



May 26, 2023

Social Studies Standards Revision Plan: Response to Public Engagement

In 2019, the DC State Board of Education (SBOE) passed resolution SR19-7, which included the directive to review, revise and update the District's social studies standards. From July to November 2020, the Social Studies Standards Advisory Committee (SSSAC), a local panel of social studies experts and stakeholders, met to draft guiding principles for standards revision. The guiding principles developed by SSSAC were approved by the SBOE in November 2020 in resolution SR20-15.

In February 2021, the Office of the State Superintendent of Education (OSSE) launched the DC Social Studies Standards Technical Writing Committee (TWC), which was charged with the review and revision of the social studies standards. Comprised of K-12 social studies educators from District of Columbia Public Schools (DCPS) and public charter schools, as well as local and national experts, the TWC worked to draft, revise and refine social studies standards from February 2021 – December 2022. Consistent with the commitment made by OSSE to SBOE, OSSE released the standards for public comment on Dec. 16, 2022. Public comment was originally scheduled to close on Jan. 30, 2023; however, in response to feedback from SBOE, OSSE extended the public comment period until Feb. 10, 2023, which provided the public with 54 days to comment on the draft revised social studies standards.

Additionally, OSSE held two listening sessions with local educational agency (LEA) leaders across the District on Jan. 25, 2023. In attendance were representatives from Maya Angelou Public Charter School (PCS), DC Prep PCS, DCPS, Center City PCS, Friendship PCS, DC Bilingual PCS, Bridges PCS and Two Rivers PCS. Overall, LEAs expressed excitement with the new standards. Feedback was primarily centered around support for implementation, with smaller LEAs expressing hope that OSSE would produce supportive resources and professional learning to help them develop new curricular materials.

During the public comment period, OSSE received responses from 239 individuals. Most respondents were educators and administrators (34 percent), "Other/ Blank" (25 percent) and organizations (12 percent). Additionally, representatives from Georgetown University, Howard University, University of California, Berkley, Dumbarton Oaks (Harvard University Research Institute and Museum), the University of Pennsylvania and the DC History Center have commented on the standards.

Following the close of public comment, OSSE worked with expert reviewers and the TWC to review public comments and develop a plan for further revisions to the draft standards. On March 1, 2023, OSSE released [Social Studies Standards Revisions](#), an 88-page document that describes OSSE's plan for revisions in response to public comment.

On March 29, 2023, OSSE presented significantly updated social studies standards that incorporated a majority of the public feedback we received during the public comment period. These updates included a rewritten World History II course, clarified Global Geography course and increased focus on global citizenship and democratic evolution. The redlined draft demonstrating shifts made in accord with public feedback as of March 29, 2023 can be found [here](#).

The public and expert reviewer responses to the revised standards have been positive. On March 28, 2023, OSSE held an implementation convening during which educators and LEA leaders in attendance expressed support and excitement for the revised standards.

From March 29 through May 26, 2023, OSSE made further revisions in response to feedback OSSE heard directly from the public during SBOE's social studies engagement sessions, SBOE working sessions and public meetings, and specific SBOE members.

This document summarizes the feedback OSSE has received from SBOE and the public between March 29 and May 26, 2023, and describes the changes that OSSE has made to the standards in response to this feedback.

OSSE appreciates the ability to engage with the SBOE and the public as we work to ensure District students have access to a robust, rigorous and inclusive social studies education.

OSSE Response to SBOE Memo Re: Outstanding and Additional Revisions and Individual Feedback from SBOE Members

Comment Summary or excerpt	OSSE Response
<p>Increasing Economics Content Economics content is still significantly less developed than other social studies disciplines in the revised draft. The Statements of Practice for Social Studies claim that these standards are intended to impart upon students the skills, knowledge, and competencies of professionals in the social studies disciplines, including economists. As such, the State Board urges OSSE to consider ways to build students’ understanding of economics and political economy.</p>	<ul style="list-style-type: none"> • OSSE appreciates the State Board’s recommendation and has added the following standard <ul style="list-style-type: none"> ○ <i>GC.45 Compare and contrast at least three economic systems (Capitalism, Mercantilism, Communism, Socialism, Libertarianism), and produce a claim about the strengths and weaknesses of at least one economic or political-economic system.</i> • OSSE appreciates the State Board’s recommendation to further support the development of economics and political economy. Below are examples of secondary standards pertaining to economics and political economy for which OSSE will develop robust ancillary resources. In doing so, OSSE will ensure full development of economics content. <ul style="list-style-type: none"> ○ <i>6.14 Analyze cultural, political and economic forces that impact urbanization in at least one city in Africa, and evaluate the impact of these forces on the structure of that city.</i> ○ <i>6.23 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease or climate change in one region, country or city within Asia.</i> ○ <i>6.63 Evaluate the positive and negative effects of globalization, and the differing impact of globalization on at least three regions of the world.</i> ○ <i>7.13 Analyze 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.</i> ○ <i>7.16 Compare the economic, religious, and political motives that led to the establishment of early, distinct European colonies in the Americas.</i> ○ <i>7.56 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.</i> ○ <i>7.73 Explain the impact of grassroots efforts by Black Americans to gain access to land, public education and fair labor and participate in political, economic and legal systems (including voting) in reconstituting a multiracial, democratic society.</i> ○ <i>8.7 Analyze the role of the Washington, DC government over time, including its power to enact</i>

	<p><i>local policies to address economic, social and political problems.</i></p> <ul style="list-style-type: none"> ○ <i>8.17 Evaluate the efficacy of different government policies in helping individuals increase their personal savings and economic resilience.</i> ○ <i>8.39 Analyze a current economic issue that curtails or infringes on citizens' rights, and offer alternative approaches to address the needs of different groups and society.</i> ○ <i>8.57 Evaluate lasting and short-term impacts of protests on economic, social and environmental policy.</i> ○ <i>WH1.17 Analyze how early religions and belief systems shaped the political, legal, economic, and social structure of states in Africa, Asia, and the Americas between 10,000 BCE and 500 BCE.</i> ○ <i>WH2.15 Compare different forms of European colonization and enslavement, such as in plantation-based societies and economies across the Americas and the Caribbean, and resistance to such enslavement.</i> ○ <i>WH2.36 Analyze the factors that contributed to the rise of global systems of trade, such as joint stock companies and banks, in the 16th, 17th, and 18th centuries.</i> ○ <i>WH2.47 Compare the differences between settler colonialism and economic imperialism in the 19th and 20th centuries, including the roles of technology, trade, racism and military power in each system.</i> ○ <i>WH2.57 Analyze the causes consequences and impact of the Russian Revolution on Russian and global politics, social structures, human rights, and economic systems.</i> ○ <i>WH2.64 Analyze the political, economic and social changes in the 1920s, including the rise of communism, the dismantling of Ottoman, Austro-Hungarian and German empires, the Irish Civil War, the Chinese Civil War and the nationalization of countries in Latin America.</i> ○ <i>WH2.70 Analyze the short- and long-term economic, political, environmental and social consequences of World War II.</i> ○ <i>WH2.73 Evaluate the major ideological and economic distinctions between the Eastern and Western blocs and explore the contextual factors that influenced the Cold War, including the non-aligned movement and the role of small non-aligned nations throughout the 20th century.</i> ○ <i>WH2.90 Analyze the historical and structural factors that contribute to unequal economic development across the globe and assess the impact of neocolonialism and international organizations and</i>
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	<p><i>actors in promoting or hindering economic and social development in at least two different regions of the world.</i></p> <ul style="list-style-type: none">○ <i>WH2.91 Evaluate the impact of technological innovations as well as changing economic and political policies on the world's population, social order and Earth's resources.</i>○ <i>WH2.99 Examine and evaluate the impact of increased industrialization and global economic activities to analyze both the obstacles and proposed solutions to address climate change (i.e., UN Sustainable goals, Paris Climate Agreement), including the intersection of a "consumption-based modernity" and environmental limits.</i>○ <i>US2.14 Analyze the transformation of the American economy during the Industrial Revolution to explain the changing social and political conditions in the United States and the impact on the environment.</i>○ <i>US2.38 Analyze the reasons for the Great Depression and evaluate its impact on different groups of people in the United States, with special attention to race, ethnicity, religion, gender and class, including an analysis of the impact of the underlying economic and social problems of the 1920s.</i>○ <i>US2.39 Analyze the causes and consequences of the Dust Bowl, comparing it to other natural disasters and the impact on Americans across race, ethnicity, gender and class groups.</i>○ <i>US2.41 Evaluate the domestic response to the Great Depression, including the election of Franklin Delano Roosevelt, measuring the impact of and resistance to New Deal programming, including its impact on the economy and different groups of Americans.</i>○ <i>US2.60 Evaluate the impact of federal and local policies in housing, infrastructure and economic development, such as redlining and housing covenants on the distribution of economic opportunity in the early 20th century.</i>○ <i>US2.70 Use historical context to analyze the reaction to movements for political, social and economic equality.</i>○ <i>US2.74 Evaluate the tension over the role of the federal government in regulating the economy and providing a social safety net during the late 20th century.</i>○ <i>US2.83 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, the shift from factory-based to a knowledge-based economy and the increase in regional inequality (e.g., between major urban centers</i>
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	<p>like Washington, DC and rural areas like West Virginia).</p> <ul style="list-style-type: none"> ○ <i>US2.85 Evaluate the extent to which advances in technology and investments in capital goods increased standards of living throughout the United States.</i> ○ <i>GC.33 Compare historic or contemporary examples in which groups of people attempted to resist unjust economic conditions, evaluating short- and long-term impact.</i> ○ <i>GC.44 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.</i> ○ <i>DC.11 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.</i> ○ <i>DC.22 Analyze the origins and the impact of segregation and Jim Crow laws on the culture, geography and economics of Washington, DC.</i> ○ <i>DC.30 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.</i> ○ <i>DC.38 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 including local organizing for tenant protections, LGBTQ+ rights, and immigrant rights; national struggles for welfare rights and against poverty; and international fights against the Vietnam War, Apartheid and U.S. imperialism in Latin America.</i>
<p>Continuing to Further Recognition of Under-Represented Groups</p> <p>The standards would benefit from increased coverage of Jewish history, resistance and antisemitism. Expand LGBTQ+ history. Students should be able to engage with the nuances in LGBTQ+ history and how other facets of a person’s identity would have shaped their experiences. Increase standards around the history of immigration in the US so as to emphasize the vast diversity among groups, their differing motivations, and shifts in population patterns over time. Incorporate additional standards relating to contemporary history.</p>	<ul style="list-style-type: none"> • OSSE appreciates the feedback from the State Board and has updated the following standards to include Jewish Resistance: <ul style="list-style-type: none"> ○ <i>WH2.68 Evaluate the causes, course and consequences of the Holocaust, including the role of Jewish, Romani, Slavic, disabled and/ or LGBTQ+ resistance to Nazism.</i> ○ <i>US2.17 Analyze the reasons for, and consequence of, rising nativism in the late 19th and early 20th centuries, including the passage of the Chinese Exclusion Act and the Immigration Act of 1924, and the role violence, discrimination and resistance had on the experiences of different communities, including Asian, Italian Jewish and other ethnic communities.</i> • OSSE has retained the following standard. <ul style="list-style-type: none"> ○ <i>US2.18 Analyze the ways in which different immigrant communities resisted economic, social, and political</i>

	<p><i>oppression, including through labor activism and the establishment of community organizations.</i></p> <ul style="list-style-type: none"> • OSSE has updated the following standards to include greater LGBTQ+ representation <ul style="list-style-type: none"> ○ <i>1.3 Explain the ways in which different populations, including but not limited to, Latinx, Black, Asian, white, immigrant, religious, LGBTQ+ and Indigenous communities, have shaped and defined the community of Washington, DC.</i> ○ <i>4.17 Evaluate the limitations 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, limitations of European understanding of Two-Spirit identities).</i> ○ <i>5.48 Compare the different experiences of servicemembers when they returned to the United States after the war, including white, Black, Latinx, Indigenous, LGBTQ+ and Asian American servicemen</i> • OSSE is working closely with curriculum and historical experts in immigration history, LGBTQ+ history, Indigenous History and a variety of other fields to ensure diverse voices are included not only in the standards but in the ancillary materials that support each standard. For example, <i>US2.81 Evaluate the tactics of modern social, labor, political, and environmental activist movements in America, measuring their success</i>, will be supported with curricular materials that cover the modern LGBTQ+ rights movement as well as the Dakota Access Pipeline movements. The following are examples of standards that will be supported with additional resources to highlight the inclusion of LGBTQ+ history: <ul style="list-style-type: none"> ○ <i>K.15 Explain important contributions individuals with different gender, racial, religious, and ethnic identities and ability statuses have made to the community.</i> ○ <i>1.11 Identify community leaders from the past (e.g., George Washington, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Dolores Huerta, Dr. Martin Luther King, Jr., Harvey Milk, Wilma Pearl Mankiller, Lee Yick, and Lili’uokalani) and compare how each person created change.</i> ○ <i>2.22 Analyze the daily lives of different individuals in ancient societies including histories of same-sex relationships, and the evolution of gender roles and identities in civilizations.5.4 Compare multiple primary source accounts of a significant policy in American history and make a claim about why different individuals were differently impacted by a policy decision.</i>
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	<ul style="list-style-type: none"> ○ 5.5 Compare different ways individuals and communities have used artistic expressions and acts of joy to resist oppression in American history. ○ 5.17 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. ○ 7.62 Analyze societal confines and constraints within social reform movements of the early 19th century, including the role of gender, sexuality, religion, and race. ○ 5.43 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). ○ WH2.25 Evaluate the impact of Spanish missionaries and resistance to colonization on Indigenous culture and social roles in the Americas, including the evolution of language and the impact on Two-Spirit identities in different cultures. ○ US2.54 Analyze the reasons for, and the consequences of, efforts to limit civil liberties in the United States during the Cold War, including an analysis of McCarthyism and the “Lavender Scare.” ○ DC.26 Analyze the impact of the Lavender Scare on LGBTQ+ life in Washington DC, and the actions taken by specific individuals and organizations (e.g., William Dorsey Swan and the Gay Liberation Front-DC), to increase visibility and equality for LGBTQ individuals in Washington. ○ US2.77 Evaluate the federal response to the AIDS crisis in the 1980s and the strategies of activists and patient advocates to respond to the crisis. ○ GC.16 Evaluate the evolution of civil liberties over time, including landmark Supreme Court cases such as the Slaughter-House Cases, Gideon v. Wainwright, Miranda v. Arizona, Schenck v. United States, Tinker v. Des Moines, Loving v. Virginia, Obergefell v. Hodges and Dobbs v. Jackson Women’s Health Organization. ○ GC.34 Evaluate the use of the court system to achieve or restrict equality historically, including an analysis of Dred Scott v. Sandford, Plessy v. Ferguson, Korematsu v. United States, Mendez v. Westminster, Brown v. Board of Education, Loving v. Virginia, and Obergefell v. Hodges. • OSSE has added the following standard to increase contemporary history of Indigenous Nations <ul style="list-style-type: none"> ○ US2.86 Examine ways Indigenous Nations have continued and updated cultural traditions, including
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	<p><i>music, art, and games (e.g., lacrosse), through a case study approach.</i></p> <ul style="list-style-type: none"> • OSSE will retain the following standards, and we note that one way the standards ensure contemporary coverage of Indigenous Nations is by including the evaluation of tribal governments as a key component of the US Government and Civics Course. <ul style="list-style-type: none"> ○ <i>3.14 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.</i> ○ <i>4.14 Explain the diverse legacy of Indigenous Nations on the political geography of America today, including areas where Indigenous Nations retain sovereignty.</i> ○ <i>5.17 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.</i> ○ <i>US2.71 Analyze the reasons for and impact of the occupation of Alcatraz and the American Indian Movement.</i> ○ <i>8.45 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.</i> ○ <i>US2.45 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, Asian Americans and Latinx Americans.</i> ○ <i>GC.9 Assess the appropriate balance of power between the federal, state and tribal governments, including an analysis of significant Supreme Court rulings such as McCulloch v. Maryland, Gibbons v. Ogden, and United States v. Lopez.</i> ○ <i>GC.19 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.</i>
<p>Vertical Alignment and Digital Literacy There must be some change in our expectations of how students are executing this skill between third grade and high school beyond just the difference in the topic that the online sources cover.</p>	<ul style="list-style-type: none"> • OSSE appreciates the feedback from the State Board and has worked closely with an expert in digital media literacy from the University of Maryland to ensure vertical alignment among digital media literacy standards while maintaining appropriate rigor for each grade level. OSSE has revised the digital media literacy standards to include evaluation of algorithmic newsfeeds, skill of click restraint and evaluating the credibility of websites lacking a known author. The updated standards are below: <ul style="list-style-type: none"> ○ <i>3.32 Discuss the factors that affect the credibility of websites about contemporary policy and social issues</i>

