



District of Columbia
Office of the State Superintendent of Education

Washington, DC K-12 Social Studies Standards

DRAFT FOR PUBLIC COMMENT

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WASHINGTON, DC GRADES K-12 SOCIAL STUDIES STANDARDS

DRAFT FOR PUBLIC COMMENT

Table of Contents

Standards Numbering Convention	1
Anchor Standards At-A-Glance	4
Anchor Standards	5
INQUIRY ARC	5
<i>Developing Questions and Designing Inquiry.....</i>	<i>5</i>
<i>Gathering Diverse Perspectives and Evaluating Evidence</i>	<i>5</i>
<i>Developing Claims and Using Evidence to Engage in Civil Discourse</i>	<i>6</i>
<i>Engaging in Civil Discourse and Taking Informed Action.....</i>	<i>6</i>
<i>Identity.....</i>	<i>6</i>
CIVICS, GOVERNMENT, AND HUMAN RIGHTS.....	7
<i>World Governments.....</i>	<i>7</i>
<i>Foundations of US Government</i>	<i>7</i>
<i>Laws and Policies.....</i>	<i>8</i>
<i>Civic Engagement</i>	<i>8</i>
HISTORY	9
<i>Continuity, Change, and Context.....</i>	<i>9</i>
<i>Historical Causation</i>	<i>9</i>
<i>Drawing Historical Connections</i>	<i>10</i>
GEOGRAPHY	10
<i>Physical Geography and Geographical Representations</i>	<i>10</i>
<i>Human Population Patterns</i>	<i>10</i>
<i>The Diversity of Human Cultures</i>	<i>11</i>
<i>Human-Environment Interaction.....</i>	<i>11</i>
<i>Global Interconnections</i>	<i>12</i>
ECONOMICS.....	12

<i>Economic Decision Making</i>	12
<i>Exchanges and Markets</i>	13
<i>The United States Economy</i>	13
<i>The Global Economy</i>	14
<i>K-2 Standards</i>	15
<i>Kindergarten: Myself and My Community</i>	16
Driving Concept 1: Working Together.....	17
Driving Concept 2: Working Together to Show Why History Matters.....	18
Driving Concept 3: Who am I?	19
Driving Concept 4: Where I Live	20
Driving Concept 5: Meeting Community Needs	21
<i>Grade 1: Working and Building Together</i>	22
Driving Concept 1: Building a Community	23
Driving Concept 2: In This Space	25
Driving Concept 3: My Community Then and Now	26
Driving Concept 4: Meeting a Community's Needs	27
<i>Grade 2: This Wide World</i>	29
Driving Concept 1: Understanding Ourselves in the Larger World.....	29
Driving Concept 2: First Ancient Civilizations	31
Driving Concept 3: Innovations of Long Ago.....	33
Driving Concept 4: Our World Today	34
<i>Kindergarten through Grade 2 Historical and Social Sciences Analysis Skills</i>	36
<i>3-5 Standards</i>	37
<i>Grade 3: Geography, History, and Cultures of the District of Columbia</i>	38
Driving Concept 1: Changing Geography of Washington, DC.....	38
Driving Concept 2: Shaping the History of Washington, DC	40

Driving Concept 3: The Evolving History of Washington, DC	41
Driving Concept 4: Today’s Washington, DC	42
Grade 4: American Foundations – First Nations through the Founding of the United States	44
Driving Concept 1: Early Societies in the Americas (13000 BCE to 1100 CE).....	45
Driving Concept 2: Civilizations of the Americas (1100 CE to 1500 CE).....	46
Driving Concept 3: Europeans Enter the Americas (1400s-1500s)	47
Driving Concept 4: Life in the Colonies – Rebellions and the Roots of Revolution (1500s-1700s)	49
Driving Concept 5: The Creation of a New Nation – The American Revolution and Founding of the United States Government (1700s–1790s).....	51
Grade 5: Foundations of Modern America.....	54
Driving Concept 1: American Innovations.....	54
Driving Concept 2: War and Conquest in the West	55
Driving Concept 3: Enslavement and Resistance.....	57
Driving Concept 4: Civil War	58
Driving Concept 5: Reconstruction and the Early Struggle for Equality	60
Driving Concept 6: World War II and Postwar US.....	61
Driving Concept 7: The Long Civil Rights Movement.....	62
Grades 3 through 5 Historical and Social Sciences Analysis Skills.....	64
Grades 6-8.....	66
Grade 6: World Geography.....	67
Driving Concept 1: The Power of Maps	67
Driving Concept 2: Africa	69
Driving Concept 3: Asia.....	71
Driving Concept 4: Latin America and the Caribbean	72
Driving Concept 5: Europe.....	74

Driving Concept 6: North America	75
Driving Concept 7: Oceania	76
Driving Concept 8: Thinking and Acting Globally.....	78
Grade 7: US History I – First Nations through Reconstruction.....	80
Driving Concept 1: Indigenous Nations and Early European Colonization: Political, Social, and Economic Structures of the Americas in the 15th and 16th Century.....	81
Driving Concept 2: Colonization and Revolution (1500-1783)	83
Driving Concept 3: A Newly Formed, Diverse Nation: Confederation to Constitution (1770s-1800s)	86
Driving Concept 4: Invasion and Control: Expansion of the Nation (1800-1860).....	88
Driving Concept 5: Emerging Social Movements (1800-1877).....	89
Driving Concept 6: The Civil War	90
Driving Concept 7: Unresolved: The Reconstruction Era (1865–1877).....	91
Grade 8: Action Civics.....	93
Driving Concept 1: What is the Role of Government in Society?.....	94
Driving Concept 2: How does the Government Function?	95
Driving Concept 3: Rights of the People.....	97
Driving Concept 4: Power and Access to Power in Society	98
Driving Concept 5: Protest and Resistance.....	100
Driving Concept 6: Media, Society, Government, and Digital Literacy	101
Grades 6 through 8 Historical and Social Sciences Analysis Skills.....	103
Grades 9-12.....	105
World History I.....	106
Driving Concept 1: Beginnings of Human Communities (Up to 8000 BCE)	106
Driving Concept 2: Early Societies and Cities (10,000 BCE to 500 BCE).....	108
Driving Concept/Topic #3: Ancient Empires (800 BCE to 700 CE)	110

Driving Concept 4: Reorganization of Societies and Increasing Networks of Exchange (400-1200 CE).....	112
Driving Concept 5: Early Modern Empires (1000 CE-1600 CE).....	114
Driving Concept 6: Thinking Like an Archeologist and Historian	115
<i>World History II</i>	117
Driving Concept 1: Transoceanic Interactions (1450-1750)	118
Driving Concept 2: Revolutions (1750-1900)	120
Driving Concept 3: Consequences of Revolutions and Industrialization (1750-1900)	122
Driving Concept 4: Unresolved Global Conflict (1900–1991).....	123
Driving Concept 5: Decolonization and Nation Building (1945-Present)	125
Driving Concept 6: Globalization and Changing Environment.....	127
<i>US History II: Reconstruction through the Present</i>	129
Driving Concept 1: Reconstruction	130
Driving Concept 2: Rise of Industrial and Progressive America	132
Driving Concept 3: Empire, Expansion and Consequences	133
Driving Concept 4: “Prosperity and Progress” to Depression	134
Driving Concept 5: Emerging as a World Power: Conflict at Home and Abroad	135
Driving Concept 6: Ideological Global Conflict	137
Driving Concept 7: Movements for Justice and Equality	138
Driving Concept 8: Access to Democracy and Power from the 1980s-Present Day	140
<i>Government and Civics</i>	142
Driving Concept 1: Foundations of American Democracy.....	143
Driving Concept 2: Rights and Responsibilities	145
Driving Concept 3: Citizenship In a Digital World.....	146
Driving Concept 4: Political Participation and Engagement.....	148
Driving Concept 5: Public Policy	149

District of Columbia History and Government 151

Driving Concept 1: Early Settlement and Geography of Washington, DC..... 151

Driving Concept 2: Birth and Early Development of the Nation’s Capital 153

Driving Concept 3: Emergence of Modern Washington, DC..... 154

Driving Concept 4: Self-Determination in the District 156

Driving Concept 5: Modern Washington, DC..... 157

Grades 9 through 12 Historical and Social Sciences Analysis Skills..... 159

Standards Numbering Convention

Grade Level. Anchor Standard Abbreviation. Standard Number. Standard Language		Anchor Standard
Examples:	6.Geo.GR.1 Evaluate the impact of the perspective of common map projections on widespread understanding of world geography.	Geography: Physical Geography and Geographical Representations
	6.Geo.HC.2 Evaluate how different environmental characteristics can shape human behavior and identities.	Geography: The Diversity of Human Cultures

Anchor Standard	Abbreviation
Inquiry Arc Anchor Standards	
Developing Questions and Designing Inquiry	Inq.DQ.
Gathering Diverse Perspectives and Evaluating Evidence	Inq.DP.
Developing Claims and Using Evidence to Engage in Civil Discourse	Inq.DC.
Engaging in Civil Discourse and Taking Informed Action	Inq.TA.

Identity	Inq.ID.
Civics, Government, and Human Rights Anchor Standards	
World Governments	Civ.WG.
Foundations of US Government	Civ.US.
Laws and Policies	Civ.LP.
Civic Engagement	Civ.CE.
History Anchor Standards	
Continuity, Change, and Context	Hist.CCC.
Historical Causation	Hist.HC.
Drawing Historical Connections	Hist.DHC.
Geography Anchor Standards	
Physical Geography and Geographical Representations	Geo.GR.
Human Population Patterns	Geo.HP.
The Diversity of Human Cultures	Geo.HC.
Human Environment Interaction	Geo.HE.
Global Interconnections	Geo.GI.
Economics Anchor Standards	

Economic Decision Making	Econ.DM.
Exchange and Markets	Econ.EM.
The US Economy	Econ.US.
The Global Economy	Econ.GE.

Anchor Standards At-A-Glance

INQUIRY ARC	CIVICS, GOVERNMENT AND HUMAN RIGHTS	HISTORY	GEOGRAPHY	ECONOMICS
Developing Questions and Designing Inquiry	World Governments	Continuity, Change, and Context	Physical Geography and Geographical Representations	Economic Decision Making
Gathering Diverse Perspectives and Evaluating Evidence	Foundations of US Government	Historical Causation	Human Population Patterns	Exchanges and Markets
Developing Claims and Using Evidence to Engage in Civil Discourse	Laws and Policies	Drawing Historical Connections	The Diversity of Human Cultures	The United States Economy
Engaging in Civil Discourse and Taking Informed Action	Civic Engagement		Human-Environment Interaction	The Global Economy
Identity			Global Interconnectedness	

Anchor Standards

INQUIRY ARC

Developing Questions and Designing Inquiry

Social studies education equips students with the knowledge, skills, and attitudes they need to be active, informed, and engaged individuals who contribute to their communities. Inquiry is a core practice of social studies learning. Therefore, designing instructional experiences around compelling questions promotes engagement and helps students develop essential habits of mind that support learning and a thoughtful engagement with the world.

To keep inquiry at the heart of learning it should be embedded within day-to-day instructional experiences. Students will ask and answer compelling and supporting questions during social studies instruction. They will also design and conduct formal inquiry projects to ask and answer open-ended questions, and solve real-world problems. At all levels, students will demonstrate questioning and inquiry skills to refine and deepen their understanding.

Gathering Diverse Perspectives and Evaluating Evidence

A pluralistic and democratic society requires an educated, engaged, and empathetic populace that values diversity of opinion, interpretation, and experience. A democratic society also requires the critical examination of perspective and an honest evaluation of evidence. Individuals must be able to identify and address factual errors, instances of bias, limited perspective, and reasoning predicated upon logical fallacies, inaccurate, or incomplete information.

As students explore rich social studies content they will use a diverse set of perspectives and materials to construct interpretations about the past, present, and future. They will use the authorship, point of view, purpose, intended audience, and historical context to evaluate the credibility, reliability, utility, and limitations of source materials. When analyzing online materials, they will also consider how to evaluate digital information, and use online platforms for civic engagement. As needed, they will complete additional research or inquiry to address missing information or reconcile inconsistencies in source materials. They will evaluate claims and evidence found in primary and secondary source materials to construct interpretations of social studies content.

Developing Claims and Using Evidence to Engage in Civil Discourse

In a democratic society, individuals gather, listen to each other, deliberate, and then determine a course of action. Civil public discourse is, therefore, an essential element of American democracy and must be predicated upon a careful and honest analysis of evidence and the thoughtful evaluation of contrasting arguments and differing interpretations.

Students will develop claims, arguments, and counterarguments that demonstrate a careful consideration of evidence, the logical sequence of information and ideas, self-awareness about biases, and the application of analytical skills. They will demonstrate a willingness to revise claims based on the strength of evidence, valid reasoning, and a respect for human rights.

Engaging in Civil Discourse and Taking Informed Action

Democracy requires citizens to engage in respectful discussions, negotiate through contrasting and perhaps competing positions, develop consensus regarding public policy, and peacefully resolve conflict. After thoroughly investigating questions important to the republic and the world, citizens must identify opportunities for personal or collaborative action, assess options, plan appropriate actions to affect change, act creatively and responsibly to improve a situation, and reflect on the effectiveness of actions and the implications for future advocacy.

After careful questioning, research, analysis, and reflection about a social studies topic, students will demonstrate an understanding of the content and empathy for people of the past, present, and future. They will identify alternative choices that could have improved life in the past and opportunities for personal or collaborative action to address a current situation of importance to their classroom, community, state, nation, or world. Students will take constructive, creative, and responsible action designed to improve a situation or problem.

Identity

The ability to engage in the full arc of inquiry requires that students first reflect on their own identity and the identities of others. Increasingly, students' ability to identify and understand the ways in which identities intersect, as well as the ways identity impacts decision-making, bias, power, and agency, demands a fundamental understanding of the role identity has played throughout history.

As students engage in social studies learning, they will develop an increasingly sophisticated understanding of their own identities—personal, community, national, and global—while understanding that the identities we assume are numerous and intersectional. Students will also critically examine the ways that identities, both their own and those of others, sometimes ground perspectives and sometimes limit them.

CIVICS, GOVERNMENT, AND HUMAN RIGHTS

World Governments

Throughout history and across the globe, societies have formed different kinds of government. These have been grounded in different values, offered greater or lesser freedoms to their citizens, and achieved different levels of prosperity and social cohesion.

In studying world governments, students will compare the goals and structures of different governments. They will draw conclusions about why they arose in different times and places and evaluate their effectiveness in meeting their goals. They will evaluate these governments' concern for human and civil rights and investigate the role of race, class, religion, ethnicity, caste, and/or clan in maintaining and sharing political power. Students will also compare rights and freedoms across different countries and analyze the benefits and detriments of such freedoms, drawing conclusions about which forms of government are best, based on their own values.

Foundations of US Government

The American political system was developed through compromise, initially drawing from the views of a small group of founders. They created structures they believed to rest on ideals of representative democracy, equal opportunity and protection under the law, respect for individual freedoms, and protection of the rights of the minority. These ideals are codified in the Declaration of Independence, the United States Constitution, the Bill of Rights, and other later documents. Understanding, achieving, upholding, and extending them has represented a major challenge to each succeeding generation. While progress has been uneven, the US has tended toward the increasing expansion of rights to more groups, due, in large part, to the hard work of citizens and activists.

Understanding the foundations of the US government requires that students master a body of information on founding principles and documents, the structures of government, including such elements as the separation of powers and federalism. It requires, as well, that

they analyze key events and themes in our history, including early interactions with Indigenous peoples and the role of slavery in early US history. Students will read founding documents to understand what they say, their intended purpose, and what they accomplished. Students will address issues of power, and critically analyze their strengths and challenges in establishing a nation that respects and protects all people equally. They will explore multiple interpretations of founding documents, from the past and the present, and multiple perspectives on the role that they play, and should play, in contemporary American life.

Laws and Policies

People address shared problems at all scales, from settling a classroom disagreement to deciding whether nations will go to war. In the United States, we establish rules, laws, and policies with the goal of addressing public problems, promoting order, and maintaining a peaceable society. While our government has the role of creating, enforcing, and adjudicating laws, citizens have a right and responsibility to engage in discussion, advocacy, and action to develop new laws and advocate for change.

Students will learn about how various rules, laws, and policies are developed and applied at the local, state/district, tribal, national, and international levels. They will investigate instances of laws and policies used to promote democracy and equality, as well as those used—intentionally or unintentionally—as tools of suppression or discrimination. Students will identify legislation that promotes the public good, propose new laws that enhance that good, and/or challenge laws or policies that they believe to be unfair or harmful.

Civic Engagement

Civic engagement allows people to act in public affairs and promotes the development of civic dispositions such as honesty, mutual respect, cooperation, willingness to compromise, and attentiveness to multiple perspectives. In addition, civic engagement develops learning processes that enable citizens to interact in constructive, informed, and decisive dialogue about important public issues. Sometimes effective participation also requires a willingness to challenge established patterns of engagement and employ tools of resistance and disruption, particularly in areas where injustices exist.

Students will gain knowledge about the structures of government that allow for citizen participation and evaluate the connections between people and their government, with attention to possible inequities of access and power. They will develop civic dispositions and tools for advocacy, at the classroom, school, community, state, national, and international levels. Students will also identify public

issues that need attention, develop positions on these, share their findings in various public forums, and analyze the effectiveness of their participation.

HISTORY

Continuity, Change, and Context

Understanding historical continuity and change over time requires assessing similarities and differences between historical periods. Understanding patterns of change and their interrelations requires evaluating the context within which events unfolded in order to avoid viewing events in isolation and to be able to assess the significance of specific individuals, groups, and developments.

Students analyze and interpret a variety of primary and secondary sources to uncover instances of continuity and change over time, discerning patterns of development. They will apply knowledge of major eras, enduring themes, turning points, and historical influences to identify patterns of change in the community, state/district, United States, and world, and they will evaluate the ways that historical context influences processes of continuity and change.

Historical Causation

Historical events do not occur in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical inquiry requires using evidence and reasoning to discern patterns and draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not predetermined.

Throughout their history learning, students will identify and analyze a range of simple, multiple, and complex causes and effects of events in the past, evaluating their relative significance. Drawing from primary and secondary sources, they will develop and defend arguments that synthesize all variables of causation, crafting an understanding of the relationship between them. They will also explore the ways in which different groups and individuals contributed to these causes and were impacted by these effects.

Drawing Historical Connections

Robust historical learning involves drawing connections—between elements of history, between prior knowledge and new learning, and between the past and the present. It challenges us to identify similarities and differences in events across time and place and to build a complex view that synthesizes cultural, political, and economic factors. It offers the opportunity to apply the lessons of the past to understand the present and prepare for the future.

Students will compare historical actors, events, and trends, analyzing similarities and differences to draw and defend historically valid conclusions. They will consider different time periods and locations, as well as look between different developments within the same period and/or geographical location to develop complex understandings. They will also examine the ways in which events of the past continue to influence the present and use their learning to predict future trends and propose ways to meet anticipated challenges.

GEOGRAPHY

Physical Geography and Geographical Representations

Analyzing, interpreting, and creating spatial views of the world— including maps, globes, and geospatial technologies—allow us to build geographic knowledge that can be applied in making decisions, solving problems, and addressing new questions that arise concerning the locations, spaces, and patterns portrayed. Knowledge of physical geography enables us to explore the ways in which the land on which we live affects the way we live our lives.

Students will master skills in reading and creating maps for different purposes and using geospatial technology. They will analyze spatial representation, generate questions, and draw conclusions about the places and societies they represent. Students will also build knowledge of physical geography, using that knowledge to better understand the foundations of human societies.

Human Population Patterns

Throughout history, populations have shifted in response to environmental challenges, economic and cultural shifts, and political forces. The expansion and redistribution of the human population, both voluntary and involuntary, is an active and ongoing feature of

life on our planet, and has consequences for those who move, the people in their old and new communities, and the physical environment.

In exploring population and its shifts, students will analyze the size, composition, and distribution of people in their community, the United States, and the world. They will examine the push and pull factors that lead to migration for different groups and evaluate the outcomes of these migrations from different perspectives (including, but not limited to, age, sex, race, ethnicity, religion and class).

The Diversity of Human Cultures

Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization. Cultures develop because of forces within a society as well as external factors. Students who will live in an increasingly interconnected world need an understanding of the ways in which others live different lives, the processes that produce distinctive places and how those places change over time.

Students will explore multiple aspects of different cultures, gain an appreciation of the great diversity of human experience and expression, and analyze the similarities and differences across cultures. Students will develop empathy through immersion in cultural practices different from their own.

Human-Environment Interaction

The relationship between human life and the natural environment is fundamental. Throughout history, humans have modified the environment in culturally distinctive ways, as they have responded to the resource opportunities and risks present in the physical world. In doing so, they have sometimes caused damage to the natural environment (e.g., litter, air and water pollution, habitat destructions, invasive species, acid rain, depleting the ozone layer, and climate change), which often impact marginalized groups disproportionately.

To understand the interaction between humans and their environment, students will gain factual knowledge about different environments and the ways that societies have interacted with them. They will investigate the effects of those interactions and

attempts that people have made to minimize or mitigate environmental damage. They will also analyze multiple perspectives on historical and contemporary environmental issues and propose solutions to current environmental problems, including climate change.

Global Interconnections

With the ongoing expansion of technology, transportation systems, and communications networks, people are increasingly interconnected across the globe. As goods, ideas, beliefs, and technology move from place to place, they introduce benefits for some and hardship for others. Their spread can lead to conflict—especially when disparities in wealth, power, resources, or priorities exist—and can also inspire cooperation.

Students will investigate the growing interconnectedness of life on Earth, including a study of the progress made in agricultural, scientific, medical, and communication technologies across societies. Students will learn by analyzing patterns and predicting trends, including a critical examination of the consequences and benefits of globalization for different groups.

ECONOMICS

Economic Decision Making

Individuals, families, communities, and societies must make choices in their activities and their consumption of goods and services because the resources available to satisfy their wants are limited. When making economic decisions, they analyze data and available information, while also paying attention to social and emotional factors that can influence their choices. They may also act with concern for human and civil rights, the environment, and the public good, and with the understanding that some people face limited choices due to inequities in economic and social systems.

In their study of economics, students will engage in economic decision making and evaluate the results of their choices. They will set goals, analyze the costs and benefits of various possibilities, and apply economic concepts to their own lives and to real-world problems. They will use data from charts, graphs, and economic models to ask questions, draw inferences, and construct conclusions. Finally, they will analyze and propose solutions for the contemporary economic issues facing individuals, subpopulations, and society.

Exchanges and Markets

People voluntarily exchange goods and services when both parties expect to gain from the trade. Markets exist to facilitate the exchange of those goods and services. The availability of markets allows producers to specialize in their production, and competition among them can lead to both higher quality goods and lower prices. At times, governments intervene in markets, with both positive and negative and intended and unintended effects.

Students will develop an understanding of how markets work by studying supply and demand, the availability of human and physical capital, specialization, competition, factors that influence price, the effects of innovation and new technologies, and systems that promote or limit access to markets. They will explore different economic systems (including capitalism, socialism, and traditional economies) and how they affect exchange. Students will identify and explain market failures and evaluate the effectiveness of various government interventions. They will also consider the financial and social implications of government interventions in their deliberations.

The United States Economy

The national economy is determined by the choices that consumers, producers, and the government make. It fluctuates when changes in human capital, physical capital, and natural resources occur. It is influenced, as well, by actions that the government takes to encourage growth, control spending, or moderate downturns. All economic actions have intended and unintended consequences and can affect one segment of the population more than others.

Students will use various economic indicators, data sets, tools, and techniques to interpret the effects that individual, group, and government actions have on the national economy, as well as its overall health. They will trace the interaction of different market sectors, as conditions change over time and in different regions, and they will evaluate the effectiveness of government interventions, with attention to both intended and unintended consequences for the population as a whole and for specific groups within the population.

The Global Economy

Cross-border movements of people, goods, services, technology, information, and capital have led to the development of global markets and increased economic interdependence. While these global interconnections have provided significant benefits, they are not without cost. At times, businesses and governments have cooperated to maximize benefits, but tensions between different national and private interests have led to difficulties.

Students will analyze the costs and benefits of increasing economic interdependence on individuals, groups, and nations, with attention to economic growth, labor conditions, the rights of citizens, the environment, homeland security, resource and income distribution in different countries. They will interpret international global economic data and reports, evaluate the impact of specific aspects of global exchange, and propose solutions to problems that they identify.

K-2 Standards

Kindergarten: Myself and My Community

Kindergarteners build civic dispositions that allow them to understand themselves, respect and appreciate diverse perspectives, and build collaborative communities. Kindergartners begin to analyze the history and lived experiences of others by celebrating the characteristics that make societies and individuals unique, as well as observing their commonalities. Through shared experiences, while utilizing a variety of source materials, students explore and celebrate the ways in which people support each other, and work together to create communities and solve problems. They also begin to develop an understanding of sequence in time, using events from their communities, families, and individual experiences. Kindergarteners recognize that sometimes rules are unfair, but people can work to change them. Students relate to and build connections with other people by showing them empathy, respect, and understanding.

In this course, kindergarteners develop the language and knowledge to understand and describe the importance of diversity in their communities and the United States. They practice listening to and summarizing what they hear others say and construct simple explanations. They also understand that two or more individuals can have a different understanding of the same event. Kindergarteners begin understanding the past and present by organizing and sequencing information and comparing the past to the present.

