

ALABAMA EXTENDED STANDARDS

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# SOCIAL STUDIES

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GRADES K-12

**DRAFT,  
Pending Final Approval**



Thomas R. Bice, State Superintendent of Education • Alabama State Department of Education

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**ALABAMA EXTENDED STANDARDS:  
SOCIAL STUDIES**

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## **PREFACE**

The Alabama Extended Standards are extensions of the state academic content standards for each grade level. The Alabama Extended Standards are based on the academic content standards found in the Alabama Course of Study. They are designed to allow students with significant cognitive disabilities to progress toward state standards while beginning at each student's present level of performance. As required by law, the Alabama Extended Standards are clearly related to the grade-level content, but are reduced in scope and complexity.

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**ORGANIZATION OF THE ALABAMA EXTENDED STANDARDS**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
General Education Standard 3.2  Locate the continents on a map or globe.	<b>SS. ES 3.1</b>  <b>Identify a map or globe as a representation of an area of land and/or water.</b>	(4)	Locate land and water on a map or globe.
		(3)	Identify a map or globe as a representation of an area of land and/or water.
		(2)	Distinguish between a map and a globe.
		(1)	Identify a map or globe. Example: Eye gaze or touch a map or globe when shown a map or globe and something else.

**Course of Study**

The Course of Study lists the general education standard(s) for each grade level. The Alabama Extended Standards are linked to general education grade level content. The general education standard is provided as a reference.

**Extended Standard**

The Alabama Extended Standards are the academic content for students with significant cognitive disabilities. These standards define what students with significant cognitive disabilities are expected to know and be able to do.

**Complexity**

The extended standards are divided into four levels of complexity, with four being the most complex and one being the least complex.

When developing goals and planning instruction, strive for the highest level of complexity that the student can achieve. Complexity 3 is the same as the extended standard. Always begin by considering complexity 3. If the student is unable to work at complexity 3, consider complexity 2, then 1. Complexity 4 should be considered for any student who has achieved complexity 3 or above.

## **Examples**

Examples are illustrative, but are not exhaustive. For instance, if the Example suggests the student do something during show and tell or circle time, and the student is homebound, the skill could just as appropriately be demonstrated in a specially designed activity in the home.

## **Augmentative/Alternative Devices**

The Alabama Extended Standards are to be completed using the student's communication modality (e.g., voice, sign language, augmentative/alternative communication device). This does not mean an augmentative/alternative device should be programmed to do the cognition for the student. Four complexities are provided for each standard to accommodate a wide range of student needs.

# **Alabama Extended Standards**

## **SOCIAL STUDIES**

### **Grades K-12**



**Kindergarten**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
General Education Standard K.1  Sequence events using schedules, calendars, and timelines.	<b>SS. ES K.1</b>  <b>Name the days of week.</b>	(4)	Identify the current day.
		(3)	Name the days of week.
		(2)	Imitate naming the days of the week.
		(1)	Attend to naming the days of the week.
General Education Standard K.4  Differentiate between needs and wants of family, school, and community.	<b>SS. ES K.2</b>  <b>Express wants and needs.</b>	(4)	Identify examples of wants and needs.
		(3)	Express wants and needs.
		(2)	Respond to yes/no questions related to wants and needs.
		(1)	Indicate a need by making a noise or gesture.

**1<sup>st</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
General Education Standard 1.1  Construct daily schedules, calendars, and timelines.	<b>SS. ES 1.1</b>  <b>Identify the labels for Monday through Friday on a calendar.</b>	(4)	Distinguish between a daily schedule and a calendar.
		(3)	Identify the labels for Monday through Friday on a calendar.
		(2)	Identify a calendar.
		(1)	Eye gaze or touch a calendar.
General Education Standard 1.3  Recognize leaders and their roles in the local community and state.	<b>SS. ES 1.2</b>  <b>Identify the role of a leader.</b>	(4)	Serve as the class leader for the day.
		(3)	Identify the role of a leader.
		(2)	Identify an individual who is a leader.
		(1)	Attend to the class leader.

