
South Dakota Extended Content and Alternate Academic Achievement Descriptors for Students with Significant Cognitive Disabilities

Social Studies Extended Content



Board Approved
March 19, 2007

Special Education Programs Mission Statement

Special Education Programs located in the South Dakota Department of Education advocates for the availability of the full range of personnel, programming, and placement options, including early intervention and transition services, required to assure that all individuals with disabilities are able to achieve maximum independence upon exiting from school.

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade K

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Note: Mastery is not expected at this grade level.

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Note: Mastery is not expected at this grade level.

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| General Education Standard: K.G.1.1. Students are able to use map colors to recognize land and water. | |
|--|---|
| Extended Content: K.A.G.1.1. Students are able to identify land on a map. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify land or water on a map. | <ul style="list-style-type: none"> Indicate land or water when given a map. |
| Applying: Identify land on a map. | <ul style="list-style-type: none"> Identify land when shown various depictions. |
| Developing: Explore the map. | <ul style="list-style-type: none"> Respond with his/her senses to a tactile map. |
| Introducing: Respond to a presentation about maps. | <ul style="list-style-type: none"> Respond to the presentation about maps by movement/vocalization using computer technology/tactile map. Example: <u>Me on the Map</u> by Joan Sweeney Tactilely explore a model of a map. |

| General Education Standard: K.G.1.2. Students are able to compare the globe and a map as models of the Earth. | |
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| Extended Content: K.A.G.1.2. Students are able to identify a globe. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Develop a model of a globe. | <ul style="list-style-type: none"> Create a model of the globe. Example: Clay, play dough, paper mache, etc. |

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| Applying: Identify a globe. | <ul style="list-style-type: none"> Indicate the globe from depictions/descriptions/objects. Example: “Show me”, “Point to” the globe. |
| Developing: Identify objects that have the same shape as the globe. | <ul style="list-style-type: none"> Choose the two objects that have the same shape as the globe out of three objects. Example: Ball, cube, orange, etc. |
| Introducing: Explore the globe. | <ul style="list-style-type: none"> Tactilely explore a globe. |

| <p>General Education Standard: K.G.1.3. Students are able to demonstrate familiarity with the layout of their own school.</p> <p>Extended Content: K.A.G.1.3. Students are able to identify two areas within their classroom.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify three areas within the classroom | <ul style="list-style-type: none"> Locate three specific areas within the classroom using labels/descriptions. |
| Applying: Identify two areas within the classroom. | <ul style="list-style-type: none"> Locate two specific areas within the classroom using picture labels/descriptions. |
| Developing: Identify personal area within the classroom. | <ul style="list-style-type: none"> Locate his/her personal area within the classroom by following directions. |
| Introducing: Explore the classroom. | <ul style="list-style-type: none"> Explore the classroom using his/her senses. |

Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.

Note: Mastery is not expected at this grade level.

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

Note: Mastery is not expected at this grade level.

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

Note: Mastery is not expected at this grade level.

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| General Education Standard: K.E.1.1. Students are able to identify occupations with simple descriptions of work. | |
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| Extended Content: K.A.E.1.1. Students are able to identify one occupation. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two occupations. | <ul style="list-style-type: none">Identify two occupations from photographs/descriptions of different occupations. Examples: “Show me”, “Point to”, “Indicate” a fireman, policeman, etc. |
| Applying: Identify one occupation. | <ul style="list-style-type: none">Identify one occupation from photographs/descriptions of different occupations. |
| Developing: Distinguish between an occupation and a leisure activity. | <ul style="list-style-type: none">Sort photographs/descriptions by occupation and non-occupation. Example: Nurse vs. walking |
| Introducing: Respond to representation of an occupation. | <ul style="list-style-type: none">Demonstrate an attending response to a representation of an occupation using computer technology/photographs. |

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| General Education Standard: K.E.1.2. Students are able to identify the difference between basic needs (food, clothing, and shelter) and wants (luxuries). | |
| Extended Content: K.A.E.1.2. Students are able to identify a basic need or want. | |

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Discriminate between a want and a need. | <ul style="list-style-type: none"> Identify photographs/descriptions of wants and needs. |
| Applying: Identify a basic need or want. | <ul style="list-style-type: none"> Sort photographs/descriptions of a want and a need. Examples: “Show me”, “Point to”, “Indicate” a want and a need. |
| Developing: Indicate an immediate need. | <ul style="list-style-type: none"> Indicate photograph/description of an immediate need. Examples: Photographs/descriptions of food, clothing, bathroom, water, shelter, etc. |
| Introducing: Respond to a cue for a specific need. | <ul style="list-style-type: none"> Demonstrate an attending response to a representation of a specific need using computer technology/photographs. |

General Education Standard:

K.E.1.3. Students are able to describe the role of money in everyday life.

Extended Content:

K.A.E.1.3. Students are able to identify one object that requires money for purchase.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
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| Advancing: Identify two objects that require money for purchase. | <ul style="list-style-type: none"> Identify from photographs/descriptions, two objects that require money for purchase. |
| Applying: Identify one object that requires money for purchase | <ul style="list-style-type: none"> Identify one object from photographs/descriptions that requires money for purchase. |
| Developing: Distinguish between money and other objects. | <ul style="list-style-type: none"> Sort money from other objects. |
| Introducing: Respond to a story/presentation about money. | <ul style="list-style-type: none"> Demonstrate an attending response to a representation of money using computer technology/photographs. Manipulate money. |

SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Social Studies Grade 1st

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
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| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 1.US.1.1. Students are able to use timelines from birth to present to relate self and family to changes over time. | |
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| Extended Content: 1.A.US.1.1. Students are able to recognize a physical change in a person over time. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Create a picture timeline. | <ul style="list-style-type: none"> Place depictions/descriptions in a sequential order from birth to school age. |
| Applying: Recognize a physical change in a person over time. | <ul style="list-style-type: none"> Recognize a physical change from depictions/descriptions of himself/herself over time. Example: Two or three items from infancy, toddler, school age. |

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| Developing: Explore depictions of changes over time. | <ul style="list-style-type: none"> Match depictions/descriptions of young to old. Example: Depictions of a puppy/dog; kitten/cat; baby/adult, etc... |
| Introducing: Attend to a story/presentation about changes over time. | <ul style="list-style-type: none"> Respond to a story/presentation about changes over time using assistive technology. |

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

| <p>General Education Standard: 1.US.2.1. Students are able to connect people and events honored in commemorative holidays.</p> <p>Extended Content: 1.A.US.2.1. Students are able to recognize one commemorative holiday.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two commemorative holidays. | <ul style="list-style-type: none"> Identify two commemorative holidays from depictions/descriptions. Example: Veteran’s Day; Thanksgiving Day |
| Applying: Recognize one commemorative holiday. | <ul style="list-style-type: none"> Recognize one commemorative holiday from depictions/descriptions. |
| Developing: Explore depictions of commemorative holidays. | <ul style="list-style-type: none"> Select/match/point/locate/ the correct holiday depictions/descriptions described by the teacher. |
| Introducing: Attend to a story/presentation about commemorative holidays. | <ul style="list-style-type: none"> Respond to a story/presentation about commemorative holidays using assistive technology. |

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Note: Mastery is not expected at this grade level.

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| <p>General Education Standard: 1.G.1.1. Students are able to construct a simple map using a map key and at least three symbols.</p> <p>Extended Content: 1.A.G.1.1. Students are able to recognize a map key on simple map.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify one symbol (using a map key) on a simple map.</p> | <ul style="list-style-type: none"> • Identify one symbol on the map key. Example: “Locate”, “Point to”, “Show me” the house, school, fire station, police station, etc. |
| <p>Applying: Recognize a map key on a simple map.</p> | <ul style="list-style-type: none"> • Identify the map key on a map. |
| <p>Developing: Explore a map key on a simple map.</p> | <ul style="list-style-type: none"> • Explore a tactile map and map key with his/her senses. |
| <p>Introducing: Respond to a story/presentation about different items on a map key.</p> | <ul style="list-style-type: none"> • Respond to a story/presentation about different items on a map key using computer technology/tactile map. • Tactilely explore a map and a map key. |

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| <p>General Education Standard: 1.G.1.2. Students are able to use a picture map to locate an address.</p> <p>Extended Content: 1.A.G.1.2. Students are able to recognize depictions on a picture map.</p> |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
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| Advancing: Locate a specific picture on a picture map. | <ul style="list-style-type: none"> Locate a specific picture on a picture map. Example: playground maps, classroom maps, city maps, park maps, etc. |
| Applying: Recognize depictions on a picture map. | <ul style="list-style-type: none"> Recognize the depictions on a picture map. |
| Developing: Explore a picture map. | <ul style="list-style-type: none"> Respond with his/her senses to a tactile picture map. |
| Introducing: Respond to a story/presentation about different depictions on a map. | <ul style="list-style-type: none"> Respond to a story/presentation about a map using computer technology/tactile map. Example: <u>Me on the Map</u> by Joan Sweeney Tactilely explore a map. |

General Education Standard:

1.G.1.3. Students are able to identify a continent as a large land mass and an ocean as a large body of water.

Extended Content:

1.A.G.1.3. Students are able to identify land and water on a map.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
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| Advancing: Identify a large body of water as an ocean on a world map. | <ul style="list-style-type: none"> Locate an ocean on a world map. |
| Applying: Identify land and water on a map. | <ul style="list-style-type: none"> Identify land with land and water with water. |
| Developing: Recognize land or water on a map. | <ul style="list-style-type: none"> Match land with land or water with water. |
| Introducing: Tactilely explore depictions of land and water masses. | <ul style="list-style-type: none"> Explore dirt. Explore water. Respond to depictions of land and water masses using computer technology/tactile map. |

Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.

Note: Mastery is not expected at this grade level.

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| <p>General Education Standard: 1.C.1.1. Students are able to identify American symbols and landmarks.</p> <p>Extended Content: 1.A.C.1.1. Students are able to identify the flag as an American symbol.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify two American symbols.</p> | <ul style="list-style-type: none"> Identify two American symbols from depictions/objects/descriptions. Example: Eagle, Statue of Liberty, Mount Rushmore, etc... |
| <p>Applying: Identify the flag as an American symbol.</p> | <ul style="list-style-type: none"> Recognize the American flag as an American symbol from various depictions/descriptions. |
| <p>Developing: Identify the American flag.</p> | <ul style="list-style-type: none"> Color the different parts of the American flag. Example for blind student: Rip paper apart and put together using sense of smell (red-cinnamon, blue-blueberry, white-vanilla) |
| <p>Introducing: Attend/respond to a story/presentation about the American flag.</p> | <ul style="list-style-type: none"> Respond to questions about a story/presentation about the American flag. Example: Activate switch to say pledge/ sing “You’re a Grand Ole Flag”. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| <p>General Education Standard: 1.C.2.1. Students are able to list rules in different groups for different situations.</p> <p>Extended Content: 1.A.C.2.1. Students are able to communicate two school rules.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Recognize the importance of school rules.</p> | <ul style="list-style-type: none"> Answer questions related to the importance of school rules. |

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| Applying: Communicate two school rules. | <ul style="list-style-type: none"> • Role-play/illustrate two school rules. |
| Developing: Communicate one school rule. | <ul style="list-style-type: none"> • Role-play/illustrate one school rule. |
| Introducing: Attend to a story/presentation about rules. | <ul style="list-style-type: none"> • With the use of assistive technology, respond to questions about a story/presentation about rules. <p>Example: <u>Officer Buckle and Gloria</u> by Peggy Rathmann</p> |

| <p>General Education Standard: 1.C.2.2. Students are able to identify the attributes of good citizenship.</p> <p>Extended Content: 1.A.C.2.2. Students are able to communicate what it means to be a good citizen/friend.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Recognize the importance of being a good citizen/friend. | <ul style="list-style-type: none"> • Answer questions related to the importance of being a good citizen/friend. |
| Applying: Communicate what it means to be a good citizen/friend. | <ul style="list-style-type: none"> • Role-play what it means to be a good citizen/friend. |
| Developing: Demonstrate what it means to be a good citizen/friend. | <ul style="list-style-type: none"> • Illustrate what it means to be a good citizen/friend. |
| Introducing: Respond to a story/presentation about being a good citizen/friend. | <ul style="list-style-type: none"> • Respond to questions about a story/presentation about being a good citizen/friend. |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

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| <p>General Education Standard: 1.E.1.1. Students are able to define goods and services.</p> <p>Extended Content: 1.A.E.1.1. Students are able to identify one service.</p> |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
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| Advancing: Discriminate between a good and a service. | <ul style="list-style-type: none"> Identify goods/objects and services from photographs/descriptions. |
| Applying: Identify one service. | <ul style="list-style-type: none"> Identify a service from photographs/descriptions. <p>Examples: “Show me”, “Point to”, “Indicate” a service.</p> |
| Developing: Identify one good. | <ul style="list-style-type: none"> Indicate a good/object from photographs/descriptions. |
| Introducing: Respond to a story/presentation about goods and services | <ul style="list-style-type: none"> Demonstrate an attending response to a representation of goods/objects and services using computer technology/photographs. |

General Education Standard:

1.E.1.2. Students are able to explain choices families have to make when buying goods and services.

Extended Content:

1.A.E.1.2. Students are able to indicate purchases made in a story.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Participate in activities involving making choices about purchases. | <ul style="list-style-type: none"> Choose an item to purchase from three choices. |
| Applying: Indicate purchases made in a story. | <ul style="list-style-type: none"> Indicate one purchase made in a story using computer technology/photographs. <p>Example: “Show me”, “Indicate” what was purchased in the story.</p> |
| Developing: Respond to a story/presentation about making purchases. | <p>Examples: <u>Corduroy</u>, <u>Alexander who Used to be Rich Last Sunday</u></p> |
| Introducing: Respond to a story/presentation about making choices. | <ul style="list-style-type: none"> Demonstrate an attending response to a representation of making choices using computer technology/photographs. |

SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES

Social Studies Grade 2nd

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
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| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 2.US.1.1. Students are able to place important historical events in the order in which they occurred. | |
|--|---|
| Extended Content: 2.A.US.1.1. Students are able to place two events in order from past to present. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Place three events in order from past to present. | <ul style="list-style-type: none"> Sequence depictions/descriptions in order from the past to the present. |

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| Applying: Place two events in order from past to present. | <ul style="list-style-type: none"> Place depictions/descriptions of two events in sequential order from the past to the present. |
| Developing: Explore depictions/descriptions from the past and the present. | <ul style="list-style-type: none"> Sort depictions/descriptions into groups. Example: past to past/present to present. |
| Introducing: Respond to a story/presentation about historical events. | <ul style="list-style-type: none"> Respond to a story/presentation about historical events using assistive technology. |

General Education Standard:
2.US.1.2. Students are able to compare features of modern-day living (food, shelter, clothing, transportation) to those of the past.

Extended Content:
2.A.US.1.2. Students are able to identify two depictions/descriptions of transportation as either past or present.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify three depictions/descriptions of transportation as either past or present. | <ul style="list-style-type: none"> Identify three depictions/descriptions of transportation as either past or present. Example: Label depictions |
| Applying : Identify two depictions/descriptions of transportation as either past or present. | <ul style="list-style-type: none"> Identify two depictions/descriptions of transportation as either past or present. |
| Developing: Explore depictions/descriptions of transportation from the past to the present. | <ul style="list-style-type: none"> Participate in a past/present sorting activity with the teacher using three depictions/descriptions of transportation. |
| Introducing: Respond to a story/presentation about changes in transportation over time. | <ul style="list-style-type: none"> Respond to a story/presentation about changes in transportation over time using assistive technology. |

General Education Standard:
2.US.1.3. Students are able to describe ways historical figures contributed to modern-day life.

Extended Content:
2.A.US.1.3. Students are able to identify two depictions/descriptions of historical figures.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify three depictions/descriptions of historical figures. | <ul style="list-style-type: none"> Identify three depictions/descriptions of historical figures. |

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| | Example: George Washington, Abraham Lincoln, Ben Franklin, Teddy Roosevelt |
| Applying: Identify two depictions/descriptions of historical figures. | <ul style="list-style-type: none"> Identify/select two depictions/descriptions of historical figures. |
| Developing: Explore depictions/descriptions of historical figures. | <ul style="list-style-type: none"> Participate in a sorting activity using depictions/descriptions with the teacher. |
| Introducing: Attend to a story/presentation about historical figures. | <ul style="list-style-type: none"> Respond to a story/presentation about historical figures using assistive technology. |

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

| General Education Standard: 2.US.2.1. Students are able to compare ways different cultures shared traditions. | |
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| Extended Content: 2.A.US.2.1. Students are able to communicate one family tradition. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Communicate two family traditions. | <ul style="list-style-type: none"> Illustrate/imitate/role play two family traditions. |
| Applying: Communicate one family tradition. | <ul style="list-style-type: none"> Illustrate/imitate/role play one family tradition. |
| Developing: Explore depictions/descriptions of family traditions. | <ul style="list-style-type: none"> Respond/observe to video/photos/ discussions of family traditions. |
| Introducing: Attend to a story/presentation about family traditions. | <ul style="list-style-type: none"> Attend/respond to media generated illustrations about family traditions. |

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

| <p>General Education Standard: 2.W.2.1. Students are able to compare holidays celebrated in different countries.</p> <p>Extended Content: 2.A.W.2.1. Students are able to identify one holiday celebrated in another country.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify two holidays celebrated in different countries.</p> | <ul style="list-style-type: none"> After attending to a story about holidays in different countries, illustrate two holidays. Example: Cut and paste, draw using Intellikeys or Dynavox |
| <p>Applying: Identify one holiday celebrated in another country.</p> | <ul style="list-style-type: none"> After attending to a story about holidays in different countries, illustrate one holiday. |
| <p>Developing: Explore depictions/symbols of holidays celebrated in different countries.</p> | <ul style="list-style-type: none"> Match the depiction of the holiday according to the correct word/symbol. |
| <p>Introducing: Attend to a story/presentation about holidays celebrated in different countries.</p> | <ul style="list-style-type: none"> Respond to depictions/descriptions of holidays celebrated in different countries using computer technology/media. Example: Cinco de Mayo, Hanukkah, Ramadan, etc... |

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| <p>General Education Standard: 2.G.1.1. Students are able to construct a simple aerial view map of the classroom using a map key/legend and at least five symbols.</p> <p>Extended Content: 2.A.G.1.1. Students are able to locate two symbols using the map key/legend on an aerial map.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Locate three symbols using the</p> | <ul style="list-style-type: none"> Identify three symbols on an aerial map using |

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| map key/legend on an aerial map. | the map key/legend. |
| Applying: Locate two symbols using the map key/legend on an aerial map. | <ul style="list-style-type: none"> Locate two symbols on an aerial using the map key/legend. |
| Developing: Explore an aerial map. | <ul style="list-style-type: none"> Participate in a teacher led demonstration on an aerial map. |
| Introducing: Attend to a story/presentation about a map. | <ul style="list-style-type: none"> Respond to a story/presentation about a map using computer technology/tactile map. <p>Example: <u>Me on the Map</u> by Joan Sweeney</p> |

General Education Standard:
2.G.1.2. Students are able to use simple map reading skills to identify the map title, label four directions on a compass rose, and interpret the symbols of a map key/legend.

