

IN THE DISTRICT COURT OF OKLAHOMA COUNTY
STATE OF OKLAHOMA

FILED IN DISTRICT COURT
OKLAHOMA COUNTY

MAY - 7 2025

RICK WARREN
COURT CLERK
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DIANE FORD, AINSLEY HOOVER,
LILLIAN LANG, JACK RAMEY,
JENNIE SCOTT, JAMES WELCH
IV, and ALANA WESTFALL,

Plaintiffs,

v.

THE OKLAHOMA STATE
DEPARTMENT OF EDUCATION,

THE OKLAHOMA STATE BOARD
OF EDUCATION,

and RYAN WALTERS, in his official
capacity as the State Superintendent
of Public Instruction and Chair of the
Oklahoma State Board of Education,

Defendants.

CV - 2025 - 1133
Case No. CV-2025-_____

PETITION

COME NOW Plaintiffs, Diane Ford, Ainsley Hoover, Lillian Lang, Jack Ramey, Jennie Scott, Dr. James Welch IV, and Alana Westfall (collectively "Plaintiffs"), by and through their undersigned attorneys of record, and pursuant to 75 OKLA. STAT. § 306, respectfully petition this Court to review the Oklahoma Academic Standards for Social Studies ("Social Studies Standards") approved by the Oklahoma State Board of Education on February 27, 2025.

In doing so, Plaintiffs respectfully request that this Court declare that the Social Studies Standards are invalid, null, and void because the Oklahoma Department of Education and Ryan Walters, acting in his official capacity as the State Superintendent

of Public Instruction (“Superintendent Walters”), failed to faithfully follow the Oklahoma Department of Education’s policies and procedures governing the review and revision of subject matter standards. As a result, the Social Studies Standards are inconsistent with the statute mandating their adoption and violate the rights and privileges of every public school student and educator throughout the State. In further support of the request, Plaintiffs allege and plead as follows:

PARTIES

Plaintiffs

1. Plaintiff Diane Ford (“Ms. Ford”) is a resident of Garfield County, Oklahoma, is a speech pathologist formerly employed by the public schools in Enid, Oklahoma, and has two grandchildren who currently attend public schools located in Enid, Oklahoma.

2. Plaintiff Ainsley Hoover (“Ms. Hoover”) is a resident of Tulsa County, Oklahoma, and is the parent of two (2) students who attend public schools in Broken Arrow.

3. Plaintiff Lillian “Nicole” Lang (“Ms. Lang”) is a resident of Oklahoma County, Oklahoma, and has three children who attend public schools in the Deer Creek school district.

4. Plaintiff Jack Ramey (“Mr. Ramey”) is a resident of Garfield County, Oklahoma, and has seven (7) grandchildren who attend public schools in Enid, Oklahoma.

5. Plaintiff Jennie Scott (“Ms. Scott”) is a resident of Garfield County, is a teacher employed by the public schools in Enid, Oklahoma, and is the parent of two students who currently attend public schools located in Enid, Oklahoma.

6. Plaintiff Dr. James Welch IV (“Dr. Welch”) is a resident of Oklahoma County, Oklahoma, and is a teacher at Putnam City High School located in Oklahoma City, Oklahoma.

7. Plaintiff Alana Westfall (“Ms. Westfall”) is a resident of Oklahoma County, Oklahoma, and is the parent of one student who attends public schools located in Oklahoma City, Oklahoma.

Defendants

8. The Oklahoma State Department of Education (“OSDE”) is the Oklahoma state government department that houses agencies created or authorized by Oklahoma’s Constitution or Legislature that are responsible for determining the policies and directing the administration and supervision of the public school system in the state of Oklahoma. 70 OKLA. STAT. § 1-105(A).

9. The Oklahoma State Board of Education (“OSBE”) is the agency within the OSDE that serves as the governing board of the public school system in the state of Oklahoma. 70 OKLA. STAT. § 1-105(B).

10. The OSBE is composed of seven (7) members. 70 OKLA. STAT. § 3-101(A).

11. Six (6) members are appointed by the Governor of the State of Oklahoma with the consent of the Oklahoma senate and serve for a four (4) year term. 70 OKLA. STAT. § 3-101(A).

12. The seventh member of the OSBE is the State Superintendent of Public Instruction who serves as both a member and the chairperson of the OSBE. 70 OKLA. STAT. § 3-101(A).

13. Presently, and at all times relevant to this lawsuit, Ryan Walters is the State Superintendent of Public Instruction as provided for in Section 1 of Article VI of Oklahoma's Constitution. As such, he is the executive officer and chairperson of the OSBE and has control of and directs the OSDE. 70 OKLA. STAT. § 1-105(C).

14. Presently, and at all times relevant to this lawsuit, the OSBE is operating with six (6) members in total.

15. In addition to Superintendent Walters, the OSBE's members are Zachary Archer, Sarah Lepak, Mike Tinney, Ryan Deatherage, and Chris Van Dehende.

VENUE AND JURISDICTION

16. Venue and jurisdiction are proper before this court pursuant to 75 Okla. Stat. § 306(A) because three (3) of the Plaintiffs are residents of Oklahoma County, Oklahoma: Ms. Lang, Dr. Welch, and Ms. Westfall.

FACTUAL ALLEGATIONS

Adoption of Subject Matter Standards

17. As part of its duties and responsibilities, the OSBE is tasked with formulating and adopting curricula, courses of study, and other instructional aids

necessary for the adequate instruction of pupils in the public schools. 70 OKLA. STAT. § 3-104(A)(5).

18. Relevant here is OSBE's obligation to adopt and review subject matter standards for instruction of students in Oklahoma public schools. 70 OKLA. STAT. § 11-103.6(A).

19. The OSBE must adopt and review subject matter standards that are necessary to ensure the attainment of desired competency levels in a variety of areas, including language, mathematics, science, social studies, communication, and health and physical education. 70 OKLA. STAT. § 11-103.6(A).

20. Each subject matter standard must be thoroughly reviewed by the OSBE every (6) years. 70 OKLA. STAT. § 11-103.6a(A).

21. All subject matter standards, and any revisions thereto, that are adopted by the OSBE are subject to legislative review. 70 OKLA. STAT. § 11-103.6a-1(A).

22. Once the legislature receives the proposed subject matter standard adopted by the OSBE, it shall, by the adoption of a joint resolution, approve the standards, disapprove the standards in whole or in part, amend the standards in whole or in part, or disapprove the standards in whole or in part. 70 OKLA. STAT. § 11-103.6a-1(C).

23. If the legislature fails to adopt a joint resolution within thirty (30) days following the submission of the standards, the standards shall be deemed approved. 70 OKLA. STAT. § 11-103.6a-1(C).

24. Upon approval by the legislature, the standards are considered final agency rules and shall have the same force and effect of law as agency rules promulgated pursuant to the Administrative Procedures Act. 70 OKLA. STAT. § 11-103.6a-1(E).

Internal Procedures for Reviewing Subject Matter Standards

25. The OSBE has adopted a process by which subject matter standards are adopted and reviewed.

26. First, the OSBE selects teams of educators, community members, and other stakeholders to serve on one of three subject matter standards review and revision committees: (a) the Executive Committee, (b) the Writing Committee, and (c) the Draft Review Committee.

27. The Executive Committee is responsible for working with the OSDE subject area directors to inform and guide the review and revision process.

28. Executive Committee members develop goals and a process by which the subject matter standard revisions shall proceed, facilitate discussions during writing and draft review team meetings, and participate in the final draft review.

29. Executive Committee members are selected to ensure representation from a variety of characteristics, including geography, grade level, ethnic and cultural backgrounds, and experience.

30. The Writing Committee is tasked with reviewing and, if necessary, revising the subject matter standards.

31. The Draft Review Committee is responsible for collaboratively reviewing and providing feedback on Writing Committee revisions, providing an additional lens for equity, clarity, and coherence.

32. Members of the Writing Committee and Draft Review Committee are selected by the Executive Committee members and OSDE through an application process, ensuring representation from a variety of characteristics, including geography, grade level, ethnic and cultural backgrounds, and experience.

33. Members of the Writing Committee and Draft Review Committee include representatives from Pre-K through 12 education, higher education, informal math education, career technology, and the community at large.

34. In addition to utilizing the three committees, the OSDE also employs focus groups to review the subject matter standards and provide feedback on a specific area of expertise.

35. Once the committee members and focus groups have reviewed the subject matter standards and proposed revisions regarding the same, the OSDE publishes a proposed draft on its website for public comment.

36. All feedback received during the public comment period is reviewed by the OSDE for consideration in the revision process.

Social Studies Subject Matter Standard

37. On February 27, 2025, the OSBE voted to approve proposed academic standards for social studies classes in public schools. A copy of the proposed standards

submitted by OSDE to the OSBE for consideration at the meeting is attached hereto as Exhibit “A.”

38. Unbeknownst to all members of the OSBE, the draft voted for on February 27, 2025, differed significantly from the draft published on December 19, 2024, a copy of which is attached hereto as Exhibit “B.”

39. The February 27, 2025, version presented to the OSBE includes claims of “discrepancies” in the 2020 presidential election, despite no evidence of widespread voter fraud during the 2020 election, and the origins of the COVID-19 virus.

40. Upon information and belief, these proposed changes to the December 19, 2024, draft were made by Superintendent Walters and are not a result of proposed revisions made by stakeholders submitting public comments based on a review of the December 19, 2024, draft.

41. Moreover, these changes were not disclosed to the OSBE during the February 27, 2025, Meeting, and the OSBE members did not receive the final version of the materials until 4:00 P.M. the day prior to the February 27, 2025, meeting which began at 9:30 A.M.

42. In response to several Board Member’s concerns that they had not been provided with sufficient time to thoroughly review the proposed Social Studies Standards, Superintendent Walters urged that the OSBE vote on the Social Studies Standards at the February 27, 2025, Meeting, and, in doing so, incorrectly stated that the legislature would only have one day to review the Social Studies Standards if the OSBE voted on the standards during the next monthly meeting.

43. Board Member Ryan Deatherage voted against the adoption of the proposed standards because he did not have sufficient time to review the lengthy document.

44. Board Member Mike Tinney read the December 19, 2024, draft of the social studies standards and did not know until after the February 27, 2025, meeting that the draft he voted to approve differed significantly from what he reviewed.

45. Board Member Chris Van Dehende indicated that he would not have voted in favor of the proposed social studies standards had he known that the February 27, 2025, draft differed significantly from the December 19, 2024, draft.

46. Oklahoma's legislature had until May 1, 2025, to submit a joint resolution but did not do so.

47. As a result, the Social Studies Standards approved by the OSBE on February 27, 2025, are considered final agency rules and shall have the same force and effect of law as agency rules promulgated pursuant to Oklahoma's Administrative Procedures Act ("OAPA").

COUNT I: DECLARATORY ACTION

Plaintiffs re-allege and incorporate by reference paragraphs 1–47 above as if fully set forth herein.

48. Pursuant to 75 OKLA. STAT. § 306(A), the validity of an agency rule may be determined in a declaratory judgment action brought in the district court of the county of residence of a person seeking relief if that person alleges that the agency rule

interferes with or impairs, or threatens to interfere with or impair, the legal rights or privileges of that person.

49. While the OSBE is not required to follow Article I of the OAPA in adopting or revising the subject matter standards, 70 OKLA. STAT. § 11-103.6a(A), the subject matter standards nevertheless have the full force and effect of agency rules that are promulgated pursuant to Article I of the OAPA. 70 OKLA. STAT. § 11-103.6a-1(E).

50. When a rule is appealed pursuant to 75 OKLA. STAT. § 306(A), the agency bears the burden of proof to show that (1) the agency possessed the authority to promulgate the rule; (2) the rule is consistent with any statute authorizing or controlling its issuance and does not exceed statutory authority; (3) the rule is not violative of any other applicable statute or the Constitution; and (4) the laws and administrative rules relating to the adoption, review, and promulgation of such rules were faithfully followed. 75 OKLA. STAT. § 306(C)(1)-(4).

51. In fulfilling its statutory obligation to adopt subject matter standards and review the same every six (6) years, the OSBE adopted and publicized its own procedure applicable to the adoption and review of subject matter standards.

52. These procedures, publicized on OSBE's website, purport to incorporate input from subject matter experts and members of the community representing a broad range of characteristics and ideas.

53. The composition of the committees employed by the OSBE in their review and revision process, however, is not publicly available.

54. The OSBE also utilizes focus groups to solicit input on a specific area of expertise.

55. Like the composition of the committees, the composition of the focus groups and the input obtained therefrom is not publicly available.

56. The OSBE also purports to solicit input from the public at large by publishing proposed revised drafts of subject matter standards online along with a form for stakeholders to use to submit comments about the same to the OSBE.

57. Like the composition of the committees and the focus groups, however, the comments submitted by the public are not publicly available.

58. Even worse, the composition of the three committees or the focus groups, redlines showing changes from existing standards to those being voted on, and comments from the public to published drafts are not made available by the OSDE to the OSBE members tasked with voting to approve the proposed standards.

59. The lack of transparency in the internal procedures used by the OSDE in preparing proposed subject matter standards for approval by the OSBE has allowed Superintendent Walters to make last-minute, unpublicized or discussed revisions to the social studies subject matter standards without having to disclose either the existence or source of the proposed revisions.

60. Superintendent Walter's ability to make these types of undisclosed changes undermines the legitimacy of the entire process utilized by the OSDE when proposing revisions to the OSBE, fundamentally misleading the public at large that

subject matter experts and community members reflecting a diverse background are instrumental in revising subject matter standards when they are, in fact, not.

61. Here, the adoption of the Social Studies Standards directly harms the rights of Plaintiffs' children and grandchildren to receive the necessary instruction from public schools in Oklahoma required to obtain desired levels of competency in the area of social studies because the adopted standards (a) do not align with best practices and current understandings set by national organizations and experts in the field, (b) represent a distorted view of social studies that intentionally favors an outdated and blatantly biased perspective, and (c) do not align with curriculum of students taking Concurrent or Advanced Placement social studies courses.

62. The adoption of the Social Studies Standards also directly harms the rights and privileges of educators like Dr. Welch and Ms. Scott because the revised standards are not aligned with their current understanding of the subject matter areas upon which they instruct.

63. The subject matter standards also do not align with current textbooks or other accepted curricular materials, creating a significant burden on teachers like Dr. Welch and Ms. Scott who must select appropriate materials.

WHEREFORE, Plaintiffs pray that this Court enter judgment in favor of Plaintiffs and against Defendants, declare that the Social Studies Standards described herein are invalid, null, and void as a matter of law, and for any such other and further relief that this Court deems just and proper.

Dated: May 7, 2025

Respectfully submitted,

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Oklahoma Academic Standards

SOCIAL STUDIES



OKLAHOMA
Education

EXHIBIT A

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EXHIBIT A



Oklahoma Academic Standards for Social Studies

Introduction

The Oklahoma Academic Standards for Social Studies is the result of the contributions of **social studies** educators, representatives of higher education, Tribal representatives, and community members. This document reflects a **balanced synthesis** of the work of all members of the Oklahoma Academic Standards for Social Studies Writing and Review Committees. The standards specify what students should know and be able to do as learners of **social studies** at the **end of each grade level** or social studies course. The order of the standards at any grade level is not meant to imply a **sequence** of topics and should **be** considered flexible for the organization of any course.

Standards Overview

Having a literate citizenry rests on a commitment to and practice of democratic values and the practice of them. It requires the ability to use knowledge about one's community, nation, and world, apply critical thinking and reasoning practices, and employ skills of data analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustain the democratic way of life.

The Oklahoma Academic Social Studies Standards will provide students with a **vigorous social studies** education, encouraging and enabling each student to acquire a core of basic knowledge, an array of useful skills, and a way of **thinking** drawn from its related academic disciplines. Thus equipped, students are prepared to become informed and contributing citizens in this constitutional republic – the United States of America.



The standards are composed of two primary components: **Content Standards** and **Social Studies Practices**. The Content Standards designate specific learning targets at each **grade level** or course. These Content Standards are derived from the major disciplines of the social sciences: Civics, History, Geography, and **Economics**. The Social Studies Practices define basic skills and interdisciplinary tools to prepare students for college, career, and civic life. These **Practices** are meant to be integrated with the instruction of Content Standards at each grade level.



Social Studies Content Strands Overview

Social Studies is a systematic and coordinated discipline designed to promote civic competence by drawing upon four content strands: Civics, History, Geography, and Economics. These strands draw from all fields of study related to the social sciences to provide a framework used in the development of the content standards for social studies. They are to be addressed through an integrated program from grades Pre-K through 12, as appropriate at each level. While at some grades and for some courses, specific strands will be more dominant than others, all strands are represented and interrelated in the standards for each grade and course.

Strand 1: Civics

Civics is defined as the study of the rights, responsibilities, and duties of citizens, including an understanding of their role in American government. This strand helps students understand the essential principles and workings of their political system, as well as the relationship of American leadership and influence in world affairs. The goal of civics is to develop literate, informed, competent, and responsible citizens who are politically aware and committed to the fundamental values and principles of American constitutional democracy.

Strand 2: History

History focuses on the written record of human experience revealing how individuals and societies developed institutions, philosophies, and cultures, as well as how they resolved their problems. A balanced study of history helps students understand the how and why of the challenges and successes of past societies. By studying the choices and decisions of the past, students can confront today's problems with a deeper awareness of alternatives and likely consequences.

Strand 3: Geography

The study of Geography emphasizes the asking of geographic questions in order to understand the relationship of humans to their environment. Geography examines the study of the Earth's surface, the connections between people and places, and the ways people both adapt to and modify their environment. As a discipline, geography provides the necessary skills to help students answer questions about the influence of the environment on human development in the past, present, and future.

Strand 4: Economics

Economics provides students with an understanding of how individuals, communities, states, and nations allocate both scarce and abundant resources. A clear understanding of economics enables students to comprehend the various competing economic ideas and forces that affect them every day, measure the impact of each, and evaluate the consequences of personal decisions and public policies. As a discipline, economics provides an understanding of how a market economy effectively functions, while preparing them to be producers, consumers, and citizens.



Social Studies Practices Overview

The Social Studies Practices reflect the key skills and disciplinary tools to prepare students for college, career, and civic life. The practices are meant to be integrated with the instruction of content standards and are designed to support student mastery of the content through a progression of skills K-12. These four practices are defined broadly below and further delineated in each grade level, as well as presented in a grade-band table (see Appendix).

Engage in Democratic Processes

Understanding the importance of critical questioning to solve real world problems.

*Students will develop and respond to essential and supporting questions to frame independent investigations of the past and present.
Students will gain knowledge of the principles and foundations of American democracy to participate in civic processes.*

Disciplinary-Based Practices to Acquire, Apply, and Evaluate Evidence

Understanding and using strategies to analyze evidence in the four disciplines (strands) of the social studies.

*Students will evaluate civic, historical, geographic, and economic information related to major social studies topics.
Students will draw conclusions from factual information to formulate informed decisions, essential to participating as responsible citizens.*

Read Critically and Interpret Information Sources

Understanding the purpose of engaging with text.

*Students will evaluate written text, identifying purpose and point of view as presented in a variety of primary and secondary sources.
Students will read historical and contemporary texts to engage in collaborative discussion, while applying learned principles and ideas.*

Engage in Evidence-Based Writing

Understanding the multiple purposes of the writing process.

*Students will develop written products designed for a variety of social studies-related investigations.
Students will research and integrate evidence to demonstrate their understanding and support their opinion.*



Pre-Kindergarten Social Studies	
<i>Pre-Kindergarten students are introduced to the four disciplines ("strands") comprising the social sciences: Civics, History, Geography, and Economics. Through exploratory learning experiences, students will begin to grasp what it means to be a citizen and contributing member of American society.</i>	
Pre-Kindergarten Content Standards	
PK.1 The student will understand and demonstrate traits of good citizenship.	PK-1.1.1 Describe the importance of rules and personal responsibilities, including working together while listening to others to make decisions as a member of a family and classroom community.
	PK-1.1.2 Explain the need to respect the equal dignity and uniqueness of individuals in their class and community.
	PK-1.1.3 Describe the concept of patriotism, citizenship, and the traits of being a responsible citizen (e.g., respect for others' rights and property, obedience to rules).
	PK-1.1.4 Identify the United States and the Oklahoma flags as symbols of the nation and the state.
PK.2 The student will understand the importance of the study of history.	PK-1.2.1 Explain history as the events that happened to people of other times and places.
	PK-1.2.2 Describe how and why we honor people and events of the past (e.g., national holidays and naming of schools).
	PK-1.2.3 Use words and phrases (e.g., before and after) as they relate to chronology and time in order to explain how things change.
	PK-1.2.4 Explain that lessons can be learned from the past and from decisions that people have made in the past.
PK.3 The student will examine	PK-1.3.1 Explain that a map is a drawing that represents a place.



the basic concepts of physical and human geography.	PK-1.3.2 Use basic directional terms in relation to the student's relative location (e.g., near, far, between, across).
	PK-1.3.3 Describe the classroom as both a geographic place and a community of people.
	PK-1.3.4 Identify customs and traditions as basic elements of culture, using examples from families, the school, and community.
PK.4 The student will identify basic economic concepts.	PK-1.4.1 Identify basic needs that all people share (e.g., clothing, shelter, food).
	PK-1.4.2 Explain how people's needs are met through work or trade.
	PK-1.4.3 Explain how resources are used by people to meet their needs.
	PK-1.4.4 Describe how the work of various school personnel provides needed services for students.
	PK-1.4.5 Identify the differences between buyers and sellers, using examples relevant to student experiences.



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Kindergarten Social Studies

*Kindergarten students continue their exploration of basic concepts as they relate to the **four** strands of social studies: Civics, History, Geography, and Economics by making simple connections to their **own** experiences in **the** classroom, school, and neighborhood.*

Practice Standards: Grades K-1

K.1 The student will apply critical thinking skills to address authentic civic issues.

K.1.1 Demonstrate an understanding of **the** virtue of **civil** discourse to analyze and address real-world problems.

- A. Describe how people can work together **to make** decisions in the classroom and school.
- B. Engage in democratic processes to address **authentic**, real-world problems in the classroom.
- C. Identify and discuss **local** problems and ways **in** which people are trying to address these problems.

K.1.2 Develop practices which **demonstrate** an understanding that social studies involves the evaluation of evidence.

- A. Collaboratively ask and **respond to essential** questions of common concerns to the student and community.
- B. Use **supporting** questions to help guide learning of specific social studies content.
- C. **Practice** critical thinking skills **by** responding to various levels of open-ended questions.
- D. **With** guidance, **demonstrate** understanding of social studies content through completion of authentic tasks.

K.2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.

K.2.1 **Demonstrate** an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

- A. Identify **democratic** principles such as equality, fairness, and respect for the law.
- B. Identify responsibilities of people in authority in school and community settings.
- C. Describe the **purposes** of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules.

K.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history.

- A. **Identify** a primary source of information and with support, gather basic information (i.e., author, date, facts).



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	B. Identify point of view and examples relevant to the student's experiences. C. Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support.
	K.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions using geographic information about the student's own community. B. Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community. C. Identify how the physical environment impacts our daily lives and affects human activities.
	K.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Collaboratively gather simple economic data from graphs. B. Identify needs and wants, including the concept of freedom of choice. C. Identify examples of the goods and services that school and community workers provide.
K.3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.	K.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Locate the topic or main idea and supporting details of a text. B. Use titles and graphic features, including photographs and illustrations, to understand a text.
	K.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Identify the author's purpose, with guidance and support. B. Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how). C. Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text.
K.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	K.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Draw, label, dictate, and write an informative product with guidance and support. B. With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.



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	K.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. With guidance and support, generate a list of topics of interest and questions about social studies. B. Organize information found during group research, using graphic organizers and other aids with guidance and support. C. With guidance and support, deliver a simple presentation to communicate ideas and thoughts.
Kindergarten Content Standards	
K.1 The student will understand and demonstrate traits of good citizenship.	K.1.1 Describe the importance of being a member of a family , class, and school by explaining the purpose of rules, how everyone should be treated the same under the rules, and why natural consequences are the result of one's choices.
	K.1.2 Describe authority figures in the school and community (e.g., principal, police officers) including why they are needed.
	K.1.3 Identify ways that individuals can be patriotic and contributory members of the community (e.g., participate in community service projects , show respect for authority, demonstrate fairness).
	K.1.4 Identify the importance of United States symbols, such as the Statue of Liberty, and how they are used to represent common ideals of Americans .
	K.1.5 Identify the purpose of the Pledge of Allegiance and describe appropriate flag etiquette.
K.2 The student will understand the impact of historical events and people.	K.2.1 Identify past events that have occurred in the community (e.g., celebrations or festivals, famous people, founding stories , significant events, leaders who made a difference).
	K.2.2 Identify how the United States flag is a symbol of our country and its people, explaining the symbolism of its stripes (representing the first colonies and states) and its stars (representing the current states).
	K.2.3 Explain that different types of sources can be used to learn about the past (e.g., photographs, maps, books, artifacts , songs, oral histories, and art).
	K.2.4 Use words and phrases related to the concept of chronology (e.g., before, after; yesterday, today, tomorrow).



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	K.2.5 Explain how people and the environment change over time (e.g., human growth, construction of roads and homes).
K.3 The student will identify and examine the basic concepts of physical and human geography.	K.3.1 Ask geographic questions about where places are located and why they are located there.
	K.3.2 Explain that a map is a drawing of a place as viewed from above.
	K.3.3 Construct basic maps of the classroom , school, and neighborhood.
	K.3.4 Identify basic cardinal directions and terms used to describe relative location.
	K.3.5 Distinguish between land and water on a map .
	K.3.6 Explain that the school is part of a larger community and describe the features of the neighborhood around the school.
	K.3.7 Explain that one's community is within the state of Oklahoma and identify the state of Oklahoma on a map of the United States .
	K.3.8 Describe what makes one's community alike or different from other communities by comparing family and community customs and traditions.
K.4 The student will identify basic economic concepts.	K.4.1 Differentiate between a need and a want by explaining that a need is necessary for survival while a want is something desired.
	K.4.2 Explain the difference between a good and a service, including how they are used to meet needs and wants.
	K.4.3 Identify examples of goods used by children, families, and communities (e.g., food, toys, clothing), drawing conclusions about where they come from and how they connect us to other communities.
	K.4.4 Identify examples of services provided by community members (e.g., medical care, fire protection, law enforcement , military service, elected officials).



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	K.4.5 Explain the purpose of money and the relationship between work and earning money.
	K.4.6 Identify ways that people use their money, including spending on needs and wants, saving, and contributing to the community.



Grade 1 Social Studies

Students begin more formal studies of the four strands of the social sciences: Civics, History, Geography, and Economics by explaining how understanding of each can help them become effective citizens in their communities.

Practice Standards: Grades K-1

1.1 The student will apply critical thinking skills to address authentic civic issues.	1.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Describe how people can work together to make decisions in the classroom and school. B. Engage in democratic processes to address authentic, real-world problems in the classroom. C. Identify and discuss local problems and ways in which people are trying to address these problems.
	1.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Collaboratively ask and respond to essential questions of common concerns to the student and community. B. Use supporting questions to help guide learning of specific social studies content. C. Practice critical thinking skills by responding to various levels of open-ended questions. D. With guidance, demonstrate understanding of social studies content through completion of authentic tasks.
1.2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	1.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Identify democratic principles such as equality, fairness, and respect for the law. B. Identify responsibilities of people in authority in school and community settings. C. Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules.
	1.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Identify a primary source of information and with support, gather basic information (i.e., author, date, facts).



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	B. Identify point of view and examples relevant to the student's experiences. C. Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support.
	1.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions using geographic information about the student's own community. B. Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community. C. Identify how the physical environment impacts our daily lives and affects human activities.
	1.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Collaboratively gather simple economic data from graphs. B. Identify needs and wants, including the concept of freedom of choice. C. Identify examples of the goods and services that school and community workers provide.
1.3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.	1.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Locate the topic or main idea and supporting details of a text. B. Use titles and graphic features, including photographs and illustrations, to understand a text.
	1.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Identify the author's purpose, with guidance and support. B. Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how). C. Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text.
1.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	1.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Draw, label, dictate, and write an informative product with guidance and support. B. With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.

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	1.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. With guidance and support, generate a list of topics of interest and questions about social studies. B. Organize information found during group research, using graphic organizers and other aids with guidance and support. C. With guidance and support, create a simple presentation to communicate ideas and thoughts.
Grade 1 Content Standards	
1.1 The student will analyze their role as a citizen in a community.	1.1.1 Identify the basic purposes of government and explain how governments protect citizens' rights, while providing for the common good.
	1.1.2 Define a democracy as a form of government in which citizens make decisions for their communities.
	1.1.3 Explain how leaders in our state and nation are elected by citizens to make laws for the protection of people and their property.
	1.1.4 Define the concept of civic duty , identifying characteristics of responsible citizenship in a democracy (e.g., respect for laws , voting, and volunteerism).
	1.1.5 Describe how citizens within communities work together to accomplish common tasks, using examples relevant to student experiences .
	1.1.6 Explain patriotic traditions that unite citizens. A. Explain the purpose and meaning of The Pledge of Allegiance and the significance of the phrase "under God." B. Explain the purpose and the meaning of the Salute to the Oklahoma Flag. C. Describe appropriate flag etiquette for both the national and state flags. D. Explain appropriate ways to show respect during the playing of the national anthem, "The Star-Spangled Banner," by Francis Scott Key. E. Examine ways citizens can demonstrate patriotism, including military service, honoring veteran cemeteries, and celebrating Independence Day. F. Explain how we celebrate our nation and its history through patriotic songs (e.g., "My Country, 'tis of Thee," "God Bless America").