**2<sup>nd</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 2.2</p> <p>Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.</p>	<p><b>SS. ES 2.1</b></p> <p><b>Identify a favorite celebration and why it is a favorite.</b></p>	(4)	<p>Describe two celebrations. Example: Identify activities associated with New Year’s Day, Inauguration Day, Mother’s or Father’s Day, Independence Day, Thanksgiving, Christmas, Martin Luther King Day</p>
		(3)	<p>Identify a favorite celebration and why it is a favorite.</p>
		(2)	<p>Match pictures (or tactile representations) of a celebration. Examples: Match Fourth of July picture to Fourth of July picture, match Thanksgiving picture to Thanksgiving picture</p>
		(1)	<p>Participate in a celebration.</p>
<p>General Education Standard 2.4</p> <p>Use vocabulary to describe segments of time, including <i>year</i>, <i>decade</i>, <i>score</i>, and <i>century</i>.</p>	<p><b>SS. ES 2.2</b></p> <p><b>Use vocabulary to describe segments of time for the days of the week. Examples: Tomorrow is Friday; We go to the museum Monday</b></p>	(4)	<p>Use vocabulary to describe segments of time including day, month and year. Examples: I will be in third grade next year; My birthday is in January</p>
		(3)	<p>Use vocabulary to describe segments of time for the days of the week. Examples: Tomorrow is Friday; We go to the museum Monday</p>
		(2)	<p>Answer questions related to segments of time for the days of the week. Example: Do we go to the museum today or tomorrow; Is today Thursday or Friday</p>
		(1)	<p>Answer yes/no questions related to segments of time. Examples: Is today Thursday; Did we have hot dogs today</p>

**3<sup>rd</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
General Education Standard 3.2  Locate the continents on a map or globe.	<b>SS. ES 3.1</b>  <b>Identify a map or globe as a representation of an area of land and/or water.</b>	(4)	Locate land and water on a map or globe.
		(3)	Identify a map or globe as a representation of an area of land and/or water.
		(2)	Distinguish between a map and a globe.
		(1)	Identify a map or globe. Example: Eye gaze or touch a map or globe when shown a map or globe and something else
General Education Standard 3.3  Describe ways the environment is affected by humans in Alabama and the world.	<b>SS. ES 3.2</b>  <b>Identify ways humans affect the environment. Examples: Cutting down trees, hunting, mining resources, causing pollution</b>	(4)	Describe ways humans affect the environment.
		(3)	Identify ways humans affect the environment. Examples: Cutting down trees, hunting, mining resources, causing pollution
		(2)	Identify things kids can do to save the Earth. Examples: Reduce, reuse, and recycle
		(1)	Participate in an activity related to saving the Earth. Examples: Reduce, reuse, or recycle

**4<sup>th</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 4.2</p> <p>Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.</p>	<p><b>SS. ES 4.1</b></p> <p><b>Identify examples of health issues/illnesses.</b>  <b>Examples: Cold, flu, broken arm, heart attack</b></p>	(4)	Identify treatments for health issues/illnesses.
		(3)	Identify examples of health issues/illnesses. Examples: Cold, flu, broken arm, heart attack
		(2)	Identify the role of a doctor Example: Help sick people get well
		(1)	Participate in an activity related to a visit to the doctor. Examples: Participate in role play for checking in, filling out forms, answering questions, talking to the nurse or doctor
<p>General Education Standard 4.4</p> <p>Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.</p>	<p><b>SS. ES 4.2</b></p> <p><b>Identify North and South on a map of Alabama.</b></p>	(4)	Identify North, South, East, and West on a map of Alabama.
		(3)	Identify North and South on a map of Alabama.
		(2)	Locate the labels for North and South on a map of Alabama.
		(1)	Identify a map of Alabama. Example: Eye gaze or touch a map of Alabama when shown a map of Alabama and something else

**5<sup>th</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 5.1</p> <p>Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.</p>	<p><b>SS. ES 5.1</b></p> <p><b>Distinguish between bodies of water and land on a map or globe.</b></p>	(4)	<p>Locate physical features on a map. Examples: Oceans, rivers, mountains, valleys</p>
		(3)	<p>Distinguish between bodies of water and land on a map or globe.</p>
		(2)	<p>Match pictures (or tactile representations) of bodies of water, and land. Examples: Match picture of body of water to picture of body of water and match picture of land to picture of land</p>
		(1)	<p>Participate in matching pictures (or tactile representations) of bodies of water, and land.</p>
<p>General Education Standard 5.2</p> <p>Identify causes and effects of early migration and settlement of North America.</p>	<p><b>SS. ES 5.2</b></p> <p><b>Identify the address for own residence, including street address, city, state and zip code.</b></p>	(4)	<p>Define migration and settler. Examples: Settler- a person who has migrated to an area and established permanent residence there; Migration- movement from one area to another</p>
		(3)	<p>Identify the address for own residence, including street address, city, state and zip code.</p>
		(2)	<p>Identify the address for own residence, including street address.</p>
		(1)	<p>Identify a picture (or tactile representation) of own home.</p>

