



District of Columbia  
Office of the State Superintendent of Education

# Washington, DC K-12 Social Studies Standards

## Revised Standards

May 2023

# WASHINGTON, DC GRADES K-12 SOCIAL STUDIES STANDARDS

Revised Standards

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## **A Message from the Office of the State Superintendent of Education**

The Office of the State Superintendent (OSSE) has worked with the State Board of Education, eEducators across the District and community stakeholders to develop history and social science standards that reflect the District’s commitment to robust, culturally inclusive teaching and learning, impart important social studies content in the early grades, strengthen student knowledge of democratic principles and values, and promote civic engagement. The social studies and history standards provide educators and curriculum leaders with an outline of what learners of social science and history should know and demonstrate by the end of each grade or course. The below standards –demonstrate a commitment to ensuring the experiences and histories of DC’s student population are represented in the standards, and that they reflect the lived experiences of the community and families in Washington, DC. Robust social studies education is an essential component of increasing student agency, fostering student literacy and creating inclusive school spaces that educate future generations of citizens and change makers. The District’s social studies standards aim to empower our students to identify and combat misinformation, become active participants in our democracy and have the knowledge and skills to fairly and effectively shape the future of DC, the nation, and the world.

### **The Role of Social Studies Standards**

Learning standards establish minimum expectations for the information students should master at each grade level. Standards define appropriate topics, skills and rigor for each grade level, providing ~~and ensure students have access to~~ grade-level content and learning experiences. Standards are not an exhaustive list of all content students must know. They establish expectations for how students build and develop knowledge. Local education agencies use standards to establish the scope and sequences for learning, lesson plans and unit plans to support teachers in delivering effective social studies content and learning experiences to their students.

### **The Organization of the Document**

The District of Columbia Social Studies Standards document opens with *Statements of Practice for Social Studies*, which provides descriptions of social studies skills and the core practices of the social studies discipline. The skills described in the statements of practice for social studies should serve as the primary methodology for delivering social studies content instruction. The standards are organized by grade level and divided into Driving Concepts that organize each standard of learning into specific themes. Each Driving Concept serves as the frame for units of study, and educators and curriculum coordinators should use the Driving Concepts as frames for backwards development of units of study. Each Driving Concept contains a description that suggests different skills and approaches to teaching the standards. We encourage teachers to elaborate on the content outlined here, add topics they feel are important, and ensure students receive the scaffolding necessary to reach the rigor and understanding embedded in the standards.

## Statements of Practice for Social Studies

### Disciplinary Competencies

The following statements of practice for social studies standards encompass the skills, civic knowledge and dispositions that reflect the range of disciplinary competencies and habits of mind used by historians, political scientists, economists, and geographers. These social studies statements of practice are designed to inform the implementation of the K-12 social studies content standards, and as such should be embedded in the practices of social studies educators from kindergarten through grade 12.

### INQUIRY ARC

#### *Gathering Diverse Perspectives and Evaluating Evidence*

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

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

#### *~~Developing Claims and Using Evidence to Develop~~ Claims and Civic Dispositions*

In a democratic society, it is essential for students to gather information, evaluate its the credibility of information, deliberate and determine the best course of action. Civic engagement is, an essential element of American democracy and must be predicated

upon a careful and honest analysis of evidence and the thoughtful evaluation of contrasting arguments and differing interpretations.

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

### *Identity*

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

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

## HISTORY

### *Continuity, Change, and Context*

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

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

### *Historical Causation*

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

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

## CIVICS, GOVERNMENT, AND HUMAN RIGHTS

### *World Governments*

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

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

### *Foundations of US Government*

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

Understanding the foundations of the US government requires that students master a body of information on founding principles and documents, the structures of government, including such elements as the separation of powers and federalism. It requires, ~~as well,~~ that students analyze key events and themes in American ~~our~~ history, including early interactions with Indigenous peoples and the role of slavery in early US history. Students will read founding documents to understand what they say, their intended purpose, and what they accomplished. Students will address issues of power and critically analyze their strengths opportunities and challenges in establishing a nation that respects and protects all people equally. ~~They~~ Students will evaluate multiple

interpretations of founding documents, from the past and the present, and multiple perspectives on the role that they play, and should play, in contemporary American life.

### *Laws and Policies*

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

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

### *Engaging in Civil Discourse and Taking Informed Action*

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

After careful questioning, research, analysis and reflection about a social studies topic, students will demonstrate an understanding of the content and empathy for people of the past, present and future. They will identify alternative choices that could have improved life in the past and opportunities for personal or collaborative action to address a current situation of importance to their

classroom, community, state, nation, or world. Students will take constructive, creative, and responsible action designed to improve a situation or problem.

## GEOGRAPHY

### *Physical Geography and Geographical Representations*

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

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

### *Human Population Patterns*

Throughout history, populations have shifted in response to environmental challenges, economic and cultural shifts, and political forces. The expansion and redistribution of the human population, both voluntary and involuntary, is an active and ongoing feature of life on our planet, and has consequences for those who move, the people in their old and new communities, and the physical environment.

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



### *The Diversity of Human Cultures*

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

Students will analyze multiple aspects of different cultures, gain an appreciation of the great diversity of human experience and expression, and analyze the similarities and differences across cultures.

### *Human-Environment Interaction*

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

To understand the interaction between humans and their environment, students will analyze different environments and the ways that societies have interacted with them. They will analyze the effects of those interactions and attempts that people have made to minimize or mitigate environmental damage. They will also analyze multiple perspectives on historical and contemporary environmental issues and propose solutions to current environmental problems, including climate change.

### *Global Interconnections and the Global Economy*

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

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

## ECONOMICS

### *Economic Decision Making*

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

In their study of economics, students ~~students will engage in economic decision making and evaluate the results of their choices.~~ ~~Students~~ will analyze the root causes of and propose solutions to contemporary economic challenges facing individuals, subpopulations, and society.

### *Exchanges and Markets*

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

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

### *The United States Economy*

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

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

## K-2 Standards

## Kindergarten: Myself and My Community

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

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

## Driving Concept 1: Working Together

In this driving concept, students will learn to act as members of a classroom community by expanding their understanding of the concepts of shared codes of conduct, respect, fairness, justice, and collective action for solving problems. ~~Teachers should~~ Students will use-utilize read-aloud texts, images, artifacts, and materials that represent diverse student experiences and support the development of early literacy skills.

### Standard:

**K.1** Describe the roles and responsibilities of being a part of a family, classroom and local community.

**K.2** Identify different kinds of families and caregivers within a community (e.g., single-parent, blended, grandparent-headed, conditionally separated, foster, LGBTQ+, multiracial) and explain the importance of demonstrating respect for all people.

**K.3** Identify social and cultural factors that shape individual identities, including family, ethnicity, culture, religion, gender, interests, and abilities, and explain that a person’s sense of identity can change over time.

**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.

**K.5** Explain why classrooms and schools have rules and describe the consequences of not following them.

**K.6** Identify an examples of a rule that may not be fair for all and explain how it could be changed to make it fair.

**K.7** Identify which skills lead to respectful and productive conversations.

~~**K.8** Use civil discourse (listening, turn taking and consensus-building) and voting procedures to take collaborative action in the classroom or school community.~~

Use civil discourse skills, such as listening, turn taking, consensus building and voting procedures to take collaborative action in the classroom or school community.

**Driving Concept 2: ~~Working Together to~~ Showing Why History Matters**

In this driving concept, students will develop historical thinking skills to learn about the past and the present. ~~They~~ Students will use artifacts and information gathered from a variety of sources to ask questions, generate simple conclusions, and begin to differentiate between fact and opinion. They will also develop more sophisticated understandings of chronological thinking by sequencing events in their lives and those of their family members and classmates.

**Standard:**

**K.9** Identify artifacts in the lives of students and their community and use sequential language (first, next, then, after) to put artifacts in chronological order.

**K.10** Identify why artifacts are historically important and describe how artifacts help us learn about the past.

**K.11** Compare different kinds of artifacts to determine what they can and cannot tell us about the past and/or present.

**K.12** Evaluate the utility of an artifact in responding to a question about the past or present.

**K.13** Evaluate sources of information, and identify how the creator’s job, training, and/or experiences ~~effect~~ affect the reliability of that information.

### Driving Concept 3: Who ~~am~~ are We?

In this driving concept, students will learn about the unique identities of individuals in their classroom and community and learn about the importance of demonstrating respect for all individuals. Teachers should utilize read-aloud texts, images, artifacts, and materials that represent diverse student experiences and support the development of early literacy skills.

**Standard:**

**K.14** Identify and describe the historic achievements and contributions of individuals with different abilities.

**K.15** Explain important contributions individuals with different gender, racial, religious, and ethnic identities and ability statuses have made to the community.

**K.16** Identify a time when someone used power unfairly and describe how individuals have resisted the unfair exercise of power.

**K.17** Compare how historical people in our families and communities and from different countries lived, learned, worked, and relaxed.

**K.18** Explain that while individuals may be different, everyone should have the same human rights.



### Driving Concept 4: Where I Live

In this driving concept, students will develop geographical skills to place themselves in the physical world and within their communities. They will be introduced to maps, globes and other **spatial** representations of physical space and begin to make observations, generate questions, and draw conclusions about the physical world around them. Students will begin to understand the complex interaction of humans and the natural environment.

**Standard:**

**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.

**K.20** Explain the concept of relative location using directional words. ~~(e.g., on, off, close, far, beside, inside, outside, next to, close to, above, below, apart, right, left, straight, behind, in front of, closer, farther).~~

**K.21** Identify geographic characteristics of the local community (e.g., ~~weather and~~ climate, population, landforms, vegetation, culture, industry, ~~goods and services, and ecology~~) and explain how these characteristics shape our interactions with our environment and communities.

**K.22** Explain **some reasons** why people live where they do, including why people live in different parts of Washington, DC, and identify the benefits and challenges of living in different places.

## Driving Concept 5: Meeting Community Needs

In this driving concept, students will develop economic language to describe their classrooms, communities, and the larger world. Teachers should utilize a variety of fiction and non-fiction read-aloud texts, images, artifacts, and materials that introduce students to community jobs, services, and the exchange of goods and help students to develop early literacy skills.

### Standard:

**K.23** Compare the different jobs individuals around the world perform and the ways in which specific goods and services are produced, both inside and outside of the home.

**K.24** Identify and explain the difference between what we want versus what we need to survive on a daily basis.

**K.25** Explain why people try to save money and ~~or~~ resources.

**K.26** Identify a scarce resource in our classroom, community, or world, ~~or classroom (e.g., food, land, water, energy)~~, and evaluate how to allocate it to promote fairness.

**K.27** Identify products that we use in our daily lives, where they come from, and how they connect us to local and global communities.

## Grade 1: Working and Building Together

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

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

## Driving Concept 1: Building a Community

In this driving concept, students will identify and compare different types of community (e.g., their neighborhood, city, and nation) and the ways that communities ~~they~~ define leadership, decision-making, conflict resolution, and change-making. Students will evaluate the various communities ~~that they are a part of~~ in which they are members, including their (classrooms, neighborhoods, and the world, and analyze the characteristics of a just, inclusive and free society. Teachers should use read-aloud texts, images, songs, artifacts and other materials that detail the contributions of leaders and community members from the past and present.

### Standard:

**1.1** Explain what constitutes a community and describe characteristics of different local and global communities.

**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.

**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.

**1.4** Describe ways in which groups of people in the same community can hold different beliefs and live their daily lives in different ways, while still working together toward shared goals.

**1.5** Identify and define the rights of learners in the classroom community and describe how individuals can work together to respect the rights of community members.

**1.6** ~~Evaluate the rules and processes of the classroom and identify characteristics of just and effective rules and laws.~~

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.

<p><b>1.8</b> Describe the responsibilities of a leader and identify characteristics of effective and just leaders.</p>
<p><b>1.9</b> Identify and describe the roles and responsibilities of current leaders, including the president of the United States and the mayor of Washington, DC.</p>
<p><b>1.10</b> Identify symbols, songs, <del>and</del> phrases <u>and national holidays</u> that unify the <del>community people</del> of the United States <del>and symbols and songs that unify and</del> different communities within the United States. <del>as well as national holidays that commemorate American history.</del></p>
<p><b>1.11</b> 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.</p>
<p><b>1.12</b> Describe how voting and elections determine who will be president, vice president, and mayor.</p>
<p><b>1.13</b> Describe how voting and elections can exemplify democratic principles, including but not limited to equality, freedom, fairness, respect for individual rights, citizen participation, majority rules, and accepting the results of an election.</p>
<p><b>1.14</b> Identify a source of information about Washington, DC, and explain how the author's job, training, and/ or experiences <del>effect</del> <u>affect</u> the reliability of information.</p>
<p><b>1.15</b> Identify issues or needs in the school, local, or global community that students care about, and generate possible actions to create positive change.</p>

## Driving Concept 2: In This Space

In this driving concept, students will analyze what makes their space in Washington, DC unique, using map skills and historical sources to clarify how humans changed the landscape of the city over time. Students will evaluate and propose solutions for a local environmental issue in the city.

### Standard:

**1.16** Analyze different representations of Washington, DC to make a claim about different places in the District.

~~**1.17** Identify the local neighborhood, Washington, DC, the United States, and North America on a map, and identify key political features of the region.~~

Identify key political features of each region on a map, to include, local neighborhoods, wards, Washington, DC, the United States and North America.

**1.18** Compare the features of a city, county, state, country, and continent.

~~**1.19** Locate and explain physical features on maps. (e.g., mountains, oceans, rivers, lakes, etc.).~~

**1.20** Describe the absolute and relative locations of Washington, DC area institutions, businesses, or landmarks, and describe the physical characteristics of those places.

**1.21** Construct a simple map of the classroom, school, or local community, using cardinal directions, physical features, and map symbols.

**1.22** Describe how and why people have changed the physical landscape of the local community and/or the greater Washington, DC area over time.

**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.

**1.24** Identify a problem caused by humans to the local environment and propose a solution.

### Driving Concept 3: My Community Then and Now

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

**Standard:**

**1.25** Differentiate between events that happened long ago and events that happened in the not-so-distant past and order the events on a timeline.

**1.26** Analyze maps and images of the Chesapeake region and Washington, DC from different historical periods to describe the ways the community has changed over time.

**1.27** Identify significant events in the history of the school community and explain what makes each event significant.

**1.28** Analyze texts, family, or community stories, and/or historical photographs to compare family, school, and/or community life in the past and the present.

**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.

**1.30** Compare different accounts of the same historical event in Washington, DC and propose possible reasons for the differences.

## Driving Concept 4: Meeting a Community's Needs

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

### Standard:

**1.31** Describe and locate different human, natural or capital resources in Washington, DC and compare the availability of those resources across the city.

**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.

**1.33** Describe the goods and services that communities need (e.g., grocery stores, transportation, public safety, etc.) and identify how they are provided by local government and private businesses.

**1.34** Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.

**1.35** Analyze the reasons for, and consequences of, choices individuals make when purchasing goods and services.



## Grade 2: This Wide World

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

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

### Driving Concept 1: Understanding Ourselves in the Larger World

In this driving concept, students will compare life in the past to life in the present using political and physical maps, as well as other image and text-based resources, to develop their mapping skills and understanding of geography. Beginning with a lens of inquiry, students will first analyze their own lens or position in the world, identifying their “local” sense of place to position themselves within the context of the larger world. Students will analyze ways people engage with the environment and the impact of the environment on human interactions.

#### Standard:

**2.1** Compare different representations of the Washington, DC and Chesapeake region, including maps representing the political geography of Indigenous Nations, to develop claims about the changes to the region over time.

**2.2** Compare different kinds of maps, with a focus on physical and political maps, and identify key parts of a map (e.g., title-of map, legend or key, scale, compass or cardinal directions, etc.).

**2.3** Create and compare visual representations (~~e.g., mind maps, concept mapping, spider diagrams~~) of communities and school spaces, and evaluate the utility of each representation in understanding community and school spaces.