	1.1.7 Identify and explain the meaning of the United States' official motto, "In God we trust," including the importance of religion to American people.
	1.1.8 Using biographies from early American history, explain historical examples of patriotism and civic virtue as exemplified during the early American republic, including A. Leadership (e.g., Chief Powhatan, Patrick Henry, Thomas Jefferson) B. Military Service (e.g., John Paul Jones, Nathan Hale) C. Science and Technology (e.g., Benjamin Banneker, Meriwether Lewis, William Clark) D. Public Service (e.g., Benjamin Franklin, George Washington, James Madison).
1.2 The student will examine how we learn from the important events and people of the past.	1.2.1 Describe and explain the meaning of important symbols of the United States (e.g., Bald Eagle, Liberty Bell) and examine how American symbols, holidays , and celebrations help to develop a shared sense of history and community.
	1.2.2 Identify primary sources (e.g., letters, photographs, diaries, newspapers, official papers) and explain how they help us learn about the past through firsthand accounts.
	1.2.3 Read and construct basic timelines of related events to demonstrate an understanding of the concept of chronology, as well as cause and effect relationships .
	1.2.4 Compare ways individuals and groups in the local community and region lived in the past with how they live today (e.g., housing, communication , transportation, occupations).
	1.2.5 Explain how American Indians played a role in their original homelands and thrive in Tribal communities today.
	1.2.6 Explain how Americans from different cultural backgrounds immigrated to the United States, comprising and contributing their traditions to our national heritage.
	1.2.7 Identify stories about people and ideas from Judaism that influenced the American colonists, the Founders, and American culture (e.g., David and Goliath, Moses and the Ten Commandments).
	1.2.8 Describe the contributions of people and groups commemorated on national holidays (e.g., Veterans Day, Thanksgiving , Presidents' Day, Dr. Martin Luther King, Jr. Day, Independence Day).



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1.3 The student will demonstrate knowledge of basic geographic concepts.	1.3.1 Explain that a globe is a model of the Earth and that maps can be used to represent local places or specific regions of the state, nation, or world.
	1.3.2 Describe the difference between physical and political maps and how each can be used to inform about the world.
	1.3.3 Construct maps of specific places, such as the community and state , and describe the relative location of physical and human features.
	1.3.4 Distinguish between landmasses and bodies of water on a map and globe, identifying the continent of North America and the countries and oceans bordering the United States.
	1.3.5 Identify cardinal directions and use them to identify specific locations on a map and globe, including the location of the national capital , Washington, D.C. , and the Oklahoma state capital.
	1.3.6 Identify natural resources (e.g., water, soil , vegetation , minerals) and describe how people use natural resources to meet their needs and wants.
	1.3.7 Identify ways in which people adapt to the world around them (e.g., specific clothing for different climates, storm shelters).
	1.3.8 Identify how the physical environment of the community has been modified to meet specific needs (e.g., agricultural crops, forestry , dams).
	1.3.9 Describe how the physical environment affects occupational and recreational opportunities in the local community and region .
	1.3.10 Define culture and identify the elements of culture (e.g., language, customs, religion, food, clothing), using examples relevant to student experiences.
1.4 The student will describe the characteristics of free enterprise.	1.4.1 Explain how Americans are free to make choices about what to buy and that choices are necessary because they cannot have everything they want.
	1.4.2 Differentiate between natural resources and human-made products.



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	1.4.3 Explain how goods are produced from natural resources using human labor, identifying examples of goods and services that people in the local community produce (e.g., agricultural products, oil and gas, aerospace industry).
	1.4.4 Explain how people are paid for their labor and how some people own their own businesses to earn money.
	1.4.5 Compare the roles of consumers and producers in the American economy and explain how individuals are both producers and consumers.
	1.4.6 Explain the costs and benefits of spending and saving in order to meet one's needs and wants.
	1.4.7 Describe how setting goals and creating a budget help people obtain their needs and wants.
	1.4.8 Explain how historical American inventors and entrepreneurs used their ideas to help others (e.g., Robert Fulton, Samuel Morse, Alexander Graham Bell, Thomas Edison).



Grade 2 Social Studies	
<i>Building the necessary skills and engaging in social studies practices, students will begin to apply their understanding of the four strands of social studies: Civics, History, Geography, and Economics. Using examples from the community, state, and nation, students will continue to define and explore the roles and responsibilities of citizenship through primary and secondary sources, as well as literature and the arts.</i>	
Practice Standards: Grades 2-3	
2.1 The student will apply critical thinking skills to address authentic civic issues.	2.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Explain how people make decisions in a democracy , using examples from their community and state. B. Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state . C. Describe a range of local and state problems and how communities and local governments are trying to address them.
	2.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Ask and respond to enduring essential questions of common concerns to the community and state. B. Develop responses to supporting questions relevant to specific social studies content knowledge. C. Reinforce critical thinking skills by regularly asking and responding to levels of open-ended questions. D. Demonstrate understanding of social studies content through completion of authentic tasks and assessments .
2.2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	2.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Describe civic virtues and democratic principles such as equality, fairness, and respect for legitimate authority. B. Describe the basic structure of government at the local, state, and Tribal levels, including the importance of citizen participation C. Explain the purposes of laws and government in the community and state, examining the role of elected officials in making laws.



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	2.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Explain the difference between a primary and secondary source of information; gather basic information (i.e., author, date, facts). B. Define point of view and give examples relevant to the student's experiences. C. Generate possible reasons for an event and draw conclusions from simple timelines by identifying immediate cause and effect relationships.
	2.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Ask and answer geographic questions, using geographic information about the student's community and state. B. Describe the community and state's human and physical environment by creating and using maps, graphs, and other geographic models, including aerial photography. C. Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.
	2.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Gather basic economic data from various types of graphs and charts. B. Describe freedom of choice when determining needs and wants in a free market, including costs and benefits resulting from economic decisions. C. Describe examples of the goods and services that local and state governments provide, explaining why people trade.
2.3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.	2.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Summarize the main idea and locate supporting details of a text (e.g., primary and secondary sources). B. Use graphic features of a text (e.g., photographs, titles, headings, subheadings, charts, illustrations, and graphs) to understand content.
	2.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine the author's purpose, including what the author wants to answer, explain, or describe in informational texts.



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	B. Locate facts (e.g., who, what, where, when, why, how) to demonstrate an understanding of key details in a text. C. Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.
2.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	2.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details. B. Express an opinion about a topic by composing a written product and providing logical reasons as support.
	2.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Generate a list of topics of interest and individual questions about a specific topic in social studies. B. Organize information found during group or individual research, using graphic organizers or other aids. C. Create a simple presentation to communicate ideas and thoughts gathered from research.
Grade 2 Content Standards	
2.1 The student will explain the importance of the basic principles that provide the foundation of the American system of government.	2.1.1 Describe the fundamental principles of American democracy, including liberty, equality, fair treatment, and respect for the property of others; define justice as treating others fairly.
	2.1.2 Explain how a free people form a government to better protect their lives, property, and freedoms, as expressed in the Preamble to the Constitution of the United States.
	2.1.3 Identify the United States as a representative democracy in which the people elect representatives to make, enforce, and interpret laws according to the Constitution.
	2.1.4 Describe how the Constitution of the United States outlines the structure of the three branches of our national government.
	2.1.5 Identify the basic roles of national leaders including the President of the United States, members of the United States Congress, and justices of the Supreme Court.



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	2.1.6 Explain that governments exist at the local, state, national , and Tribal levels to represent the needs of the people, make and enforce laws, and help resolve conflicts .
	2.1.7 Explain how American Indian Nations are a self-governing people who make decisions through Tribal representatives in order to meet the needs of their citizens and manage their land and resources.
	2.1.8 Explain how individual liberties are protected by the Bill of Rights, using examples from the First Amendment focusing on freedom of speech and religious expression.
	2.1.9 Explain how all people can play important and responsible roles in their community through making good choices, obeying laws, volunteering, and working in public service (e.g., law enforcement, fire and rescue, public education).
	2.1.10 Describe the responsibility of paying taxes and explain how taxes are used to provide community services (e.g., fire and police protection , schools, roads, parks and recreation).
	2.1.11 Explain the meanings of the national motto "In God we trust" and the phrase "E Pluribus Unum" ("Out of many, one") found on the Great Seal of the United States .
2.2 The student will examine the history of significant events and individuals who impacted our nation and the world.	2.2.1 Compare perspectives of people in the past to people in the present and explain the importance of considering multiple viewpoints .
	2.2.2 Explain the benefits of using both primary sources (e.g., diaries, documents, photographs, oral accounts) and secondary sources (e.g., textbooks, films, literature) to understand a past or current event.
	2.2.3 Explain reasons why past events happened and the changes they created by identifying the cause(s) and describing the effect(s) of an historical event.
	2.2.4 Describe why people from various places and cultures have migrated to the United States (e.g., improved quality of life, economic opportunities, individual freedom).
	2.2.5 Identify stories from Christianity that influenced the American Founders and culture, including the teachings of Jesus of Nazareth (e.g., the "Golden Rule," the Sermon on the Mount).



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	2.2.6 Research biographies of notable Americans who exhibited patriotism and civic virtues by describing how each individual contributed to the welfare and betterment of the nation. A. Leadership (e.g., Abraham Lincoln, Chief Joseph, Rosa Parks, Cesar Chavez) B. Military Service (e.g., Davy Crockett, General Dwight Eisenhower, General Colin Powell) C. Science and Technology (e.g., Orville and Wilbur Wright, Jonas Salk, Amelia Earhart, Neil Armstrong) D. Public Service (e.g., Harriet Tubman, Clara Barton, Theodore Roosevelt, Mary McLeod Bethune).
	2.2.7 Examine how different virtues guided the lives of people who made a positive difference in their communities around the world (e.g., Cincinnatus, Winston Churchill, Mohandas Gandhi, Nelson Mandela).
	2.2.8 Identify the contributions of people and groups who have shaped our history and explain how they are honored by national holidays (e.g., Veterans Day, Thanksgiving, Presidents' Day, Dr. Martin Luther King, Jr. Day, Constitution Day, Memorial Day, Independence Day).
2.3 The student will describe the physical and human characteristics of their environment.	2.3.1 Construct and use basic physical and political maps, including a legend and compass rose; explain how symbols are used to represent physical features and man-made structures on a map.
	2.3.2 Describe the relative location of the student's community to major metropolitan centers of the state, using cardinal and intermediate directions.
	2.3.3 Identify basic types of major landforms and bodies of water on physical maps.
	2.3.4 Construct basic physical maps indicating the continents and oceans of the world; explain the difference between a continent and a country.
	2.3.5 Describe the location of places on a map and globe, using basic grid systems.
	2.3.6 Ask geographic questions about where places are located and why they are located there.
	2.3.7 Examine how weather patterns, seasons, climate, and the physical features of a place can affect where and how people live.



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	2.3.8 Compare the characteristics of land use in urban and rural environments (e.g., agricultural and recreational purposes, manufacturing, shopping, community buildings, schools, forms of transportation).
	2.3.9 Explain and describe human interaction with the environment by describing how humans both adapt to (e.g., clothing, housing, food choices) and modify it (e.g., farming, irrigation , mining, water reservoirs, construction of homes, businesses, highways) to meet their needs.
	2.3.10 Examine cultural traits of families and communities, understanding that while culture makes us unique all cultures share common features (e.g., language , customs, religious beliefs, economic activities, traditional clothing, shelter).
2.4 The student will understand basic economic concepts of a free market.	2.4.1 Describe how Americans live and work in a free market where they can make decisions about their work, what they want to produce, and what they want to buy.
	2.4.2 Explain how goods are produced by using natural resources (e.g., water, soil, wood, coal), human resources (e.g., people at work), and capital resources (e.g., machines, tools, computers, buildings).
	2.4.3 Explain that goods and services can be purchased by consumers using both money and credit.
	2.4.4 Explain how prices of goods and services are affected by supply and demand, using examples relevant to student experiences .
	2.4.5 Explain that scarcity is a condition of not being able to have all of the goods and services that a person wants or needs.
	2.4.6 Define trade and explain how trade can lead to interdependence among people and communities.
	2.4.7 Identify and describe financial institutions in the community, such as banks, as businesses that provide services to help people manage and save their earnings.
	2.4.8 Use biographies of American inventors and entrepreneurs, explaining how their ideas and work helped the nation grow (e.g., George Washington Carver, Luther Burbank, John Deere, Madam C.J. Walker, Henry Ford).

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	2.4.9 Examine how inventors from other nations and other times made a difference in the way people live today (e.g., Leonardo da Vinci, Marie Curie, Louis Braille, Albert Einstein).



Grade 3 Social Studies: Oklahoma Studies

Students will examine the four strands of social studies: Civics, History, Geography, and Economics through the study of the state of Oklahoma. Content to be mastered focuses on selected periods of state history, the basic structure and authority of local, state, and Tribal governments, the physical environments within the state, and the cultures who have settled here.
In addition, students examine how state resources have created opportunities for economic growth.

Practice Standards: Grades 2-3

3.1 The student will apply critical thinking skills to address authentic civic issues.	3.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Explain how people make decisions in a democracy , using examples from their community and state. B. Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state . C. Describe a range of local and state problems and how communities and local governments are trying to address them.
	3.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Ask and respond to enduring essential questions of common concerns to the community and state. B. Develop responses to supporting questions relevant to specific social studies content knowledge. C. Reinforce critical thinking skills by regularly asking and responding to levels of open-ended questions. D. Demonstrate understanding of social studies content through completion of authentic tasks and assessments.
3.2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	3.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Describe civic virtues and democratic principles such as equality, fairness, and respect for legitimate authority. B. Describe the basic structure of government at the local, state, and Tribal levels, including the importance of citizen participation. C. Explain the purposes of laws and government in the community and state, examining the role of elected officials in making laws.



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	3.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Explain the difference between a primary and secondary source of information; gather basic information (i.e., author, date, facts). B. Define point of view and give examples relevant to the student's experiences. C. Generate possible reasons for an event and draw conclusions from simple timelines by identifying immediate cause and effect relationships.
	3.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Ask and answer geographic questions, using geographic information about the student's community and state. B. Describe the community and state's human and physical environment by creating and using maps, graphs, and other geographic models, including aerial photography. C. Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.
	3.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Gather basic economic data from various types of graphs and charts. B. Describe freedom of choice when determining needs and wants in a free market, including costs and benefits resulting from economic decisions. C. Describe examples of the goods and services that local and state governments provide, explaining why people trade.
3.3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.	3.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Summarize the main idea and locate supporting details of a text (e.g., primary and secondary sources). B. Use graphic features of a text (e.g., photographs, titles, headings, subheadings, charts, illustrations, and graphs) to understand content.
	3.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine the author's purpose, including what the author wants to answer, explain, or describe in informational texts.



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	B. Locate facts (e.g., who, what, where, when, why, how) to demonstrate an understanding of key details in a text. C. Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.
3.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	3.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details. B. Express an opinion about a topic by composing a written product and providing logical reasons as support. 3.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Generate a list of topics of interest and individual questions about a specific topic in social studies. B. Organize information found during group or individual research, using graphic organizers or other aids. C. Create a simple presentation to communicate ideas and thoughts gathered from research.
Grade 3 Content Standards	
3.1 The student will analyze the purpose of government and traits of responsible citizens.	3.1.1 Describe the principle of democracy as government by the people. A. Explain how representatives of the people make and carry out laws in our communities, state, and nation. B. Explain that the Constitution of the United States and the Oklahoma Constitution are written plans for organizing the functions of government, which is composed of both state and national levels of authority. C. Explain how the Preamble to the Oklahoma Constitution reflects the power of the people and their reliance on spiritual guidance. D. Describe the structure of Oklahoma's government, including the role of major elected and appointed leaders in each of its three branches, such as the governor, state legislators, and court justices. E. Identify basic responsibilities of state and local governments (e.g., public safety, education, public works) and explain how taxes pay for services provided by local and state governments.



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	3.1.2 Describe how American Indian Tribal governments are also based upon written constitutions and exercise the right to govern themselves (sovereignty) by making laws for Tribal lands and citizens, providing for schools and healthcare, and preserving Native culture and traditions.
	3.1.3 Explain how Oklahomans are united through our heritage, state symbols, and special commemorations that reflect common ideals. A. Describe the significance of symbols represented on the State Seal and Oklahoma Flag, explaining how the name of Oklahoma is derived from the Choctaw language and reflects the state's American Indian heritage. B. Explain how Tribal people and their governments are represented by flags and seals, reflecting the unique culture, history, and traditional symbols of each Tribe. C. Examine the significance of community, state , and national holidays, including commemoration of Statehood Day, November 16 , as the joining of Indian and Oklahoma Territories and admission of Oklahoma to the United States in 1907. D. Identify and explain the meaning of the Oklahoma motto, "Labor omnia vincit," reflecting the importance of hard work and labor. E. Explain how Oklahomans exhibit the "Oklahoma Standard" when they unite as neighbors during difficult times , such as recovering from the bombing of the Alfred P. Murrah Federal Building.
	3.1.4 Define the concepts of civic virtue and examine the responsibilities of citizens. A. Examine why civility, cooperation, self-reliance, and respect for the law are important civic traits that support our communities, state, nation, and Tribes. B. Explain the importance of voting in elections and running for public office to the preservation of representative democracy . C. Describe how citizens can serve their community through jury duty and community service. D. Explain how military service is one of many ways that Oklahomans express their patriotism and sense of duty, exemplified by the Buffalo Soldiers, Native Code Talkers, and the 45th Infantry.
	3.1.4 Define the concepts of civic virtue and examine the responsibilities of citizens. A. Examine why civility, cooperation, self-reliance, and respect for the law are important civic traits that support our communities, state, nation, and Tribes. B. Explain the importance of voting in elections and running for public office to the preservation of representative democracy . C. Describe how citizens can serve their community through jury duty and community service. D. Explain how military service is one of many ways that Oklahomans express their patriotism and sense of duty, exemplified by the Buffalo Soldiers, Native Code Talkers, and the 45th Infantry.
3.2 The student will examine Oklahoma's geography and how people of Oklahoma interact with their environment.	3.2.1 Use maps , graphs , photographs, charts, and geographic technology to organize information about people, places, and environments of the state.
	3.2.2 Examine Oklahoma's political and physical features using physical and political maps. A. Explain the relative location of the student's school and the state of Oklahoma to surrounding states and major physical regions of the United States.

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	B. Distinguish between relative location and absolute location (latitude and longitude) to describe the location of Oklahoma's major natural and human features on maps and globes. C. Interpret thematic maps of Oklahoma using essential map elements (e.g., title, legend, scale, compass rose) to examine geographic features of the state. D. Use both political and physical maps to identify Oklahoma's major landforms, bodies of water, and major metropolitan centers, recognizing the Native origins of many place names. E. Describe the state's climate and various natural vegetation zones, explaining how climate can affect natural vegetation and economic activities. 3.2.3 Describe ways early inhabitants of present-day Oklahoma satisfied their basic needs and wants by interacting with the environment and using the natural resources of the region. A. Explain that people both adapt to and modify their environment in order to meet their basic needs and wants. B. Describe how the environment contains natural resources used by humans and identify the characteristics of renewable versus non-renewable resources by providing examples found in Oklahoma. C. Identify the ways in which physical geography influenced early American Indian cultures of the region (e.g., bison hunting, fur trading, farming). D. Describe how early settlers to the region adapted to and modified their environment (e.g., sod houses, windmills, irrigation of cash crops). 3.2.4 Examine how Oklahomans continue to adapt and modify their environments to meet their needs. A. Summarize how weather events, such as floods and tornadoes, impact the people and economy of Oklahoma. B. Explain how Oklahomans changed their environments to support development of the state (e.g., recreational lakes, hydroelectric dams, wildlife refuges, the McClellan-Kerr Arkansas River Navigation System). C. Examine the concepts of scarcity and surplus of natural resources and describe the role of citizens in conserving the state's resources (e.g., water rationing, recycling efforts).
3.3 The student will analyze the significant historical events and people contributing	3.3.1 Examine the state's earliest peoples and the significance of their interactions. A. Explain that today Oklahoma is the home to thirty-nine American Indian Nations with unique traditions and ways of life, comparing Tribal cultures. B. Explain how accounts of people's origins vary among different cultures (e.g., Native oral histories, the Hebrew creation story).



to the development of Oklahoma.	C. Describe how prior to European exploration of the region, American Indian cultures (e.g., Wichita, Caddo) traded goods using well-developed systems of intertribal trade routes. D. Examine reasons for early European and American explorations into present-day Oklahoma and summarize observations regarding the land, people, and resources. E. Describe the experiences of forced removals and relocation of American Indians to Indian Territory, explaining significant changes to American Indian cultures and ways of life. 3.3.2 Describe the development of the state and its resources. A. Explain the importance of the cattle industry to the early economy, including the influence of Hispanic ranching traditions on the cowboy culture and how cattle trails, such as the Great Western and Chisholm Trails, became major transportation routes. B. Describe continued migration by various newcomers to the region, such as the Boomer Movement, explaining different points of view held by American Indians and settlers regarding the settling of Native lands. C. Explain how many African Americans (often called "Exodusters" referencing the Hebrew Exodus) migrated to Oklahoma, considering it a "promised land" where farming communities, businesses, schools, and churches could grow (e.g., historic Black towns, Tulsa's Greenwood District). D. Describe challenges faced by citizens during the Dust Bowl, focusing on how Oklahomans adapted to harsh environmental conditions and survived economic hardships. E. Identify when and under what circumstances the student's own town or city was founded and describe the different groups of people who have influenced its growth and development. 3.3.3 Describe how individuals have contributed to the development of Oklahoma by describing the achievements of notable citizens in the fields of A. Science and Medicine (e.g., Shannon Lucid, Thomas Stafford, Dr. Nazih Zuhdi) B. Technology (e.g., Sequoyah, Wiley Post) C. the Arts (e.g., Maria Tallchief, Kiowa Six, Will Rogers, Woody Guthrie, Enoch Kelly Haney) D. Politics (e.g., Standing Bear, Clara Luper, Carl Albert, Wilma Mankiller) E. Sports (e.g., Bill Pickett, Jim Thorpe, Mickey Mantle, Shannon Miller).
3.4 The student will identify and describe basic economic activities creating prosperity for the state.	3.4.1 Describe the features of a market economic system. A. Explain how citizens make their own decisions about what goods or services to produce and what to buy, using examples from the local community. B. Explore how the laws of supply and demand impact people's choices about buying, producing, and consuming goods and services.



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	3.4.2 Examine how entrepreneurs have contributed to the state's economy. A. Explain how labor (human effort), land (natural resources), and capital (tools, machinery, technology) are used to produce goods and services. B. Describe how notable Oklahoma entrepreneurs (e.g., Gordon and May Lillie, O.W. Gurley, Frank Philips, Tom and Judy Love, Bill Braum) used their labor, land, and capital to build businesses and make a difference in their communities and the state. 3.4.3 Describe the importance of Oklahoma's goods and services to the state's economic growth. A. Explain how Oklahoma's oil and gas discoveries, such as the Glenn Pool and Oklahoma City Oil Field, affected the economic well-being of many Oklahomans and continue to be a significant economic sector. B. Examine how the development of recent economic activities has contributed to the state's economy, identifying examples of goods and services provided by local businesses and industries (e.g., commercial agriculture, manufacturing, tourism, Tribal enterprises, and military installations). C. Describe how the state's economy is connected to national and international trade by identifying major exports originating from Oklahoma (e.g., oil, aircraft, beef, wheat).



Grade 4 Social Studies: United States Geography and Early History

Learning in fourth grade challenges students to engage in the four strands of social studies: Civics, History, Geography, and Economics as applied to the early history and development of the United States. Content focuses on a regional study of physical and human geography of our country and its people, analyzing how we interact with our environment and how our environment impacts the way we live today.

Practice Standards: Grades 4-5

4.1 The student will apply critical thinking skills to address authentic civic issues.

4.1.1 Demonstrate an understanding of the **virtue of civil** discourse to analyze and address real-world problems.

- A. Explain how human experiences can shape a person's point of view about civic issues.
- B. Use a range of **democratic procedures** to **discuss** and make decisions about real-world problems in the community, region, and **nation**.
- C. Explain challenges of **the past and present** and **describe** strategies used to address local, regional, or national problems.

4.1.2 Develop **practices** which **demonstrate** an understanding that social studies involves the evaluation of evidence.

- A. **Ask** and examine **essential questions** that are important to others, as well as enduring across social studies topics.
- B. **Compare points of agreement from** reliable information used to answer supporting questions related to **social studies content**.
- C. **Demonstrate** critical thinking **skills** by frequently developing and answering various depth of knowledge questions.
- D. **Reinforce** understanding of social studies content through collaborative inquiries and the completion of **authentic tasks** and assessments.

4.2 The student will use interdisciplinary tools to acquire, apply, and evaluate

4.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their **responsibilities** as citizens.

- A. Explain **democratic principles** in historic documents by identifying examples of civic virtues and principles at work in state and national settings.
- B. Explain the structure, responsibilities, and powers exercised by officials of the national government and **describe** ways informed citizens can and should participate.



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content understanding of the four strands of social studies.	C. Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights.
	4.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose. B. Compare perspectives of individuals and groups from different regions and experiences, including the past and present. C. Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information.
	4.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions by organizing geographic information from historical as well as contemporary perspectives. B. Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations. C. Explain how environmental factors affected historical events and continue to impact contemporary human activities.
	4.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Interpret and draw conclusions from economic data on charts and graphs. B. Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples. C. Analyze the importance of innovation and entrepreneurship in a market economy.
4.3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.	4.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text. B. Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images, artwork) to answer a question.

EXHIBIT A



Oklahoma Academic Standards for Social Studies

	4.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved. B. Distinguish fact from opinion in nonfiction text and investigate facts for accuracy. C. Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings.
4.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	4.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products by introducing and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure. B. Clearly state an opinion through written products, supported by examples, details, and reasoning.
	4.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Formulate a viable research question related to expanding knowledge of social studies concepts. B. Organize information from research, quoting accurately from the source and avoiding plagiarism. C. Create presentations or products which summarize research findings from two or more sources.
Grade 4 Content Standards	
4.1 The student will explain the principles of democratic government and the role of citizens.	4.1.1 Describe the principles of democratic governments, such as the United States. A. Identify the principles upon which our nation's government is based, including the rule of law, compromise, equality, and individual rights of life, liberty and property. B. Examine the basic purposes of the American democratic government as they relate to liberty and the promotion of the common good (e.g., protect individual rights and the pursuit of happiness; ensure fair treatment under the law; security of the people and country). C. Explain basic principles expressed in the Declaration of Independence (e.g., equality, natural rights given from the Creator, the purpose of limited government). D. Explain why the United States is considered a representative democracy in which the people are the source of authority who engage in the political process of open and fair elections at local, state, and national levels. E. Explain how the Constitution of the United States is a written plan for establishing the powers of government and organizing its institutions.



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4.2 The student will apply the tools and concepts of geography to examine the physical and human geography of the United States.	4.1.2 Explain how Tribal Nations possess an inherent right to self-govern (sovereignty) which includes the authority of Tribal governments to establish and enforce laws, as well as manage their land's resources.
	4.1.3 Explain the concept of civic virtue and responsibilities of the American citizen. A. Explain the importance of civic duty and the role of the citizen to preserve freedom and self-government through respect for the law and authority, staying informed , thinking independently, and respecting the rights of others. B. Examine how citizens respect, monitor , and hold accountable institutions and government officials through elections. C. Analyze how fulfilling one's civic responsibilities (e.g., jury and military service, paying taxes) is necessary for the functioning and continuity of the representative democracy. D. Describe how the American representative democracy relies on civil discourse, thoughtful decision-making, compromise, and majority rule to make laws. E. Explain how citizens can contribute to the betterment of their communities through public service, charitable donations, and volunteerism. F. Summarize ways in which citizens are stewards of the nation's environment by examining how natural resources can be managed wisely (e.g., recycling and anti-littering efforts, water conservation, development of renewable energy sources).
	4.2.1 Use geographic tools to acquire and process information from a spatial perspective . A. Use and describe various elements of maps (e.g., key/legend, scale, cardinal and intermediate directions) to examine the physical and human features of the nation. B. Use maps and other geographic representations (e.g., globes, charts, graphs) and geographic technologies to draw conclusions (e.g., settlement patterns, population trends, population density, relative location of natural resources to manufacturing centers). C. Use the system of latitude and longitude to identify the absolute location of physical and human features of the United States. D. Interpret aerial photographs, satellite images, and thematic maps to locate and identify physical and human features of the United States and North America. E. Analyze the human and physical characteristics of the United States using the Five Themes of Geography (location, place, human-environment-interaction, movement, region) as a strategy to organize and compare geographic information about each major region of the United States.
	4.2.2 Identify major physical regions of the United States and their unique features.



