Choose from five free lesson plans created specifically for high school level students. Topics include capitalism, GDP, stocks & savings accounts, assets and more.
Discipline Area Anchor Standard 17: Evaluate the importance of consumer economics and financial literacy.	Money Instructor	This site, devoted to money, includes lesson plans, games and more that connects money to careers, business, investing and spending.
Discipline Area Anchor Standard 15: Examine developments and patterns in economics.	Internet4Classrooms	This site contains a vast collection of economics websites/links from across the nation that provide free lesson plans, documents, interactive activities, games, and other resources pertaining to economics. You will be able to visit the NYSE, NASDAQ, the Mint, SEC and more!

Geography

<p>Discipline Area Anchor Standard 19: Analyze relationships between physical and human geography.</p>	<p>ThoughtCo.</p>	<p>Discover the world with articles, fact sheets, maps and other resources that explore landscapes, peoples, places, and environments both near and far.</p>
<p>Discipline Area Anchor Standard 19: Analyze relationships between physical and human geography.</p>	<p>World Atlas</p>	<p>Learn about the history, economics, and politics of our world through maps, facts, and stunning images in this site.</p>
<p>Discipline Area Anchor Standard 21: Analyze the function of borders between peoples and nations.</p>	<p>U.S. Census Bureau</p>	<p>In this Federal government site, you can access lesson plans, tools, programs and more pertaining to the study of geography and its role in the census.</p>
<p>Discipline Area Anchor Standard 18: Apply the concepts of basic map skills and practices.</p>	<p>Historical Map Chart</p>	<p>Free resource to create historical maps</p>
<p>Discipline Area Anchor Standard 18: Apply the concepts of basic map skills and practices.</p>	<p>American Panorama</p>	<p>American Panorama is an historical atlas of the United States for the twenty-first century. It combines innovative research with innovative interactive mapping techniques, designed to appeal to anyone with an interest in American history or a love of maps.</p>

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Appendix B - GED Assessment Targets-High Impact Indicators

All the indicators listed in the GED® Assessment Target indicators describe the critical thinking skills essential to test-taker success in college, career training, and the workforce. However, those we are highlighting in the **High Impact Indicators** may be useful for educators to emphasize in their instruction.

We selected the following skills as High Impact Indicators because:

- They represent foundational **skills** that are the basis for the development of other skills covered in the GED® Assessment Targets and have **broad usefulness** that can be applied in multiple contexts.
- They are a **good fit for classroom instruction** because they are not complicated but are important for students to know and use.
- GED® testing data suggests that **educators may not be currently focusing on these skills** in their GED® test preparation.

While focused classroom instruction on these High Impact Indicators may quickly and positively impact your students' test performance, **educators should note that the High Impact Indicators are not more important than the rest of the indicators.** Proficiency with all the indicators is essential for test-takers to perform well on the GED® test.

Reasoning Through Language Arts – High Impact Indicators

Indicator	What to look for in student work: Students' work shows they have...
R.3.1: Order sequences of events in texts. <i>Primarily measured with literary texts.</i>	<ul style="list-style-type: none">• located a single, discrete event or plot point in texts.• identified chronological and non-chronological sequences of events within texts.• described the progression from one event to the next in a text.• re-ordered events presented in non-chronological order in texts into chronological order.• re-ordered events provided in chronological order texts into a different order (e.g., cause- and-effect, etc.) to determine the text's meaning.