Driving Concept 1: Working Together	
<p>In this driving concept, students will learn to act as members of a classroom community by expanding their understanding of the concepts of shared codes of conduct, respect, fairness, justice, and collective action for solving problems. Teachers should utilize read-aloud texts, images, artifacts, and materials that represent diverse student experiences and support the development of early literacy skills.</p>	
Standard:	Anchor Standard:
K.Civ.CE.1 Describe the roles and responsibilities of being a part of a family, classroom, and local community.	Civics: Civic Engagement
K.Civ.US.2 Identify different kinds of families and caregivers within a community (e.g., single-parent, blended, grandparent-headed, conditionally separated, foster, LGBTQ+, multiracial, etc.) and discuss the importance of demonstrating respect for all people.	Civics: Foundations of US Government
K.Inq.ID.3 Develop an understanding of gender, one's own identity, family, ethnicity, culture, religion, and ability.	Inquiry: Identity
K.Civ.CE.4 Identify examples of fictional characters, historical or living individuals whose actions showed the principles of justice and respect for diverse members of a community and describe how their actions made a difference in their community	Civics: Civic Engagement
K.Civ.LP.5 Explain why classrooms and schools have rules, the consequences of not following them, and identify examples where a rule was flawed and required changing, and explain why.	Civics: Laws and Policies
K.Hist.HC.6 Identify individuals (historical or present-day) whose actions made the community more just, and explain how their actions helped their community.	History: Historical Causation
K.Inq.TA.7 Identify which skills led to a respectful and productive conversation.	Inquiry: Engaging in Civil Discourse and Taking Informed Action

<p>K.Inq.TA.8 Use civil discourse (listening, turn taking and consensus-building) and voting procedures to agree upon and take collaborative action to improve the classroom or school community.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
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<p style="text-align: center;">Driving Concept 2: Working Together to Show Why History Matters</p>	
<p>In this driving concept, students will develop historical thinking skills to learn about the past and the present. They will use artifacts and information gathered from a variety of sources to ask questions, generate simple conclusions, and begin to differentiate between fact and opinion. They will also develop more sophisticated understandings of chronological thinking by sequencing events in their lives and those of their family members and classmates.</p>	
<p style="text-align: center;">Standard:</p>	<p style="text-align: center;">Anchor Standard:</p>
<p>K.Hist.CCC.9 Identify artifacts in the lives of students and their community and use sequential language (first, next, then, after) to put artifacts in chronological order.</p>	<p>History: Continuity, Change, and Context</p>
<p>K.Inq.DQ.10 Identify why artifacts are historically important and describe how artifacts help us learn about the past.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>K.Inq.DP.11 Compare different kinds of artifacts to determine what they can and cannot tell us about the past and/or present.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>K.Inq.DC.12 Evaluate the utility of an artifact in responding to a question about the past or present.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

Driving Concept 3: Who am I?	
<p>In this driving concept, students will learn about the unique identities of individuals in their classroom and community and learn about the importance of demonstrating respect for all individuals. Teachers should utilize read-aloud texts, images, artifacts, and materials that represent diverse student experiences and support the development of early literacy skills.</p>	
Standard:	Anchor Standard:
K.Inq.TA.13 Participate in collaborative conversations with varied partners to revise and follow agreed-upon rules for discussion.	Inquiry: Engaging in Civil Discourse and Taking Informed Action
K.Inq.ID.14 Identify and describe the historic achievements and contributions of individuals with different abilities.	Inquiry: Identity
K.Inq.ID.15 Identify a range of identities that exist, including gender, racial, religious and ethnic identities, and discuss the important contributions of different individuals to the community.	Inquiry: Identity
K.Hist.CCC.16 Compare how historical people in our families, communities and from different countries lived, learned, worked, and relaxed.	History: Continuity, Change, and Context
K.Civ.CE.17 Examine mentor texts to identify ways in which historical figures encountered and dealt with moments of inequality or unfairness.	Civics: Civic Engagement
K.Civ.WG.18 Explain that while individuals may be different, everyone should have the same human rights.	Civics: World Governments

Driving Concept 4: Where I Live	
<p>In this driving concept, students will develop geographical skills to place themselves in the physical world and within their communities. They will be introduced to maps, globes and other spatial representations of physical space and begin to make observations, generate questions, and draw conclusions about the physical world around them. Students will begin to understand the complex interaction of humans and the natural environment.</p>	
Standard:	Anchor Standard:
<p>K.Geo.GR.19 Explain the relationship between a map and a globe, and explain how they help us to understand our place in the world and community relative to Washington, DC, continents, countries, states, Indigenous Nations, and cities around the world.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>K.Geo.GR.20 Use directional words (i.e., on, off, close, far away, beside, inside, next to, close to, above, below, apart, right, left, straight, behind, in front of, closer, farther) to begin to understand the concept of relative location in relation to the school and neighborhoods.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>K.Geo.HE.21 Identify and categorize geographic characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry, goods and services, and ecology). Explain how these characteristics shape our interactions with our environment and communities.</p>	<p>Geography: Human Environment Interaction</p>
<p>K.Geo.HP.22 Explain how people make decisions to live where they do, including why students themselves and their families live in Washington, DC, identifying benefits and challenges of living in these places.</p>	<p>Geography: Human Population Patterns</p>

Driving Concept 5: Meeting Community Needs	
<p>In this driving concept, students will develop economic language to describe their classrooms, communities, and the larger world. Teachers should utilize a variety of fiction and non-fiction read-aloud texts, images, artifacts, and materials that introduce students to community jobs, services, and the exchange of goods and help students to develop early literacy skills.</p>	
Standard:	Anchor Standard:
<p>K.Econ.DM.23 Drawing on personal experience, literature, and informational texts, compare the different jobs individuals around the world perform and the ways in which specific goods and services are produced, both inside and outside of the home.</p>	<p>Economics: Economic Decision Making</p>
<p>K.Econ.DM.24 Identify and explain the difference between what we want versus what we need to survive on a daily basis.</p>	<p>Economics: Economic Decision Making</p>
<p>K.Econ.US.25 Explain why people try to save money.</p>	<p>Economics: The US Economy</p>
<p>K.Econ.EM.26 Identify a scarce resource in our community, world, and classroom (e.g., food, land, water, air, energy), and evaluate how to allocate it to promote fairness.</p>	<p>Economics: Exchange and Markets</p>
<p>K.Geo.GI.27 Identify products that we use in our daily lives, where they come from, and how they connect us to local and global communities.</p>	<p>Geography: Global Interconnections</p>

Grade 1: Working and Building Together

Grade 1 students explore what makes communities thrive by examining shared goals, the role of rules, the interaction of diverse groups, and methods for resolving conflict for the public good. Students understand that rules are the result of the actions of governments, organizations, and individuals. They analyze the ways in which people acting together can achieve things that individuals working alone cannot. Grade 1 students practice community-building by making and following rules, creating methods for resolving conflicts, and adjusting rules when necessary to build happier, safer lives for everyone in the community. They investigate the ways local community and government leaders have roles and responsibilities to provide services for their community members. Students recognize that processes and rules should be fair, consistent, and respectful of the human rights of all people. They also learn this has not always happened in human history as they reflect on their own responsibilities to act within the rules and to address injustice.

In this course, first graders develop historical thinking skills by identifying different kinds of historical sources and explaining how they can be used to study the past. Students use maps, graphs, and photographs to compare the features of Washington, DC, the United States, and their communities in the past and today. Grade 1 students begin identifying the cultural and environmental characteristics of places and can construct arguments supported by reasons.

Driving Concept 1: Building a Community	
<p>In this driving concept, students will identify and compare different types of community (e.g., their neighborhood, city, and nation) and the ways that they define leadership, decision-making, conflict resolution, and change-making. Students will examine the various communities that they are a part of (classroom, neighborhood, and world) and analyze the characteristics of a just, inclusive, and free society. Teachers should use read-aloud texts, images, songs, artifacts, and other materials that detail the contributions of leaders and community members from the past and present.</p>	
Standard:	Anchor Standard:
1.Civ.CE.1 Explain what constitutes a community and describe characteristics of different communities.	Civics: Civic Engagement
1.Inq.ID.2 Describe the ways individuals are all part of the same community, despite their varied ancestry.	Inquiry: Identity
1.Inq.ID.3 Explain the ways in which different communities have shaped and defined the community of Washington, DC.	Inquiry: Identity
1.Civ.US.4 Describe ways in which groups of people in the same community can hold different beliefs and live their daily lives in different ways, while still working together toward shared goals.	Civics: Foundations of US Government
1.Civ.US.5 Identify and define the rights of learners in the classroom community, and describe how individuals can work together to respect the rights of community members.	Civics: Foundations of US Government
1.Civ.LP.6 Examine the rules and processes of the classroom; identify characteristics of just and effective rules.	Civics: Laws and Policies

<p>1.Civ.US.7 Describe how different individuals and groups in a community provide services, uphold rights, and work to promote the common good for all members.</p>	<p>Civics: Foundations of US Government</p>
<p>1.Civ.CE.8 Describe responsibilities of leaders and identify a leader who has demonstrated an active role in making their community more just and inclusive for all members.</p>	<p>Civics: Civic Engagement</p>
<p>1.Civ.US.9 Identify and describe the roles and responsibilities of current leaders, including the president of the United States and the mayor of Washington, DC along with important current and past community leaders.</p>	<p>Civics: Foundations of US Government</p>
<p>1.Civ.US.10 Identify symbols, songs, and phrases that unify the community of the United States and symbols and songs that unify different communities within the United States, as well as national holidays that commemorate American history.</p>	<p>Civics: Foundations of US Government</p>
<p>1.Civ.US.11 Identify important leaders in our community past and present, including, but not limited to George Washington, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, and Dr. Martin Luther King, Jr.</p>	<p>Civics: Foundations of US Government</p>
<p>1.Civ.US.12 Describe how voting and elections determine who will be president, vice president, and the mayor.</p>	<p>Civics: Foundations of US Government</p>
<p>1.Civ.US.13 Describe how voting and elections can exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules, and accepting the results of an election.</p>	<p>Civics: Foundations of US Government</p>
<p>1.Inq.TA.14 Identify issues or needs in the school or local community that students care about, and generate possible actions to create positive change.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 2: In This Space	
<p>In this driving concept, students analyze what makes their space in Washington, DC unique, using map skills and historical sources to clarify how humans changed the landscape of the city over time. Students will examine and propose solutions for a local environmental issue in the city.</p>	
Standard:	Anchor Standard:
<p>1.Inq.DQ.15 Using different representations of Washington, DC develop compelling questions about different places within the District.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>1.Geo.GR.16 Locate the local community, Washington, DC, the United States and North America on a map and identify key political features of the region — such as discussing Washington, DC as the capital, as well as what constitutes a city, county, state, country, and continent.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>1.Geo.GR.17 Locate and explain physical features on maps (i.e., mountains, oceans, rivers, lakes, etc.)</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>1.Geo.GR.18 Describe the absolute and relative locations of Washington, DC area places and describe the physical characteristics of those places.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>1.Geo.GR.19 Using a political map, locate and identify Washington, DC; and identify key political features of the region — such as discussing Washington, DC as the capital, as well as what constitutes a city, county, state, country, and continent.</p>	<p>Geography: Physical Geography and Geographical Representations</p>

<p>1.Geo.GR.20 Construct a simple map of their classroom, school, or local community, using cardinal directions, physical features, and map symbols.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>1.Geo.GR.21 Describe how and why people have changed the physical landscape of the local community and/or greater Washington, DC area over time.</p>	<p>Geography: Human Population Patterns</p>
<p>1.Geo.HE.22 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</p>	<p>Geography: Human Environment Interaction</p>
<p>1.Inq.TA.23 Identify and evaluate a problem caused by humans to the local environment, and propose a solution.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 3: My Community Then and Now

Through this driving concept, students will analyze the ways Washington, DC has changed over time, using maps, images, and storytelling about significant events and people in Washington, DC’s history. Students will compare life in the past to life in the present to build an understanding of how and why people made changes to the city.

Standard:	Anchor Standard:
<p>1.Hist.CCC.24 Differentiate between events that happened long ago and events that happened in the not-so-distant past.</p>	<p>History: Continuity, Change, and Context</p>
<p>1.Inq.DC.25 Analyze maps and images of the Chesapeake region and Washington, DC from different historical periods to describe the ways the community has changed over time.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

1.Hist.CCC.26 Identify significant events in the history of the school community, and explain what makes each event significant.	History: Continuity, Change, and Context
1.Hist.CCC.27 Analyze texts, family or community stories, and/or historical photographs to compare family, school, and/or community life in the past and the present.	History: Continuity, Change, and Context
1.Civ.CE.28 Describe why some groups of people were treated unjustly in the past, and identify actions individuals took to promote greater equality and fairness in society.	Civics: Civic Engagement
1.Hist.DHC.29 Compare different accounts of the same historical event in Washington, DC and propose possible reasons for the differences.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

Driving Concept 4: Meeting a Community's Needs

In this driving concept, students will learn basic economic concepts and the various goods, resources and services that meet the needs of Washingtonians through analyzing how individuals make choices in a free market economy. They will gain an initial understanding of inequalities across the city by comparing the availability of human, natural, and capital resources.

Standard:	Anchor Standard:
1.Econ.EM.30 Describe and locate different human, natural or capital resources in Washington, DC and compare the availability of those resources across the city.	Economics: Exchange and Markets
1.Econ.EM.31 Explain the varied ways that people labor, define the term income, and describe the kinds of work that people do inside and outside of the home.	Economics: Exchange and Markets

<p>1.Econ.DM.32 Use pro/con analysis for two available alternatives to make a decision.</p>	<p>Economics: Economic Decision Making</p>
<p>1.Econ.US.33 Describe the goods and services that communities need (e.g., grocery stores, transportation, public safety, etc.) and identify how they are provided by local government and private businesses.</p>	<p>Economics: The US Economy</p>
<p>1.Econ.DM.34 Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.</p>	<p>Economics: Economic Decision Making</p>
<p>1.Econ.DM.35 Analyze the reasons for and consequences of choices individuals make when purchasing goods and services.</p>	<p>Economics: Economic Decision Making</p>

Grade 2: This Wide World

Second graders develop an understanding of the physical geography of the planet and analyze how people interact with their environments. They explore the reasons why people settle where they do, why they migrate, and how they bring their cultures with them. In this initial world history course, students explore a variety of ancient societies, many of them built and led by people of color. They analyze the social structures and governments that ordered the lives of their people, as well as the economies and cultures that existed within them. Students compare different ancient societies and celebrate their achievements and contributions to the world.

In this course, second graders analyze different kinds of sources and determine how they can be useful in studying the past and determine how to evaluate their credibility. Students compare different accounts of the same event and begin to construct explanations using relevant information. They gather relevant information from one or two sources and recognize the importance of understanding the authorship, point of view, and purpose when determining reliability.

Driving Concept 1: Understanding Ourselves in the Larger World	
In this driving concept, students will explore political and physical maps, as well as other image and text-based resources, to refine their mapping skills and understanding of geography. Beginning with a lens of inquiry, students will first consider their own lens or position in the world, identifying their “local” sense of place to position themselves within the context of the larger world. Students will investigate ways people engage with the environment and the impact of the environment on human interactions.	
Standard:	Anchor Standard:
2.Inq.DQ.1 Compare different representations of the Washington, DC and Chesapeake region, including maps representing the political geography of Indigenous Nations, to develop claims about the changes to the Washington region over time.	Inquiry: Developing Questions and Designing Inquiry
2.Geo.GR.2 Examine different kinds of maps, with a particular focus on physical and political maps, and identify key parts of a map (i.e., title of map, legend or key, scale, compass or cardinal directions, etc.) to generate questions about what maps aim to represent.	Geography: Physical Geography and Geographical Representations

<p>2.Geo.GR.3 Create and compare mental maps of communities and school spaces.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>2.Geo.GR.4 Locate and compare the key features of the seven continents and five oceans.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>2.Geo.GR.5 Using an array of maps and other forms of data or visual displays, examine and locate the continents, major oceans, the equator and poles; identify other geographic terms — such as, but not limited to, coast, bay, gulf, sea, delta, river, lake, peninsula, plain, mountain, canyon, volcano, etc.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>2.Geo.GR.6 Identify and explain the different climate or weather patterns in different global regions.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>2.Geo.HP.7 Using data, visual displays, and textual information, examine and generate questions about where and how people live around the world today (i.e., use graphic or data visuals to examine population; consider whether such as expected levels of precipitation; cultural elements like food and clothing, etc.).</p>	<p>Geography: Human Population Patterns</p>
<p>2.Inq.TA.8 Discuss the difference between needs and wants, identifying essential needs of all humans.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
<p>2.Geo.HE.9 Examine the ways people have lived (and continue to live) around the world, identifying nomadic patterns and more stationary or sedentary patterns.</p>	<p>Geography: Human-Environment Interaction</p>
<p>2.Geo.HE.10 Examining primary and secondary sources, discuss what is needed to live in one place for a long period of time (i.e., access to water).</p>	<p>Geography: Human-Environment Interaction</p>

<p>2.Inq.DP.11 Examine ways people get food and water today — starting with local examples, and expanding to global.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>2.Inq.ID.12 Examine a current element of culture and generate questions about how people lived long ago.</p>	<p>Inquiry: Identity</p>

<h2 style="text-align: center;">Driving Concept 2: First Ancient Civilizations</h2>	
<p>Through this driving concept, students will develop historical and geographic inquiry skills to investigate how historians know what they know about the past. Students will evaluate the accomplishments of ancient Mesopotamia, Egypt, and Kush to understand how people used water and land to develop large-scale farming methods. Students should use primary sources to analyze the scientific and technological innovations of ancient societies, and make comparisons between ancient societies and contemporary life.</p>	
Standard:	Anchor Standard:
<p>2.Inq.DP.13 Examine artifacts — such as photographs, renderings, petroglyphs, cave dwellings, etc. — and text-based sources to explain how historians learn about the past.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>2.Civ.WG.14 Describe characteristics of “ancient civilizations,” with a focus on using water and land for large-scale farming and explain that governments helped oversee the distribution of resources.*</p>	<p>Civics: World Governments</p>
<p>2.Inq.DP.15 Using maps, compare the geography of the Tigris and the Euphrates in Mesopotamia (modern Iraq); the River Nile in Egypt and Kush; the Indus River in India; to explain why rivers were a common resource of early civilizations.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

<p>2.Hist.DHC.16 Explain the importance of using water to grow a food source and the importance of developing systems of irrigation, especially in early civilizations such as Mesopotamia, Egypt, and Kush.</p>	<p>History: Drawing Historical Connections</p>
<p>2.Hist.CCC.17 Using both historical and contemporary image and text-based resources, compare examples of how food was grown in early, ancient civilizations to how food is grown by people around the world today.</p>	<p>History: Continuity, Change, and Context</p>
<p>2.Inq.DC.18 Using Mesopotamia, Egypt, and Kush as examples, compare the different kinds of jobs or roles of ancient people and describe different social roles and how they were filled by people of different genders.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourses</p>
<p>2.Econ.EM.19 Using Mesopotamia, Egypt, and Kush as examples, explain how goods were created and often traded.</p>	<p>Economics: Exchanges and Markets</p>
<p>2.Hist.DHC.20 Using Mesopotamia, Egypt, and Kush as examples, compare cultural elements of early civilizations, such as forms of writing or art.</p>	<p>History: Drawing Historical Connections</p>
<p>2.Hist.DHC.21 Compare scientific and technological innovations of early civilizations, such as the ziggurats of Mesopotamia, and the pyramids of Egypt and Kush.</p>	<p>History: Drawing Historical Connections</p>
<p>2.Hist.DHC.22 Compare and describe basic features of government of early civilizations, such as the priesthoods and kings of Mesopotamia and the pharaohs of Egypt and the ruling queens of Kush (i.e., identify patrilineal and matrilineal practices; Hatshepsut was a female pharaoh of Egypt, etc.).</p>	<p>History: Drawing Historical Connections</p>

* note that “civilization” does not mean more advanced or superior, but reflects a way of living that utilized a “fixed” location, which usually meant large-scale farming of grains was taking place, as well as the development of physical structures, sometimes writing or communication systems were developed, and formal governments were often formed to oversee the use of land, resources.

Driving Concept 3: Innovations of Long Ago	
<p>In this driving concept, students will examine how people lived long ago in other places of the world, studying empires across the Americas, as well as civilizations that developed in other parts of the world, such as Southern Europe, Eastern Asia, or Eastern Africa. Similar to the former driving concepts, students will evaluate the role physical geography played in the development of scientific and technological innovations across civilizations.</p>	
Standard:	Anchor Standard:
<p>2.Geo.GR.23 Using maps and other resources, locate and identify key geographic characteristics of Central America, and South America ancient China, ancient Rome, and Aksum (e.g., bodies of water, landforms, climate, etc.).</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>2.Inq.DP.24 Explain the utility of different artifacts - such as photographs, renderings, petroglyphs, cave dwellings, etc. — and text-based sources in answering questions about the past.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>2.Econ.EM.25 Examine the crops grown in ancient civilizations across the Americas, Rome, ancient China and Aksum.</p>	<p>Economics: Exchanges and Markets</p>
<p>2.Hist.DHC.26 Compare the various physical structures constructed across the Americas, Rome, ancient China and Aksum, and investigate the purposes of these structures (i.e., temples, pyramids, walls, etc.).</p>	<p>History: Drawing Historical Connections</p>
<p>2.Hist.DHC.27 Identify and describe the scientific and technological innovations across the Americas, as well as across Rome, Aksum or ancient China (i.e., number systems, aqueducts, etc.).</p>	<p>History: Drawing Historical Connections</p>
<p>2.Hist.CCC.28 Describe governing and social structures developed in the Americas, as well as across Rome, Aksum or ancient China, including the kinds of governments and gender roles; including female-led kingdoms and matriarchal societies.</p>	<p>History: Continuity, Change, and Context</p>

<p>2.Inq.ID.29 Analyze the daily lives of different individuals in ancient societies including histories of same-sex relationships and gender fluidity in civilizations.</p>	<p>Inquiry: Identity</p>
<p>2.Inq.DP.30 Compare societies of long ago to societies today with a focus on gender roles, technology, and relationship with the natural environment.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

<h3 style="text-align: center;">Driving Concept 4: Our World Today</h3>	
<p>In the final driving concept of Grade 2, students will apply what they’ve learned from the past to consider the ways people engage with land and water today, and to hypothesize about the future. Synthesizing the material from the former driving concepts and utilizing their growing skill sets, students will consider the role of sustainability, engaging in research and discussions about the agricultural practices of today, and what kinds of practices — through their informed perspectives — would best ensure a healthy future.</p>	
<p style="text-align: center;">Standard:</p>	<p style="text-align: center;">Anchor Standard:</p>
<p>2.Inq.DP.31 Using primary and secondary sources, examine how people engage with water and land today to produce or grow food (i.e., review examples in our own neighborhoods).</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>2.Geo.GI.32 Using image- and text-based resources, as well as data, examine how the climate has changed from long ago to today; analyze how it impacts life on Earth, including but not limited to plants, animals, and people.</p>	<p>Geography: Global Interconnectedness</p>
<p>2.Geo.HE.33 Define sustainability and evaluate local and global methods of human-environment interactions (i.e., farming, other forms of water and land use) to identify practices that may be considered sustainable.</p>	<p>Geography: Human-Environment Interaction</p>

2.Inq.TA.34 Identify a current question of sustainability and develop an action plan for increasing sustainability in your community or globally.	Inquiry: Engaging in Civil Discourse and Taking Informed Action
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Kindergarten through Grade 2 Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through Grade 2. They are to be assessed only in conjunction with the content standards in kindergarten through Grade 2. In addition to the standards for kindergarten through Grade 2, students demonstrate the following intellectual, reasoning, reflection, and research skills:

CHRONOLOGY AND CAUSE AND EFFECT

1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context.
2. Students correctly apply terms related to time (e.g., past, present, future, years, decades, centuries, millennia, epochs, and generations).

GEOGRAPHIC SKILLS

1. Students use map and globe skills to determine the locations of places.
2. Students identify the human and physical characteristics of the places they are studying.
3. Students develop spatial ability by drawing sketch maps of the local community, regions of the United States, and major regions of the world.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
2. Students pose relevant questions about events they encounter in historical documents.
3. Students distinguish fact from fiction.
4. Students use primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

3-5 Standards

Grade 3: Geography, History, and Cultures of the District of Columbia

Third graders explore how the many different people of Washington, DC in the past and present lived and worked. They examine changes in population, the geography of the city, and its planned design. They also explore times when people cooperated for the public good, as well as times when they did not, leading to conflict, exploitation, and unfairness. Third grade students study key Washington, DC changemakers, examining the conditions that called for change and the ways these leaders mobilized others. Finally, they explore the modern city, celebrating its vibrant communities and many cultural opportunities.

Students continue developing historical thinking skills, especially analyzing change over time. They compare evidence from multiple sources to support their claims and arguments about the past. Based on their prior work, they come to understand that individuals and groups who lived during the same time periods differed in their perspectives and that sources created during those times may be inconsistent or incomplete.

Driving Concept 1: Changing Geography of Washington, DC	
Through this driving concept, students will analyze the geographic location and history of Washington, DC. Students will compare and contrast how humans and the environment have interacted overtime, and analyze the impact of urban planning on different communities, using maps, news articles, oral histories, and other sources.	
Standard:	Anchor Standard:
3.Inq.DQ.1 Analyze maps, demographic data, and images of Washington, DC, to develop compelling and supporting questions about the city and its history.	Inquiry: Developing Questions and Designing Inquiry
3.Geo.GR.2 Use cardinal directions, map scales, legends and titles to locate Washington, DC on a map, and identify significant physical features and natural characteristics of the region.	Geography: Physical Geography and Geographical Representations

<p>3.Geo.GR.3 Using maps of the United States compare the District of Columbia to features of America’s 50 states and territories, including size and population.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>3.Geo.GR.4 Use a map to locate and identify the different wards within Washington, DC and locate significant neighborhoods, landmarks, and businesses in the city.</p>	<p>Geography and Geographical Representations</p>
<p>3.Geo.GR.5 Compare contemporary ward maps and the distinct features of each of Washington, DC’s wards including significant roads, access to public transportation, important landmarks, business locations, park space, etc.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>3.Geo.HE.6 Analyze maps and images of the Washington, DC region, from different historical eras to develop claims about how the physical landscape has changed over time.</p>	<p>Geography: Human Environment Interaction</p>
<p>3.Geo.HP.7 Analyze how populations in Washington, DC have changed over time, including where people moved and where they commingled or were separated.</p>	<p>Geography: Human Population Patterns</p>
<p>3.Hist.CCC.8 Analyze photographs, maps and demographic information from one neighborhood in Washington, DC between the 17th century and the modern era to make a claim about how the community has changed over time.</p>	<p>History: Continuity, Change, and Context</p>
<p>3.Inq.ID.9 Identify and explain the importance of identity affirming spaces within Washington, DC for different individuals.</p>	<p>Inquiry: Identity</p>
<p>3.Inq.DC.10 Explain at least one significant urban planning decision in the history of Washington, DC and evaluate the impact of that decision on the health and composition of different communities in Washington, DC (e.g., redlining or the construction of highway 295).</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>3.Inq.TA.11 Evaluate modern proposals to alter the urban geography of Washington, DC, and take action to support or oppose a change.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 2: Shaping the History of Washington, DC	
Through this driving concept, students will evaluate events in the early history of the Washington, DC area using multiple perspectives to determine their significance. Students will analyze the connections between the District’s past and present.	
Standard:	Anchor Standard:
3.Inq.DQ.12 Evaluate the utility of different representations of Washington, DC and the Chesapeake region and use them to answer specific questions about the past.	Inquiry: Developing Questions and Designing Inquiry
3.Inq.DC.13 Use oral histories, written sources, and artifacts collected from family or community members to construct a personal history of Washington, DC.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
3.Geo.HC.14 Use maps to locate the ancestral lands of the Nacotchtank (or Anacostan), Piscataway, and Pamunkey peoples and describe the political, social, and cultural structures of each nation.	Geography: The Diversity of Human Cultures
3.Civ.CE.15 Identify the contemporary communities of Piscataway and Pamunkey peoples in the Washington, DC area and explain their current connections and contributions to the Washington, DC region.	Civics: Civic Engagement
3.Hist.HC.16 Evaluate the reasons for and impact of early European colonization of the Washington region, including the role of European colonization on the displacement of Indigenous Nations.	History: Historical Causation
3.Inq.DC.17 Evaluate the limits of European representations of the history of the Piscataway and Pamunkey peoples for understanding the past.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
3.Econ.DM.18 Examine the economic conditions in the Chesapeake Bay region that led to a slave economy and the difference between indenture and enslavement.	Economics: Economic Decision Making
3.Geo.HC.19 Describe the lives, experiences, culture, and communities of free and enslaved Black Americans in the Chesapeake Bay region during the 18 th century.	Geography: The Diversity of Human Cultures
3.Hist.DHC.20 Explain the role of Washingtonians, including women, Indigenous Nations and Black Washingtonians in the movement for Independence from England.	History: Drawing Historical Connections

3.Hist.CCC.21 Explain the reasons for and consequence of the selections of Washington, DC as the nation's capital city, including the role of enslaved people in building the US Capitol and the White House.	History: Continuity, Change, and Context
3.Hist.DHC.22 Evaluate the lived experiences of different Washingtonians in the 19 th century, including efforts to resist enslavement and the growth of a free Black community in the District.	History: Drawing Historical Connections

Driving Concept 3: The Evolving History of Washington, DC

Through this driving concept, students will evaluate historical events in 19th- and 20th-century Washington, DC using multiple perspectives to determine their significance. Students will analyze the connections between the District’s past and present.

