Global Citizenship
High School Proficiency-Based Graduation Requirements

Franklin West Supervisory Union

ENDURING UNDERSTANDINGS:

- ***Inquiry is a key component in understanding history and the social sciences.***
- ***History is a narrative of multiple perspectives.***
- ***History shows us that individuals, events, and ideas are connected through time.***
- ***People throughout the world are interdependent- environmentally, socially, politically, and economically.***
- ***Geography influences culture, politics, and economics.***
- ***Citizens can have an impact on their quality of life when they understand how governments work and choose to participate.***
- ***Economic decision-making is based on making choices about how to use limited resources.***

Graduation Proficiencies	Proficiency Indicators
(1) HISTORICAL INQUIRY Students develop reasonable explanations of the world around them through inquiry and analysis.	1.1 Explain and defend their own point of view on issues that affect themselves and society; use information gained from reputable sources; explain, critically evaluate, and defend views that are not one's own. 1.2 Determine the validity and reliability of a document or information using SOAPSTone. 1.3 Students use accurate and specific evidence to demonstrate content knowledge.
(2) HISTORY Students use historical inquiry, including the use of primary and secondary sources, to gather information about the past that will help them make sense of the present and decisions about the future.	2.1 Explain historical origins of pivotal individuals, groups, events, and ideas; and how they are interpreted over time.

(3) SOCIETY AND SELF **Students analyze human behavior, social institutions, and/or functions of human society to develop critical thinking skills to interpret the processes that shape human life.**	SS.1- Students will evaluate what determines and constrains human behavior. SS.2-Students will be able to evaluate social institutions and structure to explain how social patterns are created and maintained over time
(4) CIVICS, GOVERNMENT & SOCIETY **Students act as citizens by understanding how governments function and by exercising their rights and responsibilities within their current societal structure(s).**	4.1 Evaluate how and why rules and laws are created, interpreted, and changed. 4.2 Describe how government actions directly impact citizens locally, statewide, nationally, and/or internationally.
(5) ECONOMICS **Students make economic decisions through their understanding of the interaction between humans, the environment, government, and the economy.**	5.1 Evaluate and debate government and/or economic programs. 5.2 Examine the causes and long-term effects of limited resources, and propose possible solutions.