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<p>R.4.1/L.4.1: Determine the meaning of words and phrases as they are used in a text, including determining connotative and figurative meanings from context.</p> <p><i>Measured with both informational and literary texts.</i></p>	<ul style="list-style-type: none"> • identified what a word means, specific to the sentence(s) that provides its context. • distinguished between denotative and connotative meanings of a word. • distinguished between denotative and figurative meanings of a word. • distinguished between connotative and figurative meanings of a word. • explained how context shapes or lends meaning to a specific word.
<p>R.5.3: Analyze transitional language or signal words (words that indicate structural relationships, such as consequently, nevertheless, otherwise) and determine how they refine meaning, emphasize certain ideas, or reinforce an author's purpose.</p> <p><i>Measured with both informational and literary texts.</i></p>	<ul style="list-style-type: none"> • identified transitional words or phrases within texts. • explained the function of transitional language as it is used in a specific text. • explained why specific transitional word(s) were used to convey meaning. • explained the structural relationship between two clauses or phrases in terms of their transitions. • explained how structural cues within a text serve an author's purpose.
<p>R.8.3: Evaluate the relevance and sufficiency of evidence offered in support of a claim.</p> <p><i>Primarily measured with informational texts.</i></p>	<ul style="list-style-type: none"> • explained how a particular piece of evidence is relevant to a point an author is making. • explained how a particular piece or pieces of evidence are sufficient to justify an author's singular point or overall message. • distinguished between irrelevant and relevant evidence. • distinguished between an idea that has sufficient evidence to support it and one that does not. • distinguished between explanation and evidence. • distinguished between reasoning and evidence. • made judgments on either the relevance or sufficiency (or both) of single and multiple pieces of evidence.
<p>R.8.6: Identify an underlying premise or assumption in an argument and evaluate the logical support and evidence provided.</p> <p><i>Primarily measured with informational texts.</i></p>	<ul style="list-style-type: none"> • identified explicit premises and assumptions inherent to an argument in a text. • Identified implicit premises and assumptions inherent to an argument in a text. • explained what, if any, of an author's biases and assumptions are observable within a text. • made judgments on whether any implicit premises or assumptions of an argument are justified (fully or partially) by evidence that is explicitly provided in the text.

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Social Studies – High Impact Indicators

Indicator	What to look for in student work: Students' work shows they have...
SSP.2.a: Determine the central ideas or information of a primary or secondary source, corroborating or challenging conclusions with evidence.	<ul style="list-style-type: none"> • differentiated between the concepts of topic and main idea. • identified the topic and/or main idea of a piece of text. • identified supporting details for a given main idea. • summarized a piece of text. • fully explained relevant details in the text that support the main idea. • located a single piece of evidence in the text. • located multiple pieces of evidence in a text. • differentiated between relevant and irrelevant evidence. • use evidenced to support or challenge an author's conclusion.
SSP.2.b: Describe people, places, environments, processes, and events, and the connections between and among them.	<ul style="list-style-type: none"> • described pertinent elements in the text, including people, places, environments, processes, and events • identified relationships among multiple elements (listed above) in the text. • fully explained relationships among the elements.
SSP.3.c: Analyze cause-and-effect relationships and multiple causation, including action by individuals, natural and societal processes, and the influence of ideas.	<ul style="list-style-type: none"> • identified (potential or actual) causes for given effects. • identified (potential or actual) effects for a given cause. • identified examples of cause-effect relationships in texts. • fully explained how or why one event or set of circumstances in a cause-effect relationship caused another. • fully explained a sequence of causes leading to a given effect. • identify multiple causes of a given event or set of circumstances.
SSP.5.c: Analyze how a historical context shapes an author's point of view.	<ul style="list-style-type: none"> • identified the author's point of view in a primary source text. • identified the major eras in U.S. history relevant to a specific text and identify influential events, figures, and ideas therein. • identified context (events, figures, ideas) relevant to the given text. • fully explained how the historical context relates to the author's point of view.
SSP.8.a: Compare treatments of the same social studies topic in various primary and secondary sources, noting discrepancies between and among the sources.	<ul style="list-style-type: none"> • identified a common topic in multiple sources. • described commonalities in treatment of a topic across multiple sources. • identified differences in the way the sources treat the topic. • fully explained how a given difference in treatment is meaningful to the understanding of the topic itself.