Extended Content:
2.A.G.1.2. Students are able to recognize the compass rose on a map.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Locate one or more directions on the compass rose. | <ul style="list-style-type: none"> Match the directional word to the direction on the compass rose. |
| Applying: Recognize the compass rose on a map. | <ul style="list-style-type: none"> When given a depiction of a compass rose, locate it on the map. |
| Developing: Explore a handheld compass. | <ul style="list-style-type: none"> Participate in a teacher led demonstration on a handheld compass. <p>Example: Walk around the playground using a handheld compass.</p> |
| Introducing: Attend to a story/presentation about a compass rose. | <ul style="list-style-type: none"> Respond to a story/presentation about a compass rose using computer technology/tactile map. <p>Example: <u>Me on the Map</u> by Joan Sweeney</p> |

Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.

Note: Mastery is not expected at this grade level.

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

General Education Standard:

2.C.1.1. Students are able to explain the difference between rules and laws.

Extended Content:

2.A.C.1.1. Students are able to communicate one law.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Name two laws | <ul style="list-style-type: none">• Role-play/illustrate two different laws. |
| Applying: Communicate one law. | <ul style="list-style-type: none">• Answer questions related to one law. |
| Developing: Recognize the importance one law. | <ul style="list-style-type: none">• Role play/illustrate one law. |
| Introducing: Respond to a story/presentation about laws. | <ul style="list-style-type: none">• Respond to questions about a story/presentation about laws using assistive technology. |

General Education Standard:

2.C.1.2. Students are able to identify why laws are needed in a community and why there are legal consequences for lawbreakers.

Extended Content:

2.A.C.1.2. Students are able to communicate the importance of following the laws.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Communicate a consequence of not following laws. | <ul style="list-style-type: none">• Indicate a consequence of not following laws using depictions/descriptions.• Match depictions of breaking a law to a consequence. Example: Jails, judge, etc... |
| Applying: Communicate the importance of following laws. | <ul style="list-style-type: none">• Answer questions related to the importance of following laws.• Example: Law Enforcement Officer presentation |
| Developing: Recognize the importance of following laws. | <ul style="list-style-type: none">• Role-play/illustrate following laws. |
| Introducing: Attend to a story/presentation about following laws. | <ul style="list-style-type: none">• Respond to questions about a story/presentation about following laws. |

General Education Standard:
2.C.1.3. Students are able to explain the basic political roles of leaders in the larger community.

Extended Content:
2.A.C.1.3. Students are able to recognize the roles of leaders in the school.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Recognize the roles of leaders in the community. | <ul style="list-style-type: none"> Engage in a discussion with a guest speaker who is a leader of the community. Example: Mayor, Chief of Police, farmer, etc. |
| Applying: Recognize the roles of leaders in the school. | <ul style="list-style-type: none"> Match a job description to the photo of the leader in the school. Example: “Show me”, “Point to” the leader who helps you find books... Demonstrate the role of a leader in the school. Example: Follow the Leader |
| Developing: Recognize the leaders in the school. | <ul style="list-style-type: none"> Match depictions/descriptions of the leaders in the school. Example: Take a walk around the school to meet the principal, superintendent, teachers, etc. |
| Introducing: Respond to a story/presentation about leaders. | <ul style="list-style-type: none"> Respond to questions about a story/presentation about leaders. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

General Education Standard:
2.C.2.1. Students are able to describe the meaning of majority rule and its related function in a democracy.

Extended Content:
2.A.C.2.1. Students will participate in a class vote.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Participate in the voting process to determine the majority rule. | <ul style="list-style-type: none"> Participate in a classroom vote, the tallying of votes, the posting of the results. Example: Kid Vote |
| Applying: Participate in a class vote | <ul style="list-style-type: none"> Participate in a classroom voting activity. Example: Favorite pet, favorite color, favorite food, Kid Vote, etc. |

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| Developing: Imitate the voting process | <ul style="list-style-type: none"> Imitate the voting process after a teacher led demonstration. Example: Imitate by raising hand to respond to vote. |
| Introducing: Respond to a story/presentation about the voting process. | <ul style="list-style-type: none"> Respond to questions about a story/presentation about the voting process. Example: Kid Vote, vote for a line leader, classroom buddy, etc... |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| <p>General Education Standard: 2.E.1.1. Students are able to identify the differences between natural resources and human resources and how they are used.</p> <p>Extended Content: 2.A.E.1.1. Students are able to identify a resource.</p> | |
|--|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Participate in an activity about resources. | <ul style="list-style-type: none"> Role play people at work within the community. |
| Applying: Identify a resource. | <ul style="list-style-type: none"> Identify photographs/descriptions of items/objects used as a resource. Examples: “Show me”, “Point to”, “Indicate” items/objects used by a doctor, nurse, teacher, etc. |
| Developing: Respond to a story/presentation about resources. | <ul style="list-style-type: none"> Match depictions/descriptions using resources found in the story/presentation. Examples: Teacher and chalkboard, firefighter and fire truck, etc. |
| Introducing: Attend to a story/presentation about resources. | <ul style="list-style-type: none"> Demonstrate an attending response to a computer technology/photograph representation of resources. |

General Education Standard:

2.E.1.2. Students are able to explain the importance of making informed decisions about spending, borrowing, and saving.

Extended Content:

2.A.E.1.2. Students are able to identify a necessary purchase.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Participate in an activity about spending money. | <ul style="list-style-type: none">• Role play a person spending money. Example: Classroom store, vending machine |
| Applying: Identify a necessary purchase. | <ul style="list-style-type: none">• Indicate a necessary purchase using photographs/descriptions. Example: Groceries vs. video games |
| Developing: Respond to a story/presentation about spending money. | <ul style="list-style-type: none">• Identify a purchase made in the story/presentation using photographs/descriptions. |
| Introducing: Attend to a story/presentation about spending money. | <ul style="list-style-type: none">• Demonstrate an attending response to a computer technology/photograph representation of spending money. Example: Shows response by blinking, nodding head, etc... |

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade 3rd

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 3.US.1.1. Students are able to identify the obstacles and successes of the early settlers and Native Americans in creating communities. | |
|--|---|
| Extended Content: 3.A.U.S. 1.1 Students are able to identify an obstacle of early settlers in creating communities | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two obstacles settlers encountered in creating communities. | <ul style="list-style-type: none"> Select depictions/descriptions to represent two obstacles faced by early settlers. |
| Applying: Identify an obstacle of early settlers in creating communities. | <ul style="list-style-type: none"> Indicate which depictions/descriptions of obstacles affected the early settlers. Example: Weather, crossing rivers, lack of food, etc. |

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| Developing: Recognize an obstacle of early settlers in creating communities. | <ul style="list-style-type: none"> Participate in an obstacle course in order to build recognition about obstacles faced by the settlers. |
| Introducing: Recognize an early settler. | <ul style="list-style-type: none"> Attend and respond to a story/presentation about early settlers. |

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

| <p>General Education Standard: 3.US.2.1. Students are able to describe characteristics of a community.</p> <p>Extended Content: 3.A.US 2.1 Students are able to identify characteristics of a community.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Explain two or more characteristics of a community. | <ul style="list-style-type: none"> Illustrate/use depictions to depict two or more characteristics of a community. Examples: Dress, hairstyle, transportation, housing, etc... |
| Applying: Identify characteristics of a community. | <ul style="list-style-type: none"> Label the characteristics of a community. |
| Developing: Recognize the characteristics of a community. | <ul style="list-style-type: none"> Recognize depictions/activities that show the characteristics of a community. Examples: Clothing, Hutterite Colony, etc... |
| Introducing: Respond to a presentation about a community. | <ul style="list-style-type: none"> Attend and respond to a presentation about a community. |

| <p>General Education Standard: 3.US.2.2. Students are able to identify a community’s culture and history.</p> <p>Extended Content: 3.A.US 2.2 Students will identify one event of a community’s history.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two or more events of a community’s history. | <ul style="list-style-type: none"> Illustrate/respond to a presentation from a community leader on the community’s history. |
| Applying: Identify one event of a community’s history. | <ul style="list-style-type: none"> Illustrate/role play one event of a community’s history. |
| Developing: Recognize that a community has a history. | <ul style="list-style-type: none"> Match depictions/descriptions that represent a community’s history. |

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| Introducing: Attend to a presentation on a community's history. | <ul style="list-style-type: none"> Use assistive technology to participate/respond to a presentation on a community's history. |
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WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 3.W.1.1. Students are able to identify events as past or present. | |
|--|---|
| Extended Content: 3.A.W.1.1. Students are able to identify one event as past or present. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Illustrate one past event and one present event. | <ul style="list-style-type: none"> Illustrate/role play one past event and one present event using depictions/descriptions. |
| Applying: Identify one event as past or present. | <ul style="list-style-type: none"> Identify one depiction/description of an event as past or present. |
| Developing: Recognize an event as past or present. | <ul style="list-style-type: none"> Sort depictions/descriptions of events using a T-Chart. Example: Past to past/present to present. |
| Introducing: Attend/respond to presentation on past and present | <ul style="list-style-type: none"> Respond to a story/presentation about past and present events using assistive technology. |

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

| General Education Standard: 3.W.2.1. Students are able to list the reasons why people immigrate. | |
|---|--|
| Extended Content: 3.A.W.2.1. Students are able to identify one reason why people immigrate. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Discuss one reason why people immigrate | <ul style="list-style-type: none"> Answer a question concerning why people migrate. |
| Applying: Identify one reason why people immigrate. | <ul style="list-style-type: none"> Illustrate one reason why people immigrate. Example: Cut and paste, draw, Intellikeys, Dynavox, etc... |

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| Developing: Recognize a reason why people immigrate. | <ul style="list-style-type: none"> Participate in the reading of books about reasons for immigration. Example: War, religious freedom, etc... |
| Introducing: Attend/respond to presentation on immigration. | Participate/respond to a story/presentation about immigration using assistive technology. |

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| <p>General Education Standard: 3.G.1.1. Students are able to identify and use map components.</p> <p>Extended Content: 3.A.G.1.1 Student will label the directions on the compass rose and the symbols on the map key.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Apply knowledge of the compass rose to determine direction from a given location. | <ul style="list-style-type: none"> Determine which direction one city is from another using two cities on a map. Example: city map, county map, state map, classroom map |
| Applying: Student will label the directions on the compass rose and the symbols on the map key. | <ul style="list-style-type: none"> Label North, South, East, and West on a blank compass rose. Match symbols on map key to the words. Example: use of mnemonic device such as <u>N</u>ever <u>E</u>at <u>S</u>hredded <u>W</u>heat |
| Developing: Identify a compass rose and map key | <ul style="list-style-type: none"> Place labels of compass rose and map key, in the appropriate place. |
| Introducing: Explore a compass rose and map key | <ul style="list-style-type: none"> Using tactile models, manipulate the compass rose and map key. |

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| <p>General Education Standard: 3.G.1.2. Students are able to identify locations in a community by using grid systems.</p> <p>Extended Content: 3.G.1.2 Students are able to identify locations on a map.</p> |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Create a map using a grid system. | <ul style="list-style-type: none"> Locate a place on a student created map using the grid system. Example: map can be: <ul style="list-style-type: none"> school home classroom town Example: Use a variety of materials/media to create map |
| Applying: Identify locations on a map. | <ul style="list-style-type: none"> Identify specific locations on a classroom or community map. Example: Find convenience store, library, gas station, police station, hospital, etc.... |
| Developing: Identify a specific location on a map | <ul style="list-style-type: none"> Find a specific location on a classroom map. Example: On a school map find classroom, find student's bedroom on a home map, find school on a city map. |
| Introducing: Explore a map | <ul style="list-style-type: none"> Demonstrate an attending response to presentation of maps. Example: Tactile maps, puzzles of maps, computer generated map |

General Education Standard:

3.G.1.3. Students are able to locate the seven continents, four major oceans, major United States landforms, and state boundaries on a map or globe.

Extended Content:

3.G.1.3 Students are able to locate the continents and oceans.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Label continents and oceans. | <ul style="list-style-type: none"> Using a map showing land masses and water, label continents and oceans. |
| Applying: Locate the continents and oceans. | <ul style="list-style-type: none"> Locate the continents (land masses) and oceans (water) on a map. |
| Developing: Identify a continent and an ocean on a map | <ul style="list-style-type: none"> Indicate a continent on a map. Indicate an ocean on a map. Example: "Show me", "point to" |
| Introducing: Explore what a continent is and what an ocean is. | <ul style="list-style-type: none"> Demonstrate an attending response to representations of a continent and an ocean. Example: Explore with depictions, shapes, stamps of oceans or continents. |

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

| <p>General Education Standard: 3.G.2.1. Students are able to identify reasons people move and how it affects their communities.</p> <p>Extended Content: 3.G.2.1 Students will identify why people move.</p> | |
|--|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Explain why people move.</p> | <ul style="list-style-type: none"> Explain reasons why people move. Example: Parent gets a new job, fire in student’s house, crime in city, health issues, etc... |
| <p>Applying: Identify why people move</p> | <ul style="list-style-type: none"> Using multi-media, students will recognize reasons why people move. Example: Depictions, illustrations, computer programs. |
| <p>Developing: Recognize people do move.</p> | <ul style="list-style-type: none"> Respond to a story about someone moving. Example: Answer yes/no question. |
| <p>Introducing: Respond to presentation about reasons people move.</p> | <ul style="list-style-type: none"> Attend to a story about someone who has moved. |

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| <p>General Education Standard: 3.C.1.1. Students are able to explain human relationships and roles in a community.</p> <p>Extended Content: 3.A.C.1.1. Students are able to identify human relationships and roles in a community.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Demonstrate a role in the classroom community.</p> | <ul style="list-style-type: none"> Role play to demonstrate role within a classroom community. Example: Role play following rules. |

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|--|---|
| Applying: Identify human relationships and roles in a community. | <ul style="list-style-type: none"> Through discussion students will answer questions about human relationships and roles in a community. Example: Classroom, school, home, neighborhood etc.... |
| Developing: Explore their role in the classroom. | <ul style="list-style-type: none"> With assistance through presentation students will explore their own role in the classroom. Carry out job in classroom. |
| Introducing: Attend to a presentation about roles in the classroom. | <ul style="list-style-type: none"> Demonstrate an attending response to a presentation about roles in the classroom. Example: Using multi-media. |

| <p>General Education Standard: 3.C.1.2. Students are able to recognize government agencies and their roles in a community.</p> <p>Extended Content: 3.A.C.1.2. Students are able to recognize a government agency and its role.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Explain a role of a government agency | <ul style="list-style-type: none"> Role play the responsibility of an agency using depictions/objects from various governmental agencies. |
| Applying: Recognize a government agency and its role. | <ul style="list-style-type: none"> Match government agency to its role. |
| Developing: Recognize a government agency. | <ul style="list-style-type: none"> Through depictions, field trips, etc... students will recognize a government agency. Example: Post officer, sheriff, FBI, Courthouse, mayor... |
| Introducing: Explore a government agency. | <ul style="list-style-type: none"> Demonstrate an attending response to a presentation about a government agency. Example: community resource, guest speaker, field trip... |

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| <p>General Education Standard: 3.C.1.3. Students are able to explain the meaning and importance of the Constitution and Declaration of Independence.</p> <p>Extended Content: 3.A.C.1.3. Students will recognize that the Declaration Independence is an important document.</p> |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Recite “All men are created equal.” | <ul style="list-style-type: none"> • Repeat “All men are created equal”. |
| Applying: Recognize that the Declaration of Independence is an important document. | <ul style="list-style-type: none"> • Respond to a simple question about a depiction/description of a Declaration of Independence. Example: Depiction of Declaration of Independence vs. depiction of Statue of Liberty. |
| Developing: Recognize the Declaration of Independence. | <ul style="list-style-type: none"> • Select the Declaration of Independence from three depictions. |
| Introducing: Respond to a presentation on the Declaration of Independence. | <ul style="list-style-type: none"> • Attend/respond to a presentation on the Declaration of Independence. |

General Education Standard:

3.C.1.4. Students are able to explain why communities have rules and laws.

Extended Content:

3.A.C.1.4. Students will identify a rule and a law.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Generate a rule and a law. | <ul style="list-style-type: none"> • Generate a rule for the classroom and a law for the community. |
| Applying: Identify a rule and a law. | <ul style="list-style-type: none"> • Sort depictions/descriptions of rules and laws. Example: Don’t run in the hall = rule, Don’t speed = law. |
| Developing: Identify a community law. | <ul style="list-style-type: none"> • Match a depiction to a law. Example: Wear your seatbelt. |
| Introducing: Identify classroom rule. | <ul style="list-style-type: none"> • Attend/respond to a presentation on classroom rules. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| <p>General Education Standard: 3.C.2.1. Students are able to identify the rights and responsibilities of citizenship in students' own communities.</p> <p>Extended Content: 3.A.C.2.1. Students will identify a citizen's responsibility in the community.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Demonstrate a citizen's responsibility in a community</p> | <ul style="list-style-type: none"> • Role play a situation that represents a citizen's responsibility in the community. Example: Volunteerism, using phone for 911, learning first aid, not littering... |
| <p>Applying: Identify a citizen's responsibility in the community.</p> | <ul style="list-style-type: none"> • Sort citizens' responsibilities from other activities. Example: Voting, following laws... |
| <p>Developing: Identify a citizen's responsibility.</p> | <ul style="list-style-type: none"> • Match depictions of citizens' responsibilities. Example: Person voting vs. person swimming, person stopping at a stop sign vs. person watering the lawn... |
| <p>Introducing: Attend to a presentation on citizens' responsibilities.</p> | <ul style="list-style-type: none"> • Attend/respond to a presentation on citizens' responsibilities. |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| <p>General Education Standard: 3.E.1.1. Students are able to explain ways producers use resources to produce goods and services.</p> <p>Extended Content: 3.A.E.1.1 Students are able to identify one human resource and two natural resources.</p> | |
|---|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Differentiate between a human resource and natural resource.</p> <p><i>(continued)</i></p> | <ul style="list-style-type: none"> • Using a graphic organizer, such as T charts, sort human and natural resources. • Human resources include workers, teachers, doctors, etc... |

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| | <ul style="list-style-type: none"> Natural resources include trees, oil, soil, animals etc... |
| Applying: Identify one human resource and two natural resources. | <ul style="list-style-type: none"> Given a depiction or manipulative student will identify a human or natural resource. Human resources include workers, teachers, doctors, etc... Natural resources include trees, oil, soil, animals etc... |
| Developing: Recognize human and natural resources. | <ul style="list-style-type: none"> Match whether a depiction/description is a human or natural resource. |
| Introducing: Respond/attend to presentation on human and natural resources | <ul style="list-style-type: none"> Using senses, demonstrate an attending response to human and natural resources. Listen to story or touch objects etc.... |

General Education Standard:
3.E.1.2. Students are able to identify goods and services available in the students' communities.