**2.4** Identify and locate the seven continents and five oceans using maps and describe major geographic features around the world. (~~e.g., coast, bay, gulf, sea, delta, river, lake, peninsula, plain, mountain, canyon, volcano, etc.~~).

**2.5** Identify and explain the different climate ~~or weather~~ patterns in different global regions.

**2.6** Analyze data, images, maps, and texts to compare how different people around the world live today and have lived in the past.

~~**2.7** Explain the difference between needs and wants and identify the essential needs of all humans.~~

**2.7** Compare different ways people get food and water today locally, nationally and globally.

## Driving Concept 2: First Ancient Civilizations

Through this driving concept, students will develop historical and geographic inquiry skills to evaluate how historians know what they know about the past. Students will evaluate the accomplishments of ancient Egypt, Kush, Mesopotamia, and Olmec societies to understand how people used water and land to develop large-scale farming methods. Students will use primary sources to analyze the scientific and technological innovations of ancient societies, and make comparisons between ancient societies and contemporary life.

### Standard:

**2.8** Analyze artifacts — such as photographs, renderings, petroglyphs, cave dwellings, etc. — and text-based sources to explain how historians learn about the past.

**2.9** Describe characteristics of “ancient civilizations,” with a focus on using water and land for large-scale farming and explain that governments helped oversee the distribution of resources. \*

**2.10** Explain the importance of using water to grow a food source and the importance of developing systems of irrigation in early civilizations, such as Egypt, Kush, Mesopotamia, and Olmec.

**2.11** Compare examples of how food was grown in ancient civilizations such as Egypt, Kush, Mesopotamia, and Olmec to how food is grown by people around the world today.

**2.12** 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.

**2.13** Compare cultural elements of early civilizations, such as forms of writing or art in Egypt, Kush, Mesopotamia, and Olmec.

**2.14** Compare scientific, religious, and technological innovations of early civilizations, such as the ziggurats of Mesopotamia, the pyramids of Egypt and Kush, and Olmec architecture.

**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).

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

### Driving Concept 3: Innovations of Long Ago

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 and Eastern Asia, ~~or Eastern Africa~~. Students will evaluate the role physical geography played in the development of scientific and technological innovations across civilizations.

#### Standard:

**2.16** Locate and identify key geographic characteristics of Central America, South America, Ancient China, and Ancient Rome. ~~Ancient Rome. (e.g., bodies of water, landforms, climate, etc.)~~

**2.17** Explain the utility of different artifacts — such as photographs, renderings, petroglyphs, cave dwellings, etc. — and text-based sources in answering questions about the past.

**2.18** Compare the crops grown in ancient civilizations across the Americas, Ancient Rome, and Ancient China.

**2.19** Compare the physical structures constructed across the Americas, Ancient Rome, and Ancient China and analyze the purposes of these structures (e.g., temples, pyramids, walls).

**2.20** Compare the scientific and technological innovations across the Americas, Ancient Rome, and Ancient China (e.g., alphabets and language systems, roads, aqueducts).

**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.

**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 fluidity in civilizations.

### Driving Concept 4: Kingdoms, Cities and Communities

In this driving concept, students will analyze the growth of societies between 1200 and 1600. Students will analyze how societies grew and organized into kingdoms and cities, how they functioned as communities, and the impact of their technology, government and innovations today.

**Standard:**

**2.23** Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the empires in Mali, Songhai, or Gedi between 1200 and 1600 CE.

**2.24** Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the monarchies in England, Spain, or France between 1200 and 1600 CE.

**2.25** Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the Ottoman, Safavid, or Mughal Empires between 1200 and 1600 CE.

**2.26** Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the Aztec and Incan Kingdoms between 1200 and 1600 CE.

**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.

**2.28** Compare the social or political structures of societies in Africa, Europe, the Americas, and Asia between 1200 and 1600.

### Driving Concept 5: Our World Today

In ~~the final driving concept of Grade 2~~this driving concept, students will apply what they have learned about the past to analyze the ways people use land and water today. Students will analyze current agricultural practices to make a claim about the role of sustainability and make a claim about what kinds of practices best ensure a healthy future.

**Standard:**

**2.29** Explain how people use water and land today to produce or grow food.

**2.30** Explain how the climate has changed from long ago to today and explain how the changing climate impacts life on Earth.

**2.31** Evaluate local and global methods of human-environment interactions (e.g., farming, fishing, mining, and irrigation, ~~other forms of water and land use~~) to identify practices that may be considered sustainable.

**2.32** Identify a current sustainability challenge and develop an action plan for increasing sustainability in the community or globally.



## 3-5 Standards



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

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

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

## Driving Concept 1: Changing Geography of Washington, DC

Through this driving concept, students will analyze the geographic location and history of Washington, DC. Students will compare and contrast how humans and the environment have interacted over time, and analyze the impact of urban planning on different communities, using maps, news articles, oral histories, and other sources. Students will use maps, images, data and historical artifacts to evaluate how the city has changed and evolved over time.

### Standard:

**3.1** Analyze maps, demographic data, and images of Washington, DC to answer a specific question about how the Washington region has changed over time.

**3.2** Use cardinal directions, map scales, legends, and titles to locate Washington, DC on a map, and identify significant physical features and natural characteristics of the Washington metropolitan area.

**3.3** Analyze maps and images of the Washington, DC region from different historical eras to develop claims about how the physical landscape has changed over time.

**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 that individuals in at least two ~~additional~~ global communities interact with their environment.

**3.5** ~~Using maps of the United States~~ Compare the physical, economic and demographic features of the District of Columbia ~~to features of~~ America’s 50 states and territories, including size and population.

**3.6** Identify different wards within Washington, DC and compare their distinct features, ~~of each of Washington, DC’s wards,~~ including significant roads, businesses, public transportation lines, landmarks, businesses, parks, memorials, public artworks and public buildings.

**3.7** Analyze how populations in Washington, DC have changed over time, including population increases and examples of where people moved, racial and ethnic and where they ~~integrated, or were~~ segregation, ed and/or displacement (e.g., Southwest DC).

**3.8** Analyze photographs, maps and demographic information from one neighborhood in Washington, DC between the 17<sup>th</sup> century and the modern era to make a claim about how the community has changed over time.

**3.9** Explain the impact of at least one significant urban planning decision in the history of Washington, DC ~~and evaluate the impact of that decision~~ on the health and composition of different communities in Washington, DC (e.g., redlining, public transit planning or the construction of highway 295).

**3.10** Evaluate modern proposals to alter the urban geography of Washington, DC, and take action to support or oppose a change.

## Driving Concept 2: Shaping the History of Washington, DC

Through this driving concept, students will evaluate events in the early history of the Washington, DC area using multiple perspectives to determine their significance. Students will analyze the connections between the District’s past and present. Students will analyze the history of the Nacotchtank, Piscataway and Pamunkey societies and the current role each nation plays in the District, as well as the limitations of using European source material for understanding the histories of each society.

### Standard:

**3.11** Evaluate the utility of different representations of Washington, DC and the Chesapeake region and use them to answer specific questions about the past.

**3.12** Create a personal history of Washington, DC using oral histories, written sources, and artifacts collected from family or community members.

**3.13** Identify ancestral lands of the Nacotchtank (or Anacostan), Piscataway, and Pamunkey peoples on a map, and describe the political, social, and cultural structures of each nation.

**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.

**3.15** Evaluate the reasons for and impact of early European colonization of the Washington region, including the role of European colonization on the displacement of Indigenous Nations.

**3.16** Evaluate the limits of European representations of the history of the Piscataway and Pamunkey peoples for understanding the past.

### **Driving Concept 3: Building the Capital City**

Through this driving concept, students will use primary sources to evaluate the roles of different individuals, including enslaved individuals and Indigenous Nations, in the early history of the Washington region. Students will evaluate the reasons for the creation of Washington, DC as the nation’s capital, including the role of slavery in the decision to locate the nation’s capital. Students will evaluate sources from the perspectives of different individuals to build a full understanding of the unique history of the Washington region.

**3.17** Explain how the economic conditions in the Chesapeake Bay region led to a slave economy and the difference between indentured servitude and enslavement.

**3.18** Describe the lives, experiences, culture, and communities of free and enslaved Black Americans in the Chesapeake Bay region during the 18th century.

**3.19** Explain the role of ~~Washingtonians~~individuals living in the Chesapeake region, including women, Indigenous ~~Nations-peoples~~ and Black Washingtonians in the movement for Independence from England.

**3.20** Explain the reasons for and consequence of the selection of Washington, DC as the nation's capital city.

**3.21** Explain how the history of slavery impacted different neighborhoods and institutions in Washington, DC, including Georgetown University, the U.S. Capitol building, the White House and the “Yellow House”.

**3.22** ~~Evaluate-Analyze~~ the lived experiences of different Washingtonians in the 19th century, including efforts to resist enslavement and the growth of a free Black community in the District.

**3.23** Evaluate the role of Washingtonians and Washington, DC ~~in~~during and directly following the Civil War, including the reasons many formerly enslaved people settled in Washington, DC, the impact of DC Emancipation Day, and the efforts of Black families to reunite following emancipation.

## Driving Concept 4: The Evolving History of Washington, DC

Through this driving concept, students will evaluate historical events in 19th- and 20th-century Washington, DC using multiple perspectives to determine their significance. Students will analyze the connections between the District’s past and present. Students will also analyze the impact of the Civil War, emancipation and immigration on the urban landscape of the District, and understand the efforts undertaken by different communities to claim a voice in the city. Student will study sources from the perspective of diverse district residents.

### Standard:

**3.24** Analyze ~~the~~ changes in Washington, DC between the Civil War and the 1950s, including the impact of segregation, “Black Codes,” immigration and industry on the District, using primary sources and demographic data.

**3.25** Evaluate the cultural and civic impact of significant people and institutions that comprised the Black U Street community in the 1920s and 1930s.

**3.26** Explain the reasons for the growth of ~~an~~ 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.

**3.27** Identify significant political movements that took place in Washington, DC, including the women’s suffrage movement, the 1963 March on Washington for Jobs and Freedom and the Poor People’s March.

**3.28** Evaluate the impact on life for District of Columbia residents ~~of~~ of significant political movements, including labor movements, the Civil Rights movement, the Disability Rights movement, LGBTQ+ liberation and women’s suffrage ~~movements in the District of Columbia on life for residents.~~

**3.29** Compare and contrast the lived experiences of diverse individuals who lived in the Washington region during different time periods (e.g., ~~Opechancanough, Henry Fleet,~~ Benjamin Banneker, Anna Julia Cooper, William Costin, Frederick Douglass, ~~Anna Julia Cooper, Henry Fleet, Opechancanough,~~ Carlos Manuel Rosario, ~~William Costin, Anna Julia Cooper~~).

**3.30** Explain the reasons for the rise of the Home Rule movement and ~~the its~~ impact ~~of the Home Rule movement~~ on the rights and freedoms of District residents.

**3.31** Evaluate the legacy and contributions of significant historical and contemporary community and elected leaders in Washington, DC, including but not limited to, ~~the legacy of~~ Walter Washington, Marion Barry, Sharon Pratt, Muriel Bowser.

## Driving Concept 5: Today's Washington, DC

Through this driving concept, students analyze contemporary Washington, DC through their own experiences in school and community, with a focus on the city of Washington as distinct from its role as the nation's capital.

### Standard:

~~3.32 Evaluate the credibility of online sources and claims about contemporary political and social issues in Washington, DC using strategies like lateral reading.~~

3.32 Discuss the factors that affect the credibility of websites about contemporary policy and social issues in Washington, DC when provided with details about a source.

3.33 Explain the structure of the Washington, DC government, including the role of the DC Council and the mayor, their roles, and functions.

3.34 Identify key leaders and representatives of Washingtonians in the District and national government, and explain the roles and responsibilities of each, including but not limited to the mayor and the Congressional representative.

3.35 Identify multiple ways people in the Washington community can influence their local government.

3.36 Analyze the District's relationship to the national government as a federal district, including how a lack of statehood impacts the local rights and privileges of District residents.

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.

3.38 Analyze how groups maintain their cultural heritage and how this heritage is manifested in the symbols, traditions, and culture of Washington, DC.

3.39 Analyze the impact of significant local organizations and businesses on the history of Washington, DC.

3.40 Explain the history and legacy of cultural expressions that are unique to Washingtonians (e.g., go-go, Smithsonian Institution museums, embassies, ~~status as the nation's capital, etc.~~).

3.41 Analyze the history and legacy of major monuments and historical sites in and around Washington, DC.

**3.42** Evaluate different perspectives on the challenges facing current residents and develop a plan for action to address one of those challenges.





## Grade 4: American Foundations – Early American Civilizations Through the Founding of the United States

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

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

## Driving Concept 1: Early Societies in the Americas (13000 BCE to 1100 CE)

In this driving concept, students will compare and analyze archaeological artifacts as well as primary and secondary sources to explain how geography impacted the daily lives of peoples and communities in the past. Students will evaluate the ways cultural and technological innovations were both similar and unique across time and place.

### Standard:

**4.1** Evaluate the strengths and weaknesses of different kinds of evidence (e.g., archeological evidence, artifacts, oral history, secondary sources) to understand events and life in the past.

**4.2** Analyze how physical geography (e.g., natural resources ~~available~~, waterways, landforms) ~~impacts~~ influences the choices people make and how people impact the natural environment.

**4.3** Explain which natural resources were available in North America before 1100 CE and use maps to explain how the availability of natural resources has changed over time.

**4.4** Compare different theories about how and when people began to migrate around the globe and populate the Americas (e.g., land-bridge theory, Beringia, Yana Rhinoceros Horn Site and evidence of mammoth hunting, coastal-route theory, Clovis sites).

**4.5** Compare the development of agricultural practices of Indigenous peoples across the Americas, including the Hohokam cultivation of corn, beans, squash, and cotton.

**4.6** Explain the development of various economies and systems of trade of Indigenous peoples across the Americas using historical evidence (e.g., Inca Ceque system, the use of cacao as currency, the trade of turquoise and minerals in Chaco).

**4.7** Analyze the development of physical documentation in the early Americas, such as the writing and iconographic systems of Indigenous peoples across the Americas to make claims about historic societies (e.g., Cave of the Painted Rock in current-day Brazil, the writing system developed by the Maya, glyphs of the Grand Canyon).

## Driving Concept 2: Civilizations of the Americas (1100 CE to 1500 CE)

In this driving concept, students will analyze the major civilizations of the Americas between 1100 CE to 1500 CE using archaeological artifacts, primary and secondary sources. Students will also analyze those major contributions of different empires of the Americas to modern society, including the legacy and innovations of each empire. Students will also analyze the values and limitations of different source materials in understanding the past. ~~students will compare and analyze archaeological artifacts, as well as primary and secondary sources to explain how geography impacted the daily lives of peoples and communities in the past. Students will evaluate the ways cultural and technological innovations were both similar and unique across time and place.~~

### Standard:

**4.8** Identify the geographic locations of major civilizations in the Americas in the 12th, 13th and 14th centuries, and analyze the changes to the political geography of the Americas during this time. ~~in the 12th, 13th and 14th centuries and identify the geographic locations of major civilizations in the Americas during this time.~~

**4.9** Analyze the political structure, technological achievements, religious beliefs and legacy of the Mississippian, Hohokam, or Haudenosaunee societies.

**4.10** Compare the political structures, technological achievements, religious beliefs, and social structures of the Aztec and Inca empires.

**4.11** Compare Indigenous practices of land cultivation across the Americas in the 12th and 13th centuries, including environmentally sustainable practices (e.g., the use of controlled fires, the building and development of roads, etc.).

**4.12** Analyze reasons for and consequences of the formation of the Haudenosaunee Confederacy.

**4.13** Evaluate the governing model created by the Haudenosaunee Confederacy and the ways women and men exercised political power.

**4.14** Explain the diverse legacy of Indigenous Nations on the political geography of America today, including areas where Indigenous Nations retain sovereignty.

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

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

#### Standard:

**4.15** Evaluate the purposes and ideologies of early European colonization using primary sources (e.g., Vikings, Christopher Columbus, Hernán Cortés).