	<p><i>in Washington, DC when provided with details about a source.</i></p> <ul style="list-style-type: none"> ○ <i>4.52 Discuss and form arguments about the factors that affect the credibility of websites about the history or application of the U.S. Constitution when provided with details about a source.</i> ○ <i>5.6 Describe lateral reading and discuss the credibility of the source of websites about an event in American history using lateral sources provided by the teacher.</i> ○ <i>6.65 Evaluate the credibility of the source of websites about climate change using lateral reading.</i> ○ <i>7.70 Evaluate the credibility of the source of websites about the Civil War using lateral reading.</i> ○ <i>8.24 Evaluate the credibility of a range of digital sources using civic online reasoning strategies including lateral reading and click restraint.</i> ○ <i>8.25 Evaluate the accuracy of a range of claims made by digital sources through lateral reading when information about the source is unavailable.</i> ○ <i>8.26 Identify resources to reference (e.g., fact checking and news organizations) while evaluating online sources and claims.</i> ○ <i>US 2.82 Evaluate the credibility of a range of digital sources and the accuracy of a range of claims using civic online reasoning strategies like lateral reading and click restraint.</i> ○ <i>GC.23 Find and evaluate a range of digital sources and claims about a current political issue and decide which are worth investing time to read to learn about the political issue using lateral reading and click restraint.</i> ○ <i>GC.24 Evaluate the utility of different resources to reference (e.g., fact checking organizations and news organizations) while evaluating online sources and claims.</i> <ul style="list-style-type: none"> ● OSSE has also added the following standard to increase media and digital literacy skills <ul style="list-style-type: none"> ○ <i>GC.28 Evaluate the role of government, individuals, and corporations in ensuring public access to accurate information, including the impact of algorithms and machine learning in directing and influencing individuals' access to information.</i>
<p>Guaranteeing Democratic History and Principles The State Board encourages OSSE to continue striving towards alignment with the SSSAC Guiding Principle, Knowledge framing: democratic citizenship, civic dispositions & experiences. While there are notable improvements between drafts, there are still ways to further strengthen this thread. Additionally, standards relating to key turning</p>	<ul style="list-style-type: none"> ● OSSE appreciates the feedback from the State Board and has added the following standard: <ul style="list-style-type: none"> ○ <i>WH1.26 Evaluate the different government structures of ancient empires in Europe, Asia, the Americas and Africa between 800 BCE and 700 CE, including a comparison of how citizens exercised power across different civilizations.</i> ● OSSE has updated the following standard to further include principles of American Democracy

points in US history, including the New Deal (beyond US2.41) and the Great Society, would support this recommendation. The State Board urges OSSE to review the standards with an eye to the concepts mentioned in Knowledge framing: democratic citizenship, civic dispositions & experiences, including the reasons for the rise and fall of democracies over time, to ensure they are being covered fully.

- *GC.8 Analyze the ways in which the US Constitution established limited government, and evaluate the ongoing tension between an empowered but limited federal government, including the evolution of the use of the necessary and proper and commerce clauses.*
- The standards include robust alignment with the SSSAC Guiding Principle, Knowledge framing: democratic citizenship, civic dispositions & experiences. The Action Civics course is designed for students to engage with democratic principles and alternative forms of government as context for making decisions and then taking action. Rather than present students with binary examples of US constitutional republicanism and fascism, the standards engage students with a study of a wide variety of governments, including democracies that function differently than the American government. Students then engage in deep inquiry about the benefits, and challenges inherent in the constitutional system and take action to suggest changes to the American government or support the system as it is.
 - *8.1 Evaluate and compare competing ideas for the purpose of government and the role of the people across three different countries or Indigenous Nations.*
 - *8.3 Evaluate major tensions within the United States' constitutional democracy, including majority rule and individual rights, liberty and security, civil disobedience and the rule of law, local versus federal control, and the size and scope of the federal government.*
 - *8.9 Evaluate and compare the structures of government across three different countries or Indigenous Nations.*
 - *8.11 Explain how a bill becomes a law in the federal government and evaluate the efficacy of the current system.*
 - *8.22 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.*
 - *8.34 Compare at least three countries around the world and analyze 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.*
 - *8.36 Identify the rights of Americans codified in the Constitution and evaluate the extent to which those rights have been realized.*
 - *8.47 Compare 21st century voter suppression to voter suppression in previous centuries and analyze the*

	<p><i>historic, racialized, and economic effects on various groups.</i></p> <ul style="list-style-type: none"> ○ <i>8.53 Analyze global examples of citizen action to enact change through protests and resistance to government action and evaluate their success in achieving their stated purpose and long-term effects of the action.</i> ○ <i>8.61 Evaluate the role and efficacy of civil disobedience, mass protest, and strikes in creating change.</i> <ul style="list-style-type: none"> • The following secondary standards address alternatives to democracy and democratic philosophy: <ul style="list-style-type: none"> ○ <i>7.37 Explain the structure, power, and function of the federal government created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the creation of checks and balances, the sovereignty of the people, limited government, and judicial independence.</i> ○ <i>7.39 Compare the US Constitution to the Articles of Confederation, the Haudenosaunee Confederacy and the British Government by examining government structure and power, as well as individual rights and liberties.</i> ○ <i>8.1 Evaluate and compare competing ideas for the purpose of government and the role of the people across three different countries or Indigenous Nations.</i> ○ <i>8.9 Evaluate and compare the structures of government across three different countries or Indigenous Nations.</i> ○ <i>8.23 Compare the ways in which individuals in at least three different countries around the world receive information, including an analysis of the relationship between different governments and media.</i> ○ <i>8.34 Compare at least three countries around the world and analyze 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.</i> ○ <i>WH1.32 Evaluate the social, political, cultural, and economic factors that led to the decline of ancient empires in Europe, Asia, Africa and the Americas between 800 BCE and 700 CE. (Note: this includes an analysis of the fall of ancient Greece or Rome)</i> ○ <i>WH2.26 Analyze the context for the evolution of political philosophy between 1500 and 1750, including the reasons for the Enlightenment and Confucian Reformation, and compare the philosophies of John Locke, Wang Yangming, and Zera Yacob.</i>
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	<ul style="list-style-type: none"> ○ WH2.65 Analyze the factors that lead to the rise of totalitarian states and the erosion of individual liberties in the 1920s and 1930s, including the rise of fascism in Russia, Germany, Japan and Italy. ○ WH2.71 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. ○ WH2.81 Analyze the reasons for the rise of the Khmer Rouge in Cambodia and analyze the course and consequences of the Cambodian Genocide. ○ WH2.88 Analyze the historical and social context, impact on political and economic systems and resistance to Apartheid in South Africa, evaluate international pressure in dismantling Apartheid, and assess the system's legacy on South African society and the ongoing struggle for social justice. ○ WH2.93 Evaluate the conditions that have contributed to the contraction of democracy in the 21st century, including the role of citizens in resisting authoritarian consolidation (e.g., consolidation of power in Russia, Mali and Turkey). ○ WH2.95 Analyze the conditions that led to at least two social movements across the world between the 1990s and the present and the impact they had locally and globally, including the Arab Spring and demonstrations in Hong Kong. • The following standards in the US Government and Civics Course further cover the democratic principles and history of the United States <ul style="list-style-type: none"> ○ GC.1 Analyze major tensions within the United States 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 between religion and government. ○ GC.2 Analyze the foundational principles of democratic societies, including respect for individual civil and political rights, fair and competitive elections, and the equal exercise of power by the governed over their government. ○ GC.3 Analyze the historic events and philosophies that shaped the perspectives of the authors of the US Constitution and assess the impact of these perspectives on the government they created, including an analysis of the Declaration of Independence. ○ GC.5 Evaluate the principles of the US Constitution, including the rule of law, consent of the governed, limited government, separation of powers, and
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	<p><i>federalism and evaluate the way in which these principles function today.</i></p> <ul style="list-style-type: none"> ○ <i>GC.6 Analyze the structures and functions of the three branches of the US government in order to evaluate current conflicts between them.</i> ○ <i>GC.10 Evaluate historic and current efforts by marginalized groups to be represented and protected by the US Constitution.</i> ○ <i>GC.11 Assess how different interpretations and perspectives of the US Constitution have promoted or limited civic virtues and democratic principles in the past and present.</i> ○ <i>GC.12 Analyze past and present efforts to adapt and redesign the US Constitution and political institutions both formally and informally.</i> <ul style="list-style-type: none"> • OSSE appreciates the engagement from the State Board and the call to include democratic turning points in US history. OSSE has included standards on key turning points in democratic history, including the passage of 13th, 14th, 15th and 19th amendments. OSSE has included an analysis of the gains of the Civil Rights movement and the cases that have infringed on those gains in recent years. OSSE has retained the following standards: <ul style="list-style-type: none"> ○ <i>5.37 Evaluate the impact of the 13th, 14th and 15th Amendments on the lived experiences of formerly enslaved persons in the South, including the promise and shortcomings of each amendment.</i> ○ <i>7.71 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.</i> ○ <i>8.40 Evaluate contemporary debates about the proper enforcement of the 13th, 14th and 15th amendments.</i> ○ <i>US2.7 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.</i> ○ <i>US2.67 Assess reasons for the successes and unfinished work of the Civil Rights Movement, including the impact and legacy of Brown v. Board of Education, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and Shelby County v. Holder.</i> ○ <i>GC.15 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.</i> ○ <i>GC.21 Analyze the origin and continued existence of organized social movements fighting to expand civil rights, including public action, protests, courts, and</i>
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	<p><i>the passage of laws and amendments specific to women.</i></p> <ul style="list-style-type: none"> ○ 3.28 Evaluate the impact on life for residents in the District of Columbia of significant political movements, including labor movements, the Civil Rights movement, Disability Rights movement, LGBTQ+ liberation and women’s suffrage. ○ DC.25 Analyze the impact of World War I, the New Deal, and World War II on the District’s population, geography and residents. ○ US2.41 Evaluate the domestic response to the Great Depression, including the election of Franklin Delano Roosevelt, assessing the impact of and resistance to New Deal programming, including its impact on the economy and different groups of Americans.
<p>Shifting the Division Between World History I and World History II Shift the division between World History I and World History II forward in time to at or just before the Age of Revolutions.</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the State Board and the need to ensure that there is a similar level of content covered in World History I and World History II. World History II begins in 1450 to align with the start of the AP World History course, allowing students to access AP World History, without taking the pre-AP course the prior year. Aligning the World History courses with the AP courses provides additional opportunity to students for advanced course work. • While the World History I course has 52 standards, the case study approach taken by four of the Driving Concepts necessitates that several of the standards be taught through the lens of three or four civilizations. Incorporating additional standards in World History I would make it difficult to teach the full course in the allotted time while providing students with the appropriate supports for developing historical thinking, writing and literacy skills. • For these reasons, OSSE is not adjusting the course structure and sequence in response to this feedback. • OSSE will provide educators with ancillary materials, including background information and short historical summaries. OSSE will host professional learning sessions and communities of practice to support the additional content knowledge required for the content shift in World History II.
<p>Adding an Introduction and Glossary of Key Terms The State Board suggests that OSSE add an introduction and glossary of key terms to the final standards.</p>	<ul style="list-style-type: none"> • OSSE appreciates the feedback from the public and has added an introduction to the standards. In lieu of a glossary, OSSE developed a robust rubric that explains how to implement the skills of each social studies discipline within the standards. The vertical articulation of skills document can be found here. During the March 28, 2023, convening of LEA leaders and instructional coaches, many curriculum leaders expressed support for the document and how it will provide a strong foundation for implementation.