	A. Identify the location and the physical characteristics of the major landforms and bodies of water in the United States (e.g., Rocky Mountains, Mount McKinley, Mississippi River, Gulf of America). B. Describe the location of climate zones (tropical, temperate, polar) explaining how climate affects natural vegetation. C. Draw conclusions from geographic data to explain how climate, vegetation, and bodies of water can affect the location and growth of settlements and the development of economic activities.
	4.2.3 The student will analyze the human characteristics of the United States. A. Identify and locate on a political map the fifty states, the nation's most populated cities, and the nation's capital; explain the meaning of major monuments and historical sites (e.g., Jefferson and Lincoln Memorials, Arlington National Cemetery). B. Explain how the American public is composed of people from different places and from many backgrounds. C. Examine motives for human migration by identifying basic push and pull factors (e.g., pull factors: economic opportunity, religious freedom, education; push factors: instability, conflict, natural disasters).
	4.2.4 Examine the concept of culture, including the distribution and complexity of major cultural groups of the United States. A. Identify the characteristics of culture (e.g., language, customs, religious beliefs, food, clothing, shelter) and compare cultural characteristics of different regions, including the influence of Native peoples and immigrants to each region and how they contribute to a shared American culture. B. Explain how culture can affect the ways in which people live and how culture can change over time through cultural diffusion.
	4.2.5 The student will analyze how humans interact with their environments in order to meet their needs and wants. A. Explain how humans adapt to the physical environment (e.g., food, shelter, earning a living) by identifying historical and contemporary examples. B. Describe how humans modify the environment to meet their needs (e.g., clearing of forests, crop rotation and irrigation, conservation, extraction of fossil fuels, construction of housing additions and businesses). C. Identify major projects in which Americans have modified the environment for the development of regions (e.g., Mississippi River levees, Hoover Dam, Golden Gate Bridge, Colorado River Aqueduct, Trans-Alaska Pipeline, New York skyline).



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	D. Identify ways in which economic activities can affect ecosystems (e.g., draining wetlands, diverting waterways) by examining present-day issues related to the use of resources and the importance of supporting human development while being responsible with resources.
4.3 The student will analyze how geography has impacted cultures and interactions during the early history of our nation.	4.3.1 Examine the various American Indian cultures inhabiting the nation prior to European explorations. A. Explain that North America is the home to well-developed societies and cultures (e.g., Inuit, Puebloan, Mississippian, Haudenosaunee) who flourished prior to European arrival. B. Describe American Indian groups and compare cultural characteristics (e.g., use of natural resources, food, shelter, customs) according to the geographic location of their original homelands (e.g., Eastern Woodlands, Southeast, Great Plains, Southwest, Great Basin, California, Northwest Coast). C. Explain how museums, national parks, and heritage centers attempt to preserve American Indian cultural heritage (e.g., Mesa Verde, Cahokia Mounds, Chaco Canyon). 4.3.2 Summarize the goals and consequences of European expeditions of North America. A. Explain how Spain, France, and England were motivated to explore the continent by a desire to expand their wealth and culture, forcibly convert Native peoples to Christianity, acquire natural resources, and develop trade relations. B. Trace and describe the impact of significant European expeditions (e.g., England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Ponce de Leon). C. Explain interactions between American Indians, Spanish explorations, French fur traders, Catholic missionaries, and early European settlers, comparing different perspectives toward land ownership and use of resources. D. Evaluate the mutual benefits and consequences of the Columbian Exchange, including agriculture, trade, military alliances, technology, the horse culture, slavery, and disease resulting in the significant decline of Native peoples.
4.4 The student will examine the American economic system and its economic activities which support human development.	4.4.1 Describe the features and advantages of a market economy. A. Define a market economic system, explaining how the United States' market system encourages free enterprise, economic development, private property rights, and individual prosperity. B. Describe how production, distribution, and consumption of goods and services are economic decisions made by producers and consumers to satisfy their needs and wants. C. Compare the factors of production (e.g., labor, land, capital, entrepreneurship) and explain how they are used together to produce goods and services, as exemplified by contemporary American entrepreneurs.



	4.4.2 Describe how economic activities impact the nation's economy. A. Identify the major economic activities in which people of each region work to satisfy their needs and wants (e.g., commercial agriculture, manufacturing, energy production, construction, and services such as healthcare and technology). B. Distinguish between renewable (e.g., water, soil, solar) and nonrenewable resources (e.g., fossil fuels: oil, natural gas, coal) and explain how they are used to produce goods and services, using examples from regional economies. C. Describe the relative location and importance of natural resources which support human development in each region (e.g., Mid-Continent oilfield, Appalachian and Rocky Mountain coal basins, Ogallala Aquifer, Imperial Valley, Outer Banks). 4.4.3 Describe the patterns and networks of economic interdependence among regions and the world. A. Explain how transportation routes connect economic regions and support economic growth (e.g., St. Lawrence Seaway, Transcontinental Railroad, Route 66, Interstate Highway System). B. Describe reasons why people and nations trade, providing examples of major imports and exports produced and consumed by Americans.



Grade 5 Social Studies: Founding of the American Republic

Student learning will continue to describe the experiences and interactions of the early American settlers and Native peoples during the era of colonial development, American independence, and the creation of a new nation under the Constitution of the United States. Although the four strands of social studies: Civics, History, Geography, and Economics play an essential role in student learning, primary focus for fifth grade will emphasize American history and civics in greater depth and analysis.

Practice Standards: Grades 4-5

5.1 The student will apply critical thinking skills to address authentic civic issues.

5.1.1 Demonstrate an understanding of the **virtue of** civil discourse to analyze and address real-world problems.

- A. Explain how human **experiences** can shape a **person's** point of view about civic issues.
- B. Use a range of **democratic procedures** to **discuss and** make decisions about real-world problems in the community, region, **and** nation.
- C. Explain challenges of the **past and present and** describe strategies used to address local, regional, or national **problems**.

5.1.2 **Develop** practices which **demonstrate** an understanding that social studies involves the evaluation of evidence.

- A. **Ask** and examine **essential questions** that are important to others, as well as enduring across social **studies** topics.
- B. **Compare points of agreement** from reliable information used to answer supporting questions related to social **studies** content.
- C. **Demonstrate** critical thinking skills by frequently developing and answering various depth of knowledge **questions**.
- D. **Reinforce understanding** of social studies content through collaborative inquiries and the completion of **authentic tasks and** assessments.

5.2 The student will use interdisciplinary tools to acquire, apply, and evaluate

5.2.1 **Demonstrate** an understanding of the principles of government, the benefits of democratic systems, and their **responsibilities** as citizens.

- A. Explain **democratic principles** in historic documents by identifying examples of civic virtues and **principles** at work in state and national settings.



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content understanding of the four strands of social studies.	B. Explain the structure, responsibilities, and powers exercised by officials of the national government and describe ways informed citizens can and should participate. C. Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights.
	5.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose. B. Compare perspectives of individuals and groups from different regions and experiences, including the past and present. C. Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information.
	5.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions by organizing geographic information from historical as well as contemporary perspectives. B. Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations. C. Explain how environmental factors affected historical events and continue to impact contemporary human activities.
	5.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Interpret and draw conclusions from economic data on charts and graphs. B. Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples. C. Analyze the importance of innovation and entrepreneurship in a market economy.
5.3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.	5.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text. B. Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images, artwork) to answer a question.



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	5.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved. B. Distinguish fact from opinion in nonfiction text and investigate facts for accuracy. C. Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings.
5.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	5.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products by introducing and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure. B. Clearly state an opinion through written products, supported by examples, details, and reasoning.
	5.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Formulate a viable research question related to expanding knowledge of social studies concepts. B. Organize information from research, quoting accurately from the source and avoiding plagiarism. C. Create presentations or products which summarize research findings from two or more sources.
Grade 5 Content Standards	
5.1 The student will examine and compare the Jamestown and Plymouth settlements as the foundations of American culture and society.	5.1.1 Describe the region prior to English settlement as the home to established and self-governing Native societies representing multiple cultures and engaging in vast intertribal trade routes.
	5.1.2 Summarize the economic, political, and cultural reasons for European colonization of North America, including competition over the continent's land and natural resources, the development of new trade relationships, and opportunities for religious freedom.
	5.1.3 Compare England's goals for the settlement of Virginia, including attempts to stake claim on North America at Roanoke and to develop Jamestown as a profit venture for investors.

EXHIBIT A



	5.1.4 Explain the personal, economic, and political motivations of immigrants and indentured servants who migrated to Virginia, as well as the forced immigration of enslaved Africans.
	5.1.5 Analyze the early successes and challenges of Jamestown, by explaining the A. leadership and diplomacy of Captain John Smith B. challenges of the Starving Time and the value of Powhatan trade to sustain the colony C. export of natural resources and John Rolfe's development of tobacco as a cash crop D. deteriorating relationships with the Powhatan, characterized by differing views on land ownership.
	5.1.6 Explain the English commitment to the permanent settlement at Jamestown as evidenced through an elected representative government (House of Burgesses), private ownership of land, and the recruitment of women and families.
	5.1.7 Describe the importance of religious expression and freedom from persecution which motivated immigration to the Plymouth Colony by separatists (Pilgrims).
	5.1.8 Explain the early successes and challenges for Pilgrims of the Plymouth settlement including the A. adaptation to an unfamiliar and harsh environment B. practice of self-government established by the Mayflower Compact C. leadership of William Bradford.
	5.1.9 Explain the founding and development of the Massachusetts Bay Colony, including A. a stable government influenced by Puritan religious beliefs B. self-government through town meetings C. governors elected by freemen D. protection of individual rights established in the Massachusetts Body of Liberties. E. leadership of John Winthrop and his vision of a "city upon a hill."
	5.1.10 Describe the contact and exchange between colonists and Native peoples by explaining A. how American Indian knowledge of the environment, agricultural practices (e.g., three sisters) and hunting skills contributed to colonists' survival B. early alliances with the Wampanoag under the leadership of Ousamequin (Massasoit) and the importance of Tisquantum (Squanto) to Plymouth's survival C. how contact between cultures led at times to misunderstandings and conflict.



5.2 The student will compare the developments of the New England Colonies, the Middle Colonies, and the Southern Colonies.	5.2.1 Explain how settlement in other colonies were influenced by a desire for religious freedom, economic opportunity, and self-government, including A. Roger Williams' advocacy for religious freedom and his founding of the Providence Plantation B. Anne Hutchinson's opposition to Puritan restrictions on religious freedom C. the founding of Pennsylvania as a haven for Quakers under the leadership of William Penn D. Thomas Hooker's influence in formulating the <i>Fundamental Orders of Connecticut</i> E. George Calvert's (First Baron of Baltimore) creation of a refuge for persecuted Catholics in Maryland F. James Oglethorpe's recruitment of England's impoverished and religious minorities to Georgia.
	5.2.2 Compare the economic development of the three colonial regions including A. agriculture and exports as affected by climate, physical features, and natural resources B. a labor system utilizing indentured servants in various occupations C. a growing reliance on enslaved labor considered essential to the plantation system.
	5.2.3 Explain the economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage.
	5.2.4 Analyze the forms of self-government in the colonies. A. Explain how English traditions of limited government (Parliament's relationship to the monarchy) and Judeo-Christian values shaped the colonial experience in self-government. B. Describe how representative government was established through various institutions (e.g., New England town hall meetings, colonial legislatures). C. Examine early discussions on intercolonial cooperation exemplified by the rejected <i>Albany Plan of Union</i> and Benjamin Franklin's "Join or Die" political cartoon. D. Evaluate the influence of the Haudenosaunee (Iroquois) Confederacy on colonial attempts to unite.
	5.2.5 Analyze the evolving relationship between American Indians and the British colonists by describing how A. although both sides benefited from trade, disputes erupted over territorial claims. B. armed conflicts devastated both British settlements and Tribal communities.
	5.2.6 Compare the experiences of both free and enslaved persons in the British colonies, including resistance efforts by enslaved peoples and attempts to preserve aspects of African culture.



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5.3 The student will analyze the series of events and policies which led American colonists to seek and declare independence.	5.3.1 Analyze how growing political and economic tensions led to dissent among American colonists by explaining A. the enforcement of trade restrictions and tax collection by England in response to its debt from the French and Indian War. B. resentment over the Proclamation of 1763 and its restriction of western settlement.
	5.3.2 Identify the primary cause of the American Revolution as a colonial struggle for self-rule. A. Describe the impact of the Stamp Act and Quartering Act which prompted formation of the Stamp Act Congress. B. Compare different forms of protests, including the use of propaganda and the boycott of British imports. C. Explain how the enactment of the Townshend Duties and the Tea Act led to escalated tensions, such as the Boston Massacre and the Boston Tea Party. D. Describe how the passage of the Intolerable Acts (Coercive Acts) prompted the American colonists to unite at the First Continental Congress.
	5.3.3 Explain efforts to mobilize support for the American Revolution. A. Compare the role of the Sons of Liberty, the Committees of Correspondence, and the Minutemen. B. Describe how the British raids and armed encounters at Lexington and Concord became catalysts for the revolution. C. Explain how Thomas Paine's <i>Common Sense</i> shifted American sentiment toward independence. D. Describe the significance of the rallying cry, "no taxation without representation."
	5.3.4 Explain the meaning of the key ideals expressed in the Declaration of Independence, drafted by Thomas Jefferson and the Committee of Five, adopted July 4, 1776, including A. natural, unalienable rights, such as life, liberty, and the pursuit of happiness B. the equality of all individuals C. the purpose of government D. the principle of self-rule by consent of the governed E. specific colonial grievances and rights as British citizens.
	5.4.1 Explain how the colonists were divided toward the growing call for independence by identifying various points of view and motivations, including patriots, loyalists, American Indian Nations, and enslaved persons.
5.4 The student will examine the struggles of the Revolutionary War and	5.4.2 Compare the advantages and disadvantages of the British and the American colonies during the Revolutionary War, including military leadership and strength, population, resources, and foreign alliances.



ultimate victory to gain independence.	5.4.3 Examine the first American centralized system of government under the Continental Congress and the Articles of Confederation. A. Identify the Articles of Confederation as a loose alliance of states . B. Explain the importance of the Articles of Confederation to wage a war and conduct foreign diplomacy.
	5.4.4 Analyze the relationships of significant military and diplomatic events of the Revolutionary War. A. Explain how the Battle of Bunker Hill, although a Patriot loss, confirmed colonial commitment to the patriot cause. B. Describe the Continental Army's victory at Trenton, exemplified by Washington's military leadership against professional British and Hessian troops. C. Explain that the Battles of Saratoga are considered a turning point with regards to securing French support for the revolution. D. Describe the harsh conditions at the Valley Forge Encampment and how Washington's leadership created a cohesive, disciplined fighting force. E. Explain the significance of Thomas Paine's <i>The Crisis</i> in bolstering patriot morale among the public and military. F. Describe how the support of the French army and navy helped Americans defeat Lord Cornwallis at Yorktown. G. Summarize the significance of the Treaty of Paris (1783) on the United States' status as a free nation.
	5.4.5 Identify the contributions of key individuals influential to the American Revolution in the fields of A. patriot leadership (e.g., Samuel Adams, Benjamin Rush, Paul Revere) B. politics and diplomacy (e.g., Patrick Henry, Benjamin Franklin, John Adams, Nancy Ward "Nanyehi") C. military service (e.g., Nathan Hale, John Paul Jones, Daniel Morgan, Ethan Allen, Nathanael Greene, Benedict Arnold, Marquis de Lafayette) D. Native alliances (e.g., Stockbridge Indian regiment of Minutemen, Oneida scouts) E. ideological writing (e.g., Thomas Paine, Mercy Otis Warren, Phillis Wheatley).
5.5 The student will examine the formation of the American system of government	5.5.1 Evaluate the major issues that led to the Constitutional Convention, including the public alarm raised from Shays' Rebellion and challenges faced by a national government too weak to conduct its affairs.
	5.5.2 Identify the role of leaders at the Constitutional Convention, including its president George Washington, and the influence of James Madison, known as the "Father of the Constitution."



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following the American Revolution.	5.5.3 Explain how the Framers based the Constitution on "the Laws of Nature and of Nature's God," as expressed in the Declaration of Independence and influenced by Biblical principles, reflected in the writings of the Founders.
	5.5.4 Explain the key debates and compromises of the Constitutional Convention, including A. the goals of a stronger union with respect to commerce and political stability B. state representation in Congress, presented by opposing Virginia and New Jersey Plans, and resolved by the Great Compromise, creating a bicameral legislature C. congressional representation resolved by the Three-Fifths Compromise and the potential for a future ban of the international slave trade.
	5.5.5 Describe the public debates over the Constitution's ratification, comparing the viewpoints of the Federalists, led by James Madison and Alexander Hamilton, and Anti-Federalists, led by George Mason, regarding the powers of central government and the necessity for a national Bill of Rights.
5.6 The student will describe the structure and responsibilities of the American system of government and the role of the individual citizen, as provided in the Constitution of the United States.	5.6.1 Explain that the United States government was established through a written Constitution, establishing the supreme law of the land. A. Examine the Preamble of the Constitution of the United States and identify the major purposes of government. B. Explain how the people are the ultimate source of government's power in a democracy.
	5.6.2 Summarize the rights and liberties protected by the Bill of Rights. A. Draw connections to colonial conditions which prompted the adoption of particular amendments. B. Identify contemporary examples of rights, liberties, and due process protections guaranteed by the Bill of Rights.



	5.6.3 Analyze the structure and operations of government established in the Constitution of the United States. A. Explain why the Framers separated government's powers into different branches, identify the three branches of American government (legislative, executive, judicial), and describe each branch's basic function. B. Describe the system of checks and balances, explaining how each branch of government can limit the power of other branches. C. Examine the system of shared powers (federalism) between the federal and state levels of governments, explaining why the Framers assigned specific powers to each level. D. Explain how the Constitution establishes a process for making laws, including specific roles for Congress, the President, and the Supreme Court.
	5.6.4 Examine Tribal sovereignty as a Tribal nation's inherent right to self-govern. A. Describe how the Commerce Clause of the Constitution established a nation-to-nation relationship between the United States and Tribal governments. B. Explain that Tribal governments possess powers, including the authority to determine Tribal citizenship, make and enforce laws, manage lands and natural resources, and provide for the needs of Tribal citizens.
	5.6.5 Analyze the role and responsibilities of all United States citizens by explaining A. why voting in public elections is necessary to maintain a representative democracy B. how becoming informed voters contributes to wise decisions C. how citizens exchange ideas through peaceful civil discourse D. that service on a trial jury guarantees fair justice for all citizens E. why payment of taxes is required to support projects for the common good F. that safety and order rely on obedience to authority and laws G. how registration for military service ensures the nation is prepared to defend itself.
5.7 The student will summarize the growth of a new nation under the leadership of Presidents Washington, Adams, and Jefferson.	5.7.1 Describe the presidential leadership of George Washington, including A. the creation of cabinet positions B. the precedent of not seeking a third term C. issuance of a Thanksgiving proclamation D. advice offered in his <i>Farewell Address</i> regarding religion and morality as necessary to American self-government.



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	5.7.2 Identify the significant work of President John Adams, which A. ensured the new nation's ability to defend itself by strengthening the army and navy B. left a legacy of cautious foreign policy based on national interest.
	5.7.3 Explain the impact of President Thomas Jefferson's presidency, including A. the purchase of Louisiana Territory and its effect on westward expansion B. geographic and scientific knowledge gained from the Meriwether Lewis and William Clark expedition C. efforts to build relationships, enter into , and maintain treaties with American Indian Nations.



Grade 6 Social Studies: Western Hemisphere Geography

The four strands of social studies: Civics, History, Geography, and Economics continue to guide student learning in sixth grade as they are applied to an in-depth investigation of the geographic environment and cultures of the Western Hemisphere. Students will analyze the location of natural resources, their use in human development, the commonalities and differences between cultural groups, and how principles of democracy compare to other forms of government.

Practice Standards: Grades 6-8

6.1 The student will apply critical thinking skills to address authentic civic issues.

6.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.

- A. Analyze why the acknowledgement of different perspectives can contribute to civil discourse and solutions to civic issues.
- B. Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school.
- C. Use information to analyze how a specific problem can manifest itself in regional and global issues, describing options for solutions.

6.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.

- A. Investigate and propose answers to essential questions representing complex enduring issues across the social studies disciplines.
- B. Answer supporting questions related to social studies content knowledge and make connections to different interpretations.
- C. Develop deeper critical thinking skills by questioning assumptions and identifying inconsistencies or errors in reasoning.
- D. Demonstrate understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments.



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6.2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	6.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence political institutions. B. Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens. C. Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.
	6.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias. B. Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era. C. Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.
	6.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events. B. Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions. C. Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.
	6.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Analyze, interpret, and compare economic data from multiple charts and graphs. B. Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy. C. Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples.



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6.3 The student will engage in critical, active reading of primary and secondary sources related to social studies concepts.	6.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion. B. Integrate the use of visual information (e.g., maps, charts, photographs , videos, political cartoons, artwork) with textual information from primary and secondary sources to draw conclusions.
	6.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. B. Evaluate textual evidence to determine whether a claim is substantiated. C. Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others .
6.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	6.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. B. Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources.
	6.4.2 Engage in authentic research to acquire , refine, and share knowledge through written presentations and products. A. Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims. B. Quote, paraphrase , and summarize findings, avoiding plagiarism. C. Organize and create presentations or products using research from a variety of formats and encompassing different points of view.



Grade 6 Content Standards	
6.1 The student will analyze data from a geographic perspective using the skills and tools of geography.	6.1.1 Explain geography as a field of inquiry which answers "the why of where" by examining both physical and human geography using spatial thinking skills.
	6.1.2 Integrate visual information to organize understandings about the people and environments of the Western Hemisphere. A. Apply the concepts of scale, distance, and direction to explain the relative location of physical and human places. B. Use the system of latitude and longitude to identify the absolute location of a place on maps and globes, explaining how various map projections distort the surface of the Earth. C. Use different types of maps, graphs, charts, and geographic tools, such as satellite imagery and Geographic Information System (GIS) technology, in order to draw conclusions and make predictions from geographic data.
	6.1.3 Compare characteristics of major regions of the Western Hemisphere through the regular use of strategies, such as the Five Themes of Geography (location, place, human-environment-interaction, movement, regions) which utilize critical thinking about geographic concepts.
	6.1.4 Describe and analyze the role of geographic factors on events which impact the people and places of the Western Hemisphere , using both primary and secondary sources.
6.2 The student will analyze the physical systems of the major regions of the Western Hemisphere.	6.2.1 Identify and describe on a physical map the major landforms and bodies of water important to each region of the Western Hemisphere .
	6.2.2. Use visual information to describe on a physical map the major climate and vegetation zones, drawing conclusions about their impact on human development.
	6.2.3 Explain how the factors of latitude, elevation, and proximity to bodies of water influence climate and human activities.



	6.2.4 Describe the distribution of natural resources found in each region, delineating between renewable and nonrenewable resources, and explaining how the relative location to such resources can influence the economic development of a region.
6.3 The student will identify the characteristics, distribution, and demographic patterns of human populations and systems of the Western Hemisphere.	6.3.1 Identify on a political map the major countries and population centers of each region, describing urban, rural, suburban, and metropolitan settlement patterns .
	6.3.2 Analyze how the characteristics of culture impact people and places. A. Identify and describe cultural traits (e.g., language, ethnic heritage , religion, traditions, the arts) which are unique to a people and region. B. Explain how culture provides individuals with a sense of identity and how it is transferred from one generation to the next. C. Compare major cultural groups of the Western Hemisphere (e.g., American Indian, Indigenous peoples of Canada and Amazonia , French-speaking Canadians , Hispanic Latin America, Caribbean citizens of African descent).
	6.3.3 Define cultural diffusion and describe how cultural characteristics spread and impact contemporary regions (e.g., entertainment , fast foods , social media's rapid spread of ideas, wide use of the smartphone).
	6.3.4 Examine the impact of geography on migration and population distribution. A. Define push factors of migration (e.g., instability, conflict, natural disasters) using historic or contemporary examples (e.g., European colonization, asylum seekers from political unrest or religious persecution , and examples from different waves of migration in American history). B. Identify and provide examples of pull factors of migration (e.g., economic opportunity, religious freedom , family ties , education).
	6.3.5 Describe the ethnic heritage of Indigenous cultures of the Western Hemisphere. A. Explain that various complex societies, economic, and political systems developed on the North and South American continents, each known for unique achievements and contributions prior to the arrival of Europeans . B. Compare the cultures of Native peoples of the United States and Canada (e.g., Ancestral Puebloan, Mississippian, First Nations, Inuit, Metis.) C. Explain how the Olmec and Maya adapted to and modified their environment to develop advanced civilizations in Mesoamerica, featuring advancements in science, architecture, the development of a writing system , and regional trade.



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	D. Describe how the Aztec conquest of other Indigenous peoples created extensive trade networks and wealth. E. Explain how the Inca were able to control an expansive empire in the Andes, developing a strong central government and innovations in agriculture.
	6.3.6 Describe the cultural interactions between Indigenous cultures and European settlers which impacted the heritage and history of major regions of the Western Hemisphere. A. Identify examples of cultural diffusion (e.g., Columbian Exchange: availability of new commodities and technology; assimilation of Indigenous peoples into colonial societies). B. Describe the impact of English and French settlement of North America on cultural characteristics such as language, customs, and principles of self-government. C. Examine Spanish colonialism of Latin America and its influence on language, religion, and customs, including the practices of privateering and mercantilism. D. Identify the distribution of enslaved persons between different areas of the Western Hemisphere and explain how overseas expansion and commerce led to the development of the trans-Atlantic slave trade. E. Explain the effects of plantation agriculture and the importation of enslaved labor on the economic development and cultural heritage of regions (e.g., Brazil and the Caribbean).
6.4 The student will analyze the interactions of humans and their environment in the Western Hemisphere.	6.4.1 Explain how humans adapt to the environment (e.g., types and location of housing, clothing and food choices, methods of transportation, and options for economic activities) using historic or contemporary examples.
	6.4.2 Analyze the impact of natural disasters on human populations, including displacement, scarcity of consumer goods, economic activities, and loss of life.
	6.4.3 Describe how humans modify the natural environment to support human development, such as subsistence and commercial agriculture, extraction of fossil fuels and minerals, development of industry, and urbanization.
	6.4.4 Identify environmental challenges (e.g., air pollution, acid rain, deforestation) and explain how they can impact a region (e.g., oil spills in the Gulf of America, ranching and logging operations in Amazonia, urban sprawl of Mexico City).



	6.4.5 Evaluate the need to preserve resources, climate, and wildlife by creating public awareness, including the efforts of eco-tourism.
	6.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment (e.g., recycling campaigns, water conservation, national parks, protection of wildlife preserves).
6.5 Analyze why and how humans develop rules, laws, and governments, including the role of citizens in government.	6.5.1 Compare systems of governments. A. Define and describe the characteristics of limited governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship, oligarchy, absolute monarchy). B. Differentiate between a representative democracy and a constitutional monarchy/parliamentary democracy by comparing the governments of the United States and Canada. C. Explain the concept of sovereignty with regards to American Indian Tribal governments, as well as other Indigenous people of the Western Hemisphere, and examine issues related to rights of self-determination over lands and resources. D. Describe how historic struggles for independence in Latin America and the Caribbean were influenced by the American revolution and Constitution, leading to the creation of modern republics. E. Describe challenges for several Latin American governments and economies, due to a history of political and economic instability.
	6.5.2 Compare common features of the Constitution of the United States to other representative governments of the Western Hemisphere, focusing on the principles of limited government, individual rights and liberties, and the role of the citizen in the selection of government officials.
6.6 Analyze economic systems of the world and how they impact the development of a nation and region.	6.6.1 Explain how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.
	6.6.2 Analyze the benefits and limitations of various economic systems. A. Define the characteristics of traditional, market, and command economic systems. B. Describe how government policies affect economic activities within a nation, as well as determine trade relationships. C. Compare the outcomes of different economic systems for human prosperity, equality, and freedom.
	6.6.3 Explain how different sectors of a nation's economy contribute to the development of a nation.



	A. Primary Sector: Extraction and harvesting of natural products (e.g., Venezuela's Orinoco Belt, Chile's artisanal fishing, logging of Canada's boreal forests) B. Secondary Sector: Production of goods through manufacturing and construction (e.g., United States steel industry, Argentina's meat-processing, Mexico's automotive exports) C. Tertiary Sector: Businesses that provide services to consumers (e.g., ecotourism of Costa Rica, New York Stock Exchange, Houston's MD Anderson Cancer Center) D. Quaternary Sector: Research and intellectual services such as technological advancement and innovation (e.g., Silicon Valley and Sao Paulo's technology centers, Massachusetts Institute of Technology).
	6.6.4 Identify and compare the characteristics of developed and developing countries by analyzing data (e.g., literacy rate, life expectancy, per capita income, and infant mortality) used by geographers to measure development.
6.7 The student will analyze the common characteristics of regions which create a sense of identity and unity, influencing the interactions among people and nations of the Western Hemisphere.	6.7.1 Define the concept of region as an area sharing common characteristics and explain how regions can be categorized in many ways, such as political, physical, cultural, and economic.
	6.7.2 Identify examples of physical (natural) regions sharing common features of landforms, climate, vegetation, and natural resources (e.g., Great Plains, New England, Amazonia, Canadian Shield, Altiplano, sun belt, tornado alley).
	6.7.3 Identify examples of man-made regions sharing common characteristics related to culture, human settlement, history, economic activities, and governments (e.g., Latin America, corn belt, Northeast megalopolis, Silicon Valley, British Commonwealth, barrio, suburb).
	6.7.4 Describe patterns of economic interdependence and trade linking regions of the Western Hemisphere. A. Define basic concepts related to trade, including exports and imports, tariffs, free trade, and balance of trade. B. Explain economic interdependence as it relates to the outsourcing of jobs to developing regions.
	6.7.5 Explain reasons for cooperation among nations of the Western Hemisphere. A. Describe how the people of different regions cooperate to address common concerns and how such cooperation impacts global interdependence (e.g., the United States-Mexico-Canada Agreement, Mercosur).