**4.16** Compare the legacy of Christopher Columbus to primary source descriptions of his actions in the Americas, with specific attention to the treatment and enslavement of Carib and Taino peoples.

**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).

**4.18** Assess the immediate and enduring impact of the arrival of European nations in the Americas through the perspective of Indigenous Nations, including the legacy of settler colonialism.

**4.19** Describe examples of Indigenous Nations’ resistance to European colonization, ~~or~~ subjugation, capture and enslavement.

**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”).

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

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

### Standard:

**4.21** Compare and contrast maps of Indigenous Nations' ~~and~~ land at the start of each century from 1500 to the present with a special focus on areas east of the Mississippi River.

**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.

**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).

**4.24** Explain the reasons for enslavement and describe the experiences of individuals who were kidnapped and brought to the Americas from Africa as enslaved people using primary sources.

**4.25** Explain the status, treatment, and experiences of European indentured servants.

**4.26** Analyze the impact of Spanish settlement on the Southern and Western United States, with a particular focus on Indigenous Nations and the ways in which ~~Indigenous Nations~~they resisted Spanish settlement.

**4.27** Explain the reasons for the establishment of Jamestown in 1607, and analyze the experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans.

**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.

**4.29** Evaluate the significance of 1619, when enslaved Africans were forcibly brought to the shores of Virginia by Europeans.

~~**4.30** Analyze the experience and treatment of enslaved people in different parts of the Colonies, including experiences in Northern and Southern colonies.~~

**4.30** ~~Locate~~ Identify and compare key geographical, cultural, religious, and economic characteristics of the Thirteen Colonies.

~~**4.31** Analyze the experience and treatment of enslaved people in different parts of the Colonies, including experiences in Northern and Southern colonies.~~

**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.

**4.33** Analyze the diverse histories of people who were kidnapped from Western Africa (~~e.g.,~~ enslaved people were not a monolith; they ~~represented~~ comprised a diverse group of people who spoke numerous languages and, embodied-retained various belief systems).

**4.34** Evaluate the cultural and technological contributions of people of African descent — both enslaved and free — across the colonies to American history and society.

**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.

**4.36** Compare the daily lives of different groups of people within colonial society, including women during the 1600s.

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

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

### Standard:

**4.37** Explain the significant events that created tension and contributed to calls from ~~European-Colonial~~ Americans to take action against Britain (e.g., the Great Awakening, the Sugar Act, the Stamp Act, the Townshend Acts, the Tea Act, the Intolerable Acts, ~~etc.~~).

**4.38** Explain acts of resistance taken by some colonists and the British response to colonial actions (e.g., boycotts, the Boston Massacre, the Boston Tea Party, the Intolerable Acts, ~~etc.~~).

**4.39** Analyze the different perspectives and reactions of people across the Colonies to British actions and revolution (e.g., “Patriots,” “Loyalists,” people from different racial, ethnic, and socioeconomic statuses, and different Indigenous Nations).

**4.40** Analyze the impact of key battles and historical figures of the American Revolution and the Independence movement, including George Washington, Benjamin Franklin, Thomas Jefferson, James Armistead Lafayette, the First Rhode Island Regiment and the Minutemen.

**4.41** Evaluate the legacy of the European American mens 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.

~~**4.46** Explain the role of Congress (the House of Representatives and the Senate) and their power to make laws.~~  
Explain the role of Congress, including the role of the House of Representatives and the Senate, and its power to make laws.

**4.47** Explain the role of the president and the executive branch of government and the president’s power to carry out laws.

**4.48** Explain the role of the courts and the judicial branch of government and ~~identify~~ their power to evaluate laws.

~~**4.49** Compare the structure of Americanthe United States’ government with the forms of governments in at least two other countries.~~

**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.

**4.51** Analyze the political motivations that led to Washington, DC being established as the capital of the United States.

~~**4.52** Evaluate the credibility or perspective of online sources and claims about the history or application of the United States Constitution using strategies like lateral reading.~~

**4.52** Discuss and form arguments about the factors that affect the credibility of websites about the history or application of the US Constitution when provided with details about a source.

**4.53** Analyze the reasons for, and impact of the expansion of individual rights, ~~including the right to vote,~~ 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.





## Grade 5: Foundations of the Modern United States America

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

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

## Driving Concept 1: Inquiry in American History

In this driving concept, students will use historical thinking skills to develop claims about the utility of different sources in understanding the past. This driving concept prepares students to analyze different perspectives and experiences throughout American history, and ask questions about authorship, context, and perspective in historical source material.

### Standard:

**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.

**5.2** Compare multiple accounts of one significant event in American history, and analyze the reasons for differences in each account.

**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.

**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.

**5.5** Compare different ways individuals and communities have used artistic expressions and acts of joy to resist oppression in American history.

~~**5.6** Evaluate the credibility of online sources and claims about one moment in American history using strategies like lateral reading.~~

**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.

## Driving Concept 2: War and Conquest in the West

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

### Standard:

**5.7** Evaluate historical perspectives about US imperial expansion, including Manifest Destiny and American exceptionalism, from multiple perspectives, including Indigenous Nations, ~~countries~~ and peoples in the Pacific, Caribbean, Asia and Americas.

**5.8** Compare and contrast maps of Indigenous Nations and land at the start of each century from 1700 to the present, with a special focus on areas west of the Mississippi River.

**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.

**5.10** Using primary sources, evaluate the legacy of American settlers, including the treatment of Indigenous Nations during the Lewis and Clark expedition and resistance to settler colonialism.

**5.11** Analyze the experiences and legacies of Black Americans in the Northwest Territory.

**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.

**5.13** Explain Indigenous resistance to territorial invasion, cultural and religious assimilation, and attack, including efforts to maintain sovereignty and independence (e.g., Geronimo, the Battle of Little Bighorn, ~~and~~ Ghost Dance movement).

**5.14** Evaluate the environmental impact that settler colonialism had on the Great Plains region, West Coast, Northwest, and Southwest between the 19th and 20th centuries.

**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).

**5.16** ~~Identify and describe~~ Describe the motivations and lived experiences of people who migrated to the West, including Asian, and African Americans, ~~as well as their motivations for movement and their experiences upon arrival.~~

**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.

### Driving Concept 3: Enslavement and Resistance

In this driving concept, students will analyze the history of enslavement and resistance in the United States. Students will compare the differences in the practice of slavery in the North and South as well as how enslaved Africans fought against these practices through everyday actions and acts of resistance including uprisings. Students will evaluate primary and secondary sources from multiple perspectives to understand how different individuals experienced and resisted enslavement.

#### Standard:

**5.18** Explain the importance of language when discussing challenging topics (e.g., “enslaved person” rather than “slave”).

**5.19** Explain that white enslavers adopted and spread false beliefs about racial inferiority, and evaluate the impact of that ideology today.

**5.20** Describe how enslaved Africans in early America used religion, writing, speeches, rebellion, sabotage, and maroon communities as resistance against the institution of chattel slavery.

**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.

**5.22** Explain how local, state, and federal laws, including slave codes, protected the institution of slavery.

**5.23** Compare and evaluate the strategies of ~~the work and organizations of key~~ abolitionists ~~Harriet Tubman,~~ Venture Smith, ~~Sojourner Truth,~~ Nat Turner, and Olaudah Equiano.

**5.24** Compare and contrast how the system of slavery operated in the North and the South.

**5.25** Discuss how the experience of enslaved people differed based on geographic location and labor performed.

**5.26** Explain how some contemporary music forms - including but not limited to, gospel, blues, and rock and roll, trace their roots to enslaved people.

**5.27** Describe how the Underground Railroad developed in the United States, including the work of activists from the District of Columbia in assisting enslaved people fleeing to the North.

## Driving Concept 4: Civil War

In this driving concept, students will analyze the Civil War, including its causes, leadership during the war and its consequences. Students will use primary sources to explain the connection between the institution of slavery and the Civil War. Students will also evaluate the different lived experiences of Americans during the Civil War.

### Standard:

**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.

**5.29** Explain that arguments about slavery, especially the expansion of the slave system into new territories, caused secession and the Civil War.

**5.30** Analyze the impact of abolitionists on the fight for freedom, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Harriet Tubman, Sojourner Truth, Martin Delany, and John Brown.

**5.31** Analyze how economic pressures related to the slave economy determined whether states remained with the Union or joined the Confederacy.

**5.32** Identify at least two major Civil War battles and their effects on the outcome of the war.

**5.33** Evaluate why many Black soldiers fought for the Union Army, but Indigenous soldiers fought for both the Confederacy and the Union.

**5.34** Evaluate the impact and legacy of the Gettysburg Address and the Emancipation Proclamation.

**5.35** Evaluate the political and social impact of the end of the Civil War and the assassination of Abraham Lincoln on different individuals in America, including the experiences of emancipation.

**5.36** Use primary and secondary sources to analyze emancipation in Texas and subsequent efforts to memorialize emancipation.

## Driving Concept 5: Reconstruction and the Early Struggle for Equality

In this driving concept, students will analyze how the policies of Reconstruction and the backlash against multiracial democracy shaped American politics and society after the Civil War and through the 1920s. Students should understand the promise of the 13th, 14th and 15th amendments and how freedpeople worked to access economic and political opportunities following the Civil War. Students should also analyze the role of white supremacy in the backlash to Reconstruction.

### Standard:

**5.37** Evaluate the impact of the 13th, 14th and 15th ~~a~~Amendments on the lived experiences of formerly enslaved persons in the South, including the promise and shortcomings of each amendment.

**5.38** Analyze the early political successes of the Reconstruction era, including the election of approximately 2,000 Black Americans to local, state, and national office.

**5.39** Explain the grassroots efforts by Black Americans to gain access to the American economy, political institutions, and social equality.

**5.40** Analyze the lived experiences of Black citizens after the Civil War and how laws passed after the end of slavery, such as the ~~so-called~~ “Black Codes,” impacted Black Americans’ ability to work, vote, and move in public spaces, ~~and analyze the lived experiences of Black citizens after the Civil War.~~

**5.41** Explain how white supremacist groups founded in the aftermath of emancipation, such as the Ku Klux Klan, enacted terror against Black people and also Jewish, Catholic, Latinx, and Asian American communities.

**5.42** Evaluate the reasons for and impact of the Great Migration.

**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).



## Driving Concept 6: World War II and Postwar US

Through this driving concept students will explain the causes of World War II, the US's role in the conflict and what that meant for American populations at home and abroad. Students will evaluate how the war changed the cultural, political, and economic landscape for citizens after the war's end and into the 1950s.

### Standard:

**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 Witnesses and LGBTQ+ communities.

**5.45** Describe the causes and consequences of major events of World War II, including Pearl Harbor, D-Day and the decision to drop ~~the~~ atomic bombs on Japan.

**5.46** Analyze changes at home as the US mobilized for and entered the war, including social, economic, and political wartime opportunities for women and communities of color ~~including Black and Latinx groups~~ (e.g., women of color as riveters and war material assembly workers, Navajo coders, Tuskegee Airmen).

**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.

**5.48** 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.

## Driving Concept 7: The Long Civil Rights Movement

Students will explain that the Civil Rights Movement not only started long before the early 1950s and extends long afterwards to the present day. Students will gain an understanding of how the Civil Rights movement’s aims, but how its aims also intersected beyond race into gender, sexuality, class, religion, and sovereignty. Students will analyze the grassroots efforts of everyday people organizing and working together for social change and a more just, equitable, and secure world.

### Standard:

**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 *Tape v. Hurley*, *Plessy v. Ferguson*, *Piper v. Big Pine School*, *Mendez v. Westminster* and *Brown v. Board of Education*, ~~Topoka~~ on school segregation and the movement for equality.

**5.51** Evaluate different strategies for resistance to Jim Crow laws in the South in the 20<sup>th</sup> century, such as boycotts, legal battles and direct action ~~in the United States~~ organized by grassroots groups such as the Student Nonviolent Coordinating Committee (SNCC), the Southern Christian Leadership Conference (SCLC) and the Congress for Racial Equality (CORE), ~~Black Panthers, etc.~~

**5.52** Evaluate the reasons for and resistance to segregation in the North and West, including the impact of redlining and uprisings, ~~in the North and West~~.

**5.53** Evaluate the impact of key moments and figures in the fight for Black equality and voting rights including, but not limited to, the Montgomery Bus Boycott, Freedom Rides, sit-in protests, the Little Rock Nine, and the March on Washington.

**5.54** Compare the efforts and impact of diverse groups and organizations inspired by the African American Civil Rights movement to address inequalities in American society, including but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women’s Liberation Movement, the Asian American Movement, the disability rights movement, the Chicano Movement and Latinx resistance.

**5.55** Evaluate the impact and influence of historical movements for justice and equality on modern social movements and organizations.

**5.56** Analyze methods of impacting political change ~~in Washington, DC,~~ and develop a plan for taking action to address an issue of local, national, or global concern.

## Grades 6-8

## Grade 6: World Geography

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

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

## Driving Concept 1: The Power of Maps

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

### Standard:

**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.

**6.2** Analyze how the environment and physical geography shape human behaviors and identities.

**6.3** Evaluate the ways in which continents are divided, and develop a claim about the strengths and limitations of the current approach.

**6.4** Describe the purpose, creation, evolution, ~~and~~ impact-role of international borders, and evaluate the impact of the creation of a specific border.

**6.5** Explain how terms and language used to describe different regions and nations can influence our understanding of those places and the people who live there.

**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.

## Driving Concept 2: Africa

Through this driving concept, students will build on their geography skills, analyzing the geography of Africa, and the political, economic, social, and cultural impact of geography on the people and history of Africa. ~~Through this exploration, students evaluate the diverse regions within Africa. For this driving concept, Students will explore diverse case studies from regions of Africa to Africa will serve as a case study for analyzing.~~ analyze how generations of ingenuity contributed to the cultural and intellectual diffusion of ideas around the world. ~~It is recommended that teachers~~ Teachers should use a case study approach during this driving concept.

### Standard:

**6.7** Analyze different geographic representations of Africa, created by different groups of people over time to support claims about African history and geography.

**6.8** Analyze maps of Africa that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural characteristics (e.g., languages, ~~borders, religions, etc.~~) to assess geographic patterns on the continent.

**6.9** Use physical, cultural, and economic maps to draw regions on the African continent, and compare these regions to ~~the~~ existing ~~region's~~ economic communities.

**6.10** Evaluate the reasons for patterns of conflict and cooperation between among at least two countries or regions of Africa ~~at least one country or region within Africa and another country or region,~~ including the impact of colonialism.

**6.11** Evaluate the impact of climate change on people in at least one region, country, or city within Africa.

**6.12** Explain how population distribution, natural resources, and the history of at least one country or region within Africa have impacted ~~changes in~~ land use over time.

**6.13** Analyze geographic data to explain the reasons for the voluntary and forced migration of people within, from, and/or to at least one country, region, or city within Africa over time. ~~and analyze the development of the African diaspora.~~

**6.14** Analyze the reasons for and development of the African diaspora.

**6.15** 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.

**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.

**6.17** Identify ways that global climate policy could impact equitable access to economic, social, and public health opportunities for at least one group of people in Africa.

**6.18** Identify a Sustainable Development Goal (SDG), and assess options for individual and/or collective action to address the causes and impacts of challenges facing a region, city or country in Africa.

### Driving Concept 3: Asia

In this driving concept, students will continue their regional studies through the geography of Asia, with an emphasis on regional diversity. Utilizing a variety of maps, students will investigate the role of different regions of Asia in global economics and history, as well as contextualize contemporary issues within the region. ~~It is recommended that t~~Teachers should use a case study approach during this driving concept.

#### Standard:

**6.19** Analyze different geographic representations of Asia, created by different groups of people over time to support claims about Asian history and geography.

**6.20** Analyze maps of Asia that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, borders, religions, etc.) characteristics to assess geographic patterns on the continent.



**6.21** Use physical, cultural, and economic maps to draw regions on the Asian continent, and compare these to the existing regional economic communities.