<p>Furthering Consistency and Precision in Language and Style Prior to finalization, there are a number of ways that OSSE can make the language and style more clear, precise, and consistent throughout the document.</p>	<ul style="list-style-type: none"> OSSE has updated standards for consistency in language and style. OSSE appreciates the review from the State Board and suggestions for rewording. In cases where rewording the standard increased clarity for educators, the standard was reworded or divided into two standards per the suggestions from the State Board. Original standards were retained in cases where a revision to the language of the standard would have altered the intention or historical accuracy.
<p>OSSE should not have removed the Social Studies skill in the Inquiry Arc related to developing Questions and Designing Inquiry. Some of the additional Social Studies statements of practice should be updated.</p>	<ul style="list-style-type: none"> Following feedback from the State Board that some of the Social Studies Statements of Practice (previously Anchor Standards) were redundant to additional skills within the Statements of Practice for Social Studies, the Developing Questions and Designing Inquiry skill was removed as that skill is embedded in additional skills further in the document. Foundations of U.S. Government – edited to include “contested and evolving ideals” of representative democracy. The language “our” was replaced with “American” history. Additional language about Indigenous nations is not intended to separate from American history, but to acknowledge historically Indigenous history has not been included in the canon of American history. <i>Exchange and Markets</i> has been updated to reflect the role of government in marketplaces.
<p>The emergence of capitalism is a central historical theme which should be included in the standards.</p>	<ul style="list-style-type: none"> The current draft of social studies standards covers the emergence and strengths of economic systems holistic fashion. OSSE will retain the following standards and ensure the ancillary materials for each support a specific examination of the role of capitalism in history. <ul style="list-style-type: none"> <i>US2.14 Analyze the transformation of the American economy during the Industrial Revolution to explain the changing social and political conditions in the United States and the impact on the environment.</i> <i>US2.83 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, the shift from factory-based to a knowledge-based economy and the increase in regional inequality (e.g., between major urban centers like Washington, DC and rural areas like West Virginia).</i> <i>WH2.36 Analyze the factors that contributed to the rise of global systems of trade, such as joint stock companies and banks, in the 16th, 17th, and 18th centuries.</i> <i>WH2.37 Evaluate the impact of the silver trade, spice trade, cotton trade and sugar industry on different societies and individuals during the 16th, 17th and 18th centuries.</i> <i>WH2.57: Analyze the causes, consequences, and impact of the Russian Revolution and Russian and</i>

	<p><i>global politics, social structures, human rights and economic systems.</i></p> <ul style="list-style-type: none"> ○ <i>WH2.64 Analyze the political, economic and social changes in the 1920s, including the rise of communism, the dismantling of Ottoman, Austro-Hungarian and German empires, the Irish Civil War, the Chinese Civil War and the nationalization of countries in Latin America.</i> ○ <i>WH2.73 Evaluate the major ideological and economic distinctions between the Eastern and Western blocs and explore the contextual factors that influenced the Cold War, including the non-aligned movement and the role of small non-aligned nations throughout the 20th century.</i> ○ <i>WH2.99 Examine and evaluate the impact of increased industrialization and global economic activities to analyze both the obstacles and proposed solutions to address climate change (i.e., UN Sustainable goals, Paris Climate Agreement), including the intersection of a “consumption-based modernity” and environmental limits.</i> ○ <i>K.25 Identify a scarce resource in our classroom, community, or world, and evaluate how to allocate it to promote fairness.</i> ○ <i>4.30 Locate and compare key geographical, cultural, religious, and economic characteristics of the Thirteen Colonies</i>
<p>In standard 1.3 and 3.37 by not including white as a call out the standards assume whiteness as the default</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and standards 1.3 and 3.37 have been updated to reflect feedback from the public: <ul style="list-style-type: none"> ○ <i>1.3 Explain the ways in which different populations, including but not limited to, Latinx, Black, Asian, white, immigrant, religious, LGBTQ+ and Indigenous communities, have shaped and defined the community of Washington, DC.</i> ○ <i>3.37 Evaluate the legacy of immigration in the District and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC including but not limited to Latinx, European, Asian American and African American communities.</i>
<p>The wording of standard 1.4 and Grade 2 Driving Concept 3 should be clarified.</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and standard 1.4 been updated to reflect feedback from the public. <ul style="list-style-type: none"> ○ <i>1.14 Identify a source of information about Washington, DC, and explain how the author’s job, training, and/ or experiences affect the reliability of information.</i>

	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and Grade 2 Driving Concept 3 has updated to reflect feedback from the public. <ul style="list-style-type: none"> ○ <i>In this driving concept, students will analyze how people lived long ago in other places of around the world. Students will study 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. Students will evaluate the role physical geography played in the development of scientific and technological innovations across civilizations.</i>
Standard 4.36 should reflect changes over time.	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public. The standard has been updated to specify a narrow timeframe. <ul style="list-style-type: none"> ○ <i>4.36 Compare the daily lives of different groups of people within colonial society, including women during the 1600s.</i>
The standards should address the historical development of slavery and decline of indentured servitude.	<ul style="list-style-type: none"> • OSSE appreciates the engagement of the public and has retained the following standards in response to public feedback. <ul style="list-style-type: none"> ○ <i>5.22 Explain how local, state, and federal laws, including slave codes, protected the institution of slavery.</i> ○ <i>7.15 Analyze how the concepts of whiteness and blackness changed across time and place (e.g., the “one-drop rule,” Benjamin Franklin’s “Observations Concerning the Increase of Mankind,” Race in Cuba)</i> ○ <i>7.23 Evaluate the causes of the social and legal codification of race in the colonial era and the proliferations of a race-based hierarchy, including the impact of Bacon’s Rebellion.</i>
Standards should increase coverage of slave rebellions	<ul style="list-style-type: none"> • OSSE appreciates the engagement of the public and has added the following standards in response to public feedback. <ul style="list-style-type: none"> ○ <i>7.45 Evaluate the causes and impacts of at least one rebellion led by enslaved individuals in the 18th or early 19th century (e.g., the Stono Rebellion, Nat Turner’s Rebellion or Denmark Vesey’s Rebellion).</i> • OSSE has updated following standards to further incorporate coverage of the rebellions led by enslaved people. <ul style="list-style-type: none"> ○ <i>7.24 Analyze the experiences, perspectives, and identities of people who were denied access to full rights across the colonies (e.g., enslaved people, women, free Black people, religious minorities), including citizenship, marriage and voting restrictions, and evaluate efforts by those groups to gain access to legal rights.</i> • OSSE has retained the following standards to incorporate coverage of the rebellions led by enslaved people. <ul style="list-style-type: none"> ○ <i>5.20 Describe how enslaved Africans in early America used religion, writing, speeches, rebellion, sabotage,</i>

	<p><i>and maroon communities as resistance against the institution of chattel slavery.</i></p> <ul style="list-style-type: none"> ○ 5.23 Compare the strategies of the work and organizations of key abolitionists, Venture Smith, Nat Turner and Olaudah Equiano. ○ 5.21 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. ○ 7.58 Evaluate the growth and international context of the Abolitionist movement, including the effectiveness of various tactics and leaders by analyzing primary and secondary sources — including the perspectives of abolitionists including, Sojourner Truth, Harriet Tubman, Elizabeth Freeman, Henry Highland Garnet, and Frederick Douglass. <ul style="list-style-type: none"> • Ancillary materials will include specific resources for teaching slave rebellions, including a critical analysis of the utility of the book <i>Confessions of Nat Turner</i> in evaluating the legacy of slave rebellions.
Standards should address the evolution of the domestic slave trade	<ul style="list-style-type: none"> • OSSE appreciates the feedback and will include materials about the evolution of the domestic slave trade in ancillary materials to support standard 7.55, which reads: <ul style="list-style-type: none"> ○ 7.55 Evaluate the impact of territorial expansion, immigration, and Northern industrialization on the institution of slavery and American politics.
The major themes of conservatism, mass consumerism, suburbanization and destructuralization are underdeveloped	<ul style="list-style-type: none"> • OSSE appreciates the feedback from the public and will include materials that further develop these themes in the ancillary materials for the following standards: <ul style="list-style-type: none"> ○ US2.76 Analyze the reasons for and the impact of political polarization from the 1980s through contemporary America. ○ US2.81 Evaluate the tactics of modern social, labor, political, and environmental activist movements in America, measuring their success. ○ US2.83 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, the shift from factory-based to a knowledge-based economy and the increase in regional inequality (e.g., between major urban centers like Washington, DC and rural areas like West Virginia). ○ US2.85 Evaluate the extent to which advances in technology and investments in capital goods increased standards of living throughout the United States.
US2.60 misconstrues the history of housing covenants	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and has updated US2.60 to include the following language:

	<ul style="list-style-type: none"> ○ <i>US2.60 Evaluate the impact of federal and local policies in housing, infrastructure, and economic development, such as redlining and housing covenants on the distribution of economic opportunity in the early 20th century.</i>
<p>The fight for school desegregation in the nation’s capital is not sufficiently represented in the standards, nor is white flight and urban renewal</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and the following standard has been added to the DC history course in response to this comment. <ul style="list-style-type: none"> ○ <i>DC.32 Analyze the successes and unfinished work of the fight to desegregate the schools in Washington, DC including the role of Bolling vs Sharpe.</i> • OSSE will develop additional resources about white flight and urban renewal in ancillary materials that support the following standard: <ul style="list-style-type: none"> ○ <i>DC.33 Explore the rationale for, and the impact of, urban planning decisions — including urban renewal policies and city infrastructure — on communities in Washington, DC, as well as how communities resisted some of these policies.</i>
<p>As noted above, I appreciate the many changes made in response to my comments. As I commented on the previous draft, I continue to find several major themes to be missing or underdeveloped in the US History II, including conservatism, mass consumerism, suburbanization, and financialization/deindustrialization/service economy (I might also add the military-industrial complex).</p>	<ul style="list-style-type: none"> • OSSE appreciates the feedback from the public, and will develop robust ancillary materials to ensure these concepts are addressed in the following standards: <ul style="list-style-type: none"> ○ <i>US2.14 Analyze the transformation of the American economy during the Industrial Revolution to explain the changing social and political conditions in the United States and the impact on the environment.</i> ○ <i>US2.76 Analyze the reasons for and the impact of political polarization from the 1980s through contemporary America.</i> ○ <i>US2.83 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, the shift from factory-based to a knowledge-based economy, and the increase in regional inequality (e.g., between major urban centers like Washington, DC and rural areas like West Virginia).</i>

<p>5th grade standards' jump from the driving concept on Reconstruction to one on WWII is pretty striking. I understand that the whole of post-Revolution American history being taught in one grade requires greater selectivity, but as it stands, 5th grade essentially skips a quarter of the nation's history.</p>	<ul style="list-style-type: none"> OSSE appreciates the feedback from the public regarding the sequence of topics in grade 5. The TWC made the decision to focus on key turning points and moments in American history for grade 5, rather than ensuring American history is covered chronologically. Students take US History II in secondary grades, which encompasses topics of Industrialization, Progressivism, Imperialism and World War I.
<p>I have some concerns about the changes in sequence and alignment resulting from the addition of Action Civics in the 8th grade, and I think we should evaluate the impacts in the coming years.</p>	<ul style="list-style-type: none"> OSSE appreciates the concern from the public and will monitor the impact of the Action Civics course over the coming years.
<p>With the exception of a few open-ended references (e.g. Analyze the advancements and challenges to the environmental movement after 2000.) and an added standard that includes the 2020 election, there is almost nothing in the standards about the period from 2003 to the present.</p>	<ul style="list-style-type: none"> OSSE appreciates the feedback from the public regarding history after 2003. OSSE has added the following standard: <ul style="list-style-type: none"> <i>GC.28 Evaluate the role of government, individuals, and corporations in ensuring public access to accurate information, including the impact of algorithms and machine learning in directing and influencing individuals' access to information.</i> OSSE will retain the standards that address US and Global History following 2003 and grade 6 Geography, Action Civics and US Government courses address current history and events in detail. <ul style="list-style-type: none"> <i>WH2.91 Evaluate the impact of technological innovations as well as changing economic and political policies on the world's population, social order and Earth's resources.</i> <i>WH2.93 Evaluate the conditions that have contributed to the contraction of democracy in the 21st century and the methods of citizens in resisting authoritarian consolidation (e.g., consolidation of power in Russia, Mali and Turkey).</i> <i>WH2.94 Evaluate the various motives and impacts of wars in the Middle East (e.g., the Persian Gulf War, the Invasion of Kuwait, the war in Iraq, Syria) on regional stability and government.</i> <i>WH2.95 Analyze the conditions that led to at least two social movements across the world between the 1990s and the present, and the impact they had locally and globally, including the Arab Spring and demonstrations in Hong Kong.</i>

	<ul style="list-style-type: none"> ○ WH2.96 Compare the reasons for the spread and/or emergence of at least two pathogens and diseases (e.g., HIV/AIDS, malaria, Ebola, SARS, COVID-19) across the world since the 1980s, including social and economic impacts at a local, national and global scale. ○ WH2.98 Evaluate the impact of the rise of technological innovations (including advancements in telecommunications) and the extent to which innovation has democratized or centralized power. ○ WH2.99 Examine and evaluate the impact of increased industrialization and global economic activities to analyze both the obstacles and proposed solutions to address climate change (i.e., UN Sustainable goals, Paris Climate Agreement), including the intersection of a “consumption-based modernity” and environmental limits. ○ US2.67 Assess reasons for the successes and unfinished work of the Civil Rights Movement, including the impact and legacy of Brown v. Board of Education, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and Shelby County v. Holder. ○ US2.76 Analyze the reasons for and the impact of political polarization from the 1980s through contemporary America. ○ US2.81 Evaluate the tactics of modern social, labor, political, and environmental activist movements in America, measuring their success. ○ US2.83 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, the shift from factory-based to a knowledge-based economy and the increase in regional inequality (e.g., between major urban centers like Washington, DC and rural areas like West Virginia). ○ US2.84 Analyze the advancements and challenges to the environmental movement after 2000. ○ US2.85 Evaluate the extent to which advances in technology and investments in capital goods increased standards of living throughout the United States. ○ US2.86 Examine ways Indigenous Nations have continued and updated cultural traditions, including music, art, and games (e.g., lacrosse), through a case study approach. ○ GC. 16 Evaluate the evolution of civil liberties over time, including landmark Supreme Court cases such as the Slaughter-House Cases, Gideon v. Wainwright, Miranda v. Arizona, Schenck v. United States, Tinker v. Des Moines, Loving v. Virginia, Obergefell v. Hodges and Dobbs v. Jackson Women’s Health Organization.
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OSSE Response to Comments from Public Engagement Sessions on April 11, 22 and 26, 2023

Comment Summary or excerpt	OSSE Response
<p>Broaden coverage of genocide beyond the Holocaust, and include a frank analysis of atrocity committed by the American Government in addition to global governments</p>	<ul style="list-style-type: none"> • OSSE appreciates the public engagement with the standards revision process and has updated the following standards in response to the public feedback: <ul style="list-style-type: none"> ○ <i>8.65 Analyze common risk factors and warning signs that indicate a country is at risk for genocide or mass atrocity and identify how they were present during at least one genocide (e.g., the Holocaust, Armenian Genocide, Cambodian genocide, Rwandan genocide).</i> • OSSE has retained the following standards to ensure coverage of genocides beyond the Holocaust in global history: <ul style="list-style-type: none"> ○ <i>WH2.61 Evaluate the causes, course and consequences of the Armenian genocide.</i> ○ <i>WH2.69 Analyze the reasons for and the consequences of human rights violations during World War World War II, including the Nanjing Massacre, Japanese War Crimes in Manchuria and the Philippines, actions of the Red Army, the dropping of the atomic bombs and analyze the cooperative global response of the Universal Declaration of Human Rights.</i> ○ <i>WH2.81 Analyze the reasons for the rise of the Khmer Rouge in Cambodia and analyze the course and consequences of the Cambodian Genocide.</i>

<p>In response to standard 8.63, attendees highlighted the importance of standards addressing the United States’ own history with mass atrocities and were glad to hear it was included elsewhere in the standard</p>	<ul style="list-style-type: none"> • OSSE appreciates the public engagement with the standards process and has retained standards that address US atrocities, some examples of which are below: <ul style="list-style-type: none"> ○ <i>5.9 Use primary sources and Indigenous histories to explain the causes and consequences of significant events in territorial conquest of sovereign Indigenous Nations territories between 1781 and 1877, including but not limited to, the Louisiana Purchase and the Trail of Tears.</i> ○ <i>5.22 Explain how local, state, and federal laws, including slave codes, protected the institution of slavery.</i> ○ <i>5.47 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.</i> ○ <i>7.20 Analyze the experience, perspectives, and identities of Africans who were enslaved from the start of the transatlantic trade through bondage, including resistance to enslavement and the codification of race as a tool of oppression.</i> ○ <i>7.76 Analyze the rise of white supremacy and racial violence during Reconstruction – including incidents of mass racial violence – and the impact of “Black Codes” on Black Americans.</i> ○ <i>US2.47 Critique the reasons for the incarceration of Japanese Americans while drafting Japanese men to serve in the Army during World War II and evaluate the consequence of the decision, including ways in which Japanese Americans resisted internment.</i>
<p>Wealth Distribution in World History II Driving Concept 8: Attendees also asked to see more in this driving concept about the impact of poverty and wealth distribution</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and will support the following standard with ancillary materials that address the role of supranational organizations and globalization in international wealth distribution. <ul style="list-style-type: none"> ○ <i>6.63 Evaluate the positive and negative effects of globalization, and the differing impact of globalization on at least three regions of the world.</i> ○ <i>6.66 Use maps to analyze global trade markets and to evaluate the spatiality of global supply chains.</i> ○ <i>8.44 Analyze how international alliances and agreements (e.g., the United Nations, North Atlantic Treaty Organization, North American Free Trade Agreement, International Monetary Fund, treaties with Indigenous Nations) expand</i>