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	B. Examine how supranational organizations (e.g., Organization of American States, Arctic Council) create cooperative political, economic, defense, and cultural regions.
	6.7.6 Explain reasons for conflict between regions of the Western Hemisphere, such as territorial disputes, access to natural resources, and ethnic differences (e.g., boundary and mineral claims of the Arctic, Indigenous sovereignty over oil and gas reserves in Bolivia, immigration across the United States-Mexico border).



Grade 7 Social Studies: Eastern Hemisphere Geography

Students in seventh grade deepen their understanding of the four disciplines of social studies: Civics, History, Geography, and Economics as they relate to the environments and people of the Eastern Hemisphere. More sophisticated application of geographic concepts and principles are center focus for grade seven, in addition to analysis of more complex issues facing contemporary world governments and systems.

Practice Standards: Grades 6-8

7.1 The student will apply critical thinking skills to address authentic civic issues.

7.1.1 Demonstrate an understanding of the **virtue** of civil discourse to analyze and address real-world problems.

- A. Analyze why the acknowledgement of **different** perspectives can contribute to civil discourse and solutions to **civic issues**.
- B. Apply a range of **deliberative and democratic procedures** to **discuss**, make decisions, and **propose** action about real-world problems **in and out of school**.
- C. Use information to analyze how a **specific problem** can manifest itself in regional and global issues, describing options for **solutions**.

7.1.2 Develop **practices** which demonstrate an understanding that social studies involves the evaluation of evidence.

- A. **Investigate and propose answers** to essential questions representing complex enduring issues across **the social studies disciplines**.
- B. **Answer supporting questions** related to social studies content knowledge and make connections to **different interpretations**.
- C. Develop **deeper** critical thinking skills by questioning assumptions and identifying inconsistencies or **errors in reasoning**.
- D. **Demonstrate understanding** of social studies content through the development of self-driven inquiries and **the completion** of authentic tasks and assessments.

7.2 The student will use interdisciplinary tools to acquire, apply, and evaluate

7.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

- A. Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how **they** influence political institutions.



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content understanding of the four strands of social studies.	B. Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens. C. Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.
	7.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias. B. Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era. C. Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.
	7.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events. B. Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions. C. Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.
	7.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Analyze, interpret, and compare economic data from multiple charts and graphs. B. Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy. C. Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples.
7.3 The student will engage in critical, active reading of primary and secondary	7.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.



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sources related to social studies concepts.	B. Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons, artwork) with textual information from primary and secondary sources to draw conclusions. 7.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. B. Evaluate textual evidence to determine whether a claim is substantiated. C. Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.
7.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	7.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. B. Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources. 7.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims. B. Quote, paraphrase, and summarize findings, avoiding plagiarism. C. Organize and create presentations or products using research from a variety of formats and encompassing different points of view.
Grade 7 Content Standards	
7.1 The student will analyze data from a geographic perspective using the skills and tools of geography.	7.1.1 Describe the role of geographic factors on events, explaining the importance of spatial perspective and integrating specific geographic information to support analysis from primary and secondary sources. 7.1.2 Reinforce geographic skills through the routine practice and use of geographic tools (e.g., thematic maps, graphs, charts, satellite imagery, GIS technologies) in order to draw conclusions and make predictions from geographic data.



7.2 The student will analyze the physical systems of the major regions of the Eastern Hemisphere.	7.2.1 Identify on a physical map the major landforms and bodies of water of each region and compare climatic conditions, vegetation, and biomes using thematic maps and other geographic tools.
	7.2.2 Describe how the physical environment can influence human population distribution, population growth, settlement patterns, land use, and economic activities .
	7.2.3 Compare the characteristics and distribution of major renewable and nonrenewable resources of each region, identifying major nations in which natural resources (e.g., fossil fuels, minerals , agricultural crops) are the primary source of economic activities.
	7.2.4 Identify examples of scarcity and how the availability of natural resources impacts regional economies, which can contribute to conflict and cooperation.
7.3 The student will analyze the interactions of humans and their environment.	7.3.1 Analyze how humans adapt to their environment, including the impact of weather patterns and natural disasters on human populations, resulting in displacement, scarcity of consumer goods, and loss of life.
	7.3.2 Describe how humans adapt to and modify their environment for the purpose of food production. A. Describe the differences among subsistence, cash crop, and commercial agriculture, including their impact on the economic development of a region. B. Explain how agricultural innovations, such as the Green Revolution and modern irrigation systems, increase food production in developing countries. C. Examine how agricultural practices in a region imprint the physical environment (e.g., desertification of the Aral Sea, terraced construction for rice farming, modern irrigation methods utilized in the Arabian Peninsula).
	7.3.3 Evaluate the effects of human modification of the natural environment through processes related to industrialization. A. Explain why places become major hubs of industrial activity by analyzing the relationship between the location of natural resources to various manufacturing industries. B. Describe the importance of transportation infrastructure and its direct impact on people's access to resources and consumer goods. C. Examine how the development of technology meets energy demands, as well as modifies the environment (e.g., extraction of raw materials, offshore drilling, nuclear power plants, water diversion, hydroelectric power plants).



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sources related to social studies concepts.	B. Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons, artwork) with textual information from primary and secondary sources to draw conclusions.
	7.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. B. Evaluate textual evidence to determine whether a claim is substantiated. C. Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.
7.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	7.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. B. Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources.
	7.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims. B. Quote, paraphrase, and summarize findings, avoiding plagiarism. C. Organize and create presentations or products using research from a variety of formats and encompassing different points of view.
Grade 7 Content Standards	
7.1 The student will analyze data from a geographic perspective using the skills and tools of geography.	7.1.1 Describe the role of geographic factors on events, explaining the importance of spatial perspective and integrating specific geographic information to support analysis from primary and secondary sources.
	7.1.2 Reinforce geographic skills through the routine practice and use of geographic tools (e.g., thematic maps, graphs, charts, satellite imagery, GIS technologies) in order to draw conclusions and make predictions from geographic data.



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7.2 The student will analyze the physical systems of the major regions of the Eastern Hemisphere.	7.2.1 Identify on a physical map the major landforms and bodies of water of each region and compare climatic conditions, vegetation, and biomes using thematic maps and other geographic tools.
	7.2.2 Describe how the physical environment can influence human population distribution, population growth, settlement patterns, land use, and economic activities .
	7.2.3 Compare the characteristics and distribution of major renewable and nonrenewable resources of each region, identifying major nations in which natural resources (e.g., fossil fuels, minerals , agricultural crops) are the primary source of economic activities.
	7.2.4 Identify examples of scarcity and how the availability of natural resources impacts regional economies, which can contribute to conflict and cooperation.
7.3 The student will analyze the interactions of humans and their environment.	7.3.1 Analyze how humans adapt to their environment, including the impact of weather patterns and natural disasters on human populations , resulting in displacement, scarcity of consumer goods, and loss of life.
	7.3.2 Describe how humans adapt to and modify their environment for the purpose of food production. A. Describe the differences among subsistence, cash crop, and commercial agriculture, including their impact on the economic development of a region. B. Explain how agricultural innovations, such as the Green Revolution and modern irrigation systems, increase food production in developing countries. C. Examine how agricultural practices in a region imprint the physical environment (e.g., desertification of the Aral Sea , terraced construction for rice farming, modern irrigation methods utilized in the Arabian Peninsula).
	7.3.3 Evaluate the effects of human modification of the natural environment through processes related to industrialization . A. Explain why places become major hubs of industrial activity by analyzing the relationship between the location of natural resources to various manufacturing industries. B. Describe the importance of transportation infrastructure and its direct impact on people's access to resources and consumer goods. C. Examine how the development of technology meets energy demands, as well as modifies the environment (e.g., extraction of raw materials, offshore drilling, nuclear power plants, water diversion, hydroelectric power plants).



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	7.3.4 Describe the role of citizens as responsible stewards of natural resources and the environment, through sound resource use and conservation.
7.4 The student will identify the distribution and demographic patterns of human populations of the Eastern Hemisphere.	7.4.1 Identify on a political map the major countries and population centers of each region, describing urban, rural, suburban, and metropolitan settlement patterns.
	7.4.2 Describe the challenges of urbanization and urban sprawl (e.g., access to public services, affordability of housing, gentrification, pollution, transportation).
	7.4.3 Examine how nations address population changes through government policies (e.g., education, health care, immigration).
	7.4.4 Describe the reasons for emigration and immigration. A. Examine the role of pull factors (e.g., economic opportunity, education, family) and the role of push factors (e.g., political unrest, religious persecution, war, famine, natural disasters) which motivate both emigration and immigration, differentiating between involuntary and voluntary migration. B. Describe contemporary reasons and examples of migration (e.g., drought in agricultural eastern Africa resulting in urbanization, overpopulation of India's cities due to employment options in high-tech industries).
7.5 The student will evaluate the development and impact of culture on the major regions and peoples of the Eastern Hemisphere.	7.5.1 Compare cultural traits of major cultural regions and explain how culture can change over time through the process of cultural diffusion.
	7.5.2 Define and describe the legacy of the world's major cultural hearths on a region's ethnic heritage and history. A. Examine how and why major cultural hearths developed along major river valleys and crossroads of trade (e.g., Mesopotamia's Fertile Crescent; the Nile, Indus, Huang He and Yangtze River Valleys; the kingdoms of Ghana, Mali, and Songhai). B. Explain that complex societies and civilizations in different regions share common characteristics (e.g., agricultural innovations, written language, and early systems of law and government).
	7.5.3 Examine major religions of the world, including their belief systems and influence on contemporary societies.



	A. Describe the origins and central features of Judaism, identifying its sacred texts (e.g., the Torah, Ten Commandments) and explaining its central features and teachings (e.g., monotheism, emphasis on individual worth, personal responsibility, and adherence to moral obligations) and its impact on modern and contemporary Western societies and culture. B. Explain the origins and central features of Christianity, by identifying its sacred texts and teachings, explaining its basic beliefs (e.g., monotheism, eternal life, Jesus of Nazareth as the messiah), its relationship to Judaism, and its impact on modern societies and contemporary culture. C. Describe the origins and central features of Hinduism, including its basic beliefs (e.g., karma, reincarnation) and its influence on society of the Indian subcontinent. D. Describe the origins and central features of Buddhism, including its basic beliefs (e.g., Four Noble Truths, Nirvana) and how its philosophy influenced other regions. E. Explain the origins and central features of Islam, including its sacred text, basic beliefs (e.g., monotheism, Five Pillars) and describe its expansion and influence into Europe and North Africa.
7.6 Analyze systems of government by examining their source of authority, principles, structures, and processes.	7.6.1 Compare the source of authority and power of representative governments (republic, Constitutional monarchy) versus authoritarian systems (dictatorship, monarchy, totalitarian regime, oligarchy, theocracy) using contemporary or historical examples (e.g., the symbolic role of the British crown versus the authority of Saudi Arabia's monarchy, the republics of western Europe to the Chinese Communist system).
	7.6.2 Trace the historic roots of representative democracy. A. Explain why the government of ancient Athens is considered the beginning of democratic government and examine Greek political concepts, including the "polis" or city-state, rule of law, liberty, civic participation and voting rights, legislative bodies, and written Constitutions. B. Describe the government of the Roman Republic and its contribution to the development of representative self-government, including separation of powers, liberty, the rule of law, and the concept of civic duty. C. Describe influences of early English tradition related to the principles of limited government and individual rights, such as found in the <i>Magna Carta</i> and established by the <i>English Bill of Rights</i>.
	7.6.3 Compare the role of the citizen in modern representative governments to authoritarian systems (e.g., United Kingdom to Russia; India to Saudi Arabia; South Africa to China; United States to Iran). A. Describe the involvement of citizens in the selection of government officials and the lawmaking process in different systems of government. B. Compare civil liberties in representative to authoritarian systems of government, referencing the United States Bill of Rights.



	C. Describe how contemporary authoritarian governments maintain power over citizens (e.g., denial of natural and civil rights, illegitimate elections, restrictions on free speech and the free exercise of religion, refusal of due process protections, corruption among government officials, unequal application of the law, and use of mob intimidation).
	7.6.4 Analyze issues related to Indigenous sovereignty, including the management of natural resources and the preservation of Indigenous cultures (e.g., Scandinavia's Saami, the Rohingya people of Myanmar, the Uyghur ethnic group of China, New Zealand's Māori).
7.7 The student will examine and compare economic systems as means by which governments organize and distribute available resources, services, and goods.	7.7.1 Explain how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.
	7.7.2 Compare the advantages and disadvantages of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships among nations.
	7.7.3 Evaluate how the major sectors of economic activities contribute to the development of a country or region: A. Extraction and harvesting of natural products (Primary Sector) B. Production of goods through manufacturing and construction (Secondary Sector) C. Businesses that provide services to consumers (Tertiary Sector) D. Research and intellectual services such as technological advancement and innovation (Quaternary Sector).
	7.7.4 Compare the economic measurements of productivity which inform nations of their economic health and growth (e.g., Gross Domestic Product and Gross National Product).
	7.7.5 Distinguish between developed and developing regions by analyzing data used by geographers (e.g., the Human Development Index data, literacy rate, life expectancy, infant mortality, per capita income).
	7.7.6 Analyze the role of government to finance a nation's development (e.g., infrastructure, enforcement of contracts, law and safety, social programs, and education).
7.8 The student will analyze the physical and human	7.8.1 Define the concept of region and explain how regions change over time through physical and human processes, such as land use, urban growth, population, natural disasters, and trade.



characteristics of regions which create uniqueness and influence people's perceptions of the Eastern Hemisphere.	7.8.2 Explain and summarize how common physical or human characteristics can link as well as divide regions (e.g., manmade canals linking European trading centers, the Sahara Desert as both a physical and cultural division of the African continent, religious and political differences leading to armed conflict in Southwest Asia).
	7.8.3 Explain patterns of global interdependence, including the impact of changing technology on trade routes, dependence on resources, use of low-cost labor, and the outsourcing of technological and manufacturing jobs to developing regions.
	7.8.4 Examine indicators of economic interdependence and world trade, including why nations are concerned with the balance of trade, and explain major trade patterns among regions of the Eastern Hemisphere.
	7.8.5 Explain why countries enter into global trade agreements (e.g., Organization of Petroleum Exporting Countries [OPEC], the Association of Southeast Asian Nations [ASEAN] and the African Continental Free Trade Area [AfCFTA]).
	7.8.6 Describe how political, economic, and cultural forces (e.g., civil wars, terrorism, genocide, ethnic separatism) have challenged political arrangements (e.g., political status of Taiwan to China, the Shoah [Jewish Holocaust], the division of Sudan and South Sudan).
	7.8.7 Analyze reasons for conflict and cooperation among regions, evaluating the advantages and disadvantages of international organizations and alliances (e.g., European Union, North Atlantic Treaty Organization, International Red Cross) as they relate to mutual defense, the resolution of disputes, and the response to humanitarian needs.



Grade 8 Social Studies: United States History and Civics

Grade 8 learning sustains the analysis of Civics, History, Geography, and Economics as they each play a significant role in the development of the American republic from the pre-revolutionary era, independence, industrial growth, westward expansion, to the Civil War and Reconstruction. Students trace the founding of the republic, analyze the democratic principles upon which it was built, and analyze the structure of American government, with specific focus on how the Constitution provides for and protects individual liberties.

Practice Standards: Grades 6-8

8.1 The student will apply critical thinking skills to address authentic civic issues.	8.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Analyze why the acknowledgement of different perspectives can contribute to civil discourse and solutions to civic issues. B. Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school. C. Use information to analyze how a specific problem can manifest itself in regional and global issues, describing options for solutions.
	8.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Investigate and propose answers to essential questions representing complex enduring issues across the social studies disciplines. B. Answer supporting questions related to social studies content knowledge and make connections to different interpretations. C. Develop deeper critical thinking skills by questioning assumptions and identifying inconsistencies or errors in reasoning. D. Demonstrate understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments.
8.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	8.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence political institutions.

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content understanding of the four strands of social studies.	B. Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens. C. Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.
	8.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias. B. Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era. C. Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.
	8.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events. B. Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions. C. Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.
	8.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Analyze, interpret, and compare economic data from multiple charts and graphs. B. Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy. C. Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples.
8.3 The student will engage in critical, active reading of primary and secondary	8.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.



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sources related to social studies concepts.	B. Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons, artwork) with textual information from primary and secondary sources to draw conclusions. 8.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. B. Evaluate textual evidence to determine whether a claim is substantiated. C. Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.
8.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	8.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. B. Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources. 8.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims. B. Quote, paraphrase, and summarize findings, avoiding plagiarism. C. Organize and create presentations or products using research from a variety of formats and encompassing different points of view.
Grade 8 Content Standards	
8.1 The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.	8.1.1 Analyze the political and economic climate in the British colonies on the eve of the French and Indian War. A. Describe the changing culture, society, and economy of colonial America. B. Examine how the unofficial British policy of salutary neglect created an environment suited to self-government and representative democracy in the American colonies. C. Explain how the British policy of mercantilism sought to increase England's prosperity through restrictive trade practices, such as the Navigation Acts.



	D. Examine how British colonial ideas and practices of self-government (e.g., town meetings and colonial legislatures) influenced American political thought. E. Describe the influence of the First Great Awakening on concepts related to individual equality and self-rule, including its role in promoting an emerging shared American identity. F. Examine the goals of the <i>Albany Plan of Union</i> and how it reflected colonial reactions to changing imperial economic policies. G. Compare the Haudenosaunee (Iroquois) Confederacy with early attempts to unite the colonies.
	8.1.2 Summarize the political and economic consequences of the French and Indian War. A. Explain Parliament's rationale for levying new forms of taxation. B. Describe how the Proclamation of 1763 and its restriction on migration into American Indian sovereign territories fed discontent among the colonies.
	8.1.3 Examine growing tensions between the American colonies and Britain. A. Analyze the primary cause of the American Revolution as it relates to violations of rights as Englishmen, exemplified in the lack of colonial representation in Parliament. B. Describe the effect on colonial economics and local self-government created by the series of trade restrictions and imposed taxes, such as the Sugar Act, Stamp Act, Townshend Acts, and Quartering Act. C. Explain the strategies utilized by colonists to oppose imperial policies, including the issuance of the <i>Stamp Act Resolves</i> and the use of propaganda, exemplified by the work of the Committees of Correspondence, the Sons of Liberty, and the boycott of British goods. D. Describe escalating tensions, exemplified by the Boston Massacre and the Boston Tea Party. E. Explain continued attempts by Parliament to exert its authority through the Coercive Acts (Intolerable Acts), prompting the formation of the First Continental Congress and its Declaration of Resolves, stating that colonists possess the same rights as Englishmen. F. Explain why the Battles of Lexington and Concord were perceived as major military victories, known as the "shot heard 'round the world."
	8.1.4 Analyze how the Second Continental Congress functioned as the de facto national government, uniting colonial response. A. Describe how the congress successfully formed the Continental Army, directed military strategy, established a national currency, and negotiated a foreign alliance with France. B. Explain the purpose and outcome of the <i>Olive Branch Petition</i> as the colonists' final attempt to avoid war by affirming loyalty yet seeking the king's intervention.



	C. Summarize the decision to appoint a committee to draft a declaration of independence. 8.1.5 Analyze the significance of the Declaration of Independence as a founding statement of American thought on democracy and the purpose of government. A. Examine the Declaration of Independence, as drafted by Thomas Jefferson, influenced by the Committee of Five, and adopted July 4, 1776. B. Describe the intellectual origins of American political thought as proposed by such Enlightenment philosophers as John Locke and his theory on natural rights. C. Evaluate the role of Judeo-Christian ideals in supporting colonial demands for independence, as exemplified by the Bible being a frequently cited authority by America's Founders. D. Identify the purpose of government as the protection of unalienable individual rights and liberties. E. Explain how a social contract exists between citizens and their government, requiring the consent of the governed, as well as the right of citizens to alter their governments when abusive. F. Identify specific economic and political grievances against British policies used by the colonists to justify independence.
8.2 The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation.	8.2.1 Summarize the effectiveness of the Articles of Confederation as the first national system of government for the purpose of conducting the war against Britain. 8.2.2 Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality. A. Explain major arguments supporting the Patriot cause by analyzing the speech, <i>Give Me Liberty or Give Me Death</i>, attributed to Patrick Henry, and <i>Common Sense</i> by Thomas Paine. B. Compare political, economic, and family interests which influenced Loyalists views. C. Explain how the preservation of homelands, cultures, and trade affected the stance taken by many American Indians. D. Describe how the promise of political equality impacted the views of women, by examining the writings of Mercy Otis Warren and Phillis Wheatley. E. Examine the views of free and enslaved Blacks toward the revolution, including petitions to colonial governments for a ban on slavery and the British recruitment of enslaved Black men in exchange for freedom.



	8.2.3 Evaluate the challenges and reasons for the American victory over the British Empire. A. Compare military strength and available resources, including financial support from private individuals and allied nations, as well as French support negotiated by Benjamin Franklin. B. Describe how the Continental Army was comprised of individuals from European, American Indian, and African descent. C. Summarize the impact of key military turning points of the Revolutionary War, including the victories at Boston, Trenton, Saratoga, and Yorktown. D. Explain how an effective military force was shaped by the leadership of General George Washington, Thomas Paine's <i>The Crisis</i>, and conditions at the Valley Forge encampment. E. Describe the significance of the Treaty of Paris (1783) as it relates to the recognition of the United States as an independent nation and the extension of American authority over western territory ceded by Britain.
8.3 The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States.	8.3.1 Examine conditions in the new nation that led to the Constitutional Convention in Philadelphia in 1787. A. Identify strengths of the American government operating under the Articles of Confederation, including a solution to territorial disputes, as resolved by the Northwest Ordinance and the organization necessary to win the war. B. Identify the weaknesses of the Articles of Confederation, including the lack of a common national currency, means for common defense, national judiciary to settle disputes among the states, inability to tax as a means to address the war debt, and the required unanimous vote by states to amend the document. C. Describe how severe economic conditions and civil unrest, typified by Shays' Rebellion, contributed to a call for revision of the Articles of Confederation.
	8.3.2 Analyze the significance of the Constitutional Convention on the formation of a new organization for national government. A. Identify the relationship between the principles established in the Declaration of Independence and the government created by the Constitution of the United States. B. Describe the role of leaders at the Constitutional Convention, including its President George Washington, the influence of James Madison, and the contributions of Roger Sherman. C. Explain how the key debate regarding state representation in Congress, presented by opposing Virginia and New Jersey Plans, was resolved by the Great Compromise, creating a bicameral legislature. D. Explain how the Three-Fifths Compromise and the Fugitive Slave Clause addressed the issue of slavery and congressional representation by permitting each state to maintain, restrict, or abolish slavery and delaying a ban on the slave trade.



	E. Examine the rationale for the creation and functioning of the Electoral College. 8.3.3 Examine the ratification process. A. Identify major reasons advocating for the adoption of the Constitution as expressed by leading Federalists James Madison, Alexander Hamilton, and John Jay. B. Explain criticism posed by Anti Federalists, such as George Mason, regarding concerns over the potential abuse of power by a strong central government and the omission of a national bill of rights. C. Compare arguments regarding ratification of the Constitution as published in <i>Federalist Papers</i> #1, #10, #51, and #84 to Anti Federalist publications under the pen names of Cato and Brutus.
8.4 Examine the key principles and structure of American government as established by the Constitution of the United States.	8.4.1 Analyze the American concept of political legitimacy, tracing the foundation of self-government established in the Mayflower Compact.
	8.4.2 Examine the structure and principles of American government established in the Constitution of the United States, focusing on the Framers' intent to limit and disperse the powers of government in order to prevent abuse. A. Examine the purpose of government, including its responsibilities to citizens, as expressed in the Preamble to the Constitution of the United States. B. Explain why the Framers of the Constitution separated governmental powers among three branches (separation of powers), comparing the qualifications, terms of office, and process for removal of members of Congress, the President, and federal judges. C. Identify the constitutional powers granted to Congress, the President, and the Supreme Court, using historical and contemporary examples. D. Analyze the system of checks and balances, explaining the Framers' rationale for establishing such a system and describing how each branch of government can limit the power of other branches. E. Describe the concept of federalism (shared power) and identify specific types of powers (e.g., express, concurrent, reserved) exercised by the state versus national government, providing contemporary examples. F. Explain how the Supremacy Clause establishes the Constitution as the "supreme Law of the Land" including the relationship between federal and state levels of authority.
	8.4.3 Evaluate the significance of the Commerce Clause in establishing a constitutional relationship between American Indian Nations and the United States government. A. Explain that Tribal sovereignty is a Tribal Nation's inherent right to self-determination.



	B. Describe the nation-to-nation relationship between the United States and Tribal governments by explaining that Tribal governments exercise powers to make and enforce their own laws, determine citizenship, and manage their land's natural resources.
	8.4.4 Examine the steps of the legislative process. A. Describe the constitutional role of Congress and the President to produce necessary legislation in order to meet public needs. B. Trace the basic steps of the legislative process using contemporary examples .
	8.4.5 Analyze the rights and liberties guaranteed to all citizens in the Bill of Rights. A. Explain how the Constitution of the United States can be amended, exemplified by the first ten amendments, known as the Bill of Rights. B. Describe the influence of James Madison and the <i>Virginia Declaration of Rights</i> to the development of the Bill of Rights, including the significance of the <i>Virginia Statute for Religious Freedom</i> as a forerunner of the First Amendment. C. Examine individual rights, liberties, and protections of due process guaranteed by the Bill of Rights. D. Explain how the Bill of Rights protects individuals from abuse by the national government and has been applied to the states through the 14th Amendment . E. Describe how the Bill of Rights and the American judicial system places an importance on the rule of law, aimed at guaranteeing fair and equal application of the law, as well as the accountability of all citizens. F. Explain the importance of an independent judiciary to the interpretation and defense of citizens' rights and liberties.
	8.4.6 Define civic virtue and explain the individual's duties and responsibilities. A. Describe the right to vote and service in public offices as the cornerstones of a representative democracy. B. Examine other political rights and responsibilities of citizens, such as engaging in informed civil discourse, serving on juries, and participating in political campaigns. C. Identify responsibilities of both citizens and residents of the United States, including obedience to the law, respect for the rule of law, registering for military service, and paying taxes.
8.5 The student will examine the political and economic	8.5.1 Assess the legacy of President Washington on the nature of the presidency and the executive branch. A. Describe the purpose of the Cabinet as established by Washington and its role in today's executive branch. B. Analyze the impact of the Whiskey Rebellion and the presidential authority to enforce federal law.



changes that occurred during the Early Federal Period.	C. Examine Washington's attempt to develop a cohesive American Indian policy through treaties, assimilation, and the delineation of Tribal lands. D. Explain the impact of Washington's decision not to seek a third term in office. E. Describe Washington's advice regarding political factions, foreign entanglements, and the necessity of religion and morality for American self-government to succeed, as expressed in his Farewell Address.
	8.5.2 Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans, as expressed in the Virginia and Kentucky Resolutions.
8.6 The student will analyze the political, constitutional, and geographic changes that occurred during the Jeffersonian Era.	8.6.1 Explain issues surrounding the electoral process of the presidential election of 1800, its resolution by the 12th Amendment, and the significance of the peaceful transfer of power from one political party to another.
	8.6.2 Analyze the exercise of the Supreme Court's authority under the leadership of Chief John Marshall by explaining how the Marbury v. Madison decision confirmed the principle of judicial review.
	8.6.3 Examine the significant policies of President Thomas Jefferson. A. Describe western expansionist policy through the acquisition of the Louisiana Territory and authorization of the Lewis and Clark Corps of Discovery Expedition. B. Summarize the process of Tribal removals begun with the establishment of Indian Territory. C. Explain the intent and consequences of the Embargo Act to defend the nation's industries from British threats.
8.7 The student will examine the political, economic and social transformations during the "Era of Good Feelings."	8.7.1 Analyze how the War of 1812 confirmed American independence. A. Summarize the causes of the war, including British trade restrictions and impressment. B. Explain how the war fueled a spirit of nationalism, reflected in the lyrics of the national anthem. C. Describe how the Era of Good Feelings was marked by a sense of nationalism and patriotism.
	8.7.2 Examine the Monroe Doctrine as foundational to American foreign policy. A. Describe how the nation adopted a policy of isolationism from Europe, designed to protect American interests in the Western Hemisphere. B. Explain how President Monroe's policy solidified the nation's identity as a world power that would not tolerate European involvement in its region.