**6.22** Evaluate the reasons for patterns of conflict and cooperation among at least two countries or regions within Asia. ~~between at least one country or region within Asia and another country or region.~~

**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.

**6.24** Assess how the environmental characteristics of Asia influenced the economic development of at least one region or country within Asia and the region's or country's role in global trade patterns over time.

**6.25** Analyze cultural, political, and economic forces that affect ~~impact~~ urbanization in at least one city in Asia, and evaluate the impact of these forces on the structure of that city.

**6.26** Analyze the impact of climate change on at least one region, country, or city in Asia.

**6.27** Evaluate the reasons for, and the impact of, the migration of people within, from, and/or to one region or country within Asia over time.

**6.28** Explain how changes in transportation and communication technology have influenced the connections between people and affected the spread of at least one idea ~~and/~~ or cultural practices within Asia and between Asia and other regions.

**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.

**6.30** Identify Sustainable Development Goal (SDG) and assess options for individual and/or collective ve ~~on options for taking~~ action to address the causes and impacts of a challenge facing a region, city or country in Asia.

## Driving Concept 4: Latin America and the Caribbean

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

### Standard:

**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.

**6.32** Analyze maps of Latin America and the Caribbean that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, ~~borders, religions, etc.~~) characteristics to assess geographic patterns on the continent.

**6.33** Use physical, cultural, and economic maps to draw regions in Latin America and the Caribbean, and compare these to the existing region's economic communities.

**6.34** Evaluate the reasons for patterns of conflict and cooperation ~~between~~ among at least two countries or regions within Latin America or the Caribbean. ~~one region or country within Latin American or the Caribbean and another region or country.~~

**6.35** 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 Latin American or the Caribbean.

**6.36** Evaluate the influences of long-term, human-induced climate change on patterns of conflict, cooperation, and migration on one region, country or city within Latin America or the Caribbean.

**6.37** Analyze the reasons for, and consequences of, the migration of people within, from and/or to one region or country in Latin America or the Caribbean over time, and assess the impact of migration on the region.

**6.38** Analyze cultural, political, and economic forces that ~~impact~~ 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.

**6.40** Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collective ~~options for taking~~ action to address the causes and impacts of challenges facing a region, city or country in Latin America or the Caribbean.

### Driving Concept 5: Europe

In this driving concept, students will analyze the geography of Europe, and the political, economic, social, and cultural impact of geography on the people and history of Europe. Utilizing a variety of maps, students will analyze the role of Europe in global economics and history, as well as contextualize contemporary issues within the region. ~~It is recommended that t~~Teachers should use a case study approach during this driving concept.

#### Standard:

**6.41** Analyze different geographic representations of Europe, created by different groups of people over time to support claims about European history and geography.

**6.42** Analyze maps of Europe that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural (e.g., languages, borders, religions) characteristics to assess geographic patterns on the continent.

**6.43** Use physical, cultural, and economic maps to draw regions in Europe, and compare these to the existing region's economic communities.

**6.44** 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 Europe.

**6.45** Analyze the reasons for, and the consequences of the migration of people within, from and/or to one region or country within Europe over time, and assess the impact of migration on the region.

**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.

**6.48** Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collective ~~on options for taking~~ action to address the causes and impacts of challenges facing a region, city or country in Europe.

## Driving Concept 6: North America

In this driving concept, students will continue their regional studies through the geography of North America, with an emphasis on human environment interactions. Utilizing a variety of maps, students will analyze the impact of a changing environment on the region and the world, as well as contextualize contemporary issues within the region. ~~It is recommended that t~~Teachers should use a case study approach during this driving concept.

### Standard:

**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.

**6.50** Analyze maps of North America that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, ~~borders,~~ religions, ~~etc.~~) to assess geographic patterns on the continent.

**6.51** 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 North America.

**6.52** 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.

**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.

## Driving Concept 7: Oceania

In this driving concept, students will analyze the geography of Oceania, and the political, economic, social, and cultural impact of geography on the people and history of the region. Utilizing a variety of maps, students will analyze the role of Oceania in global economics and history, as well as contextualize contemporary issues within the region. ~~It is recommended that t~~Teachers should use a case study approach during this driving concept.

### Standard:

**6.55** Analyze different geographic representations of Oceania, created by different groups of people over time to support claims about the history and geography of Oceania.

**6.56** Analyze maps of Oceania that represent a variety of environmental (e.g., landforms, bodies of water, natural resources) and cultural characteristics (e.g., languages, ~~borders, religions, etc.~~) to assess geographic patterns that make up the continent.

**6.57** Use physical, cultural, and economic maps to draw regions on Oceania, and compare these to the existing region's economic communities.

**6.58** Analyze the impact of climate change on at least one region, country or city within Oceania.

**6.59** Analyze the reasons for, and consequences of, the migration of people within, from, and/or to at least one region or country within Oceania over time, ~~and assess the impact of migration on the region,~~ with specific attention to the role of climate change on migration from Oceania.

**6.60** Explain how changes in transportation and communication technology influence the connections between people and affect the spread of an idea ~~for~~ cultural practice within Oceania and between Oceania and other regions.

**6.61** Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collective ~~on options for taking~~ action to address the causes and impacts of challenges facing a region, city or country in Oceania.

## Driving Concept 8: Thinking and Acting Globally

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

### Standard:

**6.62** Analyze the various causes of globalization, including advancements in communication and technology.

**6.63** Evaluate the positive and negative effects of globalization, and the differing impact of globalization on at least three regions of the world.

**6.64** Identify and explain the human causes and results-impacts of climate change, including on species extinction, and compare the responses of at least three individuals, groups or governments around the world.

**6.65** Evaluate the credibility of online sources and claims about climate change using strategies like lateral reading.

**6.66** Use maps to examine-analyze global trade markets and to evaluate the spatiality of global supply chains.

**6.67** Analyze the characteristics and causes of at least one contemporary issue facing the global community, compare proposals for addressing the issue, and propose a course of action for making change.

## Grade 7: US History I – Indigenous Nations through Reconstruction

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

Throughout their studies, students integrate multiple sources of information, consider multiple perspectives and interpretations, and evaluate multiple causes and effects of historical events. Students construct, refine, and present interpretations about the past, contextualize multiple sources, and draw connections between the past and present.



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

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

### Standard:

**7.1** Evaluate historical and cultural sources — archaeological, genetic, and linguistic evidence and Indigenous Nations' creation stories — to support claims about the history of early human migration to the Americas.

**7.2** Analyze the collection and use of anthropological and archeological evidence, including an analysis of the tension between Western anthropological or/ archeological practices and Indigenous scientific knowledge, to draw conclusions about Indigenous societies in the Americas, ~~including an analysis of the tension between Western anthropological/ archeological practices and Indigenous scientific knowledge.~~

**7.3** Locate and identify Indigenous Nations, tribes and/or communities from the 1400s through the present day on maps.

**7.4** Compare the different ways Indigenous societies adapted to the land and climate and how they shaped their environments between 1400 and 1600.

**7.5** Explain the development of technological and scientific innovations of at least three Indigenous societies between the 1400 and 1600.

**7.6** Evaluate the agricultural developments and accomplishments of at least three Indigenous societies in the Americas between 1400 and 1600.

**7.7** Compare the complex systems of governments of at least three Indigenous societies, including chiefdoms and structures that had democratic characteristics between 1400 and 1600.

<p><b>7.8</b> Compare the different cultural and religious and/or spiritual belief systems of early Indigenous societies, with a particular focus on the role of gender and family, including the history of Two-Spirit identities between 1400 and 1600.</p>
<p><b>7.9</b> Evaluate European colonists’ ideas about religion and conquest, including the conception of the “New World” between 1400 and 1600.</p>
<p><b>7.10</b> Analyze the impact of the arrival of European colonists in the Americas using primary and secondary sources, including population data.</p>
<p><b>7.11</b> Compare Indigenous and European perspectives of early contact, with attention to the limitations of using European sources to understand the history and culture of Indigenous Nations.</p>
<p><b>7.12</b> 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.</p>
<p><b>7.13</b> 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</p>
<p><b>7.14</b> 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.</p>

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

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

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

### Standard:

**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)

**7.16** Compare the economic, religious, and political motives that led to the establishment of early, distinct European colonies in the Americas.

**7.17** Identify and analyze global trade routes and their impact on the formation of the European colonies throughout the Americas — including North, Central, and South America and the Caribbean — as well as the impact on African and European society.

**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.

**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.

**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.

<p><b>7.21</b> Analyze the <u>differing</u> lived experiences <del>and culture</del> of early colonists, free Black people, enslaved people, women, religious minorities, and indentured servants across the colonies.</p>
<p><b>7.22</b> Compare the different ways that Indigenous Nations resisted British colonizing forces.</p>
<p><b>7.23</b> 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.</p>
<p><b>7.24</b> Analyze the experiences, perspectives, and identities of people who were denied access (<del>e.g., enslaved people, women, free Black people, religious minorities, etc.</del>) to full rights across the colonies (<u>e.g., enslaved people, women, free Black people, religious minorities</u>), including citizenship, marriage and voting restrictions, <u>and evaluate efforts by those groups to gain access to legal rights</u>.</p>
<p><b>7.25</b> Compare reasons for and the consequences of different colonial responses to British economic and political policies following the French and Indian War.</p>
<p><b>7.26</b> Evaluate the economic, political, and ideological reasons for the movement for independence from England, and construct a timeline of key events, including the Stamp Act, Boston Massacre, Boston Tea Party, and the Battle at Lexington and Concord.</p>
<p><b>7.27</b> Evaluate the contributions of key figures during the Revolutionary era, including but not limited to George Washington, John and Abigail Adams, Phillis Wheatley, Benjamin Franklin, Thomas Jefferson and James Armistead Lafayette.</p>
<p><b>7.28</b> Use historical context to analyze the ideals contained in the Declaration of Independence, identifying Thomas Jefferson as a main contributor, and critiquing the extent to which such ideals have fully applied to the people of the United States — from the Revolutionary era to today.</p>
<p><b>7.29</b> Compare multiple perspectives of participants during the Revolutionary War, including military leaders like George Washington and everyday efforts across colonial society.</p>
<p><b>7.30</b> Evaluate the reasons for American colonial victory over the British Empire.</p>
<p><b>7.31</b> Evaluate the immediate impact of the Revolutionary War on the new country’s domestic and international relations, including the impact of the Treaty of Paris on Indigenous Nations.</p>
<p><b>7.32</b> Compare the causes and impacts of the American Revolution to revolutions <del>in the</del> <u>Haitian Revolution, the French Revolution</u> <del>France</del>, and Bolivarian revolutions in Latin America.</p>
<p><b>7.33</b> Analyze the impact of the <u>American</u> Revolution on the social and political status of different groups in the new nation, including but not limited to women, Indigenous Nations, enslaved and free Black Americans, religious minorities, and <del>white</del></p>

~~people~~ European Americans of various socioeconomic groups (e.g., rural farmers, Southern planters, urban craftsmen, Northern merchants, ~~etc.~~).

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

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

#### **Standard:**

**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.

<p><b>7.37</b> 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.</p>
<p><b>7.38</b> 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.</p>
<p><b>7.39</b> Compare the US Constitution to the Articles of <del>the</del> Confederation, <u>the</u> Haudenosaunee Confederacy and the British Government by examining <del>differences or similarities in</del> government structure and power, as well as individual rights and liberties.</p>
<p><b>7.40</b> 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.</p>
<p><b>7.41</b> 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 <del>of the compromise</del> for DC residents.</p>
<p><b>7.42</b> Analyze the presidency and legacy of George Washington, including his legacy as an enslaver and as a leader who voluntarily relinquished political power.</p>
<p><b>7.43</b> 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).</p>
<p><b>7.44</b> 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.</p>
<p><b>7.45</b> <u>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).</u></p>
<p><b>7.46</b> 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.</p>
<p><b>7.47</b> Analyze the social and political changes during the Jacksonian era, including the expansion of voting rights, from multiple <del>perspectives, and</del> <u>perspectives and</u> evaluate the legacy of these changes.</p>

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

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

### Standard:

**7.48** Assess the extent to which perspectives toward American territorial expansion, including Manifest Destiny and Indigenous resistance, changed over time, including an understanding that the removal of Indigenous Nations was not inevitable.

**7.49** Compare and evaluate the different ways in which the United States acquired territory from 1800 to 1860, including an evaluation of the Louisiana Purchase.

**7.50** Evaluate the reasons different individuals, including Federalists, Abolitionists and Democratic-Republicans, supported and opposed American territorial expansion.

**7.51** ~~Evaluate~~ Analyze the experiences of free Black communities in the American Northwest.

**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.

**7.53** Analyze the perspectives and actions (both adaptation and resistance) of Indigenous Nations in response to territorial invasion between 1800 and 1860 using primary and secondary sources.

**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.~~

**7.55** Evaluate the impact of territorial expansion, immigration, and Northern industrialization on the institution of slavery and American politics.

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

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

### Standard:

**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.

**7.57** Analyze the complex and varied lives and experiences of enslaved people and free Black Americans between 1800-1877.

**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 including, Sojourner Truth, Harriet Tubman, Elizabeth Freeman, Henry Highland Garnet, and Frederick Douglass.

**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.

**7.60** Evaluate the political, social, and economic opportunities and challenges faced by Indigenous Nations and Mexicans and Genizaros living in land incorporated into America after 1848.-

**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.



## Driving Concept 6: The Civil War

Through this driving concept, students will understand that the unresolved issue of slavery and debates over its expansion divided the American public into geographic and political factions that eventually resulted in the Civil War. Students will study the role of significant leaders during the Civil War, including the leadership of Abraham Lincoln. Finally, students will investigate the short- and long-term impact of the Civil War on different factions of American society.

### Standard:

**7.63** Evaluate the impact of territorial expansion and the conflict over the expansion of slavery on sectional tensions between Northern and Southern states.

**7.64** Use primary sources to evaluate the reasons for the start of the Civil War, including the decision of Southern states to secede from the United States to protect the institution of slavery.

**7.65** Use primary sources to analyze the Union rationale for the Civil War, including the perspectives of Frederick Douglass, abolitionists, and Northerners who were not pro-abolition.

**7.66** Compare the Union and Confederate approaches to the war, including how strategy, resources, technology and international support shaped its course and outcome.

**7.67** Evaluate the role of women, civilians, free Black Americans, religious minorities and Indigenous Nations in the Civil War.

**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.

~~**7.70** Assess the source of a webpage or digital resource about the Civil War using strategies like lateral reading to evaluate the reliability of the source.~~

**7.70** Evaluate the credibility of the source of websites about the Civil War using lateral reading

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

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

### Standard:

**7.71** Evaluate the impact of the 13th, 14th, and 15th ~~a~~ 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 ~~the~~ Congressional Republican ~~s~~ plan), evaluating their rationale and impact.

**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), ~~and achieve public education~~, in reconstituting a multiracial, democratic society.

**7.74** Use primary and secondary sources to analyze the ways and means by which formerly enslaved persons created new lives for themselves in the South, North and West following the legal end of slavery.

**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.

**7.77** Analyze American military actions against Indigenous Nations during the Civil War and Reconstruction, and the impact of the Civil War on the sovereignty of Indigenous Nations.

**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.

**7.78** Analyze continued efforts of Black Americans to access political, social and economic equality in the South following 1877, including an analysis of *Plessy vs. Ferguson* and the impact of “separate but equal”.

**7.79** Evaluate the origins and consequences of conflicting narratives about the Civil War and Reconstruction.



## Grade 8: Action Civics

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

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

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

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

### Standard:

**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.

**8.2** 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 system, including the role of race, gender, religion, and socioeconomic status.

**8.5** Evaluate how the role of the US federal government has expanded and contracted over timehistorically.

**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.

**8.7** Analyze the role of the Washington, DC government over time, including its power to enact local policies to address economic, social and political problems.

