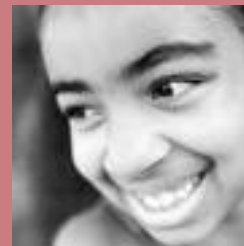


DISTRICT OF COLUMBIA

Social Studies
Pre-K through Grade 12 Standards



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INTRODUCTION

The social studies and history standards provide teachers and curriculum coordinators with a summary of what history and social science content should be taught from grade to grade, prekindergarten through high school. Adapted from the highly rated California and Massachusetts curriculum frameworks, the standards incorporate the comments and suggestions of area teachers and administrators. The requirements strike a balance between U.S. and world history, as well as among the many disciplines of the social sciences.

The learning standards outline what learners of social science and history should know and demonstrate by the end of each grade or course. They detail the knowledge of history, geography, economics, and politics and government that students are expected to acquire at a particular grade level.¹

The Organization of the Document

The learning standards for U.S. and world history are grouped in time periods commonly accepted by historians. We have selected essential topics that build a chronologically organized history and establish social science knowledge to set standards that can be taught and mastered within a specific time frame. We encourage teachers to elaborate on the content outlined here, to add topics they feel are important, and to organize material thematically. They also are encouraged to enrich the classroom experience by incorporating current events and issues that have a significant relationship to important historical themes or events under study.

These standards integrate the four major disciplines of history, geography, economics, and politics and government. They are not presented in separate strands, although grade 6 focuses on geography and grade 12 focuses on government, including U.S. and Washington, DC, governments. A coding system has been used throughout the document to indicate the disciplinary content stressed in a standard that details U.S. or world history. These include the principal disciplines of geography (G), economics (E), and politics and government (P); the characteristics of religious thought and ideas (R); and the social impact of events (S), military action (M), and intellectual thought (I) that have advanced civilizations.

GUIDING PHILOSOPHIES²

As Americans, our cultural heritage is diverse and provides us with boundless sources of vitality and pride. As citizens and residents of the United States, our political heritage is a shared vision of a life of liberty, justice, and equality as expressed over two centuries ago in the Declaration of Independence, the U.S. Constitution, and *The Federalist Papers*.

Critical to the preservation of America's republican form of government is the study and understanding of our nation's founding principles. Devotion to human dignity and freedom, equal rights, justice, the rule of law, civility and truth, tolerance of diversity, mutual assistance, personal and civic responsibility, self-restraint, and self-respect must be taught, learned, and practiced. They are qualities that should not be taken for granted or regarded as merely one set of options against which any other may be accepted as equally worthy.

Citizens in our society need to understand the current condition of the world and how it got that way and be prepared to act on challenges as they confront us. What are the roots of our current dangers and of the choices before us? For intelligent citizenship, we need a thorough grasp of the daily workings of our own society, as well as of the societies of our friends and our adversaries in the world.

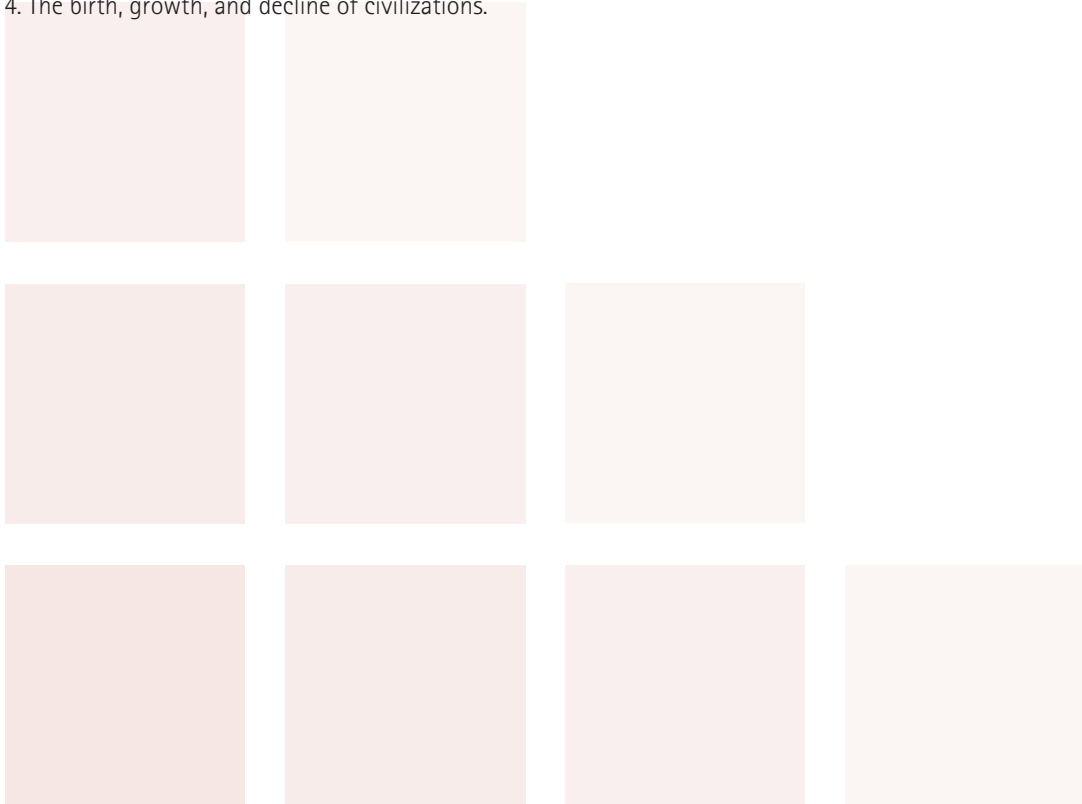
The kind of critical thinking we wish to encourage in the DC Public Schools rests on a solid base of factual knowledge. The central ideas, events, people, and works that have shaped our world, for good or ill, are critical for our students to remember and understand. In addition, the standards necessitate that students acquire a firm grasp of reasoning and practice in inquiry and research. Students must learn how to frame and test hypotheses, distinguish logical from faulty reasoning, frame reasoned options and arguments, and grasp reflective thinking and evaluation.

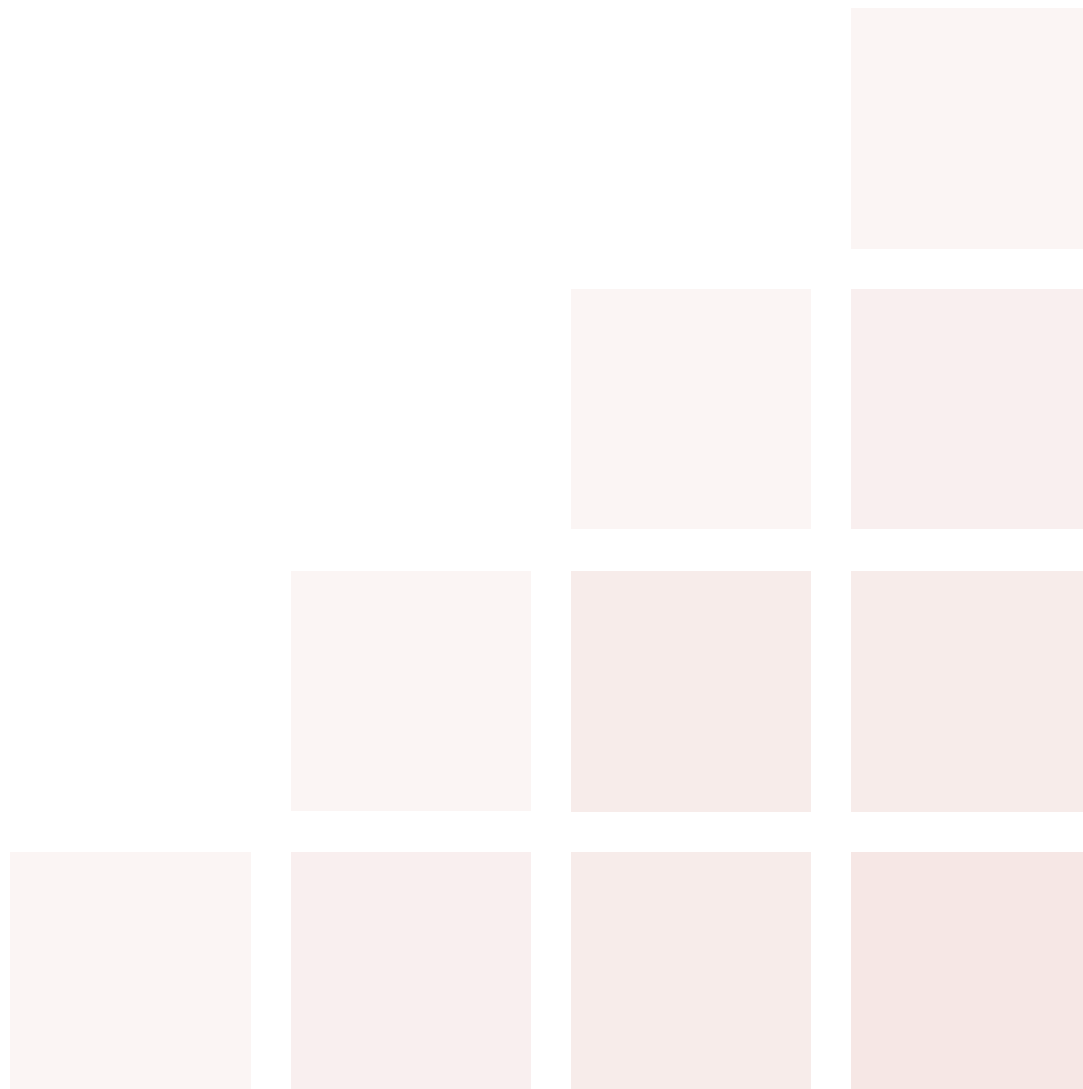
Teachers reading this document for the first time may be struck by the vast content and variety of material covered. These standards illustrate the larger significance of history and geography: great discoveries, conflicts, and ideas in the human past that have shaped who we are and what is happening today; the ironies and surprises of history; the great tragedies and achievements of human experience. Students explore how people in other times and places grappled with fundamental questions of truth, justice, and personal responsibility. They also grow to understand that ideas have consequences, and they realize that events are shaped by the ideas and the actions of individuals, the systems and structures of human societies and cultures, and the opportunities and constraints offered by the environmental systems within which human activity occurs. The historical drama is illuminated through an examination of more complex themes and concepts arising from past events, such as those listed on the next page.

¹ Many sample names and events are included in parentheses throughout the document. These serve as suggestions to teachers of content that is well suited to exemplify the standard.

² Excerpted and adapted from the Massachusetts Curriculum Framework.

1. The evolution of the concepts of personal freedom, individual responsibility, and respect for human dignity over time.
2. The struggles that men and women have faced in overcoming political oppression, economic exploitation, religious persecution, and racial injustice.
3. The growth and impact of centralized state power through time.
4. The birth, growth, and decline of civilizations.
5. The influence of economic, political, religious, and cultural ideas as human societies move beyond regional, national, or geographic boundaries.
6. The historical patterns and relationships within and among world nations, continents, and regions – economic competition and interdependence; age-old ethnic, racial, and religious enmities; political and military alliances; peacemaking and war making – that serve as a backdrop to and explain contemporary policy alternatives with national and worldwide implications.
7. The effects of geography on the history of civilizations and nations.
8. The effects of the interactions between humans and the environment through the ages.
9. The growth and spread of free markets and industrial economies.
10. The development of scientific reasoning, technology, and formal education over time and their effect on people's health, standards of living, economic growth, government, religious beliefs, communal life, and the environment.





PEOPLE AND HOW THEY LIVE

Prekindergarten

PEOPLE AND HOW THEY LIVE

PK.1. Children demonstrate a sense of self within the context of family.

1. Demonstrate knowledge of personal information (e.g., name, birth date, gender, and phone number). (Points to cubby and says, "There's my name ... Derrick." Enters block area and says, "I'm a girl, but I can play here, too.")
2. Identify family members and recognize that families vary. (Points to drawing of family and says, "That's my mommy, that's my daddy, that's my baby sister, and that's me." Looks at photos of families and says, "You have lots of people in your family, but there's just me and my mommy in mine.")
3. Recognize the roles within the home. (Draws a picture of grandmother preparing dinner. While putting away blocks, says: "I have to put away my toys at home before we eat supper.")

PK.2. Children develop an understanding of self within the context of community.

1. Begin to demonstrate respect for others, cooperation, and fairness. (Listens to others during class discussions. Helps classmate sponge the tables after lunch.)
2. Describe or represent their home and other homes in their neighborhood. (Says, "Lots of people live in my apartment building." Comments, "The houses on my street are big with bricks on the outside.")
3. Participate in group goals and planning. (Participates in morning meeting and sets activities for the day. Makes plans with other children about what they will do when they go outside.)
4. Describe how people affect their environment in ways that are negative (litter and pollution) and positive (recycling and planting trees). (Says, "That paper on our playground makes it yucky. I'll pick it up." Asks, "Can we plant some flowers out here so it can be pretty?")

PK.3. Children begin to notice and acknowledge diversity.

1. Begin to identify similarities and differences among people (e.g., gender, race, culture, language, and abilities). (Remarks, "My hair is brown like yours, but yours is curly and mine is straight." Asks, "Do your glasses help you see better?")
2. Demonstrate an emerging respect for culture and ethnicity. (Will learn some words of another language. Tastes a snack that a classmate from another culture brings to school.)
3. Demonstrate emerging awareness and respect for abilities. (Listens to a story about a child with a disability. Includes children with disabilities in play.)

ECONOMICS

PK.4. Children develop a basic understanding of economic concepts.

1. Discuss or dramatize different jobs of people in their community, and demonstrate awareness of their responsibilities. (After studying a picture of a firefighter in a book, comments, "A firefighter came because there was smoke in the kitchen next door." Pretends to be a doctor and says, "Your baby is sick. I need to give her a shot.")
2. Demonstrate understanding of beginning concepts of buying, selling, and trading. (Uses play money to buy groceries in dramatic play area. Sets up toy store and asks teacher how to write a for sale sign.)

Prekindergarten

TIME, CONTINUITY, AND CHANGE

PK.5. Children begin to understand how people and things change over time.

1. Demonstrate understanding that time and the passage of time can be measured. (Looks at the sand timer and says, "Hurry, hurry. Cleanup time is almost over." Points to clock in dramatic play area and says, "Time to wake up and go to school!")
2. Distinguish the difference between past, present, and future events. (Recalls that yesterday a fire truck came to the school. States, "Tomorrow is my birthday.")
3. Demonstrate awareness of changes over time. (Says, "My grandma used to walk with a cane; now she's in a wheelchair." Says, "My mama had to buy me new shoes because my feet keep getting bigger and bigger.")
4. Know and follow the established routines of the day. (Turns over the hourglass with sand to see if he can clean up before the sand empties into the next chamber. Makes statements such as, "This afternoon we're all going for a walk to the library.")
5. Track and talk about changes that take place in their families. (Tells the class about the new baby in the family. Says, "I was once a baby, but now I'm a big girl and I go to school.")

GEOGRAPHY

PK.6. Children begin to understand basic geographic concepts.

1. Identify geographic features of their immediate surroundings (e.g., rivers, hills, wetlands, and streams). (Creates a river using sand and water and says, "This river is just like the one we go over near my house." Says, "I get tired running up this hill.")
2. Begin to learn personal geographic information (e.g., street address, neighborhood, city, and country). (Dials toy phone and says, "Quick, doctor, come to 2331, 45th Place, NE. My baby is sick." Comments, "I live in Washington, DC.")
3. Demonstrate understanding that maps are tools to help us find where we are and where we are going. (Scribbles a map and uses it on the playground to find a buried treasure. Plays with maps and refers to one on a pretend trip.)
4. Demonstrate understanding of how people, things, and ideas move from one place to another. (Comments, "I rode the Metro to school today." Shares, "The mailman brought me a present from my Grandma. She lives far, far away.")

CIVIC VALUES AND HISTORICAL THINKING

PK.7. Children begin to learn the basic civic and democratic principles.

1. Demonstrate appropriate social interactions that include sharing, compromise, and respect for others. (Participates in group activities. Shares toys with classmates.)
2. Make choices and decisions. (Chooses which center he will work in. Participates in creating classroom rules.)
3. Demonstrate an understanding of rules and the purposes they serve. (Cautions others on the slide, "Go down feet first or you'll get hurt." Says, "I put my name on the sign-up sheet to get a turn at the computer.")
4. Identify symbols and practices identified with the United States. (Recognizes the American flag. Says, "I saw the president on TV; he was visiting a school in Washington, DC.")

LIVING, LEARNING, AND WORKING TOGETHER

Kindergarten

GEOGRAPHY

- K.1.** Students demonstrate an understanding of the concept of location.
1. Identify words and phrases that indicate location and direction (e.g., up, down, near, far, left, right, straight, back, behind, and in front of). (G)
 2. Demonstrate familiarity with what a map is and what a globe is. (G)
 3. Identify the student's street address, city, and the United States as the country in which he or she lives. (G)
 4. Identify the name of the student's school and the ward in which it is located. (G)
 5. Identify the location and features of places in the immediate neighborhood of the student's home or school. (G)

HISTORICAL THINKING

- K.2.** Students describe the way people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, and having fun). (S)
- K.3.** Students place familiar events in order of occurrence.
1. Identify days of the week and months of the year.
 2. Locate events on a calendar, including birthdays, holidays, cultural events, and school events.

CIVIC VALUES

- K.4.** Students identify and describe the events or people celebrated during U.S. national holidays and why Americans celebrate them (e.g., DC Emancipation Day, Columbus Day, Independence Day, Martin Luther King Jr. Day, Presidents' Day, Thanksgiving Day, and Flag Day). (P)
- K.5.** Students identify important American symbols such as the American flag and its colors and shapes, the bald eagle, the Statue of Liberty, and the words of the Pledge of Allegiance. (P)
- K.6.** Students retell stories that illustrate honesty, courage, friendship, respect, responsibility, and the wise or judicious exercise of authority, and they explain how the stories show these qualities.
1. Distinguish between fictional characters and real people in the school, the community, the nation, or internationally who are or were good leaders and good citizens, and explain the qualities that made them admirable (e.g., honesty, dependability, modesty, trustworthiness, or courageousness). (P, S)
 2. Identify family or community members who promote the welfare and safety of children and adults. (P, S)

Kindergarten

PERSONAL AND FAMILY ECONOMICS

K.7. Students describe the way families produce, consume, and exchange goods and services in their community.

1. Understand different kinds of jobs that people do, including the work they do at home. (E)
2. Tell why people work. (E)
3. Identify what people buy with the money they earn. (E)
4. Understand how family members, friends, or acquaintances use money directly or indirectly (e.g., credit card or check) to buy things they want. (E)
5. Identify words that relate to work (e.g., *jobs, money, buying, and selling*). (E)

(G) = geography
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TRUE STORIES AND FOLKTALES FROM AMERICA AND AROUND THE WORLD

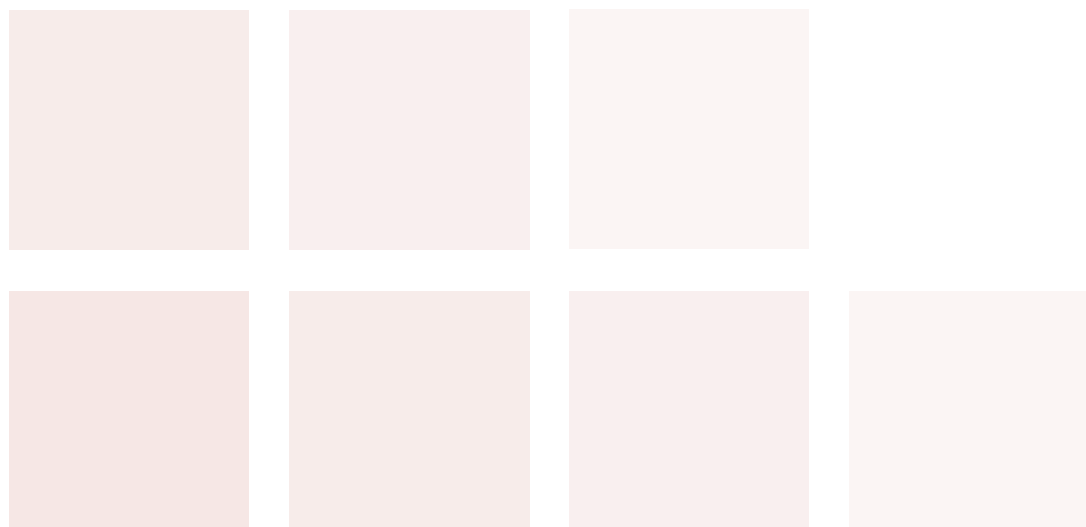
Grade 1

GEOGRAPHY

- 1.1.** Students interpret maps, including the use of map elements to organize information about places and environment.
1. Locate cardinal directions (e.g., north, east, south, and west) and apply them to maps and globes. (G)
 2. Plan a safe walking route from home to school. (G)
 3. Locate Washington, DC, on a map. (G)
 4. Label the continents, oceans, and major mountain ranges on a map. (G)

CIVIC VALUES

- 1.2.** Students identify and describe the symbols, icons, songs, and traditions of the United States that exemplify cherished ideals and provide continuity and a sense of community across time.
1. Understand when and why we celebrate Labor Day, Columbus Day, Veterans Day, Thanksgiving Day, Martin Luther King Jr. Day, Presidents' Day, DC Emancipation Day, Memorial Day, Flag Day, and Independence Day. (P)
 2. State the meaning of U.S. national symbols, such as the American flag, bald eagle, White House, and Statue of Liberty. (P)
 3. Recite the Pledge of Allegiance and national songs (e.g., "America the Beautiful," "My Country, 'tis of Thee," "God Bless America," "Lift Every Voice and Sing," and "The Star-Spangled Banner") and explain the general ideas expressed in the lyrics. (P)
 4. Describe the meaning of words associated with civic values, such as *fairness*, *responsibility*, and *rules*. (P)
- 1.3.** Students identify the current president of the United States, describe what presidents do, and explain that they are elected by the people. (P)



Grade 1

EARLIEST PEOPLE AND CIVILIZATIONS OF THE AMERICAS

1.4. Students describe the characteristics of the Maya, Inca, and Aztec civilizations.

1. Identify how their locations and climate affected their economies and trade systems. (G, E)
2. Compare the roles of people in each society, including their class structures and religious traditions. (R, S)
3. Explain their artistic and oral traditions, and their development of writing systems and calendars. (S, I)
4. Describe the inventions and advances in astronomy, mathematics, and architecture. (I)
5. Compare the daily lives of common people in these societies to those of people in other places (e.g., the indigenous peoples of North America and the Caribbean, or other native groups in Mesoamerica itself), with a special emphasis on each group's manipulation of the natural environment. (G, S, E)

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LIVING, LEARNING, AND WORKING NOW AND LONG AGO

Grade 2

GEOGRAPHY

2.1. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations.

1. Understand how maps and globes depict geographical information in different ways. (G)
2. Locate the continents, regions, or countries from which students, parents, guardians, grandparents, or other relatives or ancestors came to Washington, DC. (G)
3. Identify the location and significance of well-known sites, events, or landmarks in different countries and regions from which Washington, DC, students' families hail. (G)
4. Explain the human characteristics of places, including houses, schools, communities, neighborhoods, and businesses. (G)

CIVIC VALUES

2.2. Students describe the rights and responsibilities of citizenship.

1. Identify the rights and responsibilities that students have in the school as citizens and members of the school community (e.g., right to vote in a class election, responsibility to follow school rules, responsibility not to harm one another, and responsibility to respect each other's feelings). (P)
2. Understand how one becomes an American citizen (e.g., by birth or naturalization). (P)
3. Define the meaning of words associated with good citizenship (e.g., *politeness, achievement, courage, honesty, and reliability*). (P)

2.3. Students explain governmental institutions and practices in the United States and other countries.

1. Explain the development and consequences of school and classroom rules. (P)
2. Explain how human beings went from developing rules for small groups to developing rules for larger and larger groups, including nations and states, then global communities.
3. Understand how the United States makes laws, determines whether laws have been violated, and the consequences for such laws. (P)
4. Identify ways in which groups and nations interact with one another to try to resolve problems (e.g., trade and treaties). (P)

2.4. Students understand the importance of individual action and character, and they explain, from examining biographies, how people who have acted righteously have made a difference in others' lives and have achieved the status of heroes in the remote and recent past. (P, S)

Teachers are free to choose whatever biographies they wish. Here are some suggestions:

Neil Armstrong, Joan Baez, Benjamin Banneker, Sitting Bull, Luisa Capetillo, Cesar Chavez, Linda Chávez, Roberto Clemente, France Anne Córdova, Frederick Douglass, Thomas Edison, Albert Einstein, Juan Carlos Finlay, Bill Gates, Alberto Gonzales, Dolores Huerta, Daniel Inouye, Abraham Lincoln, Thurgood Marshall, Cecilia Muñoz, Rosa Parks, Louis Pasteur, Colin Powell, Sally Ride, Jackie Robinson, Sacagawea, Jonas Salk, Harriet Beecher Stowe, Clarence Thomas, Harriet Tubman, Booker T. Washington, Walter Washington, Ida B. Wells, and the Wright brothers.