Extended Content:
3.A.E.1.2 Students are able to identify goods and services in a community.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Differentiate between goods and services in community. | <ul style="list-style-type: none"> With teacher led demonstration, sort goods and services using various media including computers, graphic organizers etc... |
| Applying: Identify goods and services in a community. | <ul style="list-style-type: none"> Identify goods and services using various media including computers, graphic organizers, and illustrations. |
| Developing: Recognize a good and a service. | <ul style="list-style-type: none"> Sort goods from services using picture cues, representations of various goods and services. |
| Introducing: Respond to presentation about goods and services in a community. | <ul style="list-style-type: none"> Demonstrate an attending response to presentation about goods and services. |

General Education Standard:
3.E.1.3. Students are able to identify the relationships between taxation and government service.

Extended Content:
3.E.1.3 Students are able to identify a government service supported by taxes.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| <p>Advancing: Give examples of services supported by taxes</p> | <ul style="list-style-type: none"> • Identify at least two services supported by taxes. Examples: Use computers, state website, illustrations, tactile representations etc.... |
| <p>Applying: To identify a government service supported by taxes</p> | <ul style="list-style-type: none"> • Sort tax supported goods vs. privately supported goods. Examples: Government services supported by taxes; schools, post office, highway departments, etc..... |
| <p>Developing: Recognize a government service supported by taxes</p> | <ul style="list-style-type: none"> • Using illustrations, tactile representations, or graphic organizers indicate government services supported by taxes. |
| <p>Introducing: Respond to presentation about government services supported by taxes</p> | <ul style="list-style-type: none"> • Demonstrate an attending response to a presentation about government services supported by taxes. |

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade 4th

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 4.US.1.1. Students are able to explain factors affecting the growth and expansion of South Dakota. | |
|--|---|
| Extended Content: 4.A.US.1.1 Students will recognize a factor affecting the growth of South Dakota. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Recognize the different modes of transportation that affected the growth of South Dakota. | <ul style="list-style-type: none"> On a computer generated map of South Dakota students will trace the Sioux Falls to Rapid City railroad showing the establishment of cities in South Dakota. |
| Applying: Recognize a factor affecting the growth of South Dakota. | <ul style="list-style-type: none"> Given multi-media cues students will indicate a factor that affected the growth of South Dakota. Example: Transportation, natural resources, land development, etc.... |

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| Developing: Recognize that South Dakota has grown since we became a state. | <ul style="list-style-type: none"> Identify periods of growth using a depiction showing population growth since statehood. |
| Introducing: Attend/respond to a presentation on the growth of South Dakota. | <ul style="list-style-type: none"> Attend/respond to presentation on the growth of South Dakota. |

General Education Standard:

4.US.1.2. Students are able to identify basic environmental, economic, cultural, and population issues of concern to South Dakota.

Extended Content:

4.A.US.1.2 Students are able to identify an environmental issue in South Dakota.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Explain an environmental issue in South Dakota. | <ul style="list-style-type: none"> Share the environmental issues they encountered after taking field trip. |
| Applying: Identify an environmental issue in South Dakota. | <ul style="list-style-type: none"> Using depictions/multi-media, identify which representation indicates an environmental issue in South Dakota. |
| Developing: Recognize an environmental issue in South Dakota. | <ul style="list-style-type: none"> Find examples of environmental issues within their school/community with assistance. Example: Field trip. |
| Introducing: Attend/respond to a presentation on an environmental issue. | <ul style="list-style-type: none"> Attend/respond to a presentation on an environment issue. Example: Water/soil/air pollution. |

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

General Education Standard:

4.US.2.1. Students are able to describe the impact of significant turning points on the development of the culture in South Dakota.

Extended Content:

4.A.US.2.1 Students will identify one event that impacted the development of South Dakota.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
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| Advancing: Explain one event that impacted the development of South Dakota. | <ul style="list-style-type: none"> Develop a product that will demonstrate an event that impacted the development of South Dakota after guided research. Example: Power point. |

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| Applying: Identify one event that impacted the development of South Dakota. | <ul style="list-style-type: none"> After attending to a story, complete a cloze passage of an event that impacted the development of South Dakota (with assistance). |
| Developing: Recognize one event that impacted the development of South Dakota. | <ul style="list-style-type: none"> Match depictions of an event that impacted the development of South Dakota. Example: Gold rush, railroad, Native American wars, etc. |
| Introducing: Attend/respond to a presentation on a significant event that affected South Dakota's development. | <ul style="list-style-type: none"> Attend/respond to a presentation on a significant event that affected South Dakota's development. |

| <p>General Education Standard: 4.US.2.2. Students are able to explain the effects of the Native American conflicts and establishment of reservations on the Native American culture.</p> <p>Extended Content: 4.A.US.2.2 Students will recognize an event that led to the establishment of reservations in South Dakota.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Explain what a reservation is. | <ul style="list-style-type: none"> Communicate what a reservation is after guided research. Example: Multi-media, encyclopedias. |
| Applying: Recognize an event that led to the establishment of reservations in South Dakota. | <ul style="list-style-type: none"> Match a depiction/description to its representation. Example: Gold rush/gold nugget, Battle of Little Big Horn/picture of Custer/horses, etc, homesteaders/sod house. |
| Developing: Recognize that there are reservations in South Dakota. | <ul style="list-style-type: none"> Indicate the locations of the SD reservations on an outline map. Example: Map that only shows land mass with reservations in different color. |
| Introducing: Attend/respond to a presentation on reservations in South Dakota. | <ul style="list-style-type: none"> Attend/respond to a presentation on South Dakota reservations. |

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| <p>General Education Standard: 4.US.2.3. Students are able to describe the influence of notable South Dakotans on the development of our state.</p> <p>Extended Content: 4.A.US.2.3 Students will identify a notable South Dakotan.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Discuss a notable South Dakotan. | <ul style="list-style-type: none"> • Dress similar to a notable South Dakotan while reciting one fact and one quote relevant to the individual after guided study. |
| Applying: Identify a notable South Dakotan. | <ul style="list-style-type: none"> • Match appropriate name to appropriate depiction using picture/word cards. |
| Developing: Recognize a notable South Dakotan. | <ul style="list-style-type: none"> • Recognize a depiction of a notable South Dakotan from depictions of other people. Example: Billy Mills, Tom Brokaw. |
| Introducing: Attend/respond to a presentation on a notable South Dakotan. | <ul style="list-style-type: none"> • Attend/respond to a presentation on a notable South Dakotan. Example: Red Cloud, Scotty Phillips, Frances Case, Laura Ingalls Wilder, Ben Riefel, Billy Mills. |

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

| <p>General Education Standard: 4.W.1.1. Students are able to describe how wars affected South Dakotans.</p> <p>Extended Content: 4.A.W.1.1 Students recognize that wars affected South Dakotans.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Discuss the affect the wars had on South Dakotans. | <ul style="list-style-type: none"> • When presented with information on the effects of war on South Dakotans, apply a label to each effect. Example: Loss of life, ration stamps, women in the work force, economy, etc... |
| Applying: Recognize that wars affected South Dakotans. | <ul style="list-style-type: none"> • Select an affect wars had on South Dakotans from an array of related and non-related choices. |
| Developing: Recognize one effect that wars had on South Dakotans. | <ul style="list-style-type: none"> • Match depictions related to the effects war had on South Dakotans. |
| Introducing: Attend/respond to presentation on wars that affected South Dakotans. | <ul style="list-style-type: none"> • Respond to a question related to the impact of wars on South Dakotans following a presentation. |

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

| <p>General Education Standard: 4.W.2.1. Students are able to describe influences of European cultures on South Dakota communities.</p> <p>Extended Content: 4.A.W.2.1 Students will identify one influence of European culture on a South Dakota community.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Discuss one influence of European culture on a South Dakota community.</p> | <ul style="list-style-type: none"> When presented with information on the influence of European culture on a South Dakotan community, the student will apply a label to each influence. Example: German, Tabor Czech Days, food, dance, religion, traditions, etc... |
| <p>Applying: Identify one influence of European culture on a South Dakota community.</p> | <ul style="list-style-type: none"> Identify one influence of European culture on a South Dakota community from an array of related and non-related choices. |
| <p>Developing: Recognize the influence of European culture on a South Dakota community.</p> | <ul style="list-style-type: none"> Match depictions related to the influence of European culture on a South Dakota community. |
| <p>Introducing: Attend/respond to a presentation on influence of European culture on South Dakota.</p> | <ul style="list-style-type: none"> Respond to a question related to the influence of European culture on South Dakotans following a presentation. |

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

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| <p>General Education Standard: 4.G.1.1. Students are able to compare regions of the United States to South Dakota.</p> <ul style="list-style-type: none"> Define regions as categorized by geographic location. <p>Extended Content: 4.A.G.1.1 Identify that South Dakota is part of a region.</p> |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Locate South Dakota as a part of the Midwest. | <ul style="list-style-type: none"> Identifies the Midwest and South Dakota on a map with all US regions. |
| Applying: Identify that South Dakota is part of a region. | <ul style="list-style-type: none"> Identifies South Dakota on a Midwest region map. |
| Developing: Identify South Dakota on a map. | <ul style="list-style-type: none"> Identifies South Dakota on a US map. Example: Puzzles, laminated map/marker. |
| Introducing: Recognize a region. | <ul style="list-style-type: none"> Recognize a region using computer technology, depictions, and or puzzles of various regions. Answer questions about a region. |

General Education Standard:

4.G.1.2. Students are able to locate major South Dakota geographical and political features:

- **Locate the Missouri River.**
- **Locate the Black Hills and Badlands.**
- **Locate other important cities**

Extended Content:

4.A.G.1.2 Students will identify two major South Dakota geographical features and the state capital.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Locate two major South Dakota geographical features and the state capital. | <ul style="list-style-type: none"> Using multi-media and maps, locate two geographical (physical) features and the state capital. Example: Point to (show me). |
| Applying: Identify two major South Dakota geographical features and the state capital. | <ul style="list-style-type: none"> Using multi-media and maps identify two geographical features and the state capital. Example: Black Hills, Glacial Lakes, Missouri River, Badlands |
| Developing: Recognize the state capital. | <ul style="list-style-type: none"> Using depictions or multi-media identify South Dakota's state capital. Example: Red star. |
| Introducing: Recognize the Black Hills. | <ul style="list-style-type: none"> Using a tactile map, multi-media students will recognize the Black Hills. Example: Googleearth.com: South Dakota. |

General Education Standard:

4.G.1.3. Students are able to locate major United States political features.

- **Locate 50 states and their capitals.**
- **Locate Washington D.C.**

Extended Content:

4.A.G.1.3 Students will identify border states and the capital of the United States.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Locate border states and the capital of the United States. | <ul style="list-style-type: none">• Using multi-media and maps, students will locate the border states and US capital. Example: See map key. |
| Applying: Identify border states and the capital of the United States | <ul style="list-style-type: none">• Using multi-media and maps, students will identify the border states and US capital. Example: See map key. |
| Developing: Recognize the capital of the United States. | <ul style="list-style-type: none">• Using multi-media and maps, students will recognize/match the capital of the US. Example: See map key. |
| Introducing: Recognize that other states border South Dakota. | <ul style="list-style-type: none">• Using multi-media and maps, introduce the border states. Example: Tactile maps, puzzles, Internet sources for maps. |

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

General Education Standard:

4.G.2.1. Students are able to describe how the resources of various regions and the state of South Dakota affected the growth of each.

Extended Content:

4.A.G.2.1 - Students will recognize how rivers affected the growth of South Dakota cities.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Students will design a map showing the cities that grew along rivers. | <ul style="list-style-type: none">• Using multi-media/map, fill in a blank map to show cities located along major rivers. Example: James, Missouri, Big Sioux. |
| Applying: Students will recognize how rivers affected the growth of South Dakota cities. | <ul style="list-style-type: none">• Recognize how the rivers affect the growth of South Dakota.• Respond to questions related to how rivers affected growth of SD. |
| Developing: Identify cities on a river. | <ul style="list-style-type: none">• Using multi-media/map, indicate two cities that are built along the Missouri River. |

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| Introducing: Recognize a river | <ul style="list-style-type: none"> • Demonstrate an attending response to depictions of South Dakota rivers. |
|---------------------------------------|---|

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| <p>General Education Standard: 4.C.1.1. Students are able to describe the way the government provides for the needs of its citizens.</p> <p>Extended Content: 4.A.C.1.1 Students are able to identify a way the government provides for the needs of its citizens.</p> | |
|--|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Explain a way in which a government provides for the needs of its citizens. | <ul style="list-style-type: none"> • Participate in a discussion after attending to a presentation. Example: School, provisions for people with disabilities, roads, water. |
| Applying: Identify a way the government provides for the needs of its citizens. | <ul style="list-style-type: none"> • Given three depictions showing different needs, match/describe /indicate which shows a way the government meets the needs of its citizens. Example: School, provisions for people with disabilities, roads, water. |
| Developing: Recognize a way the government meets the needs of its citizens | <ul style="list-style-type: none"> • After a presentation on government, student will respond to questions related a way the government meets the needs of its citizens. Example: School, provisions for people with disabilities, roads, water. |
| Introducing: Attends to a presentation on government meeting the needs of citizens by providing education. | <ul style="list-style-type: none"> • Attend/respond to a presentation on a government meeting. Example: Eyes blinking, verbal response, head nod, etc... |

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| <p>General Education Standard: 4.C.1.2. Students are able to describe key events related to South Dakota’s entry into statehood.</p> <p>Extended Content: 4.A.C.1.2 Students will identify one event when South Dakota became a state.</p> |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify events when South Dakota became a state. | <ul style="list-style-type: none"> Use a timeline to choose events leading to South Dakota becoming a state when presented with related and non-related events. |
| Applying: Identify one event when South Dakota became a state. | <ul style="list-style-type: none"> Indicate a depiction of an important event when South Dakota became a state. Example: State constitution, history of state name. |
| Developing: Explore an event that led to South Dakota's statehood. | <ul style="list-style-type: none"> During/following a presentation student will attend/respond to a discussion on the event. Match depiction to an event that led to South Dakota's statehood. Example: State constitution, history of state name. |
| Introducing: Attend to a presentation on South Dakota becoming a state. | <ul style="list-style-type: none"> Attend/respond to presentation on South Dakota statehood. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| <p>General Education Standard: 4.C.2.1. Students are able to describe the actions and rights of a responsible citizen.</p> | |
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| <p>Extended Content: 4.A.C.2.1 Students will explore the responsibility of the right to vote.</p> | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Demonstrate a right of a responsible citizen by voting. | <ul style="list-style-type: none"> Participate/role play in a mock election. |
| Applying: Explore the responsibility of the right to vote. | <ul style="list-style-type: none"> Participate in voting. Example: Fill out ballot, raise hand to participate in election. |
| Developing: Recognize a right of a citizen. | <ul style="list-style-type: none"> Register a vote with assistance and discussion with the teacher. Example: Imitate filling out ballot, raise hand to participate in election. |
| Introducing: Recognize a right of a responsible citizen. | <ul style="list-style-type: none"> Attend/respond to a presentation on voting. |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| <p>General Education Standard: 4.E.1.1. Students are able to describe how the economic needs of South Dakotans and people in other regions of the United States have been met.</p> <p>Extended Content: 4.A.E1.1. Students are able to recognize how South Dakotans’ economic needs can be met.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Describe one economic resource in South Dakota.</p> | <ul style="list-style-type: none"> • Given an economic resource (tourism, agriculture, industry, etc...) generate a list of possible employment opportunities. |
| <p>Applying: Recognize how South Dakotans’ economic needs can be met.</p> | <ul style="list-style-type: none"> • Communicate appropriate ways to get money. <ul style="list-style-type: none"> ○ Get a job: tourism, park maintenance, fast food ○ Borrow ○ Save |
| <p>Developing: Indicate one basic economic need of South Dakotans.</p> | <ul style="list-style-type: none"> • Using an array of depictions/descriptions, indicate one basic economic need of South Dakotans. Example: Money, jobs, education. |
| <p>Introducing: Attend to a presentation on economic needs of South Dakotans.</p> | <ul style="list-style-type: none"> • Using literature/multi-media, or other means, attend/respond to presentation on economic needs of South Dakotans. |

| <p>General Education Standard: 4.E.1.2. Students are able to define profit and loss and explain how businesses take risks in order to make a profit.</p> <p>Extended Content: 4.A.E.1.2 Student are able to recognize profit and loss in a business.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Differentiate between profit and loss.</p> | <ul style="list-style-type: none"> • Define what profit is. • Define what loss is. |

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| <p>Applying: Recognize profit and loss in a business.</p> | <ul style="list-style-type: none"> • Given depiction or tactile representation, identify which would create a profit or a loss. Example: Depiction of store going out of business and one with lots of people going into a store. |
| <p>Developing: Indicate that a profit means a business will make money.</p> | <ul style="list-style-type: none"> • Given an array of representation/ descriptions, student will match word “profit” to representation of money. |
| <p>Introducing: Participate in a presentation on profit.</p> | <ul style="list-style-type: none"> • Demonstrate an attending response to presentation on profit. Example: Blinking eyes, nodding head, etc... |

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| <p>General Education Standard: 4.E.1.3 Students are able to identify how government pays for the goods and services it provides.</p> <p>Extended Content: N/A</p> |
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**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade 5th

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 5.US.1.1. Students are able to differentiate the lifestyles of various Native American tribes. | |
|---|---|
| Extended Content: 5.A.US.1.1 Students will identify one characteristic of one Native American tribe. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Select and describe one characteristic of a Native American Tribe. | <ul style="list-style-type: none"> • Create a model, with assistance, that depicts a characteristic item of a Native American tribe using various materials. |
| Applying: Identify one characteristic of one Native American tribe. | <ul style="list-style-type: none"> • Match Native American vs non-Native American depiction/description characteristic to the tribe. |
| Developing: Recognize one characteristic of one Native American tribe. | <ul style="list-style-type: none"> • Sort objects that are characteristics of a Native American tribe. Example: Arrowheads, pottery, dress/regalia. |

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| Introducing: Attend/respond to a presentation on a Native American tribe. | <ul style="list-style-type: none"> Attend/respond to a presentation on a Native American tribe. |
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General Education Standard:
5.US.1.2. Students are able to identify key early American explorers and their accomplishments.

Extended Content:
5.A.US.1.2 Students are able to identify a key explorer of early America.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify a reason of why a key explorer would come to America | <ul style="list-style-type: none"> Using multi-media/guided research, students will participate in creating a presentation/product indicating why an explorer came to America. |
| Applying: Identify a key explorer of early America. | <ul style="list-style-type: none"> Sort depictions/descriptions of explorers from non-explorers. Example: Columbus vs. mailman, Lewis/Clark vs. Sponge Bob. |
| Developing: Recognize a key explorer of early America. | <ul style="list-style-type: none"> After a story about an early American explorer, respond to a question. Match representations of key explorers. |
| Introducing: Attend/respond to a presentation of key explorer(s) of early America. | <ul style="list-style-type: none"> Attend/respond to a presentation on key explorers of early America. |

General Education Standard:
5.US.1.3. Students are able to identify influential people and key events during the American Revolution.