Standard:	Anchor Standard:
3.Hist.DHC.23 Evaluate the role of Washingtonians and Washington, DC in the Civil War, including the reasons many formerly enslaved people settled in Washington, DC and the efforts of Black families to reunite following emancipation.	History: Drawing Historical Connections
3.Inq.DC.24 Use primary sources and demographic data to evaluate the changes in Washington, DC between the Civil War and the 1950s, including the impact of segregation, “Black Codes”, immigration, and industry on the District.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
3.Hist.DHC.25 Evaluate the cultural and civic impact of significant people and institutions that comprised the Black U Street community in the 1920s and 1930s.	History: Drawing Historical Connections
3.Hist.DHC.26 Identify significant political movements that took place in Washington, DC, including the women’s suffrage movement, the 1963 March on Washington for Jobs and Freedom, and the Poor People's March.	History: Drawing Historical Connections
3.Civ.CE.27 Evaluate the impact of significant political movements in the District of Columbia on life for residents.	Civics: Civic Engagement

<p>3.Hist.DHC.28 Compare and contrast the lived experiences of diverse Washingtonians from different time periods (e.g., Opechancanough, Henry Fleet, Benjamin Banneker, Frederick Douglass, William Costin, Mina Queen, Anna Julia Cooper).</p>	<p>History: Drawing Historical Connections</p>
<p>3.Civ.CE.29 Explain the reasons for the rise of the Home Rule movement and the impact of the Home Rule movement on the rights and freedoms of District residents.</p>	<p>Civics: Civic Engagement</p>
<p>3.Civ.CE.30 Evaluate the legacy and contributions of significant historical and contemporary community and elected leaders in Washington, DC, including but not limited to, the legacy of Walter Washington, Marion Barry, Sharon Pratt, Muriel Bowser, etc.</p>	<p>Civics: Civic Engagement</p>

<h3>Driving Concept 4: Today’s Washington, DC</h3>	
<p>Through this driving concept, students examine contemporary Washington, DC through their own experiences in school and community, with a focus on the city of Washington as distinct from its role as the nation’s capital.</p>	
Standard:	Anchor Standard:
<p>3.Inq.DC.31 Evaluate the credibility of online sources and claims about contemporary political and social issues in Washington, DC using strategies like lateral reading.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>3.Civ.US.32 Explain the structure of the Washington, DC government, including the role of the DC Council and the mayor, their roles, and functions.</p>	<p>Civics: Foundations of US Government</p>
<p>3.Civ.US.33 Identify key leaders and representatives of Washingtonians in the District and national government, and explain the roles and responsibilities of each, including but not limited to, the mayor and the Congressional representative.</p>	<p>Civics: Foundations of US Government</p>
<p>3.Civ.CE.34 Identify multiple ways people in the Washington community can influence their local government.</p>	<p>Civics: Civic Engagement</p>

<p>3.Civ.US.35 Analyze the District's relationship to the national government as a federal district, including how a lack of statehood impacts the local rights and privileges of District residents.</p>	<p>Civics: Foundations of US Government</p>
<p>3.Geo.HP.36 Evaluate the legacy of immigration in the District, and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC</p>	<p>Geography: Human Population Patterns</p>
<p>3.Inq.ID.37 Analyze how groups maintain their cultural heritage and how we see this heritage through the symbols, traditions, and culture of our state.</p>	<p>Inquiry: Identity</p>
<p>3.Hist.DHC.38 Analyze the impact of significant local organizations and businesses on the history of Washington, DC.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>3.Geo.HC.39 Explain the history and legacy of cultural expressions that are unique to Washingtonians (e.g., go-go; Smithsonian Institution museums; embassies; status as the nation's capital, etc.).</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>3.Hist.CCC.40 Analyze the history and legacy of major monuments and historical sites in and around Washington, DC.</p>	<p>History: Continuity, Change, and Context</p>
<p>3.Inq.TA.41 Evaluate different perspectives on the challenges facing current residents and develop a plan for action.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Grade 4: American Foundations – First Nations through the Founding of the United States

Fourth graders examine early American history from First Nations through the founding of the United States. Students study the important contributions of diverse Americans while evaluating the ways American history has led to conflict, exploitation and unfairness. Fourth grade begins with an investigation into the First Nations and their cultures, then explores the impact of European colonization on Native Americans. Next, students examine the ways in which colonization created opportunities and limitations for people, partly depending on their races, social classes, religions and/or genders. Students study the events leading to the American Revolution, the principles of liberty and justice and the establishment of an independent United States. Students also study the impact of the institutionalization of slavery on the trajectory of American history and government.

At this grade level, students begin to contextualize sources to understand the past by comparing sources and evaluating for accuracy, credibility, and bias. Students in fourth grade can construct arguments using evidence from multiple sources and compare perspectives about a historical event. Students can determine cause and effect and make arguments about historical significance to make connections between the past and the present. They use evidence with relevant information and data to make claims about the past.

Driving Concept 1: Early Societies in the Americas (13000 BCE to 1100 CE)	
<p>In this driving concept, students will compare and analyze archaeological artifacts as well as primary and secondary sources to explain how geography impacted the daily lives of peoples and communities in the past. Students will evaluate the ways cultural and technological innovations were both similar and unique across time and place.</p>	
Standard:	Anchor Standard:
4.Inq.DP.1 Evaluate the strengths and weaknesses of evidence (e.g., archeological evidence, artifacts, oral history, secondary sources) to understand events and life in the past.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
4.Inq.DC.2 Analyze the impact physical geography (e.g., natural resources available, waterways, landforms) has on choices people make and how people impact the natural environment.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
4.Geo.GR.3 Analyze natural resources and the terrain of the land we now call North America before 1100 CE and identify natural resources that may have been available over time, using a map or mapping tools.	Geography: Physical Geography and Geographical Representations
4.Inq.DQ.4 Analyze different reasons for how and when people began to migrate around the globe and populate the Americas (e.g., land-bridge theory, Beringea; Yana Rhinoceros Horn Site and evidence of mammoth hunting; coastal-route theory; Clovis sites).	Inquiry: Developing Questions and Designing Inquiry
4.Inq.DP.5 Compare the development of agricultural practices of Indigenous peoples across the Americas, including the Hohokam cultivation of corn, beans, squash and cotton.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
4.Inq.DP.6 Evaluate historical evidence to explain the development of various economic and systems of trade of Indigenous peoples across the Americas (e.g., Inca Ceque system,; the use of cacao as currency and the trade of turquoise and minerals in Chaco).	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence

<p>4.Inq.DP.7 Explain the development of physical documentation, such as recorded observation and writing systems, of Indigenous peoples across the Americas (i.e., Cave of the Painted Rock in current-day Brazil; the writing system developed by the Maya; glyphs of the Grand Canyon; etc.).</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
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<p style="text-align: center;">Driving Concept 2: Civilizations of the Americas (1100 CE to 1500 CE)</p>	
<p>In this driving concept, students will compare and analyze archaeological artifacts, as well as primary and secondary sources to explain how geography impacted the daily lives of peoples and communities in the past. Students will evaluate the ways cultural and technological innovations were both similar and unique across time and place.</p>	
Standard:	Anchor Standard:
<p>4.Geo.GR.8 Analyze the changes to the political geography of the Americas in the 12th, 13th and 14th centuries and identify the geographic locations of major civilizations in the Americas during this time.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>4.Hist.DHC.9 Analyze the political structure, technological achievements and legacy of the Cahokia people.</p>	<p>History: Drawing Historical Connections</p>
<p>4.Hist.DHC.10 Compare the political structures, technological achievements and cultural practices of the Aztec and Inca empires.</p>	<p>History: Drawing Historical Connections</p>
<p>4.Geo.HE.11 Compare Indigenous practices of land cultivation across the Americas in the 12th and 13th centuries, including environmentally sustainable practices (e.g., the use of controlled fires, the building and development of roads, etc.).</p>	<p>Geography: Human-Environment Interaction</p>

4.Hist.HC.12 Analyze reasons for and consequences of the formation of the Haudenosaunee Confederacy.	History: Historical Causation
4.Inq.DP.13 Evaluate the governing model created by the Haudenosaunee Confederacy and the way it engaged both women and men to serve in positions of power.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
4.Inq.ID.14 Explain the diverse legacy of Indigenous Nations on the political geography of America today, including areas where Indigenous Nations retain sovereignty.	Inquiry: Identity

Driving Concept 3: Europeans Enter the Americas (1400s-1500s)

In this driving concept, students will explore the arrival of European colonists in the Americas and the consequences of colonization from perspectives of European and Indigenous Nations. Students will analyze concepts of land ownership and basic human rights, and the impact of European colonization and oppression on the human rights of Indigenous Nations.

Standard:	Anchor Standard:
4.Geo.GR.15 Identify motivations for early exploration/colonization across the Atlantic Ocean by European groups and/or nations (e.g., Vikings; Christopher Columbus, et al.).	Geography: Physical Geography and Geographical Representations
4.Inq.DP.16 Use primary sources to evaluate the purposes and ideologies of early European colonization.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
4.Inq.DC.17 Compare the legacy of Christopher Columbus to primary source descriptions of his actions in the Americas, with specific attention to the treatment and enslavement of Carib and Taino peoples.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

<p>4.Inq.DP.18 Evaluate the limits of using European source material and terminology to understand the history of Indigenous Peoples (e.g., use of the word “savage”; ideas that perpetuate a false hierarchy for human beings and the limitations of European understanding of Indigenous cultures).</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>4.Hist.DHC.19 Assess the immediate and enduring impact of the arrival of European nations in the Americas through the perspective of Indigenous Nations.</p>	<p>History: Drawing Historical Connections</p>
<p>4.Inq.TA.20 Describe examples of Indigenous Nations’ resistance to European colonization, or subjugation, capture and enslavement.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
<p>4.Geo.GI.21 Evaluate the global impact of European colonization in regard to cultural and social shifts (e.g., exchange of foods, diseases, enslaved humans, etc., often coined the “Columbian Exchange”).</p>	<p>Geography: Global Interconnectedness</p>

Driving Concept 4: Life in the Colonies – Rebellions and the Roots of Revolution (1500s-1700s)

In this driving concept, students will analyze key events, geographical features and primary and secondary sources to better understand life in the early colonies. They will begin their investigation through a study of Jamestown and Plymouth, examining the motives for colonization and settlement. Students will also examine the institution of slavery and the diverse lived experiences and methods of resistance of those who were enslaved by Europeans. Students will also evaluate the cultural, legal and economic structures in the Thirteen Colonies to understand the reasons for the American Revolution and the eventual founding of the United States.

Standard:	Anchor Standard:
4.Geo.GR.22 Compare and contrast maps of Indigenous Nations and land at the start of each century from 1500 to the present with a special focus on areas east of the Mississippi River.	Geography: Physical Geography and Geographical Representations
4.Hist.DHC.23 Evaluate the experiences and legacy of Europeans who traveled across the Atlantic during this time.	History: Drawing Historical Connections
4.Hist.DHC.24 Using primary and secondary sources, explain the reasons for and experiences of individuals who were kidnapped and brought to the Americas from Africa as enslaved people.	History: Drawing Historical Connections
4.Hist.CCC.25 Evaluate the status, treatment and experiences of European indentured servants.	History: Continuity, Change, and Context
4.Inq.DC.26 Analyze Spanish settlement in the Southern and Western United States, recognizing the impact on Indigenous Nations.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
4.Hist.DHC.27 Explain the reasons for the establishment of Jamestown in 1607, and evaluate the experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans.	History: Drawing Historical Connections

<p>4.Hist.DHC.28 Explain the reasons for establishing Plymouth and the Massachusetts Bay Colony and evaluate the experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans, including the signing of the Mayflower Compact.</p>	<p>History: Drawing Historical Connections</p>
<p>4.Inq.DC.29 Evaluate the significance of 1619 when enslaved Africans were forcibly brought to the shores of Virginia by Europeans.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>4.Hist.CCC.30 Evaluate the experience and treatment of enslaved people in different parts of the Colonies, including experiences in Northern and Southern colonies.</p>	<p>History: Continuity, Change, and Context</p>
<p>4.Geo.GR.31 Locate and compare key geographical, cultural and economic features of the Thirteen Colonies and their regions.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>4.Inq.DQ.32 Analyze the language used in primary and/or secondary sources to describe the “Triangular Slave Trade,” or the “Trade of Enslaved People” to evaluate the history and historiography of slavery.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>4.Inq.ID.33 Examine the diverse histories of people who were kidnapped from Western Africa (i.e., enslaved people were not a monolith, they represented a diverse group of people who spoke numerous languages, embodied various belief systems, etc.).</p>	<p>Inquiry: Identity</p>
<p>4.Inq.DP.34 Evaluate the cultural and technological contributions of people of African descent – both enslaved and free — across the colonies to American history and society.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>4.Inq.DC.35 Evaluate laws and policies across the colonies — including the right to vote and slave codes — to evaluate the extent to which different individual populations have had access to freedom and power.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>4.Inq.DC.36 Analyze the daily lives of different groups of people within colonial society, including women.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

Driving Concept 5: The Creation of a New Nation – The American Revolution and Founding of the United States Government (1700s–1790s)

In this driving concept, students examine historical figures and events that led to the formation of the United States. Students will evaluate the reasons for the American Revolution, and explain the events that lead to the creation of the United State Constitution. Students will evaluate both the opportunities and limitations of the new Constitution and the government it created.

Standard:	Anchor Standard:
4.Hist.HC.37 Explain the significant events that created tension and contributed to calls from European Americans to take action against Britain (e.g., the Great Awakening, the Sugar Act, the Stamp Act, the Townshend Acts, the Tea Act, the Intolerable Acts, etc.).	History: Historical Causation
4.Econ.DM.38 Explain acts of resistance taken by some colonists and the British response to such actions (e.g., boycotts, the Boston Massacre, the Boston Tea Party, Intolerable Acts, etc.).	Economics: Economic Decision Making
4.Hist.DHC.39 Examine the different perspectives of people across the Colonies to British actions and revolution (e.g., “Patriots” and “Loyalists,” and different responses of people from different racial, ethnic, socioeconomic, statuses, different Indigenous Nations, etc.).	History: Drawing Historical Connections
4.Hist.DHC.40 Examine key battles and historical figures of the American Revolution and the Independence movement including George Washington, Benjamin Franklin, Thomas Jefferson, James Armistead Lafayette, the First Rhode Island Regiment and the Minutemen.	History: Drawing Historical Connections
4.Inq.DC.41 Evaluate the legacy of the European Americans who became the founders of a new nation including the contradiction that many of them were champions of independence and freedom, as well as active enslavers.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

<p>4.Inq.DC.42 Evaluate the ideals of the <i>Declaration of Independence</i> and assess the opportunities and contradictions of the document.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>4.Hist.HC.43 Evaluate the reasons for the creation of the Constitution, the Constitutional debates about the size and role of a federal government and the compromises that delegates reached in framing the Constitution (e.g., the Three-Fifths Compromise and the Connecticut Compromise).</p>	<p>History: Historical Causation</p>
<p>4.Civ.US.44 Examine the US Constitution, naming the three branches of government: legislative, executive and judicial, and discussing the concept of checks and balances.</p>	<p>Civics: Foundation of US Government</p>
<p>4.Civ.US.45 Examine the role of Congress, identifying the House of Representatives and the Senate, and their power to make laws.</p>	<p>Civics: Foundation of US Government</p>
<p>4.Civ.US.46 Examine the role of the president and the executive branch of government, identifying George Washington as the first president, and the president’s power to carry out laws.</p>	<p>Civics: Foundation of US Government</p>
<p>4.Civ.US.47 Examine the role of the courts and the judicial branch of government, identifying their power to evaluate laws.</p>	<p>Civics: Foundation of US Government</p>
<p>4.Civ.US.48 Explain protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the US Constitution.</p>	<p>Civics: Foundation of US Government</p>
<p>4.Hist.DHC.49 Examine the plans for creating Washington, DC to serve as the country’s capital.</p>	<p>History: Drawing Historical Connections</p>
<p>4.Hist.CCC.50 Trace the expansion of rights in the United States over time, such as who had/has the right to vote and how advocacy, or the ongoing battle for civil rights, expanded such access.</p>	<p>History: Continuity, Change, and Context</p>
<p>4.Inq.DC.51 Evaluate the creation of the United States and the ways it may serve as an example (both for its strengths and limitations) to other democracies around the world.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

Grade 5: Foundations of Modern America

Fifth grade students study significant events in modern American history following the ratification of the Constitution through the lens of power, agency, leadership and justice. In this course, students interrogate the idea of Manifest Destiny and study the conflicts and resistance to continental conquest. Students study the impact of slavery on the early republic, and its catalytic role in the Civil War. Students learn about the 13th, 14th and 15th amendments and compare the promise of the amendments to the reality of Black Americans’ lived experiences during and after Reconstruction. Students also learn about the contributions of America to the global economy and analyze American participation in World War II. The course ends with a study of the Long Civil Rights Movement, and an analysis of the collective action of individuals working to improve their lives and communities.

In this course, students deepen their skills of contextualization and corroboration to evaluate information about the past. Students continue to construct arguments using accurate evidence from multiple sources and perspectives and make claims about historical events. Students can determine cause and effect relationships to analyze the connections between past and present. In fifth grade, students analyze challenges people have faced and the opportunities they created using appropriate evidence to support their explanations.

Driving Concept 1: American Innovations	
In this driving concept, students will use historical thinking skills to analyze the impact of American innovations on society. Students should evaluate what makes an event historically significant and compare different perspectives to develop a claim about the legacy of an innovation.	
Standard:	Anchor Standard:
5.Inq.DQ.1 Analyze how maps of the United States and surrounding territories created by different peoples between 1776 and the present day convey different ideas about the history of the United States, Indigenous Nations, Mexico, Canada and surrounding territories.	Inquiry: Developing Questions and Designing Inquiry

<p>5.Inq.DP.2 Construct a timeline of significant American innovations and make a claim about why each innovation should be considered significant in American history.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>5.Inq.DP.3 Evaluate primary sources to understand the impact of technological innovations in American history and the lives of contemporary individuals from at least two different perspectives.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>5.Inq.DP.4 Evaluate the credibility of online sources and claims about the history or impact of technological innovation using strategies like lateral reading.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

Driving Concept 2: War and Conquest in the West

In this driving concept, students will evaluate the impact Westward Conquest had on the lives and legacies of different populations, with a focus on Indigenous Nations. Students should investigate the cause of and opposition to territorial conquest and expansion, using multiple perspectives and context to evaluate primary source accounts.

Standard:	Anchor Standard:
<p>5.Inq.DP.5 Evaluate historical perspectives about US imperial expansion including Manifest Destiny and American exceptionalism from multiple perspectives including Indigenous Nations, countries and peoples in the Pacific, Caribbean, Asia and Americas.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>5.Geo.HP.6 Compare and contrast maps of Indigenous Nations and land at the start of each century from 1700 to the present with a special focus on areas west of the Mississippi River.</p>	<p>Geography: Human Population Patterns</p>
<p>5.Hist.HC.7 Use primary sources and Indigenous histories to explain the causes and consequences of significant events in territorial conquest into Indigenous Nations territories</p>	<p>History: Historical Causation</p>

between 1781 and 1877, including but not limited to, the Louisiana Purchase and the Trail of Tears.	
5.Econ.DM.8 Using primary sources, evaluate the legacy of American settlers including the treatment of Indigenous Nations during the Lewis and Clark expedition.	Economics: Economic Decision Making
5.Hist.CCC.9 Analyze the legacy and experiences of Black Americans in the Northwest Territory.	History: Continuity, Change, and Context
5.Hist.HC.10 Describe the causes of the Texas Independence movement and Mexican War from the perspective of Tejanos, enslaved Texans, Mexicans, American settlers and Indigenous Nations with a focus on the impact of individual lived experiences.	History: Historical Causation
5.Inq.ID.11 Explain Indigenous resistance to territorial invasion, cultural and religious assimilation and attack (e.g., Geronimo, the Battle of Little Bighorn, and Ghost Dance movement).	Inquiry: Identity
5.Inq.DP.12 Identify and describe the lived experiences of people who came to the West, especially Chinese Irish, and African Americans, as well as their motivations for movement and their experiences upon arrival.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
5.Geo.HE.13 Evaluate the environmental impact that settler colonialism had on the Great Plains region, West Coast, and North and Southwest.	Geography: Human Environment Interaction
5.Geo.HC.14 Compare the different artistic, cultural, political and spiritual traditions of current-day Indigenous Peoples, and how those practices and ways of life persevered and still thrive today, including Two-Spirited gender identities.	Geography: The Diversity of Human Cultures

Driving Concept 3: Enslavement and Resistance	
<p>In this driving concept students analyze the history of enslavement and resistance in the United States. Students compare the differences in the practice of slavery in the North and South as well as how enslaved Africans fought against these practices through everyday actions and acts of resistance including uprisings.</p>	
Standard:	Anchor Standard:
<p>5.Inq.TA.15 Explain the importance of language when discussing challenging topics. (e.g., “enslaved person” rather than “slave.”)</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
<p>5.Inq.ID.16 Explain that white enslavers adopted and spread false beliefs about racial inferiority and evaluate the impact of that ideology today.</p>	<p>Inquiry: Identity</p>
<p>5.Civ.CE.17 Describe how enslaved Africans in early America used religion, writing, speeches, rebellion, sabotage, and maroon communities as resistance against the institution of chattel slavery.</p>	<p>Civics: Civic Engagement</p>
<p>5.Geo.HC.18 Evaluate how enslaved Africans practiced religion covertly through singing spirituals in the fields, gathering in hush harbors on Sundays for ring shouts, and fusions of Protestant Christianity and African-based spiritualities like vodoun and hoodoo.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>5.Civ.LP.19 Explain how local, state, and federal laws, including slave codes, protected the institution of slavery.</p>	<p>Civics: Laws and Policies</p>
<p>5.Inq.DP.20 Analyze compare and contrast the work and organizations of key abolitionists Harriet Tubman, Venture Smith, Sojourner Truth, Nat Turner, and Olaudah Equiano.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

<p>5.nq.DC.21 Compare and contrast how the system of slavery operated in the North and the South.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>5.Hist.CCC.22 Discuss how the experience of enslaved people differed based on geographic location and labor performed.</p>	<p>History: Continuity, Change, and Context</p>
<p>5.Hist.DHC.23 Explain how some contemporary music forms, including but not limited to, gospel, blues, and rock and roll, trace their roots to enslaved people.</p>	<p>History: Drawing Historical Connections</p>
<p>5.Inq.TA.24 Describe how the Underground Railroad developed in the United States, with special attention to the work of activists from the District of Columbia in assisting enslaved people fleeing to the North.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

<p>Driving Concept 4: Civil War</p>	
<p>In this driving concept, students will explore the Civil War, its causes, leadership during the war and its consequences. Students will use primary sources to explain the connection between the institution of slavery and the Civil War. Students will also evaluate the different lived experiences of Americans during the Civil War.</p>	
<p>Standard:</p>	<p>Anchor Standard:</p>
<p>5.Hist.DHC.25 Explain how expansion and key events between the Constitutional Convention and the attack on Fort Sumter ultimately led to the Civil War.</p>	<p>History: Drawing Historical Connections</p>
<p>5.Hist.HC.26 Explain that arguments about slavery, especially the expansion of the slave system into new territories, caused secession and the Civil War.</p>	<p>History: Historical Causation</p>

<p>5.nq.DC.27 Analyze the impact of abolitionists on the fight for freedom, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Harriet Tubman, Sojourner Truth, Martin Delany, and John Brown.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>5.Econ.DM.28 Examine how economic pressures related to the slave economy determined whether states remained with the Union or joined the Confederacy.</p>	<p>Economics: Economic Decision Making</p>
<p>5.Hist.CCC.29 Identify two major Civil War battles and their effects on the outcome of the war.</p>	<p>History: Continuity, Change, and Context</p>
<p>5.Inq.DC.30 Evaluate why many Black soldiers fought for the Union Army, but Indigenous soldiers fought for both the Confederacy and the Union.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>5.Inq.DC.31 Evaluate the impact and legacy of the Gettysburg Address and the Emancipation Proclamation.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>5.Hist.HC.32 Evaluate the political and social impact of the end of the Civil War and the assassination of Abraham Lincoln on different individuals in America, including the experiences of emancipation.</p>	<p>History: Historical Causation</p>
<p>5.Hist.CCC.33 Use primary and secondary sources to analyze emancipation in Texas and subsequent efforts to memorialize emancipation.</p>	<p>History: Continuity, Change, and Context</p>