Grade 2

CIVIC VALUES *(continued)*

2.5. Students describe the human characteristics of familiar places and varied backgrounds of U.S. citizens and residents in those places.

1. Distinguish traditional food, customs, sports and games, and music from other countries that can be found in the United States today. (P, S)
2. Describe beliefs, customs, ceremonies, and traditions of the varied cultures, drawing from folklore. (P, S)
3. Explain the ways in which we are all part of the same community, sharing principles, goals, and traditions despite varied ancestry (*e pluribus unum*). (P, S)
4. Understand the significance of the Statue of Liberty and how many people have come to the United States, and continue to come here, from all around the world. (I, P, S)

2.6. Students describe the North American landscape, indigenous adaptations to it, and modifications of it.

1. Explain the differences between native groups in different parts of North America. (S)
2. Describe how their organization corresponded to the environment. (G, S)
3. Reconstruct the daily life of a person in several native societies. (E, S)

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Kindergarten through Grade 2 Historical and Social Sciences Analysis Skills

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

CHRONOLOGY AND CAUSE AND EFFECT

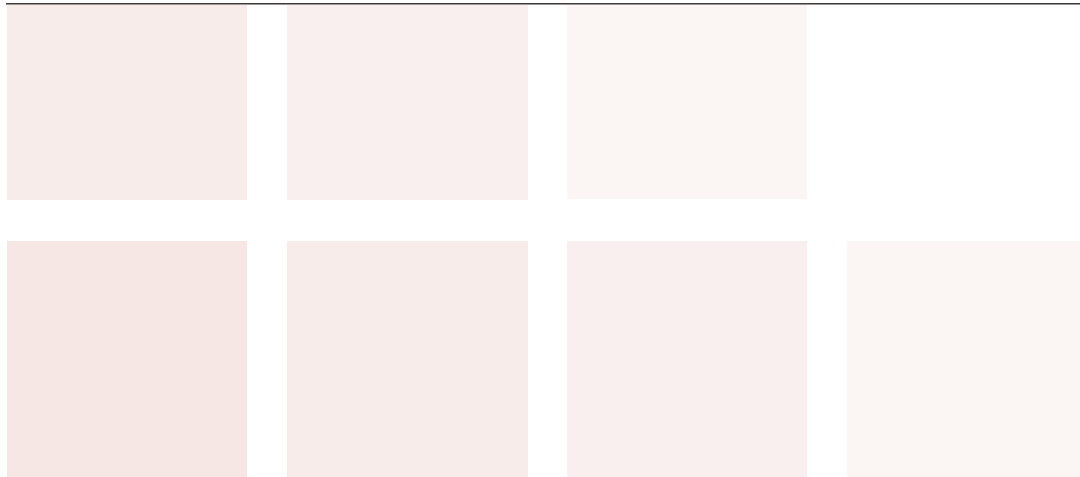
1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context.
2. Students correctly apply terms related to time (e.g., *past, present, future, years, decades, centuries, millennia, epochs, and generations*).

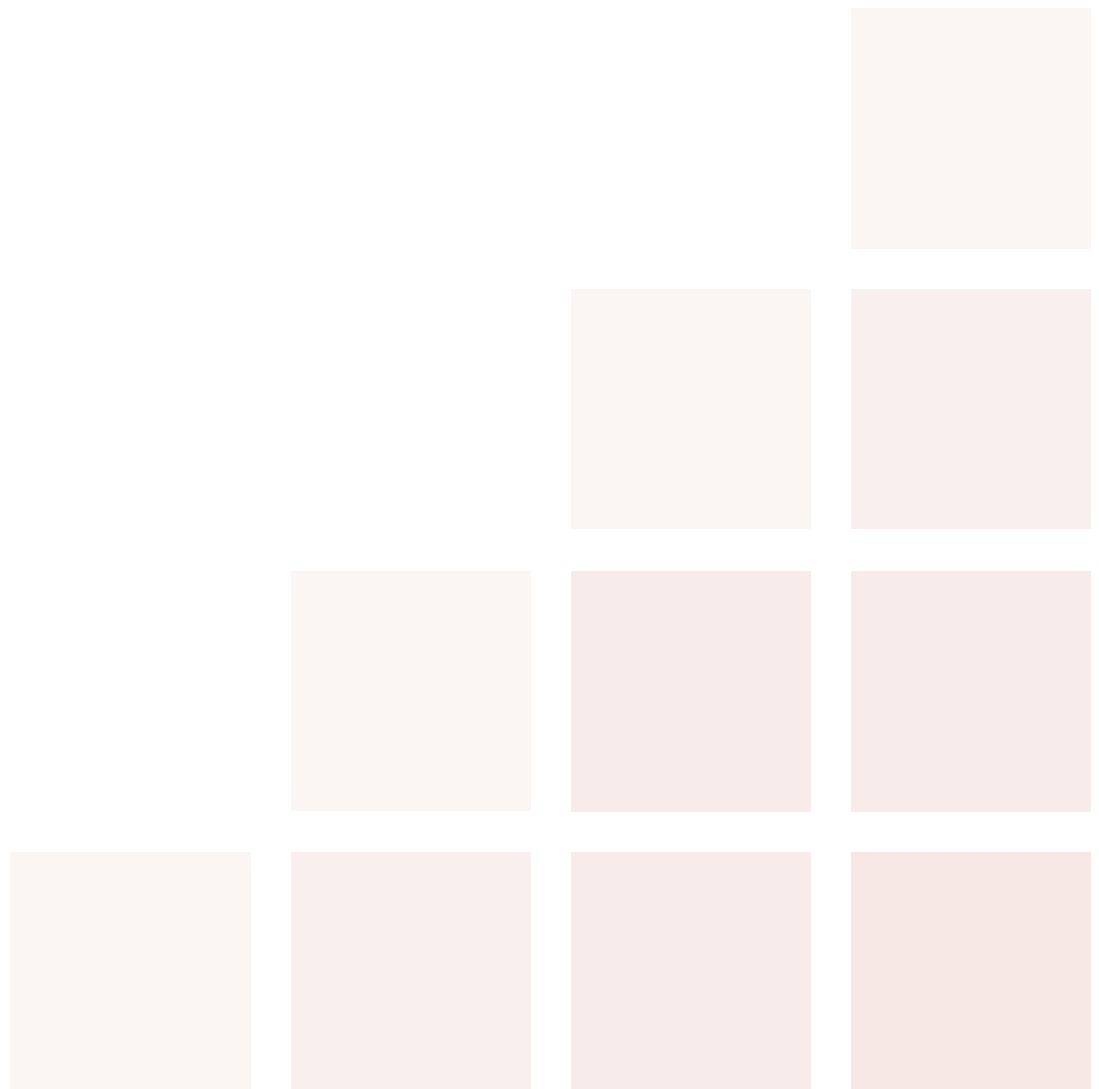
GEOGRAPHIC SKILLS

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

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

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





GEOGRAPHY AND HISTORY OF THE DISTRICT OF COLUMBIA

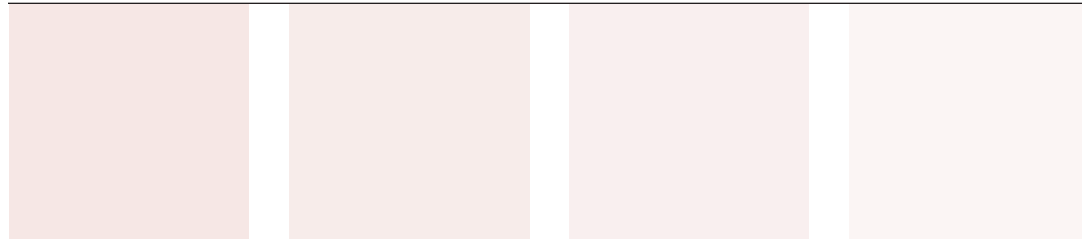
Grade 3

GEOGRAPHY OF DC

- 3.1.** Students use cardinal directions, map scales, legends, and titles to locate places on contemporary maps of Washington, DC, and the local community.
1. Compare and contrast the differences between a contemporary map of Washington, DC, and maps of this area at the end of the 18th and 19th centuries. (G)
 2. Identify and locate major physical features and natural characteristics (e.g., bodies of water, land forms, natural resources, and weather) in Washington, DC. (G)
 3. Identify and locate major monuments and historical sites in and around Washington, DC (e.g., the Jefferson and Lincoln memorials, Smithsonian museums, Library of Congress, White House, Capitol, Washington Monument, National Archives, Arlington National Cemetery, African American Civil War Museum, Anacostia Museum, Vietnam Veterans Memorial, Iwo Jima Memorial, Frederick Douglass House, Mary McCleod Bethune House, Wilson Building, and Mount Vernon). (G, P)
 4. Describe the various types of communities within the city (e.g., Chinatown, Foggy Bottom, Adams Morgan, Anacostia, and Georgetown), beginning with the community in which the elementary school is located. (G, S)
 5. Describe the ways in which people have used and modified resources in the local region (e.g., building roads, bridges, and cities, and raising crops). (G, S)
 6. Explain how people depend on the physical environment and its natural resources to satisfy their basic needs. (G, S)

GOVERNMENT OF DC

- 3.2.** Students understand the basic structure of the Washington, DC, government.
1. Describe its duties, organizational structures, and functions. (P)
 2. Explain why it is necessary for communities to have governments (e.g., governments provide order and protect rights). (P)
 3. Identify the different ways people in a community can influence their local government (e.g., by voting, running for office, testifying at hearings, or participating in meetings).
 4. Describe the distinctions between local, state, and national government. (P)
 5. Identify the representative leaders in Washington, DC, and neighboring states. (P)



Grade 3

ECONOMY OF THE LOCAL REGION

- 3.3.** Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.
1. Outline the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. (G, E)
 2. Explain what a tax is and the purposes for taxes, and with the help of their teachers and parents, provide examples of different kinds of taxes (e.g., property, sales, and income taxes). (E)
 3. Describe the specialization in jobs and businesses and provide examples of specialized businesses in the community. (E)
 4. Define what bartering is (e.g., trading baseball cards with each other) and how money makes it easier for people to get things they want. (E)
 5. Identify ways in which Washington, DC, meets the economic needs of its citizens (e.g., housing, jobs, health, transportation, and recreation). (E, S)

HISTORY OF DC (18TH–20TH CENTURIES)

- 3.4.** Emphasizing the most significant differences, students describe Washington, DC, at the end of the 18th, 19th, and 20th centuries.
1. Compare and contrast how people in the past met their needs in different ways (e.g., hunting and gathering, subsistence agriculture, barter, commerce, and manufacturing). (E)
 2. Construct a chronological explanation of key people and events that were important in shaping the character of Washington, DC, during the 18th, 19th, and 20th centuries. (H, P, S)
 3. Understand the unique nature of Washington, DC, as the nation’s capital, a multicultural urban city, and the jurisdiction that provides the state and local government for its residents. (P, S)
 4. Explain how Washington, DC, was selected and named as our capital city. (P,S)
 5. Identify and research outstanding statements of moral and civic principles made in Washington, DC, as well as the leaders who delivered them, that contributed to the struggle to extend equal rights to all Americans (e.g., Lincoln and his second inaugural address, Frederick Douglass and his speech against lynching at the Metropolitan AME Church, Martin Luther King Jr. and his speeches at the Lincoln Memorial in 1957 and 1963, and Rodolfo “Corky” Gonzales at the Poor People’s March). (P)
- 3.5.** Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land. (G, P)

- (G) = geography
- (E) = economics
- (P) = politics and government
- (R) = religious thought and ideas
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- (M) = military action
- (I) = intellectual thought

U.S. HISTORY AND GEOGRAPHY: MAKING A NEW NATION

Grade 4

THE LAND AND PEOPLE BEFORE EUROPEAN EXPLORATION

- 4.1.** Students describe the different peoples, with different languages and ways of life, that eventually spread out over the North and South American continents and the Caribbean Basin, from Asia to North America (the Bering Strait) (e.g., Inuits, Anasazi, Mound Builders, and the Caribs). (G)
- 4.2.** Students describe the legacy and cultures of the major indigenous settlements, including the cliff dwellers and pueblo people of the desert Southwest, the triple alliance empire of the Yucatan Peninsula, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi.
1. Identify how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils. (G)
 2. Describe systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments. (P)
 3. Describe religious beliefs, customs, and various folklore traditions. (R)
 4. Explain their varied economies and trade networks. (E)

AGE OF EXPLORATION (15TH–16TH CENTURIES)

- 4.3.** Students trace the routes of early explorers and describe the early explorations of the Americas.
1. Compare maps of the modern world with historical maps of the world before the Age of Exploration. (G)
 2. Locate and explain the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe. (G)
 3. Locate the North, Central, Caribbean, and South American land claimed by European countries. (G)
 4. Describe the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world (e.g., the Spanish Reconquista, the Protestant Reformation, and the Counter-Reformation). (G)
 5. Identify the entrepreneurial characteristics of early explorers (e.g., Christopher Columbus, Francisco Vázquez de Coronado) and the technological developments that made sea exploration by latitude and longitude possible, including the exchange of technology and ideas with Asia and Africa. (G, E)
 6. Analyze the impact of exploration and settlement on the indigenous peoples and the environment (e.g., military campaigns, spread of disease, and European agricultural practices). (S)
- 4.4.** Students identify the six different countries (France, Spain, Portugal, England, Russia, and the Netherlands) that influenced different regions of the present United States at the time the New World was being explored, and describe how their influence can be traced to place names, architectural features, and language. (G)

Grade 4

AGE OF EXPLORATION (15TH–16TH CENTURIES) *(continued)*

- 4.5.** Students describe the productive resources and market relationships that existed in early America.
1. Describe the economic activities within and among Native American cultures prior to contact with Europeans. (G, E)
 2. Identify how the colonial and early American economy exhibited these characteristics. (G, E)
 3. Understand the development of technology and the impact of major inventions on business productivity during the early development of the United States. (E, I)

SETTLING THE COLONIES TO THE 1700S

- 4.6.** Students describe the cooperation and conflict that existed among the Native Americans and between the Indian nations and the new settlers.
1. Describe the competition between European nations for control of North America. (G)
 2. Understand the major ways Native Americans and colonists used the land, adapted to it, and changed the environment. (G)
 3. Compare and contrast the differing views on ownership or use of land and the conflicts between them (e.g., the Pequot and King Philip's Wars in New England). (G, M)
 4. Explain the cooperation that existed between the colonists and Native Americans during the 1600s and 1700s (e.g., fur trade, military alliances, treaties, and cultural interchanges). (G, P)
 5. Describe the conflicts between Indian nations, including the competing claims for control of land (e.g., actions of the Iroquois, Huron, and Lakota). (G, P, M)
 6. Identify the influence and achievements of significant leaders of the time (e.g., John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah). (P)
 7. Explain the alliances between Native Americans and Africans in resistance to European colonialism and enslavement, emphasizing the Seminole nation and the Seminole Wars.
 8. Explain the role of broken treaties and massacres and the factors that led to the Native Americans' defeat, including the resistance of Native American nations to encroachment and assimilation. (P, M, S)
- 4.7.** Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
1. Locate and identify the first 13 colonies and explain how their location and natural environment influenced their development. (G)
 2. Explain the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) when reviewing the settlement patterns of colonists. (G, E)
 3. Identify major leaders and groups responsible for the founding of the original colonies in North America and the reasons for their founding (e.g., Lord Baltimore, Maryland; John Smith, Virginia; Roger Williams, Rhode Island; and John Winthrop, Massachusetts). (P)

(continued)

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Grade 4

SETTLING THE COLONIES TO THE 1700S *(continued)*

- 4.7.** Students understand the political, religious, social, and economic institutions that evolved in the colonial era.
4. Understand the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings. (P)
 5. Contrast these democratic ideals and practices with the presence of enslavement in all colonies and the attempts by Africans in the Virginia, Pennsylvania, and New England colonies to petition for freedom. (P)
 6. Outline the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania). (R)
 7. Explain various reasons why people came to the colonies, including how both whites from Europe and blacks from Africa came to America as indentured servants who were released at the end of their indentures. (G, S)
 8. Describe how Africans in the Caribbean and North America exchanged information about their various cultures to begin to create the foundation for an African American identity. (S)
 9. Describe how Africans in North America drew upon their African past and upon selected European (and sometimes Native American) customs and values to develop a distinctive African American culture. (S)
 10. Explain how the British colonial period created the basis for the development of political self-government and a free-market economic system. (P, E)
 11. Analyze the impact of the European presence on Native American life (e.g., religious practices, land use, political structures, health and health systems). (R, P, E, S)

THE WAR FOR INDEPENDENCE (1760–1789)

- 4.8.** Students explain the causes of the American Revolution.
1. Explain the effects of transportation and communication on American independence (e.g., long travel time to England fostered local economic independence, and regional identities developed in the colonies through regular communication).
 2. Explain how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, and Coercive Acts). (P, R, E)
 3. Describe the significance of the First and Second Continental Congresses and of the Committees of Correspondence. (P)
 4. Identify the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain. (P)
 5. Identify the views, lives, and influences of key leaders during this period (e.g., King George III, Patrick Henry, Alexander Hamilton, Thomas Jefferson, George Washington, Benjamin Franklin, and John Adams). (P)

Grade 4

THE WAR FOR INDEPENDENCE (1760–1789) *(continued)*

4.9. Students describe the course and consequences of the American Revolution.

1. Locate and identify the major military battles, campaigns, and turning points of the Revolutionary War. (G, M)
2. Understand the roles of the American and British leaders, and the Indian leaders' alliances on both sides. (P)
3. Understand the roles of African Americans, including their alliances on both sides (especially the case of Lord Dunmore's Proclamation and its impact on the war).
4. Identify the contributions of France, Spain, the Netherlands, and Russia, as well as certain individuals to the outcome of the Revolution (e.g., the Marquis Marie Joseph de Lafayette, Tadeusz Kosciuszko, and Baron Friedrich Wilhelm von Steuben). (P, M)
5. Describe the significance of land policies developed under the Continental Congress (e.g., sale of western lands and the Northwest Ordinance of 1787) and those policies' impact on American Indians' land. (G, P)
6. Explain how the ideals set forth in the Declaration of Independence changed the way people viewed slavery. (P, S)
7. Describe the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Phillis Wheatley, and Mercy Otis Warren). (S, E)
8. Analyze the personal impact and economic hardship of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering. (S, E)

4.10. Students describe the people and events associated with the development of the U.S. Constitution.

1. Describe the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the Bill of Rights. (P)
2. Describe the direct and indirect (or enabling) statements of the conditions on slavery in the Constitution and their impact on the emerging U.S. nation-state.
3. Describe how the Constitution is designed to secure our liberty by both empowering and limiting central government. (P)
4. Understand the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution. (P)
5. List and interpret the songs that express American ideals (e.g., "America the Beautiful" and "The Star-Spangled Banner"). (P)

4.11. Students compare and contrast 15th-through-18th-century America and the United States of the 21st century with respect to population, settlement, patterns, resource use, transportation systems, human livelihoods, and economic activity. (G, E)

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U.S. HISTORY AND GEOGRAPHY: WESTWARD EXPANSION TO THE PRESENT

Grade 5

THE NEW NATION'S WESTWARD EXPANSION (1790–1860)

- 5.1.** Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s.
1. Describe the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, and steamboats). (G, S)
 2. Describe the enslaved immigrants from Africa from the 1790s through the 1820s and the routes they traveled from disembarkment (e.g., from New Orleans up the Mississippi and westward along the Gulf Coast, from Mobile, Savannah, Charleston, Washington, DC, Baltimore, and Philadelphia, westward, northward, and southward). (G, S)
 3. Describe the process of the “internal slave trade” that saw Africans born in the United States sold into the southernmost states (Mississippi, Alabama, Georgia, and South Carolina) from more Northern states (Virginia, North Carolina, and Maryland).
 4. Name the states and territories that existed in 1850 and their locations and major geographical features (e.g., mountain ranges, principal rivers, and dominant plant regions). (G)
 5. Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., Meriwether Lewis and William Clark, Sacagawea, Zebulon Pike, and John Fremont). (G)
 6. Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest. (G)
 7. Describe the experiences of settlers on the overland trails to the West (e.g., location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails). (G, S, E)
 8. Relate how and when California, Texas, Oregon, and other Western lands became part of the United States, including the significance of the Texas War for Independence and the Mexican–American War. (G, M)
 9. Describe the search for gold in California and how the Gold Rush moved east to places such as Colorado and the Dakotas. (G, S, E)

THE GROWTH OF THE REPUBLIC (1800–1860)

- 5.2.** Students describe the emergence of a fledgling industrial economy.
1. Explain the expansion of the plantation system and slavery as the demand for cotton production grew. (G, S, E)
 2. Describe the mechanization of cleaning cotton with cotton gin/textile industries. (E, I)
 3. Describe how the manufacturing economy supplements agricultural economy. (E)
 4. Explain the emerging urbanization in the North. (G)
 5. Identify the transportation innovations that led to westward settlements. (G, I)
 6. Explain how and why young women and children join the paid labor force. (S, E)

Grade 5

THE GROWTH OF THE REPUBLIC (1800–1860) *(continued)*

- 5.3.** Students describe the rapid growth of slavery in the South after 1800.
1. Describe how Southern colonists slowly altered their attitudes toward Africans, increasingly viewing them as permanent servants or slaves; the harsh conditions of the Middle Passage; the responses of slave families to their condition; and the ongoing struggle between proponents and opponents of slavery. (S)
 2. Describe the contributions of enslaved and free Africans to the economic development of the colonies. (S, E)
 3. Identify the characteristics of slave life and the resistance on plantations and farms across the South. (P, S)
 4. Explain the significance of and consequences ensuing from the abolition of slavery in the Northern states after the Revolution, and of the 1808 law that banned the importation of slaves into the United States. (P, S)
 5. Describe the impact of the cotton gin on the economics and culture of slavery and Southern agriculture. (E, I)
- 5.4.** Students identify prominent people and movements for social justice in the United States, including:
1. Dorothea Dix and her quest for prison reform and help for the mentally ill. (P, S)
 2. Paul Cuffe, Martin Delany and the idea of emigration among African Americans. (P, S)
 3. Horace Mann and public education. (P, S)
 4. Denmark Vesey, Nat Turner, and Gabriel Prosser and their resistance to enslavement.
 5. Prudence Crandall and education for free African Americans. (P, S)
 6. Susan B. Anthony, Sojourner Truth, and Elizabeth Cady Stanton and equality for women. (P, S)
 7. Frederick Douglass, the Grimke sisters, and William Lloyd Garrison and the abolition of slavery. (P, S)
 8. José Martí, Francisco Gonzalo (Pachín) Marín, and Sotero Figueroa and the independence of Cuba and Puerto Rico from Spain. (P, S)

THE CIVIL WAR AND RECONSTRUCTION (1860–1877)

- 5.5.** Students summarize the causes and consequences of the Civil War.
1. Describe the extension of and controversy about slavery into the territories, including popular sovereignty, the Dred Scott decision, and the Kansas-Nebraska Act. (P, S)
 2. Explain the role of abolitionists, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Martin Delany, and John Brown. (P, S)
 3. Describe the emergence of Abraham Lincoln as a national political figure and the secession of Southern states. (P)
 4. Identify Union and Confederate States at the outbreak of the Civil War, Yankees and Rebels (Blue and Gray), and the role of African American troops in the war. (G, P)

(continued)

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Grade 5**THE CIVIL WAR AND RECONSTRUCTION (1860–1877) (continued)**

5.5. Students summarize the causes and consequences of the Civil War.

5. Describe the experience of the war on the battlefield and home front. (M, S)
6. Analyze the rationales for the Emancipation Proclamation and the emancipation of African Americans in Washington, DC. (P, S)

5.6. Students explain the successes and failures of Reconstruction.

1. Describe the physical and economic destruction of the South. (G, E)
2. Describe the assassination of Abraham Lincoln in Washington, DC. (P)
3. Identify the goals and accomplishments of the Freedmen's Bureau. (P)
4. Describe the 13th, 14th, and 15th amendments, as well as African American political and economic progress. (P, E)
5. Analyze the rise of the Ku Klux Klan, black codes, vigilante justice, and Jim Crow laws. (P, E)
6. Analyze the emergence of African American self-help organizations, emigration to all-black towns in the West (e.g., the Exodusters), and the call for reparations by formerly enslaved leaders (e.g., Isaiah Dickerson, Callie House, and the ex-slave pension and mutual relief association). (P, S)

INDUSTRIAL AMERICA (1870–1940)

5.7. Students explain the various causes and consequences of the Second Industrial Revolution.

1. Explain the rapid growth of cities and trans-Atlantic transportation systems. (G, E)
2. Identify sources of new immigration from Southern and Eastern Europe, China, Korea, and Japan, with particular attention to the role that Chinese and Irish laborers played in the development of the Transcontinental Railroad. (G)
3. Locate regional concentrations of Latinos and explain their presence in certain occupational categories (e.g., Mexicans in railroad construction in the Southwest, or Puerto Ricans and Cubans in journalism and related trades in New York City). (E)
4. Analyze the formation of unions. (P, E)
5. Describe the United States as the land of opportunity versus a growing sense of protectionism and nativism. (P, S)
6. Outline child labor and working conditions. (S)
7. Identify major goals of the Progressive Era (e.g., attacking racial discrimination, child labor, big business, and alcohol use). (P, S)
8. List important technological and scientific advances. (E, I)