	<p><i>and limit people's access to power around the world.</i></p> <ul style="list-style-type: none"> ○ <i>WH2.90 Analyze the historical and structural factors that contribute to unequal economic development across the globe and assess the impact of neocolonialism and international organizations and actors in promoting or hindering economic and social development in at least two different regions of the world.</i>
<p>The Impact of Drugs in World History II Driving Concept 8: Attendees requested the addition of standards covering the drug trade if it could be done in an age-appropriate way.</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and will retain the following standard: <ul style="list-style-type: none"> ○ <i>US2.79 Evaluate the effort of American foreign policy to meet humanitarian goals, further economic interests, and increase domestic security, including the War on Drugs and the Global War on Terror.</i>
<p>Youth and the Media in Standard WH2.98: One attendee suggested that this standard should include the relationship between youth consumption of media and power</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and will support the standard with ancillary materials that address the relationship between youth media consumption and power. <ul style="list-style-type: none"> ○ <i>WH2.98 Evaluate the impact of the rise of technological innovations including revolutions in telecommunications, including the extent to which innovation has democratized or centralized power.</i> ○ <i>8.30 Analyze historical examples of using art or mass media to successfully influence public policy outcomes.</i> ○ <i>8.33 Develop a plan to use technology and online platforms for civic engagement and to drive social change.</i>
<p>Standard 2.55 assumes the containment policy was a success and leave little room for students to interrogate the efficacy of the containment policy</p>	<ul style="list-style-type: none"> • OSSE appreciates the public engagement with the standards process and has updated the following standard to reflect this feedback. <ul style="list-style-type: none"> ○ <i>US2.55 Evaluate the reasons for, and efficacy of containment policies enacted by the United States, including conflicts and proxy wars in Latin America, Southeast Asia and the Middle East.</i>
<p>Ensure there are standards that establish the reasons for the differences between global power statuses and incorporate the role of global policy in creating global poverty.</p>	<ul style="list-style-type: none"> • OSSE appreciates public engagement with the standards and will retain the following standard: <ul style="list-style-type: none"> ○ <i>WH2.90 Analyze the historical and structural factors that contribute to unequal economic development across the globe and assess the impact of neocolonialism and international organizations and actors in promoting or hindering economic and social development in at least two different regions of the world.</i>
<p>Although generally, there was support for beginning 5th grade with this driving concept on inquiry, one attendee</p>	<ul style="list-style-type: none"> • OSSE appreciates the feedback from the public regarding these skill-based standards. These standards were incorporated at the recommendation of the Technical Writing Committee following feedback about American

<p>expressed concern about grouping all these skills-focused standards in the first driving concept.</p>	<p>innovation justifying American atrocities covered in later standards. The goal of these standards is to provide students the historical skill knowledge and discourse to engage with Driving Concept 2, with content on Indigenous Genocide and White Supremacy. OSSE will develop ancillary materials that recommend content and topics LEAs can use to cover standards. OSSE’s ancillary materials will ensure inquiry and historical reasoning is used throughout grade 5 and not isolated to Driving Concept 1.</p>
<p>Potential Bias in Standard 5.3: Two attendees questioned the use of “more useful” in standard 5.3. Other attendees highlighted examples of ways some sources are more useful than others at understanding certain perspectives or ensuring credible and accurate information. As a result, they resolved that clarifying language should be added, such as “useful for a specific purpose,” so the intention is clearer.</p>	<ul style="list-style-type: none"> OSSE appreciates the engagement of the public in the language of the standard. The suggested edit does not add clarity to the standard. OSSE has retained the structure of standard 5.3.
<p>Excitement About Digital and Media Literacy: Attendees were generally very excited by the discussion of digital and media literacy and noted that it was a much-needed update from the existing standards.</p>	<ul style="list-style-type: none"> OSSE appreciates the engagement from the public and has retained standards on Digital and Media Literacy.
<p>Additional Metrics for Evaluating Sources: Attendees suggested adding more explicit metrics when asking students to evaluate digital and traditional media sources. Their suggestions included reliability, objectivity, validity, and bias</p>	<ul style="list-style-type: none"> OSSE appreciates the engagement from the public. Reliability, validity, objectivity and bias are all metrics that are included in lateral reading and click restraint skills in addition to framing and purpose. OSSE will not update the standards in response to this comment.
<p>Guidance on Social Media Use and Access: One attendee expressed concern about the implementation of standards around social media, considering that students do not all have the same access to technology at home and families have different policies around technology use. Another attendee noted that the standards do not require students to use social media at all, but it is possible that an LEA could design the curriculum that way. Attendees concluded that there should be explicit guidance around the use of digital resources.</p>	<ul style="list-style-type: none"> OSSE appreciates the concern from the public and will curate specific resources that do not necessitate students access to social media in real time. Social media and digital media access policies are decisions made by individual LEAs and OSSE will not release guidance for social media at this time.
<p>Disagreements on Global Content: Attendees disagreed about whether there should be explicit mention of online resources outside the United States. Another attendee disagreed, saying this is</p>	<ul style="list-style-type: none"> OSSE appreciates the engagement from the public and has added a standard to address global media access. <ul style="list-style-type: none"> <i>8.23 Compare the ways in which individuals in at least three different countries around the world receive information, including an analysis of the</i>

<p>not the best place for that topic and adding global perspectives as well might be overwhelming.</p>	<p><i>relationship between different governments and media.</i></p>
<p>A few attendees questioned whether standard 8.59 fit with the rest of the driving concept. It does not have the same emphasis on media and is the only one that calls out economics concepts. Attendees suggested creating a more explicit link from 8.59 to the top of digital and media literacy, perhaps through highlighting online shopping, so that the connection was clearer.</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public. Standard 8.59 (now 8.32) addresses the reliability and credibility of information, in accordance with the rest of the standards in the driving concept. OSSE will retain standard 8.32.
<p>US2.55- An attendee suggested revising standard US2.55 to read “impact of containment policies” rather than “success” to avoid introducing bias and leading students towards a certain conclusion.</p>	<ul style="list-style-type: none"> • OSSE appreciates the public engagement with the standard revision process. In response to the public feedback standard US2.55 has been updated to incorporate the language below. <ul style="list-style-type: none"> ○ <i>US2.55 Evaluate the reasons for, and efficacy of, containment policies enacted by the United States, including conflicts and proxy wars in Latin America, Southeast Asia and the Middle East.</i>
<p>US involvement in Vietnam is missing the dimensions of the anticolonial struggle: Disagreement about Standards US2.55 – US2.57 and the Vietnam War: Attendees disagreed about the standards relating to the Vietnam War. Some argued that the standards in this driving concept would not give students the full story of the Vietnam War, pointing to the other actors in that history and how Vietnam was divided. One attendee notes that invasion was the wrong term for what happened.</p>	<ul style="list-style-type: none"> • OSSE appreciates the public engagement with the social studies standards revision process. OSSE will maintain the following World History II standards which cover Vietnam’s anticolonial struggle. <ul style="list-style-type: none"> ○ <i>WH2.79 Evaluate the efficacy of the ideologies and methodologies of at least three nationalist leaders including Mahatma Gandhi and Ho Chi Minh.</i> ○ <i>WH2.80 Evaluate the causes and consequences of proxy wars during the Cold War from the perspective of the inhabitants of Afghanistan, North and South Korea, or Vietnam.</i> • Resources on the anticolonial struggle will be included in ancillary resources to support the policies that lead to the Vietnam War. <ul style="list-style-type: none"> ○ <i>US.56 Analyze the policies that led to the Vietnam War, and evaluate the social, political, and economic impacts of US involvement in Vietnam on Vietnam and the United States</i>
<p>Find a way to expand the time provided to World History to restore lost content on major civilizations and history of democracy and important background knowledge. (by incorporating these into grade 6 or making Action Civics a half year course).</p>	<ul style="list-style-type: none"> • OSSE appreciates the public’s engagement with the standards revision process. Grade 6 currently includes significant coverage of history and modern global events. There is space for inquiry driven investigation into current events, geographic trends and the necessary global context for future courses. Additionally, the Grade 6 global geography course provides important background knowledge for understanding modern global events. The public has overall expressed support for a full year of

	Action Civics in Grade 8 and OSSE is not making changes to the standards in response to this feedback.
Some of the driving concept descriptions and grade level descriptions contain ideas that do not appear in standards. For example, Grade 2 reads “In this 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.”	<ul style="list-style-type: none"> OSSE appreciates the attention to detail from the public and this review. Driving concept descriptions and course descriptions function to summarize the standards and provide educators with implementation guidance.

OSSE Response to Testimony Provided at SBOE Public Meetings on April 26 and May 17, 2023

Comment Summary or excerpt	OSSE Response
Include greater opportunities for early elementary students to engage with questions of power and access to power	<ul style="list-style-type: none"> OSSE appreciates the engagement from the public and has added the following standard to reflect public feedback: <ul style="list-style-type: none"> <i>K.16 Identify a time when someone used power unfairly and describe how individuals have resisted the unfair exercise of power.</i> OSSE has updated the following standard to further engage students with questions of power and access to power: <ul style="list-style-type: none"> <i>2.21 Describe governing and social structures developed in the Americas, Ancient Rome, and ancient China, including female-led kingdoms and matriarchal societies, and explain how different individuals exercised power in society.</i> OSSE has retained the following standards to reflect public support: <ul style="list-style-type: none"> <i>1.29 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.</i> <i>2.15 Compare and describe basic features of government of early civilizations, such as the priesthoods and kings of Mesopotamia, the pharaohs of Egypt, the monarchy of Olmec, and the ruling queens of Kush (e.g., identify patrilineal and matrilineal practices; Hatshepsut was a female pharaoh of Egypt).</i>

	<ul style="list-style-type: none"> ○ <i>2.27 Compare gender roles and the daily lives of individuals across societies in Africa, Europe, the Americas, and Asia between 1200 and 1600, and explain how women exercised power in different contexts.</i> ○ <i>2.28 Compare the social or political structures of societies in Africa, Europe, the Americas, and Asia between 1200 and 1600.</i>
<p>If there is one thing I could change about the elementary standards, it would be to shift when D.C. History and U.S. History 1 & 2 are taught in grades 3-5. In my ideal world, U.S. History 1, which spans the history of the Americas up to the framing of the U.S. Constitution would be taught in third grade instead of 4th grade. 4th grade would then teach U.S. history 2, and 5th grade would teach D.C. history.</p>	<ul style="list-style-type: none"> • OSSE appreciates the feedback from the public in response to the sequence of courses. Currently, grades 3, 4 and 5 have been drafted to ensure vertical alignment and appropriate rigor for each grade level. • Further, this course sequence is in alignment with the current course sequence in the 2006 standards. OSSE is not adjusting the course structure and sequence in response to this feedback. OSSE will closely monitor implementation support.
<p>I must also applaud the revised standards deep focus on civics, including foundations of US government, the concepts of laws and policies, and the preparation of students for engaging in civil discourse and taking informed action. The decision to dedicate 8th grade to a year-long civics course shows a deep commitment to the role of our DC schools in preparing our students for their lives as citizens and the need to ensure that students are both well-informed and prepared to be productively engaged in our democracy.</p>	<ul style="list-style-type: none"> • OSSE appreciates the supportive feedback from the public and will not be making adjustments to the standard in response to this comment.
<p>I appreciate that the revisions allow for 6th grade student to explore different countries and their cultural differences, 7th grade explores the development of the US starting with the Indigenous people up to the effects of Reconstruction and 8th grade teaches students how to be Civic Change-makers. I think the sequence is seamless and will be beneficial to students’ historical understanding.</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement with the standards process and will maintain the middle school standards.

<p>For the incoming 6th graders, the curriculum is not vertically aligned to the 5th grade curriculum. 5th grade loosely aligns with the 7th grade standards addressing Modern America, its development, Independence, and Expansion; while 6th grade begins is World Geography, addressing the Seven continents, the countries within & the many cultures. These standards will not align with any other Middle school standards, yet student will explore world civilizations in high school. With misalignment amongst the middle school curricular standards, students may not receive a clear instructional historical sequence of understanding within middle school.</p>	<ul style="list-style-type: none"> OSSE appreciates this comment. However, moving the current grade 6 content to a later grade would limit students experience to global history or current events prior to grade 6. Overall, LEAs and the public have expressed excitement about this course. OSSE will provide ancillary materials with guidance to support connections between content from grade 5 and content in grade 7.
<p>Seems to be a lengthy number of standards per Unit. Limit to 3-4 keys standards the unit will cover...The number of standards we are required to cover per Unit is a lot. Condensing the number of standards per unit would limit the student misconceptions and streamline student learning outcome across Wards or the District.</p>	<ul style="list-style-type: none"> OSSE appreciates feedback from the public. OSSE has worked to ensure that themes of democracy, justice, global history, political history, social history, economic history and geography are balanced with a consideration of skill-based education. The standards provide robust coverage of marginalized voices and student interrogation of power structures, in addition to ensuring educators have adequate time to cover existing standards in great depth. OSSE will not make adjustments to the standards in response to this feedback.
<p>Speaking primarily about the 7th and 8th grade standards, students will get a deep understanding of US History and how to make a change in their society. 7th grade gives the background context of how the US emerged and expanded. Yet 8th grade allows for students to work hands on within the community to change the environment around them. They will learn that their voices are more powerful than beyond measure and they are the change agents the world is looking for & needs.</p>	<ul style="list-style-type: none"> OSSE appreciates the supportive comment from the public and will not update the standards in response to this comment.
<p>I appreciate that this draft includes Inquiry Arc standards. The use of inquiry in social studies is considered best practice, delivering opportunities for students to engage with rigorous content and develop critical thinking skills. D.C. Public Schools already use an inquiry-based curriculum for social studies, so it's great to see inquiry woven into our state standards for all D.C.</p>	<ul style="list-style-type: none"> OSSE appreciates the supportive comment from the public and will not update the standards in response to this comment. OSSE will develop additional materials to further the incorporation of Action Civics in elementary grades that support the following standards: <ul style="list-style-type: none"> <i>K.4 Identify individuals (historical or present-day) whose actions made the local or global community more just or fair and explain how their actions helped their community.</i>

students. In addition, one of the Inquiry Standards is around identity. This is a crucial step forward for social studies instruction. Through this identity strand, we hoped to create “windows, mirrors, and sliding glass doors” that would allow students to see themselves reflected, consider multiple perspectives, and identify with and feel compassion for others. These standards help toward this end. I am excited to see environmental literacy and action civics incorporated into the standards, which the SSSAC and the TWC all felt was critically important. There is certainly room for more action civics in the elementary grades, and I hope that DCPS, charter and private schools in D.C. will find inspiration in these standards to incorporate more action civics into their instruction.