**6<sup>th</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 6.1</p> <p>Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.</p>	<p><b>SS. ES 6.1</b></p> <p><b>Identify ways people communicate.</b>  <b>Examples: Telephone, mail, email</b></p>	(4)	Communicate with others using telephone, mail or email.
		(3)	Identify ways people communicate. Examples: Telephone, mail, email
		(2)	Identify a telephone and a letter. Examples: Eye gaze or touch the telephone when shown a letter and telephone and asked which is the telephone; Eye gaze or touch the letter when shown a letter and something else
		(1)	Identify a telephone. Example: Eye gaze or touch a telephone when shown a telephone and something else
<p>General Education Standard 6.11</p> <p>Identify technological advancements on society in the United States since World War II.</p>	<p><b>SS. ES 6.2</b></p> <p><b>Identify great breakthroughs or technological advancements from any time period.</b>  <b>Examples: The wheel, electricity, paper, telephone, vaccinations, photography, radio, television, the Internet</b></p>	(4)	Compare life before and after a great breakthrough or technological advancement. Example: Compare life before and after electricity
		(3)	Identify great breakthroughs or technological advancements from any time period. Examples: The wheel, electricity, paper, telephone, vaccinations, photography, radio, television, the Internet
		(2)	Match items related to great breakthroughs or technological advancements from all time. Examples: Match paper to paper, match a picture or tactile representation of a wheel to a picture or tactile representation of a wheel

		(1)	Identify an item related to a great breakthrough or technological advancement from all time. Example: Eye gaze or touch a television when shown a television and something else
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**7<sup>th</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 7G.7</p> <p>Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.</p>	<p><b>SS. ES 7.1</b></p> <p><b>Identify own city, state, and county.</b></p>	(4)	Identify own city, state, and country on a map or globe.
		(3)	Identify own city, state, and county.
		(2)	Match state symbols. Examples: Match the symbol for Alabama to the symbol for Alabama, match the symbol for Texas to the symbol for Texas
		(1)	Participate in matching state symbols.
<p>General Education Standard 7C.9</p> <p>Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, insurance, checking and savings accounts, loans, investments, credit, and comparison shopping.</p>	<p><b>SS. ES 7.2</b></p> <p><b>Identify areas in a budget.</b> <b>Examples: Housing, transportation, food, clothing, medical expenses, insurance</b></p>	(4)	Create a personal budget. Examples: Create a weekly spending plan or create a monthly budget
		(3)	Identify areas in a budget. Examples: Housing, transportation, food, clothing, medical expenses, insurance
		(2)	Match coins; bills; and pretend checks or inactive debit cards. Examples: Match coins to coins, bills to bills, and pretend checks or inactive debit cards to pretend checks or inactive debit cards
		(1)	Recognize coins, bills, and pretend checks or inactive debit cards. Example: Indicate <i>yes</i> it is a coin or <i>no</i> it is not a coin; indicate <i>yes</i> it is a check or <i>no</i> it is not a check

**8<sup>th</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 8.1</p> <p>Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.</p>	<p><b>SS. ES 8.1</b></p> <p><b>Identify cave paintings, fossils, and pottery.</b></p>	(4)	Discuss cave paintings, fossils, and pottery.
		(3)	Identify cave paintings, fossils, and pottery.
		(2)	Match pictures (or tactile representations) of cave paintings; fossils; and pottery. Examples: Match pictures of cave paintings to pictures of cave paintings, pictures of fossils to pictures of fossils, and pictures of pottery to pictures of pottery
		(1)	Participate in matching pictures (or tactile representations) of cave paintings; fossils; and pottery.
<p>General Education Standard 8.15</p> <p>Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000 A.D.).</p>	<p><b>SS. ES 8.2</b></p> <p><b>Identify two branches of the United States of America military.</b></p>	(4)	Describe the different functions of the five branches (Army, Air Force, Navy, Marine Corps, and Coast Guard) of the United States of America military.
		(3)	Identify two branches of the United States of America military.
		(2)	Match logos, pictures, or tactile representations for the branches of the United States of America military. Examples: Match Army picture or tactile representation to Army picture or tactile representation, match Air Force logo to Air Force logo, or match Navy logo to Navy logo

		(1)	Recognize a logo, picture, or tactile representation for the branches of the United States of America military. Example: Indicate <i>yes</i> it is a military logo or <i>no</i> it is not a military logo; indicate <i>yes</i> it is a military picture or tactile representation or <i>no</i> it is not a military picture or tactile representation
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**9<sup>th</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 9.13</p> <p>Explain challenges of the post-World War I period.</p>	<p><b>SS. ES 9.1</b></p> <p><b>Identify challenges.</b>  <b>Examples: Making new friends, forgetting to bring something you need, dealing with someone saying something mean, not being able to do something independently</b></p>	(4)	Identify solutions for challenges.
		(3)	Identify challenges. Examples: Making new friends, forgetting to bring something you need, dealing with someone saying something mean, not being able to do something independently
		(2)	Recognize challenges when challenges and general statements are discussed.
		(1)	React to challenges. Examples: Gesture when help is needed; adjust position to reach something
<p>General Education Standard 9.9</p> <p>Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe.</p>	<p><b>SS. ES 9.2</b></p> <p><b>Use a technological invention.</b>  <b>Examples: Cell phone, microwave oven, personal computer, digital music, computer mouse, Internet, remote control, digital camera, video conferencing</b></p>	(4)	Identify related inventions. Examples: Telegraph→party line→telephone→cell phone;  Wood stove→stove→microwave;  Black and white camera→color camera→digital camera
		(3)	Use a technological invention. Examples: Cell phone, microwave oven, personal computer, digital music, computer mouse, Internet, remote control, digital camera, video conferencing
		(2)	Identify a technological invention. Examples: Identify cell phone, identify microwave oven, or identify personal computer