Grade 5

INDUSTRIAL AMERICA (1870–1940) *(continued)*

- 5.8.** Students describe the nation’s growing role in world affairs.
1. Analyze the Open Door Policy and U.S. expansion into Asia. (P)
 2. Examine Japan and describe the significance of the Gentleman’s Agreement. (P)
 3. Explain the Cuban-Spanish-American War and interventions in Mexico, Central America, and the Caribbean. (P, M)
 4. Explain the participation of African Americans from the 9th and 10th Calvaries (the Buffalo Soldiers and the Smoked Yankees) in the Indian and Cuban-Spanish-American War.
 5. Identify the reasons for American entry into World War I. (P, M)
- 5.9.** Students describe the African American exodus from the segregated rural South to the urbanized North.
1. Describe racial and ethnic tensions and the resurgence of the Ku Klux Klan in the South. (S)
 2. Describe the emergence of the black “intelligentsia” during the Harlem Renaissance (e.g., “U” Street Corridor in Washington, DC; various poets, artists, musicians, and scholars). (S, I)
 3. Analyze the contributions of the Jazz Age. (S, I)
 4. Describe economic opportunities in industrial Northern cities and Washington, DC. (E)
- 5.10.** Students describe what happened during the global depression of the 1930s and how the United States responded.
1. Describe the stock market crash of 1929. (E)
 2. Describe the mass unemployment within the country. (S, E)
 3. Identify the Dust Bowl and the reasons for migration to California. (G, S)
 4. Identify and explain the New Deal programs under FDR. (P)
 5. Analyze increased importance of the federal government in establishing economic and social policies to combat societal problems. (P, S, E)

WORLD WAR II (1939–1945)

- 5.11.** Students describe the main events of World War II and how the Allies prevailed.
1. Describe fascism in Germany and Italy, including Nazism and attacks on Jews, gypsies, and others. (P, S)
 2. Describe the Japanese attack on Pearl Harbor. (G, M, P)
 3. Interpret the important domestic events that took place during the war (e.g., economic growth, internment of Japanese Americans, and changing status of women and African Americans). (S, E)

(continued)

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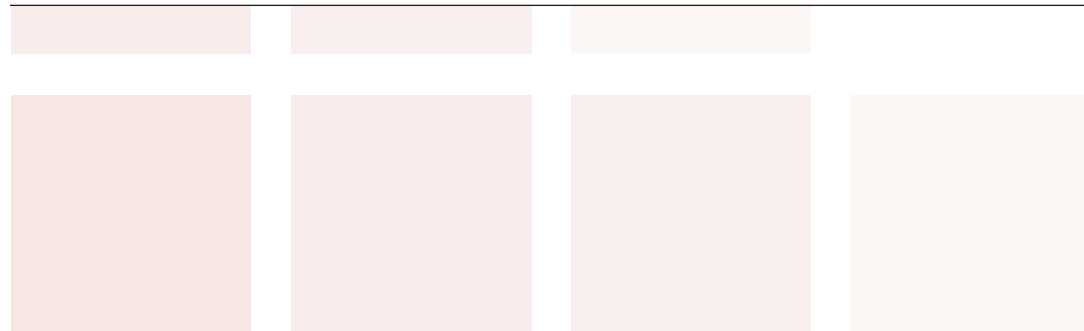
Grade 5

WORLD WAR II (1939–1945) *(continued)*

- 5.11.** Students describe the main events of World War II and how the Allies prevailed.
4. Explain the German surrender and European division of Germany. (G, M, P)
 5. Explain the decision to drop the atom bomb on Japan. (P, M, S)
 6. Describe the purpose of the formation of the United Nations. (P)

ECONOMIC GROWTH AND REFORM IN CONTEMPORARY AMERICA (1945–PRESENT)

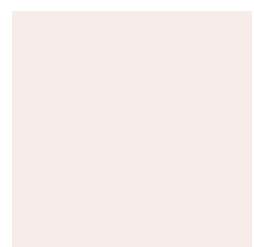
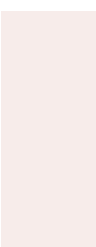
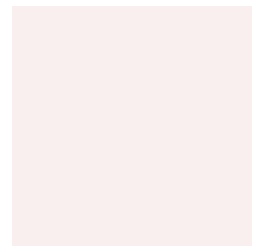
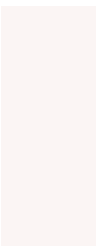
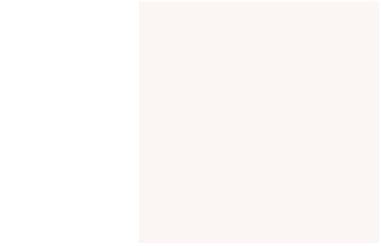
- 5.12.** Use geographic tools to locate and analyze information about people, places, and environments in the United States.
1. Locate the United States, the Atlantic and Pacific oceans, Gulf of Mexico, Mississippi and Rio Grande rivers, the Great Lakes, Hudson Bay, and the Rocky and Appalachian mountain ranges. (G)
 2. Identify the 50 states and their capitals and identify the year that each one became part of the Union. (G)
 3. Locate and identify major geographic regions in the United States (e.g., Northeast, Southeast, and Southwest) and how regional differences in climate, types of farming, populations, and sources of labor shape their economies and societies. (G, E)
 4. Locate and identify the U.S. territorial possessions and their capitals (e.g., Puerto Rico, Guam, and the U.S. Virgin Islands). (G)
 5. Locate and identify the climate, major physical features, and major natural resources in each region. (G)
- 5.13.** Students explain important domestic trends of the 1950s and 1960s.
1. Describe the growth of suburbs and home ownership. (S)
 2. Explain the development of mass media, including television. (S)
 3. Trace the economic growth and declining poverty. (S, E)
 4. Describe the Mexican Bracero program and the unprecedented migration of Puerto Ricans to take part in the invigorated industrial economy. (E,S)



Grade 5

ECONOMIC GROWTH AND REFORM IN CONTEMPORARY AMERICA (1945–PRESENT) *(continued)*

- 5.14.** Students describe the key events and accomplishments of the Civil Rights movement in the United States.
1. Describe the proliferation of the Civil Rights movement of African Americans from the churches of the rural South to the urban North. (G, P)
 2. Explain the role of the National Association for the Advancement of Colored People (NAACP). (P)
 3. Identify key leaders in the struggle to extend equal rights to all Americans through the decades (e.g., Mary McLeod Bethune, Ella Jo Baker, César Chávez, Frederick Douglass, Rodolfo “Corky” Gonzales, Charles Houston, Martin Luther King Jr., Thurgood Marshall, Carlos Montes, Baker Motley, Rosa Parks, Malcolm X, Eleanor Roosevelt, and Reies López Tijerina). (P)
 4. List and describe the steps toward desegregation (e.g., A. Philip Randolph’s proposed 1941 March on Washington, Jackie Robinson and baseball, Truman and the Armed Forces, Adam Clayton Powell and Congress, and the integration of public schools). (P, S)
 5. Explain the women’s rights movement, including differing perspectives on the roles of women. (P, S)
 6. Explain the growth of the African American middle class. (P, E)
- 5.15.** Students describe some of the major economic and social trends of the late 20th century.
1. Describe the environmental movement and the creation of the Environmental Protection Agency. (G, P)
 2. Explain the antiwar and counterculture movements. (S)
 3. Trace the computer and technological revolutions. (S, I)
 4. List key scientific and medical discoveries. (S, I)
 5. Explain the changing family systems and roles of women. (S)
- 5.16.** Students identify major waves of immigration and demographic changes in U.S. history and describe the diverse nature of American people and their contributions to American culture.
1. Identify indigenous peoples in different areas of the country (e.g., Navajo, Seminoles, Sioux, Hawaiians, and Inuit). (G, S)
 2. Describe the lives of African Americans, including an explanation of their early concentration in the South because of slavery, the Great Migration to Northern cities in the 20th century, and ongoing African immigrant groups (e.g., Ethiopians, Nigerians, and Ghanaians), and where they have tended to settle in large numbers. (G, S)
 3. Describe the major European immigrant groups who have come to America, locating their countries of origin, and where they have tended to settle in large numbers (e.g., English, Germans, Italians, Scots, Irish, Jews, Poles, and Scandinavians). (G, S)
 4. Describe the major Asian immigrant groups who have come to America in the 19th and 20th centuries, locating their countries of origin and where they have tended to settle in large numbers in certain regions (e.g., Koreans, Chinese, and Vietnamese). (G, S)
 5. Distinguish between waves of immigrant Latino groups and identify the push and pull factors that stimulated their transnational movement (e.g., Cubans in the 1960s and 1980s; Central Americans in the 1980s; Caribbean peoples, especially Haitians and Dominicans, in the 1990s). (G, S)



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Grades 3 through 5**Historical and Social Sciences Analysis Skills**

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

CHRONOLOGY AND CAUSE AND EFFECT

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

GEOGRAPHIC SKILLS

1. Students use map and globe skills to determine the absolute locations (latitude and longitude) of places, and they interpret information available through a map or globe's legend, scale, and symbolic representations.
2. Students define common map and globe terms, including *continent, country, mountain, valley, ocean, sea, lake, river; cardinal directions, latitude, longitude, north pole, south pole, tropics of Cancer and Capricorn, equator, 360-degree divisions, time zones; elevation, depth, approximate distances in miles, isthmus, strait, peninsula, island, archipelago, 23-and-a-half-degree global tilt, fall line; and compass rose, scale, and legend.*
3. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes), and they analyze how relative advantages or disadvantages can change over time.
4. Students identify the human and physical characteristics of the places they are studying, and they explain how those features form the unique character of those places.
5. Students explain the distributions of cultures in places they study and how they create a cultural landscape.
6. Students describe the factors that influence the location, distribution, and interrelationships of economic activities in different regions.
7. Students trace how changes in technology, transportation, communication, and resources affect the location of economic activities.
8. Students explain the causes and effects of settlement patterns, including the effect of rural-to-urban migrations.
9. Students identify and explain the process of conflict and cooperation (political, economic, religious, etc.) among people in the contemporary world at local, regional, and national levels.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

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

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WORLD GEOGRAPHY AND CULTURES

Grade 6

THE WORLD IN SPATIAL TERMS

- 6.1.** Students use maps, globes, atlases, and other technologies to acquire and process information about people, places, and environments.
1. Demonstrate that, in attempting to represent the round Earth on flat paper, all maps distort.
 2. Explain that maps contain spatial elements of point, line, area, and volume.
 3. Locate cardinal directions, poles, equator, hemispheres, continents, oceans, major mountain ranges, and other major geographical features of the Eastern and Western hemispheres.
 4. Locate major countries of the Eastern and Western hemispheres and principal bodies of water, regions, and mountains.
 5. Explain how latitude affects climates of continents.
 6. Explain the relationship between lines of longitude and time zones.
 7. Locate and define various large regions in the Eastern and Western hemispheres, and divide those regions into smaller regions based on race, language, nationality, or religion.
 8. Ask geographic questions and obtain answers from a variety of sources, such as books, atlases, and other written materials; statistical source material; fieldwork and interviews; remote sensing; word processing; and GIS. Reach conclusions and give oral, written, graphic, and cartographic expression to conclusions.
 9. Give examples of how maps can be used to convey a point of view, so that critical analysis of map sources is essential.
 10. Explain that people develop their own mental maps or personal perceptions of places in the world, that their experiences and culture influence their perceptions, and that these perceptions tend to influence their decision-making.

PLACES AND REGIONS

- 6.2.** Students acquire a framework for thinking geographically, including the location and unique characteristics of places.
1. Name and locate the world's continents, major bodies of water, major mountain ranges, major river systems, major countries, and major cities.
 2. Give examples and analyze ways in which people's changing views of places and regions reflect cultural change.
 3. Explain that the concept of "region" has been devised by people as a way of categorizing, interpreting, and ordering complex information about Earth.
 4. Give examples of critical issues that may be region-specific and others that cross regional boundaries within the United States.
 5. Identify a region where natural disasters occur frequently, and give examples of how international efforts bring aid to this region.

Grade 6

HUMAN SYSTEMS

- 6.3.** Students identify and analyze the human activities that shape Earth’s surface, including population numbers, distribution and growth rates, and cultural factors.
1. Explain key migration patterns and the interrelationships among migration, settlement, population distribution patterns, landforms, and climates (e.g., East Indian-Polynesian).
 2. Explain the concept of population dynamics and, through maps, establish current world patterns of population distribution, density, and growth.
 3. Identify the demographic structure of a population and reasons for variations between places, including developing and developed nations.
 4. Relate population growth rates to health statistics, food supply, or other measures of well-being.
 5. Map the distribution patterns of the world’s major religions, and identify architectural features associated with each.
 6. Describe the effect of religion on world economic development patterns, cultural conflict, and social integration.
 7. Map the distribution pattern of the world’s major languages, and explain the concept of a *lingua franca* (a widely used second language; a language of trade and communication).
 8. Identify the cultural contributions of various ethnic groups in selected world regions and countries, including the United States.
 9. Point out specific situations where human or cultural factors are involved in global conflict and identify different viewpoints in the struggle. Create scenarios under which these cultural factors would no longer trigger conflict.
 10. Identify international organizations of global power and influence (e.g., the North Atlantic Treaty Organization/NATO, the United Nations, the European Union, the African Union, the Association of Southeast Asian Nations/ASEAN, and the Non-Aligned Movement), and form committees to report on the influence and limits to influence of each one.

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Grade 6**ECONOMIC SYSTEMS AND URBANIZATION**

- 6.4.** Students describe rural and urban land use, ways of making a living, cultural patterns, and economic and political systems.
1. Describe the worldwide trend toward urbanization, and graph this trend.
 2. Understand the relationships between changing transportation technologies and increasing urbanization.
 3. Explain that the internal structure of cities varies in different regions of the world, and give examples.
 4. Analyze the changing structure and functions of cities over time.
 5. Map the worldwide occurrence of the three major economic systems: traditional, command, and market. Describe the characteristics of each, and identify influences leading to potential change.
 6. Explain the meaning of the word infrastructure, and analyze its relationship to a country's level of development.
 7. Explain how change in communication and transportation technology is contributing to both cultural convergence and divergence. Explain how places and regions serve as cultural symbols (e.g., Jerusalem as a sacred place for Jews, Christians, and Muslims).
 8. Summarize how cultural norms in a region influence different economic activities of men and women, including literacy, occupations, clothing, and property rights.
 9. Identify patterns of economic activity in terms of primary (growing or extracting), secondary (manufacturing), and tertiary (distributing and services) activities.

PHYSICAL SYSTEMS

- 6.5.** Students acquire a framework for thinking about Earth's physical systems: Earth-sun relationships, climate and related ecosystems, and land forms.
1. Recall and apply knowledge concerning Earth-sun relationships, including "reasons for seasons" and time zones.
 2. Categorize elements of the natural environment as belonging to one of the four components of Earth's physical systems: atmosphere, lithosphere, biosphere, or hydrosphere.
 3. Explain the difference between weather and climate.
 4. Identify and account for the distribution pattern of the world's climates.
 5. Describe distinct patterns of natural vegetation and biodiversity and their relations to world climate patterns.
 6. Integrate understandings concerning the physical processes that shape Earth's surface and result in existing landforms: plate tectonics, mountain building, erosion, and deposition.
 7. Give specific examples, in terms of places where they occur, of the physical processes that shape Earth's surface.
 8. Describe the ways in which Earth's physical processes are dynamic and interactive.

(continued)

Grade 6

PHYSICAL SYSTEMS *(continued)*

- 6.5.** Students acquire a framework for thinking about Earth's physical systems: Earth-sun relationships, climate and related ecosystems, and land forms.
- 9.** Map with precision the occurrence of earthquakes on Earth over a given period (at least several months), and draw conclusions concerning regions of tectonic instability.
 - 10.** Explain the safety measures people can take in the event of an earthquake, tornado, or hurricane, and map the occurrence of each of these natural hazards in the United States over a given period of time.
 - 11.** Use a variety of means to research the sources of different types of pollution in the local community and design measures that can be taken to reduce each type of pollution.

ENVIRONMENT AND SOCIETY

- 6.6.** Students analyze ways in which humans affect and are affected by their physical environment.
- 1.** Identify human-caused threats to the world's environment: atmospheric and surface pollution, deforestation, desertification, salinization, overfishing, urban sprawl, and species extinction.
 - 2.** Identify ways in which occurrences in the natural environment can be a hazard to humans: earthquakes, volcanic eruptions, tornadoes, flooding, hurricanes and cyclones, and lightning-triggered fires.
 - 3.** Analyze the possible consequences of a natural disaster on the local community, and devise plans to cope with, minimize, or mitigate their effect.
 - 4.** Evaluate how and why the ability of Earth to feed its people has changed over time.
 - 5.** Analyze world patterns of resource distribution and utilization, and explain the consequences of use of renewable and nonrenewable resources.
 - 6.** Assess how people's perceptions of their relationship to natural phenomena have changed over time, and analyze how these changing perceptions are reflected in human activity and land use.
 - 7.** Explain and evaluate the relationships between agricultural land uses and the environment (grazing, grain cropping, and tree farming).
 - 8.** Develop policies that are designed to guide the use and management of Earth's resources and that reflect multiple points of view.
 - 9.** Explain why oil – one of the major resources of North Africa, West Africa, and the Middle East – is important to the economic and political stability of the hemisphere and the world.

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WORLD HISTORY AND GEOGRAPHY: ANCIENT WORLD

Grade 7

ERA I: EARLY HUMANKIND AND THE DEVELOPMENT OF HUMAN SOCIETIES

- 7.1.** Students describe current understanding of the origins of modern humans from the Paleolithic Age to the agricultural revolution.
1. Trace the great climatic and environmental changes that shaped the earth and eventually permitted the growth of human life. (G)
 2. Locate human communities that populated the major regions of the world, and identify how humans adapted to a variety of environments. (G)
 3. Explain the evidence supporting hominid origin in East Africa. (G)
 4. Articulate the theoretical basis for modern human evolution that led to migration out of Africa, first to Europe and Asia, and later to the Americas and Australia. (G)
 5. Describe the characteristics of hunter-gatherer societies of the Paleolithic Age (e.g., use of tools and fire, hunting weapons, and typical division of labor by gender). (S, E)
- 7.2.** Describe how the development of agriculture related to village settlement, population growth, and the emergence of civilization (e.g., prehistoric art of the cave of Lascaux, the megalithic ruin of Stonehenge, and the Stone City of Great Zimbabwe). (G)

ERA II: EARLY RIVER CIVILIZATIONS TO 1000 B.C./B.C.E.

- 7.3.** Students analyze the geographic, political, religious, social, and economic structures of Mesopotamia, Egypt, and Kush.
1. Locate and describe the major river systems and the physical settings that supported permanent settlement and early civilizations. (G)
 2. Trace the development of agricultural techniques (e.g., plant cultivation, domestication of animals) that permitted the production of economic surplus and the emergence of cities as centers of culture and power. (G, E)
 3. Identify the location of the Kush civilization and its political, commercial, and cultural relations with Egypt. (G, P, E)
 4. Understand the significance of Hammurabi's Code and the basic principle of justice contained within the code. (P)
 5. Describe the relationship between religion (polytheism) and the social and political order in Mesopotamia and Egypt. (P, R, S)
 6. Understand the significance of Egyptian rulers Amenemhat, Queen Hatshepsut, and Ramses the Great. (P)
 7. Understand the contribution of Egyptian intellectual thought, including the moral teachings of Ptahotep (the Wisdom Texts), contributions in mathematics (Rhind Mathematical Papyrus), and religion (Pyramid texts). (I, R)
 8. Explain the relationship of pharaohs to peasants as a primary form of labor in Egypt. (S, E)
 9. Describe the main features of Egyptian art and monumental architecture, particularly sculptures, such as the Pyramids and Sphinx at Giza. (S, I)
 10. Trace the evolution of language, its written forms (for record keeping, tax collection, and more permanent preservation of ideas), and the invention of papyrus in the early river civilizations. (S, E, I)
 11. Describe the role of Egyptian trade in the eastern Mediterranean and Nile Valley. (E)

Grade 7

ERA II: EARLY RIVER CIVILIZATIONS TO 1000 B.C./B.C.E. *(continued)*

7.4. Students analyze the geographic, political, religious, social, and economic structures of the Indus Valley Civilization.

1. Locate the early civilization of the Indus Valley. (G)
2. Identify the origins of Indus or Harappan civilization in the Indus Valley, and describe how the major river system and the physical setting supported the rise of the civilization. (G)
3. Describe the Vedic hymns and the beginnings of what would later become Hinduism. (R)
4. Describe the development of Sanskrit literature and its relationship to the development of the caste system. (R, I, S)
5. Identify the causes of the decline and collapse of this civilization (the first successive waves of Aryans invade portions of the subcontinent). (G, P, M)

7.5. Students analyze the geographic, political, religious, social, and economic structures in Northern China.

1. Identify the location of the early Chinese agrarian societies that emerged. (G)
2. Describe the importance of the fertile valleys of the Huang He River to the location of early Chinese agricultural societies. (G)
3. Identify the uses and significance of bronze-making technology. (I, E)
4. Describe the government in the Shang Dynasty, the development of social hierarchy and religious institutions, and Zhou political expansion. (P, S, R)
5. Describe the development of a writing system based on ideographs of characters that symbolize conceptual ideas. (I)

7.6. Discuss the origins and characteristics of the Olmecs, the Mother Culture of Mesoamerica.

1. Describe the Olmecs' highly developed agricultural system. (G, E)
2. Explain its complex society that is governed by kings and priests with impressive ceremonial centers and artworks. (P, I)
3. Describe the creation of syllabic and hieroglyphic writing systems and an accurate calendar. (I)
4. Explain the religious traditions, including the worship of gods, goddesses, and Shamanistic rituals. (R)
5. Describe characteristics of the Olmec architecture, sculpture, and stone carvings, such as the colossal heads. (I)

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Grade 7

ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E.