Appendix C - Glossary

A	
abolition	the action or an act of abolishing a system, practice, or institution. Refers to putting an end to something by law, such as the abolition of Chattel slavery
amendment	change in or addition to a constitution
Amendment 13	abolished slavery and involuntary servitude except as punishment for a crime.
Amendment 14	an amendment to the U.S. Constitution, ratified in 1868, defining national citizenship and forbidding the states to restrict the basic rights of citizens or other persons.
Amendment 15	prohibits the federal and state governments from denying a citizen the right to vote based on that citizen's "race, color, or previous condition of servitude."
analysis/analyze	to examine critically to determine meaning and to understand the essential elements [a text or other stimulus]
application/apply	to use or employ an already established skill or piece of information in a new situation
argument	a process or line of reasoning
argumentation	the presentation of a line of reasoning
Articles of Confederation	the first constitution of the United States (1781)
assumption	something taken for granted
author	the person who wrote a text or other document
author's credibility	the degree to which an author can be believed or trusted
author's point of view	the author's attitude or outlook with which information, events, etc. are presented
author's purpose/intent	the reason an author composes a text or other document

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B	
balance of payments	a record of all economic transactions between the total amount of exports and imports for a country in one year
barter	the direct exchange of one good or service for another without the use of money
bias	a particular tendency of an author or group, especially one that prevents unprejudiced consideration
Bicameral	having, consisting of, or based on two legislative chambers
Bill of Rights	the first ten amendments to the Constitution; these amendments limit governmental power and protect basic rights and liberties of individuals
bureaucracy	administrative organizations that implement government policies
business cycle	the periods of recession and expansion that an economy goes through because production does not increase continuously over time
C	
cabinet	secretaries or chief administrators of the major departments of the federal government
capital	manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services
cartography	the study of maps
causation	the relationship between cause and effect; causality
character	a person represented in a story or other literary work
Chattel slavery	a form of slavery in which people are treated as the individual property of the owner and bought and sold as commodities.
Checks and Balances	a system that allows each branch of a government to amend or veto acts of another branch to prevent any one branch from exerting too much power
circular flow model	a diagram showing how households, firms and the government are interdependent
citizen	a member of a political society who owes allegiance to the government and is entitled to its protection
citizenship	includes the rights, roles, and responsibilities of a citizen and the process of naturalization
civic mindedness	actions or activities of individuals motivated by or that show concern for the public good or humanity.

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civil rights	the protection and privileges of personal liberty given to all US citizens by the Constitution and the Bill of Rights
claim	an assertion of something as fact
command economy	economic system where production and distribution are determined by central planning and control
communism	a system of government where the state owns resources and determines their allocation and use
comparative advantage	the idea that countries gain when they produce those items that they are most efficient at producing
conclusion/conclude	a statement that follows logically from another or others in an argument
concurrent powers	power exercised by both the federal and state governments
connotative meaning	an association or idea suggested by a word; implicated meaning
constitutional democracy	a system of government based on popular sovereignty in which the structures, powers, and limits of government are set forth in a constitution.
constitutional federal republic	a form of government made up of a federal state with a constitution and self-governing subunits
consumer	a person who purchases goods and services for personal use
correlation	a mutual relationship or connection between two or more things.
create	to originate or invent
culture	the learned behavior of people, such as belief systems and languages, social relations, institutions, organizations, and material goods such as food, clothing, buildings, technology
D	
data	individual facts, statistics, or pieces of information
deflation	general lowering of prices
demand	how much a consumer is willing and able to buy at each price
democracy	a system of government by the full population or all the eligible members of a state, typically through elected representatives.

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demographics	the statistical characteristics of human populations (as age or income) used specifically to identify markets
detail	a small part that can be considered individually
dictatorship	form of government in which one person or a small group possesses absolute power without effective constitutional limitations.
diffusion	the spread of people, ideals, technology, and products between places
distribution of power	separation of powers between three branches of government; legislative, executive, and judicial
E	
economic growth	an increase in an economy's ability to produce goods and services that brings about a rise in standards of living
economic reasoning	includes the concepts of scarcity, factors of production, opportunity costs, and cost-benefit analysis
economic systems	an organized way in which a state or nation allocates its resources and apportions goods and services in the national community
economics	the social science that examines the change process and the allocation of scarce resources with alternative uses
electoral politics	the election procedure which includes competition between political parties, candidate selection, and the voting process.
enumerated powers	specific powers granted to Congress by the United States Constitution.
evaluate	to make a judgement about the significance, worth, validity, or quality of something
evidence	that which tends to prove or disprove something; grounds for belief
exchange	the process of obtaining a desired product from someone by offering something of value in return
F	
federalism	a system of government in which sovereignty is divided between a central authority and constituent political units, such as states or provinces.
figurative meaning/language	that which involves figures of speech and/or is not meant literally
Financial Literacy	includes budgeting, saving, spending, investment, credit, banking, and insurance
finding	that which is discovered through research or study