- *K.6 Identify an example of a rule that may not be fair for all and explain how it could be changed to make it fair.*
- *K.8 Use civil discourse skills, such as listening, turn taking, consensus building and voting procedures to take collaborative action in the classroom or school community.*
- *K.18 Explain that while individuals may be different, everyone should have the same human rights.*
- *K.26 Identify a scarce resource in our classroom, community, or world, and evaluate how to allocate it to promote fairness.*
- *1.6 Analyze the characteristics of just and effective rules and laws and evaluate the rules and processes of the classroom.*
- *1.7 Describe how different individuals and groups in a local or global community provide services, uphold rights, and work to promote the common good for all members.*
- *1.15 Identify issues or needs in the school, local, or global community that students care about, and generate possible actions to create positive change.*
- *1.24 Identify a problem caused by humans to the local environment and propose a solution.*
- *1.29 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.*
- *2.7 Compare different ways people get food and water today locally, nationally and globally.*
- *2.32 Identify a current sustainability challenge and develop an action plan for increasing sustainability in the community or globally.*
- *3.10 Evaluate modern proposals to alter the urban geography of Washington, DC, and take action to support or oppose a change.*
- *3.42 Evaluate different perspectives on the challenges facing current residents and develop a plan for action to address one of those challenges.*
- *4.53 Analyze the reasons for and impact of the expansion of individual rights in the United States over time, including the right to vote.*
- *4.54 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.*
- *5.5 Compare different ways individuals and communities have used artistic expressions and*

	<p><i>acts of joy to resist oppression in American history.</i></p> <ul style="list-style-type: none"> ○ <i>5.55 Evaluate the impact and influence of historical movements for justice and equality on modern social movements and organizations.</i> ○ <i>5.56 Analyze methods of impacting political change and develop a plan for taking action to address an issue of local, national, or global concern.</i>
<p>Our standards are anything but standard when compared to other states. We will not be able to simply purchase curriculum or textbooks as a state which will align with our revised standards. Nor must we expect that each teacher, school or even each of our 67 LEAs should be expected to craft their own curriculum and source their own materials to teach the new standards. SBOE should work with OSSE, with educators from across DC LEAs, with advocates and with non-profit content providers to create an open-source, voluntary state curriculum aligned with the new DC State Social Studies Standards. Partnering with teachers and both local and national non-profit content providers can yield a powerful curriculum for DC students, with high-quality student-facing materials. This effort will take time and cost the state money, but the investment is worth far more than the initial budget outlay. It will harness and develop the professional competency of our educators and will ensure greater consistency and continuity of curricular content across the city than would be possible with a more piecemeal approach.</p>	<ul style="list-style-type: none"> • OSSE has allocated \$500,000 in federal recovery funds to develop ancillary resources to support the development of curricular materials over the course of the next two years. OSSE is currently planning to hire over 40 educators in the summer of 2023 to build primary source banks, sample driving questions, social studies skills templates and exemplar lessons. OSSE is building professional learning opportunities and coaching cohorts to support the implementation of high-quality curricular materials. Examples of ancillary resources can be found here and here.
<p>With regard to what the standards got “right,” I would say that we met the goal of fewer, deeper, and wider standards. The average standard is less wordy than its predecessor, and these standards recognize indigenous peoples, our LatinX population, and queer culture in a way that they did not before. I would like to focus my remarks on the very LAST standard of three of our high school courses. You’ll see that these courses and those standards have something exciting in common. World History I:</p>	<ul style="list-style-type: none"> • OSSE appreciates feedback from the public. OSSE has worked to ensure that themes of democracy, justice, global history, political history, social history, economic history and geography are balanced with a consideration of skill-based education. OSSE will maintain the standards that call for students to take action.

<p>WH1.52 Using evidence, construct a claim about a compelling question regarding a UNESCO World Heritage Site or the ownership of artifacts from antiquity.</p> <p>US Government & Civics: GC.45 Analyze 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.</p> <p>DC History & Government: DC.49 Evaluate the current challenges and opportunities facing Washingtonians and propose a solution for District residents.</p> <p>As you can see, these three courses end with students using their skills to take action – conducting research, gathering evidence, making a proposals, and offering solutions to challenges we face in our contemporary world. In fact, the introduction to both 12th grade courses makes references to end-of-course “capstone” projects..... Rather, it is an acknowledgment of the reality that Father Time will be the major impediment to these exciting capstone projects.</p>	
<p>Standards should include greater coverage of Global History. This will require:</p> <ul style="list-style-type: none"> • Incorporating a global competence framework, designed to equip students not only with global content knowledge, but also with skills, mindsets, and experiences that will help prepare them to engage with the wider world. • More adequately addressing the concept of culture, cultural competencies, and intercultural communication. • Moving beyond generic, thematic language to include more specific language clearly identifying essential content. • Incorporating standards that bring a global lens across all grade levels. Students need to understand the global context and connections in subjects beyond World History and 	<ul style="list-style-type: none"> • OSSE is grateful to the public for its continued engagement regarding the Social Studies standards. OSSE has worked to ensure that themes of democracy, justice, global history, political history, social history, economic history, and geography are balanced with a consideration of skill-based education, ensuring robust coverage of marginalized voices and student interrogation of power structures and ensuring that educators have adequate time to cover existing standards in great depth. These themes will be expanded upon in ancillary materials and curricular documents. OSSE has added additional standards in response to this comment. <ul style="list-style-type: none"> ○ <i>K.4 Identify individuals (historical or present-day) whose actions made the local or global community more just or fair and explain how their actions helped their community.</i> ○ <i>1.1 Explain what constitutes a community and describe characteristics of different local and global communities.</i> ○ <i>3.4 Describe how different groups have interacted with the environment over time and compare the ways in which Washingtonians interact with their environment with the ways</i>