Extended Content:
5.A.US.1.3 Students are able to identify one influential person of the American Revolution.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Give an explanation about one influential person of the American Revolution. | <ul style="list-style-type: none"> Create a multi-media presentation/product describing one influential person in the American Revolution with guided research. Example: George Washington, Paul Revere, King George, Ben Franklin. |

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| Applying: Identify one influential person of the American Revolution. | <ul style="list-style-type: none"> Using depiction/descriptions, indicate one influential person of the American Revolution. Example: George Washington, Paul Revere, King George, Ben Franklin. |
| Developing: Recognize one influential person of the American Revolution. | <ul style="list-style-type: none"> After a story, respond to a question. Match person in American Revolution. |
| Introducing: Attend/respond to a presentation of one influential person of the American Revolution. | <ul style="list-style-type: none"> Attend/respond to a presentation on an influential person of the American Revolution. |

| <p>General Education Standard: 5.US.1.4. Students are able to identify the key changes leading to and resulting from growth and invention in the U.S. between the Revolution and 1865.</p> <p>Extended Content: 5.A.US.1.4 Students will identify one invention that influenced the growth of the U.S. between the Revolution and 1865.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Match an invention with the inventor that influenced the growth of the U.S. between the Revolution and 1865. | <ul style="list-style-type: none"> Match an invention with the appropriate inventor from an array of depictions. Example: Cotton gin, steamboat, steam engine, telegraph. |
| Applying: Identify one invention that influenced the growth of the U.S. between the Revolution and 1865. | <ul style="list-style-type: none"> Select an invention that influenced the growth of the United States from an array of related and non-related choices. Example: Cotton gin, steamboat, steam engine, telegraph. |
| Developing: Explore a model of an invention that influenced the growth of the U.S. between the Revolution and 1865. | <ul style="list-style-type: none"> Answer a question after exploring inventions. Example: Cotton gin, steamboat, steam engine, telegraph. |
| Introducing: Attend/respond to a presentation of an early invention. | <ul style="list-style-type: none"> Following a presentation, respond (with assistive technology) to a question related to early inventions. |

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

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| <p>General Education Standard: 5.US.2.1. Students are able to identify the reasons that led to the development of colonial America.</p> |
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Extended Content:

5.A.US.2.1 Students are able to identify a reason that led to the development of colonial America.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Discuss one reason that led to the development of colonial America. | <ul style="list-style-type: none"> • Create a product that depicts the development of colonial America after guided research. Example: Trade, religion (freedom), spirit of adventures through collages, power point, art. |
| Applying: Identify a reason that led to the development of colonial America. | <ul style="list-style-type: none"> • Select the reason that led to the development of colonial America from an array of related and non-related choices. |
| Developing: Explore a model of one aspect of colonial America. | <ul style="list-style-type: none"> • Match depictions related to colonial America. |
| Introducing: Attend/respond to a presentation about colonial America. | <ul style="list-style-type: none"> • Respond to (with assistive technology) a question related to colonial America following a presentation. |

General Education Standard:

5.US.2.2. Students are able to describe the political relationship between the colonies and England.

Extended Content:

5.A.US.2.2 Students will recognize the relationship between the colonies and England.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Outline the major political differences between the colonies and England. | <ul style="list-style-type: none"> • Using a graphic organizer, display the major differences between the colonies and England with assistance. Example: Venn diagram, T chart. |
| Applying: Recognize the relationship between the colonies and England. | <ul style="list-style-type: none"> • Using guided research/multi-media, develop a presentation about the relationship between the colonies and England. |
| Developing: Recognize that the colonies and England were not friendly to each other | <ul style="list-style-type: none"> • Following a presentation student will respond to (with assistive technology) a question related to relationship between the colonies and England. |
| Introducing: Attend/respond to presentation about the relationship between the colonies and England. | <ul style="list-style-type: none"> • Attend/participate in a teacher-demonstrated role play involving the King of England and colonists. • Example: Pay a tax to sharpen a pencil, pay a tax to use the bathroom, match depictions of colonists being friendly vs. not friendly. |

General Education Standard:

5.US.2.3. Students are able to compare and contrast social, economic, and philosophical differences between the North and the South.

Extended Content:

5.A.US.2.3 Student will identify the North as non-slave states and the South as slave states.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Relate slavery to a cause of the Civil War. | <ul style="list-style-type: none">Respond to questions related to the cause of the Civil War. Example: Mason-Dixon line. |
| Applying: Identify the North as non-slave states and the South as slave states. | <ul style="list-style-type: none">Sort depiction/representations of workers with their corresponding states (North vs. South). |
| Developing: Identify that the South had slaves. | <ul style="list-style-type: none">Match depictions/representations of the Southern states with depictions/representations of the slaves. |
| Introducing: Attend/respond to the presentation about slaves. | <ul style="list-style-type: none">Respond to (with assistive technology) a question related to slavery following a presentation. |

WORLD HISTORY

Goal 2: Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

General Education Standard:

5.W.1.1. Students are able to identify the causes and effects of European exploration and their impact.

Extended Content:

5.A.W.1.1 Student will identify an effect of European exploration.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Discuss an effect of European exploration. | <ul style="list-style-type: none">Share an effect of European exploration following a discussion through use of word banks and labels. |

| | |
|---|--|
| Applying: Identify an effect of European exploration. | <ul style="list-style-type: none"> Identify an effect from European exploration from an array of depictions/representations. Example: New foods/new animals/new cultures/new diseases. |
| Developing: Recognize an effect of European exploration. | <ul style="list-style-type: none"> Match representations/ depictions of effects of European exploration. |
| Introducing: Attend/respond to a presentation on European exploration. | <ul style="list-style-type: none"> Respond to (with assistive technology) a question related to European exploration following a presentation. |

General Education Standard:
5.W.1.2. Students are able to describe the impact other countries had on the United States through exploration, trade, and conflict.

Extended Content:
5.A.W.1.2 Students will identify how trade with other countries impacted the United States.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Discuss how trade with other countries impacted the United States. | <ul style="list-style-type: none"> Share how trade with other countries impacted the United States following a discussion through use of word banks, labels. |
| Applying: Identify how trade with other countries impacted the United States. | <ul style="list-style-type: none"> Label depictions/representations of traded items that have impacted the United States. |
| Developing: Recognize how trade with other countries impacted the United States. | <ul style="list-style-type: none"> Match depictions/ representations of items from other countries that have been traded in the US. |
| Introducing: Attend/respond to a presentation on trade with other countries and how it impacted the United States. | <ul style="list-style-type: none"> Guide students through an activity involving trading items with peers. Respond to (with assistive technology) a question related to trade with other countries and how it impacted the United States following a presentation. |

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

General Education Standard:
5.W.2.1. Students are able to identify key conflicts with other cultures of the world and the effect they had on the United States physically, economically, and socially.

Extended Content: NA

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| <p>General Education Standard: 5.G.1.1. Students are able to apply longitude and latitude to find absolute locations on a map and globe.</p> <ul style="list-style-type: none"> • Compare absolute location to relative location. <p>Extended Content: 5.A.G.1.1 Students will identify longitude and latitude on a map.</p> | |
|---|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Locate a point at which longitude and latitude lines intersect.</p> | <ul style="list-style-type: none"> • Identify a physical feature (city, river, lake) at a point of intersection of line of longitude/latitude while tracing the lines with assistance. |
| <p>Applying: Identify longitude and latitude on a map.</p> | <ul style="list-style-type: none"> • Trace a line of longitude and line of latitude. Example: Walking on a map, rolling a chair on a map, use of feet/finger/eyes/etc as well as answering questions about the two lines. |
| <p>Developing: Identify line of latitude or longitude.</p> | <ul style="list-style-type: none"> • Trace a line of longitude or line of latitude. Example: Through walking on a map, rolling a chair on a map, use of feet/finger/eyes/etc... |
| <p>Introducing: Recognize a line on a map.</p> | <ul style="list-style-type: none"> • Trace a line of longitude. Example: Walking on a map, rolling a chair on a map. |

| <p>General Education Standard: 5.G.1.2. Students are able to compare maps of different types and scales.</p> <ul style="list-style-type: none"> • Interpret information using appropriate maps. <p>Extended Content: 5.A.G.1.2 Students will identify a product map and a road map.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Create a product map or road map.</p> | <ul style="list-style-type: none"> • Add appropriate symbols to a product or road map. |

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| Applying: Identify a product map and a road map. | <ul style="list-style-type: none"> Identify a product map and a road map from a variety of maps. |
| Developing: Identify symbols on a product map or a road map. | <ul style="list-style-type: none"> Match the symbols on a map. |
| Introducing: Explore a product or road map. | <ul style="list-style-type: none"> Demonstrate an attending response to a presentation/multi-media on product or road maps. Example: Eyes blinking, nodding, noise (verbal response). |

Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.

| <p>General Education Standard: 5.G.2.1. Students are able to describe how climate and geography influenced the way of life of Native American tribes and the movement and activities of settlers.</p> <p>Extended Content: 5.A.G.2.1 Students will identify how geography influenced the way Native Americans or settlers built their homes.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Create a model of a home suitable to a climate. | <ul style="list-style-type: none"> Create a model of a Native American home or a model of a settler's home. Example: Log, tepee, wigwam, igloo, sod, adobe. |
| Applying: Identify how geography influenced the way Native Americans or settlers built their homes. | <ul style="list-style-type: none"> Match a home to the climate. Example: Log/temperate, tepee/temperate, wigwam/temperate, igloo/Arctic, sod/prairie, adobe/desert. |
| Developing: Explore types of Native American or settler's homes. | <ul style="list-style-type: none"> Explore types of Native American/settler's homes using models. |
| Introducing: Attend to a presentation about how geography influenced the way Native Americans or settlers built their homes. | <ul style="list-style-type: none"> Demonstrate an attending response to a multi-media presentation about how geography influenced the way Native Americans or settlers built their homes. Example: Eyes blinking, nodding, verbal response, pointing, etc... |

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| <p>General Education Standard: 5.G.2.2. Students are able to explain explorers' discoveries in the New World.</p> |
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| Extended Content: 5.A.G.2.2 Students will identify an explorer’s discoveries. | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Give an example of an explorer’s discoveries. | <ul style="list-style-type: none"> Match an explorer to his/her discoveries. Example: Using depictions of explorer and discoveries. |
| Applying: Identify an explorer’s discoveries. | <ul style="list-style-type: none"> Demonstrate an attending response to presentation about explorers and their discoveries. Through presentation students will identify the discoveries. |
| Developing: Identify an explorer. | <ul style="list-style-type: none"> Indicate which depiction/description is the explorer out of two depictions/descriptions. Example: Columbus/postman, De Soto/paper boy, Hudson/principal etc... |
| Introducing: Attend to a presentation about explorers. | <ul style="list-style-type: none"> Demonstrate an attending response to presentation about explorers. Example: Columbus, De Soto, Hudson etc... |

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| General Education Standard: 5.C.1.1. Students are able to define basic differences between various forms of government. | |
|--|--|
| Extended Content: 5.A.C.1.1 Students will identify the United States as a democracy. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Model a democracy in action. | <ul style="list-style-type: none"> Role play a community meeting. Example: School expansion, playground equipment, new library, more technology. |
| Applying: Identify the United States as a democracy. | <ul style="list-style-type: none"> Identify the United States as a democracy by answering a question. |
| Developing: Participate in a demonstration of democracy. | <ul style="list-style-type: none"> Attend/respond to a classroom meeting. Example: Vote on a classroom decision on games for a party. |

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| Introducing: Attend to a presentation on democracy. | <ul style="list-style-type: none"> Attend/respond to a presentation on democracy. |
|--|--|

General Education Standard:
5.C.1.2. Students are able to define and describe the roles of democratic government of the United States.

Extended Content:
5.C.1.2. Students will identify the leader of the United States.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: State the name of the President. | <ul style="list-style-type: none"> After discussion, student will recite the name of the President. |
| Applying: Identify the leader of the United States. | <ul style="list-style-type: none"> Identify which depiction is of the US president from depictions of United States President, SD Governor, and a famous music star. |
| Developing: Recognize that the United States has a President. | <ul style="list-style-type: none"> Repeat the fact that the United States has a President. |
| Introducing: Attend to a presentation on the role of the President. | <ul style="list-style-type: none"> Attend/respond to a presentation on the role of the President. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

General Education Standard:
5.C.2.1. Students are able to describe how volunteerism helped develop the United States.

Extended Content:
5.A.C.2.1 Students will communicate how to volunteer.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Give examples of volunteerism in a community. | <ul style="list-style-type: none"> List examples of volunteerism in a community.** Example: Volunteer fire department, foster grandparent program, mentors, big brother/sister program, humane society, hospital ICU volunteers. |
| Applying: Communicate how to volunteer. | <ul style="list-style-type: none"> Through role playing, show appropriate ways to volunteer.** Example: Raising hands, signing up, application. |
| Developing: Recognize an example of a person volunteering in the community. (continued) | <ul style="list-style-type: none"> Given representation, depictions, or tactile cues, recognize examples of volunteerism.** Example: Volunteer fire department, foster |

| | |
|--|--|
| | grandparent program, mentors, big brother/sister program, humane society, hospital ICU volunteers. |
| Introducing: Attend to a presentation on how to become a volunteer. | <ul style="list-style-type: none"> Attend/respond to a multi-media presentation on volunteerism. ** |
| **If possible, all students should be given an opportunity to volunteer. | |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources on societies.

| <p>General Education Standard: 5.E.1.1. Students are able to describe the role of trading in early United States history.</p> <p>Extended Content: 5.A.E.1.1 Students are able to identify one example of trading in early United States history.</p> | |
|---|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two examples of trading in early United States history. | <ul style="list-style-type: none"> After presentation of story about trading in early United States history, identify the examples of trading. |
| Applying: Identify one example of trading in early United States history. | <ul style="list-style-type: none"> Using role play, student will demonstrate trading. Example: Pencil for eraser, crayon for colored pencil. |
| Developing: Participate in a demonstration on trading with assistance | <ul style="list-style-type: none"> With teacher assistance students participate in trading. |
| Introducing: Attends to a presentation on trading | <ul style="list-style-type: none"> Demonstrate an attending response to a presentation on trading. Answer a question on trading. <ul style="list-style-type: none"> Verbalizing Assistive technology Picture cue |

| |
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| <p>General Education Standard: 5.E.1.2. Students are able to describe examples of various institutions that make up economic systems.</p> |
|--|

| Extended Content: 5.A.E.1.2. Students are able to recognize the purpose of banks in an economic system. | |
|--|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: To identify the purpose of banks in an economic system | <ul style="list-style-type: none"> Respond to questions about the purposes of banks. Examples: If you want to buy a house or car where do you go? Why do people go to banks? |
| Applying: Recognize the purpose of banks in an economic system. | <ul style="list-style-type: none"> Take a field trip/virtual tour to a bank to identify services. Example: Services include: checking account, loans, cashing checks, ATMS etc... |
| Developing: Identify a bank | <ul style="list-style-type: none"> Identify the bank from an array of representations. Example: Bank vs. grocery store, bank vs. gas station. |
| Introducing: Responds to a presentation about banks | <ul style="list-style-type: none"> Demonstrate an attending response to a question about the presentation on banks. Example: Blinking, verbalizing, assistive technology, picture cue. |

| General Education Standard: 5.E.1.3. Students are able to describe key economic events prior to 1865 leading to the expansion of territories in the United States. | |
|---|---|
| Extended Content: 5.A.E.1.3 Students are able to recognize an event that led to the expansion of the United States. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify one event that led to the expansion of United States | <ul style="list-style-type: none"> Using a timeline, students will identify one event that led to the expansion of the US. Examples: Louisiana purchase, Indian Removal Acts of 1830, Gold Rush. |
| Applying: Recognize an event that led to the expansion of the United States. | <ul style="list-style-type: none"> Sort events that led to expansion of the United States with assistance. |
| Developing: Recognizes that the United States expanded | <ul style="list-style-type: none"> Using a tactile map, demonstrate expansion of the United States. |
| Introducing: Attend to the presentation about the expansion of United States | <ul style="list-style-type: none"> Demonstrate an attending response to a question about the presentation on expansion of United States. Example: Blinking, verbalizing, assistive technology, picture cue Picture cue. |

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade 6th

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Note: Mastery is not expected at this grade level.

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

General Education Standard:
6.W.1.1. Students are able to explain the development of society during the Stone Age.

Extended Content:
6.A.W.1.1. Students are able to identify a characteristic of a society during the Stone Age.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify characteristics of a society during the Stone Age. | <ul style="list-style-type: none"> Identify multiple characteristics of the Stone Age using representations. Example: Picture cards or models. |
| Applying: Identify a characteristic of a society during the Stone Age. | <ul style="list-style-type: none"> Explore a characteristic of the Stone Age using representations. Example: Picture cards or models. |
| Developing: Explore the Stone Age. | <ul style="list-style-type: none"> Attend and respond to a story and explore depictions/representations of items from the Stone Age. |
| Introducing: Attend to a presentation on the Stone Age. | <ul style="list-style-type: none"> Attend and respond to a multi-media presentation about the Stone Age. Respond to questions using assistive technology. |

General Education Standard:
6.W.1.2. Students are able to explain the development of the River Valley civilizations based on their geographic locations.

Extended Content:
6.A.W.1.2. Students are able to identify a characteristic of a River Valley civilization.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify characteristics of a River Valley civilization. | <ul style="list-style-type: none"> Identify multiple characteristics of the River Valley using representations. Example: Picture cards or models. |
| Applying: Identify a characteristic of a River Valley civilization. | <ul style="list-style-type: none"> Explore a characteristic of the River Valley using representations. Example: Picture cards or models. |
| Developing: Explore River Valley civilizations. | <ul style="list-style-type: none"> Attend and respond to a story and explore depictions/representations of items from the River Valley. |
| Introducing: Attend to a presentation on River Valley civilizations. | <ul style="list-style-type: none"> Attend and respond to a multi-media presentation about the River Valley. Respond to questions using assistive technology. |

General Education Standard:

6.W.1.3. Students are able to explain the development of Mediterranean civilizations.