Driving Concept 5: Reconstruction and the Early Struggle for Equality	
<p>In this driving concept, students will analyze how the policies of Reconstruction and the backlash against multiracial democracy shaped American politics and society after the Civil War and through the 1920s. Students should understand the promise of the 13th, 14th and 15th amendments and how freedpeople worked to access economic and political opportunities following the Civil War. Students should also analyze the role of white supremacy in the backlash to Reconstruction.</p>	
Standard:	Anchor Standard:
5.Inq.DC.34 Evaluate the impact of the 13 th , 14 th and 15 th amendments on the lived experiences of formerly enslaved persons in the South, including the promise and shortcomings of each amendment.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
5.Civ.CE.35 Analyze the early political successes of the Reconstruction era, including the election of approximately 2,000 Black Americans to local, state, and national office.	Civics: Civic Engagement
5.Civ.CE.36 Explain the grassroots efforts by Black Americans to gain access to the American economy, political institutions, and social equality.	Civics: Civic Engagement
5.Civ.LP.37 Analyze how laws passed after the end of slavery, such as the so-called “Black Codes,” impacted Black citizens’ ability to work, vote, and move in public space, and analyze the lived experiences of Black citizens after the Civil War.	Civics: Laws and Policies
5.nq.DC.38 Explain how white supremacist groups founded in the aftermath of emancipation such as the Ku Klux Klan enacted terror against Black people but also against Jewish, Latinx, and Asian American communities.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
5.Geo.HP.39 Evaluate the reasons for and impact of the Great Migration.	Geography: Human Population Patterns

<p>5.Inq.ID.40 Analyze the rise in Black art, music, literature, businesses and queer culture in the Black Renaissance period including but not limited to Harlem and DC (e.g., Black Broadway).</p>	<p>Inquiry: Identity</p>
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<p style="text-align: center;">Driving Concept 6: World War II and Postwar US</p>	
<p>Through this driving concept students will explain the causes of World War II, the US’s role in the conflict and what that meant for American populations at home and abroad. Students will evaluate how the war changed the cultural, political and economic landscape for citizens after the war’s end and into the 1950s.</p>	
<p>Standard:</p>	<p>Anchor Standard:</p>
<p>5.Civ.WG.41 Explain the causes of World War II and the rise of fascism in Italy and Germany, and understand how bias and prejudice led to the scapegoating of marginalized groups in Europe, including Jewish, Romani, Slavic, disabled, Jehovah’s Witnesses and LGBTQ+ communities.</p>	<p>Civics: World Governments</p>
<p>5.Hist.HC.42 Describe the causes and consequences of major events of World War II including Pearl Harbor, D-Day and the decision to drop the atomic bomb on Japan.</p>	<p>History: Historical Causation</p>
<p>5.Civ.CE.43 Analyze changes at home as the US mobilized for and entered the war, including social, economic, and political wartime opportunities for women and communities of color including Black and Latinx groups (e.g., women of color as riveters and war material assembly workers, Navajo coders).</p>	<p>Civics: Civic Engagement</p>
<p>5.Inq.ID.44 Using primary sources from the perspective of American citizens of Japanese descent, analyze the struggles and resistance of those who were incarcerated during World War II.</p>	<p>Inquiry: Identity</p>

<p>5.Inq.DP.45 Compare the different experiences of servicemembers when they returned to the United States after the war, including white, Black, Latinx, Indigenous and Asian American servicemen.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
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<p style="text-align: center;">Driving Concept 7: The Long Civil Rights Movement</p>	
<p>Students will understand and be able to identify how the Civil Rights Movement not only started long before the early 1950s and extends long afterwards to the present day, but how its aims also intersected beyond race into gender, sexuality, class, religion, and sovereignty. Students will explore the grassroots efforts of everyday people organizing and working together for social change and a more just, equitable, and secure world.</p>	
<p style="text-align: center;">Standard:</p>	<p style="text-align: center;">Anchor Standard:</p>
<p>5.Inq.DC.46 Analyze the work of activists and grassroots acts of resistance following the end of slavery to determine when the Civil Rights Movement began, including but not limited to Ida B. Wells, W.E.B. Du Bois, Anna Pauline Murray and A. Philip Randolph.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>5.Inq.DQ.47 Evaluate the impact of <i>Tape v. Hurley</i>, <i>Piper v. Big Pine School</i>, <i>Mendez v. Westminster</i> and <i>Brown v. Board of Education</i>, <i>Topeka</i> on school segregation and the movement for equality.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>5.Civ.CE.48 Evaluate different strategies for resistance to Jim Crow laws in the South, such as boycotts, legal battles and direct action in the United States organized by grassroots groups such as Student Nonviolent Coordinating Committee (SNCC), Southern Christian Leadership Conference (SCLC), Black Panthers, etc.</p>	<p>Civics: Civic Engagement</p>
<p>5.HSC.HC.49 Evaluate the reasons for and resistance to segregation in the North, including the impact of redlining and uprisings in the North and West.</p>	<p>History: Historical Causation</p>

<p>5.Econ.US.50 Evaluate the impact of key moments and figures in the fight for Black equality and voting rights including, but not limited to, the Montgomery Bus Boycott, Freedom Rides, sit-in protests, the Little Rock Nine, and the March on Washington.</p>	<p>Economics: The US Economy</p>
<p>5.Hist.CCC.51 Explore the efforts and impact of diverse groups and organizations inspired by the African American Civil Rights movement to address inequalities in American society, including but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women’s Liberation Movement, the Asian American Movement, disability rights movement, Chicano Movement and Latinx resistance.</p>	<p>History: Continuity, Change, and Context</p>
<p>5.Hist.DHC.52 Evaluate the impact and influence of historical movements on modern social movements and organizations.</p>	<p>History: Drawing Historical Connections</p>

Grades 3 through 5 Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 3 through 5. They are to be assessed only in conjunction with the content standards in grades 3 through 5. In addition to the standards for grades 3 through 5, students demonstrate the following intellectual, reasoning, reflection, and research skills:

CHRONOLOGY AND CAUSE AND EFFECT

1. Students place key events of the historical era they are studying and interpret information contained within timelines and comparative time charts.
2. Students know the calendar abbreviations and what they signify (e.g., A.D. and C.E., B.E. and B.C.E., c. and circa).
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students summarize the key events of the era they are studying and explain the historical contexts of those events.
5. Students distinguish cause from effect and identify and interpret the multiple causes and effects of historical events.
6. Students conduct cost-benefit analyses of historical and current events.

GEOGRAPHIC SKILLS

1. Students use map and globe skills to determine the absolute locations (latitude and longitude) of places, and they interpret information available through a map or globe's legend, scale, and symbolic representations.
2. Students define common map and globe terms, including continent, country, mountain, valley, ocean, sea, lake, river; cardinal directions, latitude, longitude, north pole, south pole, tropics of Cancer and Capricorn, equator, 360-degree divisions, time zones; elevation, depth, approximate distances in miles, isthmus, strait, peninsula, island, archipelago, 23-and-a-half-degree global tilt, fall line; and compass rose, scale, and legend.
3. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes), and they analyze how relative advantages or disadvantages can change over time.
4. Students identify the human and physical characteristics of the places they are studying, and they explain how those features form the unique character of those places.
5. Students explain the distributions of cultures in places they study and how they create a cultural landscape.
6. Students describe the factors that influence the location, distribution, and interrelationships of economic activities in different regions.

7. Students trace how changes in technology, transportation, communication, and resources affect the location of economic activities.
8. Students explain the causes and effects of settlement patterns, including the effect of rural-to-urban migrations.
9. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, regional, and national levels.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students analyze societies in terms of the following themes: military, political, economic, social, religious, and intellectual.
2. Students differentiate between primary and secondary sources and know examples of each.
3. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
4. Students use primary and secondary sources, such as maps, charts, graphs, photographs, works of art, and technical charts.

Grades 6-8

Grade 6: World Geography

In the world geography course, students explore the modern political, economic, and social landscapes of the world, including nations and cultures from every major continent. Students analyze the ways the environment has shaped the history and cultures of different peoples and regions and how people and regions have interacted with each other to form our modern world. Students interpret texts, maps, data sets, images, and other primary sources to explore global societies through questions of power, privilege, and injustice. Through these lenses, students also contextualize current events and consider means of taking informed action globally. In addition, they analyze the interaction between humans and their physical environments, including the use of natural resources, waste and pollution, and responses to climate change.

Sixth grade students apply geographic skills to analyze patterns and trends across global regions and can compare the historical, political and geographic causes of regional patterns. Students deepen their geographic reasoning skills by asking and answering questions about spatial patterns and global connections. Students build digital literacy by evaluating the accuracy, reliability, and perspectives of internet sources and other media, becoming more critical in their consumption of information.

Driving Concept 1: The Power of Maps

Through this driving concept, students explore the history of maps and mapping and the ways that the discipline of geography is used to express and maintain power. Students will explore what gives a location a sense of “place,” as well as how humans and the environment interact to change each other over time. Teachers should use case studies to explore how geography influences human behavior and the development of communities, as well as how communities change over time. Students will build on their understanding of geography skills and global history, including their understanding of colonization from elementary social studies to analyze how geography drives human decision making and impacts daily life.

This driving concept introduces students to the 17 Sustainable Development Goals (SDGs) adopted by the United Nations Member States in 2015. The United States is a signatory and strongly supports the SDGs. These goals address the many challenges that our

<p>global society is facing, including poverty, inequality, climate change, ecological damage, and peace and justice. Students will use the Sustainable Development Goals in subsequent units to support inquiry, research, reflection, and problem solving.</p>	
Standard:	Anchor Standard:
<p>6.Geo.GR.1 Evaluate the impact of the perspective of common map projections on widespread understanding of world geography.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Geo.HC.2 Evaluate how human behaviors and identities are shaped by the environment and physical geography.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>6.Geo.HC.3 Analyze maps to determine what can define various regions around the world, including cultural, environmental, and spatial relationships, and evaluate the purpose of regions as a social construct.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>6.Geo.GR.4 Evaluate the ways in which continents are divided, and develop a claim about the strengths and limitations of the current approach.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Geo.GI.5 Describe the purpose, creation, evolution, and impact of international borders and evaluate who benefits and who is harmed by border policies.</p>	<p>Geography: Global Interconnections</p>
<p>6.Geo.HP.6 Explain how geographic patterns affect economic patterns and resource distribution, and how economic systems in turn impact the geography of a place.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HC.7 Analyze how terms and language used to describe different regions impact our understanding of those places and the people who live there.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>6.Geo.HC.8 Evaluate the extent to which racism, privilege, and bias have impacted global resource distribution, and how resource distribution has influenced racism and imperialism.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>6.Hist.HC.9 Evaluate the extent to which a European worldview has dominated global society and examine its effect on world geography, civics, economics, history, and culture.</p>	<p>History: Historical Causation</p>

<p>6.Civ.CE.10 Identify the 17 Sustainable Development Goals (SDGs) adopted by the United Nations and approved by the United States, analyze the impact of collective action to meet these objectives, and conduct research to analyze one SDG.</p>	<p>Civics: Civic Engagement</p>
<p>6.Inq.DC.11 Evaluate the credibility of online sources and claims about climate change using strategies like lateral reading.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

<h2 style="text-align: center;">Driving Concept 2: Africa</h2>	
<p>Through this driving concept, students build on their geography skills, analyzing the geography of Africa, and the political, economic, social, and cultural impact of geography on the people and history of Africa. Through this exploration, students evaluate the diverse regions within Africa. For this driving concept, Africa will serve as a case study for analyzing how generations of ingenuity contributed to the cultural and intellectual diffusion of ideas around the world. It is recommended that teachers use a case study approach during this driving concept.</p>	
Standard:	Anchor Standard:
<p>6.Inq.DQ.12 Analyze different geographic representations of Africa, created by different groups of people over time to support claims about African history and geography.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>6.Geo.GR.13 Analyze maps of Africa that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, borders, religions, etc.) to assess spatial patterns on the continent.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Geo.GR.14 Use physical, cultural, and economic maps to draw regions on the African continent and compare these to the existing region's economic communities.</p>	<p>Geography: Physical Geography and Geographical Representations</p>

<p>6.Hist.DHC.15 Use primary and secondary sources to evaluate the role of Indigenous people in the historic and contemporary development of Africa.</p>	<p>History: Drawing Historical Connections</p>
<p>6.Geo.GI.16 Evaluate the reasons for patterns of conflict and cooperation between the people of Africa and people from other regions, including the impact of colonialism.</p>	<p>Geography: Global Interconnections</p>
<p>6.Geo.GR.17 Examine the impact of climate change on people in different regions within Africa.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Geo.HE.18 Explain how population distribution, natural resources, and the history of Africa have impacted changes in land use over time.</p>	<p>Geography: Human Environment Interaction</p>
<p>6.Geo.HP.19 Analyze maps to trace the voluntary and forced migration of people within, from, and to Africa over time, and analyze the development of the African diaspora.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HP.20 Analyze cultural, political, and economic forces that are driving urbanization in Africa, and evaluate the impact of these forces on the structure of up to three African cities.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HC.21 Analyze how African culture, including art, literature, music, religion, dance, cuisine, philosophy, or political thought, has contributed to global culture.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>6.Inq.DQ.22 Analyze contemporary issues facing people of Africa, and identify characteristics and causes of the issue(s).</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>6.Econ.DM.23 Identify ways that global climate policy could increase equitable access to economic, social, and public health opportunities for people in Africa.</p>	<p>Economics: Economic Decision Making</p>
<p>6.Inq.TA.24 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 3: Asia	
<p>In this driving concept, students continue their regional studies through the geography of Asia, with an emphasis on regional diversity. Utilizing a variety of maps, students investigate the role of different regions of Asia in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.</p>	
Standard:	Anchor Standard:
6.Inq.DQ.25 Analyze different geographic representations of Asia, created by different groups of people over time to support claims about Asian history and geography.	Inquiry: Developing Questions and Designing Inquiry
6.Geo.GR.26 Analyze maps of Asia that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess spatial patterns on the continent.	Geography: Physical Geography and Geographical Representations
6.Geo.GR.27 Use physical, cultural, and economic maps to draw regions on the Asian continent and compare these to the existing regional economic communities.	Geography: Physical Geography and Geographical Representations
6.Hist.CCC.28 Use primary and secondary sources to evaluate the historic and contemporary role of Indigenous people in the development of Asia.	History: Continuity, Change, and Context
6.Geo.GI.29 Evaluate the reasons for patterns of conflict and cooperation between the people of Asia and people from other regions.	Geography: Global Interconnections
6.Geo.HP.30 Assess the costs and benefits of changes in land use over time due to population distribution, natural resources, and human behavior.	Geography: Human Population Patterns
6.Geo.HE.31 Assess how the environmental characteristics of Asia influenced the economic development of different regions within Asia and the region’s role in global trade patterns over time.	Geography: Human Environment Interaction

<p>6.Geo.HE.32 Examine the impact of climate change on people in different regions within Asia.</p>	<p>Geography: Human Environment Interaction</p>
<p>6.Geo.HP.33 Assess the political, economic, and social impact of migration of people within, from, and to regions of Asia over time.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HP.34 Explain how changes in transportation and communication technology have influenced the connections between people and affected the spread of ideas and cultural practices within Asia and between Asia and other regions.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HP.35 Analyze Asian cultural contributions to global culture, including art, literature, music, dance, cuisine, philosophy, religious or political thought.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Inq.TA.36 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 4: Latin America and the Caribbean

In this driving concept, students continue their regional studies through the geography of Latin America and the Caribbean, with an emphasis on how geography drives the economics, history, and civics of the region and impacts contemporary life. Utilizing a variety of maps, students investigate the role of Latin America and the Caribbean in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.

Standard:	Anchor Standard:
<p>6.Inq.DQ.37 Analyze different geographic representations of Latin America and the Caribbean, created by different groups of people over time to support claims about Latin American and Caribbean history and geography.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>

<p>6.Geo.GR.38 Analyze maps of Latin America and the Caribbean that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess spatial patterns on the continent.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Geo.GR.39 Use physical, cultural, and economic maps to draw regions in Latin America and the Caribbean and compare these to the existing region's economic communities.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Hist.CCC.40 Use primary and secondary sources to evaluate the contemporary and historic role of Indigenous people in the development of Latin America and the Caribbean.</p>	<p>History: Continuity, Change, and Context</p>
<p>6.Geo.GI.41 Evaluate the reasons for patterns of conflict and cooperation between the people of Latin American and the Caribbean and people from other regions.</p>	<p>Geography: Global Interconnections</p>
<p>6.Geo.HE.42 Analyze how population distribution, natural resources, and the history of the region have impacted changes in land use and economic systems in Latin America and the Caribbean over time.</p>	<p>Geography: Human Environment Interaction</p>
<p>6.Geo.HE.43 Evaluate the influences of long-term, human-induced climate change on patterns of conflict, cooperation, and migration within Latin America and the Caribbean.</p>	<p>Geography: Human Environment Interaction</p>
<p>6.Geo.HP.44 Analyze maps to trace the migration of people within, from, and to Latin America and the Caribbean over time, and assess the impact of migration on the region.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HP.45 Analyze the forces that drove urbanization in Latin America and the Caribbean and evaluate the impact of these forces on the structure of up to three Latin American cities.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HP.46 Analyze Latin American and Caribbean cultural contributions to global culture, including art, literature, music, dance, cuisine, philosophy, or political thought.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Inq.TA.47 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 5: Europe	
<p>In this driving concept, students analyze the geography of Europe, and the political, economic, social, and cultural impact of geography on the people and history of Europe. Utilizing a variety of maps, students investigate the role of Europe in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.</p>	
Standard:	Anchor Standard:
6.Inq.DQ.48 Analyze different geographic representations of Europe, created by different groups of people over time to support claims about European history and geography.	Inquiry: Developing Questions and Designing Inquiry
6.Geo.GR.49 Analyze maps of Europe that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess spatial patterns on the continent.	Geography: Physical Geography and Geographical Representations
6.Geo.GR.50 Use physical, cultural, and economic maps to draw regions in Europe and compare these to the existing region's economic communities.	Geography: Physical Geography and Geographical Representations
6.Geo.HE.51 Explain how population distribution, natural resources, and the history of Europe have impacted changes in land use over time.	Geography: Human Environment Interaction
6.Geo.HP.52 Analyze maps to trace the migration of people within, from, and to Europe over time, and assess the impact of migration on the region.	Geography: Human Population Patterns
6.Geo.HP.53 Analyze the forces that drove urbanization in Europe and evaluate the structures and amenities of European cities.	Geography: Human Population Patterns

<p>6.Geo.HC.54 Analyze how European culture, including art, literature, music, dance, cuisine, philosophy, and political thought, has contributed to global culture.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>6.Inq.TA.55 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

<h3 style="text-align: center;">Driving Concept 6: North America</h3>	
<p>In this driving concept, students continue their regional studies through the geography of North America, with an emphasis on human environment interactions. Utilizing a variety of maps, students investigate the impact of a changing environment on the region and the world, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.</p>	
Standard:	Anchor Standard:
<p>6.Inq.DQ.56 Analyze different geographic representations of North America, created by different groups of people over time to support claims about North American history and geography.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>6.Geo.GR.57 Analyze maps of North America that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, borders, religions, etc) to assess spatial patterns on the continent.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Geo.HE.58 Analyze how population distribution, natural resources, and the history of the region have impacted changes in land use and economic systems in North America over time.</p>	<p>Geography: Human Environment Interaction</p>
<p>6.Geo.HP.59 Analyze maps to trace the migration of people within, from, and to North America over time, and assess the impact migration had on the region.</p>	<p>Geography: Human Population Patterns</p>

<p>6.Geo.HP.60 Analyze the forces that drove urbanization in North America and evaluate the impact of policy on the structures of up to three cities.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HP.61 Explain how changes in transportation and communication technology influence the connections between people and affect the spread of ideas and cultural practices within North America and other regions.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Inq.TA.62 Identify a Sustainable Development Goal (SDG) connected to climate change and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

<h3>Driving Concept 7: Oceania</h3>	
<p>In this driving concept, students analyze the geography of Oceania, and the political, economic, social, and cultural impact of geography on the people and history of the region. Utilizing a variety of maps, students investigate the role of Oceania in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.</p>	
Standard:	Anchor Standard:
<p>6.Inq.DQ.63 Analyze different geographic representations of Oceania, created by different groups of people over time to support claims about the history and geography of Oceania.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>6.Geo.GR.64 Analyze maps of Oceania that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, borders, religions, etc.) to assess spatial patterns that make up the continent.</p>	<p>Geography: Physical Geography and Geographical Representations</p>

<p>6.Geo.GR.65 Use physical, cultural, and economic maps to draw regions on Oceania and compare these to the existing region's economic communities.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Hist.DHC.66 Use primary and secondary sources to evaluate the role of Indigenous people in the development of Oceania.</p>	<p>History: Drawing Historical Connections</p>
<p>6.Geo.GR.67 Examine the impact of climate change on people in different regions within Oceania.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>6.Geo.HP.68 Analyze maps to trace the migration of people within, from, and to Oceania over time, and assess the impact of migration on the region, with specific attention to the role of climate change on migration from Oceania.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Geo.HP.69 Explain how changes in transportation and communication technology influence the connections between people and affect the spread of ideas and cultural practices within Oceania and between Oceania and other regions.</p>	<p>Geography: Human Population Patterns</p>
<p>6.Inq.TA.70 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the region, taking into account a range of possible levers of power, strategies, and potential outcomes.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 8: Thinking and Acting Globally

In this driving concept, students synthesize their understanding of world geography and contemporary global issues. By examining international and supranational organizations and systems, students will return to the study of power and bias that was the foundation for the course. Students will explore real world examples of the role these systems play in modern events, and further consider ways to take action as a global citizen.

Standard:	Anchor Standard:
6.Hist.HC.71 Analyze the various causes of globalization, including advancements in communication and technology.	History: Historical Causation
6.Hist.HC.72 Evaluate the positive and negative effects of globalization, and the differing impacts of globalization on various regions and groups of people.	History: Historical Causation
6.Geo.HE.73 Identify and explain the human causes of climate change, and compare the responses of individuals, groups, and governments around the world.	Geography: Human Environment Interaction
6.Civ.WG.74 Explain the origins of supranational and international organizations and their political, social, and economic role in various regions.	Civics: World Governments
6.Econ.GE.75 Compare the costs and benefits of international trade policies and movements to different individuals, businesses, groups, and societies.	Economics: The Global Economy
6.Geo.GR.76 Use maps to examine global trade markets and to evaluate the spatiality of global supply chains.	Geography: Physical Geography and Geographical Representations
6.Inq.TA.77 Identify a Sustainable Development Goal (SDG) and assess individual and collective options for taking action to address challenges in the world, taking into account a range of possible levers of power, strategies, and potential outcomes.	Inquiry: Engaging in Civil Discourse and Taking Informed Action

Grade 7: US History I – First Nations through Reconstruction

In seventh grade, students examine American History from the time of indigenous settlement through the Reconstruction era. The course explores the complex societies established by Indigenous Nations and the interaction of Indigenous, enslaved and free Black Americans, and European populations in colonial America. Students evaluate the political principles and values underlying the founding of the new republic and consider the legacy of the representative government formed by the US Constitution. Throughout the course, students consider the ways in which unresolved conflicts and imperfect compromises shaped— and continue to shape— the history of the nation. In this course, students will analyze the physical expansion, economic growth, and cultural development of the United States. Students will analyze the impact of early US history, including the legacy of slavery, on different groups of people.

The year culminates with an evaluation of the ongoing legacy of the Civil War and Reconstruction eras. Throughout their studies, students integrate multiple sources of information, consider multiple perspectives and interpretations, and evaluate multiple causes and effects of historical events. Students construct, refine, and present interpretations about the past, contextualize multiple sources, and draw connections between the past and present.

Driving Concept 1: Indigenous Nations and Early European Colonization: Political, Social, and Economic Structures of the Americas in the 15th and 16th Century

Through this driving concept, students will examine the scientific and cultural innovations of diverse, Indigenous societies across the Americas, with particular attention to the 15th, 16th and 17th centuries. Using historical evidence, students will interrogate the origins of the idea that the Americas were a lightly populated wilderness prior to European contact by studying the complex and highly organized societies of Indigenous communities and nations of the Eastern Coast of North America along with the chiefdoms of the Southeast. Students will review primary and secondary sources — including both Indigenous and European accounts — to analyze the geographical, political, and social impact of early interactions, with themes of both conquest and resilience.

Standard:	Anchor Standard:
7.Inq.DP.1 Evaluate archaeological evidence to measure the shifts in climate, natural resources, and changes in the populations and species of flora and fauna since the last glacial period (e.g., extinction of many large mammals across the American continents, including horses).	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
7.Inq.DC.2 Evaluate historical and cultural sources — archaeological and linguistic evidence, as well as Indigenous Nations creation stories — to draw conclusions about the history of early human migration to the Americas.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
7.Inq.DP.3 Analyze the value and limitations of using anthropological and written evidence to draw conclusions about different Indigenous societies in the Americas.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
7.Geo.HC.4 Locate and identify Indigenous Nations, tribes, and/or communities from the 1400s through the present day on maps.	Geography: The Diversity of Human Cultures
7.Geo.HE.5 Examine the varying ways people adapted to the land, climate, and natural resources and how they also shaped their environments by reviewing the characteristics of hunter-gatherer and sedentary societies in the Western Hemisphere.	Geography: Human-Environment Interaction

<p>7.Inq.DP.6 Evaluate historical evidence to trace the development of technological and scientific innovations of at least three early Indigenous societies.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>7.Geo.HE.7 Evaluate the agricultural developments and accomplishments of at least three Indigenous societies.</p>	<p>Geography: Human-Environment Interaction</p>
<p>7.Civ.WG.8 Examine the complex systems of governments of at least three Indigenous societies, including chiefdoms and structures that had democratic characteristics.</p>	<p>Civics: World Governments</p>
<p>7.Geo.HC.9 Examine the different cultural and religious and/or spiritual belief systems of early Indigenous societies, with a particular focus on the role of gender and family.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>7.Inq.DP.10 Evaluate primary and secondary sources to examine purposes and ideologies, including ideas of religion and conquest, of early European colonizers, as well as their early conception of what was proposed as the “New World.”</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>7.Geo.HP.11 Examine primary and secondary sources, including numerical data, to measure the impact of the arrival of European colonists in the Americas.</p>	<p>Geography: Human Population Patterns</p>
<p>7.Inq.DP.12 Using primary sources, compare Indigenous and European perspectives of early contact, with attention to the limitations of using European sources to understand the history and culture of Indigenous Nations.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>7.Inq.DP.13 Evaluate primary and secondary sources to examine the impact of the arrival of Europeans from the perspective of Indigenous Americans, such as, but not limited to, efforts of warfare and diplomacy, the immense loss of life and land, the impact on Indigenous sovereignty, the role of conquest and disease.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>7.Econ.GE.14 Examine the economic and cultural impact of what is often referred to as the “Columbian Exchange,” or the widespread transfer of diseases, commodities, people, animals, and ideas as a result of European colonization and interaction with the Americas and other parts of the world.</p>	<p>Economics: The Global Economy</p>
<p>7.Inq.ID.15 Assess the ways Indigenous Nations have been portrayed in American history and the limitations of such portrayals in understanding the diverse communities that comprise the “Native American” identity.</p>	<p>Inquiry: Identity</p>

Driving Concept 2: Colonization and Revolution (1500-1783)

Through this driving concept, students will develop and refine their inquiry skills as they examine historical evidence to support arguments about colonization and the American Revolution. Students will analyze multiple perspectives and interpretations, drawing conclusions about the causes and effects of historical events in the colonial and revolutionary era. To develop an understanding of the different ways individuals may have experienced daily life, students will study laws and interactions that impacted European colonists, people of African descent, and Indigenous Nations. Students will analyze the changing relationship between the colonial governments and Britain, analyzing the reasons that individuals and groups within the diverse American population supported or opposed independence from the British.