	8.7.3 Examine the increased tension between Southern sectionalist and Northern nationalist perspectives toward the expansion of slavery into western territories.
	8.7.4 Analyze congress's attempt to balance sectional interests and political power, by describing the impact of the Missouri Compromise on the expansion of slavery, both delaying the Civil War and sowing its seeds.
8.8 The student will examine the political, economic and social transformations of the Jacksonian Era.	8.8.1 Describe the factors that led to the election of President Andrew Jackson, including state laws expanding white male suffrage and Jackson's political success by identifying with the "common man."
	8.8.2 Analyze the impact of the Nullification Crisis on the development of the states' rights debate. A. Explain how provisions of the Constitution (Supremacy Clause; Article III) addressed the theory in which states claimed the right to reject federal laws. B. Describe President Jackson's reaction to the crisis, based on his fear of secession and destruction of the Union. C. Examine how the Nullification Crisis illustrated the growing tensions between sections of the nation and the public.
	8.8.3 Analyze the impact of Jackson's policies concerning American Indian Nations and their sovereignty by explaining the A. federal government's non-adherence to treaties B. advocacy of the Indian Removal Act of 1830 C. disregard for the Supreme Court's <i>Worcester v. Georgia</i> decision D. resistance by Tribes against Indian policy and encroachment onto Tribal lands E. series of multiple forced removals of Tribal citizens from their traditional homelands to Indian Territory. F. perspectives on removal policies, as expressed by Native leadership such as John Ross, as well as opposition voiced by politicians, such as Congressman Davy Crockett, and Christian missionaries.
8.9 The student will examine the political, economic, social, and geographic changes that occurred during the period of westward movement.	8.9.1 Examine how the concept of Manifest Destiny was used as a motivation and justification for westward movement. A. Explain how the fur trade provided economic incentive for early exploration of the West and the crucial role played by traders and frontiersmen (e.g., Jedediah Smith, John C. Fremont, Kit Carson) in transcontinental migration (e.g., mapping of vast territory, establishing trade routes and relations with Native peoples).



	B. Define the concept of Manifest Destiny including its belief in the inevitable spread of American institutions (e.g., religion, government, culture) and analyze claims made in such writings as <i>The Great Nation of Futurity</i> by John O'Sullivan. C. Explain how the idea of Manifest Destiny influenced migration by identifying push and pull factors impacting the settlement of western territories. D. Analyze the impact of the waves of immigration from Northern Europe on settlement patterns. E. Examine multiple perspectives regarding the justification for westward migration and territorial expansion. F. Analyze Alexis de Tocqueville's claim regarding the concept of American exceptionalism and identify ways in which America has been an "exception to the rule" (e.g., stability, realizations of liberty and civil equality, prosperity, innovation).
	8.9.2 Analyze the territorial growth of the United States. A. Summarize the series of events and the processes used to annex Texas, as well as acquire the Mexican Cession and the Gadsden Purchase. B. Describe the continued political pressure to maintain a balance of free and slave states. C. Compare the motivations and experiences of individuals and groups who seized opportunities of the West, including those engaged in the California Gold Rush, the settlement of Oregon, and the Mormon migration. D. Describe the consequences of westward expansion, including the impact on American Indian culture, homelands, Tribal sovereignty, and the growing sectional tensions regarding the expansion of slavery in new territories.
8.10 The student will analyze the social and economic transformations of the early nineteenth century.	8.10.1 Explain the impact of the Industrial Revolution. A. Describe major technological improvements and inventions that contributed to industrial growth in the North, resulting in heavily populated manufacturing and transportation centers. B. Explain how the invention of the cotton gin impacted Southern plantation economies by increasing the profitability of the crop and leading to the expansion of slavery. C. Analyze the connection between cotton production in the South to the economic success of Northern textile industries. D. Examine the role of women as the primary workforce in New England textile factories and leaders in the reform of working conditions. E. Examine the rise of Nativist reaction to growing immigration, including concerns about assimilation and the effect on jobs and wages.



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	8.10.2 Analyze experiences of enslaved persons, including common conditions of life under slavery, acts of resistance to slavery, such as Nat Turner's Rebellion, and legal restrictions, such as Slave Codes.
	8.10.3 Summarize the impact of the Abolitionist Movement on the institution of slavery. A. Assess the impact of the work of notable abolitionists, such as Frederick Douglass, William Lloyd Garrison, and Sojourner Truth. B. Describe the rise of the Underground Railroad, including the efforts of Harriet Tubman and the impact of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> on the abolitionist movement. C. Examine the contributions of Quakers and other religious groups in the movement to abolish slavery.
	8.10.4 Evaluate the goals and efforts of the Women's Suffrage Movement toward political equality. A. Trace the emergence of the women's rights movement from the abolitionist movement. B. Describe the role of the movement's primary leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Grimké sisters). C. Identify the ideals, democratic principles, and demands expressed in the <i>Declaration of Sentiments</i> .
	8.10.5 Evaluate the significance and key leaders of the Second Great Awakening. A. Describe the use of religious revivals to attract converts to new Protestant denominations. B. Explain how the Second Great Awakening sparked a number of reform movements, such as temperance and abolitionism, which addressed society's problems.
8.11 The student will analyze slavery as the principal cause of increased sectional polarization leading to the Civil War.	8.11.1 Evaluate the goals of the Compromise of 1850 regarding the issue of slavery. A. Describe the series of measures proposed by Senator Henry Clay to avert the threat of dissolution of the Union, including a strengthened Fugitive Slave Act, the use of popular sovereignty regarding the institution of slavery in new states. B. Explain why the Compromise of 1850 may have succeeded as a temporary solution but proved that compromise could not offer a permanent solution to the issue of slavery.
	8.11.2 Analyze the impact of the Kansas-Nebraska Act, the growing tension, and inevitability of a civil war. A. Explain how popular sovereignty in new territories regarding the institution of slavery led to factional feuds in "Bleeding Kansas." B. Examine why the North was outraged at the possibility that northern territories such as Kansas and Nebraska might adopt slavery, which had been prevented by the Missouri Compromise.

EXHIBIT A



	C. Evaluate the impact of the <i>Dred Scott v. Sandford</i> decision, which denied citizenship to African Americans and ruled enslaved persons as property. D. Examine the motives for John Brown's Raid on the federal arsenal at Harpers Ferry.
8.12 The student will analyze the course and consequences of the Civil War.	8.12.1 Analyze the immediate impact of the presidential election of 1860. A. Describe the emergence of the third-party system. B. Identify President Lincoln's stance on slavery and intention of preserving the Union, as stated in his Cooper Union Address. C. Explain slavery as the central factor for the secession of southern states by examining passages from state secession declarations. D. Describe tensions over the strategic and internally divided border states. E. Trace the formation of the Confederate States of America under the leadership of Jefferson Davis. F. Describe how the Confederate attack on Fort Sumter ignited armed civil conflict.
	8.12.2 Evaluate the advantages and disadvantages of the Union and the Confederacy. A. Compare natural resources, population, and industrialization. B. Describe the significance of military leadership and experience (e.g., Robert E. Lee, Ulysses S. Grant). C. Examine the contributions of free and enslaved persons, such as the 54th Massachusetts Regiment. D. Describe the value of immigrant troops used to fill Union ranks.
	8.12.3 Identify the key strategies used during the war and evaluate their effectiveness in determining the war's outcome. A. Compare the goal of the Union's Anaconda Plan to blockade and surround Confederate forces to the intent of Sherman's total war strategy. B. Describe how the Southern military strategy focused on holding Confederate territory in hopes the North would eventually abandon the war effort. C. Examine the lasting impact of the Civil War, focusing on its devastation of property and the national economy, unrestricted use of weaponry, and the involvement of civilians.
	8.12.4 Summarize the significance of key battles and turning points of the Civil War. A. Explain how the Battle of Antietam proved that the Union could withstand the Confederate Army, providing Lincoln the confidence to issue the Emancipation Proclamation. B. Analyze the <i>Emancipation Proclamation's</i> role in expanding the goals of the war and its impact on slavery, including the significance of Juneteenth in relation to emancipation.



	C. Describe how the Battle of Gettysburg ended the Confederate attempt to invade the North and analyze Lincoln's <i>Gettysburg Address</i> which clarified the Union's motivation for winning the war. D. Explain how the Confederate loss of Vicksburg opened the way for the North to seize control of the Mississippi River, dividing the Confederate forces. E. Describe Lee's surrender at Appomattox Courthouse and the conditions of Grant's surrender terms.
8.13 The student will analyze the political, social, and economic transformations during the Reconstruction Era.	8.13.1 Examine the challenges of rebuilding the nation following the end of the Civil War. A. Evaluate Lincoln's plans for reconciliation, as expressed in his Second Inaugural Address, and the impact of his assassination on Reconstruction. B. Compare the plans and policies proposed for Reconstruction (e.g., President Andrew Johnson, the Congressional Republicans) assessing their intended goals and possible outcomes.
	8.13.2 Analyze the impact of state and federal legislation following the Civil War. A. Explain the impact of the 13th, 14th, and 15th Amendments on the status of formerly enslaved persons, as well as the relationship of the federal government to the states. B. Assess the impact of the Civil War Amendments in securing political rights for African Americans, resulting in their election to state and national government positions. C. Evaluate the efforts of the Freedmen's Bureau to assist freed persons with economic, educational, and political opportunities. D. Describe how the adoption of Black Codes by many southern state legislatures restricted employment and property rights of Freedmen.
	8.13.3 Analyze the emerging social structure of the post-war South. A. Identify the various motives of carpetbaggers including economic gain, exploitative aims, and genuine concern for the civil and political rights of freed Blacks. B. Describe the expansion of the tenant and sharecropper systems which enabled landowners to reestablish a labor force severely restricting economic mobility. C. Examine the political and social goals of the Ku Klux Klan, including its intimidation of African American voters. D. Describe the migration of African Americans (Exodusters) from the oppressive conditions of the South to opportunities in the north and west.
	8.13.4 Assess the factors leading to the end of Reconstruction. A. Describe the impact of the lack of enforcement of the 14th and 15th amendments. B. Examine the development of segregated societies in the South. C. Explain the effects of the presidential election of 1876 and the Compromise of 1877 on Reconstruction.



	8.13.5 Evaluate the impact of federal policies related to the on-going migration and settlement of the West. A. Describe how the Homestead Act of 1862 enabled more individuals to obtain land and partake in economic opportunities following the war. B. Analyze the impact of the development of the Transcontinental Railroad on connecting agricultural goods and products to population centers and markets. C. Summarize the intent of President Grant's Peace Policy on the displacement of American Indians from their homelands. D. Describe the impact of Grant's policy of government-run boarding schools and missions directed to assimilate Tribal members. E. Describe escalating conflict between American Indians, military forces, and civilians (e.g., Whitman Mission and Sand Creek Massacres).



Oklahoma History and Government	
<i>Oklahoma History and Government highlights state history and politics; however, all four strands of social studies: Civics, History, Geography, and Economics are evident and continue to be essential components of student learning. The course highlights the history of the state, from pre-contact cultures and the presence of extensive Tribal societies, through the migration of many different peoples, and the development of the state's economic sectors. Equally important is the analysis of local, state, national, and Tribal governments, as well as the constitutional principles and civic responsibilities of state citizens.</i>	
Practice Standards: Grades 9-12	
OKH.1 The student will apply critical thinking skills to address authentic civic issues.	OKH.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	OKH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
	OKH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.



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OKH.2 The student will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems. B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	OKH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	OKH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	OKH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
OKH.3 The student will engage	OKH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.



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in critical, active reading of primary and secondary sources related to social studies concepts.	A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information. B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments.
	OKH.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
OKH.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	OKH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	OKH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Oklahoma History and Government Content Standards	
OKH.1 The student will describe the state's geography	OKH.1.1 Describe the various physical features of Oklahoma and how the environment, ecological regions, and natural resources can affect human activity, comparing information on historical and contemporary thematic maps.



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and the historic foundations laid by American Indian, European, and American cultures.	OKH.1.2 Explain the significance of the Cooper Bison Kill Site as credible evidence of the early presence of prehistoric Native cultures.
	OKH.1.3 Describe the region as home to well-developed and complex pre-contact societies, such as the Spiro Mound Builders.
	OKH.1.4 Examine the Caddo and Wichita cultures, active in the production and trading of goods using extensive transcontinental, intertribal trade routes prior to European contact.
	OKH.1.5 Compare the goals and significance of early European interactions with Native cultures, such as the benefits of trade, the impact of disease, the transformation of Native life brought about by the arrival of the horse, and new technologies.
	OKH.1.6 Compare cultural perspectives of American Indians and settlers regarding land ownership, social structures (e.g., matrilineal vs. patrilineal), religion, spirituality, and concepts of government.
OKH.2 The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.	OKH.2.1 Analyze the role of early trade centers and transportation to the development and growth of the region, by describing the A. impact of mercantile settlements, such as Chouteau's Trading Post at Three Forks B. major trading and peacekeeping goals of military posts (e.g., Fort Gibson, Fort Towson, Fort Washita).
	OKH.2.2 Analyze the consequences of removal of American Indians to present-day Oklahoma. A. Explain the motivations which prompted the passage and terms of the Indian Removal Act of 1830 and describe efforts of Tribal resistance, including appeals to the Supreme Court (e.g., Marshall Trilogy), the support of missionaries, such as Samuel Worcester, and the positions of Cherokee leadership (e.g., Elias Boudinot, John Ross). B. Summarize and describe the process of the establishment of Indian Territory and the experiences of forced removal of southeastern Tribes from their homelands. C. Examine the consequences of Indian Removal on intertribal relationships among Tribal groups historically residing in Indian Territory and those relocated there.
	OKH.3.1 Examine the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and Tribal sovereignty.



OKH.3 The student will evaluate the major political and economic events that transformed the land and its people in the post-Civil War era to statehood.	A. Describe the effect of intertribal division based on Tribal support of the Union or Confederacy, as exemplified by Opothleyahola and the Trail of Blood on Ice. B. Explain conditions of the Reconstruction Treaties of 1866 (e.g., land cessions, the abolition of slavery, required Tribal enrollment of the Freedman, and the grant of right of way to Congressionally authorized railroad companies). C. Summarize the intent of President Grant's Peace Policy on the displacement of American Indians from their homelands. D. Describe the period known as the Second Indian Removal and justifications made for establishing the reservation system, comparing experiences of Tribal Nations. E. Examine the purpose for western military posts, such as Fort Sill, and the role of military regiments, such as the Buffalo Soldiers, in implementing Indian policy during the Plains Wars. F. Describe the confinement of American Indians to reservations, including the significance of the Massacre at the Washita and explain the impact of the reservation policy. G. Explain the significance of the <i>Standing Bear v. Crook</i> decision as it relates to the personhood of American Indians and their rights under federal law.
	OKH.3.2 Evaluate the lasting effect of early industries on economic growth. A. Describe the economic and environmental effects of commercial extraction of Indian Territory's coal deposits on the development of regional communities, including the role of entrepreneur James J. McAlester. B. Explain the necessity of cattle trails and factors contributing to the cattle industry becoming vital to the economy of the state, including the associated development of railroad lines and major transportation routes. C. Examine the origins and changing perceptions of the American cowboy culture (e.g., dime novels, artwork, motion pictures) versus the reality of the profession and today's image of the West.
	OKH.3.3 Analyze the influence of the idea of Manifest Destiny on migrations into present-day Oklahoma. A. Explain opportunities provided by the Homestead Act of 1862 and its impact on mass migration to the region. B. Analyze the goals, strategies, and escalated tension created by the Boomer Movement under the leadership of David Payne. C. Examine Tribal responses to increased emigration, featured by calls for unified action through intertribal councils, lobbying efforts, and court challenges. D. Describe the establishment of all-Black towns and the extent to which they provided economic opportunities, political independence, and escape from discrimination.



	OKH.3.4 Explain how American Indians experienced decreasing control over Tribal lands through congressional action. A. Compare multiple points of view to evaluate the impact of the Dawes Act of 1877 (General Allotment Act) which resulted in the loss of Tribal communal lands through a transfer to individual property. B. Describe the intent and effects of the Indian Appropriations Act and methods (e.g., land runs, lotteries) used for the redistribution of lands, such as the Unassigned Lands and the Cherokee Outlet.
OKH.4 The student will analyze significant issues encountered on the path to statehood.	OKH.4.1 Describe the effects of the Curtis Act of 1898 and evaluate the outcome of the Indian-led movement to secure a separate statehood for Indian Territory, summarizing major features of the proposed state of Sequoyah's constitution.
	OKH.4.2 Examine the continued migration of African Americans to the region and describe the outcome of a proposed all-Black state, as advocated by Edward McCabe.
	OKH.4.3 Explain how the Organic Act of 1890 and Enabling Act paved the way for the admission of Oklahoma and Indian territories into the Union as a single state.
	OKH.4.4 Examine the influence of the national Progressive Movement and local social reformers, such as Kate Barnard, on the state constitutional convention regarding accountable government, child labor, public education, and prohibition.
	OKH.4.5 Trace the final steps toward statehood from the adoption of the Oklahoma constitution by a vote of the people to presidential proclamation on November 16, 1907.
OKH.5 The student will evaluate the constitutional powers exercised by the state government and the role of the Oklahoma citizen.	OKH.5.1 Describe the purpose of the Oklahoma Constitution, its key principles, and its relationship to the Constitution of the United States. A. Identify the responsibilities of state government by analyzing the Preamble to the Oklahoma State Constitution. B. Compare the structure of state government to the national system of three branches with similar functions and powers. C. Identify the requirements, terms of office, and duties for major elected and appointed state officials in each branch of state government, including county officials, school board members, and city officials. D. Examine powers exercised by the state government to meet the needs of its citizens, using examples from history and the modern era.



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	OKH.5.2 Explain how the state Constitution protects the rights of citizens by comparing the Oklahoma Constitution's Article II (Bill of Rights) to key features of the United States Bill of Rights.
	OKH.5.3 Trace the steps necessary for a bill to become a law in Oklahoma, including multiple opportunities for citizens to be involved in the process.
	OKH.5.4 Describe the American system of federalism as it relates to the division, function, and sharing of powers among levels of government, using historical examples and including Tribal relationships to the state government.
	OKH.5.5 Examine how the Oklahoma State Constitution includes several provisions to promote democratic participation by citizens, such as A. the direct primary, initiative petition, and referendum (including the power to recall government officials in some local jurisdictions) B. the regulations and processes for registering to vote and participating in state elections.
	OKH.5.6 Identify major sources of local, state, and Tribal revenues (e.g., sales tax, income tax, gaming) and services provided including education, health and human services, transportation, courts, corrections, and public safety.
OKH.6 The student will examine Oklahoma's political, economic, and social history regarding race during the early decades following statehood.	OKH.6.1 Examine how the oil industry affected major sectors of employment and the development of communities, including the role of entrepreneurs (e.g., Frank Phillips, E.W. Marland, Thomas Gilcrease) and the designation of Tulsa as the "Oil Capital of the World."
	OKH.6.2 Examine government policies impacting American Indian identity, culture, economy, Tribal government, and sovereignty. A. Analyze the effects of federal policy to assimilate Native children through the establishment of Indian boarding schools (e.g., Riverside Indian School, Chilocco Indian Agricultural School). B. Examine the judicial decision of <i>Dorothy Sunrise v. Cache Consolidated School District</i> regarding integrated access to public education by American Indians. C. Explain the justification for passage of the Indian Citizenship Act of 1924 and the concept of dual citizenship. D. Examine the Bureau of Indian Affairs' guardianship of American Indian resources, lands, trust accounts and head rights, exemplified by the Osage Allotment Act and exploitation of Osage mineral wealth.



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	E. Identify the intent of the Indian Relocation Act as it relates to vocational training and assimilation policies, as well as its effect on Tribal communities.
	F. Explain the impact of the Code of Indian Offenses of 1883 on Tribal religious and cultural practices.
	OKH.6.3 Examine the evolution of race relations in Oklahoma. A. Analyze the intent and effect of Jim Crow laws initiated by the passage of Senate Bill 1. B. Explain the outcome of Oklahoma's attempt to restrict suffrage rights through the grandfather clause (<i>Guinn v. United States</i>). C. Describe the continued growth of African American communities, including the emergence of "Black Wall Street" in Tulsa's Greenwood District. D. Examine the rise of the Ku Klux Klan and its involvement in acts of intimidation and violence, including responses such as the Anti-Mask Law of 1923. E. Analyze the causes of the Tulsa Race Massacre, including its continued social and economic impact.
	OKH.6.4 Summarize Oklahoma's role in World War I, including agricultural exports and the contributions of Oklahoma armed forces and military units, such as the Choctaw code talkers.
	OKH.6.5 Examine how agricultural conditions were a precursor to the Great Depression by describing the boom-and-bust cycle of Oklahoma's agricultural output to meet the needs of World War I followed by post-war overproduction.
OKH.7 The student will examine the challenges and accomplishments of Oklahomans as they encountered periods of economic depression and engagement in world conflict.	OKH.7.1 Identify economic conditions occurring nationally and within the state which contributed to the Great Depression and were characterized by mass unemployment and human suffering.
	OKH.7.2 Describe the environmental devastation known as the Dust Bowl by analyzing the impact of environmental conditions and human mismanagement of natural resources which resulted in the migration of the "Okies."
	OKH.7.3 Examine the effects of the Great Depression on Oklahomans and evaluate the effectiveness of governmental response. A. Summarize policies of Governor William H. Murray which impacted the goals of the New Deal in Oklahoma. B. Describe New Deal programs and projects (e.g., Agricultural Adjustment Act, Tennessee Valley Authority, Works Progress Administration, Civilian Conservation Corps) which addressed specific needs of Oklahomans in both employment and the conservation of natural resources.



	C. Analyze how various segments of Oklahoma's economy and society, such as agriculture, mining, and state politics, were influenced by organized labor and socialist movements.
	OKH.7.4 Describe the changing relations between the federal government and American Indian Nations as influenced by the <i>Meriam Report</i> and reflected in the Indian Reorganization Act ("Indian New Deal") and the Oklahoma Indian Welfare Act, including consequences on Tribal government and sovereignty.
	OKH.7.5 Describe the contributions of Oklahomans, including the political and social commentaries of Will Rogers and Woody Guthrie, Wiley Post's aviation milestones, the artwork of the Kiowa Six, and African American jazz musicians.
	OKH.7.6 Summarize and analyze the impact of Oklahoma's mobilization and engagement in World War II including A. establishment of military bases and prisoner of war installations B. contributions of military personnel and specific units to the war effort, including the American Indian Code Talkers and the 45th Infantry Division.
OKH.8 The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.	OKH.8.1 Evaluate the progress of the Civil Rights Movement in Oklahoma by describing the goals, strategies, and accomplishments toward equality. A. Examine judicial interpretation of the equal protection clause of the 14th Amendment. B. Describe issues and decisions of the landmark Supreme Court cases of <i>Sipuel v. Board of Regents of the University of Oklahoma</i> and <i>McLaurin v. Oklahoma Board of Regents for Higher Education</i>. C. Assess the leadership of Governor Raymond Gary in the integration of the public common and higher education systems. D. Explain the strategy and effectiveness of nonviolent lunch-counter sit-ins, such as those organized by Clara Luper, local churches, and the NAACP. E. Examine the consequences of Tulsa Public School's voluntary desegregation initiated at Booker T. Washington High School.
	OKH.8.2 Analyze the impact of growth in various sectors of the state economy. A. Describe the value of agribusiness to the state economy, producing commodities, such as wheat and livestock for the nation, and examine water use issues impacting agribusiness. B. Examine the development of defense-related, aerospace, and aviation industries (e.g., Fort Sill, Tinker Air Force Base, FAA, weather research and national disaster preparedness). C. Analyze recent oil and gas boom-and-bust cycles, such as new discoveries in the Anadarko Basin and the growth of alternative energy sources, such as wind power.



	D. Describe the state's connection to international trade through construction of transportation infrastructures (e.g., interstate highway system, McClellan-Kerr Arkansas River Navigation System). E. Evaluate the impact of tourism as an industry, boosted by the construction of Route 66, state parks, and museums. F. Examine the growth of Tribal enterprises, their effects on the state's economy and on the financial stability of American Indian Nations, including examples of state and Tribal cooperation (e.g., gaming compacts, cross-deputization agreements). G. Identify the causes and consequences of rural to urban to suburban migration, as well as urban renewal efforts (e.g., Oklahoma City's MAPS Project).
	OKH.8.3 Analyze the evolving relationship between the state and Oklahoma's thirty-nine Tribal governments. A. Identify the relative location of Oklahoma's Tribal Nations and their jurisdiction. B. Explain how Tribal governments are established under various constitution-based or traditional structures, operating as sovereign nations whose citizens select their own officials. C. Describe Tribal authority to enact and enforce laws, manage judicial systems, lands and natural resources, education, and other programs for Tribal citizens. D. Identify how legislative actions have impacted American Indian Nations (e.g., Indian Self-Determination and Education Assistance Act, American Indian Religious Freedom Act, Johnson-O'Malley Program). E. Examine judicial decisions related to issues of sovereignty and jurisdiction (e.g., <i>McGirt v. Oklahoma</i>, <i>Oklahoma v. Castro-Huerta</i>). F. Explain the importance of Tribal efforts to preserve Native history, cultures and languages, including the intent and consequences of the Native American Graves Protection and Repatriation Act.
	OKH.8.4 Summarize the contributions of Oklahoma leadership in a changing political environment. A. Identify the contributions of contemporary politicians and public servants (e.g., Speaker Carl Albert, Ambassador Jeane Kirkpatrick, Principal Chief Wilma Mankiller, educators and historians Eddie Faye Gates, Angie Debo). B. Describe trends in political realignment from preponderance of the Democratic Party following the Great Depression to the emergence of the Republican Party, exemplified by the election of Governor Henry Bellmon.
	OKH.8.5 Analyze Oklahoma's response to acts of domestic terrorism. A. Identify the effects of the domestic terrorist attack on the Alfred P. Murrah Federal Building in Oklahoma City.



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	B. Describe the volunteerism and heroism of responding Oklahomans, exhibiting the "Oklahoma Standard." C. Examine the purpose of the Oklahoma City National Memorial and how it continues to fulfill its mission of remembrance and education.
	OKH.8.6 Examine recent contributions by Oklahomans to the public's quality of life. A. Describe migrations of recent cultural and ethnic groups to Oklahoma and their impact on the social and economic transformation of the modern state. B. Analyze the influence of Oklahomans in various fields, such as the arts, literature, and sports (e.g., Ralph Ellison, Jim Thorpe, Bill Mauldin, the Five Moons [Indian Ballerinas], Allan Houser, N. Scott Momaday, Reba McIntire, Joy Harjo, Te Ata). C. Explain changing perceptions, both internal and external, of the state and its citizens, comparing the images from Steinbeck's <i>The Grapes of Wrath</i>, to the musical <i>Oklahoma!</i>, and the Oklahoma City Thunder.



Modern World History	
<i>*Students utilize the settings of the world's regions and major historic eras to sharpen their grasp of the four strands of social studies: Civics, History, Geography, and Economics. The Modern World History standards span from the Renaissance to the growth of modern nations, to twentieth century world events. Analyzing the place and influence of the American republic throughout modern eras will help students better understand their role as citizens.</i>	
Practice Standards: Grades 9-12	
MWH.1 The student will apply critical thinking skills to address authentic civic issues.	MWH.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives , civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them .
	MWH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence . A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
MWH.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	MWH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



content understanding of the four strands of social studies,	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	MWH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	MWH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	MWH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
MWH.3 The student will engage in critical, active reading of primary and secondary	MWH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments.
	MWH.3.2 Apply critical reading and thinking skills to interpret , evaluate , and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
MWH.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	MWH.4.1 Summarize and paraphrase, integrate evidence , and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	MWH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Modern World History Content Standards	
MWH.1 The student will analyze the impact of the patterns of ancient political, economic, and cultural development.	MWH.1.1 Explain how geographical and environmental factors impacted settlement and cultural development. A. Explain different ways in which societies interact across regions (e.g., trade, exploration, colonization) resulting in cultural diffusion (e.g., the Silk Road, Trans-Saharan exchange). B. Describe the institution of slavery prior to the 15th century as a widespread result of warfare and economic practices.



	MWH.1.2 Analyze the influence of religious, political, and philosophical ideas on society. A. Compare the origins and spread of the world's major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism. B. Describe ancient Mesopotamia's Code of Hammurabi as one of the earliest legal codes. C. Examine the influence of Judeo-Christian ethics and Mosaic law on early American political and legal systems, as well as modern legal systems. D. Explain ancient Athens' experience with direct democracy and identify modern political principles which developed in ancient Greece (e.g., the city-state, civic participation through voting, law-making bodies). E. Evaluate the contributions of the Roman civilization to law and government by describing the Roman Republic's development of the principle of separation of powers, the concept of civic duty, written laws, and the rule of law. F. Compare the impact of Greek and Roman philosophers, including Plato, Aristotle and Cicero including their lasting influence on ideas and principles of government. G. Describe the contributions of the Byzantine Empire, including the influence of Constantine on Christianity and the significance of the Justinian Code.
MWH.2 The student will analyze patterns of social, economic, political, and cultural changes during the Late Middle Ages to the Age of Exploration.	MWH.2.1 Describe the impact of medieval English legal and constitutional practices, as established in the Magna Carta, on the rise of modern democratic principles (e.g., common law, limitation of a monarch's power, parliament, habeas corpus, and concepts related to the rule of law).
	MWH.2.2 Assess the origins and significance of the Italian Renaissance and the revival of classical learning. A. Examine intellectual development and advances (e.g., vernacular literature and expanded literacy, the arts, engineering, human anatomy), focusing on the selected historical figures (e.g., Machiavelli, Michelangelo, da Vinci, Raphael, Erasmus). B. Describe how humanism furthered the values of republicanism, liberty, and individualism.
	MWH.2.3 Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society. A. Explain reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin, and the role of William Tyndale. B. Trace the spread of Protestantism across Europe, including Lutherans, Reformed (Calvinist), Church of England, Anabaptists, and the effects on European society (e.g., idea and practice of religious tolerance, Calvinist work ethic). C. Explain the purposes and policies of the Catholic Counter-Reformation.