Extended Content:

6.A.W.1.3. Students are able to identify a characteristic of a Mediterranean civilization.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Identify characteristics of a Mediterranean civilization. | <ul style="list-style-type: none">• Identify multiple characteristics of the Mediterranean using representations. Example: Picture cards or models. |
| Applying: Identify a characteristic of a Mediterranean civilization. | <ul style="list-style-type: none">• Explore a characteristic of the Mediterranean using representations. Example: Picture cards or models. |
| Developing: Explore Mediterranean civilizations. | <ul style="list-style-type: none">• Attend and respond to a story and explore depictions/representations of items from the Mediterranean. |
| Introducing: Attend to a presentation on Mediterranean civilizations. | <ul style="list-style-type: none">• Attend and respond to multi-media presentation about the Mediterranean. Respond to questions using assistive technology. |

General Education Standard:

6.W.1.4. Students are able to explain the development of the Middle Eastern civilizations.

Extended Content:

6.A.W.1.4. Students are able to identify a characteristic of a Middle Eastern civilization.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify characteristics of a Middle Eastern civilization. | <ul style="list-style-type: none">• Identify multiple characteristics of the Middle East using representations. Example: Picture cards or models |
| Applying: Identify a characteristic of a Middle Eastern civilization. | <ul style="list-style-type: none">• Explore a characteristic of the Middle East using representations. Example: Picture cards or models |
| Developing: Explore Middle Eastern civilizations. | <ul style="list-style-type: none">• Attend and respond to a story and explore depictions/representations of items from the Middle East. |
| Introducing: Attend to a presentation on Middle Eastern civilizations. | <ul style="list-style-type: none">• Attend and respond to a multi-media presentation about the Middle East. Respond to questions using assistive technology. |

General Education Standard:

6.W.1.5. Students are able to explain the development of the African empires.

Extended Content:

6.A.W.1.5. Students are able to identify a characteristic of an African empire.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Identify characteristics of an African empire. | <ul style="list-style-type: none">• Identify multiple characteristics of an African Empire using representations. Example: Picture cards or models. |
| Applying: Identify a characteristic of an African empire. | <ul style="list-style-type: none">• Explore a characteristic of an African Empire using representations. Example: Picture cards or models. |
| Developing: Explore African empires. | <ul style="list-style-type: none">• Attend and respond to a story and explore depictions/representations of items from an African Empire. |
| Introducing: Attend to a presentation on African empires. | <ul style="list-style-type: none">• Attend to a multi-media presentation about an African Empire. Respond to questions using assistive technology. |

General Education Standard:

6.W.1.6. Students are able to explain the development of the Mesoamerican/Andean empires.

Extended Content:

6.A.W.1.6. Students able to identify a characteristic of Mesoamerican/Andean empires.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify characteristics of Mesoamerican/Andean empires. | <ul style="list-style-type: none">• Identify multiple characteristics of the Mesoamerica/Andean Empires using representations. Example: Picture cards or models. |
| Applying: Identify a characteristic of Mesoamerican/Andean empires. | <ul style="list-style-type: none">• Explore a characteristic of the Mesoamerica/Andean Empire using representations. Example: Picture cards or models. |
| Developing: Explore Mesoamerican/Andean empires. | <ul style="list-style-type: none">• Attend and respond to a story and explore depictions/representations of items from the Mesoamerica/Andean Empire. |
| Introducing: Attend to a presentation on Mesoamerican/Andean empires. | <ul style="list-style-type: none">• Attend to a multi-media presentation about the Mesoamerica/Andean Empire. Respond to questions using assistive technology. |

General Education Standard:
6.W.1.7. Students are able to summarize the political, economic, and social changes that occurred during the Middle Ages.

Extended Content:
6.A.W.1.7. Students are able to identify a characteristic of the Middle Ages.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify characteristics of the Middle Ages. | <ul style="list-style-type: none"> Identify multiple characteristics of the Middle Ages using representations. Example: Picture cards or models. |
| Applying: Identify a characteristic of the Middle Ages. | <ul style="list-style-type: none"> Explore a characteristic of the Middle Ages using representations. Example: Picture cards or models. |
| Developing: Explore the Middle Ages. | <ul style="list-style-type: none"> Attend and respond to a story and explore depictions/representations of items from the Middle Ages. |
| Introducing: Attend to a presentation on the Middle Ages. | <ul style="list-style-type: none"> Attend to a multi-media presentation about the Middle Ages. Respond to questions using assistive technology. |

Indicator 2: Evaluate the interaction of world cultures, civilizations, philosophies, and religions.

General Education Standard:
6.W.2.1. Students are able to describe how the structure of Stone Age society changed because of the agricultural revolution.

Extended Content:
6.A.W.2.1. Students are able to identify a change in the Stone Age society due to the agricultural revolution.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify two changes in the Stone Age society due to the agricultural revolution. | <ul style="list-style-type: none"> Participate in a field trip to a (virtual or real) museum or farm. Example: Temporary vs. Year Round, Hunting and Gathering vs. Domestication. |
| Applying: Identify a change in a Stone Age society due to the agricultural revolution. | <ul style="list-style-type: none"> Given a representation of certain tools from the Stone Age and present age the students will choose the Stone Age tool. |
| Developing: Explore the Stone Age. | <ul style="list-style-type: none"> Attend to a story about the Stone age and respond to questions. |

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| Introducing: Attend to a presentation on the Stone Age. | <ul style="list-style-type: none"> Attend to a multi-media presentation. Respond to questions using assistive technology. |
|--|--|

General Education Standard:
6.W.2.2. Students are able to identify the cultural contributions of the River Valley Civilizations.

Extended Content:
6.A.W.2.2. Students are able to identify one cultural contribution of the River Valley civilization.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify two contributions of the River Valley civilization. | <ul style="list-style-type: none"> Illustrate two examples of a contribution from that civilization. Example: Medicine/ Great Wall/ Mummification. |
| Applying: Identify one cultural contribution of a River Valley civilization. | <ul style="list-style-type: none"> Find a representation via internet or magazine that represents a contribution from that civilization. |
| Developing: Explore River Valley civilizations. | <ul style="list-style-type: none"> Attend to a story about the River Valley civilizations and respond to questions. |
| Introducing: Attend to a presentation on River Valley civilizations. | <ul style="list-style-type: none"> Attend to a multi-media presentation. Respond to questions using assistive technology. |

General Education Standard:
6.W.2.3. Students are able to identify the cultural contributions of the Mediterranean civilizations.

Extended Content:
6.A.W.2.3. Students are able to identify one cultural contribution of the Mediterranean civilization.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Identify two cultural contributions of the Mediterranean civilization. | <ul style="list-style-type: none"> Illustrate two examples of a contribution from that civilization. Example: Olympics/Mythology. |
| Applying: Identify one cultural contribution of a Mediterranean civilization. | <ul style="list-style-type: none"> Find a representation via internet or magazine that represents a contribution from that civilization. |
| Developing: Explore Mediterranean civilizations. | <ul style="list-style-type: none"> Attend to a story about Mediterranean civilizations and respond to questions. |

| | |
|--|--|
| Introducing: Attend to a presentation on Mediterranean civilizations. | <ul style="list-style-type: none"> Attend to a multi-media presentation. Respond to questions using assistive technology. |
|--|--|

General Education Standard:
6.W.2.4. Students are able to identify the cultural contributions of the Middle Eastern civilizations.

Extended Content:
6.A.W.2.4. Students are able to identify one cultural contribution of the Middle Eastern civilization.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify two cultural contributions of the Middle Eastern civilization. | <ul style="list-style-type: none"> Illustrate two examples of a contribution from that civilization. Example: Arabic numerals/ Depictions of Architecture/ Justinian Code. |
| Applying: Identify one cultural contribution of a Middle Eastern civilization. | <ul style="list-style-type: none"> Find a representation via internet or magazine that represents a contribution from that civilization. |
| Developing: Explore Middle Eastern civilizations. | <ul style="list-style-type: none"> Attend to a story about Middle Eastern civilizations and respond to questions. |
| Introducing: Attend to a presentation on Middle Eastern civilizations. | <ul style="list-style-type: none"> Attend to a multi-media presentation. Respond to questions using assistive technology. |

General Education Standard:
6.W.2.5. Students are able to identify the cultural contributions of the African empires.

Extended Content:
6.A.W.2.5. Students are able to identify one cultural contribution of the African empire.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify two cultural contributions of the African empire. | <ul style="list-style-type: none"> Illustrate two examples of a contribution from that civilization. Example: Slave trade/ Tribal society. |
| Applying: Identify one cultural contribution of an African empire. | <ul style="list-style-type: none"> Find a representation via internet or magazine that represents a contribution from that civilization. |
| Developing: Explore African empires. | <ul style="list-style-type: none"> Attend to a story about an African empire and respond to questions. |
| Introducing: Attend to a presentation on African empires. | <ul style="list-style-type: none"> Attend to a multi-media presentation. Respond to questions using assistive technology. |

General Education Standard:

6.W.2.6. Students are able to identify the cultural contributions of the Mesoamerican/Andean Empires.

Extended Content:

6.A.W.2.6. Students are able to identify one cultural contribution of the Mesoamerican/Andean Empire.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify two cultural contributions of the Mesoamerican/Andean Empire. | <ul style="list-style-type: none">• Illustrate two examples of a contribution from that civilization. Example: Irrigation/Astronomy/Games. |
| Applying: Identify one cultural contribution of an Mesoamerican/Andean Empire. | <ul style="list-style-type: none">• Find a representation via internet or magazine that represents a contribution from that civilization. |
| Developing: Explore Mesoamerican/Andean empires. | <ul style="list-style-type: none">• Attend to a story about Mesoamerican/ Andean empires and respond to questions. |
| Introducing: Attend to a presentation on Mesoamerican/Andean empires. | <ul style="list-style-type: none">• Attend to a multi-media presentation. Respond to questions using assistive technology. |

General Education Standard:

6.W.2.7. Students are able to identify the cultural contributions of the Middle Ages.

Extended Content:

6.A.W.2.7. Students are able to identify one cultural contribution of the Middle Ages.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify two cultural contributions of the Middle Ages. | <ul style="list-style-type: none">• Illustrate two examples of a contribution from that civilization. Example: Rise of the middle class/ Architecture. |
| Applying: Identify one cultural contribution of the Middle Ages. | <ul style="list-style-type: none">• Find a depiction via internet or magazine that represents a contribution from that civilization. |
| Developing: Explore the Middle Ages. | <ul style="list-style-type: none">• Attend to a story and respond to questions. |
| Introducing: Attend to a presentation on the Middle Ages. | <ul style="list-style-type: none">• View multi-media presentation. Respond to questions using assistive technology. |

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Note: Mastery is not expected at this grade level.

Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.

Note: Mastery is not expected at this grade level.

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

General Education Standard:

6.C.1.1. Students are able to relate forms of governments to their civilizations.

Extended Content:

6.A.C.1.1. Students are able to identify a form of government.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Identify forms of government. | <ul style="list-style-type: none"> ● Participate in a kids voting in the schools. |
| Applying: Identify a form of government. | <ul style="list-style-type: none"> ● Attend to a school supported meeting in person or using multi-media technology. Example: PTA/ Board meeting/ Student council. |
| Developing: Identify a role of government. | <ul style="list-style-type: none"> ● Presentation by a police officer/ sheriff to talk about rules and regulations in the community. Example: Stop lights/ Traffic controls. |
| Introducing: Attend/respond to the basic roles of government. | <ul style="list-style-type: none"> ● Attend a multi-media presentation. Respond to questions using assistive technology. |

General Education Standard:

6.C.1.2. Students are able to identify relationships of events, ideals, and written documents to changes in civilizations.

Extended Content:

6.A.C.1.2. Students are able to identify one event that changed civilization.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify events that changed civilization. | <ul style="list-style-type: none">Explore graphs of population changes from the diseases. Example: Black Deaths/ Polio/ Chicken Pox. |
| Applying: Identify one event that changed civilization. | <ul style="list-style-type: none">Identify recent historical events impacting society. Example: Columbine/ 9-11. |
| Developing: Identify a change in civilization. | <ul style="list-style-type: none">Graph family structures of students in your classroom with assistance. Example: Divorced families/ Adoption/ Single parents/ Multi-generational homes. |
| Introducing: Respond to a presentation on changes in the community. | <ul style="list-style-type: none">Attend to a multi-media presentation. Respond to questions using assistive technology. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

General Education Standard:

6.C.2.1. Students are able to recognize how historical civilizations influence the rights and responsibilities of citizens today.

Extended Content:

6.A.C.2.1. Students are able to identify a right of a U.S. citizen today.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify a right and responsibility of a U.S. citizen today. | <ul style="list-style-type: none">Attend to guest speaker and engage in role play of responsibilities. Example: Prison Guards/ Police Officer. |
| Applying: Identify a right of a U.S. citizen today. | <ul style="list-style-type: none">Identify a right of a citizen. Example: Voting. |
| Developing: Identify your rights within the classroom. | <ul style="list-style-type: none">Vote on choices for classroom rules. |
| Introducing: Respond to a vote on classroom rules using assistive technology. | <ul style="list-style-type: none">Attend a multi-media presentation. Respond to questions using assistive technology. |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

General Education Standard:

6.E.1.1. Students are able to explain societies’ attempts to satisfy their basic needs and wants by utilizing resources.

Extended Content:

6.A.E.1.1. Students are able to identify basic needs and wants of a society.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify an attempt of society to satisfy their basic needs and wants. | <ul style="list-style-type: none"> Listen to presentations by speakers and discuss ways they satisfy needs and wants. |
| Applying: Identify basic wants and needs of a society. | <ul style="list-style-type: none"> Given an item, they will distinguish if it is a basic want or need. Example: Food, shelter, safety, ice cream. |
| Developing: Recognize basic wants and needs. | <ul style="list-style-type: none"> Categorize depictions of items as being a want or a need. Example: Picture cards. |
| Introducing: Respond to a discussion on personal wants and needs using assistive technology. | <ul style="list-style-type: none"> Shows a recognizable response to the questions related to personal wants and needs. Example: Yes/No switch, smiles or blinks eyes. |

General Education Standard:

6.E.1.2. Students are able to identify basic economic systems through the Middle Ages.

Extended Content:

6.A.E.1.2. Students are able to identify a basic historic economic system.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify a basic economic system through the Middle Ages. | <ul style="list-style-type: none"> Participate in activities demonstrating a barter system and money system. |
| Applying: Identify a basic historic economic system. | <ul style="list-style-type: none"> Categorize depictions of trade systems by historic time periods. Example: Bag of gold vs. cash. |

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|--|--|
| Developing: Recognize bartering as an economic system. | <ul style="list-style-type: none"> Practice trading in the classroom. Example: Pop, candy bar or pencil. |
| Introducing: Respond to a presentation on historic economic systems using assistive technology. | <ul style="list-style-type: none"> View multi-media presentation of traditional economic systems. |

General Education Standard:

6.E.1.3. Students are able to identify the effects of economic systems on society.

Extended Content:

6.A.E.1.3. Students are able to identify a current economic system.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify an effect of economic system on society. | <ul style="list-style-type: none"> Explore currency tables on exchange rates. Example: Canadians come into the U.S. to buy goods. |
| Applying: Identify a current economic system | <ul style="list-style-type: none"> Take a shopping trip allowing the students to spend money. |
| Developing: Recognize an economic system. | <ul style="list-style-type: none"> Take a field trip and discuss the financial aspects of it. Participate in a matching activity. Example: Matching different types of money. |
| Introducing: Respond to a presentation on economic systems using assistive technology. | <ul style="list-style-type: none"> Attend/respond to a multimedia presentation on trade systems. |

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade 7th

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

Note: Mastery is not expected at this grade level.

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Note: Mastery is not expected at this grade level.

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| <p>General Education Standard: 7.G.1.1. Students are able to select appropriate resources, data services, and geographic tools to interpret information.</p> <p>Extended Content: 7.A.G.1.1. Students are able to locate information when given appropriate resources, data services, and geographic tools.</p> | |
|---|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify information when given appropriate resources, data services, and geographic tools.</p> | <ul style="list-style-type: none"> • Given a simple graph students can answer yes/no questions. Example: Bar graph of different populations. |
| <p>Applying: Locate information when given appropriate resources, data services, and geographic tools.</p> | <ul style="list-style-type: none"> • Given a topographical globe students can identify a specific feature. Example: Rocky Mountain Range or Atlantic Ocean. |
| <p>Developing: Identify appropriate resources, data services, and geographic tools.</p> | <ul style="list-style-type: none"> • Given cues students will select the appropriate resource. Example: U.S. atlas or map. |
| <p>Introducing: Explore resources, data services, and geographic tools.</p> | <ul style="list-style-type: none"> • Attend and respond to a presentation on resources, data services, and geographic tools using assistive technology. |

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| <p>General Education Standard: 7.G.1.2. Students are able to apply location, direction, size, and/or shape to maps.</p> <p>Extended Content: 7.A.G.1.2. Students are able to identify a location on a map.</p> |
|--|

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Identify size and location on a map. | <ul style="list-style-type: none"> Given a map students can identify the largest state by size in a specific region. Example: The smallest state in the north east is |
| Applying: Identify a location on a map. | <ul style="list-style-type: none"> Given a map students can locate place or features. Example: Rivers and the Badlands. |
| Developing: Identify a map. | <ul style="list-style-type: none"> Given a variety of resources students can identify which is a map. Example: Map or GPS unit. |
| Introducing: Explore maps. | <ul style="list-style-type: none"> Given a variety of maps students will explore their features. Example: Topographical map. |

General Education Standard:

7.G.1.3. Students are able to identify characteristics of various locations, places, and regions.

Extended Content:

7.A.G.1.3. Students are able to identify a characteristic of a given location.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Identify characteristics of a location. | <ul style="list-style-type: none"> Identify two characteristics of their community or region. Example: Climate. |
| Applying: Identify a characteristic of a given location | <ul style="list-style-type: none"> Given a location students will identify a characteristic. Example: Scatter plot map of populations. |
| Developing: Identify a given location | <ul style="list-style-type: none"> Find a given point in your school with teacher supervision. Example: School cafeteria. |
| Introducing: Explore characteristics of location. | <ul style="list-style-type: none"> Tour the school to explore different locations. Example: Stairwells, elevators, fire exits. |

General Education Standard:

7.G.1.4. Students are able to identify population distribution, growth rates, and characteristics of human populations.