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format	general appearance, style, or arrangement
Freedmen's Bureau	a federal agency founded after the Civil War to assist former slaves and poor whites to achieve economic stability and secure political freedoms.
G	
generalization	a principle, theory or idea that can be applied in multiple instances
genre	a class or category, usually used to describe literary or artistic work
gross domestic product	a measure of how much an economy produces each year, stated in the monetary value of final goods and services
group norms	a principle of right action binding upon the members of a group and serving to guide, control or regulate proper and acceptable behavior
H	
historical context	events, figures ideas prevalent in the popular or political discourse at the time at which something was originated
Human Geography	the branch of geography that deals with the study of the interrelationships between people, communities, cultures, economies, and the environment by studying their relationships with and across space and place.
hypothesis	a proposition or set of propositions set forth as an explanation for a group of facts or phenomena; conjecture that is a guide for investigation
I	
idea	any conception resulting from mental understanding, awareness, or activity
Indigenous people	original inhabitants of a region
Industrial Revolution	a period of major industrialization that took place during the late 1700s and early 1800s
inference	to conclude by reasoning from evidence not explicitly stated
inflation	a general rise in the level of prices
information	knowledge gained through experience or study, more abstract and general than "data"
interpret	to provide the meaning of, or explain, that which is explicitly stated or displayed graphically or symbolically

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J	
Jim Crow Laws	state and local laws that enforced racial segregation in the Southern United States.
judicial review	the principle by which courts can declare acts of either the executive branch or the legislative branch unconstitutional
justify	to show a claim or statement to be writing, especially using evidence
K	
key documents	For the purposes of these standards, key documents include the Declaration of Independence, the Constitution of the United States, the Bill of Rights, and the Emancipation Proclamation.
Ku Klux Klan	a secret society of white men founded in Southern states after the Civil War to reestablish and maintain white supremacy
L	
latitude	angular distance north or south from the earth's equator measured through 90 degrees
limited government	a theory of governance in which the government only has those powers delegated to it by law, usually in a written constitution
literal meaning	meaning that is in exact accordance with the most explicit, primary meaning of a word or text
longitude	the arc or portion of the earth's equator intersected between the meridian of a given place and the prime meridian expressed in either degrees or time
M	
macroeconomics	the branch of economics concerned with large-scale or general economic factors, such as interest rates and national productivity.
main idea	the most important central through in a paragraph or longer informational text
Manifest Destiny	the 19th-century doctrine or belief that the expansion of the US throughout the American continents was both justified and inevitable
meaning	what is or is intended to be expressed
Microeconomics	the branch of economics concerned with single factors and the effects of individual decisions.
Middle passage	the sea journey undertaken by slave ships from West Africa to the West Indies - one leg of the triangular trade route.

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migration	to move from one country, place, or locality to another
mixed market economy	an economy containing components of both free market and state monopolies
monarchy	political system based upon the undivided sovereignty or rule of a single person.
N	
national economy	including fiscal and monetary policy, GDP, unemployment, inflation, and economic growth
natural resources	those forms of wealth supplied by nature, such as land, minerals, water, power, etc.
O	
oligarchy	a form of government in which power rests with a small number of people.
opportunity cost	Something is given up for something else; the cost of the next best alternative use of scarce resources (such as money and time) when one choice is selected over another.
P	
parliamentary democracy	form of government in which the party (or a coalition of parties) with the greatest representation in the parliament (legislature) forms the government, its leader becoming prime minister or chancellor.
personal finance	including budgeting, saving, spending, investment, credit, banking, and insurance
physical geography	the branch of geography that deals with the processes, patterns, and features of the natural environment.
political party	an organized group of people with at least roughly similar political aims and opinions, which seeks to influence public policy by getting its candidates elected to public office
popular sovereignty	a doctrine in political theory that government is created by and subject to the will of the people.
predatory lending	unfair, deceptive, and fraudulent practice of a lender during the loan process.
prediction	a statement of something in advance of occurrence, especially on a reasoned or evidentiary basis
prejudice	preconceived, usually unfavorable idea; an opinion held in disregard of facts that contradict it; bias
premise	a basis started or assumed, on which reasoning proceeds