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	D. Describe tensions between religious and secular authorities and doctrines, including the English Reformation and the consolidation of royal power. E. Explain new ways of disseminating information, such as Gutenberg's invention of the printing press and the translation of the Bible into the vernacular.
	MWH.2.4 Evaluate the legacy of the Scientific Revolution on society, focusing on major theories and discoveries. A. Explain how the scientific method and new technologies, such as the telescope and microscope, led to new theories of the universe. B. Describe the accomplishments of major figures of the Scientific Revolution (e.g., Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Francis Bacon, Isaac Newton) as well as the impact of Islamic and Hindu learning on global scholarship and scientific thought.
	MWH.2.5 Analyze migration, settlement patterns, and cultural diffusion caused by a competition among European nations during the Age of Exploration. A. Explain the economic and religious motivations that prompted European exploratory expeditions into the Western Hemisphere and describe how these expeditions led to the expansion of the Spanish and Portuguese empires in Latin America. B. Examine how the Doctrine of Discovery was used to legitimize European colonization of lands and Indigenous peoples. C. Explain how the origins of modern capitalism, mercantilism, and the market economy in Europe impacted international trading patterns, prompting global exploration and rivalry. D. Describe the major economic and cultural effects of the Columbian Exchange and explain how the enslavement of Indigenous peoples and Africans was used for the development of colonial economies. E. Explain how overseas expansion led to the development of the trans-Atlantic slave trade.
MWH.3 The student will analyze developments in politics, science, and philosophy contributing to human advancement and the rise of modern institutions of self-government.	MWH.3.1 Compare theories and forms of government regarding sources of authority and legitimacy, including the role of the citizen and the concept of individual liberty. A. Distinguish between limited and unlimited forms of government by describing the growing consolidation of political power in Europe manifested in the rise of nation-states and monarchies. B. Describe historic and contemporary examples of theocracies, based on the concept that civil affairs should be determined by religious laws and governed by religious leaders. C. Examine the Dynastic Cycle (Chinese Mandate of Heaven) by explaining its principle that virtuous rulers are bestowed power from a heavenly mandate, yet subject to rebellion if abusive.

EXHIBIT A



	D. Describe the theory of Absolutism which supports the exercise of unlimited power according to an inherited divine right to rule (e.g., Louis XIV). E. Examine rule by enlightened monarchs and how the ideas of the Enlightenment tempered Absolutism (e.g., Joseph II, Frederick the Great, Catherine the Great). F. Analyze government's source of authority under a constitutional monarchy by explaining how and why powers are limited by a written or unwritten constitution (e.g., English Parliament). MWH.3.2 Explain England's response to Absolutism in Europe, which influenced American thoughts on self-government. A. Identify the causes, essential events, and effects of the English Civil War and the Glorious Revolution. B. Examine the development of parliamentary sovereignty, constitutional mixed government, and liberty in England, including the importance of the <i>English Bill of Rights</i> and how it limited the power of the monarch. C. Describe England's fiscal, commercial, and technological innovations, including the culture of trade, England's military success in successive wars with France, and the consequent establishment of a British Empire in North America. MWH.3.3 Analyze the impact of the Enlightenment on modern government and economic institutions. A. Explain how the major ideas of enlightened philosophy influenced the concepts of natural rights and consent of the governed. B. Describe the contributions of major Enlightenment thinkers (e.g., Locke, Montesquieu, Voltaire, Rousseau), contrasting the views of Thomas Hobbes regarding the divine right theory. C. Examine the origins, meanings, and effects of John Locke's <i>Second Treatise of Government</i>. D. Examine the impact of Adam Smith's theories, as presented in <i>The Wealth of Nations</i>, on modern economic thought and free enterprise.
MWH.4 The student will analyze the political, economic, and social transformations brought about by the events of the age of revolutions.	MWH.4.1 Analyze the complex political, social, and economic causes culminating in the French Revolution. A. Examine the influence of Enlightenment philosophy, economic conditions, the rising influence of the middle class, and the excesses and corruption of the French monarchy on demands for reform. B. Trace the significant events of the French Revolution (e.g., convening of the Estates General, Tennis Court Oath, storming of the Bastille, execution of Louis XVI, Reign of Terror) and analyze the political concepts presented in <i>Declaration of the Rights of Man and the Citizen</i>. C. Explain the major effects of the French Revolution (e.g., contribution to modern nationalism, political, economic, and cultural debilitation of the Catholic church) and analyze how its support for ideas of popular sovereignty and legal equality served as a model for later revolutions.



	MWH.4.2 Explain how the intellectual thoughts of the American and French Revolutions regarding self-rule inspired revolutionary movements globally, such as democratic revolutions in Haiti, Mexico, and South America.
	MWH.4.3 Describe the legacy of the Napoleonic Wars including an accelerated rise of nationalism across Europe, Britain's role in maintaining a balance-of-power, and how the Congress of Vienna attempted to establish a new political order in Europe.
	MWH. 4.4 Describe the common conditions (widespread protests and demands of working class; poverty and mass starvation) and democratic ideals (e.g., removal of monarchial power, universal suffrage, free press) contributing to the wave of revolutions of 1848, explaining how they set the stage for the emergence of modern nation-states.
MWH.5 The student will analyze the massive social, economic, and cultural change brought about by the Industrial Revolution.	MWH.5.1 Examine the causes and characteristics of the Industrial Revolution. A. Explain how the Industrial Revolution began in England due to its natural resources, entrepreneurship, labor, and access to capital. B. Evaluate the extent to which the Second Agricultural Revolution and innovations in energy, mechanization, and transportation enabled industrialization. C. Explain how an entrepreneurial culture led to technological innovations such as the steam engine, railroad, and the application of scientific research to industrial innovation. D. Describe the social and economic consequences of industrialization, such as population growth, increased life expectancy, rural to urban migration, harsh living conditions for the urban poor, and growth of the middle class.
	MWH.5.2 Analyze responses to and the legacy of the Industrial Revolution. A. Examine how the abolition of slavery within the British Empire was influenced by Christian humanitarianism and examine the role of various antislavery societies, including the work of William Wilberforce. B. Explain the rise of trade unionism and the birth of the Labour Party, including the effects of various social and political reforms, such as Liberalism (John Stuart Mill) and modern conservatism (school of Edmund Burke). C. Examine the concept of economic interventionism (e.g., economic protectionism, child labor laws, legislation for old age pensions, health insurance). D. Describe the rise of socialism, including the ideas and influence of Robert Owen and Karl Marx, as well as the major ideas of Marx and Engels' <i>The Communist Manifesto</i>.



	E. Describe the European intellectual revolution and the ideal of academic freedom, including leading figures (e.g., Marie Curie, Charles Darwin, Gregor Mendel).
	MWH.5.3 Evaluate the impact of industrialization on global imperialism. A. Explain the economic, political, and social justifications supporting imperialist ideology and colonialism (e.g., Social Darwinism, economic gain and resources, Christian missions, strategic advantage, and Nationalism). B. Describe the consequences of imperialism and the growth of national rivalry in Asia, Africa, and the Americas (e.g., territorial conquests and the development of settler colonies, European investments abroad and imperial reshaping of colonial economies, the exploitation of natural resources, changes in life expectancy, inhumane treatment of Indigenous populations, and the spread of Christianity in Africa and Asia). C. Describe the outcomes of the Berlin Conference on Africa's Indigenous populations and the impact of superimposed boundaries, establishing spheres of influence. D. Assess the political, economic, and cultural impact of the British Raj, Britain's subordination of India, characterized by economic, educational, and infrastructure investments, at the costs of exploitation and self-rule. E. Describe important political, economic, and cultural aspects of the decay of the Qing dynasty, including growing Western influence and the Boxer Rebellion.
MWH.6 The student will evaluate the global transformation created by the World Wars.	MWH.6.1 Analyze the underlying causes and significant events of World War I. A. Describe the complex and multiple causes of World War I (e.g., German militarism and arms race, nationalism, industrial and colonial competition) and examine Europe's alliances affected by the declining power of the Austro-Hungarian and Ottoman Empires. B. Summarize the significant events of World War I and why the conflict was considered a total war (e.g., use of industrial and chemical weapons, prolonged trench warfare, expansion into a global conflict) with a focus on the war's significant turning points (e.g., Battles of the Marne, Verdun, the Somme).
	MWH.6.2 Evaluate the lasting effects of World War I. A. Describe the economic destruction and unprecedented loss of life, including the Armenian genocide. B. Explain post-war political instability (e.g., collapse of the Russian, Ottoman, and Austrian Empires). C. Examine the immediate consequences of the Treaty of Versailles, including the "war guilt" clause, the establishment of European mandates and the rise of Zionism, as well as the subsequent rise of regional nationalist movements.



	MWH.6.3 Analyze the causes, consequences, and impact of the Russian Revolution on global politics, social structures, human rights, and economic systems. A. Describe the growing political and social unrest under Czar Nicholas II, collapse of the Romanov dynasty, the emergence of the Bolshevik movement, and the Russian Civil War. B. Summarize the consequences of Soviet communism, including the establishment of a one-party dictatorship under Lenin, government seizure of private property, and the persecution of religious believers. C. Describe Stalin's rise to power and establishment of a totalitarian regime resulting in the destruction of civil society (e.g., Great Purge's oppression of political opposition, the destruction of individual rights, use of mass terror against internal enemies, genocidal starvation of the Ukrainians known as the Holodomor).
	MWH.6.4 Analyze the economic, social, and political conditions that resulted in World War II. A. Describe the various causes and consequences of the global economic collapse and evaluate how governments responded to the Great Depression, including English and French social welfare legislation, the growth of the mixed economy, and the welfare state. B. Explain how violations of the Treaty of Versailles and failure of the League of Nations, including attempts at disarmament and unrealistic expectations of massive reparations, fueled a second global conflict. C. Describe the drives for empire in the 1930s by evaluating the economic, social, and political conditions that allowed the rise of fascist militarist regimes in Germany, Italy, Spain, and Japan. D. Identify the characteristics of fascism, including how such totalitarian regimes utilized propaganda, repressed dissent, and instigated antisemitism (e.g., Nuremberg Laws in Germany).
	MWH.6.5 Examine the significant events of World War II from a global perspective. A. Describe aggression by the Axis powers (e.g., Italy's invasion of Ethiopia; Germany's militarization, the Stalin-Hitler Pact of 1939, annexation of Austria, and attack on Poland; Japanese invasion of China, the Nanking Massacre) and the initial responses by the Allied nations. B. Compare military campaigns in Africa, Asia, and the Pacific (e.g., Battle of the Atlantic, Battle of Britain, siege of Leningrad, Operation Torch, Operation Overlord), identifying Allied military leadership, major strategies, and sacrifices made by soldiers, as well as civilians.
	MWH.6.6 Examine the background, causes, series of events, and effects of the Holocaust. A. Trace the roots and long tradition of antisemitism among Christians and 19th century ideas about race and nation.



	B. Describe the National Socialist Party's (Nazi) seizure of unchecked power, its dehumanization of the Jews and the mass genocide of other victims (e.g., physically disabled, the Roma, homosexuals). C. Examine the effects of the Shoah (Jewish Holocaust) through eyewitnesses such as inmates, survivors, liberators, and perpetrators. D. Summarize world responses to the Holocaust, including Christian opposition, the Nuremberg Trials, and the move to establish a Jewish homeland. E. Describe efforts to avoid the abuse of human rights by examining the intent of the Universal Declaration of Human Rights and the expansion of the Geneva Conventions.
MWH.7 The student will evaluate post-World War II regional events leading to the transformations of the modern world.	MWH.7.1 Evaluate the effects of World War II including the origins and escalation of the Cold War. A. Explain the major consequences of World War II, including physical and economic destruction, the loss of life, including millions of civilians, the mass expulsion of ethnic minorities, and the devolution of colonial empires. B. Compare the ideological, political, and economic distinctions between the United States and Western bloc versus the Union of Soviet Socialist Republics (USSR) and the Eastern bloc, leading to the division of Europe, separation by an Iron Curtain, and adoption of a policy of containment. C. Explain how tensions escalated, fueled by the Berlin Blockade, Suez Canal Crisis, and subsequent uprisings by people in Soviet-dominated satellites (e.g., Poland, Hungary, Czechoslovakia). D. Compare military power shifts caused by the war and a proliferation of nuclear armaments, describing the impact of transnational organizations and alliances (e.g., United Nations, North Atlantic Treaty Organization, Warsaw Pact) and explaining the goals of the non-alignment movement.
	MWH.7.2 Evaluate ongoing regional disputes of the Middle East. A. Describe the creation of the modern State of Israel, including the rationale for its establishment, the Zionist movement, and increased migration of European Jews to the British Mandate for Palestine. B. Explain how the attack by Arab states on Israel in 1948 unfolded and how the United Nations' partitioning of the Palestine Mandate created refugees and contributed to ongoing growing tensions (e.g., Six Day War, Yom Kippur War). C. Examine the roots of the ongoing regional instability of the Middle East, including the rise of Islamic fundamentalism, the Iranian Revolution and its establishment of a theocracy, the Iran-Iraq conflict, and the invasion of Kuwait.
	MWH.7.3 Assess the impact of independence movements on self-government in South Asia. A. Describe the fall of the British Raj and the emergence of an independent India and Pakistan, including the influence and ideas of Mohandas Gandhi.



	B. Describe the partitioning of India and subsequent international relations (e.g., Indo-Pakistani wars, the Non-Aligned Movement, India's secular constitution, experiences with socialism, and free-market reforms).
	MWH.7.4 Analyze political and cultural transformations occurring in East and Southeast Asia during the postwar era. A. Explain how civil conflicts in Korea and French Indo-China became proxy wars between superpowers over the spread of communism. B. Describe significant political and economic change in China, including the influence of Sun Yat-Sen and the 1911 nationalist revolution, and examine the consequences of the Chinese Civil War, which resulted in the establishment of a communist regime and the emergence of a free, prosperous, and democratic Taiwan. C. Describe the effects of the Chinese Communist Revolution characterized by the repressive economic and social policies of Mao Tse-tung (e.g., Great Leap Forward and mass famine, Cultural Revolution and the terror of the Red Guards). D. Explain the significance of pro-democracy movements (e.g., student protest at Tiananmen Square) and economic reforms under Deng Xiaoping, including China's economic and technological modernization, its growing involvement in world trade, rise in power status, and rivalry with the United States.
	MWH.7.5 Assess the impact of African independence movements on human rights and self-government. A. Explain the effects of Pan-Africanism on changing political boundaries. B. Describe the struggle for self-government in Ghana, including the influence of Kwame Nkrumah. C. Analyze the political, economic, and social context of South Africa's apartheid system, assessing the role of international pressure and internal resistance in dismantling it, and describing the influence of Nelson Mandela and Desmond Tutu.
	MWH.7.6 Evaluate the conditions leading to the end of the Cold War. A. Analyze the effect of the collapse of the Soviet Union on global power dynamics, including the emergence of new democracies in Eastern Europe. B. Examine the goals of Poland's Solidarity Movement as a broad anti-authoritarian civil resistance which advanced the causes of workers' rights and social change. C. Explain the effect of the burdens of Soviet military commitments resulted in the collapse of the Soviet Union. D. Explain how the policies of rapid political and economic restructuring under Mikhail Gorbachev, known as perestroika and glasnost, further contributed to the destabilization of the Soviet system and to the



	eventual breakup of the Soviet Union. E. Assess the effect of anticommunist policies of President Reagan, Margaret Thatcher, and Pope John Paul II, as well as Western diplomacy initiated by individuals, such as Willy Brandt, and resistance movements led by individuals, such as Vaclav Havel and Lech Walesa. F. Describe European politics since the fall of the Soviet Union, including Eastern Europe's transitions, the expansion of the European Union and NATO, Brexit, and the re-emergence of Russia as an independent power. G. Explain and describe the components of Western Europe's postwar rise to modern prosperity (e.g., American-led free trade system, scientific, technological, and medical advances, welfare states, the economic recovery and development of Germany, and the mass rise in living standards). H. Describe the establishment of the European Union and the continued strength of national loyalties.
	MWH.7.7 Analyze recent threats to global security and regional stability. A. Examine the religious, ethnic, and political origins and the lasting effects of ethnic conflict, modern genocide, and atrocities (e.g., Cambodia's Khmer Rouge, Northern Ireland's "Troubles", Rwanda's civil war, the Balkan's ethnic cleansing). B. Identify conditions that have given rise to international terrorism and the risk of weapons of mass destruction, evaluating responses by governments and societies to such threats. C. Describe the challenges and impact of trade and economic interdependence on modern economies.
	MWH.7.8 Describe recent contributions affecting significant changes in contemporary societies in the fields of literature and the arts, as well as in science and technology.



United States History	
<i>The growth of the nation as a world power and model for democratic principles is explored from the post-Civil War era to modern times, with an emphasis on all four strands of the social sciences: Civics, History, Geography, and Economics.</i> <i>The impact of major individuals, groups, movements, natural resources, and entrepreneurship on American institutions is examined through a chronological and integrated approach in order for students to best comprehend the complexity of historic events.</i>	
Practice Standards: Grades 9-12	
USH.1 The student will apply critical thinking skills to address authentic civic issues.	USH.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives , civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems , assessing individual and collective actions taken to address them .
	USH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning . D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
USH.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	USH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	USH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	USH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	USH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
USH.3 The student will engage in critical, active reading of primary and secondary	USH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments. USH.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
USH.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	USH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument. USH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
United States History Content Standards	
USH.1 The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of	USH.1.1 Explain the constitutional issues that arise in the post-Civil War era. A. Summarize the fundamental principles of the American representative democracy and how events of the post-war era affected the Constitution's balance of the public good with the protection of individual rights. B. Analyze the Constitution's concepts of federalism, separation of powers, and the system of checks and balances to changing relationships in American politics as the nation rebuilt following the Civil War.



the American West during the Post Civil War Era.	C. Examine the meanings and effects of the Reconstruction Amendments (13th, 14th, and 15th Amendments) and the Civil Rights Act of 1867, assessing the extent to which each enabled social, political, and economic change.
	USH.1.2 Analyze the post-Reconstruction civil rights struggles. A. Identify the significance of Juneteenth in relation to emancipation and modern-day commemorations. B. Explain the reasons for adoption of Black Codes immediately following the Civil War and their limitations on economic opportunities and property ownership. C. Describe how some Southerners responded to change brought about by Reconstruction, including the rise of the Ku Klux Klan, its methods of intimidation such as lynching, and the effect of Jim Crow laws aimed at establishing segregation.
	USH.1.3 Analyze the impact of immigration on settlement patterns in American society and economic growth. A. Summarize the reasons for immigration and the immigrant experiences of Southern Europeans, Eastern Europeans, and East Asians at processing centers such as Ellis Island and Angel Island. B. Describe the Americanization programs which sought to integrate and assimilate immigrants (e.g., political party machines, Tammany Hall) through instruction in English and the American system of government. C. Examine the rise and motivations of Nativism against a new wave of Eastern European immigrants. D. Describe the contributions of Chinese immigrants to the national economy and nativist opposition to their continued immigration. E. Explain changes in federal immigration policy including the Chinese Exclusion Act, the Gentlemen's Agreement, and the Supreme Court's application of the 14th Amendment.
	USH.1.4 Analyze the causes and effects of the continuing westward migration and territorial growth after the Civil War. A. Explain the impact of the Homestead Act, the completion of the Transcontinental Railroad, and the purchase of Alaska on settlement patterns and Native populations. B. Describe Grant's Peace Policy including the establishment of reservations and the use of religious organizations to assimilate American Indians through religious instruction and agricultural training. C. Examine American Indian perspectives on westward expansion and the end of the Indian Wars at Wounded Knee, as expressed by such leaders as Red Cloud, Quanah Parker, and Chief Joseph. D. Describe the intent and effects of assimilation policies including the impact of Indian boarding schools on Native culture, identity, and economic outcomes over time. E. Evaluate the impact of the Dawes Act on Tribal sovereignty and land ownership.



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USH.2 The student will analyze the social, economic, and political changes that occurred during the American Industrial Revolution, the Gilded Age, and reform movements.

USH.2.1 Evaluate the transformation of American society, economy, politics, and culture during the American Industrial Revolution.

- A. Explain how the United States was transformed from an agrarian to an increasingly industrial, urbanized society and how this transformation created both new economic opportunities, as well as societal problems.
- B. Describe the changing role of the American farmer, including the establishment of the Granger movement.
- C. Analyze the impact of capitalism and laissez-faire policy on business practices, such as monopolies, the characterization of "robber barons" and the role of industrialists in economic growth, as well as philanthropy (e.g., Cornelius Vanderbilt, J.P. Morgan, John D. Rockefeller, and Andrew Carnegie, including his *Gospel of Wealth* essay) on society.
- D. Identify the impact of new inventions and industrial production methods on the growth of the American economy and standard of living (e.g., technologies developed by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer Process).
- E. Examine the complex conditions that characterized the Gilded Age (e.g., rapidly expanding economy, growing middle class and the influence of mass culture, concentration of wealth, corrupt politics, poverty, and environmental consequences).
- F. Evaluate the role of muckrakers and social reformers (e.g., Jane Addams, Ida Tarbell, Jacob Riis, Upton Sinclair) on increased awareness of business practices and societal concerns, including child labor, working conditions, and the regulation of big business.
- G. Assess the significance of the Labor Movement (e.g., Knights of Labor, American Federation of Labor), including the leadership of Samuel Gompers and Eugene V. Debs, by comparing its early goals (e.g., trade unions, favorable legislation) to strategies and their repercussions (e.g., Pullman Strike, Haymarket Riot).

USH.2.2 Evaluate the efforts of major reform movements in addressing social issues.

- A. Describe the Women's Suffrage Movement, focusing on the leadership of Susan B. Anthony, Elizabeth Cady Stanton and Alice Paul, as well as strategies used to bring attention to the suffrage cause.
- B. Explain how the Social Gospel movement emphasized the engagement of churches in social reform and the application of Christian principles to societal problems such as poverty, inequality, and injustice.
- C. Summarize changing race relations as a result of the *Plessy v. Ferguson* decision, establishing a doctrine that became known as "separate but equal."
- D. Describe continued attempts to disenfranchise African Americans through the use of poll taxes and literacy tests by some state governments.



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	E. Compare the viewpoints of early civil right leaders, such as Booker T. Washington, W.E.B. DuBois, and Ida B. Wells, in response to rising racial tensions. F. Evaluate the influence of the Niagara Movement and the National Association for the Advancement of Colored People (NAACP) on expanding opportunities for African Americans.
	USH.2.3 Evaluate the rise and reforms of Populism and the Progressive Movement. A. Describe how democratic processes (e.g., direct primary, initiative petition, referendum, recall) intended to limit political corruption by making politicians and lawmaking more immediately responsive to the people. B. Explain the impact of William Jennings Bryan and his <i>Cross of Gold</i> message on the political landscape. C. Trace the series of events leading to and the effects of the 16th and 17th Amendments to the Constitution of the United States. D. Describe how the rise of trusts and monopolies impacted consumers and workers, prompting government's response with the Sherman and Clayton Antitrust Acts.
	USH.2.4 Analyze and compare the personalities, actions and policies of presidents during the Progressive Era. A. Describe the efforts of President Theodore Roosevelt's administration, including the promises of the Square Deal, Meat Inspection Act, trust-busting laws, and support for conservation. B. Examine President William Howard Taft's trust-busting agenda, the Pure Food and Drug Act, and formation of the Interstate Commerce Commission. C. Evaluate the significance of the 1912 presidential election, including the rise of Roosevelt's Bull Moose Party and the viability of Eugene V. Debs' Socialist Party. D. Describe the work of President Woodrow Wilson's administration, including the promises of "New Freedom" and passage of the Federal Reserve Act.
USH.3 The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early 20th centuries.	USH.3.1 Evaluate the impact of Imperialism on international relations and its effect on developing nations. A. Explain the rise of the United States as a world power amidst debates over the United States' role in world affairs and overseas expansion. B. Compare the economic, religious, social, and political rationales for American imperialism, comparing the concept of Social Darwinism to arguments made by Anti-Imperialists and colonial responses. C. Explain American influence, as well as the motivations, leading to the annexation of the kingdom of Hawaii, including the influence of Admiral Alfred T. Mahan's vision for American naval power.



	D. Identify events leading to the call of Americans to engage in war with Spain, assessing the influence of yellow journalism and jingoism. E. Examine how the Spanish-American War resulted in the rise of the United States as a world power, leading to new territorial acquisitions and followed by national insurrections in Cuba and the Philippines. F. Assess the foreign policy of President Roosevelt's "Big Stick" Diplomacy and his Corollary to the Monroe Doctrine, influencing the acquisition and construction of the Panama Canal. G. Explain the focus of President Taft's "Dollar Diplomacy" to ensure the financial stability of a region while protecting and extending national commercial interests. H. Examine how President Wilson's ethical and religious beliefs influenced his vision of "Missionary Diplomacy" as America's moral responsibility to spread the benefits of democracy to emerging nations. USH.3.2 Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society. A. Examine the justification for the United States' movement from neutrality to engagement in World War I by explaining the intent and impact of the Zimmermann Telegram and threats to international trade caused by the resumption of unrestricted submarine warfare. B. Identify the Selective Service Act as a means to mobilize armed forces to support allied nations of the Triple Entente during the First World War. C. Describe the purpose of the Espionage Act and Sedition Act within the context of the First Red Scare and its impact on individual liberties, such as the imprisonment of anti-war critics and activists, the Palmer Raids, and the Sacco-Vanzetti trials. D. Explain how the American Expeditionary Forces, economic support, and the production of armaments helped turn the tide of war, leading to an Allied victory. E. Analyze the impact of the war on the home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, and the Great Migration. F. Examine Wilson's foreign policy as proposed in his <i>Fourteen Points</i> and reasons for the nation's return to isolationism highlighted by the Senate's rejection of the terms of the Treaty of Versailles and the proposed League of Nations.
USH.4 The student will analyze the cycles of economic boom and bust of the 1920s and 1930s on the transformation of	USH.4.1 Examine the economic, political, social, and cultural transformations between the World Wars. A. Explain how the era reflected change, characterized by clashes between modern and traditional values, exemplified by the passage of the 18th and 21st Amendments, the Scopes Trial, issues of women's rights, and the efforts of Carrie Chapman Catt resulting in the ratification of the 19th Amendment. B. Describe the transition from wartime to peace under the Harding Administration, including the demobilization of drafted soldiers, federal budget cuts, and amnesty for political prisoners.



American government and society.	C. Examine the presidency of President Calvin Coolidge and his philosophy of limited government, debates over immigration policy, including the impact of the Immigration Act of 1924, which established national quotas related to origin. D. Identify new forms of cultural expression (e.g., radio, Hollywood films, comic books), including the significant impact of African American culture as exhibited by the Harlem Renaissance and the Jazz Age. E. Describe the rising racial tensions in American society, resulting in the resurgence of the Ku Klux Klan, lynchings, violence typified by the Tulsa Race Massacre, and the continued use of poll taxes and literacy tests to disenfranchise African Americans, including responses by African American leadership, such as Marcus Garvey. F. Assess the effects of the Indian Citizenship Act of 1924 on the status of Tribal citizens with regards to dual citizenship, the divided Tribal reaction regarding sovereignty concerns, and efforts by some states to deny voting rights.
	USH.4.2 Analyze the prosperity of the Roaring Twenties and the collapse of the American economy, leading to the Great Depression. A. Describe the booming economy based upon access to easy credit through installment buying and a return to laissez-faire economics during the Harding and Coolidge Administrations. B. Examine the various factors contributing to and exacerbating the global depression, including German reparations, Allied war debts, American loans to Europe, and the Smoot-Hawley Tariff's strain on international trade. C. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation in the stock market and buying on margin, and laissez faire policies. D. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy, as well as decimating the savings of middle-class families. E. Explain growing labor unrest and industry's reactions by describing the use of sit-down strikes and court injunctions and examining why socialism and communism appealed to labor. F. Analyze points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation. G. Analyze how President Herbert Hoover's philosophy of "rugged individualism," public works projects, and restrictive monetary policies attempted to address massive unemployment; describe examples of public reaction to such measures (e.g., Bonus Army March, Hoovervilles, presidential election of 1932).
	USH.4.3 Analyze the impact of the New Deal in addressing the challenges of the Great Depression by transforming the federal government's role in domestic economic policies.