- 7.7.** Students analyze the geographic, political, religious, social, and economic structures of the Ancient Hebrews.
1. Identify the location of ancient Israel. (G)
 2. Describe the settlements and movements of Hebrew peoples, including the exodus and their movement to and from Egypt, and the significance of the exodus to the Jewish and other peoples. (G)
 3. Identify the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God; emphasis on individual worth; personal responsibility; the rule of law; observance of law; and practice of the concepts of righteousness and justice; and importance of study. (P, R)
 4. Describe how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization. (P, S)
 5. Describe the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity. (R)
 6. Explain how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of Israel after the destruction of the second temple in A.D. 70. (G, R)
- 7.8.** Students analyze the geographic, political, religious, social, and economic structures of the early civilization of Ancient Greece.
1. Identify the location of Ancient Greece. (G)
 2. Describe the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region. (G, E)
 3. Trace the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the idea of citizenship (e.g., from Pericles' Funeral Oration). (P)
 4. Explain the democratic political concepts developed in ancient Greece (i.e., the polis, or city-state; civic participation and voting rights; legislative bodies; constitution writing; and rule of law). (P)
 5. State the key differences between Athenian, or direct democracy, and representative democracy. (P)
 6. Outline the founding, expansion, and political organization of the Persian Empire. (G, P)
 7. Explain the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*. (S, I)
 8. Compare and contrast life in Athens to Sparta, with emphasis on the daily life of women and children, the games and sports of the Olympiad, the education of youths, the trial of Socrates, and their roles in the Persian and Peloponnesian wars. (S, M)
 9. Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt. (P, S)
 10. Identify key Greek figures in the arts and sciences (e.g., Hypatia, Hippocrates, Homer, Socrates, Sophocles, Plato, Pythagoras, Aristotle, Euclid, Euripedes, and Thucydides). (I)

Grade 7

ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E. (continued)

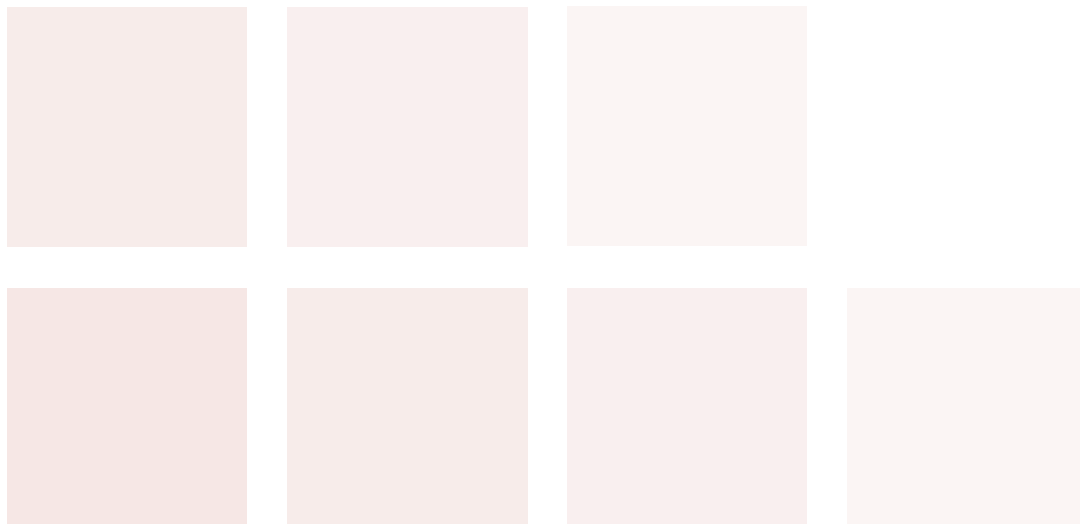
- 7.9.** Students analyze the geographic, political, religious, social, and economic structures during the development of Rome.
- 1.** Locate and describe the major river system and the physical setting that supported the rise of this civilization and the expansion of its political power in the Mediterranean region and beyond through the use of currency and trade routes. (G, E)
 - 2.** Describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero. (P)
 - 3.** Explain the government of the Roman Republic and its significance (e.g., written constitution, separation of powers, rule of law, representative government, the notion of civic duty, and checks and balances) and why it was inadequate to administer Roman affairs by the end of the second century B.C. (B.C.E.). (P)
 - 4.** Describe the influence of Julius Caesar and Augustus in Rome's transition from republic to empire. (P)
 - 5.** Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem. (G, P)
 - 6.** Explain the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, Resurrection, and Salvation). (R)
 - 7.** Describe the circumstances that led to the spread of Christianity in Europe and other Roman territories. (G, R)
 - 8.** Describe the legacies of Roman art and architecture, technology and science (e.g., roads, bridges, arenas, baths, aqueducts, central heating, plumbing, and sanitation), literature and poetry, language, and law. (I)
 - 9.** Explain the spread and influence of the Roman alphabet and the Latin language, the use of Latin as the language of education for more than 1,000 years, and the role of Latin and Greek in scientific and academic vocabulary. (I)
 - 10.** Describe how inner forces (including the rise of autonomous military powers, political corruption, unemployment, and economic and political instability) and external forces (shrinking trade, external attacks, and barbarian invasions) led to the disintegration of the Roman Empire. (P, E)
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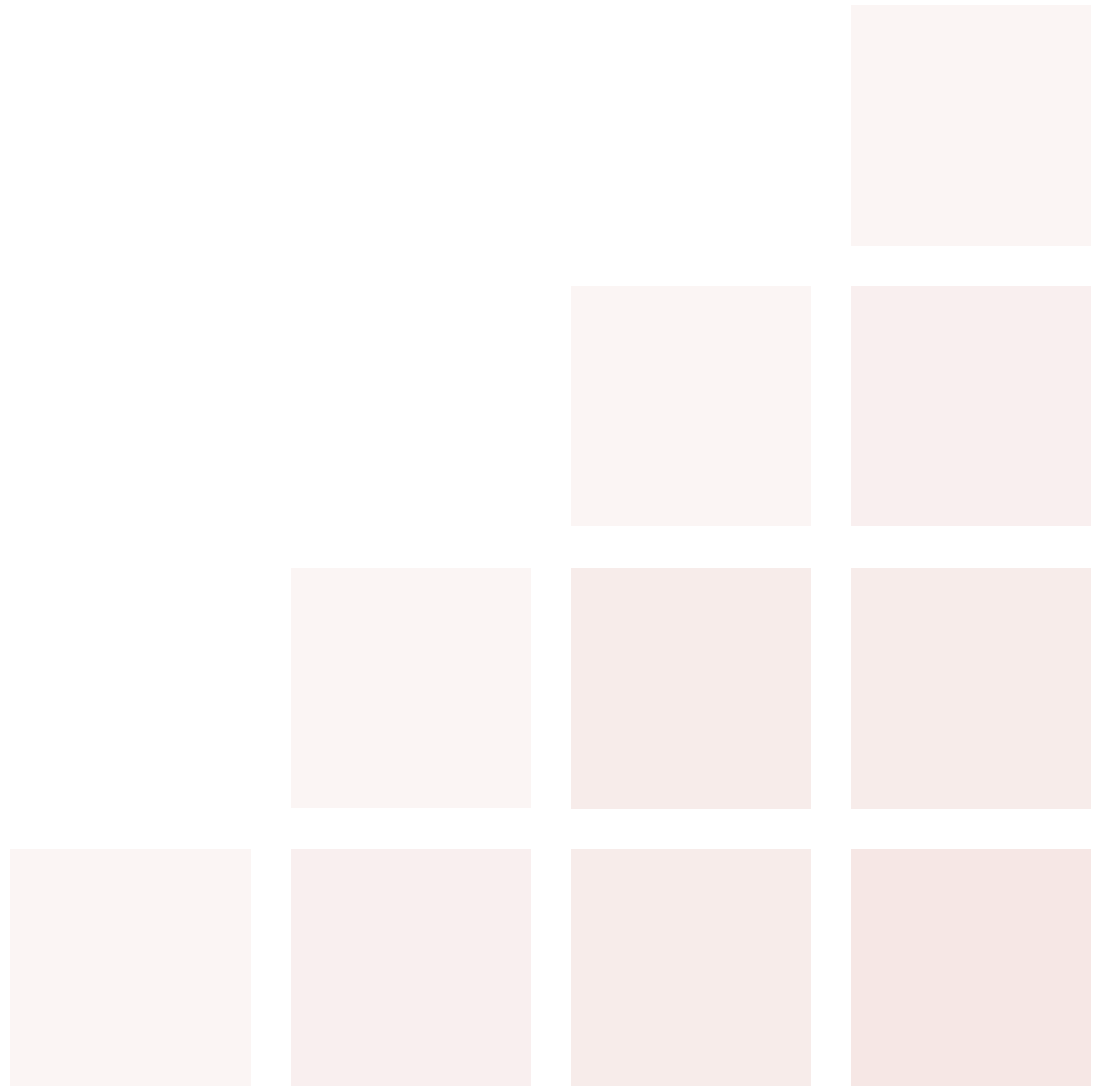
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Grade 7

ERA III: ANCIENT AND CLASSICAL CIVILIZATIONS TO 700 C.E. *(continued)*

- 7.10.** Explain the religious and cultural developments on the Indian Subcontinent during the Gangetic states and the Mauryan Dynasty.
1. Identify the major beliefs and practices of Brahmanism and how they evolved into early Hinduism. (G)
 2. Explain the growth of the Mauryan Empire in the context of rivalries among Indian states. (G, P)
 3. Describe the story and teachings of the Buddha.
 4. Describe the achievements of the emperor Ashoka and his contribution to the expansion of Buddhism in the Indian subcontinent. (G, P, R)
 5. Describe the growth of trade and commerce in the ancient civilization. (G, E)
- 7.11.** Summarize the development of Chinese cultural, economic, political, and social institutions and China's influence on other developing civilizations.
1. Explain China's reunification under the Qin Dynasty after the disunification of the warring states period. (P, M)
 2. Detail the political contributions of the Han Dynasty to the development of the imperial bureaucratic state, internal political stability, and its influence outside of China. (P)
 3. Understand the life of Confucius; the fundamental teachings of Confucianism, Daoism, and Legalism; and how Confucius sought to solve the political and cultural problems prevalent in the time. (R, S, I)
 4. Explain the adoption of Buddhism and its diffusion northward to China during the Han Dynasty. (G, R)
 5. Describe the foreign trade through the Silk Roads and the sea. (G, E)



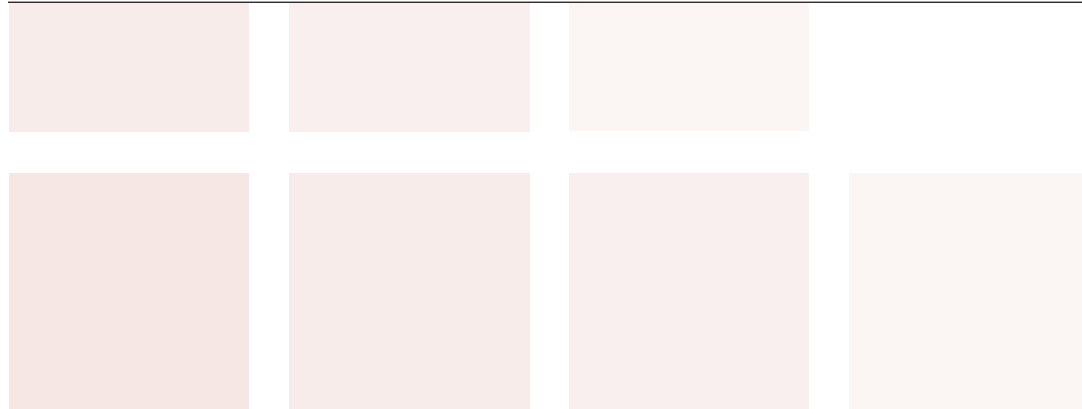


U.S. HISTORY AND GEOGRAPHY I: GROWTH AND CONFLICT

Grade 8

OUR COLONIAL HERITAGE (1600–1720)

- 8.1.** Students explain the religious, political, and economic reasons for movement of people from Europe to the Americas, and they describe the impact of exploration and settlement by Europeans on Native Americans.
- 1.** Describe the varied economies and trade networks within and among major indigenous cultures prior to contact with Europeans and their systems of government, religious beliefs, distinct territories, and customs and traditions. (G, P, R, E)
 - 2.** Explain instances of both cooperation and conflict between Native Americans and European settlers, such as agriculture, trade, cultural exchanges, and military alliances, as well as later broken treaties, massacres, and conflicts over control of the land. (G, P, M, E)
 - 3.** Explain geographic reasons for the development of communications and smuggling within the colonies (irregular coastlines, need for products not produced locally). (G)
 - 4.** Locate and identify the first 13 colonies, and describe how their location and natural environment influenced their development. (G)
 - 5.** Identify the contributions of political and religious leaders in colonial America (e.g., John Smith, William Bradford, Roger Williams, Anne Hutchinson, John Winthrop, Thomas Hooker, and William Penn). (P, R)
 - 6.** Describe the significance and leaders of the First Great Awakening, which marked a shift in religious ideas, practices, and allegiances in the colonial period and the growth in religious toleration and free exercise of religion. (R)
 - 7.** Describe the day-to-day colonial life for men, women, and children in different regions and their connection to the land. (S, E)
 - 8.** Examine the beginnings of Africans in America by identifying some of the major ethnic/national groups that came (e.g., Yoruba, Ibo, Bambara, Ki-Kongo, Wolof, Akan, and Hausas).
 - 9.** Explain that some Africans came to America as indentured servants who were released at the end of their indentures, as well as those who came as captives to slavery. (G, E, S)
 - 10.** Identify the origins and development of slavery in the colonies, the struggle between proponents and opponents of slavery in the colonies, and overt and passive resistance to enslavement (e.g., the Middle Passage). (P, S)



Grade 8

A NEW NATION (1720–1787)

8.2. Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.

1. Describe the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor. (P, R)
2. Explain how freedom from European feudalism and aristocracy and the widespread ownership of property fostered individualism and contributed to the American Revolution. (P)
3. Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights (e.g., key phrases such as “all men are created equal, that they are endowed by their creator with certain unalienable rights”). (P)
4. Identify the political and economic causes and consequences of the American Revolution and the major battles, leaders, and events that led to a final peace (e.g., free press and taxation without representation). (P, M, E)
5. Analyze how the American Revolution influenced other nations' revolutions. (P)
6. Explain the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions. (P)
7. Describe the functions and responsibilities of a free press. (P)

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Grade 8

THE CONSTITUTION OF THE UNITED STATES (1777–1789)

8.3. Students analyze the political principles underlying the U.S. Constitution, and they compare the enumerated and implied powers of the federal government.

1. Describe the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact. (P)
2. Analyze the Articles of Confederation and the reasons for its replacement by the Constitution. (P)
3. Explain the Constitution and its success in implementing the ideals of the Declaration of Independence. (P)
4. Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations. (P)
5. Describe the political philosophy underpinning the Constitution as specified in *The Federalist Papers* (by James Madison, Alexander Hamilton, and John Jay), and explain the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution. (P)
6. Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and the ways in which the American idea of constitutionalism preserves individual rights. (P)
7. Identify and explain the origins, purpose, and differing views of the framers on the issue of the separation of church and state. (P, R)
8. Explain the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment. (P, R)
9. Describe the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights. (P)
10. Explain the need and reasons for amendments to the Constitution. (P)

8.4. Students understand the foundation of the American political system and the ways in which citizens participate in it.

1. Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed. (P)
2. Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states. (G, P)
3. Explain the strict versus loose interpretation of the Constitution and how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties (e.g., their views of foreign policy, Alien and Sedition Acts, economic policy, National Bank, funding, and assumption of the revolutionary debt). (P)
4. Understand the significance of domestic resistance movements and the way in which the central government responded to such movements (e.g., Shays' Rebellion and the Whiskey Rebellion). (P)
5. Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, and interest groups). (P)
6. Enumerate the advantages of a common market among the states as foreseen in and protected by the Constitution's clauses on interstate commerce, common coinage, etc. (E)

Grade 8

LAUNCHING THE YOUNG NATION (1789–1849)

8.5. Students analyze the aspirations and ideals of the people of the new nation.

1. Explain the policy significance of famous speeches (e.g., Washington's farewell address and Jefferson's 1801 inaugural address). (P)
2. Explain and identify on a map the territorial expansion during the terms of the first four presidents (e.g., the Lewis and Clark expedition, the Louisiana Purchase). (G, P)
3. Describe daily life – including traditions in art, music, and literature – of early national America (e.g., through writings by Washington Irving, and James Fenimore Cooper). (S, I)
4. Analyze the rise of capitalism and the economic problems and conflicts that accompanied it (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts). (E)

8.6. Students analyze U.S. foreign policy in the early Republic.

1. Explain the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events that led to a final peace. (P, M, E)
2. Outline the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties. (P)
3. Identify on a map the changing boundaries of the United States and the relationships the country had with its neighbors (currently Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and explain how those relationships influenced westward expansion and the Mexican-American War. (G, P)

THE DIVERGENT AND UNIFYING PATHS OF THE AMERICAN PEOPLE (1800–1850)

8.7. Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.

1. Locate and identify the states that made up the Northern region of the United States on a map. (G)
2. Describe the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, and mineral extraction). (G)
3. Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads (e.g., Henry Clay's American System). (G, E)
4. List and describe the reasons for the wave of immigration from Northern Europe to the United States, and describe the growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine). (G)
5. Describe the lives of black Americans who gained freedom in the North and founded mutual aid societies, schools, and churches to advance their rights and communities. (P, S)
6. Explain how the American North saw the emergence of ethnic self-identities that became political power groups and defined communities in urban areas (Germans, Irish, Jews, and black Yankees), and describe the political struggles among them. (G, S, I)

(continued)

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Grade 8

THE DIVERGENT AND UNIFYING PATHS OF THE AMERICAN PEOPLE (1800–1850) *(continued)*

- 8.7.** Students analyze the paths of the American people in the North from 1800 to the mid-1800s and the challenges they faced.
7. Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture. (R, S)
 8. Explain the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Sojourner Truth, Maria Stewart, Margaret Fuller, Lucretia Mott, and Susan B. Anthony). (P, S)
 9. Identify common themes in American art as well as transcendentalism and individualism (e.g., writings about and by Ralph Waldo Emerson, Frances Ellen Watkins Harper, Henry David Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow). (I)
- 8.8.** Students analyze the paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.
1. Locate and identify the states that made up the Southern region of the United States on a map. (G)
 2. Describe the development of the agrarian economy in the South, the locations of the cotton-producing states, and the significance of cotton and the cotton gin. (G, E)
 3. Explain the characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War. (G, S)
 4. Trace the development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the strategies that were tried to both overturn and preserve it (e.g., through the writings of David Walker, Henry Highland Garnet, Martin Delany and Frederick Douglass, as well as the historical documents on Nat Turner and Denmark Vesey). (P, S)
- 8.9.** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
1. Locate and identify the states that made up the Western region of the United States on a map. (G)
 2. Describe the election of Andrew Jackson as president in 1828, the importance of Jacksonian democracy, and his actions as president (e.g., the spoils system, veto of the National Bank, and opposition to the Supreme Court). (P)
 3. Describe the course and outcome of conflicts between American Indians and European settlers over land (Indian Wars).
 4. Describe the Indian Removal Act of 1830 and the land-exchange treaties that forced Native Americans who lived east of the Mississippi River further west, and the effect these policies had on Native American nations (e.g., Cherokee Nation versus Georgia). (G, P, S)
 5. Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny (e.g., accounts of the removal of Indians, the Cherokees' Trail of Tears, and settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades. (G, P, S)
 6. Locate the great rivers on a map, and explain their importance and the struggle over water rights. (G, P)
 7. Describe the role of pioneer women and the new status that Western women achieved (e.g., Narcissa Prentiss Whitman, Mary Fields "Stagecoach Mary," slave women gaining freedom in the West, and Wyoming granting suffrage to women in 1869). (S)

(continued)

Grade 8

THE DIVERGENT AND UNIFYING PATHS OF THE AMERICAN PEOPLE (1800–1850) (continued)

- 8.9.** Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.
8. Describe Mexican settlements and their locations, cultural traditions, attitudes toward slavery, land-grant system, and economies. (G, P, E)
 9. Describe the Texas War for Independence and the Mexican-American War, including territorial settlements, the aftermath of the wars, and the effects the wars had on the lives of Americans, including Mexican Americans today. (G, M, S)
- 8.10.** Students analyze the issue of slavery, including the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.
1. Describe the abolition of slavery in early state constitutions. (P, S)
 2. Describe the significance of the Northwest Ordinance in education and in the banning of slavery in new states north of the Ohio River. (P, S)
 3. Identify the various leaders of the abolitionist movement (e.g., John Quincy Adams and his proposed constitutional amendment and the Amistad case; John Brown and the armed resistance; Harriet Tubman and the Underground Railroad; Theodore Weld, crusader for freedom; William Lloyd Garrison and *The Liberator*; Frederick Douglass and the *Slave Narratives*; Martin Delany and *The Emigration Cause*; and Sojourner Truth and "Ain't I a Woman"). (P)
 4. Describe the importance of the slavery issue as raised by the annexation of Texas and California's admission to the union as a free state under the Compromise of 1850. (P, S)
 5. Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sanford* decision (1857), and the Lincoln-Douglas debates (1858). (P)
 6. Identify the conditions of enslavement, and explain how slaves adapted and resisted in their daily lives.
 7. Describe the lives of free blacks and the laws that limited their freedom and economic opportunities (e.g., Cincinnati riots and the Ohio Black Codes). (P, S, E)

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Grade 8

CIVIL WAR AND RECONSTRUCTION (1830–1877)

- 8.11.** Students analyze the multiple causes, key events, and complex consequences of the Civil War.
1. Trace on a map the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists. (G, P)
 2. Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen, such as Daniel Webster and John C. Calhoun. (P)
 3. Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine. (P)
 4. Describe Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence (e.g., his House Divided speech in 1858, Gettysburg Address in 1863, Emancipation Proclamation in 1863, and inaugural addresses in 1861 and 1865). (P)
 5. Explain the views and lives of leaders (e.g., Ulysses S. Grant, Jefferson Davis, and Robert E. Lee) and soldiers on both sides of the war, including those of black soldiers and regiments. (P, M)
 6. Describe African American involvement in the Union army, including the Massachusetts 54th Regiment led by Colonel Robert Shaw. (M, S)
 7. Describe critical developments and events in the war, including locating on a map the major battles, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox. (G, M, P)
 8. Explain how the war affected combatants, civilians, the physical environment, and future warfare. (G, M, S)
- 8.12.** Students analyze the character and lasting consequences of Reconstruction.
1. Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction. (P)
 2. List and describe the original aims of Reconstruction (e.g., to reunify the nation) and its effects on the political and social structures of different regions. (G, P, S)
 3. Explain the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and Jim Crow laws. (P, S)
 4. Trace the rise of the Ku Klux Klan and vigilante justice. (P, S)
 5. Explain the movement of both white Northern entrepreneurs (carpetbaggers) and black Yankees from the North to the South and their reasons for doing so. (S, G, E)
 6. Explain the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers and the Exodusters). (G)
 7. Outline the pulling out of the federal army and its troops from the South due to an agreement negotiated by a bipartisan Congressional Commission, thus ending Reconstruction. (P, M)

Grade 8

THE RISE OF INDUSTRIAL AMERICA (1877–1914)

8.13. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Explain the location and effects of urbanization, renewed immigration, and industrialization (e.g., the effects on social fabric of cities, wealth and economic opportunity, and the conservation movement). (G, S, E)
2. Identify the new sources of large-scale immigration and the contributions of immigrants to the building of cities and the economy (e.g., Italians, Jews, Greeks, Slavs, and Asians); the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity; and the new wave of nativism. (G, S)
3. Explain ecological, economic and race factors that contributed to the start of the mass migration of African Americans from the Southern regions of the United States to the Northeast and Midwest regions. (G, E, P, S).
4. Explain the connection between the ideology of Manifest Destiny and accelerated economic growth of the United States in the late 19th century (e.g., connection between U.S. business interests and military intervention in Mexico, Central America, and the Caribbean). (P, E)

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Grades 6 through 8 Historical and Social Sciences Analysis Skills

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

CHRONOLOGY AND HISTORICAL INTERPRETATION

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

Grades 6 through 8

GEOGRAPHIC SKILLS

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

WORLD HISTORY AND GEOGRAPHY I: MIDDLE AGES TO THE AGE OF REVOLUTIONS

Grade 9

ERA IV: MIDDLE AGES

- 9.1.** Students analyze the geographic, political, economic, social, and religious structures of the civilizations of Islam in the Middle Ages.
1. Identify the physical location and features and the climate of the Arabian Peninsula, its relationship to surrounding bodies of land and water, and nomadic and sedentary ways of life. (G)
 2. Describe the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization (Phoenician and Persian) and the spread and acceptance of Islam and the Arabic language. (P, R, M, S)
 3. Trace the origins of Islam and the life and teachings of the Prophet Muhammad, including Islamic teachings on its connection with Judaism and Christianity. (G, R)
 4. Explain the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice, and law, and their influence in Muslims' daily life. (R, S)
 5. Trace the origins and impact of different sects within Islam, including the sources of disagreement between Sunnis and Shi'ites. (R, P)
 6. Explain the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations during the Islamic Golden Age in the areas of science, alchemy, geography, mathematics (algebra), philosophy, art, and literature. (I)
 7. Describe the growth of thriving cities as centers of Islamic art and learning, such as Cordoba and Baghdad.
 8. Describe the establishment of trade routes among Asia, Africa, and Europe; the role of the Mongols in increasing Euro-Asian trade; the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, and new crops); and the role of merchants in Arab society. (G, I, E)
- 9.2.** Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.
1. Locate and identify the physical location and major geographical features of China. (G)
 2. Describe the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan. (P, R)
 3. Analyze the development of a Confucian-based examination system and imperial bureaucracy and its stabilizing political influence. (P, R, S)
 4. Describe rapid agricultural, commercial, and technological development during the Song dynasties. (G, E)
 5. Trace the spread of Chinese technology — such as papermaking, wood-block printing, the compass, and gunpowder — to other parts of Asia, the Islamic world, and Europe. (S, I, E)
 6. Describe the Mongol conquest of China. (M, P)



Grade 9

ERA IV: MIDDLE AGES *(continued)*

9.3. Students analyze the geographic, political, religious, social, and economic structures of the civilizations of medieval Japan.

1. Explain the major features of Shinto, Japan's indigenous religion. (R)
2. Explain the influence of China and the Korean peninsula upon Japan as Buddhism, Confucianism, and the Chinese writing system were adopted. (G, P, R)
3. Trace the emergence of the Japanese nation during the Nara (710–794) and Heian periods (794–1180). (P)
4. Describe how the Heian (contemporary Kyoto) aristocracy created enduring Japanese cultural perspectives that are epitomized in works of prose such as *The Tale of Genji*, one of the world's first novels. (S, I)
5. Describe the Kamakura and Ashikaga Shogunates, the rise of warrior governments, and Japanese political disunity. (P)

9.4. Students analyze the geographic, political, religious, social, and economic structures of the sub-Saharan civilizations of Ghana, Mali, and Songhai of West Africa in the Middle Ages.