**8.8** Construct a claim about the role of the government in the lives of citizens and residents of the United States.

## Driving Concept 2: How does the Government Function?

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

### Standard:

**8.9** Evaluate and compare the structures of government across three different ~~government structures around the world, including countries or~~ Indigenous Nations, ~~and evaluate the structure of each government.~~

**8.10** Analyze the structures and functions of the three branches of the US federal government.

**8.11** Explain how a bill becomes a law in the federal government, and evaluate the efficacy of the current system.

**8.12** Analyze how a historic or current piece of legislation ~~or law,~~ such as the Americans with Disabilities Act (ADA), impacts citizens.

**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.

**8.14** Analyze a historic or current executive action to evaluate the power and limitations of presidential executive orders.

**8.15** Analyze a ~~current~~ recent Supreme Court ruling to understand the role of the court system in the United States.

**8.16** Identify elected leaders in the legislative and executive branches of the federal and local governments, and identify multiple ways for citizens to contact government officials to advocate for legislation or public policy.

**8.17** Evaluate the efficacy of different government policies in helping individuals increase their personal savings and economic resilience.

- |                                                                                                                                                                                                                                            |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8.18</b> Assess the responsiveness of elected federal officials in enacting policies reflective of national public concerns and interests.                                                                                              |
| <b>8.19</b> Explain the structure and powers of the Washington, DC government, including the features of the Executive, Legislative and Judicial branches.                                                                                 |
| <b>8.20</b> Evaluate the extent to which the interests of Washington, DC residents are represented in the federal government, and evaluate the impact of the relationship between the District and the federal government on local policy. |
| <b>8.21</b> Evaluate the effectiveness of the structure and functions of the Washington, DC government in enacting policies that are reflective of community concerns.                                                                     |
| <b>8.22</b> 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.    |

### Driving Concept 3: Media, Society, Government, and Digital Literacy

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

**Standard:**

- |                                                                                                                                                                                                                         |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>8.23</b> <u>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.</u> |
| <del><b>8.51</b> Use civic online reasoning strategies, including lateral reading, to identify the source of a webpage or digital resource.</del>                                                                       |



<p><u>8.24 Evaluate the credibility of a range of digital sources using civic online reasoning strategies including lateral reading and click restraint.</u></p>
<p><del>8.52 Use civic online reasoning strategies, including lateral reading, to evaluate claims made by a webpage or digital source.</del></p>
<p><u>8.25 Evaluate the accuracy of a range of claims made by digital sources through lateral reading when information about the source is unavailable.</u></p>
<p><del>8.53 Identify resources to use in evaluating online sources and claims, including fact checking and news organizations.</del></p>
<p><u>8.26 Identify resources to reference (e.g., fact checking and news organizations) while evaluating online sources and claims.</u></p>
<p>8.27 Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level.</p>
<p>8.28 Compare multiple accounts from different news or media sources about an issue of concern.</p>
<p>8.29 Evaluate the strengths and weaknesses of traditional news media organizations (newspapers, magazines, and television) in creating an informed public, including an analysis of the use of fact checkers, editors, framing and focus.</p>
<p>8.30 Analyze historical examples of using art or mass media to successfully influence public policy outcomes.</p>
<p>8.31 Analyze the role of social media in shaping political ideology, framing policy debates, and accurately informing the public about major policy issues within the United States.</p>
<p>8.32 Critically evaluate price, product claims, and quality information from a variety of sources to make informed consumer decisions.</p>
<p><del>8.33 Develop a plan to use technology and online platforms for civic engagement and to drive social change.</del></p>

## Driving Concept 4: Rights of the People

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

### Standard:

- 8.34** ~~Compare at least three countries around the world and a~~ Analyze the rights of citizens in at least three countries around the world~~those countries and~~, how the government ~~ensures and protects~~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.
- 8.35** Analyze the history of the Universal Declaration of Human Rights and the rights enumerated in the document.
- 8.36** Identify the rights of individuals and groups of Americans codified in the US Constitution, and evaluate the extent to which ~~some of~~ those rights have been realized.
- 8.37** Analyze at least 3 historic Supreme Court cases that establish, extend, or limit the rights of individuals, citizens.
- 8.38** Evaluate the ways different activist groups have used the court system to expand or limit the rights of different individuals and groups.
- 8.39** Analyze a current economic issue that curtails or infringes on the rights of citizens’ individuals and groups~~rights~~, and offer alternative approaches to address the needs of different individuals, groups and society.
- 8.40** Evaluate contemporary debates about the proper enforcement of the 13th, 14th and 15th ~~a~~A amendments.
- 8.41** Evaluate contemporary debates about the proper application of the rights reserved through the Bill of Rights, and develop a proposal for personal or collective action ~~about~~to address the issue.

**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.

**8.43** ~~Identify a local, national or international issue or problem connected to human rights, to conduct relevant research, identify and assess policy options to address the issue, and construct a public policy proposal designed to improve the situation.~~

### Driving Concept 5: Power and Access to Power in Society

Through this driving concept, students will think critically about how power and the access to power have shaped public policy and societal experiences from a global, national, and local perspective. ~~Students will analyze the impact of including analysis along the lines of~~ race, gender, religion, ethnicity, and socio-economic status on access to power locally and globally. Students will evaluate the relationship between the people and government, identifying, acknowledging, and solving real-world issues. Throughout this Driving Concept, students should evaluate a specific public policy case, such as environmental policy, through the lens of power, and create a proposal for taking action.

#### Standard:

**8.44** Analyze how international alliances and agreements (~~e.g., the United Nations, North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], United States-Mexico-Canada Agreement, World Trade Organization,~~ International Monetary Fund, treaties with Indigenous Nations, ~~etc.~~) expand and limit people's access to power around the world.

**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.

**8.46** Compare the ability influence of different individuals and public and private interest groups ~~to on the ability to~~ influence public policy.

- |                                                                                                                                                                                                                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>8.47</b> Compare 21st century voter suppression to <u>voter suppression in</u> previous centuries, and analyze the historic, racialized, and economic effects <u>of voter suppression</u> on various groups.</p>                                                                                                |
| <p><b>8.48</b> Analyze the way in which national or local policy has shaped access to resources and opportunity, or increased exposure to harmful environmental effects and how people have sought to address this.</p>                                                                                               |
| <p><b>8.49</b> Evaluate the change in access to local and national power in Washington, DC over time, and the impact of these changes on the government of Washington, DC.</p>                                                                                                                                        |
| <p><b>8.50</b> Identify and analyze opportunities to access political power in Washington, DC to initiate and support change.</p>                                                                                                                                                                                     |
| <p><b>8.51</b> Analyze the impact of urban geography and zoning on access to power and opportunity in Washington, DC.</p>                                                                                                                                                                                             |
| <p><b>8.52</b> Identify a local, national, or international issue <del>or problem</del> connected to access to power and representation, <del>and to</del> conduct <u>relevant</u> research, identify and assess <u>policy</u> options, and construct a public policy proposal designed to improve the situation.</p> |

## Driving Concept 6: Protest and Resistance

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

### Standard:

**8.53** Analyze global examples of citizen action to enact change through protests and resistance to government action, and evaluate their success in achieving achievement of their stated purpose and the long-term effects of the action.

<b>8.54</b> 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.
<b>8.55</b> Compare the tactics, strategies, leaders, major events, and enduring impacts of <u>at least two</u> different social movements within the US.
<b>8.56</b> Analyze the ways in which media and technology have been used as tools for resistance and protest.
<b>8.57</b> 8.57 Evaluate lasting and short-term impacts of protests to economic, social and environmental policy.
<b>8.58</b> Analyze the significance of Washington, DC as a historic and current location for national protests, rallies, or other demonstrations.
<b>8.59</b> Evaluate the effectiveness of non-governmental organizations in Washington, DC at participating in and creating change.
<b>8.60</b> Analyze an individual or a group involved in a historic or current protest movement to evaluate their efforts to achieve reform or improve society.
<b>8.61</b> Evaluate the role and efficacy of civil disobedience, mass protest, and strikes in creating change.
<b>8.62</b> Identify a local, national, or international issue, assess options for taking action, and construct an action proposal designed to make change.

## Driving Concept 7: Global Opportunities for Action

In this driving concept, students will ~~analyze~~ evaluate the efficacy of different tools of foreign policy that different countries and the United States use to impact global change. Students will evaluate ~~the effectiveness of different tools for foreign policy used by the United States, as well as~~ the factors that lead to mass atrocity such as global genocide. Students should study different actions global citizens can take to address foreign crises and evaluate each action for its effectiveness. These standards are best taught using a case study approach in which students apply their understanding to a specific global event, and take action.

### Standard:

**8.63** Analyze the ways in which ~~the governments, organizations or individuals from~~ at least three different countries impact policy beyond their borders.

**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.

**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).

**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.

**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.

## **Grades 9-12**

## World History I

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

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

### Driving Concept 1: The Beginnings of Human Communities (Up to 8000 BCE)

Through this driving concept, students will develop ~~acquire~~ key historical thinking skills necessary for grappling with world history content from the beginnings of human history through today. Students will evaluate how historians understand the past, and evaluate the utility of different artifacts, sources and pieces of evidence in understanding ancient history. ~~evaluate how historians have traditionally organized history using time, place, and historical milestones and human achievement based on available evidence, and also consider how the available evidence gives rise to more questions than answers about the past.~~ Students will explore the origins of communities and ways of life to set the foundation for their study of the development of societies.

#### Standard:

**WH1.1** Analyze the scientific and archeological evidence for hominin evolution from the Australopithecines to Homo sapiens.

**WH1.2** Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development.



<b>WH1.3</b> <del>Analyze-Evaluate</del> the scientific and archeological evidence to <del>understand the</del> <u>analyze</u> interactions between Homo sapiens and other species of humans. (e.g., Homo neanderthalensis, Homo erectus, and Homo floresiensis.)
<b>WH1.4</b> Integrate evidence from multiple disciplines (e.g., genetics, archeology, anthropology, linguistics) to trace early human migration from Africa to other major world regions.
<b>WH1.5</b> Evaluate how early humans adapted to different environments and how their presence shaped their environments over time.
<b>WH1.6</b> Analyze the impact of Paleolithic technological advances on early human evolution, migration, and communities.
<b>WH1.7</b> Analyze Paleolithic and Mesolithic art, tools, and artifacts to describe early human cultures.
<b>WH1.8</b> Evaluate the effects of different approaches to gathering resources (foraging and farming) that emerged during <u>the Mesolithic era.</u> <del>this era</del>
<b>WH1.9</b> <del>Analyze-Evaluate</del> archaeological evidence to <del>understand</del> <u>analyze</u> the characteristics of early complex belief systems, including widespread worship of female deities.
<b>WH1.10</b> Analyze possible links between environmental conditions associated with the last Ice Age and changes in the economy, culture, and organization of human communities.

## Driving Concept 2: Early Societies and Cities (10,000 BCE to 500 BCE)

This driving concept builds upon students’ understanding of ways to study historical evidence and make meaning from the past to analyze how societies arose, first in Africa, then in Asia, and the Americas. Students will analyze geographic and environmental factors that promoted human societies, as well as how humans developed skills and technology to become complex, successful, agrarian societies. Then, students will analyze how these societies created and were shaped by early cultural traits and belief systems. Teachers should choose at least one of the following societies of focus from each region below to explore as case studies. ~~Societies of focus can include:-~~

Africa: Kush, Nubia, Egypt

The Americas: The Olmecs, Maya, Norte Chico (Peru)

Asia: Mesopotamia, Jericho, China (the Shang Dynasty), Indus Valley

### Standard:

**WH1.11** Explain how historians categorize time periods and the strengths and limitations of periodization.

**WH1.12** Analyze the values and limits of different archeological evidence in reconstructing the early history of domestication and agricultural settlement.

**WH1.13** Analyze the geographical and environmental factors that encouraged human communities to organize into complex states and adopt approaches to procure resources, including pastoral nomadism and other non-agricultural approaches.

**WH1.14** Locate and explain the significance of specific landforms and bodies of water ~~of to~~ early complex societies in different regions between 10,000 BCE and 500 BCE.

**WH1.15** Analyze the role of agricultural, technological, and cultural innovations in the emergence and maintenance of early complex societies between 10,000 BCE and 500 BCE.

**WH1.16** Explain how the development of cities in Africa, Asia, ~~Europe,~~ and the Americas between 10,000 BCE and 500 BCE led to common characteristics of early complex societies including social hierarchies, governments and laws, specialization, and writing. ~~between 10,000 BCE and 500 BCE.~~

**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.

**WH1.18** Compare the role of women in different societies, including ways in which women exercised power between 10,000 BCE and 500 BCE.

**WH1.19** Analyze archeological and primary source materials to make a claim about daily life for different individuals within Africa, Asia, and the Americas between 10,000 BCE and 500 BCE.

**WH1.20** Compare and contrast the reasons for the decline of complex agrarian societies in Asia, Africa, and the Americas between 10,000 BCE and 500 BCE.

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

In this driving concept, students will begin to analyze the social, political, cultural, religious, and economic traits of societies to understand how humans of the past interacted with each other and with their environment to create complex civilizations between 800 BCE and 700 CE. Students will trace the rise of historical empires and evaluate their legacy on our present world. Teachers should choose at least one society from each region below to explore as case studies. ~~Societies of focus can include:~~

Africa: Aksum, Carthage, Nok

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

Americas: The Maya

Europe: Greece, Rome

#### Standard:

**WH1.21** Evaluate the credibility and perspectives of different sources in understanding Ancient Empires, and use them to answer specific questions about societies between 800 BCE and 700 CE.

**WH1.22** Compare and contrast the tenets of various belief systems that developed in ancient empires and how they spread, including Christianity, Islam, Buddhism, Judaism, Hinduism, and Confucianism.

**WH1.23** Compare the emergence of empires across Africa, Asia, Europe, and the Americas, including their methods of consolidating and maintaining power between 800 BCE and 700 CE.

**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.

**WH1.25** Assess the importance and enduring legacy of major ~~governmental~~, technological, religious, and cultural achievements of ancient empires in Europe, Asia, the Americas, and Africa between 800 BCE and 700 CE.

**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.

<b>WH1.27</b> Compare and contrast social hierarchies of ancient empires in Africa, Asia, Europe, and the Americas and the ideologies that guided them between 800 BCE and 700 CE.
<b>WH1.28</b> Analyze archaeological evidence and primary sources to compare the rights of individuals in different ancient empires between 800 BCE and 700 CE.
<b>WH1.29</b> Analyze the differences among gender roles during this time, including the role of women in different societies and the ways in which women exercised power between 800 BCE and 700 CE.
<b>WH1.30</b> Analyze the emergence of complex, interregional networks of trade throughout Afro-Eurasia and how trade networks led to the diffusion and evolution of ideas, resources and technologies between 800 BCE and 700 CE.
<b>WH1.31</b> Analyze the effects of new long-distance trade networks on the collaboration and conflict between empires between 800 BCE and 700 CE.
<b>WH1.32</b> Evaluate the social, political, cultural, and economic factors that led to the decline of <del>various ancient empires</del> <u>ancient empires in Europe, Asia, Africa and the Americas</u> between 800 BCE and 700 CE.

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

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

Africa: Ghana, Hausa Kingdoms, ~~Ethiopian Empire~~

Americas: Pueblo, Maya, Teotihuacan, Moche

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

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

Australia and Oceania: Polynesia

### Standard:

**WH1.33** Use maps to analyze the decline of ancient empires and the emergence of new empires from 400-1200 CE.

**WH1.34** Analyze the political changes and continuities in the societies and dynasties that emerged after the decline of ancient empires in Africa, Asia, Europe, Oceania and the Americas between 400-1200 CE.

**WH1.35** Analyze the social and cultural changes and continuities between ancient empires and their successors in the same place 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.

**WH1.37** Explain the ways geography influenced the development of economic, political, religious, and cultural centers in Africa, Asia, the Americas, Oceania and Europe and how the centers facilitated population and cultural diffusion between 400-1200 CE.

**WH1.38** Use maps to analyze the emergence of major networks of exchange (trade routes) between 400-1200 CE, including the role of specific goods and commodities and technology.