Extended Content:

7.A.G.1.4. Students are able to identify a reason for variation in population distribution.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Explain a reason for variation in a population distribution. | <ul style="list-style-type: none"> Following a presentation, students will communicate why more people live in some locations than others. Example: Rural vs. Urban, Seaports. |
| Applying: Identify a reason for variation in a population distribution. | <ul style="list-style-type: none"> Engage in a matching activity about population distributions. |
| Developing: Identify population distribution. | <ul style="list-style-type: none"> Given a satellite image, students will participate in a discussion about population distribution. Example: East coast vs. Mid-west. |
| Introducing: Explore variations in population distribution. | <ul style="list-style-type: none"> Attend and respond to a multi-media presentation on population distribution. |

Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.

| <p>General Education Standard: 7.G.2.1. Students are able to identify natural environmental changes that impact regions and settlement patterns.</p> <p>Extended Content: 7.A.G.2.1. Students are able to identify a natural environmental change.</p> | |
|--|--|
| | Target Skills |
| Advancing: Identify natural environmental changes. | <ul style="list-style-type: none"> Identify the appropriate before and after images regarding a natural environmental change. Example: Volcanic eruption and earthquake. |
| Applying: Identify a natural environmental change. | <ul style="list-style-type: none"> Identify a change in the natural environment. Example: Tsunami or floods. |
| Developing: Identify one aspect of the natural environment. | <ul style="list-style-type: none"> Record the temperature on a daily basis and compare the temperatures. Example: Compare different locations. |
| Introducing: Explore the natural environmental changes. | <ul style="list-style-type: none"> Go out side and spray water on a hill to see the dirt erode. Example: Erosion with wind and water. |

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| <p>General Education Standard: 7.G.2.2. Students are able to identify how humans impact and are affected by the natural environment.</p> |
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Extended Content:

7.A.G.2.2. Students are able to identify one way humans affect the natural environment.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify how humans affect the natural environments. | <ul style="list-style-type: none">• Shown a variety of images students will select those showing how humans have affected the natural environment. Example: Trash, fires, river pollution. |
| Applying: Explore one way humans affect the natural environment. | <ul style="list-style-type: none">• Compare a rainforest before and after logging. Example: Internet sites and depictions. |
| Developing: Recognize one way you affect your natural environment. | <ul style="list-style-type: none">• Participate in a community clean up activity. Example: Plant a tree or pick up trash. |
| Introducing: Explore ways humans affect the natural environment. | <ul style="list-style-type: none">• Attend and respond to a multi-media presentation of a demonstration on pollution. |

General Education Standard:

7.G.2.3. Students are able to describe the impact of the natural environment on settlement patterns.

Extended Content:

7.A.G.2.3. Students are able to identify one impact of the natural environment on settlement patterns.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify reasons why physical features attract people to different regions. | <ul style="list-style-type: none">• Given map with physical features, students will identify regions that attract people. Example: Rivers vs. deserts. |
| Applying: Identify one impact of the natural environment on a settlement pattern. | <ul style="list-style-type: none">• Given a population chart students will identify climatic regions which attract more people. Example: Hawaii vs. Alaska. |
| Developing: Identify one aspect of settlement patterns. | <ul style="list-style-type: none">• Choose a representation depicting a favorable living environment. Example: River valleys vs. Desert. |
| Introducing: Explore impacts of the natural environment on settlement patterns. | <ul style="list-style-type: none">• Attend and respond to a multi-media presentation depicting an environmental change using assistive technology. |

General Education Standard:

7.G.2.4. Students are able to identify how human migration impacts politics, the environment, and regions.

| <p>Extended Content: 7.A.G.2.4. Students are able to identify how human migration impact regions.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify how human migration impacts the environment and regions.</p> | <ul style="list-style-type: none"> After looking at a series of representations students will identify changes in the environment. Example: Clearing of trees. |
| <p>Applying: Identify how human migration impact regions.</p> | <ul style="list-style-type: none"> Exploring overlay maps of California before the Gold Rush, during the Gold Rush and today, students will respond to questions about the changes in that region. Example: Number of cities, environmental changes. |
| <p>Developing: Identify human migration.</p> | <ul style="list-style-type: none"> Use surveys or charts to look at where class members' families originated students will recognize human migration. Example: Take home surveys to allow the families participation. |
| <p>Introducing: Explore human migration.</p> | <ul style="list-style-type: none"> Attend/respond to different multi-media presentations of migration using assistive technology. Example: Westward movement. |

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

| <p>General Education Standard: 7.C.1.1. Students are able to describe how government impacts the characteristics of place.</p> | |
|---|---|
| <p>Extended Content: 7.A.C.1.1. Students are able to identify an impact of government.</p> | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify one impact of the government on a place.</p> | <ul style="list-style-type: none"> With assistance and a word bank, complete a graphic organizer showing dictatorship and democracy. |

| | |
|---|---|
| | Example: U.S. vs. Iraq. |
| Applying: Identify an impact of government. | <ul style="list-style-type: none"> Attend to representation about how ideas varied when the government changed. Example: Iraq/ Russia/ Fall of the Berlin Wall. |
| Developing: Identify an impact of the classroom rules. | <ul style="list-style-type: none"> Communicate the positive and negative consequences of classroom/individual rules. |
| Introducing: Explore the classroom rules. | <ul style="list-style-type: none"> Attend to a multi-media presentation on rules and respect. Example: Character Counts video. |

| General Education Standard: 7.C.1.2. Students are able to identify historical events that impacted individual governments. | |
|---|---|
| Extended Content: 7.A.C.1.2. Students are able to identify a historical event. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify a historical event that impacted a government. | <ul style="list-style-type: none"> With teacher assistance students will make their own media presentation on historical events. Example: Power point/ slide show/ intellitools. |
| Applying: Identify a historical event. | <ul style="list-style-type: none"> With teacher direction students will find depictions to illustrate a slide show about a historical event. Example: Power point/ slide show/ video clips/ intellitools. |
| Developing: Identify a prior classroom event. | <ul style="list-style-type: none"> Develop a class scrap book demonstrating major events with assistance. |
| Introducing: Explore a past classroom event. | <ul style="list-style-type: none"> Attend and respond to representation demonstrating major classroom events using assistive technology. Example: Scrap book of the class. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

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| General Education Standard: 7.C.2.1. Students are able to describe how citizens impact social and political issues. |
| Extended Content: |

| 7.A.C.2.1. Students are able to identify one social or political issue. | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify an example of a citizen impacting social and/or political issues. | <ul style="list-style-type: none"> Volunteer to help in the school or community. Explore news media to find a citizen who has impacted the community. |
| Applying: Identify one social or political issue. | <ul style="list-style-type: none"> Explore news media to find one social or political issue. |
| Developing: Identify a classroom issue. | <ul style="list-style-type: none"> Vote on important classroom issues. Example: Snacks to eat/ chewing gum/ longer lunch/ class reading book. |
| Introducing: Respond to classroom issue by vote using assistive technology. | <ul style="list-style-type: none"> Attend to a presentation on classroom issues, and vote using assistive technology. |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| General Education Standard: 7.E.1.1. Students are able to explain how the availability of resources provides for or challenges human activities. | |
|---|--|
| Extended Content: 7.A.E.1.1. Students are able to select a resource that provides for human activity. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Select a resource that provides or challenges human activities. | <ul style="list-style-type: none"> Categorize resources as beneficial or harmful. Example: Water, Wind, Insects. |
| Applying: Select a resource that provides for human activity. | <ul style="list-style-type: none"> Take a tour and observe how resources benefit human activity. Example: The Oahe Dam. |
| Developing: Identify a resource. | <ul style="list-style-type: none"> Explore resources in your classroom. Example: Lights, water, air. |
| Introducing: Respond to a presentation on resources using assistive technology. | <ul style="list-style-type: none"> Attend to a speaker and respond to questions using assistive technology. Example: Water conservation officer. |

| General Education Standard: 7.E.1.2. Students are able to describe how economic activity affects standard of living. |
|---|
|---|

Extended Content:

7.A.E.1.2. Students are able to identify an economic activity that affects the standard of living

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify an economic activity that increases the standard of living. | <ul style="list-style-type: none">• Play a game dealing with economic assistance. Example: Life or Monopoly. |
| Applying: Identify an economic activity that affects the standard of living | <ul style="list-style-type: none">• Professionals from the business world come to teach or speak in the class. Example: Participate in Junior Achievement. |
| Developing: Identify an economic activity. | <ul style="list-style-type: none">• Participate in a class fundraiser. Example: Bake sales, school carnivals. |
| Introducing: Attend and respond to a presentation of an economic activity using assistive technology. | <ul style="list-style-type: none">• Attend and engage in school sponsored business fair. |

General Education Standard:

7.E.1.3. Students are able to describe the role of trade barriers and agreements in the global economy.

Extended Content:

7.A.E.1.3. Students are able to identify an advantage of international trade.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify an advantage and a disadvantage of international trade. | <ul style="list-style-type: none">• Explore bar graphs and respond to questions. Example: GNP, oil imports/exports. |
| Applying: Identify an advantage of international trade. | <ul style="list-style-type: none">• Attend to multi-media presentation and identify an advantage of international trade. Example: Sweat shops, underage workers. |
| Developing: Recognize international trade. | <ul style="list-style-type: none">• Explore other students' tags on clothing to see where they were made with assistance. |
| Introducing: Respond to a presentation on international trade using assistive technology. | <ul style="list-style-type: none">• Attend to multi-media presentation on international trade. |

General Education Standard:

7.E.1.4. Students are able to describe how technology affects the economic development of places and regions.

Extended Content:

7.A.E.1.4. Students are able to identify how technology aids in the economic development.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Explore how technology aids in economic development. | <ul style="list-style-type: none"> Attend to a speaker talk about economic development and identify/respond to question relating to comprehension. Example: Person from the Peace Corps. |
| Applying: Identify how technology aids in economic development. | <ul style="list-style-type: none"> Match depictions of different economic development. Example: Tokyo vs. Sudan. |
| Developing: Recognize economic development. | <ul style="list-style-type: none"> Recognize depictions of an area that changed. Example: Tear down old buildings and put up new. |
| Introducing: Attend to a presentation on different types of technology. | <ul style="list-style-type: none"> Attend to a multi-media presentation of different types of technology. Example: Discovery or Weather channel clips. |

General Education Standard:

7.E.1.5. Students are able to describe the relationship between government and economic systems in different countries.

Extended Content:

7.A.E.1.5. Students are able to identify an economic system.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: List a characteristic of an economic system. | <ul style="list-style-type: none"> Given an economic system, list a characteristic with assistance. |
| Applying: Identify an economic system. | <ul style="list-style-type: none"> Given two choices the students will choose the economic system. Example: Communism or China. |
| Developing: Identify an element of an economic system. | <ul style="list-style-type: none"> Attend to discussion on supply and demand concepts within the classroom. Example: Teacher sells pencil that no one has for large sum of money. |
| Introducing: Attend and respond to a presentation on economic systems using assistive technology. | <ul style="list-style-type: none"> Attend and respond to multi-media presentation on economic systems using assistive technology. |

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade 8th

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 8.US.1.1. Students are able to relate events and outcomes of the American Revolution to sources of conflict, roles of key individuals and battles, and political documents. | |
|--|---|
| Extended Content: 8.A.US.1.1. Students are able to identify events of the American Revolution. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify events and outcomes of the American Revolution. | <ul style="list-style-type: none"> Complete a matching activity using representations of events and outcomes from the American Revolution. |
| Applying: Identify events of the American Revolution. | <ul style="list-style-type: none"> With assistance make a timeline of American Revolution events. |
| Developing: Explore events of the American Revolution. | <ul style="list-style-type: none"> Participate in activities about the American Revolution. <p>Example: Books/ role-play.</p> |

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| Introducing: Attend to a presentation on events of the American Revolution. | <ul style="list-style-type: none"> Attend and respond to a multi-media presentation about the American Revolution using assistive technology. |
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General Education Standard:
8.US.1.2. Students are able to describe the unfolding of westward expansion and reform movements in the United States.

Extended Content:
8.A.US.1.2. Students are able to identify westward expansion and a reform movement in the United States.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify westward expansion and a reform movement in the United States. | <ul style="list-style-type: none"> Participate in the creation of a poster. Example: Prohibition/ Women’s voting rights. |
| Applying: Identify westward expansion in the United States. | <ul style="list-style-type: none"> Observe multi-media presentation on the Trail of Tears and engage in a journal activity. |
| Developing: Explore westward expansion in the United States. | <ul style="list-style-type: none"> Observe multi-media presentation on the Trail of Tears and engage in response activity. |
| Introducing: Attend to a presentation on westward expansion in the United States. | <ul style="list-style-type: none"> Attend to a multi-media presentation on westward expansion in the U.S. Respond to yes/ no questions using assistive technology. |

General Education Standard:
8.US.1.3. Students are able to describe the sources of conflict, key individuals, battles, and political documents of the Civil War period.

Extended Content:
8.A.US.1.3. Students are able to identify events of the Civil War.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify the events and outcomes of the Civil War. | <ul style="list-style-type: none"> With the aid of word/ picture bank, plot important events on a timeline. Example: Speeches/ battles. |
| Applying: Identify events of the Civil War. | <ul style="list-style-type: none"> Attend and respond to a multi-media presentation on Civil War events and outcomes, and participate in journal activity. Example: Emancipation Proclamation/ battles. |
| Developing: Explore events of the Civil War. | <ul style="list-style-type: none"> Participate in a discussion after using reading material that covers the Civil War. Example: Books/ journals/ news papers. |

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| Introducing: Attend to a presentation on events of the Civil War. | <ul style="list-style-type: none"> Attend and respond to multi-media presentation about the Civil War using assistive technology. |
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| <p>General Education Standard: 8.US.1.4. Students are able to summarize the political and social changes in the United States during Reconstruction.</p> <p>Extended Content: 8.A.US.1.4. Students are able to identify a change during Reconstruction.</p> | |
|---|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify political changes during Reconstruction. | <ul style="list-style-type: none"> Create a T-chart demonstrating before and after effects. Example: Slavery/ Carpet baggers/ Share cropping. |
| Applying: Identify a change during Reconstruction. | <ul style="list-style-type: none"> Categorize a change and non-change. |
| Developing: Explore a change during Reconstruction. | <ul style="list-style-type: none"> Following a presentation about reconstruction, match representations of the changes that occurred. |
| Introducing: Attend to a presentation on change during Reconstruction. | <ul style="list-style-type: none"> With the use of assistive technology the student will attend and respond to a multi-media presentation. |

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

| <p>General Education Standard: 8.US.2.1. Students are able to explain the impact of the American Revolution on American philosophies.</p> <p>Extended Content: 8.A.US.2.1. Students are able to identify an impact of the American Revolution on America.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify an impact of the American Revolution on American philosophies. | <ul style="list-style-type: none"> Identify the impact of the American Revolution using a T-chart and word bank. |
| Applying: Identify an impact of the American Revolution on America. | <ul style="list-style-type: none"> When provided with a word bank/ representations paired with a non-related distracter, identify the impact of the American Revolution on America. (Intellitools Quiz/ File folder activity.) |

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| Developing: Explore an impact of the American Revolution on America. | <ul style="list-style-type: none"> Following a presentation on the impact of the American Revolution match a representation of the impact to its corresponding depiction. |
| Introducing: Attend to a presentation on an impact of the American Revolution on America. | <ul style="list-style-type: none"> With the use of assistive technology the student will respond to a question related to their comprehension of the American Revolution. |

General Education Standard:

8.US.2.2. Students are able to summarize the influence of westward expansion and reform movements on American culture, philosophies, and religions.

Extended Content:

8.A.US.2.2. Students are able to identify an impact on culture of the westward expansion.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify and impact on culture the westward expansion and a reform movement. | <ul style="list-style-type: none"> Apply a label to each representation of the westward expansion and reform movement. |
| Applying: Identify an impact on culture of the westward expansion. | <ul style="list-style-type: none"> Select an impact with westward expansion from an array of related and non-related choices. |
| Developing: Explore the cultural impacts of the westward expansion. | <ul style="list-style-type: none"> Match depictions related to the westward expansion. |
| Introducing: Attend to a presentation on the cultural impacts of the westward expansion. | <ul style="list-style-type: none"> Following a presentation, respond to (with assistive technology) a question related to westward expansion. |

General Education Standard:

8.US.2.3. Students are able to summarize the impacts of the Civil War on American culture and philosophies.

Extended Content:

8.US.2.3. Students are able to identify an impact of the Civil War on American culture.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify an impact of the Civil War on American culture and philosophies. | <ul style="list-style-type: none"> Apply a label to each representation of the impact of the Civil War. |
| Applying: Identify an impact of the Civil War on American culture. | <ul style="list-style-type: none"> Select an impact of the Civil War on American culture from an array of related and non-related choices. |
| Developing: Explore the impact of the | <ul style="list-style-type: none"> Match depictions related to the Civil War on |

| | |
|---|--|
| Civil War on American culture. | American culture. |
| Introducing: Attend to a presentation on impacts of the Civil War on American culture. | <ul style="list-style-type: none"> Following a presentation, respond to (with assistive technology) a question related to the impacts of the Civil War on American culture. |

| <p>General Education Standard: 8.US.2.4. Students are able to describe the impact of various cultures and philosophies on the U.S. during Reconstruction.</p> <p>Extended Content: 8.A.US.2.4. Students are able to identify a cultural issue in the U.S. during Reconstruction.</p> | |
|--|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify the cultural issues in the U.S. during Reconstruction. | <ul style="list-style-type: none"> Apply a label to each representation of the cultural issues in the U.S. during Reconstruction. |
| Applying: Identify a cultural issue in the U.S. during Reconstruction. | <ul style="list-style-type: none"> Select a cultural issue in the U.S. during Reconstruction from an array of related and non-related choices. |
| Developing: Explore a cultural issue in the U.S. during Reconstruction | <ul style="list-style-type: none"> Match depictions related to a cultural issue in the U.S. during Reconstruction. |
| Introducing: Attend to a presentation on cultural issues in the U.S. during Reconstruction. | <ul style="list-style-type: none"> Following a presentation, respond to (with assistive technology) a question related to a cultural issue in the U.S. during Reconstruction. |

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

Note: Mastery is not expected at this grade level.

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

Note: Mastery is not expected at this grade level.

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

Note: Mastery is not expected at this grade level.

Indicator 2: Analyze the relationships among the natural environments the movement of peoples, and the development of societies.

Note: Mastery is not expected at this grade level.

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

General Education Standard:

8.C.1.1. Students are able to describe the basic structure of government adopted through compromises by the Constitutional Convention.

Extended Content:

8.A.C.1.1. Students are able to identify one part of the government that was adopted by the Constitutional Convention.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify the three branches of government that were adopted by the Constitutional Convention. | <ul style="list-style-type: none"> • Complete a simple flow chart. • Complete a matching activity using representations using the three branches of government. |
| Applying: Identify one part of the government that was adopted by the Constitutional Convention. | <ul style="list-style-type: none"> • Attend to a multi-media presentation on the three branches of government. • Participate in a sequencing task. Example: School House Rock. |
| Developing: Identify the purpose of the Constitutional Convention. | <ul style="list-style-type: none"> • Attend to a multi-media presentation on the three branches of government. Example: School House Rock. |

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| | <ul style="list-style-type: none"> • Match representation of three branches of government. |
| Introducing: Respond to questions regarding presentation of Constitutional Convention using assistive technology. | <ul style="list-style-type: none"> • Attend and respond to a multi-media presentation about the Constitutional Convention. |

General Education Standard:

8.C.1.2. Students are able to describe the relationship of government to citizens and groups during the Westward Expansion.