1. Locate and identify the site of these civilizations, the importance of the Niger River, and the relationship between vegetation zones of forest, savannah, and desert to the trade in gold, salt, food, and slaves. Illustrate the growth of the Ghana, Mali, and Songhai kingdoms/empires (e.g., trading centers such as Timbuktu and Jenne, which would later develop into important centers of culture and learning). (G, E, I)
2. Describe the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa and the influence of Islamic beliefs, ethics, and law. (G, R, S)
3. Trace the growth of the Arabic language in government, trade, and Islamic scholarship in West Africa. (P, S, I)
4. Describe the importance of written and oral traditions in the transmission of African history and culture. (S, I)
5. Trace the rise to prominence of Sundiata Keita, the legendary founder of the empire of Mali. (P)
6. Analyze the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa. (S, E)
7. Explain the importance of Mansa Musa and his pilgrimage to Mecca in 1324. (P, R, E)

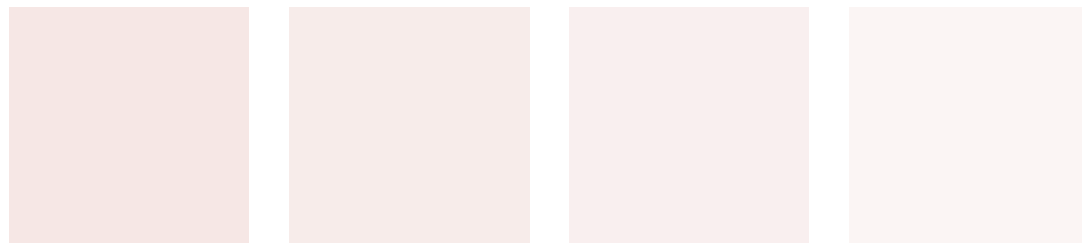
(continued)

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Grade 9

ERA IV: MIDDLE AGES *(continued)*

- 9.5. Students analyze the geographic, political, religious, social, and economic structures of the civilizations of medieval Europe.
1. Explain the geography of Europe and the Eurasian landmass, including their location, topography, waterways, vegetation, and climate, and their relationship to ways of life in medieval Europe. (G, S)
 2. Describe the development of feudalism and manorialism, its role in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns), and how feudal relationships provided the foundation of political order and private property ownership. (G, P, E)
 3. Demonstrate understanding of the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, and Emperor Henry IV), the disputes over papal authority, and the Great Schism. (P, R, I)
 4. Explain the significance of developments in medieval English legal and constitutional practices and their importance in the rise of modern democratic thought and representative institutions (e.g., trial by jury, the common law, Magna Carta, parliament, habeas corpus, and an independent judiciary in England). (P, I)
 5. Describe the spread of Christianity north of the Alps and the roles played by the early church and by monasteries in its diffusion after the fall of the western half of the Roman Empire. (R)
 6. Describe the causes, course, and consequences of the European Crusades against Islam and their effects on the Christian, Muslim, and Jewish populations in Europe, with emphasis on the increasing contact by Europeans with cultures of the Eastern Mediterranean world. (P, R, M)
 7. Explain the importance of the Catholic Church as a political, intellectual, and aesthetic institution (e.g., founding of universities, political and spiritual roles of the clergy, creation of monastic and mendicant religious orders, preservation of the Latin language and religious texts, St. Thomas Aquinas's synthesis of classical philosophy with Christian theology, and the concept of "natural law"). (P, R, I)
 8. Describe the economic and social effects of the spread of the bubonic plague from Central Asia to China, the Middle East, and Europe, and its impact on global population. (G, S, E)
 9. Explain the initial emergence of a modern economy, including the growth of banking, technological and agricultural improvements, commerce, towns, and a merchant class. (E)
 10. Outline the decline of Muslim rule in the Iberian Peninsula that culminated in the Reconquista and the rise of Spanish and Portuguese kingdoms. (P, M)



Grade 9

ERA IV: MIDDLE AGES *(continued)*

9.6. Students compare and contrast the geographic, political, religious, social, and economic structures of the Mesoamerican and Andean civilizations.

1. Locate and explain the locations, landforms, and climates of Mexico, Central America, and South America and their effects on Mayan, Aztec, and Incan economies, trade, and development of urban societies. (G, E)
2. Describe the highly structured social and political system of the Maya civilization, ruled by nobles and kings and consisting of many independent politically sovereign states. (P)
3. Explain how and where each empire arose (how the Aztec and Incan empires were eventually defeated by the Spanish in the 16th century). (P, M)
4. Explain the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery. (S, R, E)
5. Describe the artistic and oral traditions and architecture in the three civilizations. (S, I)
6. Describe the Mesoamerican developments in astronomy and mathematics, including the calendar, and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems. (I)
7. Compare the development of these societies to that of other indigenous societies in North America, the Caribbean, or others in Mesoamerica or the Andes.

ERA V: EARLY MODERN TIMES TO 1650

9.7. Students describe the rise of the Ottoman Empire in the 14th, 15th, and 16th centuries.

1. Explain the importance of Mehmed II the Conqueror and Suleiman the Magnificent. (P, M)
2. Recognize the importance of the capture of Constantinople, the capital of the Byzantine Empire, in 1453. (P, M)
3. Describe the expansion of the Ottoman Empire into North Africa, Eastern Europe, and throughout the Middle East, and describe the importance of the Battle of Lepanto in the 16th century limiting Ottoman ambitions in the Mediterranean. (G, M)
4. Summarize the rise of the Safavid Empire.
5. Describe Shah Abbas and how his policies of cultural blending led to the Golden Age of the Safavid Empire.

9.8. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

1. Trace the emergence of the Renaissance, including influence from Moorish (or Muslim) scholars in Spain. (G, P, S)
2. Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) and their importance in the spread of Renaissance ideas. (G, S, E)
3. Explain the effects of the reopening of the ancient Silk Road between Europe and China, including Marco Polo's travels and the location of his routes. (G, E)
4. Compare and contrast the similarities and differences between the Northern and Southern Renaissance. (P, I)

(continued)

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Grade 9

ERA V: EARLY MODERN TIMES TO 1650 *(continued)*

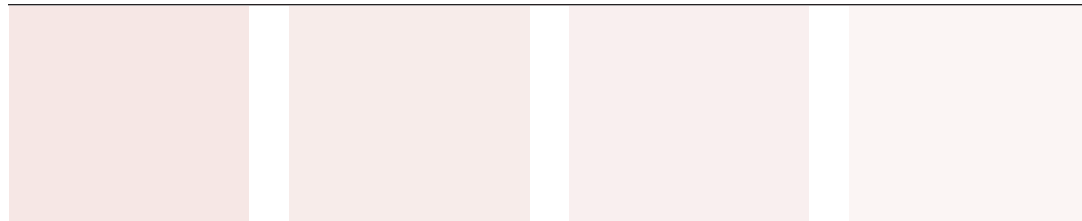
9.8. Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.

5. Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism (i.e., a balance between intellect and religious faith). (R, I)
6. Describe the growth and effects of new ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into vernacular, and printing). (I, S)
7. Outline the advances made in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g., by Dante Alighieri, Leonardo da Vinci, Michelangelo di Lodovico Buonarroti Simoni, Johann Gutenberg, and William Shakespeare). (I)

9.9. Students analyze the historical developments of the Reformation.

1. Explain the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods. (G, R)
2. Locate and identify the European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World. (G, R)
3. Explain the supremacy of the Catholic Church, the growth of literacy, the spread of printed books, the explosion of knowledge and the Church's reaction to these developments.
4. List and explain the causes for the internal turmoil within and eventual weakening of the Catholic Church (e.g., tax policies, selling of indulgences, England's break with the Catholic Church). (P, R)
5. Outline the reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther (salvation by faith) and John Calvin (predestination) and their attempts to reconcile God's word with Church action. (P, R)
6. Explain Protestants' new practices of church self-government and the influence of those practices on the development of democratic practices and ideas of federalism. (P, R)
7. Analyze how the Catholic Counter-Reformation revitalized the Catholic Church and the forces that fostered the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent). (P, R)**1.** Identify the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. (G, I)

(continued)



Grade 9

ERA V: EARLY MODERN TIMES TO 1650 *(continued)*

9.9. Students analyze the historical developments of the Reformation.

8. Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science. (S, E)

9. Explain how that cooperation was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain). (R, S)

9.10. Students describe the rise of English Colonial Empires.

1. Identify the voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview. (G, I)

2. Describe the goals and extent of Dutch, English, French, and Spanish settlements in the Americas. (G, P)

3. Explain the development and effects of the Atlantic slave trade. (S, E)

4. Describe the exchanges of plants, animals, technology, culture, ideas, and diseases among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent. (G, S, E)

9.11. Students explain political and social developments in China and Japan in an era of expanding European influence.

1. Describe Chinese power and technology through Zheng He's voyages (the Ming Dynasty). (G, P)

2. Explain the effects of European contacts on China and Japan. (G, P)

3. Describe Japan's unification, after years of civil war, and the establishment of centralized feudalism under the Tokugawa shoguns. (P)

4. Explain the influence of a rigid class system, the Samurai elites, and Tokugawa isolationist's policies on Japanese government and society. (P, S)

5. Trace the rise of the early Ching Dynasty in China and growing European demand for Chinese goods, such as tea and silk. (P, E)

9.12. Students summarize political and social developments on the Indian Subcontinent during the Mughal eras and the beginnings of British political dominance.

1. Trace the influence of the following great Mughal rulers on the subcontinent: Babur, Akbar, and Arangzeb. (P)

2. Characterize the development of the Sikh religion. (R)

3. Describe the art and architecture (e.g., the Taj Mahal) during the Mughal period. (I)

4. Trace the growing economic and political power of the British East India Company in key cities on the subcontinent. (P, E)

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Grade 9

ERA VI: THE AGE OF REVOLUTIONS

- 9.13.** Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.
1. Describe the roots of the Scientific Revolution (e.g., Greek rationalism; Jewish, Christian, and Muslim science; Renaissance humanism; new knowledge from global exploration). (R, I)
 2. Explain the significance of new scientific theories, the accomplishments of leading figures (e.g., Bacon, Copernicus, Descartes, Galileo, Kepler, Linnaeus, and Newton), and new inventions (e.g., the telescope, microscope, thermometer, and barometer). (I)
- 9.14.** Students analyze political, social, and economic change as a result of the Age of Enlightenment in Europe.
1. Explain how the main ideas of the Enlightenment can be traced back to such movements and epochs as the Renaissance, the Reformation, the Scientific Revolution, the Greeks, the Romans, and Christianity. (P, I)
 2. Describe the accomplishments of major Enlightenment thinkers (e.g., John Locke and Charles-Louis Montesquieu). (P, I)
 3. Explain the origins of modern capitalism; the influence of mercantilism and the cottage industry; the elements and importance of a market economy in 17th-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and mapmakers. (E)
- 9.15.** Students compare and contrast the Glorious Revolution of England, the American Revolution, the Spanish American Wars of Independence, and the French Revolution, and their enduring effects on the political expectations for self-government and individual liberty.
1. Identify and explain the major ideas of philosophers and their effects on the democratic revolutions in England, the United States, France, and Latin America (e.g., John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Toussaint L'Ouverture, Thomas Jefferson, and James Madison). (P, I)
 2. List and explain the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791). (P)
 3. Explain the significance of the Haitian Revolution (1791–1804). (P, S, I)
 4. Understand the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations. (P, I)
 5. Explain how the ideology of the French Revolution led France to evolve from constitutional monarchy to democratic despotism to the Napoleonic Empire. (P, I)
 6. Describe the initial uprisings against the mother country in Spanish America, describe their takeover by the largely indigenous masses, and explain the outcomes of these movements. (P, I)
 7. Describe how nationalism spread across Europe with Napoleon but was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848. (P)

Grade 9

ERA VI: THE AGE OF REVOLUTIONS *(continued)*

9.16. Students describe patterns of change in Africa during the trade in slaves between Africa, Europe, and the Americas from the 17th through 18th centuries.

1. Recognize that millions of Africans were forcibly removed from seven regions in northwestern, central and southwestern, and southeastern Africa as captives and forced to endure the harsh conditions of the Middle Passage. (S)
2. Explain the relationship between the slave trade and the political and economic expansion and/or disruptions of various African coastal and inland state (and other governance) formations (e.g., Yoruba, Akan, and Malian large-scale kingdoms, and Ibo and Ki-Kongo small village systems). (P, S, E)
3. Explain the importance of slave labor to trans-Atlantic agriculture and commerce supporting the booming capitalist economy of the 17th and 18th centuries, with the greatest demand coming from Brazil and the sugar plantations of the Caribbean. (E)
4. Trace the rise of resistance from Africans, such as Queen Nzingha of Angola and King Maremba of the Congo, the rise of antislavery sentiment and economic circumstances in Britain that led to abolition in 1833, and the rise of legitimate commerce after the abolition of the trans-Atlantic slave trade. (P, S, E)

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WORLD HISTORY AND GEOGRAPHY II: THE INDUSTRIAL REVOLUTION TO THE MODERN WORLD

Grade 10

ERA VI: AGE OF REVOLUTIONS TO 1914

- 10.1.** Students analyze the emergence and effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.
1. Describe the growth of population, rural to urban migration, and growth of cities. (G)
 2. Explain the connections among natural resources, entrepreneurship, labor, and capital in an industrial economy. (G, E)
 3. Analyze the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism (e.g., Adam Smith, Robert Owen, and Karl Marx). (P, E)
 4. Describe the emergence of Romanticism in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., the novels of Charles Dickens), and the move away from Classicism in Europe. (I)
 5. Describe the political, social, and industrial revolution in Japan (Meiji Restoration) and its growing role in international affairs. (P, S, E)
 6. Explain how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., the inventions and discoveries of James Watt, Eli Whitney, Ellijah McCoy, Henry Bessemer, Louis Pasteur, and Thomas Edison). (S, I, E)
 7. Trace the evolution of work and labor, including the demise of the slave trade, problems caused by harsh working conditions, and the effects of immigration, mining and manufacturing, division of labor, and the union movement. (E, S)
 8. Explain the vast increases in productivity and wealth, growth of a middle class, and general rise in the standard of living and life span. (E)
- 10.2.** Students analyze patterns of global change in the era of 19th-century European imperialism.
1. Explain the role of religious wars in Europe and the search for natural resources and new markets as prelude to the Berlin Conference. (P, M, S)
 2. Describe the Berlin Conference and the rise of modern colonialism in the 19th century. (P, S)
 3. Describe the locations of colonies established by such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States. (G)
 4. Describe the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; and material issues, such as land, resources, and technology). (G, P, S)
 5. Explain the varied immediate and long-term responses by the people under colonial rule. (S)
- 10.3.** Students describe the independence struggles of the colonized regions of the world some through constitutional devolution of power and others as a result of armed revolution and the culture of classes because of different worldviews.
1. Analyze Africa's interaction with imperialism (Zulu Wars, Mahdist Movement, Ashanti Wars, and African resistance and/or collaboration throughout the continent). (G, M, P, S)
 2. Explain the importance of Ethiopia's Battle of Adowa and the defeat of Italian invaders to remain independent. (G, M, P, S)

(continued)

Grade 10

ERA VI: AGE OF REVOLUTIONS TO 1914 *(continued)*

10.3. Students describe the independence struggles of the colonized regions of the world some through constitutional devolution of power and others as a result of armed revolution and the culture of classes because of different worldviews.

- 3. Explain the growing Western encroachment on China’s sovereignty, the Boxer Rebellion, and Sun Yat-Sen and the 1911 Republican Revolution. (G, P, S)
- 4. Explain the transfer in 1858 of government to Great Britain on the Indian Subcontinent following the Sepoy Rebellion. (G, P, M, S)
- 5. Describe American imperialism of the Philippines and the fight for freedom in the Philippine-American War led by Emilio Aquinaldo. (G, P, M, S)
- 6. Explain the military interventions of the United States in Central America and the Caribbean, the subsequent occupation of some of the territories, and local resistance to growing U.S. influence, as evidenced in Cuba, Puerto Rico, Haiti, the Dominican Republic, Panama, and Nicaragua. (G, P, M, I)
- 7. Explain the desire for land reform and democratic participation that resulted in the movements led by Emiliano Zapata, Francisco Madero, Pancho Villa, and Venustiano Carranza in Mexico; César Augusto Sandino in Nicaragua; Jacobo Arbenz in Guatemala; and Farabundo Martí in El Salvador. (G, P, M, S, I)
- 8. Explain the emergence of populist and democratic leaders in Latin America, such as Juan Perón, Getulio Vargas, José Figueres, Luis Muñoz Marín, and Rómulo Betancourt. (G, P, M, S, I)

ERA VII: THE GREAT WARS TO 1945

10.4. Students analyze the causes and course of the First World War.

- 1. Analyze the arguments for entering into war presented by leaders from all sides of the Great War. (P, M)
- 2. Outline the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent, disorder, propaganda, and nationalism in mobilizing the civilian population in support of “total war.” (P, S, E)
- 3. Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate). (G, M)
- 4. Describe the use and abuse of soldiers from colonies to fight in the war. (S)
- 5. Explain how the Russian Revolution and the entry of the United States affected the course and outcome of the war. (P, M)
- 6. Describe human rights violations and genocide, including the Armenian genocide in Turkey. (P, S)
- 7. Explain the nature of the war and its human costs (military and civilian) on all sides of the conflict, including unprecedented loss of life from prolonged trench warfare. (S, M)

(continued)

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Grade 10

ERA VII: THE GREAT WARS TO 1945 *(continued)*

- 10.5.** Students analyze the long-term military, economic, and political effects of the World War I.
1. Describe advances in tank and aerial warfare, the belief that the "Great War" would end war, and disarmament movements. (M, P)
 2. Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East. (G, P, E)
 3. Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson's Fourteen Points, and the causes and effects of the United States' rejection of the League of Nations on world politics. (P)
 4. Describe the conflicting aims and aspirations of the conferees at Versailles and the Versailles treaty's economic and moral effects on Germany.
 5. Describe how the war was an incentive for renewed Western imperialism in Africa and Asia as European nations turned to their colonies to help them rebuild. (P, S)
 6. Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. (P, S)
 7. Analyze how the World War I settlement contributed to the rise of the first Pan-African Congress and the birth of the modern Pan-African movement.
 8. Analyze how the World War I settlement contributed to the rise of both pan-Arabism and nationalist struggles for independence in the Middle East.
 9. Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and U.S. intervention.
 10. Explain the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians. (P)
 11. Analyze the objectives and achievements of women's political movements in the context of World War I and its aftermath. (P, S)
 12. Explain the influence of World War I on literature, art, and intellectual life (e.g., Pablo Picasso, the Jazz Era music of the Harlem Hellfighters 369th Regiment Band and James Reese Europe; the "lost generation" of Gertrude Stein and Ernest Hemingway). (I)
- 10.6.** Students analyze the rise of fascism and totalitarianism after World War I.
1. Identify the causes and consequences of the Bolshevik Revolution and Civil War in Russia, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag). (P, M)
 2. Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine). (P, E)

(continued)

Grade 10

ERA VII: THE GREAT WARS TO 1945 (continued)

10.6. Students analyze the rise of fascism and totalitarianism after World War I.

- 3. Analyze the assumption of power by Adolf Hitler in Germany, the resulting acts of oppression and aggression, and the human costs of the totalitarian regime. (P, S)
- 4. Describe Mussolini's rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda. (P, S)

10.7. Students describe the various causes and consequences of the global depression of the 1930s, and they analyze how governments responded to the Great Depression.

- 1. Explain the impact of restrictive monetary and trade policies. (E)
- 2. Describe the collapse of international economies in 1929 that led to the Great Depression, including the relationships that had been forged between the U.S. and European economies after World War I. (E)
- 3. Describe issues of unemployment and inflation. (E, S)
- 4. Describe how economic instability led to political instability in many parts of the world and helped to give rise to dictatorial regimes such as Adolf Hitler's in Germany and the military's in Japan. (P, E)
- 5. Describe the influence of the ideas of key economists (e.g., John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman). (E)

10.8. Students analyze the causes and course of World War II.

- 1. Compare the German, Italian, and Japanese drives for empire in the 1930s, including the 1937 Rape of Nanking, other atrocities in China, Italian invasion of Ethiopia, German militarism, and the Stalin-Hitler Pact of 1939. (G, P, M)
- 2. Explain the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II. (P)
- 3. Identify and locate the Allied and Axis powers and the major turning points of the war, the principal theaters of conflict, key strategic decisions, and the resulting war conferences and political resolutions, with emphasis on the importance of geographic factors. (G, P, M)
- 4. Describe the political, diplomatic, and military leaders during the war (e.g., Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower). (P, M)
- 5. Explain the background of the Holocaust (including its roots in 19th century ideas about race and nation); the dehumanization of the Jews through law, attitude, and actions such as badging, ghettoization, and killing processes; and how the Nazi persecution of gypsies, homosexuals, and others who failed to meet the Aryan ideal.
- 6. Describe the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan. (S, M)

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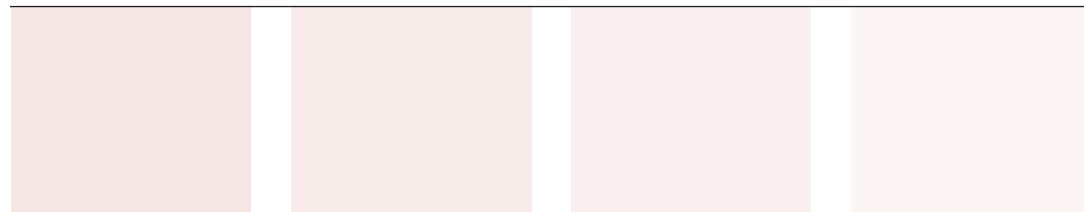
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Grade 10**ERA VII: THE GREAT WARS TO 1945** *(continued)*

- 10.9.** Students analyze the long-term military, economic, and political effects of the World War II.
1. Identify the goals, leadership, and postwar plans of the principal allied leaders: the Atlantic Conference (The Four Freedoms), Yalta, and the Potsdam Conference. (P)
 2. Identify the renewed call for African independence at the fifth Pan-African Congress (Manchester, England, 1945). (P, I)
 3. Describe reasons for the establishment of the United Nations in 1945, and summarize the main ideas of the Universal Declaration of Human Rights and their impact on the globalization of diplomacy and conflict and the balance of power. (P, I)
 4. Describe the nature of reconstruction in Asia and Europe after 1945 (e.g., purpose of Marshall Plan, creation of NATO, and division of Germany). (P, E, S)
 5. Explain the significance and effects of the location and establishment of Israel on world affairs. (G, P)
 6. Describe the functions of the Warsaw Pact, SEATO, NATO, the Organization of American States, the West Indies Federation, and the Bandung Movement of Non-Aligned Afro-Asian Countries. (P)
 7. Compare the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recoveries of Germany and Japan. (P, M, E)

ERA VIII: THE COLD WAR TO THE PRESENT

- 10.10.** Students explain the causes, major events, and global consequences of the Cold War.
1. Describe Soviet aggression in Eastern Europe, the 1956 uprising in Hungary, conflicts involving Berlin and the Berlin Wall, and the "Prague Spring." (G, P, M)
 2. Describe the Soviet-U.S. competition in the Middle East and Africa, including the conflicts in Afghanistan, the Congo, Angola, and Mozambique. (G, P)
 3. Describe the Soviet-U.S. competition in Southeast Asia, including the Korean War, the Vietnam War, and the intervention of Communist China. (G, P, M)
 4. Describe the conflicts involving Latin America, including the Cuban Missile Crisis and U.S. support of the Contras in Nicaragua. (G, P)
 5. Explain the impact of the defense buildups and the impact of the arms control agreements, including the ABM and SALT treaties. (P, M)



Grade 10

ERA VIII: THE COLD WAR TO THE PRESENT *(continued)*

10.11. Students analyze major developments in Africa since World War II.

1. Identify Africa's natural features, resources, and population patterns. (G)
2. Analyze national movements that occurred throughout Africa post-World War II against various European colonial powers, with particular attention to the role of veterans, labor unions, and the Western-educated elite. (P)
3. Explain the Pan-Africanism movement, the formation of the Organization of African Unity (now the African Union), and various independence movements (e.g., Congo conflict and Patrice Lumumba; struggle over Angola and Mozambique; and the Zimbabwe War of Independence) and African American support (e.g., the Council on African Affairs and the African Liberation Support Committee). (P, S)
4. Explain the influence of newly independent African Nations, such as Ghana, Nigeria, and Egypt, on U.S. domestic policy in the U.S. Civil Rights movement (e.g., Kwame Nkrumah's relationship with Martin Luther King Jr. and Malcolm X; the large expatriate community of African Americans in 1960s–present Ghana). (P)
5. Explain the fight against and dismantling of the apartheid system in South Africa and evolution from white minority government, including the role of Nelson Mandela, the African National Congress, and the role of African Americans, such as Randall Robinson, and the TransAfrica in ending apartheid. (P, S)
6. Explain why military regimes or one-party states replaced parliamentary-style governments throughout much of Africa. (P, M)
7. Outline important trends in the region today with respect to individual freedom and democracy. (P, S)
8. Describe the growing relationship between African Americans and African countries (e.g., Ghana, South Africa, Nigeria, and Senegal). (P, S)
9. Describe the ethnic struggles in Rwanda, Burundi, and the Sudan. (P, S)
10. Explain agricultural changes and new patterns of employment, including massive overseas migration. (G, E)
11. Describe the challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved (e.g., the civil war in the Democratic Republic of Congo). (P, M, S, E)
12. Analyze the social and economic effects of the spread of AIDS and other diseases. (S, E)

10.12. Students analyze major developments in Asia since World War II.

1. Identify Asia's natural features, resources, and population patterns. (G)
2. Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (P, M)
3. Describe the consequences of the political and economic upheavals in China, including the Great Leap Forward (famine), the Cultural Revolution (terror of Red Guards), the Tiananmen Square uprising, and relations with Tibet and Taiwan). (P, M, E)
4. Describe the reasons for and the effects of the partition of the Indian subcontinent into India and Pakistan in 1947, as well as the exchange of more than 12 million Hindus and Muslims. (G, P, R)

(continued)

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Grade 10

ERA VIII: THE COLD WAR TO THE PRESENT *(continued)*

10.12. Students analyze major developments in Asia since World War II.

5. Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (P)
6. Describe the new constitution and Bill of Rights promulgated in Japan in 1947 and their connection to the U.S. Constitution. (P)
7. Describe the political, social, and economic problems of new nationhood in Southeast Asia; and the legacy of the Cold War on Korea, Vietnam, and Taiwan; and the unresolved political problems with the Korean Peninsula and between Taiwan and China.
8. Explain why the Chinese and Indian governments have sought to control population growth, and the methods they use. (S)
9. Outline the postwar economic rise of many Asian countries, including Japan's adaptation of western technology and industrial growth, China's post-Mao economic modernization under Deng Xiaoping, and India's economic growth through market-oriented reforms as well as the economic growth of Hong Kong, Republic of Korea, Singapore, and Taiwan. (E, I)
10. Describe the economic growth and subsequent challenges in much of Southeast Asia.