<p>Geography (i.e., US History, DC History, US Government, Civics).</p> <ul style="list-style-type: none"> To contextualize American history, including the coverage of the Haitian Revolution and the full history of African nations prior to the slave trade. 	<p><i>that individuals in at least two global communities interact with their environment.</i></p> <ul style="list-style-type: none"> ○ <i>4.49 Compare the structure of the United States' government with the forms of governments in at least two other countries.</i> The current standards draft considers addressing the concept of culture, cultural competencies and intercultural communication. Multiple standards ask educators to consider events from the perspectives of many individuals. The new draft standards ensures that students have the skills to understand individuals from different backgrounds understand and experience global events in many ways and to move beyond the idea of a single defining story. <ul style="list-style-type: none"> ○ <i>K.13 Evaluate sources of information, and identify how the creator's job, training, and/or experiences affect the reliability of that information.</i> ○ <i>1.30 Compare different accounts of the same historical event in Washington, DC and propose possible reasons for the differences.</i> ○ <i>2.8 Compare different ways people get food and water today locally, nationally and globally.</i> ○ <i>2.13 Compare the different kinds of jobs or social roles of ancient people in Egypt, Kush, Mesopotamia, and Olmec and how they were filled by people of different genders.</i> <i>2.28 Compare gender roles and the daily lives of individuals across societies in Africa, Europe, the Americas, and Asia between 1200 and 1600, and explain how women exercised power in different contexts.</i> ○ <i>3.16 Evaluate the limits of European representations of the history of the Piscataway and Pamunkey peoples for understanding the past.</i> ○ <i>3.42 Evaluate different perspectives on the challenges facing current residents and develop a plan for action.</i> ○ <i>4.17 Evaluate the limitations 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, limitations of European understanding of Two-Spirit identities).</i> ○ <i>4.18 Assess the immediate and enduring impact of the arrival of European nations in the Americas through the perspective of Indigenous</i>
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	<p><i>Nations, including the legacy of settler colonialism.</i></p> <ul style="list-style-type: none"> ○ <i>5.1 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.</i> ○ <i>5.3 Compare multiple accounts of one significant event in American history, and make a claim about which account is more useful in understanding the past.</i> ○ <i>5.7 Evaluate historical perspectives about US imperial expansion including Manifest Destiny and American exceptionalism from multiple perspectives including Indigenous Nations, and peoples in the Pacific, Caribbean, Asia and Americas.</i> ○ <i>5.12 Describe the causes of the Texas Independence movement and Mexican American War from the perspective of Tejanos, enslaved Texans, Mexicans, American settlers, and Indigenous Nations with a focus on the impact of these events on individual lived experiences.</i> ○ <i>6.1 Analyze the impact of the perspective of common map projections on widespread understanding of world geography and explain how maps can convey a point of view.</i> ○ <i>6.6 Evaluate the strengths and limitations of different geographic tools, data sets, and primary sources for understanding the lived experiences of individuals in different parts of the world.</i> ○ <i>6.14 Analyze cultural, political and economic forces that impact urbanization in at least one city in Africa and evaluate the impact of these forces on the structure of that city.</i> ○ <i>6.16 Analyze at least one cultural element of a country located in Africa (e.g., art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies.</i> ○ <i>6.19 Analyze different geographic representations of Asia, created by different groups of people over time to support claims about Asian history and geography.</i> ○ <i>6.25 Analyze cultural, political, and economic forces that affect urbanization in at least one city in Asia and evaluate the impact of these forces on the structure of that city.</i>
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	<ul style="list-style-type: none"> ○ 6.29 Analyze at least one cultural element of a country located in Asia (e.g., art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies. ○ 6.31 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. ○ 6.38 Analyze cultural, political, and economic forces that affect urbanization in at least one city in Latin America or the Caribbean and evaluate the impact of these forces on the structure of that city. ○ 6.39 Analyze at least one cultural element of a country located in Latin America or the Caribbean (e.g., art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies. ○ 6.41 Analyze different geographic representations of Europe, created by different groups of people over time to support claims about European history and geography. ○ 6.46 Analyze cultural, political and economic forces that impact urbanization in at least one city in Europe and evaluate the impact of these forces on the structure of that city. ○ 6.47 Analyze at least one cultural element of a country located in Europe (e.g., art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies. ○ 6.49 Analyze different geographic representations of North America, created by different groups of people over time to support claims about North American history and geography. ○ 6.53 Analyze cultural, political, and economic forces that impact urbanization in at least one city in North America, and evaluate the impact of these forces on the structure of that city. ○ 6.54 Explain how changes in transportation and communication technology influence the connections between people and affect the spread of ideas/or cultural practices within North America and between North America and other regions. ○ 6.55 Analyze different geographic representations of Oceania, created by different
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	<p><i>groups of people over time to support claims about the history and geography of Oceania.</i></p> <ul style="list-style-type: none"> ○ <i>7.2 Analyze the collection and use of anthropological and archeological evidence, including an analysis of the tension between Western anthropological/ archeological practices and Indigenous scientific knowledge, to draw conclusions about Indigenous societies in the Americas.</i> ○ <i>7.11 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.</i> ○ <i>7.12 Evaluate the impact of the arrival of Europeans from the perspective of Indigenous peoples, including the effects of warfare and diplomacy, the immense loss of life and land, the impact on Indigenous sovereignty, and the role of conquest and disease using primary and secondary sources.</i> ○ <i>7.14 Assess the ways Indigenous Nations have been portrayed in American history and popular culture and the limitations of such portrayals in understanding the diverse communities that comprise the “Native American” identity.</i> ○ <i>8.23 Compare the ways in which individuals in at least three different countries around the world receive information, including an analysis of the relationship between different governments and media.</i> ○ <i>WH1.49 Identify a compelling question related to the UNESCO World Heritage List or the ownership of artifacts from antiquity.</i> ○ <i>WH1.50 Evaluate the credibility of online sources and claims about UNESCO World Heritage Sites or ownership of artifacts.</i> ○ <i>WH1.51 Use sourcing information, such as authorship, point of view, purpose, intended audience, and historical context to evaluate the credibility of source materials about UNESCO World Heritage Sites or ownership of artifacts.</i> ○ <i>WH1.53 Using evidence, construct a claim about a compelling question regarding a UNESCO World Heritage Site or the ownership of artifacts from antiquity.</i> ○ <i>WH2.1 Evaluate the utility of the writings of Ibn Battuta, Marco Polo, and Zheng He for understanding the lives and customs of different people across Afro-Eurasia.</i>
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	<ul style="list-style-type: none"> ○ <i>WH2.80 Evaluate the causes and consequences of proxy wars during the Cold War from the perspective of the inhabitants of Afghanistan, North and South Korea, or Vietnam.</i> ○ <i>GC.13 Evaluate the credibility of different perspectives and sources about an event in civil or human rights' history and use the analysis to develop a claim in response to a specific question.</i> • OSSE appreciates the public discourse regarding the specificity of the standards language. Many educators, curriculum leaders and experts have expressed support for the granularity of the standards and appreciate the curricular freedom to adapt standards to meet the needs of current global events. OSSE has worked to update standards to include specific content, while allowing educators and LEAs autonomy to adapt curricular materials that reflect current events. For example, in Grade 6 educators teaching- <i>6.51 Analyze the reasons for, and consequences of, migration of people within, from and/or to one region or country within North America over time and assess the impact of migration on the region,</i> may choose to focus on migration from Central America to the United States, which is current news, or they may choose to focus on immigration from Asia to Washington, DC. OSSE has received supportive comments in response to this standard and will ensure that ancillary curricular materials provide specific language to clearly identify sample content for these standards. • OSSE has incorporated a global lens across all grade levels through the following standards and will further incorporate curricular materials to make explicit connections between global events. OSSE has updated the following standards to reflect a global lens. <ul style="list-style-type: none"> ○ <i>K.4 Identify individuals (historical or present-day) whose actions made the local or global community more just or fair and explain how their actions helped their community.</i> ○ <i>1.1 Explain what constitutes a community and describe characteristics of different local and global communities.</i> ○ <i>4.49 Compare the structure of American government with the forms of governments in at least two other countries.</i> • OSSE has retained the following standards in response to the advocacy for a global lens: <ul style="list-style-type: none"> ○ <i>K.17 Compare how historical people in our families and communities and from different countries lived, learned, worked, and relaxed.</i>
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	<ul style="list-style-type: none"> ○ <i>K.18 Explain that while individuals may be different, everyone should have the same human rights.</i> ○ <i>K.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.</i> ○ <i>1.2 Describe the ways individuals with different backgrounds, including ethnicity, gender, religion, sexual orientation, ability, economic status, and beliefs are all part of the same community.</i> ○ <i>1.7 Describe how different individuals and groups in a local or global community provide services, uphold rights, and work to promote the common good for all members.</i> ○ <i>1.15 Identify issues or needs in the school, local, or global community that students care about, and generate possible actions to create positive change.</i> ○ <i>1.23 Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.</i> ○ <i>1.32 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.</i> ○ <i>Grade 2: Ancient World History – all standards</i> ○ <i>3.16 Evaluate the limits of European representations of the history of the Piscataway and Pamunkey peoples for understanding the past.</i> ○ <i>3.26 Explain the reasons for the growth of Asian American, Latinx, East African, and Caribbean communities in Washington, DC, and efforts taken by different individuals to claim a voice in the city, such as the organization of the Latino festival or the role of a community organization.</i> ○ <i>4.15 Evaluate the purposes and ideologies of early European colonization using primary sources (e.g., Vikings, Christopher Columbus, Hernán Cortés).</i> ○ <i>4.20 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”).</i> ○ <i>4.22 Evaluate primary sources to make claims about the experiences, motivations, and legacies</i>
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	<p><i>of different Europeans who traveled across the Atlantic between 1607 and 1700.</i></p> <ul style="list-style-type: none"> ○ <i>4.23 Explain the reasons for the start of the slave trade in Africa and compare how different African societies resisted or responded to the slave trade (e.g., the resistance of Queen Nzinga Mbande).</i> ○ <i>4.32 Analyze the language used in primary and/or secondary sources to describe the “Triangular Slave Trade,” or the “Trade of Enslaved People” to explain the history and historiography of slavery.</i> ○ <i>4.33 Analyze the diverse histories of people who were kidnapped from Western Africa (enslaved people were not a monolith; they comprised a diverse group of people who spoke numerous languages and retained various belief systems).</i> ○ <i>5.21 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.</i> ○ <i>5.44 Explain the causes of World War II and the rise of fascism in Italy and Germany and explain how bias and prejudice led to the scapegoating of marginalized groups in Europe, including Jewish, Romani, Slavic, disabled, Jehovah’s Witness and LGBTQ+ communities.</i> ○ <i>5.45 Describe the causes and consequences of major events of World War II including Pearl Harbor, D-Day and the decision to drop atomic bombs on Japan.</i> ○ <i>5.56 Analyze methods of impacting political change, and develop a plan for taking action to address an issue of local, national, or global concern.</i> ○ <i>All of Grade 6 Global Geography</i> ○ <i>7.9 Evaluate European colonists’ ideas about religion and conquest, including the conception of the “New World” between 1400 and 1600.</i> ○ <i>7.13 Analyze 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.</i> ○ <i>7.17 Identify and analyze global trade routes and their impact on the formation of European colonies throughout the Americas — including</i>
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	<p><i>North, Central, and South America and the Caribbean — as well as the impact on African and European society.</i></p> <ul style="list-style-type: none">○ <i>7.32 Compare the causes and impacts of the American Revolution to revolutions the Haitian Revolution, the French Revolution and Bolivarian revolutions in Latin America.</i>○ <i>7.39 Compare the US Constitution to the Articles of Confederation, the Haudenosaunee Confederacy and the British Government by examining government structure and power, as well as individual rights and liberties.</i>○ <i>7.58 Evaluate the growth and international context of the Abolitionist movement, including the effectiveness of various tactics and leaders by analyzing primary and secondary sources — including the perspectives of abolitionists such as Sojourner Truth, Harriet Tubman, Elizabeth Freeman, Henry Highland Garnet, and Frederick Douglass.</i>○ <i>8.1 Evaluate and compare competing ideas for the purpose of government and the role of the people across three different countries or Indigenous Nations.</i>○ <i>8.9 Evaluate and compare the structures of government across three different countries or Indigenous Nations.</i>○ <i>8.34 Analyze the rights of citizens in at least three countries around the world and how the government upholds or violates these rights, and evaluate the extent to which the public has the ability to influence the decision-making of different governments globally.</i>○ <i>8.35 Analyze the history of the Universal Declaration of Human Rights and the rights enumerated in the document.</i>○ <i>8.44 Analyze how international alliances and agreements (e.g., the United Nations, North Atlantic Treaty Organization, North American Free Trade Agreement, International Monetary Fund, treaties with Indigenous Nations) expand and limit people's access to power around the world.</i>○ <i>8.43 Identify a local, national or international issue connected to human rights to conduct research, identify and assess policy options to address the issue and construct a public policy proposal designed to improve the situation.</i>○ <i>8.53 Analyze global examples of citizen action to enact change through protests and resistance to government action and evaluate their success in</i>
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	<p><i>achieving their stated purpose and the long-term effects of the action.</i></p> <ul style="list-style-type: none"> ○ <i>8.61 Analyze the ways in which governments, organizations or individuals from at least three different countries impact policy beyond their borders.</i> ○ <i>8.64 Compare the effectiveness of methods used by the United States government to enact foreign policy, including sanctions, aid, diplomacy, military force, coalition building and deterrence.</i> ○ <i>8.65 Analyze common risk factors and warning signs that indicate a country is at risk for genocide or mass atrocity and identify how they were present during at least one genocide (e.g., the Holocaust, Armenian Genocide, Cambodian genocide, Rwandan genocide).</i> ○ <i>8.66 Evaluate the ways in which countries and international organizations recognize and respond to indications that a country is at risk for genocide or mass atrocity.</i> ○ <i>8.67 Propose and advocate for a specific method of action that can be taken by the federal government to best respond to a current situation in which a country is at risk for genocide or mass atrocity.</i> ○ <i>All of World History I</i> ○ <i>All of World History II</i> ○ <i>US2.16 Evaluate the reasons for, and consequences of, the rise in Asian, European, and Latin American immigration to the United States in the late 19th and early 20th century including the experiences of different individuals and efforts to establish thriving communities.</i> ○ <i>Analyze the reasons for, and consequence of, rising nativism in the late 19th and early 20th centuries, including the passage of the Chinese Exclusion Act and the Immigration Act of 1924, and the role violence, discrimination and resistance had on the experiences of different communities, including Asian, Italian Jewish and other ethnic communities.</i> ○ <i>US2.30 Analyze the history, culture, and government structure of at least two countries prior to American intervention (e.g., Hawaii, the Philippines, Puerto Rico).</i> ○ <i>US2.32 Analyze reasons for and efforts of different nations to maintain or regain economic and political freedoms following American Intervention using primary sources from the perspective of native communities (e.g., Hawaiians, Filipinos)</i>
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	<ul style="list-style-type: none"> ○ <i>US2.44 Evaluate the reasons for the rise of fascism and Nazism in Europe and the scapegoating and genocide of historically marginalized peoples (including Jewish, Romani, Slavic, disabled, and LGBTQ+ communities) by Hitler, Mussolini, and Franco.</i> ○ <i>US2.52 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.</i> ○ <i>US2.58 Assess the extent to which US actions contributed to the collapse of the Soviet Union and evaluate the impact of the USSR’s collapse on US foreign policy and the post-Cold War international order.</i> ○ <i>US2.84 Analyze the advancements and challenges to the environmental movement after 2000.</i> ○ <i>US2.79 Evaluate the effort of American foreign policy to meet humanitarian goals, further economic interests, and increase domestic security, including the War on Drugs and the Global War on Terror.</i> • In response to public comment, OSSE will retain the following two standards that include the Haitian Revolution: <ul style="list-style-type: none"> ○ <i>7.32 Compare the causes and impacts of the American Revolution to revolutions the Haitian Revolution, the French Revolution and Bolivarian revolutions in Latin America.</i> ○ <i>WH2.40 Analyze the social, political and economic factors that contributed to the Haitian Revolution and evaluate the impact of the Haitian revolution on Haiti and global events.</i> • In response to public comment, OSSE will retain the following standards which address the rich history of African nations prior to and during the slave trade: <ul style="list-style-type: none"> ○ <i>WH2.5 Analyze the impact of the exchange of natural resources, goods, ideas, technologies, and religion on at least two different societies across Western Africa and Sub-Saharan Africa in the 14th and 15th centuries.</i> ○ <i>WH2.16 Evaluate the factors that led to the expansion and solidification of the Islamic kingdoms of Western Africa, Christian kingdoms of northeast Africa and the Swahili City-States on the eastern coast and analyze the political, economic and social structures of at least three different countries.</i> ○ <i>WH2.17 Analyze different forms of engagement and/or resistance of Africans to European traders</i>
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	<p><i>(i.e., the fight for independence led by Queen Nzinga Mbande), and evaluate the impact of the transatlantic trade of enslaved people on the social fabric of regions, cultures, family structures and populations across Africa.</i></p>
<p>Decrease the number of standards to ensure standards are manageable for educators and that educators will have time to cover each standard, including the last standards in each grade level</p>	<ul style="list-style-type: none"> OSSE appreciates the public’s engagement with the standards and has worked to thoughtfully balance thorough coverage of many different and important themes. OSSE focused on “fewer, clearer, higher” standards to ensure coverage and balance. OSSE retain the standards in response to this comment. OSSE will produce pacing guidance to ensure LEAs have adequate time to cover all standards.
<p>Get comments from experts. Standards are long, dense documents on many topics, making it hard to recognize potential problems for discussion. Input from experts on social studies standards and from experts/historians on relevant history/politics would help SBOE to identify larger concerns for their own discussion and to bring back to OSSE. (See attached, p9, prior memo, for recs)</p>	<ul style="list-style-type: none"> OSSE has worked with experts in the field of Social Studies education who provided reviews and feedback on the draft standards. During the standards revision process OSSE further collaborated with Global History experts from the University of Pittsburgh to further refine and revise the standards. The full list of expert reviewers can be found on OSSE’s website. OSSE’s standards have been endorsed by several organizations who are leaders in civic and history education.
<p>Insist that threads on the ideas/development of democracy are included, as called for in SBOE’s resolution. These are critical, especially now. I urge you to ask OSSE to add/incorporate/ highlight such threads. I had understood that OSSE was going to identify and show key “trajectories.” I don’t see any. Such trajectories would be helpful, and they should include threads on democracy.</p>	<ul style="list-style-type: none"> OSSE appreciates the public’s engagement with the standards revision process. OSSE has Statements of Practice for Social Studies that demonstrate the key “trajectories” of each disciplinary understanding in social studies. Ancillary materials will ensure that each standard is connected to statements of practice. Resources that are provided to LEAs will illustrate the vertical progression of social studies statements of practice and can be previewed here and here.
<p>[The standards] Suffer greatly from being condensed into just two years from the previous three years. If the time isn’t expanded, the WH1 and beginning of WH2 standards should be revised, to include common content on the most relevant civilizations/ideas over time. These remain far too vague/broad.</p>	<ul style="list-style-type: none"> World History 2 has been revised to include common content on relevant civilizations and ideas over time. World History 1 focuses on the common themes across ancient and medieval civilizations, with instructions for educators to focus a case study for an in-depth analysis of these themes and how they are similar and different across global regions. Ancillary resources will provide additional depth and clarity for educators. OSSE will not revise these standards in response to this feedback.
<p>[The standards] Neglect the history and development of democratic ideas and practice, leaving students without an understanding of what drove the early development of democracy or its values— or its worth, fragility, relative rarity across</p>	<ul style="list-style-type: none"> The draft social studies standards are designed to help ensure that all students have the skills to evaluate the strengths and vulnerabilities of a variety of organizational structures for governments. To do so, students will evaluate and compare different governmental systems and utilize critical thinking and analytical skills that will

<p>history and current times....<i>Do not expose students to democracy's alternatives.</i> There is virtually no call for comparing different governments, despite anchor standards that call for such comparisons.</p>	<p>enable them to understand different governmental systems and engage with those systems.</p> <ul style="list-style-type: none"> • Democracies alternatives are covered in the following comparisons: <ul style="list-style-type: none"> ○ <i>2.15 Compare and describe basic features of government of early civilizations, such as the priesthoods and kings of Mesopotamia, the pharaohs of Egypt, monarchy of Olmec, and the ruling queens of Kush (e.g., identify patrilineal and matrilineal practices; Hatshepsut was a female pharaoh of Egypt, etc.).</i> ○ <i>4.49 Compare the structure of the United States government with the forms of governments in at least two other countries.</i> ○ <i>4.53 Analyze the reasons for and impact of the expansion of individual rights in the United States over time, including the right to vote.</i> ○ <i>4.54 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.</i> ○ <i>8.1 Evaluate and compare competing ideas for the purpose of government and the role of the people across three different countries or Indigenous Nations.</i> ○ <i>8.9 Evaluate and compare the structures of government across three different countries or Indigenous Nations.</i> ○ <i>8.23 Compare the ways in which individuals in at least three different countries around the world receive information, including an analysis of the relationship between different governments and media.</i> ○ <i>8.34 Compare at least three countries around the world and analyze 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.</i> ○ <i>8.53 Analyze global examples of citizen action to enact change through protests and resistance to government action and evaluate their success in achieving their stated purpose and long-term effects of the action.</i> ○ <i>Teachers should choose at least one of the following societies of focus from each region below to explore as case studies.</i> Africa: Kush, Nubia, Egypt The Americas: The Olmecs, Maya, Norte Chico (Peru)
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	<p><i>Asia: Mesopotamia, Jericho, China (the Shang Dynasty), Indus Valley.</i></p> <ul style="list-style-type: none"> ▪ <i>WH1.17 Analyze how early religions and belief systems shaped the political, legal, economic, and social structure of states in Africa, Asia, and the Americas between 10,000 BCE and 500 BCE.</i> ▪ <i>WH1.18 Compare the role of women in different societies, including ways in which women exercised power between 10,000 BCE and 500 BCE.</i> <p>○ <i>Teachers should choose at least one society from each region below to explore as case studies.</i></p> <p><i>Africa: Aksum, Carthage, Nok</i> <i>Asia: Han China, Persia, Mauryan and Gupta (India), Akkadians and Assyrians</i> <i>Americas: The Maya</i> <i>Europe: Greece, Rome</i></p> <ul style="list-style-type: none"> ▪ <i>WH1.24 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 between 800 BCE and 700 CE.</i> ▪ <i>WH1.28 Analyze archaeological evidence and primary sources to compare the rights of individuals in different ancient empires between 800 BCE and 700 CE.</i> ▪ <i>WH1.39 Analyze the roles of men and women in different societies, including ways in which women exercised power, between 400-1200 CE.</i> <p>○ <i>Teachers can choose at least one society from each region below to explore as case studies</i></p> <p><i>Africa: Ghana, Hausa Kingdoms, Ethiopian Empire</i> <i>Americas: Pueblo, Maya, Teotihuacan, Moche</i> <i>Asia: Sui, Tang, and Song dynasties in China, Gurjara-Pratihara Dynasty, Umayyad Caliphate, Heian Period in Japan</i> <i>Europe: Frankish Empire (France), England (Anglo-Saxon kingdoms), Byzantine Empire, Holy Roman Empire</i> <i>Australia and Oceania: Polynesia</i></p> <ul style="list-style-type: none"> ▪ <i>WH1.34 Analyze the political changes and continuities in the societies and dynasties that emerged after the decline of ancient empires in Africa, Asia,</i>
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Europe, and the Americas between 400-1200 CE.