**WH1.39** Analyze the roles of men and women in different societies, including ways in which women exercised power, between 400-1200 CE.

**WH1.40** Evaluate the economic, political, religious, cultural, and social impacts of population migration and cultural diffusion in Africa, Asia, the Americas, and Europe due to trade, military expansion, and migration between 400-1200 CE.

**WH1.41** Evaluate the impact of intellectual and technological innovations from Asia on the development of societies in Africa and Europe between 400-1200 CE.

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

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

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

Americas: Inca, Aztec (Mexico), Tainos

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

Europe: England, Spain, France, Holy Roman Empire, Byzantine Empire

Australia and Oceania: ~~Māori~~ Māori, Aboriginals

### Standard:

**WH1.42** Evaluate the credibility and perspectives of different sources in understanding Ancient Empires, and use them to answer specific questions about societies between 1000 CE and 1600 CE.

**WH1.43** Analyze the factors that contributed to the expansion and/or emergence of powerful nation-states and empires in Asia, Europe, Oceania, Africa, and the Americas between 1000 CE and 1600 CE.

**WH1.44** Compare and contrast the methods rulers used to legitimize and consolidate power within Asia, Europe, Oceania, Africa, and the Americas, including bureaucracies, religion, militarism, feudalism, architecture, taxation, and art between 1000 CE and 1600 CE.

**WH1.45** Analyze the impact of centralizing power on both trade and conflict between and within states and empires in Asia, Europe, Africa, Oceania and the Americas between 1000 CE and 1600 CE.

**WH1.46** Compare and contrast how states and empires in Asia, the Americas, Africa, and Europe addressed issues of cultural diversity, religious diversity, and conflict within their societies, including an analysis of the rise of Sikhism between 1000 CE and 1600 CE.



**WH1.47** Analyze the roles of men and women in different societies, including ways in which women exercised power between 1000 CE and 1600 CE.

**WH1.48** Analyze the development of institutions of higher education and intellectual centers and assess their role in advancing societies between 1000 CE and 1600 CE.

**WH1.49** Explain the causes and effects of technological innovations and early urbanization on societies in Asia, Europe, Africa, and the Americas between 1000 CE and 1600 CE.

## Driving Concept 6: Analyzing Antiquity

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

### Standard:

**WH1.50** Identify a compelling question related to the UNESCO World Heritage List or the ownership of artifacts from antiquity.

**WH1.51** Evaluate the credibility of online sources and claims about UNESCO World Heritage Sites or ownership of artifacts.

**WH1.52** ~~Apply-Use~~ information such as authorship, point of view, purpose, intended audience, and historical context to ~~primary and secondary sources~~ evaluate the credibility of source materials about UNESCO World Heritage Sites or ownership of artifacts.

**WH1.53** Using evidence, construct a claim about a compelling question regarding a UNESCO World Heritage Site or the ownership of artifacts from antiquity.



## World History II

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

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

## Driving Concept 1: Intraregional Interactions

Through this driving concept, students will examine the interactions of people and the movement of ideas and biological or ecological forces within different regional networks across the world in the 14th and 15th centuries. Students will analyze the role of natural resources, access to bodies of water, climate, and continental shape, ~~and how they impacted on~~ the interconnectedness of different societies. Students will evaluate the impact of trade, cultural patterns ~~and~~ political ideologies, and the development or inheritance of different technological and scientific innovations on different societies across the globe.

**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.

**WH2.2** Analyze geographic features of Afro-Eurasia, Sub-Saharan Africa, the Americas, and Oceania in the early 1400s, including ~~the~~ impact ~~on~~ of native crops, bodies of water, landforms, and climate on the development of societies in each region.

**WH2.3** Compare the ~~different~~ size and relative isolation of different regional networks across Afro-Eurasia, Sub-Saharan Africa, the Americas and Oceania in 1400.

**WH2.4** Analyze the impact of the exchange of natural resources, disease, technology, ideas, goods and religious practices on at least three different societies across Afro-Eurasia in the 14th and 15th centuries.

**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.

**WH2.6** Analyze the impact of the exchange of agricultural methods and ~~the~~ scientific, mathematical, and technological innovations on at least two different societies across the Americas in the 14th and 15th centuries.

**WH2.7** Analyze the impact of navigation techniques and the exchange of natural resources on at least two societies across Oceania in the 14th and 15th centuries.

**WH2.8** Compare the nomadic lifestyle and culture of the Mongolian Empire, ~~and~~ the pastoral agricultural lifestyle of the Khoisan people of ~~S~~southern Africa to lifestyles and cultures of sedentary ~~city~~ states.

**WH2.9** Compare the political and social structures created by Islam in the Songhai Empire of Western Africa, ~~;~~ Christianity and the Catholic Church in Europe, ~~;~~ ~~and~~ Confucianism, Buddhism, and Daoism in Ming China.

## Driving Concept 2: Convergence, Upheaval, and Resistance (1400- 1750)

Through this driving concept students will analyze the shift from micro networks of human interaction to macro networks. Students will analyze the impact of increased global interaction on human populations across the world including the movement of plants, animals, pathogens, technology, and people — both voluntary and unjustly forced. Students should analyze different perspectives and sources to evaluate the different motivations for increased trade and interaction. Students should explain how some societies perpetuated cultural hegemony through false hierarchies, while others engaged with revolutionary forms resistance, adaptation, advocacy, and resilience exercised by different populations.

### Northern/Eastern Afro-Eurasia Region

**WH2.10** Explain the impact of large-scale systems of trade across Afro-Eurasia on the growth of militaries, communication networks, and technological advancements (including sailing knowledge) and how large-scale systems of trade armed societies for global engagement.

### Asia

**WH2.11** Evaluate the purposes and impact of the naval expeditions of the Ming Dynasty in China and ~~evaluate~~ the reasons for the ~~retraction~~ cessation of naval expeditions.

### European

**WH2.12** Evaluate the motivations for European maritime expeditions across the Atlantic Ocean and ~~evaluate~~ the impact of ideology, disease, and inherited and revised technologies on systems of enslavement and colonization.

### Americas

**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.

**WH2.14** ~~Evaluate~~ Analyze examples of Indigenous ~~or Native American~~ resistance to European colonization in the Americas.

**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.

### Africa

**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.

**WH2.17** Analyze different forms of engagement and/or resistance of Africans to European traders (~~e.g., 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.

**WH2.18** Evaluate primary source accounts of the Middle Passage to analyze the dehumanizing experience forced upon enslaved people and the ways in which individuals worked to maintain humanity and dignity in the face of mass atrocity.

**Oceania**

**WH2.19** Analyze the impact of global interaction and European colonization on at least two societies in Oceania, including ~~the islands-Australia~~ and Pacific Rim.

**Historical Source Material**

**WH2.20** Evaluate the limits of using European sources for understanding the political, technological, and cultural life of empires in the Americas.

**Driving Concept 3: Cultural Shifts (1500-1750)**

Through this driving concept, students will evaluate the reasons for and the impact of cultural upheaval within different global societies. Students will evaluate the reactions of ruling elites and citizens to different cultural changes and the impact of these changes on the distribution of social, political, and economic power within different regions. Students ~~will should~~ analyze the local causes and distinct features of each movement and compare movements for similarities and differences.

**WH2.21** Analyze the political reasons for the rise of Shi'ism as a state religion in Iran and the impact ~~on~~ the architecture and philosophy in the region.

**WH2.22** Analyze the reasons for and social consequences of the Renaissance, Protestant Reformation and Scientific Revolution in Europe, identifying major achievements of each movement and the impact of each on the dissemination of power within Europe.

**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 ~~Hindu~~ caste system impacted the evolution and spread of Sikhism.

**WH2.24** Analyze primary sources to explain how Chinese and Japanese elites regarded Jesuit missionaries and the impact of Chinese and Japanese culture and politics on the reception of Christianity.

**WH2.25** Evaluate the impact of Spanish missionaries and resistance to colonization on Indigenous culture and social roles in the Americas, including on the evolution of language and the impact on Two-Spirit identities in different cultures.

**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.

**WH2.27** Compare the political reactions to novel religious and intellectual upheavals and the impact of persecution on the spread of different ideas between 1500 and 1750.

## Driving Concept 4: Empires and Power Structures (1500-1750)

Through this driving concept, students will analyze the creation and evolution of power structures and political entities throughout Eurasia and Africa in the 16th, 17th, and 18th centuries. ~~Students will analyze multiple case studies to evaluate how governments across the world have consolidated, maintained, and in some cases lost power and control.~~ Students will also explore global trade and the growth of a global economy as well as the impact and influence on societies and people. ~~Students will evaluate, including a critical assessment of~~ the exploitation of people for the benefit of accumulating wealth at the expense of human lives and the environment. During this driving concept students will continue to apply historical thinking skills and explain how historians reconstruct the lives of non-elite individuals in different empires and evaluate the reliability and limitations of different types of historical evidence.

### The Rise and Consolidation of Empires

**WH2.28** Analyze the factors that led to the expansion and consolidation of the Tokugawa Shogunate in Japan, and evaluate the role of social hierarchy, centralized bureaucracy and isolationism in centralizing and maintaining power.

**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.

**WH2.30** Analyze the factors that led to the expansion and consolidation of the Mughal Empire in India, and evaluate the role of religious tolerance, centralized administration and military power in centralizing and maintaining power.

**WH2.31** Analyze the factors that led to the expansion and consolidation of the Ottoman Empire, including the role of religion, arts and architecture in centralizing and maintaining power.

**WH2.32** Analyze the factors that led to the to the expansion and consolidation of the Russian Empire during the 16th, 17th and 18th centuries, and evaluate the role of serfdom, the military system, and conscription in centralizing and maintaining political power.

**WH2.33** Evaluate the role of alliances and military power in expanding and maintaining the Habsburg Empire during the 16th, 17th and 18th centuries.

**WH2.34** Compare the ways in which women exercised power during the 16th, 17th and 18th centuries within different empires.

**WH2.35** Analyze the empires of Morocco or Kongo, including their political and social organization, trade networks, and cultural achievements and assess the responses of smaller powers to these empires, including those led by women.

**The Global Economy**

**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.

**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.

**Historical Source Material**

**WH2.38** Evaluate the use of different source material in reconstructing the lives of non-elite individuals in at least two different empires, and evaluate the reliability and limitations of different historical evidence.



## Driving Concept 5: Revolutions (1750-1930)

-Through this driving concept, students evaluate the political, social, and economic upheavals that swept across Europe, the Americas, Asia, and Africa from the 18th to the early 20th centuries. Students will analyze the impact of these revolutions on the development of modern societies. Students will identify the major revolutions of the period and assessing the roles played by race, gender, and class in these events. Additionally, students will analyze the causes and effects of these revolutions on political, social, and economic structures, with a focus on the experiences of marginalized groups. They will also examine how power imbalances fueled these revolutions and contributed to the perpetuation of oppressive systems.

~~Throughout this driving concept, students will use primary and secondary sources to develop their own critical perspectives on these revolutions. They will consider the complex historical and cultural factors that shaped these events and explore the perspectives of marginalized groups traditionally excluded from mainstream narratives. This driving concept will examine how colonialism and imperialism impacted societies worldwide during this period. Students will work to challenge biased and racist narratives perpetuated by historical perspectives and interpretations.~~

### Atlantic Revolutions

**WH2.39** Analyze political, social and economic conditions that led to the French Revolution, and evaluate ~~the~~its impact ~~of its~~ events on French government and society.

**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.

**WH2.41** Analyze the social, political and economic factors that led to revolution in at least one Latin American country in the 19th century, and evaluate the impact of the revolution on social, political and economic structures within that country.

### Industrial Revolution

**WH2.42** Analyze causes and effects of the Industrial Revolution in Great Britain and Europe.

**WH2.43** Analyze the impact of industrialization during the Meiji Restoration in Japan, using primary and secondary sources to explore the social, economic and political changes that occurred during this period.

**WH2.44** Analyze the reasons for the rise of industrialization in Egypt in the 19th century, and evaluate the reasons for and impact of its collapse on Egyptian society and government.

**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.

**WH2.46** Analyze the participation and impact of religious minorities, women, and marginalized groups traditionally excluded from government in the political and social revolutions of the 18th and 19th centuries.

**Imperialism**

**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.

**WH2.48** Evaluate the causes of European Imperialism in Africa, ~~including and~~ the impact of political borders on ~~the~~ conflict between different ethnic groups.

**WH2.49** Evaluate the causes, ~~outcomes~~ and consequences of ~~continued~~ dissent, disruption and resistance to colonization across Africa, including Ethiopia.

**WH2.50** Evaluate the methods of and resistance to European colonialism in one society within Southeast Asia.

**WH2.51** Evaluate the motivations for and impact of Japanese imperialism on Chinese and Korean society.

**WH2.52** Analyze the effects and legacy of settler colonialism in ~~countries such as~~ Kenya and Australia, including the displacement and marginalization of indigenous peoples, the exploitation of natural resources and the suppression of traditional cultural practices, and analyze the role of resistance movements on the struggle for independence and self-determination.

**New Revolutions**

**WH2.53** Analyze the Opium Wars' impact on China's political, economic and social systems, and evaluate the global consequences of the Opium Wars.

~~**WH2.54** Evaluate the effects of the political, economic and social changes that occurred during the Meiji period on Japanese society and evaluate the significance of the Meiji Restoration.~~

**WH2.54** Analyze the economic, social and political conditions in China that led to the Boxer Uprising, evaluate the Qing Dynasty's response, and examine its impact on China's relationships with other countries.

**WH2.55** Evaluate the causes and legacy of the Mexican Revolution, including the reasons for the successes and shortcomings of different leaders and factions in reforming Mexican society, with particular attention to land reform, social movements and political systems.

**WH2.56** Compare the causes and consequences of the Boer War, Boxer Rebellion and Sepoy Rebellion on the lives of individuals in South Africa, China and India.

**WH2.57** Analyze the causes, consequences and impact of the Russian Revolution on Russian and global politics, social structures, human rights, and economic systems.

**Nation Building**

**WH2.58** Analyze the successes and limitations of nation-building in one country in South America during the 19th and early 20th centuries, including the role of early constitutions, economic factors, and outside nations.

## Driving Concept 6: World Wars (1870-1945)

In this driving concept students will evaluate the roles of nationalism and imperialism in global conflict in the 20th century. Students will analyze the causes, course and consequence of World War I and World War II, including the impact of genocide, migration, and new nation states. Students should analyze the ways in which these conflicts differed from prior global conflicts including the impact of the extreme violence of modern war, the global scale of politics and interconnectedness of people around the world, the increased impact of international politics on ordinary people and the impact of mass political and ideological movements such as fascism, communism, anti-colonialism and suffragism.

### World War I

**WH2.59** Analyze the causes of World War I in Africa, Asia, Europe and the Americas, including the role of new technology, alliances and nationalism.

**WH2.60** Evaluate the role of imperial nations and empires in World War I, including the role of Ethiopia, China, Japan and Brazil.

**WH2.61** Evaluate the causes, course and consequences of the Armenian genocide.

**WH2.62** Evaluate the experience of soldiers, including Chinese workers, in World War I and the impact of World War I on the political, social and economic structures of different countries.

### Interwar Years

**WH2.63** Evaluate the efficacy of different women’s movements for equality and political rights, including the suffrage movement.

**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.

**WH2.65** Analyze the factors that led 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.

<b>World War II</b>
<b>WH2.66</b> Analyze the causes and events of World War II in Africa, Asia, Europe and the Americas.
<b>WH2.67</b> Analyze the history, causes and consequences of discrimination against religious minorities in Europe, Asia, Africa and Latin America, including antisemitism.
<b>WH2.68</b> Evaluate the causes, course and consequences of the Holocaust, <u>including the role of Jewish, Romani, Slavic, disabled and/ or LGBTQ+ resistance to Nazism.</u>
<b>WH2.69</b> Analyze the reasons for <u>and</u> 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 and the dropping of the atomic bombs, <u>and analyze</u> the cooperative global response of the Universal Declaration of Human Rights.
<b>WH2.70</b> Analyze the short- and long-term economic, political, environmental and social consequences of World War II.
<b>WH2.71</b> Compare the ideologies of socialism, communism, fascism and liberal democracy, <u>and</u> explain the reasons for their growth and decline around the world in the 20th century.
<b>WH2.72</b> Evaluate the shift in global power dynamics after World War II and the reasons for the start of the Cold War.