10.13. Students analyze the major developments in Europe since World War II.

1. Identify the weaknesses of the Soviet command economy, the burdens of Soviet military commitments, and its eventual collapse. (E, M)
2. Describe the uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries' resurgence in the 1970s and 1980s as people in the former Soviet satellites sought freedom from Soviet control. (P, M)
3. Describe the role of various leaders in transforming the Soviet Union and Eastern Europe (e.g., Mikhail Gorbachev, Vaclav Havel, Pope John Paul II, Andrei Sakharov, Alexander Solzhenitsyn and Lech Walesa). (P)
4. Outline the consequences of the Soviet Union's breakup, including the development of market economies, political and social instability, ethnic struggles, oil and gas politics, dangers of the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations. (P, S, E)
5. Explain how most Western European heads of state, especially within the 12-member European Community, worked toward creating greater European economic and political unity.

10.14. Students analyze the major developments in Latin America since World War II.

1. Identify and list the climate and major natural resources of Central America and their relationship to the economy of the region. (G)
2. Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala, Cuba, and Nicaragua and armed insurgencies and civil war in many parts of Central America. (P, M)
3. Describe Cuba as a theater of the Cold War, including the role of Fidel Castro and the Cuban Missile Crisis. (G, P, M)
4. Trace the rise of military dictatorships in Argentina, Brazil, and Guatemala and the recent shift to democracy. (P)
5. Analyze the role of liberation theology in Latin America. (S, R)
6. Describe the economic crises, soaring national debts, and the intervention of the International Monetary Fund (IMF) and the World Bank. (P, E)

(continued)

Grade 10

ERA VIII: THE COLD WAR TO THE PRESENT *(continued)*

10.14. Students analyze the major developments in Latin America since World War II.

- 7. Trace the importance of trade and regional trade treaties (e.g., NAFTA, MERCOSUR, CAFTA, and CARICOM). (G, E)
- 8. Describe the impact of drug trafficking on and movements of people to the United States, their monetary and affective connections to their homelands, and return migration to Latin America. (G, S)
- 9. Describe the return to populism and socialism in Venezuela, Brazil, Argentina, Bolivia, and Chile. (P)

10.15. Students analyze the major developments in the Middle East since World War II.

- 1. Identify the weakness and fragility of the oil-rich Persian Gulf states, including Saudi Arabia, Kuwait, and others. (P)
- 2. Explain the United Nations' vote in 1947 to partition the western part of the Palestine Mandate into two independent countries, the rejection by surrounding Arab countries of the U.N. decision to establish Israel, the rise of the Palestinian Liberation Organization, and the invasion of Israel by Arab countries. (P, M)
- 3. Trace the attempts to secure peace between Palestinians and Israelis. (P)
- 4. Explain the Iranian Revolution of 1978–1979 after Khomeini, the Iranian hostage crisis, and more recent nuclear issues. (P)
- 5. Trace the defeat of the Soviet Union and the rise of the Mujahideen and the Taliban in Afghanistan. (P, M)
- 6. Trace the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (P, M)
- 7. Describe Islamic revivalism and radicalism, including Muslim communities in Europe. (P, S)
- 8. Explain the increase in terrorist attacks against Israel, Europe, and the United States. (P)
- 9. Describe America's response to and the wider international consequences of the September 11, 2001, terrorist attack, including the U.S. invasion of Afghanistan and Iraq. (P, M)

10.16. Students analyze aspects and impacts of globalization since World War II.

- 1. Explain the long postwar peace between democratic nations in the world. (P)
- 2. Identify recent scientific, technological, and medical advances (e.g., Quantum Theory, nuclear energy, space exploration, polio vaccine, discovery of Deoxyribose Nucleic Acid, or DNA). (I)
- 3. Describe the increasing integration of economies (trade, capital movements) around the world and the crises in the emerging markets in the 1990s. (G, E)
- 4. Describe the movement of people (labor) to find better employment opportunities and the transfer of skills back to developing countries (e.g., India). (G, S, I)
- 5. Describe the spread of knowledge and information across international borders fueled by advances in electronic communications. (G, E, I)
- 6. Explain how medical advances and improved living standards have brought strong increases in life expectancy. (E, S)
- 7. Explain how gaps between rich and poor countries, and rich and poor people within countries, have grown, and describe the policies that are designed to alleviate poverty. (P, S)

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U.S. HISTORY AND GEOGRAPHY II: INDUSTRIAL AMERICA TO THE PRESENT

Grade 11

UNITED STATES TO THE 1800S

11.1. Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.

1. Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded. (P)
2. Describe the early settlements in Jamestown and Plymouth, including the purpose of the Mayflower Compact and its principles of self-government.
3. Describe the origins, key events, and key figures of the American Revolution.
4. Analyze the framers' philosophy of divinely bestowed unalienable natural rights, the influence and ideas of the Declaration of Independence, and the reasons for the adoption of the Articles of Confederation.
5. Analyze the shortcomings of the Articles, and describe the crucial events leading to the ratification of the Constitution and the addition of the Bill of Rights, including the debates over slavery. (P)
6. Explain the historical and intellectual influences on the American Revolution and the formation and framework of the American government.
7. Explain the history of the Constitution after 1787, including federal versus state authority and growing democratization. (P)
8. Examine a historical map, and identify the physical location of the states and geographical regions of the United States post-Reconstruction. (G)
9. Explain the effects of the Civil War and Reconstruction and of the Industrial Revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power. (G, P, E)
10. Trace the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

THE RISE OF INDUSTRIAL AMERICA (1877–1914)

11.2. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

1. Explain patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets and trade, and the location of such development on a map. (G, E)
2. Outline the reasons for the development of federal Indian policy, the wars with American Indians, and their relationship to agricultural development and industrialization. (G, P, M, E)
3. Explain the impact of the Hayes-Tilden Presidential election of 1876 and the end of reconstruction on African Americans (i.e., the rise of Jim Crow laws, lynching, the First Great Migration). (P, S)
4. Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies. (P, E)

(continued)

Grade 11

THE RISE OF INDUSTRIAL AMERICA (1877–1914) (continued)

11.2. Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.

- 5. Identify the characteristics and impact of Grangerism and Populism. (P)
- 6. Explain child labor, working conditions, and laissez-faire policies toward big business; the labor movement, including its leaders (e.g., Samuel Gompers), and its demand for collective bargaining; and union strikes and protests over labor conditions. (S, E)
- 7. List and identify the significant inventors and their inventions and how they improved the quality of life (e.g., Thomas Edison, Lewis Latimer, Alexander Graham Bell, and Orville and Wilbur Wright). (S, I, E)
- 8. Describe entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford, and Madame C.J. Walker). (E)

11.3. Students analyze the social and economic contributions of immigrants to the building of cities and the economy during the Industrial Revolution.

- 1. Identify the new sources of large-scale immigration and locate on a map their countries of origin and where they have tended to settle in large numbers (e.g., Italians, Jews, Poles, Slovaks, Chinese, Koreans, and Japanese). (G, E, S)
- 2. Explain the ways in which new social and economic patterns encourage assimilation of newcomers into the mainstream amid growing cultural diversity and how this relates to the new wave of nativism. (G, S)
- 3. Identify the role that young immigrant women (e.g., Irish, Italian, and Jewish) played within the expanding garment industry, the harsh conditions that they endured, and the impact their employment had on their families. (E, S)
- 4. Trace the expansion and development of Western railroads (the Transcontinental Railroad), the Golden Spike event (1869), and the role that Chinese immigrant laborers (Central Pacific track) and Irish immigrant laborers (Union Pacific track) played in its construction. (G, E, S)
- 5. Examine and analyze the Chinese Exclusion Act (1882) and its revisions (1884, 1892, and 1902) and the effects that it had on Asian immigrants in the United States. (S, E, P)

THE PROGRESSIVE ERA (1890–1920)

11.4. Students analyze the changing landscape, including the growth of cities and development of cities divided by race, ethnicity, and class.

- 1. Trace the rise of industrialization. (E, S)
- 2. Explain the large-scale rural-to-urban migration, as well as massive immigration from Southern and Eastern Europe. (G, E)
- 3. Explain, with the use of a map, the economic development of the United States and its emergence as a major industrial power, including its gains from trade and the advantages of its physical geography. (G, E)
- 4. Debate the ideas of Social Darwinism. (P, S)

(continued)

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- (S) = social impact of events
- (M) = military action
- (I) = intellectual thought

Grade 11

THE PROGRESSIVE ERA (1890–1920) *(continued)*

- 11.4.** Students analyze the changing landscape, including the growth of cities and development of cities divided by race, ethnicity, and class.
5. Debate the ideas of Social Gospel. (P, S)
 6. Debate the value of industrial education versus liberal arts education (as articulated in the ideas of Booker T. Washington and W.E.B. Dubois, respectively).
 7. Explain the effect of the political programs and activities of the Populists. (P)
 8. Describe corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders. (P, E)
 9. Explain the effect of the political programs and activities of the Progressives (e.g., the Children’s Bureau, the 16th Amendment, and Theodore Roosevelt). (P)
 10. Explain the effects of industrialization on living and working conditions, including working conditions and food safety. (E, S)
 11. Trace on a map the Great Migration of African Americans that began in the early 1900s (and lasted through many decades) from the rural South to the industrial regions of the Northeast and Midwest, and examine how this mass migration initiated the change from a rural to urban lifestyle for many African Americans. (G, E, S)
- 11.5.** Students trace the rise of the United States to its role as a world power in the 20th century.
1. List and explain the purpose and the effects of the Open Door Policy (expansion into Asia). (G, P)
 2. Describe responses, particularly from the African American community, to the U.S. partition of Africa, the Cuban-Spanish-American War, annexation of Philippines, Hawaii, occupation of Haiti and Puerto Rico. (G, P, M)
 3. Describe the role of the United States in the Panama Revolution and the building of the Panama Canal, and the intensified military and economic intervention in Central America and the Caribbean. (G, P)
 4. Describe America’s diplomacy (e.g., Theodore Roosevelt’s Big Stick diplomacy, William Taft’s Dollar Diplomacy, and Woodrow Wilson’s Moral Diplomacy). (P)
 5. Explain the causes of World War I in 1914 and the reasons for the declaration of U.S. neutrality.
 6. List and identify the reasons for American entry into World War I, and explain how the entry of the United States affected the course and outcome of the war. (P, M)
 7. Identify and explain the principal theaters of battle, major turning points, and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, and climate). (G, M)
 8. Analyze the aims and negotiating roles of world leaders, including Woodrow Wilson’s Fourteen Points, and the causes and effects of U.S. rejection of the League of Nations on world politics. (P)
 9. Analyze the political, economic, and social ramifications of World War I on the home front. (P, S, E)

Grade 11

THE 1920S AND 1930S

11.6. Students describe how the battle between traditionalism and modernity manifested itself in the major historical trends and events after World War I and throughout the 1920s.

1. Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture. (G, S)
2. Describe the rise of mass-production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity, air-planes), and the resulting prosperity, expansion of freedom (derived from the car and the building of roads/highways), and effect on the American landscape. (G, E)
3. Describe the policies of presidents Warren Harding, Calvin Coolidge, and Herbert Hoover (e.g., "associationism," The Teapot Dome scandal, "New Era" politics). (P)
4. Analyze the attacks on civil liberties and racial and ethnic tensions, including the Palmer Raids, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. (P, S)
5. Trace the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks. (P, S)
6. Explain the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition). (P)
7. Analyze the passage of the 19th Amendment and the changing role of women in society. (P, S)
8. Describe the New Negro Movement/Harlem Renaissance and new trends in literature (e.g., Zora Neale Hurston, Langston Hughes, Sterling Brown, Ernest Hemingway, and F. Scott Fitzgerald) and music, with special attention to the Jazz Age (e.g., James Reese Europe, Duke Ellington, and Louis Armstrong). (I)
9. Describe forms of popular culture, with emphasis on their origins and geographic diffusion (e.g., professional sports, and flappers). (G, S)

THE GREAT DEPRESSION (1929–1939)

11.7. Students analyze the causes and effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

1. Describe the monetary issues of the late 19th and early 20th centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920s. (E)
2. Describe the explanations of the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis and mass unemployment. (P, E)
3. Describe the human toll of the Depression, natural disasters, unwise agricultural practices, and their effects on the depopulation of rural regions and on political movements of the left and right. (G, S)
4. Identify, with the use of a map, how different regions of the United States were affected by the Great Depression. (G, E, S).

(continued)

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Grade 11

THE GREAT DEPRESSION (1929–1939) *(continued)*

11.7. Students analyze the causes and the effects of the Great Depression and how the New Deal fundamentally changed the role of the federal government.

5. Trace the emergence of a "New Deal coalition," consisting of African Americans, blue-collar workers, poor farmers, Jews, and Catholics. (P)
6. Analyze the effects of and the controversies arising from New Deal economic policies.
7. Explain the expanded role of the federal government in society and the economy since the 1930s and how the role of the U.S. government with regard to the free market was altered (e.g., Works Progress Administration, Social Security, National Labor Relations Board, Federal Deposit Insurance Corporation, Securities and Exchange Commission, Fair Labor Standards Act, farm programs, regional development policies, and energy development projects, such as the Tennessee Valley Authority). (P, E)
8. Identify the importance of Roosevelt's Black Cabinet to national race policy.
9. Trace the advances and retreats of organized labor (e.g., the creation of the American Federation of Labor and the Congress of Industrial Organizations).
10. Debate current issues of a postindustrial, multinational economy. (P, E)

WORLD WAR II (1939–1947)

11.8. Students analyze America's participation in World War II.

1. Analyze Roosevelt's foreign policy during World War II (e.g., "Four Freedoms" speech). (P, M)
2. Explain the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor, and the decision to join the Allies' fight against Nazi Germany and Imperial Japan for the freedom of those oppressed and attacked by these Axis nations. (P, M)
3. Trace the response of the administration to atrocities against Jews and other groups. (P, S)
4. Identify and locate on a map the Allied and Axis countries and the major theatres of the War.
5. Explain U.S. and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge. (G, P, M)
6. Describe the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens. (P, S)
7. Identify the roles and sacrifices of individual American soldiers (more than 300,000 American soldiers died), as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442nd Regimental Combat team, and the Navajo Code Talkers). (M, S)
8. Examine and explain the entry of large numbers of women into the workforce, the roles and growing political demands of African Americans, and A. Philip Randolph and the efforts to eliminate employment discrimination. (P, S)

(continued)

Grade 11

WORLD WAR II (1939–1947) (continued)

- 11.8.** Students analyze America's participation in World War II.
- 9.** Trace the Manhattan Project, the decision to drop atomic bombs on Hiroshima and Nagasaki, and the consequences of that decision. (G, P, M, S)
 - 10.** Analyze the effect of massive aid given to Western Europe under the Marshall Plan to rebuild and the establishment of the United Nations.
 - 11.** Outline international organizations and their importance in shaping modern Europe and maintaining peace and international order (e.g., International Declaration of Human Rights, International Monetary Fund, World Bank, and the General Agreement on Tariffs and Trade, or GATT). (P, E)
 - 12.** Describe the major developments in aviation, weaponry, communication, and medicine, and the war's impact on the location of American industry and use of resources. (E, I)

COLD WAR AMERICA TO THE NEW MILLENNIUM (1947–2001)

- 11.9.** Students trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy.
- 1.** Describe the role of military and other alliances, including NATO, SEATO, and the Alliance for Progress, in deterring communist aggression and maintaining security during the Cold War. (P, M)
 - 2.** Explain how the world was divided into two realms, the free world and the communist world, led by two superpowers, and explain how these "worlds" competed with each other (spying, misinformation and disinformation campaigns, sabotage, and infiltration).
 - 3.** Trace the roots of domestic anticommunism that grew out of a real threat from the Communists, including the origins and consequences of McCarthyism (e.g., Alger Hiss, J. Edgar Hoover, Senator Joseph McCarthy, and the Rosenbergs) and blacklisting. (P, S)
 - 4.** Explain American involvement in the Berlin Blockade and its effect on Americans. (M, P)
 - 5.** Trace America's involvement in the Korean War. (P)
 - 6.** Explain the Bay of Pigs Invasion and the Cuban Missile Crisis. (P)
 - 7.** Explain and debate atomic testing in the American West, the mutually assured destruction doctrine, and disarmament policies. (P, M)
 - 8.** Outline the Vietnam War, including diplomatic and military policies of presidents Eisenhower, Kennedy, Johnson, and Nixon, and the rise of social activism. (P, M, S)
 - 9.** Explain the Domino Theory, containment, and modern colonialism. (P, S)
 - 10.** Describe Eisenhower's response to the Soviets' launching of Sputnik and the advances in the space race and exploration. (I)

(continued)

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Grade 11

COLD WAR AMERICA TO THE NEW MILLENNIUM (1947–2001) *(continued)*

11.10. Students analyze the economic boom and social transformation of America midcentury.

1. Trace the impact of economic growth, declining poverty, and an increase in education levels, with particular attention on the growth of the service sector, white-collar, and professional sector jobs in business and government. (E, S)
2. Explain the impact of the baby boomer generation and the growth of suburbs and home ownership. (S)
3. Describe the effects of technological developments on society and the economy (e.g., the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology) and the increasing role of TV and mass media on the American home. (S, E, I)
4. Describe the transformation of the Jazz Age into the rise of rhythm and blues, precursor to rock 'n' roll and the emergence of a youth culture. (S)
5. Describe Kennedy's New Frontier program to improve education, provide health care for the elderly, end racial discrimination against African Americans, and create the Peace Corps, and the kind of work corps members are involved in around the globe. (P, S)
6. Explain the rise of the Dixiecrats and the Southern Manifesto, which set the stage for the ultimate exodus of Southern Whites from the Democratic Party to the Republican Party. (P)

11.11. Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.

1. Explain the roots of the 1950s and 1960s Civil Rights movement in the legal struggles and largely interracial coalition building of the 1940s (e.g., Congress of Racial Equality and NAACP Legal Defense Fund). (P, S)
2. Describe the diffusion of the Civil Rights movement of African Americans from the churches of the rural South to the urban North, including the resistance to racial desegregation in Little Rock and Birmingham, and how their advances influenced the agendas, strategies, and effectiveness of the quests of Native Americans, Asian Americans, and Hispanic Americans for civil rights and equal opportunities. (G, P)
3. Describe the birth and the spread of the Chicano Movement, from New Mexico to Denver to Washington, DC. And analyze its moderate and more militant arms (e.g., Brown Berets, United Farm Workers, Mexican American Political Association, and Raza Unida). (G, P)
4. Explain the role of institutions (e.g., the National Association for the Advancement of Colored People, or NAACP; the Warren Court; the Nation of Islam; the Congress of Racial Equality; the Southern Christian Leadership Conference; League of United Latin American Citizens, or LULAC; the National Council of La Raza, or NCLR; the Mexican American Legal Defense and Education Fund, or MALDEF; the National Puerto Rican Coalition; and the Student Non-violent Coordinating Committee). (P)
5. Describe the legacies and ideologies of key people (e.g., A. Philip Randolph, Dolores Huerta, Raúl Yzaguirre, Robert Kennedy, Martin Luther King Jr., Ella Jo Baker, Thurgood Marshall, Rosa Parks, and Malcolm X). (P)
6. Outline the steps toward desegregation (e.g., Jackie Robinson and baseball, Harry Truman and the armed forces, and Adam Clayton Powell and Congress) and the integration of public schools, including *Plessy v. Ferguson*, *Brown v. Board of Education*, and *Bolling v. Sharpe*. (P, S)

(continued)

Grade 11

COLD WAR AMERICA TO THE NEW MILLENNIUM (1947–2001) (continued)

- 11.11.** Students analyze the origins, goals, key events, and accomplishments of Civil Rights movement in the United States.
- 7.** Trace the identification of rights of immigrant populations (non-English speakers) by examining a series of legal decisions from the Supreme Court (e.g., *Hernández v. Texas*, *Méndez v. Westminster*, *Plyler v. Doe*, *Lau v. Nichols*, and *Keyes v. Denver*). (P, S)
 - 8.** Explain the 1964 Civil Rights Act, the 1965 Voting Rights Act and the Fair Housing Act of 1968, the 24th Amendment, with an emphasis on equality of access to education and to the political process. (P, S)
 - 9.** Describe the Immigration and Nationality Services Act of 1965 and the effect of abolishing the national origins quotas on the demographic makeup of America. (S, P, E)
 - 10.** Analyze the women's rights movement launched in the 1960s, including differing perspectives on the roles of women, the National Organization of Women, and the Equal Rights Amendment (ERA). (P, S)
- 11.12.** Students analyze important events and trends in the 1960s and 1970s.
- 1.** Explain the effect that the assassination of President Kennedy had on the nation. (P, S)
 - 2.** List and identify the major components of Johnson's Great Society programs: aid to education, attack on disease, Medicare, urban renewal, beautification, conservation, the war on poverty, crime prevention, and removal of obstacles to the right to vote. (P, S)
 - 3.** Describe the Southern Strategy and the success of Nixon's appeal to the silent majority. (P)
 - 4.** Analyze the rise of social activism and the antiwar and countercultural movements. (P, S)
 - 5.** Describe the dimensions of the energy crisis, the creation of a national energy policy, and the emergence of environmentalism (e.g., creation of the Environmental Protection Agency; Rachel Carson's *Silent Spring*; disasters such as Love Canal, Three Mile Island, and the Exxon Valdez). (G, P, S)
 - 6.** Explain the Watergate scandal (including the Supreme Court case, *U.S. v. Nixon*), the changing role of media and journalism in the United States as a result, and the controversies surrounding Ford's pardon of Nixon. (P)
 - 7.** Explain the 1972 Church Senate Commission and the uncovering of the FBI's Counterintelligence (COINTELPRO) program of domestic spying on black and leftist organizations. (P)
 - 8.** Identify scientific, technological, and medical advances (e.g., VCR technology, jumbo jets, DNA and genetic engineering, and the first test tube baby). (I)
 - 9.** Analyze the women's rights movement in the 1960s and 1970s (e.g., formation of NOW and the debate over the Equal Rights Amendment). (P, S)
 - 10.** Describe the Black Power and black studies movements (e.g., the Black Panthers; Organization Us; black-themed film, music, and art; and the birth of academic black studies). (P, S)

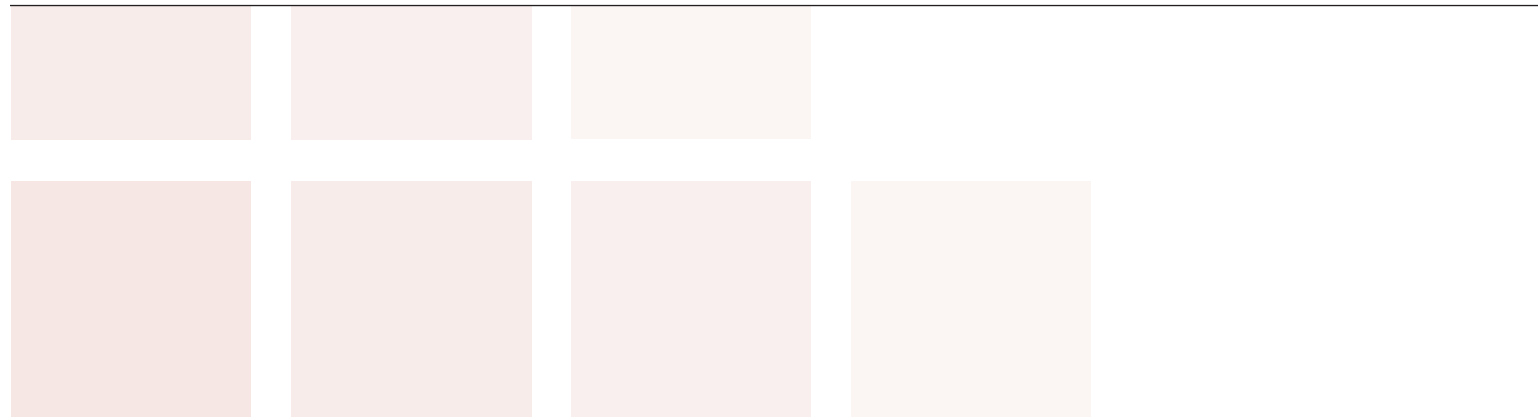
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Grade 11

CONTEMPORARY AMERICA

11.13. Students describe important events and trends of the late 20th century.

1. Trace the computer and technological revolution of the 1980s and 1990s (e.g., World Wide Web, e-mail, the Internet, and cell phone). (I, E)
2. Identify recent scientific and medical advances (e.g., Human Genome Project), and explain how medical advances and improved living standards have brought significant increases in life expectancy. (E, I, S)
3. Explain the roots and ultimate success of the antiapartheid movement (boycotts, arrests, and organizing among African Americans and others). (P, S)
4. Explain the revitalization of the conservative movement during Reagan's tenure as president, including the creation of the Moral Majority and the rise of Evangelical Protestants. (P, R)
5. Describe the major issues in the immigration debate, such as the rising numbers of Asians and Hispanics; the impact of legal and illegal immigrants on the U.S. economy; and the delivery of social services, including bilingual education and ESL programs, to non-English speaking groups. (S)
6. Trace and explain the weakening of the nuclear family, two-earner families, and the rise in divorce rates. (S)
7. Analyze the social and economic effects of various health crises, including increasing obesity and the AIDS epidemic. (S, E)
8. Analyze the impact on society of the incarceration of large numbers (disproportionate to their percentage of the general population) of African Americans and Latinos. (S)
9. Explain the Supreme Court case *Bush v. Gore*. (P)
10. Examine the emergence of rap or hip-hop music and its influence on urban culture. (S)
11. Describe the increasing globalization of the American economy. (E)



Grade 11

CONTEMPORARY AMERICA *(continued)*

11.14. Students analyze the important foreign policies of and events that took place during the administrations of presidents Ronald Reagan, George H.W. Bush, Bill Clinton, and George W. Bush.