- *WH1.36 Analyze the role of religion, belief systems, and culture in the governance and maintenance of societies in Africa, Asia, the Americas, Oceania and Europe between 400-1200 CE.*
- *WH1.39 Analyze the roles of men and women in different societies, including ways in which women exercised power, between 400-1200 CE.*
- *WH2.13 Analyze the government structures, technological innovations, and geographical features of empires and city states across the Americas to evaluate the drastic impact of European colonization on Indigenous societies (Including the Aztec and Incan Empires).*
- *WH2.16 Evaluate the factors that led to the expansion and solidification of the Islamic kingdoms of Western Africa, Christian kingdoms of northeast Africa and the Swahili City-States on the eastern coast and analyze the political, economic and social structures of at least three different countries.*
- *WH2.29 Analyze the factors that led to the expansion and consolidation of the Qing Dynasty in China and evaluate the role of policies toward ethnic and cultural diversity in centralizing and maintaining power.*
- *WH2.45 Evaluate the impact of industrialization on individuals of different race, class, gender and religion in different regions and evaluate the efficacy of workers' rights movements in different regions.*
- *WH2.51 Evaluate the motivations for and impact of Japanese imperialism on Chinese and Korean society.*
- *WH2.58 Analyze the causes, consequences, and impact of the Russian Revolution on Russian and global politics, social structures, and economic systems.*
- *WH2.63 Evaluate the efficacy of different women's movements for equality and political rights, including the suffrage movement.*
- *WH2.65 Analyze the factors that lead to the rise of totalitarian states and the erosion of individual liberties in the 1920s and 1930s, including the rise of fascism in Russia, Germany, Japan, and Italy.*

	<ul style="list-style-type: none"> ○ WH2.71 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. ○ WH2.75 Analyze the impact of the Chinese Communist Revolution on China, the world, and the global spread of communism, including its historical background, political and economic developments, and relationship between Taiwan and China. ○ WH2.81 Analyze the reasons for the rise of the Khmer Rouge in Cambodia and analyze the course and consequences of the Cambodian Genocide. ○ WH2.79 Evaluate the efficacy of the ideologies and methodologies of at least three nationalist leaders including Mahatma Gandhi and Ho Chi Minh. ○ US2.44 Evaluate the reasons for the rise of fascism and Nazism in Europe and the scapegoating and genocide of historically marginalized peoples (including Jewish, Romani, Slavic, disabled, and LGBTQ+ communities) by Hitler, Mussolini, and Franco. ○ WH2.96 Analyze the conditions that led to at least two social movements across the world between the 1990s and the present, and the impact they had locally and globally, including the Arab Spring and demonstrations in Hong Kong. • OSSE will further support the analysis of alternate government systems through ancillary and curricular resources for each standard above.
<p>Neglect/greatly underplay the evolution of American democracy, which should be a central thread in these standards. There are revisions that help, but the problem remains.</p>	<ul style="list-style-type: none"> • The draft social studies standards are designed to help ensure that all students have the necessary skills to evaluate the strengths and vulnerabilities of a variety of organizational structures for governments. To do so, students will evaluate and compare different governmental systems and utilize critical thinking and analytical skills that will enable them to understand different governmental systems and how to engage with those systems. • Aligned with feedback from the TWC and the public, the standards move beyond top-down evaluations of significant political moments but include in-depth coverage of how people exercised power in ways outside of traditional government systems, and how mass movements have shaped the evolution of democracy and capitalism in American history. OSSE will retain the following standards:

	<ul style="list-style-type: none"> ○ 4.28 Explain the reasons for establishing Plymouth and the Massachusetts Bay Colony, analyze the different experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans, and explain the significance of the Mayflower Compact. ○ 4.35 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. ○ 4.41 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. ○ 4.42 Evaluate the ideals of the Declaration of Independence and assess the opportunities and contradictions of the document. ○ 4.43 Analyze the reasons for the creation of the Constitution. ○ 4.44 Evaluate 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). ○ 4.45 Analyze the US Constitution, naming the three branches of government: legislative, executive and judicial, and discuss the concept of checks and balances. ○ 4.50 Explain the protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the US Constitution. ○ 4.53 Analyze the reasons for and impact of the expansion of individual rights in the United States over time, including the right to vote. ○ 4.54 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. ○ 5.23 Compare and evaluate the strategies of abolitionists Venture Smith, Nat Turner, and Olaudah Equiano. ○ 5.28 Explain how territorial expansion and key events between the Constitutional Convention and the attack on Fort Sumter ultimately led to the Civil War. ○ 5.30 Analyze the impact of abolitionists on the fight for freedom, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher
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	<p><i>Stowe, Harriet Tubman, Sojourner Truth, Martin Delany, and John Brown.</i></p> <ul style="list-style-type: none"> ○ 5.34 Evaluate the impact and legacy of the Gettysburg Address and the Emancipation Proclamation. ○ 5.36 Use primary and secondary sources to analyze emancipation in Texas and subsequent efforts to memorialize emancipation. ○ 5.37 Evaluate the impact of the 13th, 14th and 15th amendments on the lived experiences of formerly enslaved persons in the South, including the promise and shortcomings of each amendment. ○ 5.47 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. ○ 5.49 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. ○ 5.50 Evaluate the impact of <i>Tape v. Hurley</i>, <i>Plessy v. Ferguson</i>, <i>Piper v. Big Pine School</i>, <i>Mendez v. Westminster</i> and <i>Brown v. Board of Education</i>, on school segregation and the movement for equality. ○ 5.51 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. ○ 5.55 Evaluate the impact and influence of historical movements for justice and equality on modern social movements and organizations. ○ 7.24 Analyze the experiences, perspectives, and identities of people who were denied access to full rights across the colonies (e.g., enslaved people, women, free Black people, religious minorities), including citizenship, marriage and voting restrictions, and evaluate efforts by those groups to gain access to legal rights. ○ 7.28 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. ○ 7.33 Analyze the impact of the American Revolution on the social and political status of different groups in the new nation including but not limited to
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women, Indigenous Nations, enslaved and free Black Americans, religious minorities, and European Americans of various socioeconomic groups (e.g., rural farmers, Southern planters, urban craftsmen, Northern merchants).

- 7.34 Analyze the strengths and weaknesses of the Articles of Confederation, evaluating the competing arguments for and against revision.
- 7.35 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 makeup of the Senate and Electoral College.
- 7.36 Evaluate 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.
- 7.37 Explain the structure, power, and function of the federal government created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the creation of checks and balances, the sovereignty of the people, limited government, and judicial independence.
- 7.38 Evaluate the arguments of the Federalists and the Anti-Federalists, including a focus on individual rights and the size of the republic, and explain how historical context shaped these arguments.
- 7.39 Compare the US Constitution to the Articles of Confederation, the Haudenosaunee Confederacy and the British Government by examining government structure and power, as well as individual rights and liberties.
- 7.40 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.
- 7.41 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.
- 7.42 Analyze the presidency and legacy of George Washington, including his legacy as an enslaver and as a leader who voluntarily relinquished political power.

	<ul style="list-style-type: none">○ 7.43 Analyze 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 using primary sources (e.g., the writings of Olaudah Equiano and Harriet Jacobs).○ 7.44 Analyze the international and domestic disputes that shaped the formation of early political parties such as the Federalists and the Democratic-Republicans and the short-and long-term significance of these disputes.○ 7.45 Evaluate the causes and impacts of at least one rebellion led by enslaved individuals in the 18th or early 19th century (e.g., the Stono Rebellion, Nat Turner’s Rebellion or Denmark Vesey’s Rebellion).○ 7.46 Evaluate the legacy of the presidential elections of 1800, 1876, 2000, and 2020 to evaluate the significance of peaceful transfers of power and their impact on democratic ideals.○ 7.47 Analyze the social and political changes during the Jacksonian era, including the expansion of voting rights, from multiple perspectives, and evaluate the legacy of these changes.○ 7.50 Evaluate the reason different individuals, including Federalists, Abolitionists, and Democratic-Republicans supported and opposed American territorial expansion.○ 7.52 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.○ 7.54 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.○ 7.58 Evaluate the growth and international context of the Abolitionist movement, including the effectiveness of various tactics and leaders by analyzing primary and secondary sources — including the perspectives of abolitionists such as Sojourner Truth, Harriet Tubman, Elizabeth Freeman, Henry Highland Garnet, and Frederick Douglass.○ 7.61 Compare gender rights and roles in different geographic regions and communities within the United States, and evaluate the goals and tactics, of the women’s suffrage movement.
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	<ul style="list-style-type: none"> ○ 7.62 Analyze societal confines and constraints within social reform movements of the early 19th century, including the role of gender, sexuality, religion, and race. ○ 7.68 Use context to assess the reasons for Abraham Lincoln’s issuance of the Emancipation Proclamation, evaluating its short- and long-term impact. ○ 7.69 Analyze the methods of abolition and emancipation undertaken by enslaved people during the Civil War. ○ 7.71 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. ○ 7.73 Explain the impact of grassroots efforts by Black Americans to gain access to land and fair labor, participate in political, economic, and legal systems (including voting), and achieve public education, in reconstituting a multiracial, democratic society. ○ 7.75 Evaluate the reasons for, and tactics of, challenges to federal initiatives begun during Reconstruction, and assess their short-and long-term effects using primary and secondary sources. ○ 7.76 Analyze the rise of white supremacy and racial violence during Reconstruction – including incidents of mass racial violence – and the impact of so-called “Black Codes” on Black Americans. ○ 7.78 Analyze the legacy of unresolved challenges facing the nation after the Compromise of 1877, including the continued impact of the Reconstruction era on American democracy. ○ 8.2 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. ○ 8.3 Evaluate major tensions within the United States’ constitutional democracy, including majority rule and individual rights, liberty and security, civil disobedience and the rule of law, local versus federal control, and the size and scope of the federal government. ○ 8.4 Analyze the historical and philosophical influences on the creation of the American government, including the role of race, gender, religion, and socioeconomic status.
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	<ul style="list-style-type: none">○ <i>8.5 Evaluate how the role of the US federal government has expanded and contracted over time.</i>○ <i>8.6 Analyze explicit liberties guaranteed by the US Constitution and explain how these liberties have been used to influence the role and purpose of government.</i>○ <i>8.7 Analyze the role of the Washington, DC government over time including its power to enact local policy to address economic, social and political problems.</i>○ <i>8.8 Construct a claim about the role of the government in the lives of citizens and residents of the United States.</i>○ <i>8.13 Analyze a historic or current piece of legislation or law such as the Americans with Disabilities Act (ADA) to evaluate the role of citizens, interest groups, and corporations, as well as elected leaders, in the legislative process.</i>○ <i>8.18 Assess the responsiveness of elected federal officials in enacting policies reflective of national public concerns and interests.</i>○ <i>8.21 Evaluate the effectiveness of the structure and functions of the Washington, DC government in enacting policies that are reflective of community concerns.</i>○ <i>8.22 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.</i>○ <i>8.35 Analyze the history of the Universal Declaration of Human Rights and the rights enumerated in the document.</i>○ <i>8.36 Identify the rights of Americans codified in the Constitution and evaluate the extent to which some of those rights have been realized.</i>○ <i>8.37 Analyze at least 3 historic Supreme Court cases that establish, extend, or limit the rights of individuals.</i>○ <i>8.40 Evaluate contemporary debates about the proper enforcement of the 13th, 14th and 15th Amendments.</i>○ <i>8.46 Compare the ability of different individuals and public and private interest groups to influence public policy.</i>○ <i>8.47 Compare 21st century voter suppression to voter suppression in previous centuries and analyze the historic, racialized, and economic effects on various groups.</i>
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	<ul style="list-style-type: none">○ <i>8.48 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.</i>○ <i>8.49 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.</i>○ <i>8.54 Analyze 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.</i>○ <i>8.55 Compare the tactics, strategies, leaders, major events and enduring impacts of at least two different social movements within the US.</i>○ <i>US2.1 Analyze the principle rights and ideals established in the United States Constitution and Declaration of Independence and evaluate the extent to which early American history fulfilled those ideals.</i>○ <i>US2.7 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.</i>○ <i>US2.8 Analyze the political, social and economic goals and actions taken by freedpeople, during the era of Reconstruction — including organized efforts to gain access to land, fair labor, public education, and political office using primary and secondary sources.</i>○ <i>US2.12 Evaluate the forces that led to the end of Reconstruction — including the “Compromise of 1877” — and assess the impact of Reconstruction’s successes and failures on American political, social and economic life.</i>○ <i>US2.13 Evaluate laws and policies of the Jim Crow era, including the immediate and longer-term impact of racialized segregation and unequal access to legal and economic institutions, rights and opportunities.</i>○ <i>US2.14 Analyze the transformation of the American economy during the Industrial Revolution to explain the changing social and political conditions in the United States and the impact on the environment.</i>○ <i>US2.15 Evaluate arguments about the causes of rising inequality in industrial America related to wealth, health, economic opportunity, and social class.</i>
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	<ul style="list-style-type: none"> ○ <i>US2.19 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.</i> ○ <i>US2.20 Analyze the reasons for the rise of organized labor, evaluate the effectiveness of at least one labor tactic, and analyze at least one reaction to the labor movement, including the interactions between the federal government and labor groups.</i> ○ <i>US2.22 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.</i> ○ <i>US2.23 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.</i> ○ <i>US2.26 Evaluate the impact of progressive and populist movements on economic, social, and political inequality in America.</i> ○ <i>US2.40 Analyze the rise of nativism and violence as a result of the Great Depression, including efforts of the American government to “repatriate” American citizens of Mexican descent to Mexico.</i> ○ <i>US2.45 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, Asian Americans Indigenous Nations, and Latinx Americans.</i> ○ <i>US2.47 Critique the reasons for the incarceration of Japanese Americans while drafting Japanese men to serve in the Army during World War II and evaluate the consequence of the decision, including ways in which Japanese Americans resisted internment.</i> ○ <i>US2.54 Analyze the reasons for, and the consequences of, efforts to limit civil liberties in the United States during the Cold War, including an analysis of McCarthyism and the “Lavender Scare.”</i> ○ <i>US2.57 Evaluate the reasons for and impact of opposition to US intervention in foreign countries during the Cold War, including the anti-Vietnam War movement.</i> ○ <i>US2.59 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.</i>
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	<ul style="list-style-type: none"> ○ <i>US2.62 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.</i> ○ <i>US2.64 Analyze the grassroots efforts by African Americans to participate in political, economic, and legal systems, and access public education.</i> ○ <i>US2.66 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 Congress of Racial Equality (CORE), Black Panthers, Brown Berets, and the Southern Christian Leadership Conference (SCLC).</i> ○ <i>US2.67 Assess reasons for the successes and unfinished work of the Civil Rights Movement, including the impact and legacy of Brown v. Board of Education, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and Shelby County v. Holder.</i> ○ <i>US2.70 Use historical context to analyze the reaction to movements for political, social and economic equality.</i> ○ <i>US2.71 Analyze the reasons for and impact of the occupation of Alcatraz and the American Indian Movement.</i> ○ <i>US2.72 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.</i> ○ <i>US2.78 Analyze the consequences of the terrorist attacks of Sept. 11, 2001, on global and domestic policy, including foreign and domestic surveillance, the rise of anti-Muslim hate and violence and discrimination against communities such as but not limited to Sikh and Arab Americans.</i> ○ <i>US2.81 Evaluate the tactics of modern social, labor, political, and environmental activist movements in America, measuring their success.</i> ○ <i>GC.1 Analyze 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 between religion and government.</i> ○ <i>GC.2 Analyze the foundational principles of democratic societies, including respect for individual civil and political rights, fair and</i>
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competitive elections and the equal exercise of power by the governed over their government.