	A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's <i>First Inaugural Address</i>. B. Examine how national policies, based upon John Maynard Keynes' theory of deficit spending, addressed the economic crisis, and evaluate the critiques of centralized economic planning. C. Analyze the controversies arising from New Deal economic policies, including charges of socialism and the effect of President Roosevelt's court packing plan on the future of the New Deal. D. Summarize the goals and effectiveness of new federal agencies to address conditions of the Great Depression (e.g., Social Security Administration, Federal Deposit Insurance Corporation [FDIC], Works Progress Administration [WPA], Civilian Conservation Corps [CCC], Tennessee Valley Authority [TVA]). E. Identify the natural and man-made factors resulting in the environmental disaster known as the Dust Bowl, analyzing its effects on agricultural production, migration, and the national economy, as well as New Deal response (e.g., Farm Security Administration). F. Explain how the Indian Reorganization Act intended to reverse federal policy by restoring lands to Tribal trust status and endorsing Tribal constitutions, which affected the thirty-nine Tribes of Oklahoma. G. Describe the extent that New Deal programs provided relief for African- Americans, including the influence of the "Black Cabinet" and educator Mary McLeod Bethune. H. Explain how the Great Depression and the New Deal affected American politics by the emergence of a New Deal coalition consisting of blue-collar workers, farmers, Jews, and Catholics.
USH.5 The student will analyze the United States' role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II.	USH.5.1 Describe the transformations in American society and government policy as the nation entered World War II. A. Examine fascism in Germany and Italy, including its roots in economic depression, effects of the Versailles Treaty, and ideology, culminating in German rearmament and militarization of the Rhineland. B. Examine the public stance of appeasement, isolationism, and a reluctance to respond to fascist and communist military aggression in Europe and Asia, as reflected in the Neutrality Acts. C. Evaluate the industrial mobilization and psychological preparation for war as reflected in President Franklin Roosevelt's <i>Four Freedoms</i> speech. D. Describe programs initiated to support Great Britain, including Lend-Lease, Destroyers for Bases, and Cash and Carry. E. Examine President Franklin Roosevelt's leadership, including how he motivated Americans with the <i>Day Which Will Live in Infamy</i> speech, his role as commander in chief, and his diplomatic efforts to maintain the Grand Alliance. F. Explain the reasons for President Roosevelt's executive order for the incarceration of Americans of Japanese descent, the experiences of Japanese families, and the Supreme Court's decision in <i>Korematsu v. United States</i>.



	G. Describe the war's impact on the home front (e.g., rationing, the Bracero program, bond drives, conversion of factories for wartime, federal regulation of production and labor, the entry of large numbers of women and minorities into the workforce, prisoner of war camps, and the treatment of Americans of German and Italian descent).
	USH.5.2 Analyze the series of events affecting the outcome of World War II. A. Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of Operations (e.g., Pearl Harbor, the D-day Invasion, Stalingrad, Midway, Okinawa, Battle of the Bulge, Iwo Jima, and the island-hopping strategy). B. Describe the roles of individual American leaders, including Generals MacArthur and Eisenhower, as well as the unique contributions of special fighting forces (e.g., Tuskegee Airmen, 442nd Regimental Combat team, Indian Code Talkers). C. Explain the purpose of the Allied conferences at Yalta and Potsdam and how such negotiations would affect post-war Europe. D. Analyze President Truman's decision to use the atomic bomb and describe the legacy of the development and use of atomic weapons.
	USH.5.3 Summarize America's reactions to the events of the Shoah (Jewish Holocaust). A. Examine the American government's actions to news of the Shoah during the war including condemnation of Nazi extermination of Jews and creation of the War Refugee Board. B. Describe the liberation of concentration camps and the immigration of Shoah survivors. C. Examine the United States' participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.
	USH.5.4 Examine the impact of World War II on the lives of American citizens. A. Examine how wartime employment in the civilian economy and the armed services contributed to an end of the Great Depression's unemployment. B. Describe changes in society during the post-war era (e.g., urban population migration to the suburbs, the baby boom, growth of the middle class, home ownership, development of mass media, and consumerism). C. Describe the goals and effects of the G. I. Bill of Rights and Truman's "Fair Deal" on the average citizen. D. Assess the influence of A. Philip Randolph regarding efforts to eliminate employment discrimination and the impact of President Truman's decision to desegregate the United States Armed Forces.



USH.6 The student will analyze foreign events and policies during the early Cold War Era.

USH.6.1 Analyze the origins of international alliances and efforts at containment of Communism following World War II.

- A. Analyze the effect of massive aid given to Western Europe under the Marshall Plan on the rebuilding of Europe.
- B. Describe the goals for the formation of the United Nations, including its focus on international security, as well as cooperation among nations regarding economic, social, and humanitarian issues.
- C. Evaluate ideological factors that contributed to the Cold War, identifying differences between the Soviet and American political and economic systems, including the concept of an Iron Curtain, and describing the strategy of containment as America's response to Soviet expansionist actions.
- D. Identify early confrontations between the Soviet Union and the United States including the postwar division of Berlin, the Berlin Blockade and Airlift, and Soviet attempts to overthrow governments in Europe.
- E. Describe the roles and consequences of the spheres of influence created by the formation of NATO and the Warsaw Pact.
- F. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea.
- G. Describe American containment strategies as they applied to the Middle East, as well as United States' military involvement in Latin America.

USH.6.2 Describe domestic events related to the Cold War, including the threat of Communism and its aftermath.

- A. Summarize the rationale for public fear of a communist influence within the United States.
- B. Explain the origins and consequences of McCarthyism and the Second Red Scare, including the Hollywood Blacklist and President Eisenhower's reaction.
- C. Describe the Army-McCarthy hearings and examine controversies related to Alger Hiss and the Rosenberg spy trials, explaining the role of the Federal Bureau of Investigation and the House Committee on Un-American Activities.



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	USH.6.3 Analyze the escalation of international tensions by examining the series of events and their long-term foreign and domestic consequences during the height of the Cold War. A. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race on public perceptions of security, including the goals of the NASA program and the beginnings of the space race prompted by Sputnik's launch. B. Explain President Dwight Eisenhower's concern regarding the power of the military industrial complex to influence American foreign policy. C. Evaluate the continuing role of television and other mass media regarding their influence over the 1960 Nixon-Kennedy debates. D. Explain President Kennedy's foreign policy as expressed in his inaugural address, including the establishment of the Peace Corps and reaction to the completion of the Berlin Wall. E. Evaluate President Kennedy's decisions regarding the Bay of Pigs Invasion and the Cuban Missile Crisis, leading to the Nuclear Test Ban Treaty. F. Explain how the concept of brinkmanship and the doctrine of mutually assured destruction (MAD) affected defense strategies. G. Analyze the escalation of events drawing America into military involvement in Vietnam (e.g., Domino Theory, Vietnamization, the Gulf of Tonkin Resolution, the Tet Offensive, Paris Peace Accords). H. Explain how the Vietnam conflict impacted domestic affairs (e.g., outcome of the presidential election of 1968, university student protests, counterculture movement, expanded televised coverage of the conflict, passage of the War Powers Resolution Act and the 26th Amendment). I. Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China.
USH.7 The student will analyze the cause and effects of significant domestic events and policies impacting the lives of American citizens.	USH.7.1 Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. A. Explain how segregation took multiple forms by comparing de jure segregation (e.g., miscegenation laws, public transportation) and de facto segregation (e.g., redlining, loan practices) which maintained the policies of "separate but equal." B. Describe the legal attacks on segregation by the NAACP and its attorney Thurgood Marshall, summarizing the Supreme Court's rulings in the cases of <i>Sipuel v. Board of Regents of the University of Oklahoma</i>, <i>Brown v. Board of Education</i>, <i>Topeka, Heart of Atlanta Motel, Inc. v. United States</i>, and <i>Loving v. Virginia</i>. C. Describe violent responses to the Civil Rights Movement, including the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr.

EXHIBIT A



	D. Identify the tactics used at different times to achieve racial equality (e.g., Montgomery Bus Boycott, desegregation of Little Rock Central High School, Oklahoma City lunch counter sit-ins, Freedom Rides coordinated by the Congress of Racial Equality [CORE], the marches on Washington and from Selma to Montgomery supported by the Student Nonviolent Coordinating Committee [SNCC]). E. Compare the viewpoints and influence of civil rights leadership (e.g., Dr. Martin Luther King, Jr. reflected in his <i>I Have a Dream</i> speech, the perspectives of Malcolm X, and Robert Kennedy's advocacy of civil rights legislation). F. Identify legislative achievements arising from the Civil Rights Movement and their impact on African American political power and economic status, including the adoption of the 24th Amendment, passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. G. Describe the influence of American religion and prominent religious leaders on civil rights and human rights activism.
	USH.7.2 Examine how the Civil Rights Movement intersected with various other movements for individual rights and liberties. A. Describe the goals of American Indian civil rights efforts by evaluating the strategies of the American Indian Movement (e.g., occupations of Wounded Knee and Alcatraz) and the leadership of Dennis Banks in response to federal mismanagement of Native affairs. B. Explain changes in Tribal self-determination gained through legislation, such as the Indian Civil Rights Act of 1968, Indian Self Determination and Education Assistance Act, and the American Indian Religious Freedom Act. C. Describe the goals and effectiveness of the United Farm Workers movement, including the leadership of César Chávez and Dolores Huerta to improve working conditions for migrant laborers. D. Compare the changing roles of women including the goals of the Women's Liberation Movement and the National Organization of Women, comparing the views of Betty Friedan and Phyllis Schlafly. E. Examine perspectives on issues related to the debate over the Equal Rights Amendment and the <i>Roe v. Wade</i> decision.
	USH.7.3 Analyze the ongoing social and political transformations within the United States, affecting domestic and foreign policy. A. Examine the role of the Warren Court's application of the due process clause of the 14th Amendment (Incorporation Doctrine) which applies the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties. B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson's War on



	Poverty and the Great Society by expanding the role of the federal government in economic and social issues. C. Describe the changing immigration policy, with emphasis on how the Immigration Act of 1965 began to transform American society through removal of an origins quota system. D. Identify the goals of the environmental protection movement, including the influence of the publication of Rachel Carson's <i>Silent Spring</i> and passage of the Clean Air Act. E. Assess the election of Richard Nixon, including his appeal to "the silent majority" and the effects of the Watergate Scandal (e.g., public distrust of government, investigative role of the media, <i>Pentagon Papers</i>, first use of the 25th Amendment, President Ford's pardon).
USH.8 The student will analyze the rationale and impact of foreign and domestic policies of the late 20th century.	USH.8.1 Evaluate the foreign and domestic policies, as well as the legacy of President Jimmy Carter. A. Examine the lack of activity, growth, and economic development known as "stagflation" challenging the Carter administration. B. Describe the negotiation of the Camp David Accords leading to the Egypt-Israel Peace Treaty. C. Explain reaction to the OPEC oil embargo and issuance of the Carter Doctrine regarding national interests in the Persian Gulf. D. Evaluate the impact of the diplomatic standoff of the Iran Hostage Crisis and the failed rescue mission. E. Describe the legacy of public service exemplified by President Carter's post-public service humanitarian efforts.
	USH.8.2 Analyze the presidency of Ronald Reagan and the rise of the conservative movement in American politics. A. Identify the economic and domestic policies of the Reagan Administration known as "Reaganomics", featuring tax cuts and less regulation, including the response to the air-traffic controllers' strike. B. Describe Reagan's anti-communist stance, as expressed in his <i>Tear Down This Wall</i> speech and defense policies (e.g., response to Communist aggression in Afghanistan and Grenada, the Strategic Defense Initiative). C. Summarize the emergence of the United States and the shift in world power following the fall of the Berlin Wall and the collapse of the Soviet Union. D. Explain how the public's perception of the President was influenced by the Iran-Contra Scandal.
	USH.8.3 Describe the policy goals of President George H.W. Bush. A. Evaluate the effectiveness of the international coalition to counter Iraqi aggression in the Persian Gulf.



	B. Examine justifications for using American troops to overthrow the regime of Panama's General Noriega. C. Describe the significance of passage of the Americans with Disabilities Act of 1990.
	USH.8.4 Evaluate the major domestic and foreign policies of the William J. Clinton administration. A. Describe America's continuing global influence which contributed to the creation of NAFTA and the NATO interventions to restore stability to the former Yugoslav republics. B. Explain how President Clinton's economic policies of taxation, limits on discretionary spending, and economic conditions contributed to a balanced budget. C. Evaluate the rise of domestic terrorism as exemplified by the bombing of the Alfred P. Murrah Federal Building. D. Summarize the political impact of President Clinton's impeachment on the perceptions of the presidency and powers of Congress.
USH.9 The student will analyze contemporary turning points of 21st century American society.	USH.9.1 Assess the challenges and accomplishments of the George W. Bush administration. A. Summarize the terrorist attacks of September 11, 2001, including examples of heroism and efforts to combat terrorism (e.g., creation of the Department of Homeland Security, passage of the PATRIOT Act). B. Describe the consequences of United States engagement in the Afghanistan and Iraqi wars. C. Evaluate the environmental and human crisis created by Hurricane Katrina, including the response by FEMA. D. Identify the roots of the Great Recession, beginning with the housing bubble's burst, the global financial crisis, and responses by the Federal Reserve.
	USH.9.2 Analyze the significant events during the Barack Obama administration. A. Describe the economic philosophy of the Tea Party movement and how its ideas influenced the mainstream Republican Party. B. Assess the goals and management of military engagements (e.g., wars in Afghanistan and Iraq). C. Describe the goals of the Affordable Care Act (Obamacare), explaining challenges to its enactment. D. Explain the intent and outcome of the DACA (Deferred Action for Childhood Arrivals) program. E. Identify the outcome of the grassroots protests of the Dakota Access Pipeline and its potential impact on Tribal water resources and cultural sites.
	USH.9.3 Analyze the significant events during the first Donald J. Trump administration.



	A. Explain the effects of the Trump tax cuts, child tax credit, border enforcement efforts including Title 42 and Remain in Mexico policy, consumer and business confidence, interest rates, and inflation rates prior to the COVID-19 pandemic. B. Describe the effects of the replacement of NAFTA with USMCA, expanded European contributions to NATO spending, the signing of the Abraham Accords, and the successful avoidance of new wars. C. Identify the source of the COVID-19 pandemic from a Chinese lab and the economic and social effects of state and local lockdowns. D. Identify discrepancies in 2020 elections results by looking at graphs and other information, including the sudden halting of ballot-counting in select cities in key battleground states, the security risks of mail-in balloting, sudden batch dumps, an unforeseen record number of voters, and the unprecedented contradiction of "bellwether county" trends. E. Analyze the impact of appointments to the U.S. judicial system and the Supreme Court (e.g., Dobbs v. Jackson Women's Health Organization and the overturning of Roe v. Wade). USH.9.4 Describe the challenges and accomplishments of the President Joseph Biden administration. A. Examine the United States-Mexico border crisis and the effects of Administration policies. B. Describe foreign policies exemplified by the United States's withdrawal from Afghanistan, responses to the Russian invasion of Ukraine, and the Israel-Hamas conflict.



United States Government Content Standards	
<i>United States Government primarily focuses on an in-depth analysis of the Constitution of the United States, its founding documents, influences, and contemporary workings so that all students can become effective, well-informed citizens of the American constitutional republic. Students trace the roots of democratic concepts, the principles of representative government, and how citizens fulfill their civic responsibilities.</i>	
Practice Standards: Grades 9-12	
USG.1 The student will apply critical thinking skills to address authentic civic issues.	USG.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	USG.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
USG.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	USG.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	USG.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	USG.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	USG.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
USG.3 The student will engage in critical, active reading of primary and secondary	USG.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments. USG.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
USG.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	USG.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument. USG.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
United States Government Content Standards	
USG.1 The student will compare the formation of contemporary governments in terms of access, use, and justification of power.	USG.1.1 Examine the purposes and functions of government including the establishment of sovereignty, the guarantee of law and order, and the preservation of liberty. USG.1.2 Analyze the essential characteristics of limited versus unlimited systems of government. A. Compare historic and contemporary examples of unlimited systems of governments (e.g., monarchy, oligarchy, theocracy, autocracy) to examples of limited systems (e.g., direct democracy, representative democracy, constitutional monarchy).

EXHIBIT A



	B. Identify common characteristics of representative democracies (e.g., idea of natural rights and liberties, the rule of law, equality of all citizens under the law, majority rule with minority rights, the necessity of compromise).
	USG.1.3 Examine the founding principles of the American republic. A. Explain the principle of popular sovereignty which asserts that governments are created and sustained by the consent of the people who are the legitimate source of all political authority. B. Analyze how the United States government reflects both a democracy and a republic. C. Explain how the Constitution of the United States reflects a balance between a concern for the public good and a concern for the protection of individual rights. D. Describe how the Constitution of the United States was influenced by religion, morality, and the Bible as a frequently cited authority by America's founders.
	USG.1.4 Compare the advantages and disadvantages of ways in which governmental power can be distributed. A. Describe the structures of unitary, federal, and confederal systems, including contemporary examples. B. Compare the structure and advantages of presidential versus parliamentary systems. C. Compare structural differences in terms of effectiveness, prevention of abusive power, and responsiveness to the common good.
	USG.1.5 Examine the role of government in a nation's economy. A. Compare the role of government in market versus command economic systems. B. Describe the American government's limited but significant role in free enterprise, including the promotion of competition, protection of private property and consumer rights, enforcement of contracts, and access to public goods and services. C. Examine how government policies in a market system can be used to stabilize and stimulate economic growth.
USG.2 The student will describe the historical and philosophical foundations of the republican system of government in the United States.	USG.2.1 Evaluate the extent to which historical ideals and principles of human nature and authority have shaped America as a constitutional republic. A. Summarize the influence of ancient Athenian and Roman experiences with democracy and republicanism on the principles and framing of the Constitution. B. Summarize Judeo-Christian concepts of ethics and government as the basis for American civilization and law, as exemplified by the influence of the Ten Commandments on American judicial



	decisions. C. Analyze the influence of historic documents regarding the concepts of limited government and popular sovereignty, including the Magna Carta and the Mayflower Compact. D. Analyze colonial-era ideas on liberty, the practice of self-government, and the influence of religious thought on influential documents (e.g., <i>Massachusetts Body of Liberties</i>, <i>Fundamental Orders of Connecticut</i>, <i>Virginia Statute for Religious Freedom</i>). E. Describe how Enlightenment philosophy and thinkers (e.g., Locke, Montesquieu) contributed to the concept of a "social contract" and the existence of natural, inalienable rights, including life, liberty and the pursuit of happiness. F. Examine the Declaration of Independence and its grievances to explain the principle of self-rule as exercised through representative government based on the consent of the governed.
	USG.2.2 Compare points of view toward the structure and powers of government as expressed during debates over ratification of the Constitution. A. Explain the general features of the Constitution as outlined by Alexander Hamilton in <i>Federalist Paper No. 1</i> and by James Madison in <i>Federalist Paper No. 10</i>. B. Compare concerns regarding centralized government as expressed in essays by the Anti-Federalists, such as <i>Brutus Essay 1</i> and George Mason's concerns regarding the lack of a national bill of rights. C. Explain concerns the Founders expressed regarding democracy. D. Consider ways in which the Federalist and the Anti-Federalist debates about the nature and extent of government continue through American history.
USG.3 The student will analyze the fundamental principles of the American republic, as established in the Constitution of the United States.	USG.3.1 Evaluate the necessity of a written constitution. A. Identify and describe the purposes for government as stated by the Framers in the Preamble to the Constitution of the United States. B. Analyze how the Constitution of the United States safeguards against authoritarianism by establishing enumerated powers, organizing government, and distributing powers among separate branches of government, the states, and the people. C. Explain why states have written constitutions and explain the relationship of state constitutions to the national constitution, including the guarantee "to every State in the Union a Republican form of Government" (Article IV, Section 4).



	USG.3.2 Examine how the Constitution may be considered a “living document” due to its clearly defined and intentionally rigorous amendment process, which requires super-majorities at both state and federal participation.
	USG.3.3 Analyze how the Framers designed a system of separated powers to prevent the concentration and potential abuse of power. A. Describe the concept of separation of powers by explaining how the national government is divided into branches according to three basic functions: legislative, executive, and judicial. B. Compare the scope of the powers vested to the Executive Branch (Article I) and Legislative Branch (Article II). C. Examine the necessity of a system of checks on government authority as explained by Madison in <i>Federalist Paper No.51</i> and reflected by the claim “Ambition must be made to counter ambition.” D. Explain how the checks and balances system provides each branch of government with individual powers to affect other branches, preventing any one branch from becoming too powerful. E. Examine historic and contemporary examples of the system of checks and balances to illustrate the intent of the Framers and evaluate the effectiveness of the system.
	USG.3.4 Analyze the American system of federalism as established by the Constitution. A. Define and identify the enumerated (expressed) powers found in Article I. B. Describe how the “general welfare” clause and “necessary and proper” clause have empowered Congress with implied powers. C. Identify powers denied to the national government versus those reserved to the states. D. Describe the reasons why the Framers established concurrent powers, comparing examples exercised by both the national and state governments. E. Explain how the Supremacy Clause (Article VI, Clause 2) establishes the Constitution and federal laws or treaties as the “supreme Law of the Land.” F. Evaluate changes that have occurred in the relationship between the states and the national government over time (e.g., cooperative federalism versus new federalism/devolution).
	USG.3.5 Summarize and explain the relationships and responsibilities among government jurisdictions. A. Explain how local, state, national, and Tribal governments are involved in cooperatively shaping public policy and responding to public policy issues. B. Compare specific functions, organizations, and purposes of local and state governments, such as ensuring personal security and health regulations.



	C. Explain the differences among the types of local governments in Oklahoma (e.g., county, city) as well as their operational relationship with the state government. D. Describe how some state constitutions, such as Oklahoma's, provide for more direct public involvement in the legislative process through such provisions as the initiative and referendum. USG.3.6 Analyze Tribal sovereignty, defined as a Tribal Nation's inherent power to self-govern. A. Examine how the Commerce Clause established the initial nation-to-nation relationship between American Indian Tribes and the United States government, explaining how American Indian sovereignty predates the sovereignty of the United States. B. Describe American Indian Tribes as self-governing entities engaged in a trust relationship which establishes a legally enforceable fiduciary obligation on the part of the United States to protect Tribal treaty rights, lands, assets, and resources. C. Describe the evolution of Tribal jurisdiction over time, as a result of legislation (e.g., the Indian Reorganization Act, Major Crimes Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act) and Supreme Court decisions (e.g., <i>McGirt v. Oklahoma</i>, <i>Haaland vs. Brackeen</i>).
USG.4 The student will compare the legislative, executive, and judicial branches of the American government as they address the needs of the public.	USG.4.1 Describe the scope and powers of the legislative branch of the federal government as delineated in Article I of the Constitution. A. Compare the composition of the United States House of Representatives to the United States Senate. B. Identify the constitutional qualifications, terms of office, and compensation for members of the United States Congress, including changes created by passage of the 17th and 27th Amendments, as well as reasons which prompted such changes. C. Explain why the Framers established a bicameral legislative body and how the House of Representatives functions differently from the Senate. D. Identify the leadership roles of the Speaker of the House, the Senate President Pro Tempore, and majority and minority leaders, including the responsibilities of major congressional committees. USG.4.2 Describe the scope and powers of the executive branch as delineated in Article II of the Constitution. A. Identify the constitutional qualifications, term of office, and impeachment process for the President of the United States, including the impact of the 12th, 20th, 22nd, and 25th Amendments. B. Compare the original intent of the Chief Executive's roles as described by Hamilton in <i>Federalist Paper No.69</i> to the modern presidency.



	C. Describe the function of executive departments and the federal bureaucracy, including the role of the President's Cabinet. D. Examine the purpose of independent regulatory agencies (e.g., Federal Reserve, Securities and Exchange Commission). E. Describe the growth of federal agencies during the 20th century, analyzing the constitutional and statutory bases for the delegation of powers to departments or agencies of the executive branch.
	USG.4.3 Explain the steps of the legislative process, including the role of Congress, the President, and special interests, using examples from contemporary policy making and evaluating how the process reflects democratic principles of American constitutional government.
	USG.4.4 Describe the scope and powers of the federal judiciary as delineated in Article III of the Constitution. A. Explain the length of terms, selection and confirmation process, jurisdiction, and process for the removal of Supreme Court justices. B. Examine the Framers' intent regarding the judiciary's authority, including the principle of judicial review, as described by Hamilton in <i>Federalist Paper No. 78</i> and established in <i>Marbury v. Madison</i>. C. Examine the role of district courts, the courts of appeals, and the Supreme Court in the judicial review process. D. Explain the importance of an independent judicial system as integral to the interpretation and defense of citizens' rights and liberties.
USG.5 The student will analyze factors affecting the political process at the local, state, and national levels of government.	USG.5.1 Analyze how citizens participate in American self-government by voting in public elections and describe factors that affect voter turnout, trends in voter turnout, and attempts to increase voter participation.
	USG.5.2 Identify the functions of political parties in elections and government at the national and state levels, by comparing political platforms of major contemporary political parties and describing how political parties influence both policymaking and the election of like-minded candidates to public office.
	USG.5.3 Trace the steps of the electoral process, including the roles of state caucuses and primaries, national conventions, and campaigns.
	USG.5.4 Describe the function and impact of political action committees on state and national elections, analyzing issues and decisions of significant court cases, such as <i>Citizens United v. Federal Election Commission</i>.



USG.6 The student will explain how the Constitution of the United States preserves the equal protection of rights and liberties.	USG.5.5 Explain the function of the Electoral College, identifying different methods in which presidential electors are determined (e.g., split electoral vote versus winner-take-all).
	USG.5.6 Examine ongoing challenges to the election process, including redistricting and the practice of gerrymandering.
	USG.5.7 Describe the impact of the mass media on the political process, including the effects of media bias and issues related to public opinion polls.
	USG.6.1 Evaluate the importance of the rule of law as the principle that all citizens and institutions are to be accountable to the same laws and consequences.
	USG.6.2 Explain how the Constitution of the United States provides majority rule with equal protection for the rights of individuals, including those of the minority.
	USG.6.3 Examine the traditions and historical documents which have contributed to the American concepts of rights, liberties (e.g., <i>English Bill of Rights</i> , <i>Virginia Declaration of Rights</i> , <i>Virginia Statute for Religious Freedom</i>).
	USG.6.4 Analyze the civil rights and civil liberties affirmed and guaranteed by the Bill of Rights. A. Explain how individual liberties are essential to the functioning of the American democratic society. B. Examine how liberty and private property generate broad-based opportunity and prosperity in the United States. C. Identify basic rights, liberties, and protections of due process protected by the Bill of Rights and subsequent constitutional amendments. D. Explain how the Bill of Rights protects individuals from abuse by the national government and to the extent it is has been applied to the states through the doctrine of selective incorporation established by the 14th Amendment.
	USG.6.5 Describe the concept of American exceptionalism, which claims the United States has been uniquely exemplary (e.g., stability, realizations of liberty and civil equality, prosperity, innovation).
	USG.6.6 Explain how freedom of expression and thought is an essential element of democracy by examining historic landmark Supreme Court decisions which have addressed and clarified individual rights under the



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	First Amendment (e.g., <i>Gitlow v. New York</i> , <i>Brandenburg v. Ohio</i> , <i>New York Times v. United States</i> , and <i>Texas v. Johnson</i>).
	USG.6.7 Analyze how the First Amendment has been used to protect religious freedom through Supreme Court decisions (e.g., <i>West Virginia v. Barnette</i> , <i>Engel v. Vitale</i> , <i>Minersville School District v. Gobitis</i> , <i>Kennedy v. Bremerton School District</i>).
	USG.6.8 Explain why due process rights are essential for the protection of individual rights and the maintenance of limited government by examining landmark Supreme Court cases which have specified due process rights over time (e.g., <i>Mapp v. Ohio</i> , <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> , and <i>Furman v. Georgia</i>).
	USG.6.9 Describe how significant issues in American society have been addressed by examining landmark decisions (e.g., <i>Regents of the University of California v. Bakke</i> , <i>McDonald v. City of Chicago</i> , and <i>Dobbs v. Jackson Women's Health</i>).
USG.7 The student will analyze the processes and implementation of public policy in the United States.	USG.7.1 Explain how domestic policy is developed and implemented. A. Identify and explain powers that the United States Constitution grants to the President and Congress to develop and carry out domestic policy. B. Trace the budget process, including the impact of government shutdowns and risks from the national debt, explaining how economic trade-offs occur when addressing competing public needs. C. Identify the types and purposes of taxation that are used by local, state, and federal governments to fund public services. D. Examine theories related to the government's influence on the stability and growth of the economy, such as fiscal and monetary policy.
	USG.7.2 Evaluate the role of the national government in formulating and carrying out foreign policy. A. Explain different ways nations pursue their self-interests abroad, such as philosophies of isolationism versus internationalism. B. Explain why and how the United States pursues its national interest and to what extent the pursuit of national interest harmonizes with the pursuit of American ideals. C. Identify and explain powers that the Constitution gives to the President and Congress to conduct foreign affairs. D. Describe the tools used to carry out United States foreign policy, including diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.