Students will also contextualize concepts such as liberty, freedom, and democracy, comparing their use in justifications for independence and the extent to which they were applied to different Americans on the basis of religion, socio-economic status or class, race, and gender.

Standard:	Anchor Standard:
7.Econ.DM.16 Compare the economic, religious, and political motives that led to the establishment of early, distinct European colonies in the Americas.	Economics: Economic Decision Making
7.Geo.GI.17 Identify and analyze global trade routes and their impact on the formation of the European colonies throughout the Americas — including North, Central, and South America and the Caribbean — as well as the impact on African and European society.	Geography: Global Interconnectedness
7.Hist.HC.18 Analyze the reasons for and impact of Spanish colonization and settlement in the Southern and Western United States during the period, including resistance to Spanish colonization by Indigenous Nations.	History: Historical Causation
7.Geo.GR.19 Locate and identify the physical geographical, economic, and social features, as well as the demographics, of the 13 British colonies.	Geography: Physical Geography and Geographical Representations

<p>7.Inq.ID.20 Investigate the experience, perspectives, and identities of Africans who were enslaved from the start of the transatlantic trade through bondage, including the codification of race as a tool of oppression and resistance to enslavement.</p>	<p>Inquiry: Identity</p>
<p>7.Inq.ID.21 Investigate the lived experiences and culture of early colonists, free Black people, enslaved people, women, and indentured servants across the colonies.</p>	<p>Inquiry: Identity</p>
<p>7.Inq.DC.22 Analyze the different ways that Indigenous Nations resisted British colonizing forces.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>7.Inq.DC.23 Investigate the impact of Bacon’s Rebellion on the social and legal codification of a race and the proliferations of a race-based hierarchy in the colonial era.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>7.Inq.DP.24 Analyze the experiences, perspectives, and identities of people who were denied access (e.g., enslaved people, women, free Black people, etc.) to full rights across the colonies, including citizenship, marriage and voting restrictions.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>7.Inq.DC.25 Compare reasons for and the consequences of different colonial responses to British economic and political policies following the French and Indian War.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>7.Hist.DHC.26 Evaluate the economic, political, and ideological reasons for the movement for independence from England and construct a timeline of key events including the Stamp Act, Boston Massacre, Boston Tea Party, and the Battle at Lexington and Concord.</p>	<p>History: Drawing Historical Connections</p>
<p>7.Inq.DC.27 Evaluate the contributions of key figures during the Revolutionary era, including George Washington, John and Abigail Adams, Phillis Wheatley, Benjamin Franklin, Thomas Jefferson, and James Armistead Lafayette.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>7.Inq.DC.28 Use historical context to analyze the ideals contained in the Declaration of Independence, identifying Thomas Jefferson as a main contributor, and critiquing the extent to which such ideals have fully applied to the people of the United States — from the Revolutionary era to today.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

<p>7.Inq.DP.29 Compare multiple perspectives of participants during the Revolutionary War, identifying and evaluating key figures or groups, and events, including but not limited to military leaders like George Washington to everyday efforts across colonial society.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>7.Inq.DC.30 Construct an argument, using primary and secondary sources, about the factors responsible for American colonial victory over the British Empire.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>7.Inq.DC.31 Evaluate the immediate impact of the Revolutionary War on the new country’s domestic and international relations, including the impact of the Treaty of Paris on Indigenous Nations.</p>	<p>Geography: Global Interconnectedness</p>
<p>7.Inq.DC.32 Analyze the impact of the Revolution on the social and political status of different groups in the new nation, including but not limited to women, Indigenous Nations, enslaved and free Black people, and white people of various socioeconomic groups (e.g., rural farmers, Southern planters, urban craftsmen, Northern merchants, etc.).</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

Driving Concept 3: A Newly Formed, Diverse Nation: Confederation to Constitution (1770s-1800s)

Through this driving concept, students will analyze the context in which the representative democracy of the United States was created — evaluating its promise, contributions, and shortcomings. To begin their investigation, students will analyze the government created by the founders, and assess the reasons for and the impact of compromises made during the Constitutional Convention, as well as the Constitution’s inclusion of specific guarantees of individual liberty, and the ways they were and/or were not universal in their intent or application. Throughout their study, students will analyze key founding documents as well as source material from individuals who supported and opposed the adoption of the Constitution, and the impact it continues to have on our lives today.

Standard:	Anchor Standard:
7.Civ.LP.33 Analyze the strengths and weaknesses of the Articles of Confederation, evaluating the competing arguments for and against revision.	Civics: Laws and Policies
7.Civ.US.34 Identify key individuals at the Constitutional Convention and evaluate the consequences of the compromises that emerged to secure ratification by the states, including the distribution of political power, rights of the states, and the make up of the Senate and Electoral College.	Civics: Foundations of US Government
7.Civ.LP.35 Investigate the issue of slavery at the Constitutional Convention through primary and secondary sources, analyzing the attempted rationale and implications of its protection in the Constitution, including how the decision reinforced the institution of slavery and the power of states in which slavery was prevalent.	Civics: Laws and Policies
7.Civ.US.36 Compare the US Constitution to the Articles of the Confederation, Haudenosaunee Confederacy and the British Government by examining differences or similarities in government structure and power, as well as individual rights and liberties.	Civics: Foundations of US Government
7.Hist.DHC.37 Evaluate the reasons for the creation of the Bill of Rights and determine the extent to which the fundamental liberties ensured by the Bill of Rights were equitably and fairly applied to people within the United States.	History: Drawing Historical Connections

<p>7.Civ.LP.38 Analyze the political debate regarding the location of the national capital, the compromise that led to the establishment of the District of Columbia and the consequences of the compromise for DC residents.</p>	<p>Civics: Laws and Policies</p>
<p>7.Inq.DC.39 Analyze the presidency and legacy of George Washington, including his legacy as an enslaver and as a leader who voluntarily relinquished political power.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>7.Inq.DP.40 Examine primary and secondary sources — including selections of writing from Olaudah Equiano and Harriet Jacobs’ autobiographies — to gain perspective on the daily lives of those who were not allowed to participate in the formation of the US government or were denied access to civil rights, such as voting and/or citizenship.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>7.Hist.DHC.41 Examine international and domestic disputes that shaped the application of the Constitution between 1789 and 1820, assessing their short- and long-term significance.</p>	<p>History: Drawing Historical Connections</p>

Driving Concept 4: Invasion and Control: Expansion of the Nation (1800-1860)

Through this driving concept, students should study the expansion of the United States by interrogating the idea of Manifest Destiny and analyzing the experiences of different individuals as the United States expanded west. Students will study the treaties, financial agreements and wars that precipitated expansion, as well as the political and indigenous opposition to territorial acquisition. Throughout this driving concept, students should examine the continued growth of slavery and how it perpetuated an imbalance of power between slave states and free states.

Standard:	Anchor Standard:
7.Hist.CCC.42 Assess the extent to which perspectives toward American territorial expansion, including Manifest Destiny and Indigenous resistance, changed over time, including an understanding that the removal of Indigenous Nations was not inevitable.	History: Continuity, Change, and Context
7.Inq.DC.43 Compare and evaluate the different ways in which the United States acquired territory from 1800 to 1860, including an evaluation of the Louisiana Purchase.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
7.Inq.DC.44 Evaluate the reason different individuals, including Federalists, Abolitionists, and Democratic-Republicans supported and opposed American territorial expansion.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
7.Inq.ID.45 Evaluate the experiences of free Black communities in the Northwest.	Inquiry: Identity
7.Hist.HC.46 Compare and evaluate the actions taken and rationales provided by the United States government to acquire western or Indigenous territory in the 1800s, with particular attention given to the policies and campaigns of President Andrew Jackson and the consequences such actions had on the land and people.	History: Historical Causation
7.Inq.DP.47 Examine primary and secondary sources to analyze the perspectives and actions (both adaptation and resistance) of Indigenous Nations in response to territorial invasion.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence

7.Inq.DC.48 Evaluate the causes and consequences of the Mexican-American War, with specific attention to the impact of the war and the Treaty of Guadalupe-Hidalgo on Mexicans and Indigenous peoples living in the newly acquired American territories.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
7.Econ.EM.49 Evaluate the impact of territorial expansion and Northern industrialization on the institution of slavery and American politics.	Economics: Exchange and Markets

Driving Concept 5: Emerging Social Movements (1800-1877)

Through this driving concept, students will consider the complexity of American History by examining primary and secondary sources that reveal the horrors and brutality of enslavement. Students will also investigate the means by which enslaved persons resisted and maintained humanity. Students will contextualize the emergence of varying forms of abolitionism within a broader social and religious movement that called for reforms to American social and political life.

Standard:	Anchor Standard:
7.Econ.US.50 Use charts, graphs, and data to evaluate the institution of slavery on the economic growth of the United States between 1800 and 1861, with a particular focus on the impact of the invention of the cotton gin.	Economics: The US Economy
7.Geo.HC.51 Investigate the complex and varied lives and experiences of enslaved people and free Black Americans.	Geography: The Diversity of Human Cultures
7.Inq.DP.52 Examine primary and secondary sources — including the works and contributions of noteworthy individuals such as, but not limited to, Sojourner Truth, Harriet Tubman, Elizabeth Freeman, and Frederick Douglass — to evaluate the growth and international context of the abolitionist movement, including the effectiveness of various tactics and leaders.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
7.Hist.HC.53 Evaluate the reasons for Chinese immigration to the United States, including immigration policy, and the political, social and economic opportunities and challenges different individuals face in the United States.	History: Historical Causation

7.Hist.HC.54 Evaluate the political, social and economic opportunities and challenges faced by Indigenous Nations and Mexicans living in land incorporated into America after 1848.	History: Historical Causation
7.Inq.DP.55 Compare gender rights and roles on the East and West coasts of the United States, and evaluate the goals and tactics of the women’s suffrage movement.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
7.Inq.ID.56 Explore societal confines and constraints within social reform movements of the early 19th century, including the role of gender, sexuality, religion, and race.	Inquiry: Identity

Driving Concept 6: The Civil War	
<p>Through this driving concept, students will understand that the unresolved issue of slavery and debates over its expansion divided American public into geographic and political factions that eventually resulted in the Civil War. Students will study the role of significant leaders in the course of the Civil War, including the leadership of Abraham Lincoln. Finally, students will investigate the short- and long-term impact of the Civil War on different factions of American society.</p>	
Standard:	Anchor Standard:
7.Inq.DC.57 Evaluate the impact of territorial expansion and the conflict over the expansion of slavery on sectional tensions between Northern and the Southern states.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
7.Hist.HC.58 Use primary sources to evaluate the reasons for the start of the Civil War, including the decision of Southern states to secede from the United States to protect the institution of slavery.	History: Historical Causation
7.Hist.HC.59 Use primary sources to analyze the Union rationale for war, including the perspectives of Frederick Douglass, abolitionists, and Northerners who were not pro-abolition.	History: Historical Causation

7.Hist.DHC.60 Compare the ways Union and Confederate approaches to the war, including strategy, resources, technology and international support shaped its course and outcome.	History: Drawing Historical Connections
7.Inq.DC.61 Evaluate the role of women, civilians, free Black Americans, religious minorities and Indigenous Nations in the Civil War.	Inquiry: Developing Claims and Using Evidence
7.Hist.CCC.62 Use context to assess the reasons for Abraham Lincoln’s issuance of the Emancipation Proclamation, evaluating its short- and long-term impact.	Historical: Continuity, Change, and Context
7.Civ.CE.63 Analyze the methods of abolition and emancipation undertaken by enslaved people during the course of the Civil War.	Civics: Civic Engagement
7.Inq.DC.64 Assess the source of a webpage or digital resource about the Civil War using strategies like lateral reading to evaluate the reliability of the source.	Inquiry: Developing Claims and Using Evidence

Driving Concept 7: Unresolved: The Reconstruction Era (1865–1877)

Through this driving concept, students will analyze the impact of Reconstruction on American life and politics following the Civil War. Using primary and secondary sources, students will examine the tangible accomplishments of liberated Black Americans and the significance of the 13th, 14th and 15th Constitutional amendments. Students will also investigate the political and violent opposition that emerged as a direct response to Reconstruction. Throughout the unit, students will assess the extent to which Reconstruction presented a turning point in American history and evaluate its impact on ongoing efforts to achieve racial equality.

Standard:	Anchor Standard:
7.Hist.HC.65 Evaluate the impact of the 13th, 14th, and 15th amendments on the lived experiences of Black Americans, including the extent to which each amendment expanded freedom and constitutional protections for Black Americans.	History: Historical Causation
7.Civ.LP.66 Compare different approaches toward and policies of Reconstruction (e.g., Abraham Lincoln, Andrew Johnson, and the Radical Republican plan), evaluating their rationale and impact.	Civics: Laws and Policies

<p>7.Civ.CE.67 Explain the impact of grassroots efforts by African Americans to gain access to land and fair labor, participate in political, economic, and legal systems, and achieve public education, in reconstituting a multiracial, democratic society.</p>	<p>Civics: Civic Engagement</p>
<p>7.Inq.ID.68 Use primary and secondary sources to analyze the ways and means by which formerly enslaved persons created new lives for themselves in the South, North and West following the end of slavery.</p>	<p>Inquiry: Identity</p>
<p>7.Inq.DC.69 Use primary and secondary sources to examine how and why federal initiatives begun during Reconstruction were challenged and assess the short- and long-term impact.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>7.Hist.HC.70 Analyze the rise of white supremacy and racial violence during Reconstruction - including incidents of mass racial violence - including the impact of so-called “Black Codes” on Black Americans.</p>	<p>History: Historical Causation</p>
<p>7.Hist.CCC.71 Analyze American military actions against Indigenous Nations during the Civil War and Reconstruction, and the impact of the Civil War on the sovereignty of Indigenous Nations.</p>	<p>History: Continuity, Change, and Context</p>
<p>7.Hist.DHC.72 Examine the ways in which events of the past continue to influence the present by tracing the legacy of unresolved issues the nation faced after the abrupt end of Reconstruction after the Compromise of 1877.</p>	<p>Drawing Historical Connections</p>
<p>7.Inq.DC.73 Evaluate the origins and consequences of conflicting narratives about the Civil War and Reconstruction.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

Grade 8: Action Civics

In Action Civics, students develop their civic skills by studying global, national, and local governments and comparing the rights and responsibilities of individuals for maintaining a healthy democracy. The course analyzes the foundation and structure of governments through contemporary and historic case studies to compare methods of taking action to create change. Action Civics provides opportunities for students to evaluate methods of supporting laws, policies, and actions that benefit the public good and challenge those that do not. Students first compare different understandings of the role of government in the lives of individuals, and compare the different global, national, and local government structure and function. Each subsequent concept allows students to investigate global, national, and local opportunities for informed civic action. Through each driving concept, students develop their own political consciousness and identity, understand their rights and responsibilities, and propose a plan for effecting change in their local and national communities.

Students engage in inquiry-based learning to identify, understand, and respond to real-world issues from within their communities and take informed action beyond the classroom. Students learn how to synthesize and evaluate evidence from multiple sources to understand information and make informed choices. This course emphasizes digital literacy skills and empowers students to be critical consumers and producers of digital content.

Driving Concept 1: What is the Role of Government in Society?

This driving concept helps students understand the different global and historical philosophies that inform the role of government in society. Students should compare the expectations citizens around the world have regarding the role of government to the ways in which residents of the United States view the role of government. Students should also evaluate the role of local government in providing goods or services to residents of the District. Throughout this driving concept, students should evaluate a specific public policy case, and create a proposal about the appropriate level of government intervention in the policy case they are studying.

Standard:	Anchor Standard:
8.Civ.WG.1 Evaluate and compare competing ideas for the purpose of government and the role of the people across three different countries or Indigenous Nations.	Civics: World Governments
8.Inq.DC.2 Use excerpts from documents that shape constitutional democracy in the United States, such as the Declaration of Independence, the Preamble to the Constitution, and the Federalist Papers, to analyze principles about the role of the government.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
8.Civ.US.3 Examine the historical and philosophical influences on the creation of the American government system, including the role of race, gender and socioeconomic status.	Civics: Foundations of US Government
8.Hist.DHC.4 Evaluate how the role of the US federal government has expanded and contracted historically.	History: Drawing Historical Connections
8.Civ.US.5 Examine explicit liberties guaranteed by the US Constitution and explain how these liberties have been used to influence the role and purpose of government.	Civics: Foundations of US Government
8.Hist.CCC.6 Analyze the role of the Washington, DC government over time including its power to enact policy to address economic, social and political problems.	History: Continuity, Change, and Context
8.Inq.DC.7 Construct a claim about the role of the government in the lives of citizens and residents of the United States.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

Driving Concept 2: How does the Government Function?

This driving concept uses inquiry to engage students in a critical analysis of ways different governments around the world and within the US function. Students should compare the different ways in which governments around the world create and enforce laws to the ways in which the United States creates and enforces laws. Students should also evaluate the ways that the local government provides goods and services to residents of the District. Throughout this driving concept, students should evaluate a specific public policy case and create a proposal advocating for the benefits of the current system, or propose a change that would improve the ways in which the federal or local government meets the needs of residents.

Standard:	Anchor Standard:
8.Civ.WG.8 Examine three different government structures around the world, including Indigenous Nations, and compare the structure of each government.	Civics: World Governments
8.Civ.LP.9 Analyze the structures and functions of the three branches of the US federal government.	Civics: Laws and Policies
8.Civ.LP.10 Explain how a bill becomes a law in the federal government and evaluate the efficacy of the current system.	Civics: Laws and Policies
8.Civ.LP.11 Analyze how a historic or current piece of legislation or law such as the Americans with Disabilities Act (ADA) impacts citizens.	Civics: Laws and Policies
8.Civ.LP.12 Analyze a historic or current piece of legislation or law such as the Americans with Disabilities Act (ADA) to examine the role of citizens, interest groups, and corporations, as well as elected leaders, in the legislative process.	Civics: Laws and Policies
8.Civ.LP.13 Analyze a historic or current executive action to explore the power and limitations of presidential executive orders.	Civics: Laws and Policies
8.Civ.LP.14 Analyze a current Supreme Court ruling to understand the role of the court system in the United States.	Civics: Laws and Policies

<p>8.Civ.CE.15 Identify elected leaders in the legislative and executive branches of the federal and local governments and identify multiple ways for citizens to contact government officials to advocate for legislation or public policy.</p>	<p>Civics: Civic Engagement</p>
<p>8.Econ.DM.16 Evaluate the efficacy of different government policies in helping individuals increase their personal savings and economic resilience.</p>	<p>Economics: Economic Decision Making</p>
<p>8.Civ.CE.17 Assess the responsiveness of elected federal officials in enacting policies reflective of national public concerns and interests.</p>	<p>Civics: Civic Engagement</p>
<p>8.Civ.LP.18 Examine the structure and powers of the Washington, DC government.</p>	<p>Civics: Laws and Policies</p>
<p>8.Civ.LP.19 Evaluate the extent to which the interests of Washington, DC residents are represented in the federal government and evaluate the impact of the relationship between the District and the federal government on local policy.</p>	<p>Civics: Laws and Policies</p>
<p>8.Civ.CE.20 Evaluate the effectiveness of the structure and functions of the Washington, DC government in enacting policies that are reflective of community concerns.</p>	<p>Civics: Civic Engagement</p>
<p>8.Inq.TA.21 Propose and advocate for specific changes to the structure and function of federal or local government to best meet the needs of the people, and/or propose a specific way to best create change within the current system.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 3: Rights of the People

Through this driving concept, students will investigate the ways in which governments attempt to balance individual rights with public safety and order. Students should compare the different rights and protections of citizens around the world with the rights and protections provided by the United States government. Students should analyze the reasons for the evolution of rights over time, including the broadening definition of “citizen,” and evaluate the reasons different groups have been excluded from constitutional protections over time. Students should also evaluate the rights of District residents. Throughout this driving concept, students should evaluate a specific public policy case through the lens of rights and create a proposal for taking action.

Standard:	Anchor Standard:
8.Civ.WG.22 Examine at least three countries around the world and compare the rights of citizens in those countries, how the government ensures and protects these rights, and evaluate the extent to which the public has the ability to influence the decision-making of different governments globally.	Geography: World Governments
8.Civ.WG.23 Research the history of the Universal Declaration of Human Rights and analyze the rights enumerated in this document.	Civics: World Governments
8.Civ.LP.24 Identify the rights of Americans codified in the Constitution and to investigate the extent to which some of those rights have been realized.	Civics: Laws and Policies
8.Hist.CCC.25 Analyze historic Supreme Court cases that establish, extend, or limit the rights of citizens.	History: Continuity, Change, and Context
8.Civ.CE.26 Evaluate the ways different activist groups have used the court system to expand or limit the rights of citizens.	Civics: Civic Engagement
8.Econ.DM.27 Investigate a current economic issue that curtails or infringes on citizens rights and offer alternative approaches to address the needs of different groups and society.	Economics: Economic Decision Making
8.Inq.TA.28 Evaluate contemporary debates about the proper enforcement of the 13th, 14th, and 15th amendments.	Inquiry: Engaging in Civil Discourse and Taking Informed Action

<p>8.Inq.TA.29 Evaluate contemporary debates about the proper application of the rights reserved to citizens through the Bill of Rights and develop a proposal for personal or collective action about the issue.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
<p>8.Inq.DP.30 Investigate the status of Washington, DC in the federal government, the impact on the rights of the citizens and residents of the District, and the movement for DC statehood.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

<h3>Driving Concept 4: Power and Access to Power in Society</h3>	
<p>Through this driving concept, students will think critically about how power and the access to power have shaped public policy and societal experiences from a global, national, and local perspective, including analysis along the lines of race, gender, ethnicity and socio-economic status. Students evaluate the relationship between the people and government, identifying, acknowledging, and solving real-world issues. Throughout this driving concept, students should evaluate a specific public policy case, such as environmental policy, through the lens of power, and create a proposal for taking action.</p>	
Standard:	Anchor Standard:
<p>8.Civ.WG.31 Examine how international alliances and agreements (United Nations, North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], United States-Mexico-Canada Agreement, World Trade Organization, International Monetary Fund, treaties with Indigenous Nations, etc.) expand and limit people's access to power around the world.</p>	<p>Civics: World Governments</p>
<p>8.Civ.WG.32 Analyze the extent to which different countries are able to impact policy beyond and within their borders.</p>	<p>Civics: World Governments</p>
<p>8.Civ.LP.33 Evaluate the impact of the federal system and the structure of the federal government on the abilities of individuals in different states, territories and Indigenous Nations to influence national policy.</p>	<p>Civics: Laws and Policies</p>

<p>8.Civ.LP.34 Compare the influence of different individuals and public and private interest groups on the ability to influence public policy.</p>	<p>Civics: Laws and Policies</p>
<p>8.Hist.DHC.35 Compare 21st century voter suppression to previous centuries and analyze the historic, racialized, and economic effects on various groups.</p>	<p>History: Drawing Historical Connections</p>
<p>8.Civ.LP.36 Analyze the way in which national or local policy has shaped access to resources and opportunity, or increased exposure to harmful environmental effects and how people have sought to address this.</p>	<p>Civics: Laws and Policies</p>
<p>8.Geo.HC.37 Evaluate the change in access to local and national power in Washington, DC over time, and the impact of these changes on the government of Washington, DC.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>8.Civ.CE.38 Identify and explore opportunities to access political power in Washington, DC to initiate and support change.</p>	<p>Civics: Civic Engagement</p>
<p>8.Geo.GR.39 Analyze the impact of urban geography and zoning on access to power and opportunity in Washington, DC.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>8.Inq.TA.40 Identify a local, national, or international issue or problem connected to access to power and representation to conduct research, identify and assess options, and construct a public policy proposal designed to improve the situation.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 5: Protest and Resistance

In this driving concept, students will understand how effective protest and resistance can lead to economic, political, and social change. Students will examine the challenges of engaging civic action at the local, national and global levels to students and evaluate the effects of civic action on public policy in the United States and other countries. Students should study the actions of groups who protest and resist oppressive government actions, laws, or policies. These standards are best taught using a case study approach in which students apply their understanding to a specific policy issue.