## Driving Concept 7: Cold War, Decolonization, and Nation Building

Through this driving concept students will evaluate the causes and consequence of major changes in global politics and social change throughout the second half of the 20th century. Students will evaluate the contextual factors that influenced the Cold War. Students will also analyze the Chinese Communist Revolution and the process of decolonization, including the Partition of India. They will also explore the role of different leaders and movements in promoting African unity and independence, as well as the experiences of revolutionary movements in Central America and the Caribbean. In addition, students will examine the complex factors that contribute to unequal development, neocolonialism, and political and economic issues in developing nations.

**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.

<b>Decolonization</b>
<b>WH2.74</b> Evaluate the campaign for Independence in India and the factors that led to the establishment of Indian sovereignty including the reasons for and impact of the Partition of India.
<b>WH2.75</b> 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.
<b>WH2.76</b> Compare the approaches of different leaders in promoting African unity and independence in the 20th century, <del>through</del> including the impact of the Pan-African movement on African nations and communities globally.
<b>WH2.77</b> Evaluate the causes and impact of at least two African independence movements, including the Democratic Republic of Congo, <del>and/or movements in</del> Angola, Kenya, Ghana, Algeria or Nigeria.
<b>WH2.78</b> Analyze the impact of the struggle for economic autonomy, political sovereignty and social justice that led to revolutions in Guatemala, Cuba or Nicaragua.
<b>WH2.79</b> Evaluate the efficacy of the ideologies and methodologies of at least three nationalist leaders, including Mahatma Gandhi and Ho Chi Minh.
<b>Revolutions and Proxy wars</b>
<b>WH2.80</b> 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.
<b>WH2.81</b> Analyze the reasons for the rise of the Khmer Rouge in Cambodia, and analyze the course and consequences of the Cambodian Genocide.
<b>WH2.82</b> Analyze the causes and effects of the Iranian Revolution, and evaluate its impact on Iran and the global community.
<b>WH2.83</b> Analyze the environmental impact of nuclear weapons, and evaluate the effectiveness of historic and modern efforts to limit nuclear arms.
<b>WH2.84</b> Evaluate the reasons for rise of popul <del>ist</del> ist leaders in Guatemala, Argentina, Bolivia or Chile, and analyze the impact of American intervention on civil liberties and economic conditions in Latin America.
<b>WH2.85</b> Analyze economic exploitation during the Cold War and decolonization eras, and evaluate the efficacy of different forms of resistance.
<b>Post-Cold War</b>
<b>WH2.86</b> Analyze the impact of the collapse of the Soviet Union on global power dynamics, including the role of NATO in the post-Cold War era and the emergence of new democracies in Eastern Europe.
<b>WH2.87</b> Analyze causes and consequences of the post-Cold War shift toward populism and socialism in one country in Central and South America.

**WH2.88** Analyze the historical and social context, impact on political and economic systems and resistance to Apartheid in South Africa, ~~as well as~~ evaluate the role of international pressure in dismantling Apartheid, and assess the system's legacy on South African society and the ongoing struggle for social justice.

**WH2.89** Evaluate the reasons for the rise of rivalry between Saudi Arabia and Iran, including the historical and religious factors and the role of international actors, and assess ~~its~~the impact on regional and global politics in the 21st century.

**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.

## Driving Concept 8: Shifting power (1980s- Modern Era)

Through this driving concept, students will evaluate multiple sources and perspectives to analyze the massive shift toward globalization from the 1980s onward. ~~Students will investigate the forces that led to globalization, including shifts in migration around the world, methods of manufacturing and the consumption of goods and production of waste, the waging of wars, the rise of revolutions, the ongoing exchange of disease and emergence of new pathogens, and the accelerated spread of technology.~~ Students will assess the ways this era of globalization is part of an established pattern of converging or expanding networks of interaction, ~~“webs,”~~ while ~~also~~ tracing the noteworthy, more unique elements of this era. Students should evaluate the ways in which people have heightened and/or diminishing access to economic, social, or political power, examining the role of both governments and personal agency.

**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.

**WH2.92** Analyze the final events of the Cold War and its impact on the spread ~~and/or~~ dissolution of political or social ideologies and forms of government, and the (re)formation of political and economic alliances around the world.

**WH2.93** Evaluate the conditions that have contributed to the contraction of democracy in the 21st century ~~and, including~~ the role methods of citizens in resisting authoritarian consolidation (e.g., consolidation of power in Russia, Mali and Turkey).

**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.

**WH2.95** ~~Examine-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.

**WH2.96** Compare the reasons for the spread and/or emergence of ~~various-at least two~~ pathogens and diseases (e.g., HIV/AIDS, malaria, Ebola, SARS, COVID-19) across the world since the 1980s, including the social and economic impacts at a local, national and global scale. ~~to analyze local, national and global impacts on social and economic dimensions (i.e., HIV/AIDS, malaria, Ebola, SARS, COVID-19).~~

**WH2.97** Evaluate the patterns of global population movement from the 1980s through the present, as well as the causes for migration and the experiences of individuals who have migrated.

**WH2.98** Evaluate the impact of the rise of technological innovations (including ~~revolutions-advancements~~ in telecommunications), including and the extent to which innovation has democratized or centralized power. ~~the democratizing aspects of such technology and the consolidation of information and centralized ownership of digital information.~~

**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.





## US History II: Reconstruction through the Present

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

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

## Driving Concept 1: Reconstruction

In this driving concept, students will assess the opportunities and challenges faced by the people and government of the United States. Students will analyze and the varying ways the country addressed the contradictions that existed between the ideals of its founding documents — the declarations of freedom, equality, justice — and the ways it upheld a long history of racial injustice. Students should use primary accounts of different individuals, including freedpeople, to understand the lived experiences of freedpeople during and after Reconstruction. Students also use primary sources to evaluate and the extent to which different Americans were able to realize the promise of freedom.

### Standard:

**US2.1** Analyze the principal rights and ideals established in the United States Constitution and Declaration of Independence, ~~to~~ and evaluate the extent to which early American history fulfilled those ideals.

**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.

**US2.3** Use primary sources from formerly enslaved or freedpeople to analyze the perspectives, everyday actions, and aspirations of Black Americans after the Civil War. ~~by using primary sources from formerly enslaved or freedpeople.~~

**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 Nnations, across gender, socio-economic, and racial lines.

**US2.5** Analyze the federal and grassroots aims of different individuals for Reconstruction, including Abraham Lincoln’s Plan, Andrew Johnson’s Plan and the Radical Republican Plan for Reconstruction.

**US2.6** Analyze the role of the Freedmen’s Bureau in meeting assess the needs and desires of freedpeople at the end of the Civil War, and evaluate its successes and failures, including why it was dismantled.

**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.

**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.

**US2.9** Analyze the systematized tactics and impact of widespread terror and violence implemented by mostly white Americans throughout, but not limited to, the Southern states to cease Reconstruction gains, naming and identifying this as a form of white supremacy (e.g., the rise of the Ku Klux Klan, violence at voting booths, fraud) and the impact it continues to have on US society today.

**US2.10** Analyze the ways Black Americans continued to create social and cultural lives and identities for themselves following the Civil War.

**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.

**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.

**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.

## Driving Concept 2: Rise of Industrial and Progressive America

Through this driving concept, students will evaluate the impact of industrialization on wealth distribution and standards of living in American society. Students will analyze how race, access to political power, geographic opportunity, and public policy impacted social and economic mobility in America. Students should evaluate primary sources from multiple perspectives to evaluate the legacy of industrialization and progressive policies. Students should use contextualization and media coverage of different labor movements to evaluate the reasons for and effectiveness of different tactics used to fight for better working conditions.

### Standard:

**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 ~~during the Industrial Revolution~~ and, the its impact on the environment.

**US2.15** Evaluate arguments about the causes of rising inequality in industrial America related to wealth, health, economic opportunity, and social class.

**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 19<sup>th</sup> and early 20<sup>th</sup> century, including the experiences of different individuals, and efforts to establish thriving communities.

**US2.17** Analyze the reasons for, and consequence of, rising nativism in the late 1918th and early 2019th centuries, including the passage of the Chinese Exclusion Act and the Immigration Act of 1924, and the role violence, ~~and~~ discrimination and resistance had on the experiences of against different communities, including Asian, Italian, and Jewish and other ethnic communities.

**US2.18** Analyze the ways in which different immigrant communities resisted economic, social, and political oppression, including through labor activism and the establishment of community organizations.

**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.

**US2.20** Analyze the reasons for the rise of organized labor, measuring evaluate the effectiveness of at least one labor tactics, and analyze at least one reactions to the labor movement, including the interactions between the federal government and labor groups.

<b>US2.21</b> Use primary and secondary sources to analyze a case study, such as the Homestead strike, to evaluate the extent to which labor movements were able to create change.
<b>US2.22</b> 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.
<b>US2.23</b> 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.
<b>US2.24</b> <del>Evaluate</del> <u>Analyze</u> the political response to industrialization, progressivism, and the labor movement, and evaluate the efficacy of federal policies under Theodore Roosevelt and <del>President</del> William Howard Taft in furthering the aims of different groups.
<b>US2.25</b> Evaluate the reasons for and consequences of the Great Migration, including <del>the</del> <u>its impact</u> <del>impact of the Great Migration</del> on the cultures of different cities, including Washington, DC.
<b>US2.26</b> Evaluate the impact of progressive and populist movements on economic, social, and political inequality in America.

### Driving Concept 3: Empire, Expansion and Consequences

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

**Standard:**

**US2.27** Evaluate federal policies and actions toward westward invasion, and evaluate their impact on the national economy, environment, Indigenous populations and the American public.

**US2.28** Analyze the impact on and implications of Native American boarding schools for Indigenous Nations and individuals.

<p><b>US2.29</b> Analyze and explain efforts by Indigenous Nations to resist American conquest and expansion <u>between 1860 and 1920</u>.</p>
<p><b>US2.30</b> Analyze the history, culture, and government structure of at least two countries prior to American intervention (e.g., Hawaii, the Philippines, Puerto Rico, <del>etc.</del>).</p>
<p><b>US2.31</b> Analyze the domestic debates and decisions regarding foreign intervention and the United States’ emergence as an imperial power (e.g., the Spanish-American War, Philippine-American War, intervention in Latin America, and the annexation of Hawaii).</p>
<p><b>US2.32</b> 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, <del>etc.</del>).</p>
<p><b>US2.33</b> Evaluate the role of mass media, sensationalism, white supremacy, and propaganda in promoting American imperialism.</p>
<p><b>US2.34</b> Assess the <u>modern contemporary</u> political, social, and economic impacts of American imperialism on different territories and governments (e.g., the Philippines, Marshall Islands, Puerto Rico, Guam, American Samoa, <del>etc.</del>).</p>
<p><b>US2.35</b> Assess the reasons for and consequence of United States involvement in World War I and <u>analyze its effects on</u> post-war international relations.</p>
<p><b>US2.36</b> Analyze the social, political, and economic ramifications of World War I on American society, including the labor movement, women, Black Americans, ethnic and religious groups and efforts by different groups to advance civil rights.</p>

### Driving Concept 4: “Prosperity and Progress” to Depression

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

**Standard:**

**US2.37** Analyze the impact of the Harlem Renaissance and the Black Renaissance in Washington, DC, on American culture, including analysis of literature, music, dance, theater, queer culture and scholarship from the period.

**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.

**US2.39** Analyze the causes and consequences of the Dust Bowl, comparing it to other natural disasters and its impact on Americans across race, ethnicity, gender and class groups.

**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.

**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.

**US2.42** Evaluate the portrayal of the “Roaring ‘20s,” including an assessment of the changing societal roles and rights of women and Black Americans, along with the cultural backlash to these changes.

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

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

### Standard:

**US2.43** Analyze the events that led to the United States’ participation in World War II, including the impact of the bombing of Pearl Harbor, ~~explaining its impact~~ on the course and outcome of the war.

**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+ peoples) by Hitler, Mussolini, and Franco.

**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.

**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.

**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.

**US2.48** Analyze-Evaluate the reasons for and the consequences of the United States’ decision to drop the atomic bombs, including the human and environmental impact of these decisions.

**US2.49** Analyze reasons for and the consequences of the post-war foreign policy goals of the United States.

**US2.50** Analyze the different experiences of American servicemen in World War II, as well as the different experiences upon returning to the United States for white, ~~servicemen versus~~ Black, Latinx, Indigenous and Asian-American servicemen and their access to postwar economic opportunities.

**US2.51** Analyze the development of American culture during the 1930s and 1940s, including music, art, literature, and goods.



## Driving Concept 6: Ideological Global Conflict

Through this driving concept, students will evaluate the reasons for and consequences of the Cold War at home and abroad. Students ~~should~~will evaluate and contextualize contemporary debates about US efforts to contain the spread of communism and analyze the impact of the Cold War on civil liberties.

### Standard:

**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.

**US2.53** Analyze the legacy of the development of atomic weapons and the nuclear age in American society, and explain how it altered the balance of global power.

**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.”

**US2.55** Evaluate the reasons for, and ~~success~~efficacy of, containment policies enacted by the United States, including conflicts and proxy wars in Latin America, Southeast Asia and the Middle East.

**US.56** Analyze the policies that led to the Vietnam War, and evaluate the social, political, and economic impacts of US involvement in Vietnam ~~the invasion~~ on Vietnam and the United States

**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.

**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.

## Driving Concept 7: Movements for Justice and Equality

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

### Standard:

**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.

**US2.60** Evaluate the impact of ~~post-war~~ 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.

**US2.61** Evaluate the reasons for, and consequences of, the Immigration and Nationality Act of 1965, with specific attention to the experiences of Asian, African, and Latinx immigrants.

**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.

**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.

**US2.64** Analyze the grassroots efforts by African Americans to participate in political, economic, and legal systems, and access public education.

**US2.65** Analyze the systematized tactics and impact of widespread terror, white supremacy and violence 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).

**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).

**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 of Topeka*, the Civil Rights Act of 1964, the Voting Rights Act of 1965 and *Shelby County v. Holder*.

**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.

**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.

**US2.70** Use historical context to analyze the reaction to movements for political, social and economic equality.

**US2.71** Analyze the reasons for and impact of the occupation of Alcatraz and the American Indian Movement.

**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.

**US2.73** Analyze media coverage of two key events in a movement for equality, comparing multiple perspectives and the use of framing and focus in the coverage of key events.

~~**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.~~

## Driving Concept 8: Access to Democracy and Power from the 1980s-Present Day

In this driving concept, students analyze domestic and international challenges and opportunities following the Cold War. Students will analyze the Sept. 11, 2001, attacks and the subsequent Global War on Terror. Students ~~analyze~~ will the impact of technological innovation, including the impact of the internet on society at home and abroad. Students ~~should~~ will analyze the trends in access to democracy and power in the contemporary era.

### Standard:

**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.

**US2.75** Evaluate the legacy of American foreign policy after the collapse of the Soviet Union, including conflicts in Latin America, and the Middle East.

**US2.76** Analyze the reasons for and the impact of political polarization from the 1980s through contemporary America.

**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.

**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.

**US2.79** Evaluate the effort of American foreign policy to meet humanitarian goals, further economic interests, and increase domestic security, ~~including and the role of the United States in~~ the War on Drugs and the Global War on Terror.

**US2.80** Analyze the claims that led to the 2003 US invasion of Iraq, and evaluate the social, political, and economic impacts of the invasion on Iraq and the United States.

**US2.81** Evaluate the tactics of modern social, labor, political, and environmental activist movements in America, measuring their success.