1. Analyze the role of the Reagan administration in ending the Cold War, and describe the administration's anticommunist foreign and defense policies. (P)
2. Explain the major goals of the North American Free Trade Agreement (NAFTA) and its impact on the U.S., Mexican, and Canadian economies. (P, E)
3. Describe George H.W. Bush leading the U.N. coalition in the 1990–1991 Gulf War and his decision to liberate Kuwait but keep Saddam Hussein in power. (P, M)
4. Debate the U.S. Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War and the attempts to negotiate a settlement to the Israeli–Palestinian conflict. (G, P, M)
5. Explain American intervention in Somalia, Haiti, Bosnia-Herzegovina, and Kosovo. (P)
6. Explain the reasons for and impact of President Clinton's renewed interest in U.S.–African relations.
7. Describe relations between the United States and Mexico in the 20th century, including key economic, political, immigration, and environmental issues (e.g., North American Free Trade Agreement, or NAFTA). (P, E)
8. Describe U.S. foreign policy toward Latin America, as it concerns the drug trade and the spread of U.S.–style democracy. (P, M)
9. Describe America's response to the September 11, 2001, terrorist attack on the World Trade Center and Pentagon, including the intervention in Afghanistan and invasion of Iraq. (P, M)

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PRINCIPLES OF U.S. GOVERNMENT

Grade 12 (One Semester)

PRINCIPLES OF U.S. GOVERNMENT

12.1. Students explain the fundamental principles and moral values of the American Republic as expressed in the U.S. Constitution and other essential documents of American democracy.

1. Analyze the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolò Machiavelli, and William Blackstone on the development of American government.
2. Discuss the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
3. Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths.”
4. Explain how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in *The Federalist Papers*.
5. Describe the systems of separated and shared powers, the role of organized interests (*Federalist Paper Number 10*), checks and balances (*Federalist Paper Number 51*), the importance of an independent judiciary (*Federalist Paper Number 78*), enumerated powers, rule of law, federalism, and civilian control of the military.
6. Understand that the Bill of Rights limits the powers of the federal government and state governments.

12.2. Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; and the relationship of religion and government.

BRANCHES OF GOVERNMENT

12.3. Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.

1. Discuss Article I of the Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
2. Explain the process through which the Constitution can be amended.
3. Identify their current representatives in the legislative branch of the national government.
4. Discuss Article II of the Constitution as it relates to the executive branch, including eligibility for office and length of term, election to and removal from office, the oath of office, and the enumerated executive powers.
5. Discuss Article III of the Constitution as it relates to judicial power, including the length of terms of judges and the jurisdiction of the Supreme Court.
6. Explain the processes of selection and confirmation of Supreme Court justices.

Grade 12 (One Semester)

BRANCHES OF GOVERNMENT *(continued)*

12.4. Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.

1. Understand the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the due process and equal-protection-of-the-law clauses of the 14th Amendment.
2. Analyze judicial activism and judicial restraint and the effects of each policy over the decades (e.g., the Warren and Rehnquist courts).
3. Evaluate the effects of the Court's interpretations of the Constitution in *Marbury v. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.
4. Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*; *Brown v. Board of Education*; *Miranda v. Arizona*; *Regents of the University of California v. Bakke*; *Adar and Constructors, Inc. v. Pena*; and *United States v. Virginia (VMI)*.

12.5. Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.

1. Explain how conflicts between levels of government and branches of government are resolved.
2. Identify the major responsibilities and sources of revenue for state and local governments.
3. Discuss reserved powers and concurrent powers of state governments.
4. Discuss the 9th and 10th amendments and interpretations of the extent of the federal government's power.
5. Explain how public policy is formed, including the setting of the public agenda and implementation of it through regulations and executive orders.
6. Compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
7. Identify the organization and jurisdiction of federal, state, and local (e.g., California) courts and the interrelationships among them.
8. Understand the scope of presidential power and decision-making through examination of case studies, such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.

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Grade 12 (One Semester)**ELECTIONS AND THE POLITICAL PROCESS**

- 12.6.** Students evaluate issues regarding campaigns for national, state, and local elective offices.
1. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
 2. Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
 3. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
 4. Describe the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office).
 5. Discuss the features of direct democracy in numerous states (e.g., the process of referendums and recall elections).
 6. Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and the function of the electoral college.
- 12.7.** Students evaluate and take and defend positions on the influence of the media on American political life.
1. Discuss the meaning and importance of a free and responsible press.
 2. Describe the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.
 3. Explain how public officials use the media to communicate with the citizenry and to shape public opinion.

RIGHTS AND RESPONSIBILITIES OF CITIZENS

- 12.8.** Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
1. Discuss the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, and privacy).
 2. Explain how economic rights are secured and their importance to the individual and to society (e.g., the right to acquire, use, transfer, and dispose of property; right to choose one's work; right to join or not join labor unions; copyright and patent).
 3. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
 4. Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
 5. Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.
 6. Explain how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements).

Grade 12 (One Semester)

RIGHTS AND RESPONSIBILITIES OF CITIZENS *(continued)*

12.9. Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.

1. Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes.
2. Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
3. Discuss the historical role of religion and religious diversity.
4. Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

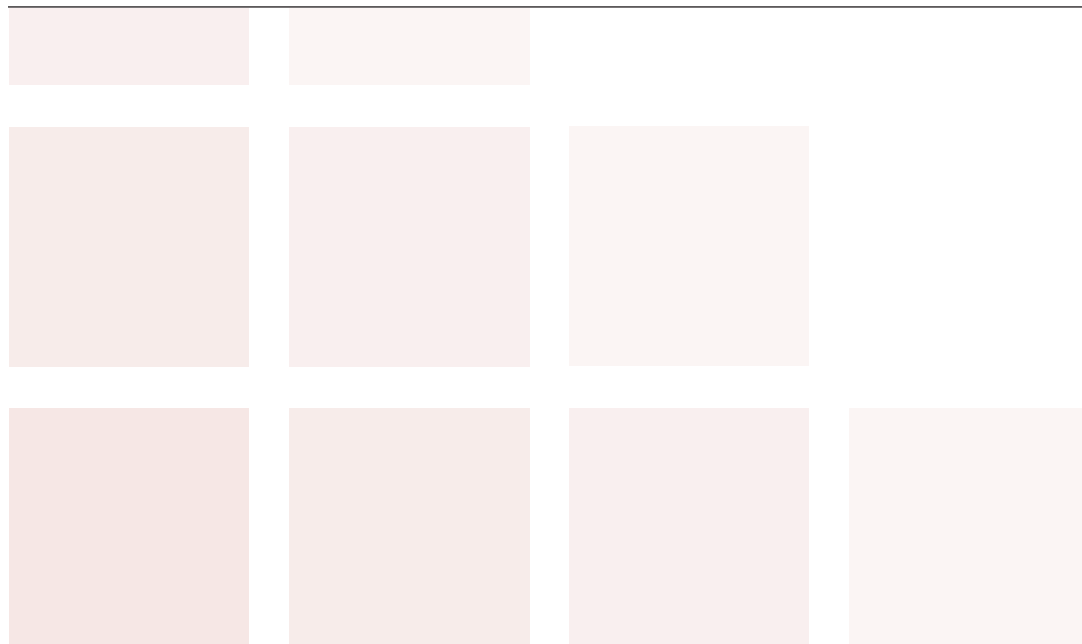
12.10. Students analyze the development and evolution of civil rights for women and minorities and how these advances were made possible by expanding rights under the U.S. Constitution.

1. Explain the Civil Rights movement and resulting legislation and legal precedents, including the Truman and Eisenhower-era integration policies and laws.
2. Trace the women's rights movement and resulting legislation and legal precedents.
3. Outline legislation and legal precedents that establish rights for the disabled, Hispanics, Native Americans, Asians, and other minority groups, including the tensions between protected categories (e.g., race) and nonprotected ones (*United States v. Carolene Products, Co.*, and "Famous Footnote Four").

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Grade 12 (One Semester)**FEDERAL GOVERNMENT AND THE ECONOMY**

- 12.11.** Students analyze the influence of the federal government on the American economy.
1. Explain how the role of government in a market economy includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumer rights.
 2. List the factors that may cause the costs of government actions to outweigh the benefits of those actions.
 3. Explain the aims of government fiscal policies (taxation, borrowing, and spending) and their influence on production, employment, and price levels.
 4. Explain progressive, proportional, and regressive taxation.
 5. Outline how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth.
 6. Describe how the government responds to perceived social needs by providing public goods and services.
 7. Explain major revenue and expenditure categories and their respective proportions in the budgets of the federal government.
 8. Describe how federal tax and spending policies affect the national budget and the national debt.
 9. Describe how federal antidiscrimination policies have affected the ability of minority groups to build and transfer wealth and resources (e.g., affirmative action in hiring, and federal labor and housing laws).



Grade 12 (One Semester)

COMPARATIVE GOVERNMENT

12.12. Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.

1. Explain how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
2. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone and Margaret Thatcher).
3. Discuss the advantages and disadvantages of federal, confederal, and unitary systems of government.
4. Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods (e.g., Italy, Japan, Haiti, Nigeria, and Cambodia).
5. Identify the forms of illegitimate power that 20th-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
6. Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the 19th and 20th centuries.
7. Describe the ideologies that give rise to communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, and Vaclav Havel).
8. Identify the successes of relatively new democracies in Africa, Asia, and Latin America and the ideas, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

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DISTRICT OF COLUMBIA HISTORY AND GOVERNMENT

Grade 12 (One Semester)

EARLY SETTLEMENTS AND GEOGRAPHY

- 12.DC.1.** Students identify and locate on a map the principal topographical features of the original federal district and surrounding area.
- 12.DC.2.** Students describe the early Native American and English settlements that were established during the 17th and 18th centuries.
- 12.DC.3.** Students explain how and when Africans came to the Chesapeake and Potomac Region, why a significant number of them were free, the roles they played in the development of the agrarian economy (e.g., tobacco), and how slavery developed as an institution in the region.

A NEW NATIONAL CAPITAL AND A NEW CITY

- 12.DC.4.** Students explain the establishment of the new capital.
1. Describe the geographic and political reasons for the permanent location of the national capital.
 2. Describe major provisions of the Residence Act of 1790.
 3. Outline the roles of Pierre L'Enfant, Andrew Ellicott, and Benjamin Banneker in planning, surveying, and mapping the site of the new capital.
 4. Explain initial political jurisdictions in the District neighborhoods within Washington City.
- 12.DC.5.** Students describe the nation's capital during the early 19th century.
1. Explain how the city government operated under Mayor Brent.
 2. Describe how the home rule charters of 1802, 1812, and 1820 gave District residents a voice in their local government.
 3. Describe cultural and commercial life, and outline the demand for specific skills and trades that attracted people from other colonies to Washington, DC.
 4. Explain the impact of the War of 1812.
 5. Trace the origins and ultimate failure of the Chesapeake and Ohio Canal.
 6. Explain retrocession (or return) of the territory that had been ceded for the federal district in 1790 by the state of Virginia.

SLAVERY, WAR, AND EMANCIPATION

- 12.DC.6.** Students describe and explain the effect of mid-19th-century efforts to abolish slavery.
1. Analyze the abolition movement in Washington, DC.
 2. Using a map, trace the Underground Railroad.
 3. Describe the provision of the Compromise of 1850 that outlawed the slave trade in Washington, DC.
 4. Debate Washington, DC's new Black Code.
 5. Explain the Snow Riots, the Pearl Affair, and incidents of fear and violence triggered by mounting tensions over slavery.

Grade 12 (One Semester)

SLAVERY, WAR, AND EMANCIPATION *(continued)*

12.DC.7. Students describe the effect the Civil War had on life in Washington, DC, and they explain the effects of Compensated Emancipation and the Emancipation Proclamation on the city.

1. Describe how the Union Army transformed the city into an armed camp.
2. Describe the conflicting loyalties of people living in the city.
3. On a map, trace the creation of a ring of forts to defend the city.
4. Explain the participation of white and black residents in the Union and Confederate armies.
5. Explain how the city responded to the problems that accompanied the sudden surge of population (e.g., soldiers and escaping slaves).
6. Describe the emancipation by compensation of slaves owned by residents of Washington, DC, and the emancipation of slaves in the Confederacy.

RECONSTRUCTION PERIOD

12.DC.8. Students describe the era of Reconstruction in Washington, DC.

1. Describe the Freedman's Bureau.
2. Explain the civil rights advancements.
3. List and identify achievements of African American leaders, such as Francis Cardozo, Frederick Douglass, John Mercer Langston, and James Wormley.
4. Trace the expansion of public education.
5. Explain the appearance of Howard University (1867) as a multiracial, coeducational university.

LATE 19TH AND EARLY 20TH CENTURIES

12.DC.9. Students explain the major developments during the period of the District's territorial government, established by Congress in 1871.

1. Describe the work of the new Board of Health, also created in 1871.
2. Outline the strengths and weaknesses of the ambitious public works program spearheaded by Alexander Shepherd.
3. Explain why and how Congress ended home rule for the District of Columbia in 1874.
4. Describe the major provisions of the Organic Act of 1878.
5. Explain how the District was governed by commissioners.

(continued)

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Grade 12 (One Semester)**LATE 19TH AND EARLY 20TH CENTURIES** *(continued)*

12.DC.10. Students compare the employment (e.g., skilled and unskilled trades, entrepreneurs) and educational opportunities (e.g., elementary through postsecondary training) for white and black Washingtonians.

1. Describe how segregation and discrimination limited opportunities for African Americans.
2. Describe disturbances resulting from racial tensions.
3. Explain how African American leaders resisted discrimination.
4. Outline the role that churches played in the lives of African American Washingtonians.

12.DC.11. Students explain how Washington, DC's population grew and became more diverse with the infusion of immigrant minorities.

1. Identify key migratory waves that have occurred during the 20th century.
2. Explain how political, social, and cultural institutions have arisen over the years to respond to their needs and preferences.
3. Compare the development of Hispanic immigrant neighborhoods to that of historically African American sections of the City (e.g., Adams Morgan and the "U" Street Corridor).

12.DC.12. Students identify the political and cultural achievements of African Americans living and working in Washington, DC.

1. Identify some of the African American writers of the Harlem Renaissance who were born or lived in Washington, DC.
2. Describe the New Negro Alliance and the tactics they used to fight discrimination and segregation.

12.DC.13. Students describe what Washingtonians did for amusement and recreation during the 1920s and 1930s.

1. Identify the three professional ball teams: The Homestead Grays, The Washington Senators, and the Washington Redskins.
2. Using a map, locate the various parks and playgrounds around the city.
3. Identify what movies and radio shows were popular during this period of time.

20TH-CENTURY EXPANSION AND URBAN CHALLENGES

12.DC.14. Students describe the historical developments in Washington, DC, during the first half of the 20th century.

1. Explain how World War I, the New Deal, and World War II created dramatic increases in the District's population.
2. Describe the effects of housing shortages, lack of decent housing for low-income residents, and overcrowding in African American neighborhoods, as well as the remedies developed to address these problems.
3. Assess the relationships between advancements in transportation technology and the growth of the city and neighborhood development, including the effects of the electric streetcar.

(continued)

Grade 12 (One Semester)

20TH-CENTURY EXPANSION AND URBAN CHALLENGES *(continued)*

12.DC.14. Students describe the historical developments in Washington, DC, during the first half of the 20th century.

- 4. Identify the important geographic features of the city, including quadrants; naming patterns for streets, avenues, and roads; parks and circles; and major corridors and neighborhoods.
- 5. Describe how the commissioner form of government responded to municipal problems, and explain why and how citizens expressed their dissatisfaction with this government.

CIVIL RIGHTS AND HOME-RULE VICTORIES

12.DC.15. Students describe efforts to overcome discrimination in employment, public accommodations, housing, and education in the District (examine the National Committee on Segregation), and explain the local and national effects of these efforts.

12.DC.16. Students identify key milestones and efforts that led to greater self-government and suffrage for Washington, DC, residents.

Key Milestones: opposition of the Southwest Civic Association and the local NAACP to urban renewal in Southwest Washington (1950); the 23rd Amendment to the U.S. Constitution (1961); the Emergency Committee on the Transportation Crisis (1962); the Free DC movement (1966); the Model Inner City Community Development Organization (1966); President Lyndon Johnson's reorganization of the District government, establishing the appointed offices of mayor and council members (1967); the elected school board for the District (1968); the Statehood Movement (1969); the elected nonvoting delegate to the House of Representatives from Washington, DC (1971); the defeat of Congressman John Macmillan of South Carolina and a new chair, Charles Diggs of Michigan, for the House District Committee (1972); the Home Rule Act of 1973 passed by Congress and signed by President Richard Nixon; the approval of Home-Rule Charter by Washington, DC, citizens and election of the city's first local government in more than 100 years (1974); the proposed constitutional amendment to give Washington, DC, congressional representation that was passed by Congress and sent to the states (1978).

12.DC.17. Students identify key people who were civic and political leaders in Washington, DC, during the second half of the 20th century (e.g., Marion Barry, Ronald Blackburn-Moreno, Marvin Caplan, Nelson A. Castillo, Dave Clark, A. Powell Davies, Jane Delgado, Walter Fauntroy, Julius Hobson, E. Franklin Jackson, Mordecai Wyatt Johnson, Janet Murguía, Eleanor Homes Norton, Delia Pompa, Joseph Rauh, Carlos Rosario, Polly Shackleton, Carl Shipley, Saul Solórzano, Sterling Tucker, Walter Washington, and John Wilson).

ADDRESSING OPPORTUNITIES AND PROBLEMS UNDER HOME RULE

12.DC.18. Students explain how the new government addressed the issues facing the city. They understand the executive and legislative powers of the new home-rule government and how the new government addressed the following: crime, economic development, health, housing, planning, poverty, and transportation.

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Grade 12 (One Semester)**ADDRESSING OPPORTUNITIES AND PROBLEMS UNDER HOME RULE** *(continued)*

12.DC.19. Students describe both the dramatic changes in the District's population that occurred in the late 20th century and the effects of these changes.

1. Explain the exodus of middle-class families from the District and its impact.
2. Describe how the influx of immigrants from Central America, Asia, and Africa has made the city a multicultural center.

12.DC.20. Students identify the causes of the city's financial crisis in the mid 1990s, describe how both the city and Congress responded to it, and explain the factors that made the city's economic recovery possible.

12.DC.21. Students identify the mayors that have been elected under the city's Home Rule Charter, and they describe both the accomplishments and shortcomings of each administration.

12.DC.22. Students analyze issues critical to the future of the city.

1. Explain the tension between gentrification and the interests of long-term residents.
2. Describe and debate whether the city should plan for an increase in population and density to accommodate new residents.
3. Describe how such regional issues as transportation, water and air quality, and homeland security affect the city.
4. Describe if and how the city can use economic development to address significant unemployment among Washington, DC, residents.
5. Explain the challenges and opportunities that are unique to the status of Washington, DC, as an international political and economic capital.
6. Review the reasons why Washington, DC, residents do not have voting representation in Congress, and assess the prospects for current efforts to get congressional representation for the District.

DISTRICT GOVERNMENT

12.DC.23. Students explain the relationship between the federal government and the District of Columbia as defined by Article I, Section 8, of the U.S. Constitution and the unique budgetary, legislative, and financial constraints placed on the District government by the U.S. Congress.

12.DC.24. Students identify the major provisions of the District's Home Rule Charter, and they explain the roles and responsibilities of the three branches of the District government, as well as the Board of Education.

1. Describe how the work of the executive branch of the District government affects the lives of District residents.
2. Explain the role of local courts and their relationship to other branches of government, using recent cases as examples.
3. Explain how laws are made in the District of Columbia, using recently passed legislation as examples.
4. Explain the role of the Board of Education in setting the educational policy and school funding.

Grade 12 (One Semester)

DISTRICT GOVERNMENT *(continued)*

12.DC.25. Students describe how they can participate in the governmental process of the District of Columbia.

1. Describe the District's budget and its significance, including how citizens can participate in the budget process and how the District government uses taxing and spending decisions to further government policies.
2. Identify the city's major political parties, and describe the role of political parties in Washington, DC, elections.
3. Describe the political geography of the District, and explain the various divisions: wards, precincts, Board of Education Election Districts, and Single Member Advisory Neighborhood Commission Districts, or SMDs.
4. Identify public officials elected by District voters, and explain how these officials are elected: the mayor; council members and Board of Education members elected citywide and council members and Board of Education members, who represent their wards; Advisory Neighborhood Commissioners, who represent their Single Member Districts; and the Washington, DC, delegate to the U.S. House of Representatives.
5. Explain how ballot initiatives and referenda can shape public policies, providing examples of local policies that resulted from such ballot measures. In addition, explain the process for recalling public officials in the District.

12.DC.26. Students describe the growth of Washington, DC, as a cultural center and as a world capital.

1. Identify the various ancestries of Washingtonians today.
2. Identify the innovative theaters and museums that came to life after the 1960s, and explain how theaters and museums contribute to the idea of Washington, DC, as a world capital.
3. Describe the collaboration between public and private agencies to save important buildings and support cultural programs in Washington, DC.
4. Identify the media outlets that Washingtonians have created and relied on for local, national, and international information.
5. Identify the local professional sports teams that represent the nation's capital.
6. On a map, identify the locations for annual festivals in Washington, DC, and describe what they offer in terms of entertainment.
7. Describe the central importance of Washington, DC's universities (e.g., Georgetown, American, Howard, Catholic, and Gallaudet) in attracting international students, faculty, and staff with particular global interests.

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Grades 9 through 12**Historical and Social Sciences Analysis Skills**

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

HISTORICAL CHRONOLOGY AND INTERPRETATION

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

GEOGRAPHIC SKILLS

1. Students understand the influence of physical and human geographic factors on the evolution of significant historic events and movements. They apply the geographic viewpoint to local, regional, and world policies and problems.
2. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. Identify major patterns of human migration, both in the past and present.
3. Students relate current events to the physical and human characteristics of places and regions. They identify the characteristics, distribution, and complexity of Earth's cultural mosaics.
4. Students evaluate ways in which technology has expanded the capability of humans to modify the physical environment and the ability of humans to mitigate the effect of natural disasters.
5. Students hypothesize about the impact of push-pull factors on human migration in selected regions and about the changes in these factors over time. Students develop maps of human migration and settlement patterns at different times in history and compare them to the present.
6. Students note significant changes in the territorial sovereignty that took place in the history units being studied.

(continued)

Grades 9 through 12

GEOGRAPHIC SKILLS *(continued)*

7. Students study current events to explain how human actions modify the physical environment and how the physical environment affects human systems (e.g., natural disasters, climate, and resources). They explain the resulting environmental policy issues.
8. Students explain how different points of view influence policies relating to the use and management of Earth's resources.
9. Students identify patterns and networks of economic interdependence in the contemporary world.

HISTORICAL RESEARCH, EVIDENCE, AND POINT OF VIEW

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

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Principles of Economics (Elective)**ECONOMIC TERMS**

- E.1.** Students understand common economic terms and concepts and economic reasoning.
1. Explain the causal relationship between scarcity and the need for choices.
 2. Explain opportunity cost and marginal benefit and marginal cost.
 3. Identify the difference between monetary and nonmonetary incentives and how changes in incentives cause changes in behavior.
 4. Evaluate the role of private property as an incentive in conserving and improving scarce resources, including renewable and nonrenewable natural resources.
 5. Analyze the role of a market economy in establishing and preserving political and personal liberty (e.g., through the works of Adam Smith).
- E.2.** Students analyze the aggregate economic behavior of the U.S. economy.
1. Identify differences between nominal and real data.
 2. Describe the significance of an unemployment rate, the number of new jobs created monthly, inflation or deflation rate, and a rate of economic growth.
 3. Outline the differences between short-term and long-term interest rates and their relative significance.