Standard:	Anchor Standard:
8.Civ.CE.41 Identify and explore global examples of citizen action to enact change through protests and resistance to government action, evaluating the achievement of their stated purpose and long-term effects of the action.	Civics: Civic Engagement
8.Civ.US.42 Examine how the First Amendment of the US Constitution has been interpreted to limit or provide opportunities for citizen action to protest, resist, and influence government policy.	Civics: Foundations of US Government
8.Inq.TA.43 Explore the tactics, strategies, leaders, major events, and enduring impacts of various social movements within the US.	Inquiry: Engaging in Civil Discourse and Taking Informed Action
8.Civ.CE.44 Examine the way in which media and technology has been used as a tool for resistance and protest.	Civics: Civic Engagement
8.Hist.DHC.45 Evaluate lasting and short-term impacts of protests to economic, social, and environmental policy.	History: Drawing Historical Connections
8.Hist.HC.46 Analyze the significance of Washington, DC as a historic and current location for national protests, rallies, or other demonstrations.	History: Historical Causation
8.Civ.CE.47 Evaluate the effectiveness of organizations in Washington, DC at participating in and creating change.	Civics: Civic Engagement
8.Inq.TA.48 Investigate an individual or a group involved in a historic or current protest movement to evaluate their efforts to achieve reform or improve society.	Inquiry: Engaging in Civil Discourse and Taking Informed Action

<p>8.Inq.TA.49 Evaluate the role and efficacy of civil disobedience, mass protest, and strikes in creating change.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
<p>8.Inq.TA.50 Identify a local, national, or international issue, assess options for taking action, and construct an action proposal designed to make change.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

<p style="text-align: center;">Driving Concept 6: Media, Society, Government, and Digital Literacy</p>	
<p>This driving concept engages students in a critical analysis of the role of media and social media in shaping the understanding and narrative of a policy question. Students should understand how to use media to investigate a contemporary issue, and then understand how to investigate the reliability of a website or organization. Students should also understand how to evaluate coverage, framing and missing viewpoints in traditional news sources. This driving concept is best explored through explicit instruction in digital literacy strategies and practice with curated materials.</p>	
<p>Standard:</p>	<p>Anchor Standard:</p>
<p>8.Inq.DP.51 Use civic online reasoning strategies, including lateral reading, to identify the source of a webpage or digital resource.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>8.Inq.DP.52 Use civic online reasoning strategies, including lateral reading, to evaluate claims made by a webpage or digital source.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>8.Inq.DP.53 Identify resources to use in evaluating online sources and claims, including fact checking and news organizations.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

<p>8.Inq.DP.54 Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>8.Inq.DC.55 Compare multiple accounts from different news or media sources about an issue of concern.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>8.Inq.DP.56 Evaluate the strengths and weaknesses of traditional news media organizations (newspapers, magazines, and television) in creating an informed public, including an analysis of the use of fact checkers, editors, framing and focus.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>8.Inq.DP.57 Analyze the role of social media in shaping political ideology, framing policy debates and accurately informing the public about major policy issues within the United States.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>8.Econ.DM.58 Critically evaluate price, product claims, and quality information from a variety of sources to make informed consumer decisions.</p>	<p>Economics: Economic Decision Making</p>
<p>8.Inq.TA.59 Develop a plan to use technology and online platforms for civic engagement and to drive social change.</p>	<p>Civics: Engaging in Civil Discourse and Taking Informed Action</p>

Grades 6 through 8 Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 6 through 8. They are to be assessed only in conjunction with the content standards in grades 6 through 8. In addition to the standards for grades 6 through 8, students demonstrate the following intellectual reasoning, reflection, and research skills:

CHRONOLOGY AND HISTORICAL INTERPRETATION

1. Students explain how major events are related to one another in time.
2. Students construct various timelines of key events, people, and periods of the historical era they are studying.
3. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
4. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the short-term causes from long-term effects.
5. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
6. Students recognize the role of chance, oversight, and error in history.
7. Students recognize that interpretations of history are subject to change as new information is uncovered.
8. Students interpret basic indicators of economic performance, and they conduct cost-benefit analyses of economic and political issues.
9. Students frame questions that can be answered by historical study and research.
10. Students distinguish fact from opinion in historical narratives and stories. They know facts are true statements because they are supported by reliable evidence and can cease to be facts if new evidence renders previous evidence wrong or unreliable.
11. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
12. Students assess the credibility of primary and secondary sources, draw sound conclusions from them, and cite sources appropriately.
13. Students assess the credibility and reliability of internet sources.
14. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, and author's perspectives).
15. Students know the distinction between sound generalizations and misleading oversimplifications and stereotypes, such as the attribution of individual perspectives on historical events to entire demographic groups.

GEOGRAPHIC SKILLS

1. Students explain Earth's grid system and are able to locate places using degrees of latitude and longitude.
2. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries. Students interpret historical maps and charts.
3. Students create maps that show the growth and decline of empires.
4. Students categorize characteristics of places in terms of whether they are physical (natural) or cultural (human). Know and apply the subcategories of physical and cultural characteristics when describing any given place.
5. Students explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. Identify spatial patterns in the movement of people, goods, and ideas throughout history.
6. Students study current events to identify the characteristics, distribution, and complexity of Earth's cultural mosaics.
7. Students assess how people's changing perceptions of geographic features have led to changes in human societies. They study current events to describe how people's experiences of diverse cultures and places influence their perceptions and viewpoints.
8. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, national, regional, and international scales.
9. Students explain the effects of interactions between humans and natural systems, including how humans depend on natural resources and adapt to and affect the natural environment.
10. Students apply the concept of regions and their patterns of change to the study of the natural and human characteristics of places.
11. Students use geographic knowledge and skills to analyze historical and contemporary issues.

Grades 9-12

World History I

In World History I, students continue to develop and expand their historical thinking and critical literacy skills. Students in World History I analyze the social, political, cultural, and economic characteristics of complex societies and empires of major historical periods, from ancient civilizations through early modern empires. Students analyze the role of innovation and geography on the formation of early complex societies and compare the development of nation-states across geographic regions. This course prepares students to grapple with the implications of global contact, colonization, and conflict in World History II.

In World History I, students use historical thinking skills to analyze artifacts, images, and sources to make claims about the past. Students evaluate different interpretations of significant events and texts using context and corroboration. Students study global events from multiple perspectives and strengthen their ability to evaluate accuracy, credibility, and bias in historical source material.

Driving Concept 1: Beginnings of Human Communities (Up to 8000 BCE)	
Through this driving concept, students acquire key historical thinking skills necessary for grappling with world history content from the beginnings of human history through today. Students will examine how historians have traditionally organized history using time, place, and historical milestones and human achievement based on available evidence, and also consider how the available evidence gives rise to more questions than answers about the past. Students will explore the origins of communities and ways of life to set the foundation for their study of the development of societies.	
Standard:	Anchor Standard:
WH1.Hist.CCC.1 Analyze the scientific and archeological evidence for hominin evolution from the Australopithecines to Homo sapiens.	History: Continuity, Change, and Context

<p>WH1.Inq.DP.2 Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>WH1.Inq.DP.3 Assess the extent to which our current understandings of past people and places are limited by the available evidence.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>WH1.Geo.HC.4 Analyze the scientific and archeological evidence to understand the interactions between Homo sapiens and other species of humans. (e.g., Homo neanderthalensis, Homo erectus, and Homo floresiensis.)</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>WH1.Geo.HP.5 Integrate evidence from multiple disciplines (e.g., genetics, archeology, anthropology, linguistics) to trace early human migration from Africa to other major world regions.</p>	<p>Geography: Human Population Patterns</p>
<p>WH1.Geo.HE.6 Evaluate how early humans adapted to different environments and how their presence shaped their environments over time.</p>	<p>Geography: Human Environment Interaction</p>
<p>WH1.Hist.HC.7 Analyze the impact of Paleolithic technological advances on early human evolution, migration, and communities.</p>	<p>History: Historical Causation</p>
<p>WH1.Inq.DC.8 Analyze Paleolithic and Mesolithic art, tools, and artifacts to describe early human cultures.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>WH1.Geo.HE.9 Evaluate the effects of different approaches to gathering resources (foraging and farming) that emerged during this era.</p>	<p>Geography: Human Environment Interaction</p>
<p>WH1.Inq.DP.10 Analyze archaeological evidence to understand the characteristics of early complex belief systems, including widespread worship of female deities.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

<p>WH1.Hist.HC.11 Analyze possible links between environmental conditions associated with the last Ice Age and changes in the economy, culture, and organization of human communities.</p>	<p>History: Historical Causation</p>
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<p style="text-align: center;">Driving Concept 2: Early Societies and Cities (10,000 BCE to 500 BCE)</p>	
<p>This driving concept builds upon students’ understanding of ways to study historical evidence and make meaning from the past to explore how societies arose, first in Africa, then in Asia, and the Americas. Students will analyze geographic and environmental factors that promoted human societies, as well as how humans developed skills and technology to become complex, successful, agrarian societies. Then, students will explore how these societies created and were shaped by early cultural traits and belief systems. Teachers can choose at least one of the following societies of focus from each region to explore as case studies. Societies of focus can include:</p> <p>Africa: Kush, Nubia, Egypt The Americas: The Olmecs, Maya, Norte Chico (Peru) Asia: Mesopotamia, Jericho, China (the Shang Dynasty), Indus Valley</p>	
Standard:	Anchor Standard:
<p>WH1.Hist.CCC.12 Explain how historians categorize time periods and the strengths and limitations of periodization.</p>	<p>History: Continuity, Change, and Context</p>
<p>WH1.Inq.DP.13 Analyze the values and limits of different archeological evidence in reconstructing the early history of domestication and agricultural settlement.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>WH1.Geo.HE.14 Analyze the geographical and environmental factors that encouraged human communities to organize into complex states and adopt approaches to procure resources including pastoral nomadism and other non-agricultural approaches.</p>	<p>Geography: Human Environment Interaction</p>

<p>WH1.Geo.GR.15 Locate and explain the significance of specific landforms and bodies of water of early complex societies in different regions.</p>	<p>Geography: Physical Geography and Geographical Representations</p>
<p>WH1.Hist.CCC.16 Analyze the role of agricultural, technological, and cultural innovations in the emergence and maintenance of early complex societies.</p>	<p>History: Continuity, Change, and Context</p>
<p>WH1.Hist.HC.17 Explain how the development of cities in Africa, Asia, Europe and the Americas led to common characteristics of early complex societies including social hierarchies, governments and laws, specialization, and writing.</p>	<p>History: Historical Causation</p>
<p>WH1.Geo.HC.18 Analyze how early belief systems shaped the political, legal, economic, and social structure of states in Africa, Asia, and the Americas.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>WH1.Geo.HC.19 Analyze the origins, beliefs, traditions, customs, and spread of Hinduism and Judaism.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>WH1.Hist.DHC.20 Compare and contrast the decline of complex agrarian societies in Asia, Africa, and the Americas.</p>	<p>History: Drawing Historical Connections</p>

Driving Concept/Topic #3: Ancient Empires (800 BCE to 700 CE)

In this driving concept, students will begin to explore the social, political, cultural, and economic traits of societies to understand how humans of the past interacted with each other and with their environment to create complex civilizations. Students will trace the rise of historical empires and evaluate their legacy on our present world. Teachers can choose at least one society from each region to explore as case studies. Societies of focus can include:

Africa: Aksum, Carthage, Nok

Asia: Han China, Persia, Mauryan and Gupta (India), Akkadians and Assyrians

Americas: The Maya

Europe: Greece, Rome

Standard:	Anchor Standard:
WH1.Inq.DQ.21 Evaluate the credibility and perspectives of different sources in understanding Ancient Empires and use them to answer specific questions about societies between 800 BCE and 700 CE.	Inquiry: Developing Questions and Designing Inquiry
WH1.Geo.HC.22 Compare and contrast the tenets of various belief systems that developed in ancient empires and how they spread, including Christianity, Islam, Buddhism and Confucianism.	Geography: The Diversity of Human Cultures
WH1.Hist.DHC.23 Compare the emergence of empires across Africa, Asia, Europe, and the Americas including their methods of consolidating and maintaining power.	History: Drawing Historical Connections
WH1.Civ.WG.24 Analyze the ways in which ancient empires in Africa, Asia, Europe, and the Americas, were governed, including decision-making, means of promoting the common good, and the relationship between people and their government.	Civics: World Governments
WH1.Hist.DHC.25 Assess the importance and enduring legacy of major governmental, technological, and cultural achievements of ancient empires in Europe, Asia, the Americas, and Africa.	History: Drawing Historical Connections

<p>WH1.Geo.HC.26 Compare and contrast social hierarchies of ancient empires in Africa, Asia, Europe, and the Americas and the ideologies that guided them.</p>	<p>Geography: The Diversity of Human Cultures</p>
<p>WH1.Econ.EM.27 Analyze the emergence of complex, interregional networks of trade throughout Afro-Eurasia and how trade networks led to the diffusion and evolution of ideas, resources, and technologies.</p>	<p>Economics: Exchange and Markets</p>
<p>WH1.Econ.EM.28 Analyze the effects of new long-distance trade networks on the collaboration and conflict between empires.</p>	<p>Economics: Exchange and Markets</p>
<p>WH1.Hist.HC.29 Evaluate the social, political, cultural, and economic factors that led to the decline of various ancient empires.</p>	<p>History: Historical Causation</p>

Driving Concept 4: Reorganization of Societies and Increasing Networks of Exchange (400-1200 CE)

In this driving concept, students continue to use social, political, cultural, and economic lenses to analyze the emergence of new empires and societies, including how these empires interacted to cause each others’ success and decline. Students will explore patterns of trade, war, migration, and cultural diffusion to analyze global power dynamics. Teachers can choose at least one society from each different region to explore as case studies. Societies of focus can include:

Africa: Ghana, Hausa Kingdoms, Ethiopian Empire

Americas: Pueblo, Maya, Teotihuacan, Moche

Asia: Sui, Tang, and Song dynasties in China, Gurjara-Pratihara Dynasty, Umayyad Caliphate, Heian Period in Japan

Europe: Frankish Empire (France), England (Anglo-Saxon kingdoms), Byzantine Empire, Holy Roman Empire

Australia and Oceania: Polynesia

Standard:	Anchor Standard:
WH1.Geo.GR.30 Use maps to analyze the decline of ancient empires and emergence of new empires from 400-1200 CE.	Geography: Physical Geography and Geographical Representations
WH1.Hist.CCC.31 Analyze the political changes and continuities in the societies and dynasties that emerged after the decline of ancient empires in Africa, Asia, Europe, and the Americas.	History: Continuity, Change, and Context
WH1.Hist.CCC.32 Analyze the social and cultural changes and continuities between ancient empires and their successors in the same place.	History: Continuity, Change, and Context
WH1.Geo.HC.33 Analyze the role of religion, belief systems, and culture in the governance and maintenance of societies in Africa, Asia, and Europe.	Geography: The Diversity of Human Cultures

<p>WH1.Geo.HE.34 Explain the ways geography influenced the development of economic, political, and cultural centers in Africa, Asia, the Americas, and Europe and how the centers facilitated cultural diffusion.</p>	<p>Geography: Human Environment Interaction</p>
<p>WH1.Geo.GI.35 Use maps to analyze the emergence of major networks of exchange (trade routes) from 400-1200, including the role of specific goods and commodities and technology.</p>	<p>Geography: Global Interconnections</p>
<p>WH1.Geo.GI.36 Evaluate the economic, political, cultural, and social impacts of cultural diffusion in Africa, Asia, the Americas, and Europe due to trade, religious expansion, and migration.</p>	<p>Geography: Global Interconnections</p>
<p>WH1.Hist.HC.37 Evaluate the impact of intellectual and technological innovations from Asia on the development of societies in Africa and Europe.</p>	<p>History: Historical Causation</p>

Driving Concept 5: Early Modern Empires (1000 CE-1600 CE)

In this driving concept, students will explore the development of nation-states and early modern empires and analyze the methods that empires used to centralize power and expand globally. Students will study the roots of imperialism and colonialism, to deepen their understanding of global power dynamics as well as lay the foundation for the World History II course. Teachers should choose at least one society from each region to explore as case studies. Societies of focus can include:

Africa: Songhai, Mali, Great Zimbabwe, Asante, Zulu

Americas: Inca, Aztec (Mexico), Tainos

Asia: Song Dynasty, Mongols (Yuan Dynasty), Delhi Sultanate, Safavid Empire, Ottoman Empire

Europe: England, Spain, France, Holy Roman Empire

Australia and Oceania: Maori, Aboriginals

Standard:	Anchor Standard:
WH1.Inq.DQ.38 Evaluate the credibility and perspectives of different sources in understanding Ancient Empires and use them to answer specific questions about societies between 1000 CE and 1600 CE.	Inquiry: Developing Questions and Designing Inquiry
WH1.Hist.HC.39 Analyze the factors that contributed to the expansion and/or emergence of powerful nation-states and empires in Asia, Europe, Africa, and the Americas.	History: Historical Causation
WH1.Civ.LP.40 Compare and contrast the methods rulers used to legitimize and consolidate power within Asia, Europe, Africa, and the Americas, including bureaucracies, militarism, feudalism, architecture, taxation, and art.	Civics: Laws and Policies
WH1.Geo.GI.41 Analyze the impact of centralizing power on both trade and conflict between and within states and empires in Asia, Europe, Africa and the Americas.	Geography: Global Interconnections

WH1.Geo.HC.42 Compare and contrast how states and empires in Asia and Europe addressed issues of cultural diversity and conflict within their societies.	Geography: The Diversity of Human Cultures
WH1.Hist.HC.43 Analyze the development of institutions of higher education and intellectual centers and assess their role in advancing societies.	History: Historical Causation
WH1.Hist.HC.44 Explain the causes and effects of technological innovations and early urbanization on societies in Asia, Europe, Africa and the Americas.	History: Historical Causation

Driving Concept 6: Thinking Like an Archeologist and Historian

Through this driving concept of World History I, students will demonstrate the questioning, analysis, and communication skills developed during the elementary, middle school, and high school social studies program. Students will develop compelling questions, plan an inquiry, evaluate sources, gather evidence, and communicate conclusions to an audience.

Standard:	Anchor Standard:
WH1.Inq.DC.45 Identify a compelling question related to the UNESCO World Heritage List or the ownership of artifacts from antiquity.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
WH1.Inq.DC.46 Evaluate the credibility of online sources and claims about UNESCO World Heritage Sites or ownership of artifacts.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
WH1.Inq.DP.47 Apply sourcing information, such as authorship, point of view, purpose, intended audience, and historical context to primary and secondary sources to evaluate the credibility of source materials.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
WH1.Inq.DC.48 Using evidence, construct a claim about a compelling question regarding a UNESCO World Heritage Site or the ownership of artifacts from antiquity.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

World History II

In World History II, students study the development of the early modern world and the impacts of interactions between societies from the 15th century through the modern era. Students analyze the impact of innovation, expansion, colonization and conflict on global societies through primary sources and historical artifacts. Throughout the course, students evaluate the causes and consequences of empire building, revolution, decolonization, migration, trade, and cultural exchange. World History II equips students to analyze the benefits and challenges of a interconnected world through the lens of power, perspectives, and lived experiences of different people.

In World History II, students continue to develop historical thinking skills through historical inquiry and synthesizing information from multiple historical sources. Throughout the course, students analyze different accounts of the historical events, considering the impact of context, perspective, and credibility. Students compare events by analyzing and evaluating continuity and change over time. By the end of World History II, students can make and defend a claim about a historical event using a critical analysis of historical evidence.

Driving Concept 1: Transoceanic Interactions (1450-1750)

In this driving concept, students will continue their exploration of the origins of our present world by returning to early modern empires, focusing specifically on how people at this point in history clashed, cooperated, and competed to shape the modern world. Students will examine how European kingdoms, in competition for power, land, resources, and influence, began to expand their empires to places other than Europe (e.g., Africa, the Americas, Asia, and Australia) at the expense of Indigenous populations and cultures, promoting white supremacy and a hegemonic system. The beginnings of global economic markets, colonial political systems, and cultural diffusion of dominant religion and language, are rooted in the interactions between maritime empires and peoples around the world.

Standard:	Anchor Standard:
WH2.Inq.DQ.1 Identify a topic or theme and generate compelling and supporting questions to support the analysis of interactions between early modern empires.	Inquiry: Developing Questions and Designing Inquiry
WH2.Hist.HC.2 Analyze how advancements in technology and the spread of knowledge and scientific learning from Islamic and Asian societies promoted maritime exploration and ultimately the expansion of empires.	History: Historical Causation
WH2.Geo.GI.3 Compare the modes of contact between Europeans and civilizations in Africa, Asia, and the Americas, including networks of trade, resistance to colonization, and warfare.	Geography: Global Interconnections
WH2.Hist.DHC.4 Evaluate the historical legacy of at least three explorers and the limitations of evidence provided by these individuals about the lands and peoples they encountered.	History: Drawing Historical Connections
WH2.Inq.ID.5 Explain the historical context of “Eurocentrism” and the lasting social, political, and economic impacts on countries and Black, Indigenous, and people of color (BIPOC) in Africa, Asia, Europe, Latin America, and the Caribbean and our understanding of sources from the past.	Inquiry: Identity
WH2.Inq.ID.6 Critique how the European invention of race as a social construct was used to justify European colonial actions, including the enslavement of African and Indigenous people in colonized regions.	Inquiry: Identity

<p>WH2.Geo.GI.7 Analyze the intellectual, political, and cultural impacts of the Renaissance and Scientific Revolution on global interactions between people and governments in Africa, Europe, Asia, and the Americas.</p>	<p>Geography: Global Interconnections</p>
<p>WH2.Hist.DHC.8 Assess the political, cultural, social, and economic impact of interactions between Indigenous peoples and European colonizers in Africa, the Americas, and Asia and how European colonizers institutionalized and maintained colonial power around the world.</p>	<p>History: Drawing Historical Connections</p>
<p>WH2.Geo.GI.9 Evaluate the environmental and cultural impact of the exchange of food crops, trade goods, diseases, and ideas between Africa, Asia, Europe, and the Americas.</p>	<p>Geography: Global Interconnections</p>
<p>WH2.Hist.HC.10 Explain the political, cultural, economic, and social motivations for Europeans’ enslavement of Africans, such as white supremacy, mercantilism, and conversion to Christianity.</p>	<p>History: Historical Causation</p>
<p>WH2.Econ.GE.11 Analyze the effects of the transatlantic slave trade on Africa, the Americas, and Europe, including the lasting effects on fundamental beliefs about race and whiteness.</p>	<p>Economics: The Global Economy</p>
<p>WH2.Econ.GE.12 Analyze the development of global markets and early multinational corporations, including global systems of banking, and their impact on colonized regions and European colonizers.</p>	<p>Economics: The Global Economy</p>

Driving Concept 2: Revolutions (1750-1900)

In this driving concept, students will explore the impacts of colonization on Indigenous peoples and the ideas and movements that developed in response to imperialism and the economic growth of Western empires. Students will explore how the intellectual movement known as the Enlightenment crystalized ideals that undermined divine-right absolute monarchs and promoted individuals to share in political power. Students will grapple with how the Enlightenment, in the context of the Age of Colonization and remote governance, led to the application of Enlightenment ideals in European and colonial politics, resulting in various revolutions for sovereignty, democratic ideals, and natural rights. Students will critique how these revolutions featured primarily white men fighting for their rights while simultaneously oppressing others, such as women, Black, Indigenous and other people of color. Students will also explore how, simultaneously, a wave of innovation in machinery led to the Industrial Revolution in Europe and the Americas, which coincided with the newly formed governments based on individual freedoms and free markets. This will set the stage for students to explore the consequences of both political and technological revolutions in positioning Europe and North America as dominant global powers.

Standard:	Anchor Standard:
WH2.Inq.DQ.13 Evaluate the credibility and perspectives of different sources in understanding the revolutions that took place between 1750 and 1900 and use them to answer specific questions.	Inquiry: Developing Questions and Designing Inquiry
WH2.Hist.CCC.14 Analyze how colonization and shifting economic and political power structures led to the intellectual and literary movement known as the Enlightenment, and assess the extent to which those ideals applied in practice to all groups of people, such as women, Indigenous, and enslaved people.	History: Continuity, Change, and Context
WH2.Civ.US.15 Analyze the context and major philosophies of Enlightenment thinkers, including John Locke, Jean-Jacques Rousseau, Baron de Montesquieu and Mary Wollstonecraft.	Civics: Foundations of US Government
WH2.Hist.HC.16 Analyze how the Enlightenment and other factors of revolution, such as mass frustration and shared motivation, led to revolutions in Europe, the Caribbean, and North and South America (e.g., the French Revolution and the Haitian Revolution), leading to the establishment of new nation-states around the world, and the extent to which the new governments realized Enlightenment ideals.	History: Historical Causation

<p>WH2.Inq.DP.17 Use primary sources, including maps, images, and music to analyze how enlightenment ideals and subsequent revolutions promoted nationalism, the expansion of liberal ideals, and movements for social reform, such as abolition and women’s suffrage.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>WH2.Econ.EM.18 Explain how economic and environmental factors led to a rapid wave of innovation in Europe and the Americas.</p>	<p>Economics: Exchange and Markets</p>
<p>WH2.Hist.HC.19 Use primary sources, including charts and graphs, to assess the consequences of industrialization, such as an increased demand in labor and raw materials, mass consumerism, urbanization, and living and working conditions.</p>	<p>History: Historical Causation</p>
<p>WH2.Econ.GE.20 Analyze the expansion of capitalism due to industrialization, and the development of communism as a result.</p>	<p>Economics: The Global Economy</p>
<p>WH2.Hist.HC.21 Analyze the impact of industrialization on the Russian Empire, including the Bolshevik Revolution and the creation of the Soviet Union.</p>	<p>History: Historical Causation</p>

Driving Concept 3: Consequences of Revolutions and Industrialization (1750-1900)	
<p>In this driving concept, students will examine the political, economic, and social consequences of revolutions and industrialization. Students will explore how advancements in technology facilitated the continued growth of imperialism, as well as the ways in which imperialism and colonization reinforced the idea of white supremacy globally and negatively impacted Indigenous populations.</p>	
Standard:	Anchor Standard:
<p>WH2.Inq.DQ.22 Evaluate the credibility and perspectives of different sources in understanding the impact of industrialization and/or colonialism between 1750 and 1900 and use them to answer specific questions.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>WH2.Geo.GI.23 Using sources such as charts, graphs, and maps, examine the global spread of industrialization and its impact on migration, population growth, environmental conditions, and inequities in the development of colonized nations.</p>	<p>Geography: Global Interconnections</p>
<p>WH2.Econ.GE.24 Explain the detrimental impact of the European industrial revolution on global markets, such as the Indian and Egyptian textile industry.</p>	<p>Economics: The Global Economy</p>
<p>WH2.Hist.CCC.25 Explain how nationalism, economic competition, and social ideologies, such as Social Darwinism and white supremacy, were used to justify the increase of formal imperialism in Africa and Asia from 1750–1900.</p>	<p>History: Continuity, Change, and Context</p>
<p>WH2.Inq.DC.26 Evaluate the methods by which European colonizers attempted to take formal control of territories and societies in Africa and Asia.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>WH2.Hist.DHC.27 Compare the methods of resistance of colonized peoples to European imperialism in Africa and Asia.</p>	<p>History: Drawing Historical Connections</p>
<p>WH2.Hist.HC.28 Use primary sources to analyze how European colonialism contributed to, spread, and institutionalized white supremacy.</p>	<p>History: Historical Causation</p>

<p>WH2.Inq.DP.29 Interpret primary and secondary sources to evaluate the short- and long-term impact of European colonization on Indigenous peoples and cultures, such as structural racism, civil war and conflict, repressed economic development, and erasure of culture.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
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<p>Driving Concept 4: Unresolved Global Conflict (1900–1991)</p>	
<p>In this driving concept, students will examine how nationalism and imperialism contributed to the start of World War I, kicking off almost a century of global conflict and tension. Students will explore the causes and events of World War I and World War II, including the role of different individuals, common themes, and common strategies, to unpack the root of global conflict. Students will investigate how the animosity between European powers of World War I caused World War II, and the impacts of both global conflicts, including genocide, migration, new nations states, and the establishment of the United Nations. Students will also explore the emergence of the United States and Soviet Union as world powers, the resulting rivalry that became the Cold War, and the impact of the Cold War rivalry on the world.</p>	
<p>Standard:</p>	<p>Anchor Standard:</p>
<p>WH2.Inq.DQ.30 Evaluate the credibility and perspectives of different sources in understanding the impact of Global Conflict on individual lived experiences between 1900 and 1991 and use them to answer specific questions.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>WH2.Hist.HC.31 Analyze the causes of World War I in Africa, Asia, Europe, and the Americas, considering the role of new technology, alliances, and nationalism.</p>	<p>History: Historical Causation</p>
<p>WH2.Inq.DP.32 Use sources, including images, propaganda, speeches, maps, and data, to analyze and compare the strategies used to carry out global conflict directly and indirectly in the 20th century.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>WH2.Inq.DP.33 Use primary sources to analyze the role of Black, Indigenous, and people of color (BIPOC) in World War I.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

WH2.Geo.GR.34 Use maps to analyze how World War I caused both the rise of new nation states and the decline and/or dissolution of existing empires.	Geography: Physical Geography and Geographical Representations
WH2.Hist.CCC.35 Analyze the reasons for the consequences of violations of human rights during World War I and World War II, such as the Armenian genocide, Nanjing Massacre and Holocaust, and the cooperative global response of the Universal Declaration of Human Rights.	History: Continuity, Change, and Context
WH2.Inq.TA.36 Investigate anti-Semitism in the 20th and 21st centuries and identify current organizations and people fighting anti-Semitism, hate, and violence, in the US and the world.	Inquiry: Engaging in Civil Discourse and Taking Informed Action
WH2.Geo.HP.37 Analyze the contributing factors to the movement of different populations during and after World War I.	Geography: Human Population Patterns
WH2.Inq.DP.38 Analyze primary and secondary sources to evaluate the power and perspectives of nations during international treaties and conferences during the 20th century, including analyzing the voices and perspectives of those excluded.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
WH2.Geo.GR.39 Evaluate the methods by which the borders of territories and new nations were determined after World War I.	Geography: Physical Geography and Geographical Representations
WH2.Hist.HC.40 Analyze the impact of unresolved diplomatic, economic, and social issues of World War I and the causes of World War II.	History: Historical Causation
WH2.Hist.CCC.41 Analyze how totalitarian leaders came to power after World War I.	History: Continuity, Change, and Context
WH2.Hist.DHC.42 Analyze the causes and events of World War II in Africa, Asia, Europe, and the Americas.	History: Drawing Historical Connections
WH2.Hist.CCC.43 Evaluate the cause, course, and consequences of the Holocaust.	History: Continuity, Change, and Context
WH2.Hist.HC.44 Analyze the short- and long-term economic, political, environmental, and social consequences of World War II.	History: Historical Causation

WH2.Hist.HC.45 Evaluate the role of technology on the course and outcomes of World War I and World War II including the role of the atomic bomb.	History: Historical Causation
WH2.Civ.WG.46 Compare the ideologies of socialism, communism, fascism, and liberal democracy and explain the reasons for their growth and decline around the world in the 20th century.	Civics: World Governments
WH2.Hist.HC.47 Explain the shift in global power dynamics after World War II that led to the rivalry between the United States and the Soviet Union known as the Cold War.	History: Historical Causation
WH2.Econ.EM.48 Analyze how the rivalry between the United States and the Soviet Union impacted the governments, economies, and societies in Latin America, Africa, and Asia and resulted in direct conflict in those regions.	Economics: Exchange and Markets

Driving Concept 5: Decolonization and Nation Building (1945-Present)

In this driving concept, students will explore the process of decolonization around the world, and compare similar popular movements for greater autonomy, social justice, and political sovereignty. Students will explore the roles and actions of revolutionary leaders and their fight for self-determination, as well as context of the Cold War and nationalism, in movements in Africa, Asia, and Latin America, as part of their continued examination of the long-term impacts of the Cold War and the methods of nation-building after World War II. This will help students contextualize and analyze modern global issues in the final driving concept.