- *GC.3 Analyze the historic events and philosophies that shaped the perspectives of the authors of the US Constitution and assess the impact of these perspectives on the government they created, including an analysis of the Declaration of Independence.*
- *GC.5 Evaluate the principles of the US Constitution, including the rule of law, consent of the governed, limited government, separation of powers, and federalism and evaluate the way in which these principles function today.*
- *GC.11 Assess how different interpretations and perspectives of the US Constitution have promoted or limited civic virtues and democratic principles in the past and present.*
- *GC.12 Analyze past and present efforts to adapt and redesign the US Constitution and political institutions both formally and informally.*
- *GC.14 Analyze 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.*
- *GC.15 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.*
- *GC.15 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.*
- *GC.16 Evaluate the evolution of civil liberties over time, including landmark Supreme Court cases such as the Slaughter-House Cases, Gideon v. Wainwright, Miranda v. Arizona, Schenck v. United States, Tinker v. Des Moines, Loving v. Virginia, Obergefell v. Hodges and Dobbs v. Jackson Women’s Health Organization.*
- *GC.17 Evaluate how the right to citizenship have evolved over time, including the impact of United States v. Bhagat Singh Thind, United States v. Wong Kim Ark, and the current rights of citizens living in US territories.*
- *GC.18 Analyze the evolution of what is considered a constitutional right and civil liberty, comparing their application over time with a specific focus on marginalized and underrepresented groups.*
- *GC.19 Analyze the reasons for the evolution of Indigenous Nations’ sovereignty over time,*

	<p><i>including the impact of significant treaties and Supreme Court cases on the rights of Indigenous Nations.</i></p> <ul style="list-style-type: none"> ○ <i>GC.30 Analyze opportunities for civic engagement within all levels of government and assess the extent to which participants enjoy equitable access and influence.</i> ○ <i>GC.31 Analyze civic participation in the political process over time, including voter trends, restrictions, and expansions, and evolution of opportunities to engage government.</i> ○ <i>GC.32 Analyze how political parties, interest groups and other organizations provide people with opportunities for civic involvement, evaluating how each impacts the powers of citizens.</i> ○ <i>GC.33 Compare historic or contemporary examples in which groups of people attempted to resist unjust economic conditions, evaluating short- and long-term impact.</i> ○ <i>GC.34 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>Korematsu v. United States</i>, <i>Mendez v. Westminster</i>, <i>Brown v. Board of Education</i>, <i>Loving v. Virginia</i>, and <i>Obergefell v. Hodges</i>.</i>
<p>Despite excellent additions, remain inadequate on immigration, with a single mention of it before the Progressive Era and no mention of massive Irish/German immigrations in that period.</p>	<ul style="list-style-type: none"> • OSSE appreciates the advocacy from the public in response to the draft social studies standards. OSSE will retain the following standards that include immigration prior to the progressive era in response to public feedback: <ul style="list-style-type: none"> ○ <i>3.26 Explain the reasons for the growth of Asian American, Latinx, East African, and Caribbean communities in Washington, DC, and efforts taken by different individuals to claim a voice in the city, such as the organization of the Latino festival or the role of a community organization.</i> ○ <i>3.37 Evaluate the legacy of immigration in the District and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC including but not limited to Latinx, European, Asian American and African American communities.</i> ○ <i>4.22 Evaluate primary sources to make claims about the experiences, motivations, and legacies of different Europeans who traveled across the Atlantic between 1607 and 1700.</i> ○ <i>5.15 Analyze the lived experiences of different immigrant communities between 1850 and 1900, (e.g., religious minority, Irish, German, Mexican, Italian, British, Southeast Asian, Chinese, and Japanese communities).</i>

	<ul style="list-style-type: none"> ○ <i>7.16 Compare the economic, religious, and political motives that led to the establishment of early, distinct European colonies in the Americas.</i> ○ <i>7.18 Analyze the reasons for and impact of Spanish colonization and settlement in the Southern and Western United States during the colonial period, including resistance to Spanish colonization by Indigenous Nations.</i> ○ <i>7.19 Compare the motivations of different groups who settled in the 13 British colonies, and analyze the impact of these differences on the political, demographic, religious, and social features of the colonies.</i> ○ <i>7.55 Evaluate the impact of territorial expansion, immigration, and Northern industrialization on the institution of slavery and American politics.</i> ○ <i>7.59 Evaluate the reasons for Asian and European immigration to the United States, the political, social and economic opportunities and challenges faced by Asian and European immigrants and the ways individuals demonstrated resilience between 1800-1877.</i> ○ <i>US2.11 Analyze legislative actions intended to spur westward settlement between 1860 and 1880 — 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.</i> ○ <i>US2.16 Evaluate the reasons for, and consequences of, the rise in Asian, European, and Latin American immigration to the United States in the late 19th and early 20th century including the experiences of different individuals.</i> ○ <i>US2.19 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.</i> • OSSE will further prioritize developing ancillary resources to provide additional immigrant perspectives to support the following standards: <ul style="list-style-type: none"> ○ <i>7.61 Compare gender rights and roles in different geographic regions and communities within the United States, and evaluate the goals and tactics, of the women’s suffrage movement.</i> ○ <i>7.65 Use primary sources to analyze the Union rationale for the Civil War, including the</i>
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	<p><i>perspectives of Frederick Douglass, abolitionists, and Northerners who were not pro-abolition.</i></p> <ul style="list-style-type: none"> ○ <i>7.67 Evaluate the role of women, civilians, free Black Americans, religious minorities and Indigenous Nations in the Civil War.</i> ○ <i>US2.4 Evaluate the impact of the Civil War, identify the challenges and opportunities for reuniting the country and compare the perspectives of people in the North, West and South, and Indigenous nations, across gender, socio-economic and racial lines.</i> ○ <i>US2.19 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.</i>
<p>The weak chronology and neglect of presidents and other leaders weakens any sense of historical causation. The connection between democracy—who gets to vote, public debate, shifting views of voters—and change remains weak. It could be easily improved.</p>	<ul style="list-style-type: none"> • Extensive feedback from public comment expressed interest in including grassroots understanding of change in American history, that change was not solely the result of great men throughout history but the result of movements and grassroots efforts that pushed leaders to expand democracy and make changes for the public interest. As such the standards seek to right size coverage of essential leaders with coverage of mass movements and efforts to expand democracy. It is also important to recall that not all individuals in US history have had the right to express their views through the vote, and the revised standards seek to ensure their powerful resistance and advocacy is included in the story of American democracy. OSSE will retain the following standards in response to the feedback from the public. <ul style="list-style-type: none"> ○ <i>7.38 Evaluate the arguments of the Federalists and the Anti-Federalists, including a focus on individual rights and the size of the republic, and explain how historical context shaped these arguments.</i> ○ <i>7.39 Compare the US Constitution to the Articles of Confederation, the Haudenosaunee Confederacy and the British Government by examining government structure and power, as well as individual rights and liberties.</i> ○ <i>7.40 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.</i> ○ <i>7.41 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 for DC residents.</i>

	<ul style="list-style-type: none">○ 7.42 Analyze the presidency and legacy of George Washington, including his legacy as an enslaver and as a leader who voluntarily relinquished political power.○ 7.43 Analyze 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 using primary sources (e.g., the writings of Olaudah Equiano and Harriet Jacobs).○ 7.44 Analyze the international and domestic disputes that shaped the formation of early political parties such as the Federalists and the Democratic-Republicans and the short-and long-term significance of these disputes.○ 7.45 Evaluate the causes and impacts of at least one rebellion led by enslaved individuals in the 18th or early 19th century (e.g., the Stono Rebellion, Nat Turner’s Rebellion or Denmark Vesey’s Rebellion).○ 7.46 Evaluate the legacy of the presidential elections of 1800, 1876, 2000 and 2020 to evaluate the significance of peaceful transfers of power and their impact on democratic ideals.○ 7.47 Analyze the social and political changes during the Jacksonian era, including the expansion of voting rights, from multiple perspectives, and evaluate the legacy of these changes.○ 7.61 Compare gender rights and roles in different geographic regions and communities within the United States and evaluate the goals and tactics, of the women’s suffrage movement.○ 7.62 Analyze societal confines and constraints within social reform movements of the early 19th century, including the role of gender, sexuality, religion, and race.○ 7.71 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.○ 7.72 Compare different federal approaches toward and policies of Reconstruction (e.g., Abraham Lincoln, Andrew Johnson, and Congressional Republicans), evaluating their rationale and impact.○ 7.75 Evaluate the reasons for and tactics of challenges to federal initiatives begun during Reconstruction and assess their short-and long-
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	<p><i>term effects using primary and secondary sources.</i></p> <ul style="list-style-type: none"> ○ <i>7.78 Analyze the legacy of unresolved challenges facing the nation after the Compromise of 1877, including the continued impact of the Reconstruction era on American democracy.</i> ○ <i>8.23 Compare at least three countries around the world and analyze 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.</i> ○ <i>8.35 Analyze the history of the Universal Declaration of Human Rights and the rights enumerated in the document.</i> ○ <i>8.36 Identify the rights of Americans codified in the Constitution and evaluate the extent to which some of those rights have been realized.</i> ○ <i>8.37 Analyze at least three historic Supreme Court cases that establish, extend or limit the rights of individuals.</i> ○ <i>8.38 Evaluate the ways different activist groups have used the court system to expand or limit the rights of different individuals.</i> ○ <i>8.39 Analyze a current economic issue that curtails or infringes on citizens' rights and offer alternative approaches to address the needs of different groups and society.</i> ○ <i>8.40 Evaluate contemporary debates about the proper enforcement of the 13th, 14th and 15th Amendments.</i> ○ <i>8.41 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.</i> ○ <i>8.42 Evaluate 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.</i> ○ <i>8.45 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.</i> ○ <i>8.46 Compare the ability of different individuals and public and private interest groups on the ability to influence public policy.</i> ○ <i>8.47 Compare 21st century voter suppression to voter suppression in previous centuries and</i>
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	<p><i>analyze the historic, racialized and economic effects on various groups.</i></p> <ul style="list-style-type: none"> ○ <i>US2.2 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.</i> ○ <i>US2.7 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.</i> ○ <i>US2.8 Analyze the political, social, and economic goals and actions taken by freedpeople, during the era of Reconstruction — including organized efforts to gain access to land, fair labor, public education and political office using primary and secondary sources.</i> ○ <i>US2.12 Evaluate the forces that led to the end of Reconstruction — including the “Compromise of 1877” — and assess the impact of Reconstruction’s successes and failures on American political, social and economic life.</i> ○ <i>US2.13 Evaluate laws and policies of the Jim Crow era, including the immediate and longer-term impact of racialized segregation and unequal access to legal and economic institutions, rights and opportunities.</i> ○ <i>US2.19 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.</i> ○ <i>US2.22 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.</i> ○ <i>US2.23 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.</i> ○ <i>US2.24 Evaluate the political response to industrialization, progressivism and the labor movement and evaluate the efficacy of federal policies under Theodore Roosevelt and President William Howard Taft at furthering the aims of different groups.</i> ○ <i>US2.26 Evaluate the impact of progressive and populist movements on economic, social and political inequality in America.</i>
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	<ul style="list-style-type: none"> ○ <i>US2.32 Analyze reasons for and efforts of different nations to maintain or regain economic and political freedoms following American Intervention using primary sources from the perspective of native communities (e.g., Hawaiians, Filipinos).</i> ○ <i>US2.45 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, Asian Americans and Latinx Americans.</i> ○ <i>US2.46 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.</i> ○ <i>US2.47 Critique the reasons for the incarceration of Japanese Americans while drafting Japanese men to serve in the Army during World War II and evaluate the consequence of the decision, including ways in which Japanese Americans resisted internment.</i> ○ <i>US2.54 Analyze the reasons for and the consequences of efforts to limit civil liberties in the United States during the Cold War, including an analysis of McCarthyism and the “Lavender Scare.”</i> ○ <i>US2.59 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.</i> ○ <i>US2.63 Evaluate the different goals and tactics of African American movements for racial equality during and following World War II, including Charles Hamilton Houston’s plan for fighting segregation through the courts.</i> ○ <i>US2.64 Analyze the grassroots efforts by African Americans to participate in political, economic and legal systems and access public education.</i> ○ <i>US2.65 Analyze 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).</i> ○ <i>US2.67 Assess reasons for the successes and unfinished work of the Civil Rights Movement, including the impact and legacy of Brown v.</i>
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	<p><i>Board of Education, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and Shelby County v. Holder.</i></p> <ul style="list-style-type: none"> ○ <i>US2.68 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.</i> ○ <i>US2.69 Analyze 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.</i> ○ <i>US2.78 Analyze the consequences of the terrorist attacks of Sept. 11, 2001, on global and domestic policy, including foreign and domestic surveillance, the rise of anti-Muslim hate and violence and discrimination against communities such as but not limited to Sikh and Arab Americans.</i> ○ <i>US2.79 Evaluate the effort of American foreign policy to meet humanitarian goals, further economic interests, and increase domestic security, including the War on Drugs and the Global War on Terror.</i> ○ <i>US2.80 Analyze the claims that led to the 2003 U.S. invasion of Iraq, and evaluate the social, political, and economic impacts of the invasion on Iraq and the United States.</i> ○ <i>US2.81 Evaluate the tactics of modern social, labor, political and environmental activist movements in America, measuring their success.</i>
<p>[Standards] Should explicitly identify key turning points in US history, including New Deal and Great Society.</p>	<ul style="list-style-type: none"> • Key turning points in American history, including New Deal reforms and the Civil Rights movement are included in the social studies standards and key turning points in American history are embedded in each driving concept. The standards are designed to support students identify and evaluate key turning points in US History. which is particularly important because many historians differ on what are considered key turning point events in American History. In response to public feedback OSSE will retain the following standards: <ul style="list-style-type: none"> ○ <i>8.5 Evaluate how the role of the US federal government has expanded and contracted over time.</i>

	<ul style="list-style-type: none"> ○ <i>US2.38 Analyze the reasons for the Great Depression and evaluate its impact on different groups of people in the United States, with special attention to race, ethnicity, religion, gender, and class, including an analysis of the impact of the underlying economic and social problems of the 1920s.</i> ○ <i>US2.41 Evaluate the domestic response to the Great Depression, including the election of Franklin Delano Roosevelt, assessing the impact of and resistance to New Deal programming, including its impact on the economy and different groups of Americans.</i> ○ <i>US2.67 Assess reasons for the successes and unfinished work of the Civil Rights Movement, including the impact and legacy of Brown v. Board of Education, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and Shelby County v. Holder.</i> ○ <i>DC.25 Analyze the impact of World War I, the New Deal, and World War II on the District’s population, geography and residents.</i>
<p>WH2.23 should be changed so it does not conflate caste with Hinduism nor present another religion as a superior replacement.</p>	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and has revised the following standard: <ul style="list-style-type: none"> ○ <i>WH2.23 Analyze the conditions that lead to the development and rise of Sikhism in India, its core tenets, including the role of women, and explain how Muslim persecution and the caste system impacted the evolution and spread of Sikhism.</i> • OSSE has consulted with experts in the history of the region, the standard is historically accurate and a change to the standard would be misleading.
<p>On behalf of the Sikh community of Washington, D.C. and the Sikh Coalition, the largest Sikh civil rights organization in the United States, we are writing to provide feedback on the updated Washington, DC Grades K-12 Social Studies Standards Draft. We write to encourage the ongoing inclusion of Sikhism in the following standards:</p> <ul style="list-style-type: none"> ● WH1.45 in World History I: Early Modern Empires (1000 CE-1600 CE) ● WH2.23 in World History II: Cultural Shifts 1500-1750 (Internal) ● US2.78 in US History II: Access to Democracy and Power from the 1980s-Present Day ● GC.17 in Government and Civics: Rights and Responsibilities 	<ul style="list-style-type: none"> • OSSE appreciates the engagement from the public and will retain standards that reference the history of the Sikh community.