Extended Content:

8.A.C.1.2. Students are able to identify the roles of government during Westward Expansion.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify the relationship of government to citizens and groups during Westward Expansion. | <ul style="list-style-type: none"> • Participate in a role-play involving laws that you would create for a town in the old west. |
| Applying: Identify the roles of government during Westward Expansion. | <ul style="list-style-type: none"> • Participate in discussion about the roles of government. Example: Use a map to find Built railroads/ Lewis and Clark Expedition/ Treaties with Native Americans. |
| Developing: Recognize a role of government during Westward Expansion. | <ul style="list-style-type: none"> • Attend and respond to a multi-media presentation on the Lewis and Clark Expedition. • Match representation of a role of government during Westward expansion. |
| Introducing: Respond to a presentation about Westward Expansion. | <ul style="list-style-type: none"> • Attend and respond to a multi-media presentation about Westward expansion. |

General Education Standard:

8.C.1.3. Students are able to describe the successes and problems of the government under the Articles of Confederation.

Extended Content:

8.A.C.1.3. Students are able to identify the Articles of Confederation.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify a problem of the government under the Articles of Confederation. | <ul style="list-style-type: none"> • Given problems and successes, complete a T-chart using a word bank, picture cues and teacher assistance. |

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| Applying: Identify the Articles of Confederation. | <ul style="list-style-type: none"> Participate in a discussion of the Articles of Confederation. <p>Example: Use a primary source document to stimulate discussion.</p> |
| Developing: Recognize the Articles of Confederation. | <ul style="list-style-type: none"> Indicate a response to a presentation about the purpose of the Articles of Confederation. Match representation of the Articles of Confederation. |
| Introducing: Respond to a presentation regarding the Articles of Confederation. | <ul style="list-style-type: none"> Attend to a multi-media presentation on the Articles of Confederation. |

General Education Standard:

8.C.1.4. Students are able to describe the impact of the Civil War on the United States government.

Extended Content:

8.A.C.1.4. Students are able to identify an impact of the Civil War on the United States government.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Identify the impacts of the Civil War on the United States government. | <ul style="list-style-type: none"> Use a graphic organizer to record impacts of the Civil War on the U.S. Attend to journal entries or personal stories and answer questions. <p>Example: <u>My Brother Sam is Dead.</u></p> |
| Applying: Identify an impact of the Civil War on the United States government. | <ul style="list-style-type: none"> Explore the Emancipation Proclamation using a multi-media presentation. |
| Developing: Identify an impact of the Civil War. | <ul style="list-style-type: none"> Explore representations of the Civil War. <p>Example: Before and after depictions of Atlanta.</p> |
| Introducing: Explore impacts of the Civil War. | <ul style="list-style-type: none"> Attend and respond to a multi-media presentation on the Civil War. |

Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| <p>General Education Standard: 8.C.2.1. Students are able to describe the fundamental liberties and rights stated in the first 15 amendments of the Constitution.</p> <p>Extended Content: 8.A.C.2.1. Students are able to identify one fundamental liberty and right.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify fundamental liberties and rights.</p> | <ul style="list-style-type: none"> • Participate in discussion on why slavery was wrong. • Using a graphic organizer and word bank, chart liberties and rights. |
| <p>Applying: Identify one fundamental liberty and right.</p> | <ul style="list-style-type: none"> • Explore representations to identify a liberty or right. |
| <p>Developing: Explore classroom liberties or rights.</p> | <ul style="list-style-type: none"> • Engage in a group activity on what your rights are in the classroom. |
| <p>Introducing: Explore classroom rights.</p> | <ul style="list-style-type: none"> • Attend and respond to a multi-media presentation on classroom rules and rights. Example: Character Counts. |

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

| <p>General Education Standard: 8.E.1.1. Students are able to identify economic support for America</p> <p>Extended Content: 8.A.E.1.1. Students are able to identify a type of economic support.</p> | |
|--|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Identify a type of economic support America received during a conflict.</p> | <ul style="list-style-type: none"> • Given a word bank and assistance, create a graphic organizer comparing the types of support America received. |
| <p>Applying: Identify a type of an economic support.</p> | <ul style="list-style-type: none"> • Attend to a short story from a news paper, discuss and answer questions on economic support. |

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| Developing: Identify economic support. | <ul style="list-style-type: none"> Attend to current events on the news and respond to questions on economic support. |
| Introducing: Respond to a question on economic support with the use of assistive technology. | <ul style="list-style-type: none"> Attend and respond to a multi-media presentation on economic support using assistive technology. |

General Education Standard:
8.E.1.2. Students are able to describe how westward expansion was motivated by economic gain.

Extended Content:
8.A.E.1.2. Students are able to identify an economic reason for migration.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify an economic reason that caused people to move west. | <ul style="list-style-type: none"> Read or listen to historical journals and respond to questions. |
| Applying: Identify an economic reason for migration. | <ul style="list-style-type: none"> Play Oregon Trail game and recognize economic impact. |
| Developing: Identify a personal economic reason for moving. | <ul style="list-style-type: none"> Relate personal stories for moving. |
| Introducing: Respond to a discussion on economic reasons for personal relocation with the use of assistive technology. | <ul style="list-style-type: none"> Attend and respond to a speaker that had moved from one place to another using assistive technology. |

General Education Standard:
8.E.1.3. Students are able to describe the impact of technology and industrialization on mid-1800s America.

Extended Content:
8.A.E.1.3. Students are able to recognize an impact of technological advancements.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Recognize an impact of a technological advancement in the mid-1800's in America. | <ul style="list-style-type: none"> Participate in a field trip (virtual or real) to a museum followed by a comparison of historic and modern items. |
| Applying: Recognize an impact of technological advancements. | <ul style="list-style-type: none"> Discuss various technological advancements, such as a VCR to a DVD player. |
| Developing: Recognize a technological advancement. | <ul style="list-style-type: none"> Show depictions in sequence of the advancement in modes of transportation. Example: Horses, vehicles, airplanes. |
| Introducing: Explore different types of personal technology. | <ul style="list-style-type: none"> Demonstrate your personal adaptive or assistive technology to others. |

General Education Standard:

8.E.1.4. Students are able to outline the economic effects of Reconstruction in the United States.

Extended Content:

8.A.E.1.4. Students are able to recognize an economic effect of a national conflict.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Recognize an economic effect of Reconstruction in the United States. | <ul style="list-style-type: none">• Make a chart of pros and cons between share cropping and the contract system. |
| Applying: Recognize an economic effect of a national conflict. | <ul style="list-style-type: none">• Participate in a discussion about women and their roles during American wars. |
| Developing: Recognize an economic effect of a conflict. | <ul style="list-style-type: none">• Explore charts on gas prices over the last five years. |
| Introducing: Respond to a presentation on economic effects of conflict using assistive technology. | <ul style="list-style-type: none">• Attend and respond to a multi-media presentation on the decline of the south during the Civil War. |

**SOUTH DAKOTA EXTENDED CONTENT AND ALTERNATE ACADEMIC ACHIEVEMENT
DESCRIPTORS FOR STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES**

Social Studies Grade High School

Alternate Academic Achievement Descriptors describe each performance level and were written for each grade for each standard. These descriptors indicate how a student at that level would be expected to perform on the Extended Content. Frequency, setting, and level of support are factors that should be considered during instruction and assessment in order to discriminate increases in performance of skills at each level.

| Continuum of frequency, setting, and support. | |
|--|--|
| 4 | Students demonstrate knowledge and skills consistently across multiple settings without support. |
| 3 | Students demonstrate knowledge and skills more than once in more than one setting without support. |
| 2 | Students demonstrate the following knowledge and skills once in one setting with minimal support. |
| 1 | Students attempt to demonstrate the following knowledge and skills once in one setting with support. |

U.S. HISTORY

Goal 1 – Students will understand the emergence and development of civilizations and cultures within the United States over time and place.

Indicator 1: Analyze U.S. historical eras to determine connections and cause/effect relationships in reference to chronology.

| General Education Standard: 9-12.US.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from Reconstruction to the present. | |
|--|---|
| Extended Content: 9-12.A.US.1.1. Students are able to recognize a timeline from the Reconstruction to the present. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two events that occurred during the Reconstruction to the present from a timeline. | <ul style="list-style-type: none"> • Identify two events from the Reconstruction to the present on a timeline. Example: Verbally or Choose correct depiction to place on timeline. • Choose two events from reconstruction to the present and sequence them. |

| | |
|--|---|
| Applying: Recognize a timeline from Reconstruction to the present. | <ul style="list-style-type: none"> Identify a sequence of two events from reconstruction to the present. |
| Developing: Explore sequence of events using a timeline. | <ul style="list-style-type: none"> Respond to a representation of their personal daily schedule. Example: Depiction, verbal cue, computer Participate in creating pictorial timeline events over a year. Example: Holidays during year, school calendar, historical events. |
| Introducing: Attend and respond to a presentation or an activity dealing with a timeline. | <ul style="list-style-type: none"> Show recognizable response to presentations on a timeline. Participate in their daily schedule. Example: Follow their schedule, Select an activity for their schedule, or Respond to a depiction from their daily schedule. |

General Education Standard:
9-12.US.1.2. Students are able to relate previously learned information of these time periods to the context of succeeding time periods.

Extended Content:
9-12.A.US.1.2. Not Applicable

Indicator 2: Evaluate the influence/impact of various cultures, values, philosophies, and religions on the development of the U.S.

| General Education Standard: 9-12.U.S.2.1. Students are able to describe the causes and effects of interactions between the U.S. government and Native American cultures. | |
|---|--|
| Extended Content: 9-12.A.U.S.2.1. Students will recognize one Native American interaction with U.S. government. | |
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two interactions between Native Americans and U.S. government. | <ul style="list-style-type: none"> Identify two interactions between Native Americans and U.S. government when presented with three choices. Example: Wounded Knee, Battle of Little Big Horn, Treaties, or Trading. |
| Applying: Recognize one Native American interaction with U.S. government. | <ul style="list-style-type: none"> Match depictions of Native American interaction with the U.S. government. Example: Signing treaties, Battles, Trading, or Medicine. |

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|---|--|
| <p>Developing: Explore differences between Native American Culture and United States Culture.</p> | <ul style="list-style-type: none"> • Explore and attend to depictions, multimedia presentation, videos, etc... on Native American Culture and U.S. culture. Example: Wounded Knee, Battle of Little Big Horn. • Participate in assembly about Native American presentation or activities. |
| <p>Introducing: Attend and respond to a presentation or activity about Native American relationships with U.S. government.</p> | <ul style="list-style-type: none"> • Show a recognizable response to depictions of Native Americans. |

| <p>General Education Standard: 9-12.US.2.2. Students are able to describe the causes and effects of cultural, economic, religious, political, and social reform movements on the development of the U.S.</p> <p>Extended Content: 9-12.A.US.2.2. Student will recognize one group or movement that affected U.S. history.</p> | |
|---|---|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| <p>Advancing: Recognize two groups and/or movements that affected U.S. history.</p> | <ul style="list-style-type: none"> • Match two depictions/descriptions/representation of the period to the movement or group. • Participate in creating a poster/collage showing a group or movement that affected U.S. history. |
| <p>Applying: Recognize one group or movement that affected U.S. history.</p> | <ul style="list-style-type: none"> • Match depictions/descriptions/representation of the period to the movement or group. |
| <p>Developing: Explore movements or groups that affected U.S. history.</p> | <ul style="list-style-type: none"> • Explore different movements or groups that affected U.S. history. • Women’s suffrage, industrial revolution, civil rights, Immigration movement, nationalism, American Indian movement, Great Society, NCLB. |
| <p>Introducing: Attend and respond to a presentation or activity on a movement or group that affected U.S. history.</p> | <ul style="list-style-type: none"> • Show a recognizable response to a presentation or activity on a movement or group that affected U.S. history. Example: Listen or feel vibrations of jazz music, Civil rights, and 60’s. |

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| <p>General Education Standard: 9-12.US.2.3. Students are able to identify the influences of local groups on settlement patterns of South Dakota and the Great Plains Region.</p> |
|---|

| Extended Content: 9-12.A.US.2.3. Students will identify one group that influenced the settlement of South Dakota. | |
|--|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two groups that influenced the settlement of South Dakota. | <ul style="list-style-type: none"> • Taste and explore foods and cultural activities from a variety of groups that influenced the settlement of South Dakota and identify the group with which they are associated. |
| Applying: Identify one group that influenced the settlement of South Dakota. | <ul style="list-style-type: none"> • Match the geographical location to the culture mostly associated with the area. • Taste and explore foods and cultural activities from a variety of groups that influenced the settlement of South Dakota. |
| Developing: Explore different groups that influenced the settlement of South Dakota. | <ul style="list-style-type: none"> • Explore through multimedia, museum field trip, speakers, cultural celebrations and activities (German, French, Irish, Czech, Hutterite, Scandinavian, Asian Groups, Native Americans). • Taste and explore foods and cultural activities from a variety of groups that influenced the settlement of South Dakota. |
| Introducing: Attend and respond to a presentation on the settlement of South Dakota. | <ul style="list-style-type: none"> • Show a recognizable response to a presentation or activity on the settlement of South Dakota. • Taste and explore foods and cultural activities from a variety of groups that influenced the settlement of South Dakota. |

WORLD HISTORY

Goal 2 – Students will understand the emergence and development of world civilizations and cultures over time and place.

Indicator 1: Analyze historical eras of world history to determine connections and cause/effect relationships in reference to chronology.

General Education Standard:

9-12.W.1.1. Students are able to explain the cause-effect relationships and legacy that distinguish significant historical periods from the Renaissance to the present.

Extended Content:

9-12.A.W.1.1 Students are able to recognize a timeline from the Renaissance to the present.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify two events that occurred during the Renaissance to the present from a timeline. | <ul style="list-style-type: none"> Identify two events from the Renaissance to the present using a timeline. Example: Verbally, or Choose correct depiction or representation to place on timeline. Choose two events from renaissance to the present and sequence them. |
| Applying: Recognize a timeline from the Renaissance to the present. | <ul style="list-style-type: none"> Identify and sequence of two events from Renaissance to the present. |
| Developing: Explore sequence of events using a timeline. | <ul style="list-style-type: none"> Respond to a representation of their personal daily schedule. Example: Depiction, verbal cue, computer Participate in creating pictorial timeline events over a year. Example: Holidays during year, school calendar, historical events. |
| Introducing: Attend and respond to a presentation or activity on a timeline from Renaissance to the present. | <ul style="list-style-type: none"> Show recognizable response to presentations on a timeline from Renaissance to the present. Example: Participate in their daily schedule, Follow their schedule, or Show response to depiction representing their schedule. |

Indicator 2: Evaluate the interaction of world cultures and civilizations, philosophies, and religions.

| <p>General Education Standard: 9-12.W.2.1. Students are able to define the key distinguishing features of significant cultural, economic, and political philosophies in relation to the other.</p> <p>Extended Content: 9-12.A.W.2.1. Students are able to recognize one representation of world cultures.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify two representations of world cultures. | <ul style="list-style-type: none"> Taste and explore foods and activities from a variety of cultural groups and identify two groups with which they are associated. |
| Applying: Recognize one representation of world cultures. | <ul style="list-style-type: none"> Match the geographical location to the culture mostly associated with the area. Participate in activities of traditional dress, traditions, and preparation of food. Taste and explore foods and activities from a variety of cultural groups one group identify with which they are associated. |

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| Developing: Explore representations of world cultures. | <ul style="list-style-type: none"> • Explore world cultures through multimedia, museum field trip, speakers, cultural celebrations and activities. • Match depictions/representations that represents a culture. • Taste and explore foods and activities from a variety of cultural groups. |
| Introducing: Attend and respond to a presentation or activity on world cultures. | <ul style="list-style-type: none"> • Show a recognizable response to a presentation or activity on world cultures. • Taste and explore foods and activities from a variety of cultural groups. |

GEOGRAPHY

Goal 3 – Students will understand the interrelationships of people, places, and the environment.

Indicator 1: Analyze information from geographic representation, tools, and technology to define location, place, and region.

| <p>General Education Standard: 9-12.G.1.1. Students are able to use resources, data services, and geographic tools that generate and interpret information.</p> <p>Extended Content: 9-12.A.G.1.1. Students are able to identify resources and geographic tools.</p> | |
|--|--|
| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Use resources and geographic tools. | <ul style="list-style-type: none"> • Participate in an activity using two geographic resources or tools. Example: Compass, atlas, maps, globes, GPS units, GIS, Internet sites, and EROS data center. |
| Applying: Identify resources and geographic tools. | <ul style="list-style-type: none"> • Participates in the use of geographic tools. Example: <ul style="list-style-type: none"> ○ Raised relief maps, physical and political maps, atlas, compass, ○ GoogleEarth, other internet sites ○ Geography software ○ Compass, map, globe, atlas |
| Developing: Explore resources and geographic tools. | <ul style="list-style-type: none"> • Explores different geographic tools. • Example: National Geographic Magazine, GoogleEarth, other internet sites and multimedia, Compass, map, globe, atlas |

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| Introducing: Attend and respond to a presentation on the use of resources and geographic tools. | <ul style="list-style-type: none"> Show recognizable response to a multimedia presentation or activity on the use of resource and geographic tools. |
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General Education Standard:
9-12.G.1.2. Students are able to interpret geographic representations when given information about places and events.

Extended Content:
9-12.A.G.1.2. Students are able to recognize geographic representation of places and events.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Use geographic representation of places and events. | <ul style="list-style-type: none"> Identify the different water levels on a water level chart with dates. When given a legend items of room or school, place symbols in correct place. |
| Applying: Recognize geographic representation of places and events. | <ul style="list-style-type: none"> Atlas skills. Example: Reading a map or Finding a place on a map. Participate in the activities using technology. Example: GoogleEarth.com or Timeline web sites. Match symbols on a map with minerals, oil, rivers, people, population, etc. City Map: Identify the symbols in relationship to the places they know. |
| Developing: Explore geographic representation of places and events. | <ul style="list-style-type: none"> Virtual tours. Interact with school and community environments. Example: Places, Basketball Game, Cultural activities, and Community activities. Identify geographic representation poster/map. Match symbols on a legend with symbols on a map. |
| Introducing: Attend and respond to a presentation on geographic representation of places and events. | <ul style="list-style-type: none"> Show a recognizable response to a multimedia presentation on geographic representation of places and events. |

Indicator 2: Analyze the relationships among the natural environments, the movement of peoples, and the development of societies.

General Education Standard:
9-12.G.2.1. Students are able to identify and explain the impact of the natural environment on human settlement patterns.