Standard:	Anchor Standard:
WH2.Inq.DQ.49 Evaluate the credibility and perspectives of different sources in understanding and use them to answer specific questions about the impact of decolonization and nation building between 1945 and the present day.	Inquiry: Developing Questions and Designing Inquiry
WH2.Hist.CCC.50 Contextualize the motivations for decolonization and popular movements for greater autonomy, social justice, and political sovereignty after World War II in Africa, Latin America, and Asia.	History: History: Continuity, Change, and Context

WH2.Civ.CE.51 Analyze and interpret sources to explain methods people used to win independence from colonial powers in Africa after World War II, including armed resistance and civil disobedience.	Civics: Civic Engagement
WH2.Civ.WG.52 Evaluate the effectiveness of revolutionary leaders and movements in achieving autonomy, social justice, or sovereignty in Africa, Asia, Latin America, and the Caribbean.	Civics: World Governments
WH2.Civ.WG.53 Compare the governments formed after World War II in Africa, Latin America, and Asia.	Civics: World Governments
WH2.Geo.GR.54 Use maps to assess the changes and continuities in nation states around the world through the 20th century.	Geography: Physical Geography and Geographical Representations
WH2.Inq.DC.55 Evaluate the terms applied to different nations and regions to denote their relative global status, such as “first/third world” and/or “developing/developed.”	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
WH2.Econ.GE.56 Assess the role of multinational institutions in state-building and negotiating conflicts after World War II.	Economics: The Global Economy
WH2.Geo.HP.57 Use sources to explain how decolonization, redrawing of political boundaries, and the Cold War led to migration and population displacement around the globe.	Geography: Human Population Patterns
WH2.Econ.GE.58 Assess the economic changes and continuities to markets, resource distribution, land use, and global wealth that resulted from decolonization and the Cold War.	Economics: The Global Economy
WH2.Inq.DC.59 Analyze the reasons for and the results of the collapse of the Soviet Union on international affairs.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

Driving Concept 6: Globalization and Changing Environment

In this driving concept, students will explore the role of technology and innovation in accelerating global interconnectedness, and compare the various costs and benefits to different populations around the globe. Students will analyze causes of worldwide economic development and social improvements, including improved health outcomes, population growth, and migration. Students will also examine the social, economic, environmental, and political challenges that have developed as a result of globalization and the work being done to address those challenges. To conclude their formal study of world history, students will consider options for taking informed action, having knowledge of the context of contemporary issues around the globe.

Standard:	Anchor Standard:
WH2.Inq.DC.60 Use statistics, data, and other sources to evaluate what makes countries, organizations, or individuals powerful in the 21st century.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
WH2.Geo.GI.61 Analyze how globalization and international interdependence accelerated in the late 20th century.	Geography: Global Interconnections
WH2.Inq.DC.62 Use charts, maps, and data to evaluate the benefits and harmful impact of globalization on different groups and regions.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
WH2.Geo.HP.63 Analyze how advancements in science, medicine, and technology contribute to global population growth and increased life expectancy, and how the inequitable accessibility of these advancements around the globe impacts different populations.	Geography: Human Population Patterns
WH2.Geo.GI.64 Explain how continuing advancements in technology and communication impact globalization and how these technologies positively and negatively impact societies and different groups within societies.	Geography: Global Interconnections
WH2.Geo.GI.65 Analyze how continuing advancements in technology continue to shape global economic markets, including the production of goods, reliance on raw materials, and expansion of environmentally sustainable practices.	Geography: Global Interconnections

WH2.Geo.HE.66 Evaluate the short- and long-term costs and benefits of environmentally sustainable practices.	Geography: Human Environment Interaction
WH2.Geo.HE.67 Analyze the causes of climate change and the responses of individuals, groups, and governments to the increased threat to the environment.	Geography: Human Environment Interaction
WH2.Civ.LP.68 Assess the role and limitations of multinational institutions in state-building and addressing human rights.	Civics: Laws and Policies
WH2.Civ.CE.69 Assess the role of social media and globalization in the reform movements and revolutions of underrepresented populations, including Black, Indigenous, and people of color (BIPOC), disabled people, refugees, and immigrants.	Civics: Civic Engagement
WH2.Geo.GI.70 Analyze how imperialism and globalization contributed to the growth and diffusion of cultures across the globe.	Geography: Global Interconnections
WH2.Inq.TA.71 Assess the source of a webpage or digital resource about the current political, social, economic and/or environmental challenge facing countries across the globe using strategies like lateral reading to evaluate the reliability of the source.	Inquiry: Engaging in Civil Discourse and Taking Informed Action
WH2.Inq.TA.72 Use sources to analyze current political, economic, environmental, and/or social challenges facing countries around the globe, and generate plans for taking informed action locally, nationally, or globally.	Inquiry: Engaging in Civil Discourse and Taking Informed Action

US History II: Reconstruction through the Present

US History II examines the successes and challenges in American history from the end of the Civil War to the present. The initial unit of the course assesses the extent to which Reconstruction can be viewed as a social, economic, and political revolution in American history and traces the legacy of Reconstruction to the modern era. In subsequent units, students study America at home and abroad in the late 19th, 20th, and early 21st centuries through diverse perspectives. Students evaluate the benefits of technological and economic expansion with the resulting economic, political, and social inequities and environmental degradation. Students will analyze the expansion and contraction of Americans' access to democracy and power during this period and the impact of government policies and political movements on individual lives. They will assess America's contributions to the world while also grappling with the American legacy of settler colonialism, exploring different perspectives of America's evolving role in the world.

In US History II, students continue to develop and apply historical thinking skills while building upon the knowledge and understandings they developed in US History I and subsequent social studies courses. Each unit requires students to contextualize events and develop a deep understanding of historic periods and analyze how individual actions were shaped by historical context. Students critique the usefulness of historical sources in understanding the past considering the author, context, purpose, and audience. US History II helps students to apply the lessons of the past to understand the present and prepare for the future. Throughout the course, students analyze and contextualize multiple primary sources from different viewpoints to evaluate the evolution of American institutions and society into the 21st century.

Driving Concept 1: Reconstruction	
<p>In this driving concept, students assess the opportunities and challenges faced by the people and government of the United States, and the varying ways the country addressed the contradictions that existed between the ideals of its founding documents — the declarations of freedom, equality, justice — and the ways it upheld a long history of racial injustice. Students should use primary accounts of different individuals, including freedpeople, to understand the lived experiences of freedpeople during and after Reconstruction, and the extent to which different Americans were able to realize the promise of freedom.</p>	
Standard:	Anchor Standard:
US2.Inq.DC.1 Analyze the principal rights and ideals established in the United States Constitution and Declaration of Independence to evaluate the extent to which early American history fulfilled those ideals.	History: Developing Claims and Using Evidence to Engage in Civil Discourse
US2.Hist.CCC.2 Analyze key events, as well as actions taken by everyday people and notable historical figures, to evaluate how the fight for abolition and civil or human rights preceded the post-Civil War era.	History: Continuity, Change, and Context
US2.Inq.DP.3 Examine the testimony of formerly enslaved people, or freedpeople, after the Civil War, to analyze the perspectives, everyday actions, and aspirations of many Black or African Americans at this time.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
US2.Inq.DC.4 Using primary and secondary sources, examine the impact of the Civil War and identify the challenges and opportunities around reuniting the country — comparing the perspectives of people in the North, West and South, across gender, socio-economic, and racial lines.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
US2.Inq.DC.5 Analyze the aims of Reconstruction, including Andrew Johnson’s Plan and the Radical Republican Plan.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
US2.Inq.DC.6 Examine the Freedmen’s Bureau to determine what it reveals about the needs and desires of freedpeople at the end of the war, its successes and failures, and how and why it was dismantled.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

<p>US2.Inq.DC.7 Assess the extent to which the 13th, 14th and 15th Amendments and federal policies of Reconstruction presented transformational opportunities to American social, political, and economic institutions, as well as their limitations.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>US2.Inq.DC.8 Using primary and secondary sources, examine the political, social, and economic goals and actions taken by freedpeople, or newly freed Black or African Americans during the era of Reconstruction — such as but not limited to organized efforts to gain access to land; fair labor; public education; and political office.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>US2.Hist.CCC.9 Examine the systematized tactics and impact of widespread terror and violence implemented by mostly white men throughout, but not limited to, the Southern states to cease Reconstruction gains, naming and identifying this as a form of white supremacy (e.g., the rise of the Ku Klux Klan [KKK], violence at voting booths, etc.) and the impact it continues to have on US society today.</p>	<p>History: Continuity, Change, and Context</p>
<p>US2.Hist.HC.10 Using primary and secondary sources, examine the various ways Black or African Americans continued to create social and cultural lives and identities for themselves.</p>	<p>History: Historical Causation</p>
<p>US2.Civ.LP.11 Using primary and secondary sources, examine legislative actions of the post-Civil War era — including but not limited to the Homestead Act and the Transcontinental Railroad Act — and the impact it had on the land and people of the Western region of the United States, with a particular focus on the lives and acts of resistance of Native Americans and Chinese immigrants or Chinese Americans.</p>	<p>Civics: Laws and Policies</p>
<p>US2.Hist.CCC.12 Evaluate the series of events that led to the end of Reconstruction — including the “Compromise of 1877” — and assess the impact on American political, social and economic life.</p>	<p>History: Continuity, Change, and Context</p>
<p>US2.Hist.HC.13 Examine laws and policies of the Jim Crow era, including the immediate and longer-term impact of racialized segregation and unequal access to legal and social structures.</p>	<p>History: Historical Causation</p>

Driving Concept 2: Rise of Industrial and Progressive America	
<p>Through this driving concept, students will evaluate the impact of industrialization wealth distribution and standards of living in American society. Students will explore how race, access to political power, geographic opportunity, and public policy impacted social and economic mobility in America. Students should evaluate primary sources from multiple perspectives to evaluate the legacy of industrialization and progressive policies. Students should use contextualization and media coverage of different labor movements to evaluate the reasons for and effectiveness of different tactics used to fight for better working conditions.</p>	
Standard:	Anchor Standard:
US2.Econ.US.14 Analyze the transformation of the American economy to explain the changing social and political conditions in the United States during the Industrial Revolution, their impact on the environment.	Economics: The US Economy
US2.Econ.US.15 Evaluate arguments about the causes of rising inequality in industrial America related to wealth, health, economic opportunity, and social class.	Economics: The US Economy
US2.Inq.DC.16 Analyze the reasons for racial and ethnic inequality in industrial America and evaluate the different reasons for, and efficacy of, different tactics used by movements for racial and ethnic equality.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
US2.Econ.EM.17 Analyze the reasons for the rise of organized labor, measuring the effectiveness of labor tactics and reactions to the labor movement, including the interactions between the federal government and labor groups.	Economics: Exchange and Markets
US2.Inq.DC.18 Use primary and secondary sources to analyze a case study, such as the Homestead strike, to evaluate the extent to which labor movements were able to create change.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
US2.Hist.DHC.19 Analyze the ideological and strategic debates of the feminist movement of the early 20th century and connect the debates to other reform movements of the time.	History: Drawing Historical Connections

US2.Inq.DC.20 Use context to evaluate different ideas and tactics for achieving racial equality and opportunity, including those of Booker T. Washington, Ida B. Wells and W.E.B. Du Bois.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
US2.Geo.HP.21 Evaluate the reasons for and consequences of the Great Migration, including the impact of the Great Migration on the cultures of different cities, including Washington, DC.	Geography: Human Population Patterns
US2.Inq.DC.22 Evaluate the impact of progressive and populist movements on economic, social, and political inequality in America.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

Driving Concept 3: Empire, Expansion and Consequences

Through this driving concept, students will evaluate the reasons for, and domestic opposition to, American imperialism and intervention in the late 19th and early 20th century. Students should analyze the perspectives of individuals who were impacted by and resisted American expansion and influence, and the impact of American imperialism on global and domestic policy.

Standard:	Anchor Standard:
US2.Civ.LP.23 Explore and evaluate federal policies and actions toward westward movement and evaluate their impact on the national economy, environment, Indigenous populations, and the American public.	Civics: Laws and Policies
US2.Hist.HC.24 Analyze the impact and implications of Native American boarding schools.	History: Historical Causation
US2.Hist.DHC.25 Analyze and explain efforts by Indigenous Nations to resist American conquest and expansion.	History: Drawing Historical Connections
US2.Hist.DHC.26 Analyze the response of Mexican Americans and Chinese Americans to the social, economic and political discrimination and opposition they faced, including the use of the label “foreigner” for the American descendants of Mexican Americans and Chinese immigrants.	History: Drawing Historical Connections

US2.Hist.HC.27 Analyze the social, political, and economic factors that led to the United States’ emergence as an imperial power and domestic debates over its role in the world (e.g., the Spanish-American War, Philippine-American War, intervention in Latin America, and the annexation of Hawaii).	History: Historical Causation
US2.Hist.HC.28 Analyze the reasons for the American and Indigenous resistance to American imperialism overseas, examining the perspectives and experiences of Indigenous communities and their efforts to maintain or regain economic and political freedom.	History: Historical Causation
US2.Inq.DP.29 Evaluate the role of mass media, sensationalism, and propaganda in promoting American imperialism.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
US.Hist.CCC.30 Assess the contemporary political, social and economic impact of American imperialism on different territories and governments (e.g., the Philippines, Marshall Islands, Puerto Rico, Guam, American Samoa, etc.).	History: Continuity, Change, and Context
US2.Hist.CCC.31 Assess the reasons for and consequence of United States involvement in World War I and post-war diplomatic relations.	History: Continuity, Change, and Context
US2.Hist.HC.32 Analyze the social, political, and economic ramifications of World War I on American society, including labor, women, Black Americans and civil rights.	History: Historical Causation

Driving Concept 4: “Prosperity and Progress” to Depression

Through this driving concept, students examine how Americans across racial, gender, class and religious identities experienced the 1920s, the Great Depression, and the New Deal eras. Students should consider how people can experience prosperity while experiencing racism and discrimination. Students should read different primary sources to evaluate the extent to which different federal policies increased access to opportunity for Americans.

Standard:

Anchor Standard:

US2.Hist.DHC.33 Analyze the impact of the Harlem Renaissance and the Black Renaissance in Washington, DC, on American culture, including analysis of literature, music, dance, theater, queer culture and scholarship from the period.	Drawing Historical Connections
US2.Hist.HC.34 Explore the reasons for the Great Depression and examine its impact on different groups of people in the United States, with special attention to race, gender, and class, including an analysis of the impact of the underlying economic and social problems of the 1920s.	History: Historical Causation
US2.Hist.DHC.35 Analyze the causes and consequences of the Dust Bowl, comparing it to other natural disasters, and the impact on Americans across racial/ethnic, ability and class groups.	Drawing Historical Connections
US2.Civ.LP.36 Evaluate the domestic response to the Great Depression, measuring the impact of and resistance to New Deal programming, including its impact on the economy and different Americans.	Civics: Laws and Policies
US2.Inq.DC.37 Evaluate the portrayal of the “Roaring ‘20s,” including an assessment of the changing societal roles and rights of women, African Americans, Latinx Americans and Asian Americans along with the cultural backlash to these changes.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse

Driving Concept 5: Emerging as a World Power: Conflict at Home and Abroad

During this driving concept, students investigate the impact of World War II on Americans, and evaluate the legacy of American participation in World War II at home and abroad. Students should investigate government publications and propaganda to understand the context of Japanese-American incarceration and the dropping of the Atomic bomb. Students should also evaluate contributions of different groups to the war effort and the impact of World War II on American foreign policy.

Standard:	Anchor Standard:
US2.Hist.HC.38 Examine the events that led to the United States’ participation in World War II, including the bombing of Pearl Harbor, explaining its impact on the course and outcome of the war.	History: Historical Causation

<p>US2.Civ.WG.39 Evaluate the reasons for the rise of fascism and Nazism in Europe and the scapegoating of historically marginalized peoples (including Jewish, Romani, Slavic, disabled, and LGBTQ+ communities) by Hitler, Mussolini, and Franco.</p>	<p>Civics: World Governments</p>
<p>US2.Hist.DHC.40 Analyze the social, political, and economic impact of World War II on American society, including the contributions of and discrimination faced by, different Americans, including women, Black Americans, Indigenous Nations, and Latinx Americans.</p>	<p>History: Drawing Historical Connections</p>
<p>US2.Civ.CE.41 Assess the United States’ global commitment to universal human rights before, during, and after World War II, including but not limited to its role during the Holocaust and incarceration of Japanese Americans.</p>	<p>Civics: Civic Engagement</p>
<p>US2.Inq.DC.42 Analyze the reasons for and the consequences of the United States decision to drop the atomic bomb, including the human and environmental impact of the decision.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>US2.Civ.LP.43 Analyze reasons for, and the consequences of, the post-war foreign policy goals of the United States.</p>	<p>Civics: Laws and Policies</p>
<p>US2.Inq.DC.44 Analyze the different experiences of servicemen in World War II, as well as the different experiences upon returning to the United States for white servicemen versus Black, Latinx, Indigenous, and Asian-American servicemen and their access to postwar economic opportunities.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>US2.Inq.DP.45 Explore the development of American culture during the 1930s and ‘40s, including music, art, literature, and goods.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>

Driving Concept 6: Ideological Global Conflict	
<p>Through this driving concept, students will evaluate the reasons for and consequences of the Cold War at home and abroad. Students should evaluate and contextualize contemporary debates about US efforts to contain the spread of communism and analyze the impact of the Cold War on civil liberties.</p>	
Standard:	Anchor Standard:
US2.Civ.WG.46 Evaluate how political and ideological differences between the United States and the Soviet Union led to the US policy of containment and the period known as the Cold War.	Civics: World Governments
US2.Hist.HC.47 Analyze the legacy of the development of atomic weapons and the nuclear age in American society, and explain how it altered the balance of global power.	History: Historical Causation
US2.Civ.LP.48 Analyze why the actions of the Soviet Union in Eastern Europe and the spread of communism in Asia led to fear in the United States, resulting in political efforts to limit civil liberties, including an analysis of McCarthyism and the “Lavender Scare.”	Civics: Laws and Policies
US2.Hist.HC.49 Evaluate the reasons for and success of containment policies enacted by the United States, including conflicts and proxy wars in Latin America, Southeast Asia and the Middle East.	History: Historical Causation
US2.Civ.CE.50 Evaluate the reasons for and impact of opposition to US intervention in foreign countries during the Cold War, including the anti-Vietnam War movement.	Civics: Civic Engagement
US2.Hist.HC.51 Assess the extent to which US actions contributed to the collapse of the Soviet Union and explore the impact on US policy and continued Russian relations.	History: Historical Causation
US2.Inq.DP.52 Analyze multiple historical interpretations about the end of the Cold War and analyze the evolution of interpretations over time.	History: Gathering Diverse Perspectives and Evaluating Evidence

Driving Concept 7: Movements for Justice and Equality

Through this driving concept, students analyze the history of grassroots movements that compelled the federal government to take a more active role in guaranteeing civil rights and civil liberties. Student should analyze the intersections between different movements for equality, and study the contributions of Dr. Martin Luther King, Jr. and Rosa Parks while understanding that they were part of large activist networks and worked collectively to bring about change. Students will also evaluate the extent to which the Civil Rights Movement achieved its aims and the continued efforts to realize equality in the United States.

Standard:	Anchor Standard:
US.2.Hist.CCC.53 Evaluate the impact of Jim Crow and other discriminatory laws in the North and South on the lived experiences of different individuals, including but not limited to Black, Latinx, and Asian Americans across different gender and socioeconomic contexts.	History: Continuity, Change, and Context
US2.Econ.EM.54 Evaluate the impact of post-war federal and local policies in housing, infrastructure, and economic development, such as redlining and housing covenants.	Exchange and Markets
US2.Civ.CE.55 Assess when the Civil Rights Movement began and ended, evaluating grassroots and advocacy movements from the 1890s through the 1960s and into the 21st century.	Civics: Civic Engagement
US2.Civ.CE.56 Evaluate the different goals and tactics of African American movements for racial equality during and following World War II.	Civics: Civic Engagement
US2.Hist.CCC.57 Analyze the grassroots efforts by African Americans to participate in political, economic, and legal systems, and access public education.	History: Continuity, Change, and Context
US2.Hist.DHC.58 Examine the systematized tactics and impact of widespread terror, white supremacy, and violence utilized to undermine the gains of the Long Civil Rights Movement. (e.g., the reemergence of the Ku Klux Klan, lynchings, massacres, assassinations, violence at voting booths, etc.).	History: Drawing Historical Connections
US2.Civ.CE.59 Analyze the tactics used by different Civil Rights organizations and leaders to achieve racial and economic equality in the South, including key events organized by the National Association for the Advancement of Colored People (NAACP), Student Nonviolent Coordinating Committee (SNCC), the	Civics: Civic Engagement

<p>Congress of Racial Equality (CORE), Black Panthers, Brown Berets, and the Southern Christian Leadership Conference (SCLC).</p>	
<p>US2.Civ.CE.60 Assess reasons for the successes and unfinished work of the Civil Rights Movement, including the impact and legacy of <i>Brown v. Board of Education of Topeka</i>, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and <i>Shelby County v. Holder</i>.</p>	<p>Civics: Civic Engagement</p>
<p>US2.Hist.CCC.61 Assess the reasons for and the impact of institutional racism and segregation in the Northern United States, and analyze local movements and uprisings in the North.</p>	<p>History: Continuity, Change, and Context</p>
<p>US2.Hist.CCC.62 Explore the contributions of different groups to the Civil Rights Movement and how it inspired and intersected with various other civil rights movements and events, including but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women’s Liberation Movement, the Asian American Movement, disability rights movement, Chicano Movement Latinx resistance, and the anti-war movements.</p>	<p>History: Continuity, Change, and Context</p>
<p>US2.Hist.CCC.63 Use historical context to analyze the reaction to movements for political, social and economic equality.</p>	<p>History: Continuity, Change, and Context</p>
<p>US2.Civ.CE.64 Analyze the reasons for and impact of the occupation of Alcatraz and the American Indian Movement.</p>	<p>Civics: Civic Engagement</p>
<p>US2.Inq.DP.65 Analyze the writings of different perspectives of the Women's liberation movement from women from diverse backgrounds, such as, but not limited to, Gloria Steinem, Elaine Brown, Phyllis Schlafly, and Gloria Anzaldúa.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>US2.Inq.DP.66 Analyze media coverage of two key events in a movement for equality, comparing multiple perspectives and the use of framing and focus in coverage of key events.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>US2.Econ.EM.67 Examine the tensions over the role of the federal government in regulating the economy and providing a social safety net.</p>	<p>Economics: Exchange and Markets</p>

Driving Concept 8: Access to Democracy and Power from the 1980s-Present Day	
<p>In this driving concept, students analyze domestic and international challenges and opportunities following the Cold War. Students will analyze the Sept. 11, 2001 attacks and the subsequent Global War on Terror. Students analyze the impact of technological innovation, including the impact of the internet on society at home and abroad. Students should analyze the trends in access to democracy and power in the contemporary era.</p>	
<p>US2.Hist.DHC.68 Examine the legacy of American foreign policy after the collapse of the Soviet Union, including conflicts in Latin America, and the Middle East.</p>	<p>History: Drawing Historical Connections</p>
<p>US2.Civ.US.69 Analyze the reasons for and the impact of political polarization from the 1980s through contemporary America.</p>	<p>Civics: Foundations of US Government</p>
<p>US2.Hist.HC.70 Analyze the consequences of the terrorist attacks of Sept. 11, 2001 on global and domestic policy.</p>	<p>History: Historical Causation</p>
<p>US2.Civ.LP.71 Evaluate the effort of American foreign policy to meet humanitarian goals, further economic interests, and increase domestic security and the role of the United States in the Global War on Terror.</p>	<p>Civics: Laws and Policies</p>
<p>US2.Civ.CE.72 Evaluate the tactics of modern social, labor, political, and environmental activist movements in America, measuring their success.</p>	<p>Civics: Civic Engagement</p>
<p>US2.Inq.DP.73 Assess the source of a webpage or digital resource about a recent historical event using strategies like lateral reading to evaluate the reliability of the source.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>US2.Econ.US.74 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, and the shift from factory-based to a knowledge-based economy.</p>	<p>Economics: The US Economy</p>
<p>US2.Civ.CE.75 Analyze the advancements and challenges to the environmental movement after 2000.</p>	<p>Civics: Civic Engagement</p>

US2.Econ.US.76 Evaluate the extent to which advances in technology and investments in capital goods increased standards of living throughout the United States.	Economics: The US Economy
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Government and Civics

Government and Civics develop the foundation of skills and dispositions to enable students to participate effectively and strategically in civic life. Throughout the course, students develop a critical understanding of the historical roots and present-day implications of the structure and function of the US government. Students will examine the foundational constitutional principles, including federalism, separations of powers, checks and balances, limited government, and the rule of law to better understand the rights and responsibilities of civic participation. Government and Civics students study the ideals contained in the Declaration of Independence and evaluate the United States Constitution, Bill of Rights, and subsequent foundational documents, such as “Letter from Birmingham Jail” and key Supreme Court decisions to understand different ideas about the powers and purpose of American government.