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price	the amount of value that individuals must forgo in exchange for a desired product
primary source	an original document describing events or ideas of which the author has personal knowledge or experience
progressive tax	a tax structure where people who earn more pay a higher percentage of their income in taxes
propaganda	systematic, purposefully persuasive messages that attempt to influence the emotions, attitudes, opinions, and actions of an audience
proportional tax	a tax structure where all people pay about the same percentage of their income in taxes
protectionism	the practice of protecting domestic industries from foreign competition by imposing import duties or quotas
pull factors	Pull factors are those factors in the destination country that attract the individual or group to leave their home, such as better economic opportunities, more jobs, and the promise of a better life often pull people into new locations.
push factors	Push factors are those factors that compel or force the individual to move either voluntarily, or involuntarily. Push factors may include conflict, drought, famine, or extreme socioeconomic oppression.
Q	
quota	a limit on how much of a good can be imported
R	
reasoning	the process of forming conclusions, judgements, or inferences from evidence
Reconstruction	the period after the Civil War in which the states, formerly part of the Confederacy, was brought back into the United States
referendum	a form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people for a vote
regressive tax	a tax structure where people who earn more pay a smaller percentage of their income in taxes
representative democracy	a form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions
republic	a system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare
resources	land, labor, capital, and entrepreneurship used in the production of goods and services

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return	how well you do by investing in one asset as opposed to another
rhetorical techniques	any device an author may use to invoke tone or feeling or to provide a frame that may help an audience think about a topic
risk	how much uncertainty accompanies your choice of investment
rule of law	the principle that all people and institutions are subject to and accountable to law that is fairly applied and enforced
S	
scale	the relationship between a distance on the ground and the distance on the map
scarcity	the central concern of Economics: the condition caused by individuals' unlimited wants in the face of limited resources
scientific model	an interpretive description of a phenomenon or system that facilitates access to that phenomenon
scientific presentation	any medium through which scientific data or information is conveyed, including text, graphs, tables, diagrams, etc.
secondary source	a document that relates, discusses, and comments upon a primary source
Separation of Powers	powers and responsibilities of government is divided among the legislative branch, executive branch, and judicial branch.
separation of powers	the division of governmental power among multiple institutions that must cooperate in decision-making
sequence of events	the order in which events occur
speaker	a person who speaks (i.e., delivers a speech or voice expressed in a poem)
specialization	the assignment of tasks so that each worker performs limited functions more frequently, the division of labor
stance	the position on which an author bases an argument
standard of living	the overall quality of life that people enjoy
state's rights	Rights guaranteed to the states under the principle of federalism.
structure	the relationships among and/or organization of components parts of a text or other medium
suffrage	the right to vote
summarize	a brief account that gives the main points of something

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supply	the schedule of quantities offered for sale at all prices in a market
support	to establish by providing appropriate facts and evidence
synthesis/synthesize	to combine elements or ideas from multiple materials into a unified, if complex, whole
T	
tariff	a tax on an imported good
theme	the unifying, dominant idea in a literary text
theocracy	any government in which the leaders of the government are also the leaders of the religion, and they rule as representatives of the deity
tone	the author's attitude toward the subject and/or audience
topic	the subject of a discussion or work
totalitarianism	a centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life
triangular trade route	a pattern of colonial commerce in which Indigenous people were taken from the African Gold Coast as slaves, and then traded in the West Indies for sugar or molasses and taken to New England for rum.
U	
unicameral	having or consisting of a single legislative chamber
United Nations	an international organization comprising most of the nations of the world, to promote peace, security, and economic development