Extended Content:
9-12.A.G.2.1. Students are able to identify human settlement patterns.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| <p>Advancing: Give an example of human settlement pattern.</p> | <ul style="list-style-type: none"> • Identify reasons for human settlement. Example: Matching cards or Choosing from a group of examples, students will give an example. • Locate an example of human settlement from multimedia (Newspaper, magazine, internet, software). • Engage in technology activities on human settlement activities. Example: Carmen Sandiego or Oregon Trail. |
| <p>Applying: Identify a human settlement patterns.</p> | <ul style="list-style-type: none"> • When given human settlement patterns, student will identify one of the following: Natural resource, Population, westward expansion, etc... |
| <p>Developing: Explore human settlement patterns.</p> | <ul style="list-style-type: none"> • Participate in an human settlement activity: Example: <ul style="list-style-type: none"> ○ Overcrowding in an area, do you want to stay here or move away from one another. ○ If you have pop or water, which area of room are you going toward? ○ Brown eyed kids on one side of room and blue eyes on other. |
| <p>Introducing: Attend and respond to a presentation on human settlement patterns.</p> | <ul style="list-style-type: none"> • Observe or participate in virtual tours on settlement. • Using assistive technology, student will respond to questions about presentation. |

General Education Standard:
9-12.G.2.2. Students are able to explain how humans interact with their environment.

Extended Content:
9-12.A.G.2.2. Students are able to identify humans interacting with their environment.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Find an example of human interacting with their environment. | <ul style="list-style-type: none"> Identify and create a collage of a variety of depictions of humans interacting with their environment out of a magazine, internet, EPA website, newspaper, or take depictions. |
| Applying: Identify humans interacting with their environment. | <ul style="list-style-type: none"> Identify a variety of depictions of humans interacting with their environment (suggested resources: National park website, Newspaper, magazines US Geological Survey website: http://www.usgs.gov/) Match depictions of human interaction with the environment. |
| Developing: Explore ways in which people interact with their environment. | <ul style="list-style-type: none"> Choose appropriate clothing for the weather outside. Example: Coat on when it is cold outside. Or What do you wear when it is hot outside? Participate in planting seeds or flowers and caring for the plant. Communicate with other people. |
| Introducing: Attend and respond to a presentation or activity on human interaction. | <ul style="list-style-type: none"> Respond to question from multimedia presentations using assistive technology. Interact with their weather environment. Example: Feel the rain, snow, sun or Wind by blowing fan on them or Difference between hot and cold. |

| <p>General Education Standard: 9-12.G.2.3. Students are able to explain how human migration impacts local and global politics, environment, economies, societies, and regions.</p> <p>Alternate Content Stand: 9-12.A.G.2.3. Students are able to identify one way human migration affects community.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Give an example of human migration. | <ul style="list-style-type: none"> Locate depictions to demonstrate how towns or cities grow over time. |
| Applying: Identify one way human migration affects community. | <ul style="list-style-type: none"> Identify store that is opening/closing in the community. How are you affected if people move to your town or leave your town? |
| Developing: Explore human migration. (continued) | <ul style="list-style-type: none"> Explore human migration by migrating to different areas in the school or traveling to and |

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| | <p>from school.</p> <ul style="list-style-type: none"> Explore a multimedia presentation on human migration. <p>Example: Ellis Island, wagon trains, gold rush.</p> |
| Introducing: Attend and respond to a presentation on human migration. | <ul style="list-style-type: none"> Show a recognizable response to a multimedia presentation on human migration. |

| <p>General Education Standard: 9-12.G.2.4. Students are able to identify the main characteristics of cultural geography.</p> <p>Extended Content: 9-12.A.G.2.4. Students are able to recognize cultural geography.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Give an example on how geography affects people’s culture. | <ul style="list-style-type: none"> When given a geographic location, create a collage on examples of cultures. When given a geographic location, indicate cultural items or components from that area. |
| Applying: Recognize cultural geography. | <ul style="list-style-type: none"> When given two items, choose the depiction dealing with culture. <p>Example: Matching Plains, crops, and cattle or Mountain wildlife to fur traders.</p> |
| Developing: Explore cultural geography. | <ul style="list-style-type: none"> Engage in activities dealing with different cultural items (Languages, Music, Food, clothing). |
| Introducing: Attend and respond to a presentation on cultural geography. | <ul style="list-style-type: none"> Interact with a multimedia presentation on cultural geography using assistive technology. Give recognizable response to a question from the presentation. |

CIVICS (GOVERNMENT)

Goal 4 – Students will understand the historical development and contemporary role of governmental power and authority.

Indicator 1: Analyze forms and purposes of government in relationship to the needs of citizens and societies including the impact of historical events, ideals, and documents.

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| <p>General Education Standard: 9-12.C.1.1. Students are able to explain the characteristics of various forms of government.</p> |
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Extended Content:**9-12.A.C.1.1. Students are able to identify one component of any level of the US government.**

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify two components of any level of the US government. | <ul style="list-style-type: none"> When given choices, student will identify two component of US government. Example: President, senate or Local, state, federal. |
| Applying: Identify one component of any level of the US government. | <ul style="list-style-type: none"> When given choices, student will identify a component of US government. Example: President, senate or Local, state, federal. |
| Developing: Recognize school rules. | <ul style="list-style-type: none"> Match the chain of command in school. Respond to a discussion on who makes the rules in school. Example: Classroom, School, Student Handbook. |
| Introducing: Attend and respond to a presentation or activity on a level of the US government. | <ul style="list-style-type: none"> Show a recognizable response to a question about a video or presentation on any level of government. |

General Education Standard:**9-12.C.1.2. Students are able to determine the influence of major historical documents and ideals on the formation of the United States government.****Extended Content:****9-12.A.C.1.2. Students will recognize the ideals of the US government.**

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify an ideal of the US government. | <ul style="list-style-type: none"> Identify the patriotic symbols. Example: Flag, Eagle, Colors, Uncle Sam, Mount Rushmore. Apply respect to national symbols. Example: Remove your hat. When given two documents, student will recognize the historical document. |
| Applying: Recognize the ideals of the US government. <i>(continued)</i> | <ul style="list-style-type: none"> Show appropriate response to depictions/descriptions of freedom, voting, independence, right to happiness, and historical documents. |

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| | <ul style="list-style-type: none"> Show respect to our country. Example: How to act appropriately for pledge of allegiance, national anthem? Or Remove hat. |
| Developing: Explore the ideals of the US government through their life. | <ul style="list-style-type: none"> Bring or take depictions on the students demonstrating the ideals of the US government. Example: Depiction of student at a school assembly. Match/explore depictions of: Example: People protesting or peaceful assembly, Speaking, Newspaper. |
| Introducing: Attend and respond to presentation or activity on the ideals of the US government. | <ul style="list-style-type: none"> Participate in patriotic activities. Example: Hold on to the flag, Pledge of Allegiance, Play national anthem. Show a recognizable response to a multimedia presentation on the ideals of the US government. |

General Education Standard:

9-12.C.1.3. Students are able to identify the principles of the American Constitution.

Extended Content:

9-12.A.C.1.3. Students are able to identify basic US Constitutional rights in their school and community.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Recognize their basic US Constitutional Rights. | <ul style="list-style-type: none"> Participate in school newspaper production. Respond to an article that was presented to them. Participate in creating a poster dealing with constitutional rights or school voting. |
| Applying: Identify basic US Constitutional rights in their school and community. | <ul style="list-style-type: none"> Participate in creating classroom rules. Participate in school wide voting. Example: Homecoming royalty, Student council, Election year (kids voting). Choose a book, magazine, and newspaper as a freedom of choice. |
| Developing: Identify basic US Constitutional rights in their classroom. | <ul style="list-style-type: none"> Participate in classroom voting. Show a recognizable response to a presentation on the Bill of Rights. |
| Introducing: Attend and respond to a presentation or activity on basic US Constitutional rights. | <ul style="list-style-type: none"> Show a recognizable response to a multimedia presentation on the rights guaranteed by the U.S. Constitution. |

General Education Standard:

9-12.C.1.4. Students are able to explain the principles of American democracy.

Extended Content:

9-12.A.C.1.4. Students are able to make individual and group choices.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Identify school or community voting rights. | <ul style="list-style-type: none">• Vote for class officers, student council, homecoming theme.• Learn or go through the process or vote in an election. |
| Applying: Make individual and group choices based on principles of democracy. | <ul style="list-style-type: none">• Class votes on an activity, the majority rule and minority rights.• Act appropriately when your choice is not selected or is selected. |
| Developing: Explore principles of democracy. | <ul style="list-style-type: none">• Identify or respond to depictions of choices throughout their day: Food, music, activity. |
| Introducing: Attend and respond to an activity dealing with individual and group choices based on principles of democracy. | <ul style="list-style-type: none">• Show a recognizable response to an activity dealing with individual and group choices based on principles of democracy. |

General Education Standard:

9-12.C.1.5. Students are able to describe the state, local, and tribal governments with emphasis on their structures, functions, and powers.

Extended Content:

9-12.A.C.1.5. Students will recognize their local government.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify people in their local government. | <ul style="list-style-type: none">• Ask a question of local officials visiting the class or on field trip.• Identify depiction/description to people in their local government. |
| Applying: Recognize their local government. | <ul style="list-style-type: none">• Match depictions. Example: Police officer to badge, Mayor to desk with flag, firemen to fire truck, council members to long table with people sitting, tribal chairperson, governor, representatives. |
| Developing: Explore their local government. | <ul style="list-style-type: none">• Visit a police station, city or county offices, council meeting, etc...• Attend and respond to a local official's |

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| <i>(continued)</i> | <p>presentation or speech.</p> <ul style="list-style-type: none"> • Explore Internet on local government (County, Local, Tribal, and State). |
| Introducing: Attend and respond to a presentation on local government. | <ul style="list-style-type: none"> • Show a recognizable response to a question from a virtual tour or multimedia presentation of local government. |

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| <p>General Education Standard: 9-12.C.1.6. Students are able to describe the elements of how U.S. foreign policy is created.</p> <p>Extended Content: 9-12.A.C.1.6. Not Applicable</p> |
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Indicator 2: Analyze the constitutional rights and responsibilities of United States citizens.

| <p>General Education Standard: 9-12.C.2.1. Students are able to describe the means of influencing and/or participating in a republic.</p> <p>Extended Content: 9-12.A.C.2.1. Students are able to participate in one citizenship activity.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Identify citizenship activities in their community and school. | <ul style="list-style-type: none"> • Participate in a community or school club or group activity. • Participate in programs. Example: Project Skills, School to work, Service Learning programs. |
| Applying: Participate in one citizenship activity. | <ul style="list-style-type: none"> • Participate in Voting. Example: Homecoming, student council, class officer. • Volunteer in the school environment. Example: Lunch room, Library, Pick up Attendance slip, Deliver lunch tickets, Assist teacher or another student. |
| Developing: Explore citizenship activities. | <ul style="list-style-type: none"> • Participate in mock elections. • Explore responsibilities of being a citizen. Example: Attend school, Arriving on time, Follow classroom rules. |
| Introducing: Attend and respond to citizenship activities or presentation. | <ul style="list-style-type: none"> • Show a recognizable response to a question from a virtual tour or multimedia presentation on citizenship. |

General Education Standard:
9-12.C.2.2. Students are able to interpret the meaning of basic constitutional rights guaranteed to citizens.

Extended Content:
9-12.A.C.2.2. Students are able to identify a constitutional right that affects them.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|--|
| Advancing: Identify two rights guaranteed by the Bill of Rights. | <ul style="list-style-type: none"> • Locate depictions depicting two constitutional rights. |
| Applying: Identify a constitutional right that affects them. | <ul style="list-style-type: none"> • Model a constitutional right. • Locate a depiction of a constitutional right. Example: People praying or attending religious ceremony, Hunters, Speech. |
| Developing: Explore rights guaranteed by the Bill of Rights. | <ul style="list-style-type: none"> • Explore and respond to a question about a presentation on the Bill of Rights. • Match/explore depictions of freedoms by the Bill of Rights. Example: Hunting, courtroom, church, reading newspaper, television. |
| Introducing: Attend and respond to a presentation or activity on the Bill of Rights. | <ul style="list-style-type: none"> • Show a recognizable response to a yes / no question from a virtual tour or multimedia presentation on the Bill of Rights. |

General Education Standard:
9-12.C.2.3. Students are able to describe the process of naturalization.

Extended Content:
9-12.A.C.2.3. Not Applicable – Refer to 9-12.A.C 2.1

ECONOMICS

Goal 5 – Students will understand the impact of economics on the development of societies and on current and emerging national and international situations.

Indicator 1: Analyze the role and relationships of economic systems on the development, utilization, and availability of resources in societies.

General Education Standard:
9-12.E.1.1. Students are able to compare the characteristics of the world’s traditional, command, market, and mixed economies. [U.S. History, World History, Geography, Civics (Government)]

Extended Content:**9-12.A.E.1.1. Students are able to determine self-interest in relation to a market economy.**

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
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| Advancing: Identify a buyer and seller in relation to a market economy. | <ul style="list-style-type: none"> Go to a store and purchase an item and identify the buyer and seller. Locate depictions in news media that represent a market economy. |
| Applying: Determine self-interest in relation to a market economy. | <ul style="list-style-type: none"> Participate in a classroom simulation of. Example: Assembly line, Sell a product, Jobs, Service learning. Use money in a market economy. Example: Receiving money for job/chore/classroom activities, Purchase a product, Spending money. |
| Developing: Explore self-interest in relation to a market economy. | <ul style="list-style-type: none"> Use assistive technology to complete a job/chore. Participate in classroom volunteering activities. |
| Introducing: Attend and respond to a presentation or activity on self-interest in relation to a market economy. | <ul style="list-style-type: none"> Attend and respond a multimedia presentation. Use assistive technology to participate in a job/chore. |

General Education Standard:**9-12.E.1.2. Students are able to explain how scarcity and surplus affect the basic questions of what, how, how much, and for whom to produce. [Geography, Civics (Government)]****Extended Content:****9-12.A.E.1.2. Students are able to identify supply and demand.**

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|--|
| Advancing: Identify the effects of supply and demand on production. | <ul style="list-style-type: none"> Find representations of two events that affect prices of goods. Example: War, Hurricanes, Affect of fires (houses, grass, etc..). Participate in a simulation and identify what happens to prices when there is a shortage or a surplus. |
| Applying: Identify supply and demand. | <ul style="list-style-type: none"> Identify one example of an item in high demand through multimedia. Example: Ads in news media, TV commercials. |
| Developing: Explore the basics of | <ul style="list-style-type: none"> Explore wants versus needs through |

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| supply and demand. | <p>multimedia presentations and personal choice. Example: Water vs. pop, Fruit vs. candy.</p> <ul style="list-style-type: none"> • Participate in a simulation of what happens to prices when there is a shortage or a surplus. |
| Introducing: Attend and respond to a presentation on supply and demand. | <ul style="list-style-type: none"> • Show recognizable response to questions about supply and demand and wants and needs after a multimedia presentation. |

General Education Standard:
9-12.E.1.3. Students are able to explain the role of money and the structure of the banking system of the U.S. [U.S. History, Civics (Government)]

Extended Content:
9-12.A.E.1.3. Students are able to recognize the monetary system.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|--|---|
| Advancing: Give examples of how the monetary system affects their lives. | <ul style="list-style-type: none"> • Participate in simulation of banking situations and match the activities to their lives. Example: Deposits, withdrawals, cash checks, or Checking accounts, saving options, or Using money orders, keeping money at home, etc. |
| Applying: Recognize the monetary system. | <ul style="list-style-type: none"> • Participate in using money/monetary representations to make a purchase. Example: School store, classroom, real life situations, or Classroom tokens, Monopoly money. • Recognize ways to receive money. Example: Checks, paychecks, allowances, gifts. |
| Developing: Recognize the monetary system in their environment. | <ul style="list-style-type: none"> • Explore representations of money and non-money items. • Give money to clerk. • Put or save money in a jar. |
| Introducing: Attend and respond to a presentation or activity on the monetary system. | <ul style="list-style-type: none"> • Show a recognizable response to an activity dealing with money. • Participate in a money game with assistance. |

General Education Standard:
9-12.E.1.4. Students are able to explain the impact of labor and governmental policies on the economy of the United States. [U.S. History, Civics (Government)]

Extended Content:
9-12.A.E.1.4. Students are able to identify two job rules which will affect their employment.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
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| Advancing: Identify one US work laws will affect their employment. | <ul style="list-style-type: none"> Respond to a presentation on US work laws. Example: Hours you can work, Rate of pay/minimum wage, Working conditions, Copy social security card, Filling out forms with assistance (W-4s). |
| Applying: Identify two job rules which will affect their employment. | <ul style="list-style-type: none"> Demonstrate proper job etiquette/behavior through school etiquette/behavior (rules). Example: Attendance, Follow schedules, Proper behavior, Appropriate clothing. Respond to presentations on.... Example: IEPs, 504s, career day, post-secondary option planning, service learning. |
| Developing: Identify the rules for a job. | <ul style="list-style-type: none"> Explore proper job practices following a presentation. Example: Follow directions, Follow schedule, Appropriate clothing, Follow rules of specific business. |
| Introducing: Attend and respond to a presentation or activity on the rules for a job. | <ul style="list-style-type: none"> Use assistive technology to participate in job skills. |

General Education Standard:
9-12.E.1.5. Students are able to use graphs to illustrate changes in economic trends. [U.S. History, Civics (Government)]

Extended Content:
9-12.A.E.1.5. Students are able to find an example of a graph that shows current economic change.

| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
|---|---|
| Advancing: Use charts and graphs to show economic change. | <ul style="list-style-type: none"> With assistance, create a chart showing economic change. Example: Change in price of items through time (Gas prices, candy bars, pop, clothing, DVDs). |
| Applying: Find an example of a graph that shows current economic change. | <ul style="list-style-type: none"> Use a form of media to find an example of a chart or a graph that shows current economic change. Example: Newspapers, magazines, etc... |
| Developing: Identify pictorial/tactile representations on economic change. | <ul style="list-style-type: none"> Participate in the charting of responses to a school poll on an economic issue. Match representations of products from earlier |

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| | times to today. Example: Pop bottle to pop can, Size of soup cans (large to small), Fast foods. |
| Introducing: Attend and respond to a presentation or activity using pictorial/tactile representation on economic change. | <ul style="list-style-type: none"> Show a recognizable response to a presentation or activity using pictorial/tactile representation on economic change. |

| <p>General Education Standard: 9-12.E.1.6. Students are able to explain basic elements of trade and its impact on the U.S. economy. [Civics (Government)]</p> <p>Extended Content: 9-12.A.E.1.6. Students are able to identify one basic aspect of trade.</p> | |
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| Grade Level Alternate Academic Achievement Descriptors | Target Skills |
| Advancing: Give two examples of how trade affects their community. | <ul style="list-style-type: none"> Respond to questions after attending to a presentation on how trade affects their community. Example: Guest speaker, business person, Internet sites. |
| Applying: Identify one basic aspect of trade. | <ul style="list-style-type: none"> Given a prompt, students will select representations of trade from a group of options. Example: Wants and needs, Money. |
| Developing: Recognize one basic aspect of trade. | <ul style="list-style-type: none"> Participate and then show a response to a classroom bartering activity. Observe interactions at a store. |
| Introducing: Attend and respond to a presentation or activity on basic aspect of trade. | <ul style="list-style-type: none"> Show response to multimedia presentation or activity on trade. Example: Go to school store. |