		(1)	Participate in using a technological invention.
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**10<sup>th</sup> Grade**

**Social Studies**

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 10.9</p> <p>Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay’s American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast.</p>	<p><b>SS. ES 10.1</b></p> <p><b>Identify ways people travel in the community, state, country, or world. Examples: Community-car, bus; State-car, bus, ferry; Country-car, bus, train, airplane; World-airplane, ship</b></p>	(4)	Access transportation to travel in the community.
		(3)	Identify ways people travel in the community, state, country, or world. Examples: Community-car, bus; State-car, bus, ferry; Country-car, bus, train, airplane; World-airplane, ship
		(2)	Identify ways people travel in the community. Examples: walk, bicycle, car, bus
		(1)	Identify a bicycle, car, or airplane. Example: Eye gaze or touch the car when shown a play car a something else
<p>General Education Standard 10.14</p> <p>Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman’s March to the Sea.</p>	<p><b>SS. ES 10.2</b></p> <p><b>Define war. Example: A battle, fight, or struggle between different nations, states, or groups within a nation or state</b></p>	(4)	Identify causes of the Civil War. Examples: State rights, slavery
		(3)	Define war. Example: A battle, fight, or struggle between different nations, states, or groups within a nation or state
		(2)	Identify the two different sides in the Civil War. Examples: North and South, Confederate and Union
		(1)	Participate in an activity related to the Civil War.

**11<sup>th</sup> Grade**

**Social Studies**

Course of Study	Extended Standard	Complexity	
<p>General Education Standard 11.14</p> <p>Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March.</p>	<p><b>SS. ES 11.1</b></p> <p><b>Define Civil Rights.</b>  <b>Example: The rights to full legal, social, and economic equality</b></p>	(4)	<p>Identify a participant in the Civil Rights movement.                      Examples: Martin Luther King, Jr., Thurgood Marshall, Malcolm X, Rosa Parks,</p>
		(3)	<p>Define Civil Rights.                      Example: The rights to full legal, social, and economic equality</p>
		(2)	<p>Define equal.                      Example: The same as; like or alike in quantity, degree, value, etc.</p>
		(1)	<p>Match quantities or values that are equal.                      Example: Eye gaze or touch to match coins to the same value of coins, match grapes to the same number of grapes, match pencils to the same number of pencils</p>
<p>General Education Standard 11.15</p> <p>Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s.</p>	<p><b>SS. ES 11.2</b></p> <p><b>Identify a social issue/concern.</b>  <b>Examples:</b>  <b>Pollution/environmental concerns, racism, homelessness, bullying, teen suicide, discrimination</b></p>	(4)	<p>Describe a response to a social issue/concern.</p>
		(3)	<p>Identify a social issue/concern.                      Examples:                      Pollution/environmental concerns, racism, homelessness, bullying, teen suicide, discrimination</p>
		(2)	<p>Define a social issue/concern.                      Examples: Homelessness- not having a place to live; bullying-making fun of someone or picking on them</p>
		(1)	<p>Participate in an activity related to a social issue/concern.</p>

**12<sup>th</sup> Grade**

**Social Studies**

<b>Course of Study</b>	<b>Extended Standard</b>	<b>Complexity</b>	
<p>General Education Standard 12.7</p> <p>Describe the process of local, state, and national elections, including the organization, role, and constituency of political parties.</p>	<p><b>SS. ES 12.1</b></p> <p><b>Complete a voter registration card.</b></p>	(4)	<p>Identify the purpose of the election process. Example: The American people delegate power to elected representatives for making choices about policies, programs, and future directions.</p>
		(3)	<p>Complete a voter registration card.</p>
		(2)	<p>Define vote.</p>
		(1)	<p>Indicate a choice in a classroom vote.</p>
<p>12.12</p> <p>Explain why individuals, businesses, and governments trade goods and services in the global economy.</p>	<p><b>SS. ES 12.2</b></p> <p><b>Define goods and services.</b></p>	(4)	<p>List goods and services.</p>
		(3)	<p>Define goods and services.</p>
		(2)	<p>Purchase goods.</p>
		(1)	<p>Participate in purchasing goods.</p>