~~**US2.82** Assess the source of a webpage or digital resource about a recent historical event using strategies like lateral reading to evaluate the reliability of the source.~~

**US2.82** 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.

**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.



## Government and Civics

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

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

## Driving Concept 1: Foundations of American Democracy

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

### Standard:

**GC.1** Analyze major tensions within ~~our~~ 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~~ principals 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 ~~founders~~ 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.4** Evaluate the debates about rights, power, civic participation, slavery, and decision-making during the creation of the US Constitution that shaped its design. ~~the design of the US Constitution.~~

**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 ~~identify~~ evaluate the way in which these principles function today.

**GC.6** Analyze the structures and functions of the three branches of the US government in order to evaluate current conflicts between them.

**GC.7** Analyze the means by which a bill becomes a law, and identify opportunities for citizens to influence the process.



**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.

**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*, (1819) and *United States v. Lopez* ~~(1995)~~.

**GC.10** Evaluate historic and current efforts by marginalized groups to be represented and protected by the US Constitution.

**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.

## Driving Concept 2: Rights and Responsibilities

Through this driving concept, students will evaluate the history and application of civil rights and liberties in American democracy. Students will evaluate the tension between liberty and security and evaluate the ways in which rights and freedoms have expanded and contracted in American history. Through active inquiry, students can investigate laws, court cases, and the perspectives of those involved in order to address and take positions on relevant and critical issues in America today.

### Standard:

**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.

**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 these 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.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~~has 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, including the impact of significant treaties and Supreme Court cases on the rights of Indigenous Nations.

**GC.20** Evaluate the extent to which the Constitution protects individuals from discrimination in contemporary society.

**GC.21** Analyze the origin and continued existence of organized social movements fighting to expand civil rights, including public action, protests, courts, and the passage of laws and amendments specific to women.

**GC.22** Analyze a political, economic, environmental, or social issue relating to civil rights or liberties and advocate for a specific change in current government policy or law.

### Driving Concept 3: Citizenship in a Digital World

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

**Standard:**

~~**GC.23** Use civic online reasoning strategies, including lateral reading, to identify the source of a webpage or digital resource that provides information about a current political issue.~~

**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.

~~**GC.24** Use civic online reasoning strategies, including lateral reading, to evaluate claims made by a webpage or digital source that provides information about a current political issue.~~

~~**GC.25** Evaluate the utility of different resources in evaluating online sources and claims, including fact checking and news organizations.~~

**GC.24** Evaluate the utility of different resources to reference (e.g., fact checking organizations and news organizations) while evaluating online sources and claims.

<b>GC.25</b> Evaluate the perspective and claims of an editorial, editorial cartoon, or op-ed commentary and the impact on a public policy issue at the local, state, or national level.
<b>GC.26</b> Evaluate the strengths and weaknesses of traditional news media organizations (newspapers, magazines, radio, and television) in creating an informed public, including an analysis of the use of fact checkers, editors, framing and focus.
<b>GC.27</b> Use research from national and international sources to analyze the impact of media and social media on democracy, and develop a public policy proposal to strengthen democratic expression and participation in American civil life.
<b>GC.28</b> <u>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.</u>
<b>GC.29</b> Develop and iterate a plan to use technology and online platforms for civic engagement and to drive social change.

### Driving Concept 4: Political Participation and Engagement

Through this driving concept, students evaluate opportunities for participation and engagement in American government. Students evaluate the history and efficacy of different political tactics, ultimately making determinations about how to best effect change locally and nationally.

**Standard:**

<b>GC.30</b> Analyze opportunities for civic engagement within <del>all levels of</del> <u>local, state, and federal</u> government, and assess the extent to which participants enjoy equitable access and influence.
<b>GC.31</b> Analyze civic participation in the political process over time (including voter trends, restrictions, and expansions) and <u>the</u> evolution of opportunities to engage government.
<b>GC.32</b> Analyze how political parties, interest groups and other organizations provide people with opportunities for civic involvement, evaluating <u>how each impacts the powers of citizens.</u> <del>access and impact on democracy.</del>

<b>GC.33</b> Compare historic or contemporary examples in which groups of people attempted to resist unjust economic conditions, evaluating short- and long-term impacts.
<b>GC.34</b> 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> , <u><i>Korematsu v. United States</i></u> , <u><i>Mendez v. Westminster</i></u> , <i>Brown v. Board of Education of Topeka</i> , <del><i>Mendez v. Westminster</i></del> , <i>Loving v. Virginia</i> , <u>and</u> <i>Obergefell v. Hodges</i> <del>and <i>Korematsu v. United States</i></del> .
<b>GC.35</b> Evaluate voting rights, laws, and practices in Washington, DC, a state, or a territory, and develop a proposal for a specific change in current government policy or law.
<b>GC.36</b> <del>Evaluate the</del> <u>Compare efficacy of</u> different forms of political engagement and <del>compare</del> the efficacy of different methods for taking actions.
<b>GC.37</b> Analyze the ways that young people <del>including but not limited to Black, Indigenous, and People of Color (BIPOC) and queer youth</del> are impacting change, <u>including individual changemakers and through youth-led organizations including organizations led by historically marginalized groups</u> .
<b>GC.38</b> Analyze a local, state, national or international issue, and develop a corresponding plan of action for making change.

### Driving Concept 5: Public Policy

Through this driving concept, students analyze the creation and impact of public policy and the role of an informed and civically engaged public in creating just policies and actions. Students should understand that public policy is created through the making and execution of laws, and their adjudication when disputes arise of the content and intent of those laws. Students analyze the importance of public input in determining how federal, state and local governments address problems and issues.

**Standard:**

**GC.39** Analyze and explain the process by which various levels and branches of government and outside organizations shape, implement, amend, and enforce public policy.

**GC.40** Evaluate the extent to which different groups of Americans impact domestic and foreign policy, and identify the reasons and consequences of the disparity in influence.

**GC.41** Evaluate the extent to which specific public policies are successful in implementation, and explain the reasons for success and failure of public policy.

**GC.42** Evaluate ~~how contemporary~~the environmental impact of at least one political and economic policy decision decisions have influenced environmental characteristics of on a geographic region within the United States.

**GC.43** Evaluate the effectiveness of United States ~~the~~ government's response to the threat of climate change, and develop a corresponding plan of action.

**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.

**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.

**GC.46** 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.

## District of Columbia History and Government

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

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

## Driving Concept 1: Early Settlement and Geography of Washington, DC (1400- 1790)

~~Through this This Driving Ce~~concept ~~engages students~~students will in analysis analyze of historical ~~evidence through an analysis of~~historical evidence of early life in the region that would become the nation’s capital, with a focus on the region’s early geography and ecology, indigenous cultures, colonial structures and free and enslaved ~~b~~Black life. Students will analyze the history of the Indigenous Nations through different perspectives and primary sources, including a discussion of the limitations of European perspectives in understanding the societies of Indigenous Nations and enslaved peoples, as well as the limitation of the written historical record. Students should use sourcing to critically evaluate how we know what we know about the past, and to understand the ways in which Indigenous Nations and enslaved Black people experienced, challenged and resisted colonialism.

### Standard:

**DC.1** Evaluate different geographic representations of Washington, DC and the Chesapeake region to develop claims about how the city and region have changed over time.

**DC.2** Analyze the social, cultural, and political lives of Nacotchtank (Anacostan) and Piscataway societies, using archival and archaeological evidence.

**DC.3** Evaluate the impact of the local environment, ecology and natural resources of the Potomac region on agricultural and economic structures of the Nacotchtank (Anacostan) and Piscataway societies and compare the way in which these societies used land with early colonial land use practices.

**DC.4** Analyze the initial interactions between European colonists and Indigenous Nations in the Potomac Region, from the perspectives of the Nacotchtank (Anacostan) and Piscataway and the Europeans, and the ways Nacotchtank (Anacostan) and Piscataway nations resisted and were impacted by colonization.

**DC.5** Use primary sources to evaluate the lived experiences of different individuals in Washington, DC in the 17th century, including the different experiences across race, gender, class and religion.

**DC.6** Analyze different political statuses of enslaved and free Black Americans in the region during the 18<sup>th</sup> century, and evaluate how their labor shaped the development of local colonies and how they resisted European enslavement.



## Driving Concept 2: Birth and Early Development of the Nation’s Capital (1790- 1865)

~~Through this driving concept students will analyze This concept engages students in an analysis of~~ the founding of Washington, DC as the nation's capital and the extent to which Washington, DC both embodied and contradicted the ideals of the American Revolution. Students ~~should~~will understand that Washington, DC developed as both a seat of government and an emerging American city with its own unique identity and culture. Students will ~~should~~ evaluate the efficacy and tactics of activists who challenged the idea of the city as a haven of democracy in their attempts to abolish slavery.

### Standard:

**DC.7** Evaluate the reasons for and consequences of the establishment of a federal district during the Constitutional Convention, as well as the factors that resulted in the choice of the location for the new nation’s capital, including the role of slavery.

**DC.8** Evaluate the ways in which the creation of Washington, DC both embodied and failed to embody the ideals of the American Revolution.

**DC.9** Evaluate the reasons for and opposition to the Organic Act of 1801 and the impact of federal legislation on the lives of DC residents.

**DC.10** Evaluate the reasons for and consequences of the movement for retrocession.

**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.

**DC.12** Evaluate how Washingtonians, both free and enslaved, along with Black and white abolitionists from across the country, organized in the long struggle to resist and ultimately abolish slavery in the nation’s capital.

**DC.13** Evaluate the ways in which the sale and trade of enslaved individuals impacted the geography and development of Washington, DC.

**DC.14** Analyze the impact of federal policies, including the Fugitive Slave Act and the Compromise of 1850 on the lives and experiences of Washingtonians, including enslaved Washingtonians and free Black Washingtonians, before and during the Civil War.

**DC.15** Evaluate Pierre L’Enfant’s symbolic design for the capital city, and the growth and development of the early capital, ~~and the impact of the Civil War on the city’s physical and political life.~~

**DC.16** Analyze ~~and~~ the impact of the Civil War on the city’s physical and political life.

**DC.17** Analyze the reasons for and the impact of the Compensated Emancipation Act of 1862, ~~along with~~ and its impact on federal policy.

### Driving Concept 3: Emergence of Modern Washington, DC (1865-1968)

This concept engages students in an analysis of the political development of Washington, DC and the ways in which local Washingtonians fought for economic, political and social equality. Students should evaluate the political context for the loss of local governance in the 1870s, and the impact of the loss of local democracy on life in the District. Students should understand this time period through a study of the perspectives of different segments of the Washington, DC population including but not limited to immigrants, giving agency and voice to different segments of the DC community as historical actors.

#### Standard:

**DC.18** Evaluate the impact of Radical Reconstruction and the Freedmen’s Bureau on the District.

**DC.19** Analyze the expansion of suffrage rights in Washington, DC during Reconstruction, and the impact of biracial democracy on the political structure of Washington, DC.

**DC.20** Evaluate reasons for and the impact of the establishment of territorial government and the end of home rule in the 1870s.

**DC.21** Evaluate the impact of city planning and federal policy on the geography of Washington, DC in the late 19th and early 20th century~~yies~~, including the city’s alley dwellings, ~~and~~ local efforts at housing reform and the development and displacement of the city’s first Chinatown.

**DC.22** Analyze the origins and the impact of segregation and Jim Crow laws on the culture, geography and economy~~yies~~ of Washington, DC.

**DC.23** Evaluate the reasons for~~r~~, and impact of~~r~~, the New Negro Renaissance on the Washington, DC community between 1900- and 1930.

**DC.24** Analyze the reasons for the growth of the Asian American community in Washington, DC, and evaluate the methods used by the community to resist displacement resulting from urban planning and federal policy.

**DC.25** Analyze the impact of World War I, the New Deal, and World War II on the District’s population, geography~~r~~, and residents.

**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.

~~Analyze the impact of the Lavender Scare on LGBTQ life in Washington DC, and the actions taken by William Dorsey Swan, as well as the Gay Liberation Front DC, to increase visibility and equality for LGBTQ individuals in Washington.~~

**DC.27** Analyze the reasons for and the efficacy of different forms of political activism, and analyze the cultural achievements of Black and immigrant Washingtonians during and between the world wars.

**DC.28** Evaluate the global forces that spurred the growth of a Latinx community in Washington in the 1960s.

**DC.29** Analyze the rise of Latinx owned businesses and non-profit organizations and the methods by which different individuals have exercised political power in Washington, DC.

**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.

**DC.31** Evaluate the successes and shortcomings of the fight for racial equality in Washington, DC, including the impact of Washington DC's status as the nation's capital and a federal district on the movement for equality.

**DC.32** Analyze the successes and unfinished work of the fight to desegregate schools in Washington, DC, including the role of *Bolling v. Sharpe*.

**DC.33** ~~Explore~~ Analyze 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.

## Driving Concept 4: Self-Determination in the District (1968-1998)

Through this driving concept, students should-will understand that self-determination for DC residents has been and continues to be an ongoing struggle for political power. Students should-will study the ways in which groups with varied interests and different goals have struggled to gain self-rule from Congress. ~~Students should analyze the various historical, economic, political, social, and cultural dynamics that have impacted that struggle. Students should understand the form, structures and power of the DC government under home rule.~~ Using historical context, students should-will evaluate the modern fight for self-determination and statehood. Students should also explore other kinds of struggles for self-determination in the city during this time, including struggles for the rights of D.C. immigrants, LGBTQ+ people, and tenants.

### Standard:

**DC.34** Evaluate the roots and impact of cultural changes to Washington, DC in the 1970s, including the rise of go-go and punk.

**DC.35** Evaluate the reasons for and impact of immigration to Washington, D-C. at the end of the 20<sup>th</sup> century, including the impact of immigration from Central America, Asia, and Africa.

**DC.36** Evaluate the efforts and opposition to the struggle for greater self-determination and suffrage for Washington, DC residents in the 1960s and 1970s, culminating in the passage of the Home Rule Act of 1973.

**DC.37** Evaluate the executive and legislative powers of the DC government, as established by the Home Rule Act, and analyze the extent to which limited government under home rule addressed issues facing the District.

**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.

**DC.39** Analyze the causes and effects of the city’s financial crisis in the mid-1990s, and the role of the federal and city government in responding to the crisis.

**DC.40** Use a case study approach to evaluate the history of at least two different communities in Washington, DC and how the communities have grown and changed over time (e.g., Chinatown, Columbia Heights, Mt. Pleasant, Shaw, Southwest, Anacostia).

## Driving Concept 5: Contemporary Washington, DC (1998-present)

Through this driving concept, students will evaluate the modern geography, culture and politics of Washington, DC. Students will identify opportunities for creating change in the District and consider the impact of Washington, DC history on their lived experiences. Students should evaluate the modern District from a variety of perspectives and experiences.

### Standard:

**DC.41** Evaluate the contemporary relationship between the federal government and the District of Columbia, and the impact of this relationship on the rights and privileges of District residents.

**DC.42** Evaluate the origins of the movement for statehood for Washington, DC, and evaluate the reasons for national support and opposition to the movement.

**DC.43** Analyze the current structure of District government, and identify important public officials in Washington and how they impact change.

**DC.44** Assess the multiple ways ~~people~~ District residents can influence the DC local government.

**DC.45** Evaluate the history and legacy of cultural institutions and monuments that are unique to Washingtonians.

**DC.46** Compare contemporary ward maps and the distinct features of each of Washington, DC's wards, and evaluate the different resources available across Washington, DC.

**DC.47** Evaluate financial resources and opportunities available to District residents to increase financial independence, and critically evaluate information from a variety of sources to make informed consumer decisions.

**DC.48** Assess successful efforts for creating change in Washington, DC, and evaluate the efficacy of methods for achieving change in the District.

**DC.49** Evaluate the credibility of online sources and claims about contemporary political and social issues in Washington, DC using strategies like lateral reading.

**DC.50** Compare multiple accounts from different news or media sources about an issue of concern, with attention to the credibility and perspective of each account.

**DC.51** Evaluate the current challenges and opportunities facing Washingtonians, and propose a solution for District residents.

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