Public discourse is an essential element of American democracy and the Government and Civics course; students use evidence to evaluate different interpretations carefully and honestly about the roles and responsibilities of government. This course emphasizes media literacy and empowers students to assess the credibility, reliability, and utility of different sources of media and information in drawing conclusions about political ideas. The Government and Civics course culminates in a capstone project that challenges students to apply their understanding of the structure and function of government to an advocacy project.

Driving Concept 1: Foundations of American Democracy

This driving concept engages students in an analysis of the documents that provide the foundation of the US government. Students explore the historical context in which these documents were written, the principles they establish, and their impact on historic and contemporary events and people. Students should examine the discrepancy between the ideals of these principles and their application, as well as the actual government established by founding documents such as the Constitution.

Rather than examine the Constitution as a purely historic document, this driving concept intends for students to apply its powers and guarantees to historic and contemporary case studies. Throughout this driving concept, students should analyze the Declaration of Independence, Constitution and Bill of Rights along with additional primary documents, such as “Letter from Birmingham Jail” to consider the promise and shortcomings of American democracy. As students consider arguments about the evolution of American government they should use historical thinking to consider the impact of the author, date, place of origin, intended audience, and purpose on the arguments of primary source material.

Standard:	Anchor Standard:
GC.Inq.DC.1 Identify major tensions within our constitutional democracy: majority rule and individual rights; liberty and security; state and national authority in a federal system; civil disobedience and the rule of law; and the relationship of religion and government.	Inquiry: Developing Questions and Designing Inquiry
GC.Civ.US.2 Analyze the historic events and philosophies that shaped the perspectives of the founders of the US Constitution and assess the impact of these perspectives on the government they created, including an analysis of the Declaration of Independence.	Civics: Foundations of US Government
GC.Civ.US.3 Examine the debates about rights, power, civic participation, slavery, and decision-making that shaped the design of the US Constitution.	Civics: Foundations of US Government
GC.Civ.US.4 Evaluate the principles of the US Constitution, including the rule of law, consent of the governed, limited government, separation of powers, and federalism and identify the way in which these principles function today.	Civics: Foundations of US Government

<p>GC.Civ.US.5 Analyze the structures and functions of the three branches of the US government in order to evaluate current conflicts between them.</p>	<p>Civics: Foundations of US Government</p>
<p>GC.Civ.CE.6 Analyze the means by which a bill becomes a law, and identify opportunities for citizens to influence the process.</p>	<p>Civics: Civic Engagement</p>
<p>GC.Civ.US.7 Analyze the ways in which the US Constitution established limited government and explore the ongoing tension between an empowered but limited federal government.</p>	<p>Civics: Foundations of US Government</p>
<p>GC.Hist.CCC.8 Assess the appropriate balance of power between the federal, state and tribal governments, including an analysis of significant Supreme Court rulings such as <i>McCulloch v. Maryland</i> (1819) and <i>United States v. Lopez</i> (1995).</p>	<p>History: Continuity, Change, and Context</p>
<p>GC.Inq.DC.9 Evaluate historic and current efforts by marginalized groups to be represented and protected by the US Constitution.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>
<p>GC.Inq.DP.10 Assess how varying interpretations and perspectives of the US Constitution have promoted or limited civic virtues and democratic principles in the past and present.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>GC.Inq.DC.11 Analyze past and present efforts to adapt and redesign the US Constitution and political institutions both formally and informally.</p>	<p>Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse</p>

Driving Concept 2: Rights and Responsibilities	
<p>Through this driving concept, students will evaluate the history and application of civil rights and liberties in American democracy. Students will evaluate the tension between liberty and security and evaluate the ways in which rights and freedoms have expanded and contracted in American history. Through active inquiry, students can investigate laws, court cases, and the perspectives of those involved in order to address and take positions on relevant and critical issues in America today.</p>	
Standard:	Anchor Standard:
GC.Inq.DQ.12 Develop compelling and supporting questions to guide research, analysis, and constructive discourse regarding civil and human rights.	Inquiry: Developing Questions and Designing Inquiry
GC.Hist.CCC.13 Examine the ways in which the US Constitution and Bill of Rights protect individual rights and liberties from undue governmental influence, analyzing to what extent the rights have expanded or been abridged over time.	History: Continuity, Change, and Context
GC.Inq.DC.14 Evaluate the historic and contemporary impact and effectiveness of the 13th, 14th, 15th and 19th amendments in expanding access to rights and freedoms in the United States.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
GC.Inq.DP.15 Evaluate the evolution of civil liberties over time including landmark Supreme Court cases such as <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> , <i>Schenck v. United States</i> , <i>Tinker v. Des Moines</i> , <i>Loving v. Virginia</i> , <i>Obergefell v. Hodges</i> and <i>Dobbs v. Jackson Women's Health Organization</i> .	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
GC.Hist.CCC.16 Analyze the evolution of what is considered a constitutional right and civil liberty, comparing their application over time with specific focus on marginalized and underrepresented groups.	History: Continuity, Change, and Context
GC.Inq.DC.17 Analyze the reasons for the evolution of Indigenous Nations sovereignty over time, including the impact of significant treaties and Supreme Court cases on the rights of Indigenous Nations.	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
GC.Civ.US.18 Evaluate the extent to which the Constitution protects individuals from discrimination in contemporary society.	Civics: Foundations of US Government

GC.Civ.CE.19 Explore the origin and continued existence of organized social movements fighting to expand civil rights, including public action, protests, courts, and the passage of laws and amendments specific to women.	Civics: Civic Engagement
GC.Inq.TA.20 Investigate and analyze a political, economic, environmental, or social issue relating to civil rights or liberties and advocate for a specific change in current government policy or law.	Inquiry: Engaging in Civil Discourse and Taking Informed Action

Driving Concept 3: Citizenship In a Digital World

This driving concept builds on the medial literacy skills students developed in Grade 8 and further engages students in a critical analysis of the role of media and social media in shaping the understanding and narrative of a policy question. Students should understand how to use media to investigate a contemporary issue, and then understand how to investigate the reliability of a website or organization. Students should also understand how to evaluate coverage, framing and missing viewpoints in traditional news sources. This driving concept is best explored through explicit instruction in digital literacy strategies and practice with curated materials.

Standard:	Anchor Standard:
GC.Inq.DP.21 Use civic online reasoning strategies, including lateral reading, to identify the source of a webpage or digital resource that provides information about a current political issue.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
GC.Inq.DP.22 Use civic online reasoning strategies, including lateral reading, to evaluate claims made by a webpage or digital source that provides information about a current political issue.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence

<p>GC.Inq.DP.23 Evaluate the utility of different resources in evaluating online sources and claims, including fact-checking and news organizations.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>GC.Inq.DP.24 Evaluate the perspective and claims of an editorial, editorial cartoon, or op-ed commentary and the impact on a public policy issue at the local, state, or national level.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>GC.Inq.DP.25 Evaluate the strengths and weaknesses of traditional news media organizations (newspapers, magazines, radio, and television) in creating an informed public, including an analysis of the use of fact checkers, editors, framing and focus.</p>	<p>Inquiry: Gathering Diverse Perspectives and Evaluating Evidence</p>
<p>GC.Inq.TA.26 Use research from national and international sources to analyze the impact of media and social media on democracy and develop a public policy proposal to strengthen democratic expression and participation in American civil life.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
<p>GC.Inq.TA.27 Develop and iterate a plan to use technology and online platforms for civic engagement and to drive social change.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>

Driving Concept 4: Political Participation and Engagement	
<p>Through this driving concept, students evaluate opportunities for participation and engagement in American government. Students evaluate the history and efficacy of different political tactics, ultimately making determinations about how to best effect change locally and nationally.</p>	
Standard:	Anchor Standard:
GC.Civ.CE.28 Analyze opportunities for civic engagement within all levels of government and assess the extent to which participants enjoy equitable access and influence.	Civics: Civic Engagement
GC.Civ.CE.29 Examine civic participation in the political process over time, including voter trends, restrictions, and expansions, and evolution of opportunities to engage government.	Civics: Civic Engagement
GC.Civ.CE.30 Examine how political parties, interest groups and other organizations provide people with opportunities for civic involvement, evaluating the access and impact on democracy.	Civics: Civic Engagement
GC.Econ.US.31 Explore historic or contemporary examples in which groups of people attempted to resist unjust economic conditions, evaluating short- and long-term impact.	Economics: The US Economy
GC.Inq.DC.32 Evaluate the use of the court system to achieve or restrict equality historically, including an analysis of <i>Dred Scott v. Sandford</i> , <i>Plessy v. Ferguson</i> , <i>Brown v. Board of Education of Topeka</i> , <i>Mendez v. Westminster</i> , <i>Loving v. Virginia</i> , <i>Obergefell v. Hodges</i> and <i>Korematsu v. United States</i> .	Inquiry: Developing Claims and Using Evidence to Engage in Civil Discourse
GC.Inq.TA.33 Investigate voting rights, laws, and practices in Washington, DC, a state, or a territory and develop a proposal for a specific change in current government policy or law.	Inquiry: Engaging in Civil Discourse and Taking Informed Action
GC.Civ.CE.34 Evaluate the efficacy of different forms of political engagement, and compare the efficacy of different methods for taking actions.	Civics: Civic Engagement
GC.Civ.CE.35 Analyze the ways that young people, including by not limited to Native American, Black Peoples, Indigenous Peoples, People(s) of Color (BIPOC) and queer youth are impacting change.	Civics: Civic Engagement

<p>GC.Inq.TA.36 Investigate and research a local, state, national, or international issue and develop a corresponding plan of action to an existing government or law.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
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<p>Driving Concept 5: Public Policy</p>	
<p>Through this driving concept, students analyze the creation and impact of public policy and the role of an informed and civically engaged public in creating just policies and actions. Students should understand that public policy is created through the making and execution of laws, and their adjudication when disputes arise of the content and intent of those laws. Students explore the importance of public input in determining how federal, state and local governments address problems and issues.</p>	
<p>Standard:</p>	<p>Anchor Standard:</p>
<p>GC.Civ.LP.37 Analyze and explain the process by which various levels and branches of government and outside organizations shape, implement, amend, and enforce public policy.</p>	<p>Civics: Laws and Policies</p>
<p>GC.Civ.LP.38 Evaluate the extent to which different groups of Americans impact domestic and foreign policy, and identify the reasons and consequences of the disparity in influence.</p>	<p>Civics: Civic Engagement</p>
<p>GC.Civ.LP.39 Evaluate the extent to which specific public policies are successful in implementation, and explain the reasons for success and failure of public policy.</p>	<p>Civics: Laws and Policies</p>
<p>GC.Geo.HE.40 Evaluate how contemporary political and economic decisions have influenced environmental characteristics of a geographic region within the United States.</p>	<p>Geography: Human Environment Interaction</p>
<p>GC.Inq.TA.41 Evaluate the effectiveness of the government’s response to the threat of climate change and develop a corresponding plan of action.</p>	<p>Inquiry: Engaging in Civil Discourse and Taking Informed Action</p>
<p>GC.Econ.DM.42 Assess different policies for the collection and use of federal, state, and local taxes to fund government provided goods and services, including income taxes, payroll taxes, property taxes, and sales taxes.</p>	<p>Economics: Personal Decision Making</p>

GC.Inq.TA.43 Research the origins of a public policy issue and present a proposal defending a position or invoking a call to action at the local, state, or national level.	Inquiry: Engaging in Civil Discourse and Taking Informed Action
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District of Columbia History and Government

The District of Columbia History and Government builds upon the knowledge, skills, and understanding students developed in their previous US History and Civics courses. The course equips students with the skills and knowledge needed to navigate the modern political and social landscape of DC with attention to the issues that are most relevant to them as DC residents. Students contextualize these contemporary issues by first examining significant milestones and eras in the city's history. The course asks students to consider perspectives of diverse peoples and nations who lived in the area that has become modern-day DC. Students examine the birth and early development of DC as the nation's capital, as well as a distinct city. Students engage in an in-depth exploration of the issue of DC statehood. Throughout each driving concept, students consider the intersection between DC's role as the nation's capital and the development of a unique, local identity and culture.

In District of Columbia History and Government, students become experts at critiquing the usefulness of a historical source in understanding the past using the origin and context of a source. Students can explain how different perspectives of people in the present shape interpretation of the past, and successfully analyze the perspective of those writing history. Students can analyze factors that shaped the perspective of people during different historical eras, and the impact of Washington, DC history on the modern era. This course ends in a capstone project in which students apply their understanding of the history and culture of DC to a community impact project.

Driving Concept 1: Early Settlement and Geography of Washington, DC

This concept engages students in analysis of historical evidence through an exploration of the social, cultural and political structures of Indigenous Nations living in the Mid-Atlantic region. Students explore the history of the Indigenous Nations through different perspectives and primary sources, including a discussion of the limitations of European perspectives in understanding the societies of Indigenous Nations. Students should use sourcing to critically evaluate how we know what we know about the past, and to understand the ways in which Indigenous Nations experienced, challenged and resisted colonialism.

Standard:	Anchor Standard:
DC.Inq.DQ.1 Evaluate different geographic representations of Washington, DC and the Chesapeake region to develop claims about how the city and region have changed over time.	Inquiry: Developing Questions and Designing Inquiry
DC.Geo.HC.2 Analyze the social, cultural, and political lives of Nacotchtank (Anacostan) and Piscataway societies.	Geography: The Diversity of Human Cultures
DC.Geo.HE.3 Evaluate the impact of the local environment and natural resources of the Potomac region on agricultural and economic structures of the Nacotchtank (Anacostan) and Piscataway societies.	Geography: Human Environment Interaction
DC.Inq.DP.4 Analyze the initial interactions between European colonists and Indigenous Nations in the Potomac Region, from the perspectives of the Nacotchtank (Anacostan) and Piscataway and the Europeans, and the ways Nacotchtank (Anacostan) and Piscataway nations resisted and were impacted by colonization.	Inquiry: Gathering Diverse Perspectives and Evaluating Evidence
DC.Hist.DHC.5 Use primary sources to evaluate the lived experiences of different individuals in Washington, DC in the 17th century, including the different experiences across race, gender, class and religion.	History: Drawing Historical Connections
DC.Civ.LP.6 Analyze different political statuses of enslaved and free Black Americans in the region, and evaluate how their labor shaped the development of local colonies and how they resisted European enslavement.	Civics: Laws and Policies

Driving Concept 2: Birth and Early Development of the Nation’s Capital	
<p>This concept engages students in an analysis of the founding of Washington, DC as the nation's capital and the extent to which Washington, DC embodied the ideals of the American Revolution. Students should understand that Washington, DC developed as both a seat of government and an emerging American city with its own unique identity and culture. Students should evaluate the efficacy and tactics of activists who challenged the idea of the city as a haven of democracy in their attempts to abolish slavery.</p>	
Standard:	Anchor Standard:
DC.Hist.DHC.7 Evaluate the reasons for and consequences of the establishment of a federal district during the Constitutional Convention.	History: Drawing Historical Connections
DC.Hist.DHC.8 Evaluate the geographic, economic, and political factors that resulted in the location and design of the nation’s capital, including the role of slavery.	History: Drawing Historical Connections
DC.Hist.DHC.9 Evaluate the ways in which the creation of Washington, DC both embodied and failed to embody the ideals of the American Revolution.	History: Drawing Historical Connections
DC.Hist.DHC.10 Evaluate the reasons for and opposition to the Organic Act of 1801, and the impact of federal legislation on the lives of DC residents.	History: Drawing Historical Connections
DC.Hist.DHC.11 Evaluate the reasons for and consequences of the movement for retrocession.	History: Drawing Historical Connections
DC.Civ.LP.12 Analyze the ways in which Washingtonians, including immigrants as well as both free and enslaved persons of African descent, responded to the economic and political opportunities and challenges in the early history of the city.	Civics: Laws and Policies
DC.Civ.CE.13 Evaluate the ways in which free and enslaved individuals resisted slavery in mid-19th century Washington, DC and the implications of those efforts.	Civics: Civic Engagement

<p>DC.Civ.LP.14 Analyze the impact of federal policies, including the Fugitive Slave Act and the Compromise of 1850 on the lives and experiences of Washingtonians, including enslaved Washingtonians and free Black Washingtonians, before and during the Civil War.</p>	<p>Civics: Laws and Policies</p>
<p>DC.Civ.LP.15 Analyze reasons for and the impact of the Compensated Emancipation Act of 1862, including the impact on the population and policies of Washington, DC.</p>	<p>Civics: Laws and Policies</p>

Driving Concept 3: Emergence of Modern Washington, DC

This concept engages students in an analysis of the political development of Washington, DC and the ways in which local Washingtonians fought for economic, political and social equality. Students should evaluate the political context for the loss of home rule. Students should understand this time period through a study of the perspectives of different segments of the Washington, DC population including but not limited to immigrants, Indigenous people, freedpeople, and members of the LGBTQ+ community. A thorough study of this time period should give agency and voice to different segments of the DC community as historical actors.

Standard:	Anchor Standard:
<p>DC.Hist.HC.16 Evaluate the impact of Radical Reconstruction and the Freedmen's Bureau on the District.</p>	<p>History: Historical Causation</p>
<p>DC.Civ.US.17 Analyze the expansion of suffrage rights in Washington, DC during Reconstruction, and the impact of biracial democracy on the political structure of Washington, DC.</p>	<p>Civics: Foundations of US Government</p>
<p>DC.Civ.US.18 Evaluate reasons for and the impact of the establishment of territorial government and the end of home rule in the 1870s.</p>	<p>Civics: Foundations of US Government</p>
<p>DC.Hist.DHC.19 Evaluate the impact of city planning and federal policy on the geography of Washington, DC in the late 19th and early 20th century.</p>	<p>History: Drawing Historical Connections</p>

<p>DC.Geo.HE.20 Analyze the reasons for and the impact of segregation and Jim Crow laws on the culture, geography and economics of Washington, DC.</p>	<p>Geography: Human Environment Interaction</p>
<p>DC.Hist.HC.21 Evaluate the reasons for and impact of the Black Renaissance on the Washington, DC community 1920s and 1930s.</p>	<p>History: Historical Causation</p>
<p>DC.Hist.HC.22 Analyze the impact of World War I, the New Deal and World War II on the District’s population, geography and residents.</p>	<p>History: Historical Causation</p>
<p>DC.Civ.CE.23 Analyze the reasons for and the efficacy of different forms of political activism and cultural achievements of Black Washingtonians during and between the world wars.</p>	<p>Civics: Civic Engagement</p>
<p>DC.Hist.DHC.24 Evaluate the tactics and goals of different movements for freedom, economic justice and equality within Washington, DC, including boycott campaigns, sit-ins, direct action, and court cases.</p>	<p>History: Drawing Historical Connections</p>
<p>DC.Civ.CE.25 Evaluate the successes and shortcomings of the fight for racial equality in Washington, DC including the impact of Washington's status as the nation's capital and a federal district on the movement for equality.</p>	<p>Civics: Civic Engagement</p>
<p>DC.Hist.HC.26 Evaluate the roots and impact of cultural changes to Washington, DC in the 1970s.</p>	<p>History: Historical Causation</p>

Driving Concept 4: Self-Determination in the District

Through this driving concept, students should understand that self-determination for DC residents has been and continues to be an ongoing struggle for political power. Students should study the ways in which groups with varied interests and different goals have struggled to gain self-rule from Congress. Students should explore the various historical, economic, political, social and cultural dynamics that have impacted that struggle. Students should understand the form, structures and power of the DC government under home rule. Using historical context, students should evaluate the modern fight for self-determination and statehood.

Standard:	Anchor Standard:
DC.Geo.HP.27 Evaluate the reasons for and impact of changes to the District’s population at the end of the 20th century, including the impact of immigration from Central America, Asia and Africa.	Geography: Human Population Patterns
DC.Geo.HE.28 Explore the rationale for and the impact of urban planning decisions, including the development of highways and city infrastructure, on communities in Washington, DC.	Geography: Human Environment Interaction
DC.Civ.CE.29 Evaluate the efforts and opposition to the struggle for greater self-determination and suffrage for Washington, DC residents in the 1960s and ‘70s, including the creation of a city council in 1967.	Civics: Civic Engagement
DC.Civ.LP.30 Evaluate the executive and legislative powers of the DC government, as established by the Home Rule Act, and analyze the extent to which limited government under home rule addressed issues facing the District.	Civics: Laws and Policies
DC.Civ.CE.31 Evaluate the roles different grassroots community organizations played in fighting for the expansion of political and economic power in the District and nation from the mid- to late 20th century.	Civics: Civic Engagement
DC.Hist.HC.32 Analyze the causes and effects of the city’s financial crisis in the mid-1990s, and the role of the federal and city government in responding to the crisis.	History: Historical Causation
DC.Geo.HP.33 Use a case study approach to evaluate the history of at least two different communities in Washington, DC and how the communities have grown and changed over time (e.g., Chinatown, Columbia Heights, Mt. Pleasant, Shaw).	Geography: Human Population Patterns

DC.Civ.CE.34 Evaluate the contemporary relationship between the federal government and the District of Columbia, and the impact of this relationship on the rights and privileges of District residents.	Civics: Civic Engagement
DC.Civ.CE.35 Evaluate the origins of the movement for statehood for Washington, DC and evaluate the reasons for national support and opposition to the movement.	Civics: Civic Engagement

Driving Concept 5: Modern Washington, DC	
Through this driving concept, students will evaluate the modern geography, culture and politics of Washington, DC. Students will identify opportunities for creating change in the District and consider the impact of Washington, DC history on their lived experiences. Students should evaluate the modern District from a variety of perspectives and experiences.	
Standard:	Anchor Standard:
DC.Civ.CE.36 Analyze the current structure of District government, and identify important public officials in Washington and how they impact change.	Civics: Civic Engagement
DC.Civ.CE.37 Assess the multiple ways people in the Washington community can influence their local government.	Civics: Civic Engagement
DC.Geo.HC.38 Evaluate the history and legacy of cultural institutions and monuments that are unique to Washingtonians.	History: Historical Causation
DC.Geo.GR.39 Compare contemporary ward maps and the distinct features of each of Washington, DC’s wards and evaluate the different resources available across Washington, DC.	Geography: Physical Geography and Geographical Representations

<p>DC.Econ.DM.40 Evaluate different financial resources and opportunities available to District residents, and critically evaluate information from a variety of sources to make informed consumer decisions.</p>	<p>Economics: Economic Decision Making</p>
<p>DC.Civ.CE.41 Assess different opportunities for creating change in Washington, DC and evaluate the efficacy of different groups and change makers in the District.</p>	<p>Civics: Civic Engagement</p>
<p>DC.Inq.DC.42 Evaluate the credibility of online sources and claims about contemporary political and social issues in Washington, DC using strategies like lateral reading.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>DC.Inq.DC.43 Compare multiple accounts from different news or media sources about an issue of concern, with attention to the credibility and perspective of each account.</p>	<p>Inquiry: Developing Questions and Designing Inquiry</p>
<p>DC.Civ.CE.44 Evaluate the current challenges and opportunities facing Washingtonians and propose a solution for District residents.</p>	<p>Civics: Civic Engagement</p>

Grades 9 through 12 Historical and Social Sciences Analysis Skills

The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 9 through 12. They are to be assessed only in conjunction with the content standards in grades 9 through 12. In addition to the standards for grades 9 through 12, students demonstrate the following intellectual, reasoning, reflection, and research skills.

HISTORICAL CHRONOLOGY AND INTERPRETATION

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
2. Students analyze how change happens at different rates at different times, understand that some aspects can change while others remain the same, and understand that change is complicated and affects not only technology and politics but also values and beliefs.
3. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
4. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
5. Students distinguish intended from unintended consequences.
6. Students interpret past events and issues within the context in which an event unfolded rather than present-day norms and values.
7. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
8. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the US economy.

GEOGRAPHIC SKILLS

1. Students understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They apply the geographic viewpoint to local, regional, and world policies and problems.
2. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. Identify major patterns of human migration, both in the past and present.

3. Students relate current events to the physical and human characteristics of places and regions. They identify the characteristics, distribution, and complexity of Earth’s cultural mosaics.
4. Students evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters.
5. Students hypothesize about the impact of push-pull factors on human migration in selected regions and about the changes in these factors over time. Students develop maps of human migration and settlement patterns at different times in history and compare them to the present.
6. Students note significant changes in the territorial sovereignty that took place in the history units being studied.
7. Students study current events to explain how human actions modify the physical environment and how the physical environment affects human systems (e.g., natural disasters, climate, and resources). They explain the resulting environmental policy issues.
8. Students explain how different points of view influence policies relating to the use and management of Earth’s resources.
9. Students identify patterns and networks of economic interdependence in the contemporary world.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

1. Students distinguish valid arguments from fallacious arguments in historical interpretations (e.g., appeal to false authority, unconfirmed citations, ad hominem argument, appeal to popular opinion).
2. Students identify bias, point of view and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors’ use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.