MARKET ECONOMY

- E.3.** Students analyze the elements of America's market economy in a global setting.
1. Explain the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand.
 2. Describe the effects of changes in supply and/or demand on the relative scarcity, price, and quantity of particular products.
 3. Explain the roles of property rights, competition, and profit in a market economy.
 4. Explain how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy.
 5. Explain the process by which competition among buyers and sellers determines a market price.
 6. Describe the effect of price controls on buyers and sellers.
 7. Analyze how domestic and international competition in a market economy affects goods and services produced, and the quality, quantity, and price of those products.
 8. Explain the role of profit as the incentive to entrepreneurs in a market economy.
 9. Describe the functions of financial markets.
 10. Describe the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retail facilities.

Principles of Economics (Elective)

U.S. LABOR MARKET

E.4. Students analyze the elements of the U.S. labor market in a global setting.

1. Explain the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures that unions use to gain benefits for their members, the effects of unionization, the minimum wage, and unemployment insurance.
2. Describe the current economy and labor market, including the types of goods and services produced, the types of skills workers need, the effects of rapid technological change, and the impact of international competition.
3. Describe wage differences among jobs and professions, using the laws of demand and supply and the concept of productivity.
4. Explain the effects of international mobility of capital and labor on the U.S. economy.
5. Measure the impact of free trade agreements, transnational labor outsourcing, and legal and illegal immigration on domestic and international workers and U.S. economic foreign policy.

INTERNATIONAL TRADE

E.5. Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond U.S. borders.

1. Identify the gains in consumption and production efficiency from trade, with emphasis on the main products and changing geographic patterns of 20th-century trade among countries in the Western Hemisphere.
2. Compare the reasons for and the effects of trade restrictions during the Great Depression compared with present-day arguments among labor, business, and political leaders over the effects of free trade on the economic and social interests of various groups of Americans.
3. Explain the changing role of international political borders and territorial sovereignty in a global economy.
4. Explain foreign exchange, the manner in which exchange rates are determined, and the effects of the dollar's gaining (or losing) value relative to other currencies.

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GLOSSARY OF SELECTED TERMS

(with emphasis on terms that appear in K–8)

Amendment (constitutional): Changes in, or additions to, a constitution. Proposed by a two-thirds vote of both houses of Congress or by a convention called by Congress at the request of two-thirds of the state legislatures. Ratified by approval of three-fourths of the states.

Articles of Confederation: The first constitution of the United States, created in 1781. It established a weak national government and was replaced in 1789 by the Constitution of the United States.

Barter: The direct exchange of one good or service for another without the use of money.

B.C.E. and C.E.: Before the Common Era (formerly known as B.C.) and Common Era (formerly known as A.D.).

Bill of Rights: The first 10 amendments to the Constitution. Ratified in 1791, these amendments limit governmental power and protect the basic rights and liberties of individuals.

Bureaucracy: Administrative organizations that implement government policies.

Cabinet: Secretaries or chief administrators of the major departments of the federal government. Cabinet secretaries are appointed by the president with the consent of the Senate.

Capital: Manufactured resources such as tools, machinery, and buildings that are used in the production of other goods and services (e.g., school buildings, books, tables, and chairs are some examples of capital used to produce education). This is sometimes called real capital.

Checks and balances: Constitutional mechanisms that authorize each branch of the government to share powers with the other branches and thereby check their activities (e.g., the president may veto legislation passed by Congress; the Senate must confirm major executive appointments; and the courts may declare acts of Congress unconstitutional).

Citizen: A member of a political society who therefore owes allegiance to the government and is entitled to its protection.

Civil rights: Protections and privileges of personal liberty given to all U.S. citizens by the Constitution and Bill of Rights.

Command economy: A type of economic system in which the resources are state owned and their allocation and use are determined by the centralized decisions of a planning authority (e.g., the former Soviet Union).

Common or public good: A good that is to the benefit or in the interest of a politically organized society as a whole.

Comparative advantage: The idea that countries gain when they produce those items that they are most efficient at producing.

Competitive behavior: When a business or individual acts in a self-interested way to increase wealth.

Concurrent powers: Powers that may be exercised by both the federal and state governments (e.g., levying taxes, borrowing money, and spending for the general welfare).

Confederal: Relating to a confederation.

Confederate: A group of states more or less permanently united for common purposes.

Consumer: A person or organization that purchases or uses a product or service.

Culture: The learned behaviors of people, such as belief systems, languages, social relations, institutions, organizations, and material goods, such as food, clothing, buildings, and technology.

Deflation: A general lowering of prices; the opposite of inflation.

Delegated powers: Powers granted to the national government under the Constitution, as enumerated in Articles I, II, and III.

Democracy: Practice of the principle of equality of rights, opportunity, and treatment.

Demographic: The statistical data of a population (e.g., average age, income, and education).

Developed nation: Countries with high levels of well-being, as measured by economic, social, and technological sophistication.

Developing nation: Countries with low levels of well-being, as measured by economic, social, and technological sophistication.

Diffusion: The spread of people, ideas, technology, and products between places.

Due process of law: The right of every citizen to be protected against arbitrary action of the government.

Economic growth: An increase in an economy's ability to produce goods and services, which brings about a rise in standards of living.

Emigration: People moving out of a country (or other political unit).

English Bill of Rights: An act passed by the Parliament of England in 1689 that limited the power of the monarch. This document established Parliament as the most powerful branch of the English government.

Entrepreneur: A person who organizes, operates, and assumes the risk for a business venture.

Equal protection of the law: The idea that no individual or group may receive special privileges from nor be unjustly discriminated against by the law.

Exchange rate: The price of one currency in terms of another (e.g., pesos per dollar).

Federal Reserve System: A system of 12 district banks and a board of governors that regulates the activities of financial institutions and controls the money supply.

Federalism: A form of political organization in which governmental power is divided between a central government and territorial subdivisions; in the United States, it is divided among the national, state, and local governments.

The Federalist Papers: A series of essays written by Alexander Hamilton, John Jay, and James Madison that was published to support the adoption of the proposed U.S. Constitution.

Feudalism: A political and economic system in which a king or queen share power with the nobility, who allow the common people to use their land in return for services.

Fiscal policy: A policy of government taxation and/or expenditure to change the level of output, employment, or prices.

Foreign policy: Policies of the federal government directed to matters beyond U.S. borders, especially with regard to relations with other countries.

Human capital: The knowledge and skills that enable workers to be productive.

Human characteristics: The patterns that people make on the surface of the Earth, such as cities, roads, canals, and farms, and other ways people change the Earth.

Immigration: People moving to a country (or other political unit).

Impeachment: The act of accusing a public official of misconduct in office by presenting formal charges against him or her in the lower house, with a trial to be held in the upper house.

Incentive: A benefit offered to encourage people to act in certain ways.

Inflation: A general rise in the level of prices.

Initiative: A form of direct democracy in which the voters of a state can propose a law by gathering signatures and having the proposition placed on the ballot.

Interdependence: Reliance on people in other places for information, resources, goods, and services.

Isolationism: The belief that the United States should not be involved in world affairs and should avoid involvement in foreign wars.

Judicial review: A doctrine that permits the federal courts to declare unconstitutional, and thus null and void, acts of Congress, the executive branch, and the states. The precedent for judicial review was established in the 1803 case *Marbury v. Madison*.

Justice: The fair distribution of benefits and burdens, correction of wrongs and injuries, or use of fair procedures in gathering information and making decisions.

Land use: How people use the Earth's surface (e.g., urban, rural, agricultural, range, and forest), often subdivided into more specific uses (e.g., retail, low-density housing, and industrial).

Landform: A description of the Earth's shape at a place (e.g., mountain range, plateau, and floodplain).

Latitude: The angular distance north or south of the equator that is measured in degrees along a line of longitude.

Legend: A map key that explains the meaning of map symbols.

Longitude: The angular distance east or west that is almost always measured with respect to the prime meridian that runs north and south through Greenwich, England.

Magna Carta: The document signed by King John of England in 1215 A.D. that limited the king's power and guaranteed certain basic rights; it is considered the beginning of constitutional government in England.

Market: Any setting in which an exchange occurs between buyers and sellers.

Market economy: A system in which most resources are owned by individuals and the interaction between buyers and sellers determines what is made, how it is made, and how much of it is made.

Market price: The price at which the quantity of goods and services demanded by consumers and the quantity supplied by producers are the same. This is sometimes called the equilibrium price.

Mayflower Compact: A document drawn up by the Pilgrims in 1620 while aboard the Mayflower, before landing at Plymouth Rock. The compact provided a legal basis for self-government.

Mercantilism: An economic and political policy in which the government regulates industries, trade, and commerce with the national aim of obtaining a favorable balance of trade.

Monarchy: A type of government in which political power is exercised by a single ruler under the claim of divine or hereditary right.

Monetary policies: Management of the money supply and interest rates to influence economic activity.

National security: The condition of a nation, in terms of threats, especially threats from external sources.

Opportunity cost: The value of the next best alternative that must be given up when a choice is made (e.g., the opportunity cost of studying on a Saturday night is the fun you are missing by not going to the dance).

Principle: A basic rule that guides or influences thought or action.

Progressive tax: A tax structure such that people who earn more money are charged a higher percentage of their income (e.g., the federal income tax).

Property rights: The rights of an individual to own property and keep the income earned from it.

Proportional tax: A tax structure such that all people pay about the same percentage of their incomes in taxes (e.g., a flat rate tax).

Protectionism: The practice of protecting domestic industries from foreign competition by imposing import duties or quotas.

Public service: Service to local, state, or national communities through appointed or elected office.

Ratify: To confirm by expressing consent, approval, or formal sanction.

Referendum: A form of direct democracy in which citizens of a state, through gathering signatures, can require that a legislative act come before the people as a whole for a vote. The process also allows the legislature to send any proposal for law to the people for a vote.

Region: A larger-sized territory that includes many smaller places, all or most of which share similar attributes, such as climate, landforms, plants, soils, language, religion, economy, government, or other natural or cultural attribute.

Regressive tax: A tax structure such that people who earn more pay a smaller percentage of their income in taxes (e.g., sales taxes).

Representative democracy: A form of government in which power is held by the people and exercised indirectly through elected representatives who make decisions.

Republicanism: A system of government in which power is held by the voters and is exercised by elected representatives responsible for promoting the common welfare.

Resources: Land, labor, capital, and entrepreneurship used in the production of goods and services. A part of the natural environment that people value, such as soil, oil, iron, or water.

Revolution: A complete or drastic change of government and the rules by which government is conducted.

Rule of law: The principle that every member of a society, even a ruler, must follow the law.

Separation of powers: The division of governmental power among several institutions that must cooperate in decision-making.

Sovereignty: The ultimate, supreme power in a state (e.g., in the United States, sovereignty rests with the people).

Spatial reasoning: Pertaining to distribution, distance, direction, areas, and other aspects of space on the Earth's surface.

Specialization: When a business focuses on producing a limited number of goods and leaves the production of other goods to other businesses. Specialization also describes how each person working to produce a good might work on one part of the production instead of producing the whole good (e.g., in a shoe factory one person cuts the leather, another person sews it, and another glues it to the sole).

Suffrage: The right to vote.

Supply: The quantity of a product or service that a producer is willing and able to offer for sale at each possible price.

Tariff: A tax on an imported good.

Thematic map: A map showing the distribution (or statistical properties) of cultural or natural features, such as a thematic map of unemployment or a thematic map of rainfall.

Theocracy: Any government in which the political leaders also are the religious leaders and they rule as representatives of the deity.

Totalitarianism: A centralized government that does not tolerate parties of differing opinion and that exercises dictatorial control over many aspects of life.

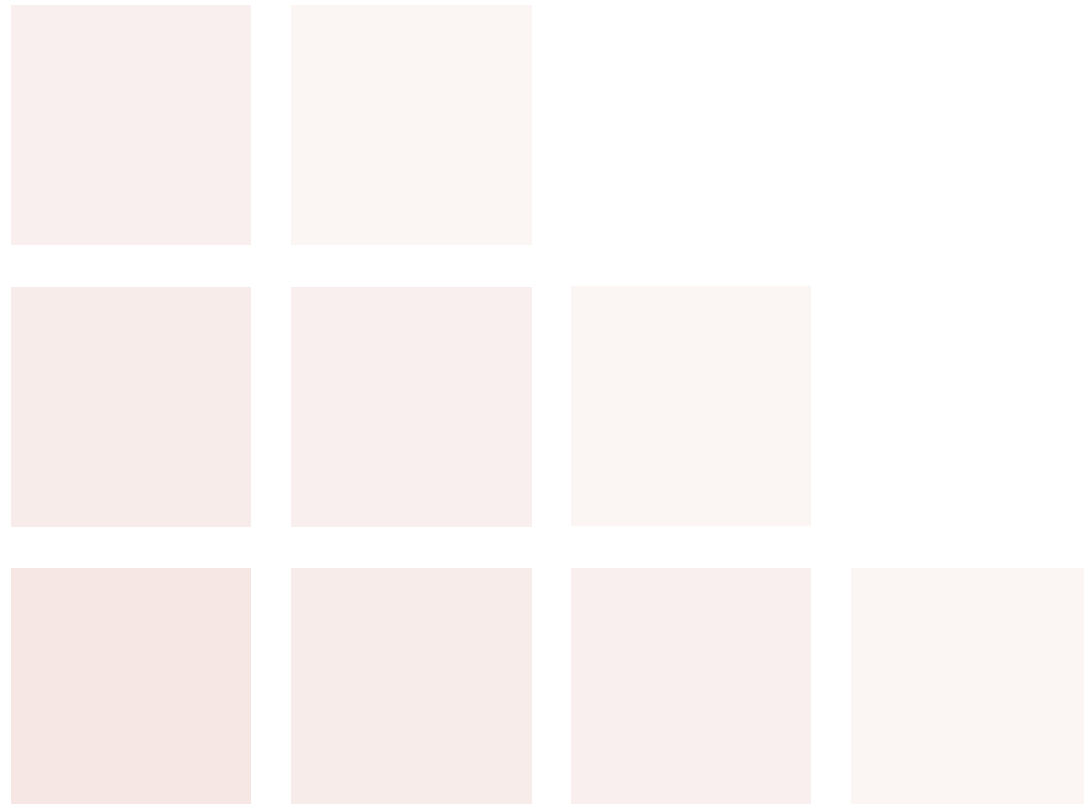
Treaty: A formal agreement between sovereign nations to create or restrict rights and responsibilities. In the United States, all treaties must be approved by a two-thirds vote in the Senate.

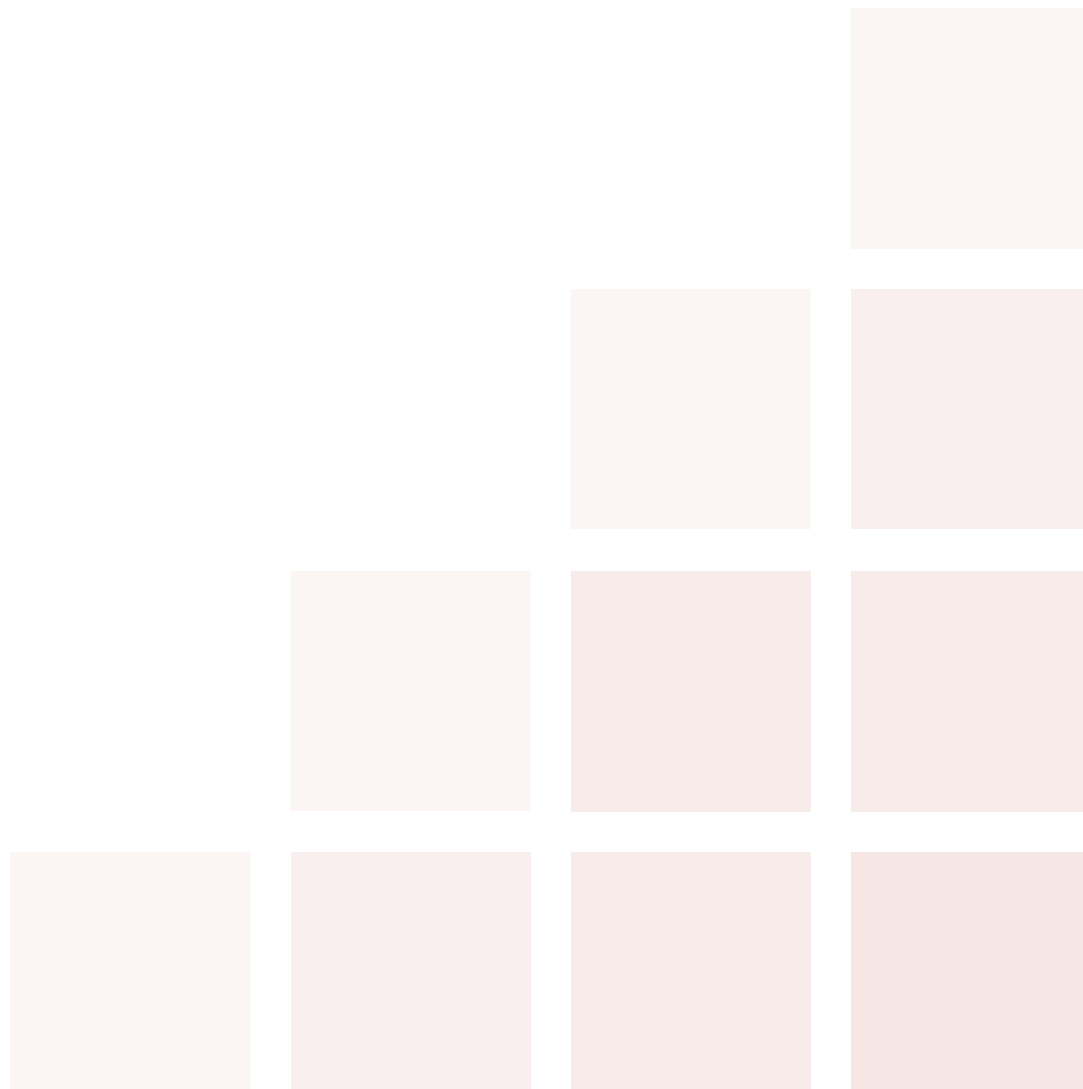
Unitary government: A government system in which all governmental authority is vested in a

central government from which regional and local governments derive their powers (e.g., Great Britain and France, as well as the American states within their spheres of authority).

United Nations: An international organization comprising most of the nations of the world that was formed in 1945 to promote peace, security, and economic development.

Urbanization: The process whereby more people live and work in cities.





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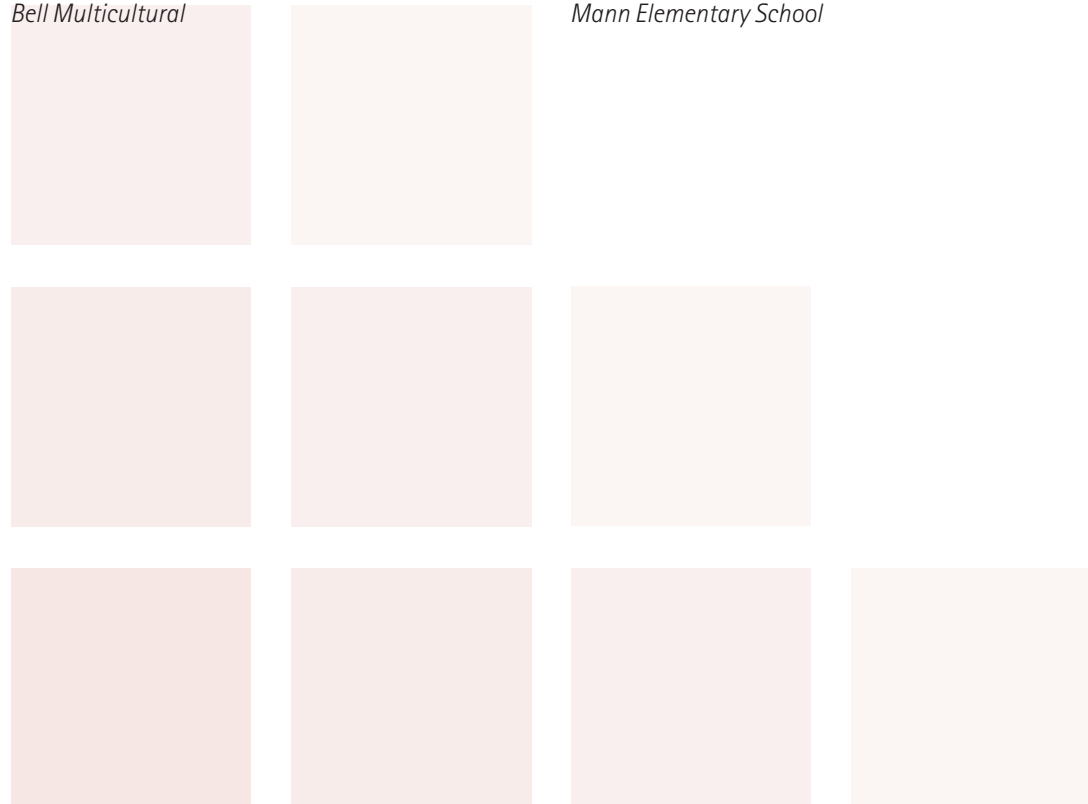
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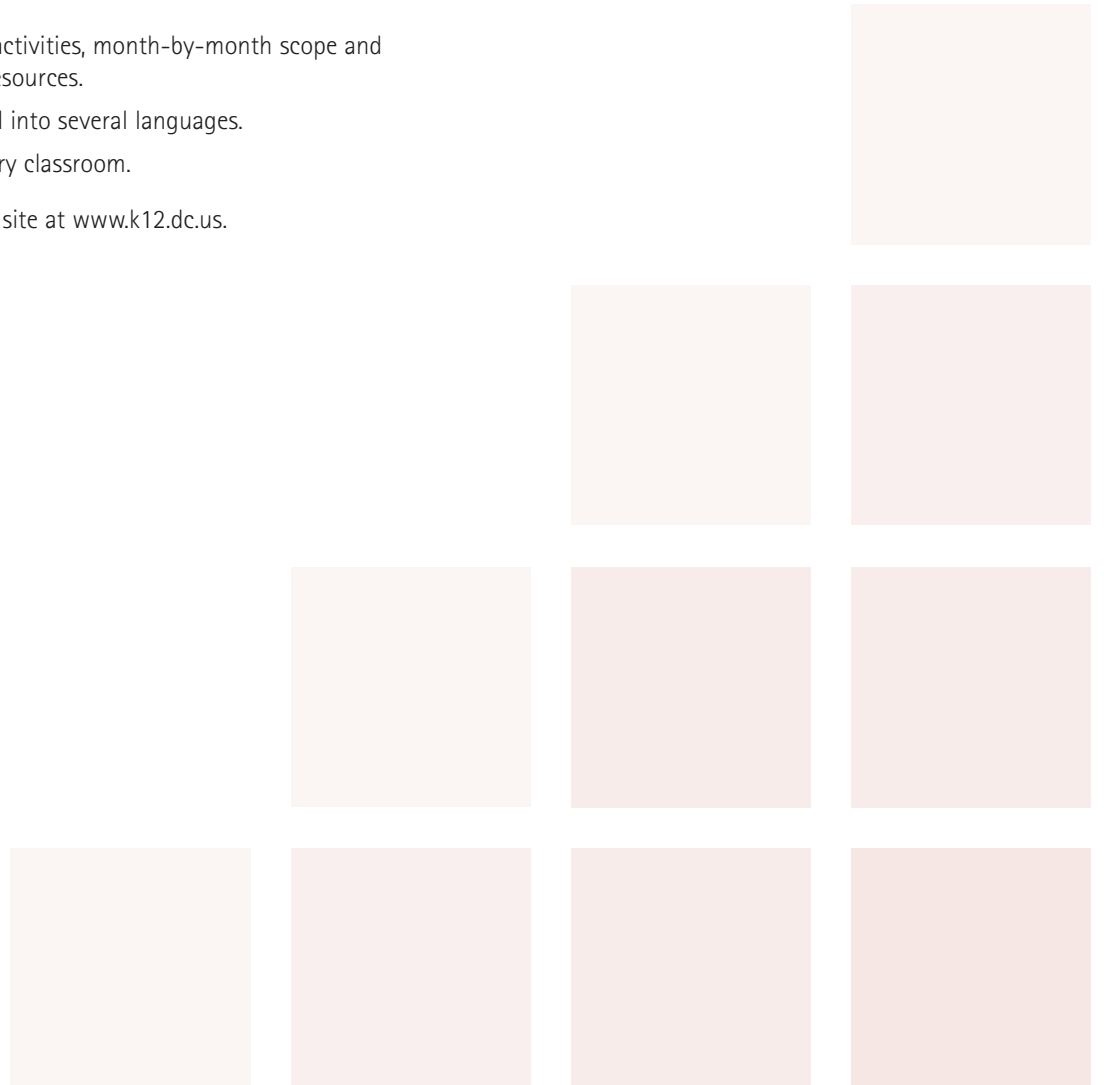


RELATED RESOURCES ALSO AVAILABLE

The Office of Academic Services also has developed a number of other resources to help teachers, administrators, students, parents, and community members better understand the new learning standards. These resources include:

- ❑ Grade-level curriculum guides, with sample learning activities, month-by-month scope and sequence suggestions, sample test items, and other resources.
- ❑ Grade-level parent guides to the standards, translated into several languages.
- ❑ Grade-level posters, which should be displayed in every classroom.

These and other materials are available on the DCPS Web site at www.k12.dc.us.





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