	E. Explain the government's role regarding national defense, trade, and humanitarian efforts by examining contemporary commitments to international organizations and alliances.
USG.8 The student will be able to evaluate the significance of civic participation in order to ensure the preservation of constitutional government.	USG.8.1 Explain the constitutional and legal provisions that establish and affect citizenship, including provisions of the 14th Amendment, the naturalization process, and the concept of dual citizenship as it applies to Tribal citizens.
	USG.8.2 Define civic virtue and explain the individual's duty and responsibility to participate in civic life. A. Distinguish among the civic life (public affairs), political life (the means of influencing government), and private life of citizens. B. Examine how components of civil society (e.g., active communities, individual self-reliance, ethics, religion) contribute to the maintenance of limited government in a representative and democratic republic. C. Explain how civic virtue and a shared American civic identity are achieved through the deliberation about the meaning and application of our Founding documents. D. Describe the right to vote as a cornerstone of a representative democracy and the most direct way for citizens to participate in the government. E. Examine other political rights and responsibilities of citizens, including registering to vote, running for office, serving on juries, and participating in political campaigns. F. Identify responsibilities of both citizens and residents of the United States, including obedience of the law, registration for the selective service, and payment of state and federal taxes prior to the annual deadline.
	USG.8.3 Analyze how our system of government provides citizens with opportunities to monitor and influence government and hold elected officials accountable. A. Explain how the Constitution protects citizens' ability to engage in informed public discourse as a means to monitor government officials and institutions. B. Identify legal methods to advocate and influence policy (e.g., voting, peaceful protests, petitioning, contacting government officials).



Economics Content Standards	
<i>This course focuses on fundamental economic ideas and concepts in a manner that presents complex systems with manageable and attainable learning objectives in order to achieve a general understanding of how our American market system operates. Such knowledge assists students with the challenges of financial decisions they will confront during their lifetime.</i>	
Practice Standards: Grades 9-12	
E.1 The student will apply critical thinking skills to address authentic civic issues.	E.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	E.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
E.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	E.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	E.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	E.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	E.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
E.3 The student will engage in critical, active reading of primary and secondary	E.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments.
	E.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
E.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	E.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	E.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Economics Content Standards	
E.1 The student will develop and apply economic reasoning and decision-making skills.	E.1.1 Define and explain basic economic concepts (e.g., scarcity, surplus, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, and trade-off) applying them to a variety of economic situations.
	E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.



	E.1.3 Explain how productive resources (natural, human, capital) are necessary for the production of goods and services.
	E.1.4 Examine how producers and consumers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.
	E.1.5 Describe how people respond predictably to positive and negative incentives and how individual choices based on personal subjective preferences cannot be predicted .
	E.1.6 Explain how voluntary exchange occurs only when all participating parties expect to benefit with each transaction contributing to overall societal well-being .
E.2 The student will evaluate how societies answer basic economic questions.	E.2.1 Compare the world's basic economic systems of traditional, market (free enterprise), command, and mixed market economies; identify how these systems attempt to meet the needs of their societies.
	E.2.2 Describe the impact of comparative and absolute advantage upon the three basic economic questions: What goods and services to produce ? How to produce them ? For whom are they produced?
	E.2.3 Describe how clearly defined and enforced property rights are essential to a market economy.
E.3 The student will explain how prices are set in a market economy and will determine how price provides incentives to buyers and sellers.	E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace .
	E.3.2 Explain what causes shortages and surpluses (e.g., government-imposed price floors, price ceilings, and other government regulations) and describe their impact on prices and people's decisions to buy or sell.
	E.3.3 Explain ways that firms engage in competition and examine the role of firms in setting prices in a market economy , including administered price theory and the impact of marketing.
	E.3.4 Compare the basic characteristics of monopoly, oligopoly, pure competition, and market process.
	E.3.5 Evaluate the role of the government within the economy as it relates to defining, establishing, and enforcing property rights.



	E.3.6 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
	E.3.7 Explain how people's own self-interest, incentives , and disincentives influence market decisions.
E.4 The student will describe the role of economic institutions and government in a market economy.	E.4.1 Evaluate the impact of the government's protection of private property rights and enforcement of the rule of law in a market economy.
	E.4.2 Describe the purpose, costs, and benefits of government funded services.
	E.4.3 Describe how financial institutions, such as banks and credit unions, allow people to pool their incomes and provide future income through investment in stocks .
E.5 The student will examine the function and uses of money within the modern economy, including trading, borrowing, and investing.	E.5.1 Explain the emergence and the basic functions of money (e.g., medium of exchange, store of value, unit of account).
	E.5.2 Explain how individuals, businesses , and the overall economy benefits from the various uses of money (e.g., trading, borrowing , investing, and diversifying) versus saving money.
	E.5.3 Identify the characteristics (e.g., divisibility, durability, acceptability, scarcity, portability) and functions (e.g., store of value, unit of account, and medium of exchange) of money.
	E.5.4 Define inflation and determine how it is measured, including the impact inflation has on different sectors of the United States economy.
E.6 The student will evaluate how interest rates impact decisions in the market economy.	E.6.1 Analyze the relationship between interest rates and inflation rates to both the borrower and the lender.
	E.6.2 Determine how changes in real interest rates impact people's decisions to borrow money and purchase goods in a market economy.



E.7 The student will analyze the role of entrepreneurs and laborers within a market economy.	E.7.1 Evaluate the role of labor and explain the importance of workers to production, including their relationship to entrepreneurs by describing how the earnings of workers are determined by the value of the product/service produced and the workers' productivity.
	E.7.2 Describe how decisions made by an entrepreneur and a laborer affect job opportunities for others (e.g., profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource).
	E.7.3 Explain the function of profit in a market economy as an incentive/reward for entrepreneurs' acceptance of risk.
	E.7.4 Analyze the potential risks and gains to entrepreneurs establishing new businesses or inventing a new product.
	E.7.5 Evaluate the costs and benefits of incorporation including the expansion of resources and reduction of risks.
E.8 The student will examine the impact of the global economy on domestic conditions within the United States economy.	E.8.1 Describe how current economic conditions can be affected by many factors (e.g., unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, government-enforced price ceilings, labor supply, and inflation).
	E.8.2 Explain how economic conditions, including supply and demand, have an impact on consumers, producers, and government policymakers.
	E.8.3 Explain that prices are signals of relative scarcity and that attempts to control prices may lead to subsequent distortions in supply and demand.
	E.8.4 Describe the causes and different types of unemployment, how unemployment is measured, and the impact of unemployment on different sectors of the United States economy.
E.9 The student will identify the basic measures of a nation's economic output and income.	E.9.1 Examine the differences between the nominal and the real GDP (Gross Domestic Product) and explain how GDP and GNP (Gross National Product) are used to describe economic output over time by comparing the GDP of various nations representative of market, command, and mixed economic systems.
	E.9.2 Describe the impact on the economy when GDP and GNP are growing versus declining.



	E.9.3 Evaluate the impact of self-interest, competition, collusion, technological advancement, standard of living, the business cycle, and fluctuation on the GDP.
E.10 The student will identify the potential economic impact of government policy.	E.10.1 Define progressive, proportional, and regressive taxation and explain the effects of each on earners.
	E.10.2 Analyze the costs and benefits of government policies on economic growth and prosperity, including how political and social goals are sometimes pursued through economic decisions.
	E.10.3 Compare fiscal and monetary policy and evaluate the impact each has on the economy.
	E.10.4 Explain how changes in federal spending and taxation can affect budget deficits, surpluses, and the national debt.
	E.10.5 Describe the organization and functions of the Federal Reserve System, including its congressional mandates (i.e., maximize employment and control inflation) and its expansion to provide financial stability.
	E.10.6 Analyze how the Federal Reserve attempts to effectuate price stability, full employment, and economic growth via monetary tools (e.g., changes in the discount rate, reserve requirements, and the money supply).
E.11 The student will analyze how trade affects the economies of the world.	E.11.1 Explain the consequences of trade among individuals, regions, and countries by describing that all forms of trade can ultimately be explained as voluntary exchange between individuals.
	E.11.2 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
	E.11.3 Define trade barriers (e.g., tariff, quota) including the difference between balance of trade and balance of payments, explaining why countries sometimes erect barriers to trade, how such barriers affect a country's economic growth, and assessing arguments for and against free trade.
	E.11.4 Explain how exchange rates affect the purchasing power of consumers.



World Geography	
<i>This course seeks to develop geographically informed young adults through a better understanding of the Earth's physical and human systems, including a focus on the interdependency of living things and the environment. This knowledge, in turn, provides a basis for future citizens to make wise decisions regarding the best interests of their communities and their planet.</i>	
Practice Standards: Grades 9-12	
WG.1 The student will apply critical thinking skills to address authentic civic issues.	WG.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	WG.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
WG.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	WG.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	WG.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	WG.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	WG.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
WG.3 The student will engage in critical, active reading of primary and secondary	WG.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments.
	WG.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
WG.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	WG.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	WG.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
World Geography Content Standards	
WG.1 The student will use maps and other geographic representations, tools and technologies to acquire,	WG.1.1 Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.
	WG.1.2 Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.

EXHIBIT A



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process, and solve problems from a spatial perspective.	WG.1.3 Define regions and analyze changing interconnections among places, using historical and contemporary examples.
	WG.1.4 Utilize geographic technologies and geographical data including census data and imagery to draw conclusions about the influence of geography on the world's people and places.
WG.2 The student will analyze how the human population is organized geographically in order to understand how change affects human systems.	WG.2.1 Interpret geographic data measuring population including density, distribution, patterns of composition, and population trends and projections to analyze issues related to population change.
	WG.2.2 Examine common characteristics of urban versus rural communities, including the patterns and impact of modern migration to urban centers and megacities.
	WG.2.3 Explain the push and pull theory of migration and its impact on human capital and demographic transitions, including the consequences of major voluntary and involuntary migrations.
WG.3 The student will analyze the components and regional variations of cultural patterns and processes.	WG.3.1 Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.
	WG.3.2 Describe and draw conclusions about the spatial dimensions of culture as defined by language, religion, and ethnicity.
	WG.3.3 Analyze the role of the environment in influencing a region's culture.
	WG.3.4 Explain the processes of cultural diffusion and interdependence, analyzing their impact on defining a region.
WG.4 The student will explain the political organization of space.	WG.4.1 Analyze the nature and meaning of territorial boundaries and their influence on identity, interaction, and exchange.
	WG.4.2 Compare the world's political systems of government, based on limited versus unlimited authority, including the rights and opportunities of citizens within each system.
	WG.4.3 Examine changes and challenges to political/territorial arrangements, by describing the forces that shape the world's contemporary political map, including the rise or devolution of nation-states.



	WG.4.4 Evaluate how the forces of cooperation and conflict among people influence the control and management of territory and resources.
	WG.4.5 Explain how international alliance networks respond to changing needs of people, places, and regions.
WG.5 The student will analyze patterns of land use among the world's people.	WG.5.1 Examine how different civilizations have sought to improve the well-being of their people by modifying or adapting to their environments.
	WG.5.2 Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.
	WG.5.3 Describe the characteristics of modern commercial agriculture including major production regions, variations within major zones , and the effects of markets .
	WG.5.4 Examine the impact of agricultural practices (e.g., irrigation, levees, terraced farming, crop rotation, artesian wells, conservation, water resource management , and deforestation) on the environment and quality of life.
	WG.5.5 Explain how transportation improvements (e.g., aqueducts, canals, railroad systems, airports) impacted human development through modification of the environment.
	WG.5.6 Analyze the influence of geography on current issues to consider decisions regarding future land use, including the costs and benefits of environmental regulation.
WG.6 The student will analyze the impact of industrialization on economic development.	WG.6.1 Examine the significance of access to natural resources, energy, and technological innovations (e.g., wind , solar, nuclear) to the economic development of a region.
	WG.6.2 Compare the impact of government policies in both market and command economic systems on the availability and use of natural resources and development.
	WG.6.3 Compare contemporary patterns of industrialization and development in selected regions of the world.



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	WG.6.4 Describe common characteristics of developed nations and compare variations in levels of development.
	WG.6.5 Explain how changes in the physical environment and political environment influence changes in economic activity within a region.



Ancient and Medieval World History	
<i>This course seeks to develop an understanding and appreciation of key events, historical figures and legacy of ancient world civilizations prior to the Renaissance. Students will be able to articulate the history of the ancient Greeks and the Roman Empire, including the lasting impact of social, political, and economic change during the Middle Ages, drawing distinctions between the early, high, and late Middle Ages.</i>	
Practice Standards: Grades 9-12	
AWH.1 The student will apply critical thinking skills to address authentic civic issues.	AWH.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	AWH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
AWH.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	AWH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	AWH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	AWH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	AWH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
AWH.3 The student will engage in critical, active reading of primary and secondary	AWH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments. AWH.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
AWH.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	AWH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument. AWH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Ancient and Medieval World History Content Standard	
AWH.1 The student will examine the origins of humans and their early development through the Neolithic Age.	AWH.1.1 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and summarize their theories and conclusions. AWH.1.2 Analyze the geographical and environmental factors that encouraged human communities to organize into complex states.



	AWH.1.3 Describe the characteristics of the hunter-gatherer societies from the Paleolithic to the Neolithic Age (use of tools and fire, hunting weapons, physical adornments).
	AWH.1.4 Explain the importance of the invention of metallurgy (bronze and iron) for the development of weapons and tools.
	AWH.1.5 Describe how the development of agriculture (the cultivation of crops and the domestication of animals) related to settlement, population growth, and the emergence of civilization.
	AWH.1.6 Identify the major characteristics of civilizations (e.g., geographic boundaries and political institutions, economies that produce food surpluses, the formation of cities and states, social classes and hierarchical organization, developed systems of religion, learning, art, and architecture, and systems of writing and record keeping).
AWH.2 The student will analyze why Mesopotamia was the center of major ancient river civilizations.	AWH.2.1 Locate on a historical map the Tigris and Euphrates Rivers, identifying Sumer, Babylon, and Assyria as successive civilizations and explaining why the region is referred to as the Fertile Crescent, including a comparison of major empires (e.g., Akkad, Babylon, Assyria, Israel and Judah, Persian Empire).
	AWH.2.2 Describe the basic religious belief of polytheism, as practiced by Mesopotamian civilizations.
	AWH.2.3 Explain how irrigation, metalsmithing, wage labor, the domestication of animals, and inventions contributed to the growth of Mesopotamian civilizations.
	AWH.2.4 Describe the important achievements of Mesopotamian civilization (e.g., system of writing and its importance in record keeping and tax collection, monumental architecture, relief sculpture, mosaics, state-building).
	AWH.2.5 Assess the influence and legacy of Hammurabi, including the basic principles of justice associated with Hammurabi's Code.
	AWH.3.1 Locate on a historical map of the Mediterranean region ancient Nubia and Egypt, including Upper and Lower Egypt.



AWH.3 The student will assess the lasting impact of the ancient Egyptian civilization.	AWH.3.2 Identify the social and economic characteristics of ancient Nubia (Kingdom of Kush) including its lucrative trade in iron and gold, military rivalry with Egypt, and assimilation of Egyptian culture.
	AWH.3.3 Explain the role of pharaoh, the concept of dynasties , Egyptian conquests, the relationship of pharaohs to other social classes, and the role of enslaved persons in Egyptian society .
	AWH.3.4 Examine the polytheistic religion of ancient Egypt with respect to beliefs about the afterlife , as well as Akhenaten's attempt to abandon polytheism .
	AWH.3.5 Summarize important achievements of Egyptian civilization (e.g., agricultural system, invention of a calendar, monumental architecture and art, hieroglyphic writing, the invention of papyrus).
AWH.4 The student demonstrates knowledge of the ancient Levant.	AWH.4.1 Locate on a map of the ancient Mediterranean world the center of Levantine civilizations and describe the role of Levantine peoples in transmitting Mesopotamian and Egyptian civilization.
	AWH.4.2 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean and describe the value of the Phoenician writing system as ancestor of the Latin alphabet.
	AWH.4.3 Describe the Phoenician settlement of Carthage circa 900 BC, the expansion of Carthaginian economic and political power in the Western Mediterranean, Carthaginian colonization, and Carthage's wars with the Greek city-states.
AWH 5. The student will analyze the roots of Western Civilization in Ancient Israel.	AWH.5.1 Locate on a historical map of the Mediterranean, the kingdoms of the Hittites and ancient Israel.
	AWH.5.2 Trace the Biblical account of Hebrew migrations from Mesopotamia to Canaan and their later sojourn in Egypt, explaining the role of Abraham and Moses, as recorded in the Book of Exodus.
	AWH.5.3 Examine Judaism and its primary beliefs (e.g., monotheism, Ten Commandments, emphasis on ritual, individual worth and responsibility, adherence to moral obligations) and the role of the Hebrew sacred texts.



	AWH.5.4 Describe the Hebrew Bible's account of the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem in 1000 BC and the building of the first temple by Solomon.
	AWH.5.5 Examine the Assyrian and Babylonian conquests of Israel and Judah, the Babylonian Exile, the return to Israel, and the establishment of the Maccabean and Herodian dynasties.
	AWH.5.6 Explain the expulsion/dispersion of the Jews to other lands (Diaspora) after the destruction of the second temple in Jerusalem in AD 70 and the renaming of the region by the Romans.
	AWH.5.7 Explain how Judaism influenced the foundation of Christianity, and how these religions contributed to the foundations of Western Civilization.
AWH.6 The student will analyze the roots of Western Civilization in Ancient Greece.	AWH.6.1 Locate on a historical map of the Mediterranean area Ancient Greece, tracing the extent of its influence to 300 BC, including the locations and historical significance of architectural sites, such as Knossos, Periclean Athens, the Parthenon, and the Acropolis.
	AWH.6.2 Explain how the geographical location of Athens and other city-states contributed to their role in maritime trade, colonies in the Mediterranean, and the expansion of Greek culture.
	AWH.6.3 Analyze why the government of ancient Athens is considered the beginning of democratic government by explaining the political concepts developed in ancient Greece (e.g., "polis" or city-state, rule of law, liberty, civic participation and voting rights, legislative bodies, and Constitutions) and analyzing the effects of <i>The Athenian Constitution</i> .
	AWH.6.4 Describe the lasting impact of major accomplishments of the ancient Greeks. A. Greek institutions: the lyceum, the gymnasium, the Library of Alexandria B. Mathematics: Pythagoras and Euclid C. Medicine: Hippocrates D. Science and Engineering: Archimedes, Ptolemy E. History, Poetry, Drama: Herodotus, Homer, Aeschylus F. Language: development of a complete alphabet, ancestor of the Latin alphabet.
	AWH.6.5 Analyze the causes, course, and consequences of the Persian and Peloponnesian Wars, including the significance of Pericles' <i>Funeral Oration</i> .



	AWH.6.6 Describe the rise of Alexander the Great and the spread of Greek culture, evaluating major contributions of Hellenistic art, philosophy, science, and political thought.
AWH.7 The student will analyze the roots of Western Civilization in the Roman Republic and Empire.	AWH.7.1 Locate on a historical map ancient Rome, tracing the changing boundaries of the Roman Republic and Empire from 500 BC to 500 AD and explaining how the geographical location of ancient Rome contributed to the expansion of its political power in the Mediterranean region and beyond .
	AWH.7.2 Explain the rise of the Roman Republic and the role of historical figures in Roman history, including Brutus, Cincinnatus, and Hannibal.
	AWH.7.3 Examine the government of the Roman Republic and its contribution to the development of republican self-government (e.g., the concepts of separation of powers, liberty, the rule of law, representative government, civic duty).
	AWH.7.4 Analyze the influence of Greek civilization on Roman art, literature, society, and government.
	AWH.7.5 Describe the collapse of the Roman Republic from the agrarian reform law of Tiberius Gracchus to the establishment of Julius Caesar's dictatorship.
	AWH.7.6 Examine Julius Caesar's and Augustus' transformation of Rome from a republic to an empire.
	AWH.7.7 Explain the reasons for the growth and longevity of the Roman Empire (e.g., military organization, tactics, conquests, functions of taxes, use of a standard currency, road construction, protection of trade routes, benefits of a Pax Romana, network of Roman roads and aqueducts).
	AWH.7.8 Describe the central features of Christianity in ancient Rome (e.g., monotheism, belief and teachings of Jesus of Nazareth as the messiah, the influence of the Hebrew Bible on the Christian Old and New Testaments, the influence of the apostle Paul, and the meanings and effects of Jesus of Nazareth's words as recorded by Matthew).



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	AWH.7.9 Examine the early expansion of Christianity, including the relationship of early Christians, Jews, and officials of the Roman Empire, the relationship of Christianity to Greek thought (logos), the effects of state persecution, the impact of the Council of Nicaea, and the significance of the <i>Nicene Creed</i> .
	AWH.7.10 Explain how internal forces (e.g., the rise of autonomous military powers, political corruption, economic and political instability) and external forces (e.g., shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.
	AWH.7.11 Describe the Sack of Rome, fall of the Western Roman Empire, and the establishment of Germanic kingdoms (e.g., Ostrogoths, Visigoths, Vandals, Franks, Anglo-Saxon kingdoms).
	AWH.7.12 Explain the contribution of Roman civilization to law, literature, architecture, engineering, and technology, including the spread and influence of the Latin language.
AWH.8 The student will examine the foundations of ancient Indian, Chinese, and African civilizations.	AWH.8.1 Describe the origins of Indian civilizations such as those of the Indus Valley, the evolution and central principles of Hinduism and the development of early Indian societies and their organizational structures.
	AWH.8.2 Explain the origins and significant aspects of Buddhism, including the life and teachings of Siddhartha Gautama, the evolution and central principles of Buddhism, and the significance of early Indian Hindu and Buddhist monarchies.
	AWH.8.3 Describe important political, economic, and cultural aspects of Indian history, including the Maurya and Kushan Empires, the Gupta Empire, Golden Age of India, Indian mathematics, and maritime expansion.
	AWH.8.4 Explain the origins of Shintoism and its central feature of ritual practices carried out with discipline to maintain connections with the ancient past.
	AWH.8.5 Examine significant aspects of Confucian philosophy and its role in the continuity of Chinese civilization, focusing on the life and teachings of Confucius, the significance of individual ethics, and maintenance of order, hierarchy, and political power.



	AWH.8.6 Assess the significance and legacy of political, economic, and cultural aspects of the Qin, Han, and Tang dynasties (e.g., unification of China, construction of the Great Wall of China, conquest of southern China, introduction of Buddhism through cultural exchange with India, agriculture and transportation, redistribution systems, and inventions of the compass, gunpowder, papermaking, and printing).
	AWH.8.7 Analyze the emergence of complex, interregional networks of trade throughout Afro-Eurasia and how trade networks led to the diffusion and evolution of ideas, resources, and technologies.
	AWH.8.8 Explain the significance of the Aksum Kingdom to the region of North Africa, including its role as a center for trade between Europe and Asia, its development of written script, and its adoption of Christianity, establishing a legacy in the modern Ethiopian Orthodox Church.
AWH.9 The student will examine characteristics of the Early Middle Ages in Europe from 476 to 1000.	AWH.9.1 Describe the preservation of Greek and Roman traditions, the Code of Justinian, and the construction of the Church of the Holy Wisdom or Hagia Sophia.
	AWH.9.2 Explain the growth and influence of Christianity and the Catholic Church in medieval society, including the significance of Europe's network of medieval pilgrimage routes, the role of monasteries in preserving the culture of antiquity, and the spread of Christianity to Northern and Eastern Europe.
	AWH.9.3 Examine the founding and central features of Islam (e.g., Muhammad's visions, the Qur'an, pilgrimage to Mecca, and the concept of monotheism).
	AWH.9.4 Describe the impact and legacy of Islam and the Islamic empire, including discoveries in science and mathematics, and the spread of Islam in the Middle East, Africa, and Europe.
	AWH.9.5 Analyze the Latin West following the fall of the Roman Empire. A. Explain the structure of feudal society and its economic, political, and social effects, including the differing orders of medieval society. B. Describe the rise of Frankish kings, including the roles of Charles Martel, influence of Charlemagne, and the establishment of the Holy Roman Empire. C. Trace the rise of Anglo-Saxon England, the Danish invasions, and the influence of Alfred the Great. D. Describe Scandinavian raids and conquests (Vikings), explorations (e.g., Iceland, Greenland, Vinland), and state-building (e.g., Normandy, England, Naples, Russia).



AWH.10 The student will examine change during High Middle Ages in Europe from 1000-1300.	AWH.10.1 Explain the origins of iconoclasm and the schism between Orthodoxy and Catholicism in 1054.
	AWH.10.2 Examine how William the Conqueror at the Battle of Hastings established the French-speaking Normans as rulers of England and brought about a significant cultural, economic and military transformation.
	AWH.10.3 Describe political developments in medieval Europe from the Norman Conquest to the Mongol Invasions, including the A. development of English Common Law, including Henry II's consolidation of royal power, reorganization of the judicial system, and establishment of criminal justice procedures B. partial disintegration of the Holy Roman Empire and the rise of independent city-states in Italy and Germany C. consequences of the European Crusades in the 11th to 13th centuries, including the Fourth Crusade, the Crusader conquest of Orthodox Christian Byzantium, and the Crusader Kingdoms of Greece D. divergence of Russia from Western Europe (e.g., Orthodox Christianity, Baltic Crusades, the Mongol Yoke).
	AWH.10.4 Analyze the origins, meanings, immediate effects, and legacy of the Magna Carta.
	AWH.10.5 Examine religious, intellectual, cultural, technological, and economic developments in medieval Europe from the Norman Conquest to 1300. A. Describe the clash between papacy and empire with regards to the development of law. B. Identify the growing influence of universities, Roman law, canon law, and Scholasticism. C. Describe significant aspects of medieval culture, including architecture, music, art, and literature. D. Explain the emergence of a modern economy, the growth of commerce, towns, and a merchant class. E. Identify technological and agricultural improvements (e.g., plough, windmills, watermills). F. Describe military improvements (e.g., mounted knight and fortifications). G. Evaluate the impact of Marco Polo's travels to India and China.
AWH.11 The student will analyze the significant	AWH.11.1 Explain the significance of Indian and Chinese civilizations from 1000-1500 (e.g., the expansion of Islam into India, Delhi Sultanate) and political, economic, and cultural aspects of Indo-Persian culture.



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advancements in Asian and African civilizations from 1000-1500.	AWH.11.2 Describe the rise and fall of the Mughal Empire, including important political, economic, and cultural aspects of early modern Indian history (e.g., rise and development of the Sikh religion and states, Portuguese maritime hegemony, Mughal rule and persecution of Hindus).
	AWH.11.3 Examine the significant political, economic, and cultural aspects of the history of the Song, Yuan, and Ming dynasties (e.g., the civil service, Mongol conquest, Construction of the Forbidden City, voyages of Zheng He, Ming political collapse, inventions such as movable-type printing, the cannon, and paper currency).
	AWH.11.4 Examine the influence of the Mali Empire, with attention to the role Timbuktu played in control over West African trade and as a center of culture and learning during the Golden Age of Islam.
AWH.12 The student will analyze the significant changes and legacy of the Late Middle Ages from 1300 to 1450.	AWH.12.1 Describe internal divisions and impact on the Roman Catholic Church during the Avignon Papacy, the Great Schism, and the subsequent councils.
	AWH.12.2 Explain developments in medieval English legal and constitutional history and their importance in the rise of modern institutions and self-government (e.g., common law, parliament, habeas corpus).
	AWH.12.3 Assess the economic and social effects of the spread of the Black Death on society.
	AWH.12.4 Describe the major events and lasting effects of the Hundred Years War, including the influence of Henry V and Joan of Arc.
	AWH.12.5 Examine the sack of Constantinople in 1453 and its consequences, describing why the event is considered a turning point in medieval history.
	AWH.12.6 Examine transformations in medieval society. A. Identify major developments in banking, manufacturing at scale, and international trade. B. Describe the impact of innovations, such as the compass, gunpowder, and Wootz steel.



History of 20th Century Totalitarianism	
<i>This course focuses on the analysis of totalitarian regimes of the 20th century, especially those based in Communist and Nazi ideology, including nineteenth-century developments of Marxism and the precursors to Nazi's antisemitic persecution of the Jewish people. Students will also explore the Bolshevik Revolution, its assault on private property and establishment of a dictatorial one-party state. From these studies, students will develop a deeper understanding of the importance of ethical behavior and personal dignity.</i>	
Practice Standards: Grades 9-12	
TOT.1 The student will apply critical thinking skills to address authentic civic issues.	TOT.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	TOT.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
TOT.2 The student will use interdisciplinary tools to acquire, apply, and evaluate	TOT.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	TOT.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	TOT.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	TOT.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
TOT.3 The student will engage in critical, active reading of primary and secondary	TOT.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments. TOT.3.2 Apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
TOT.4 The student will develop a variety of evidence-based written products designed for multiple purposes.	TOT.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument. TOT.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
History of 20th Century Totalitarianism Content Standards	
TOT.1 The student will analyze the effects of the Industrial Revolution on Europe's economy and society.	TOT.1.1. Describe the growth of reformist political movements and the growth of radical and revolutionary political movements, including anarchism, socialism, and communism. TOT.1.2 Explain the socio-economic ideas of Marx and Engels as outlined in their treatise <i>The Communist Manifesto</i>, including the claim known as "dialectical materialism," which proposed that history must be viewed through the lens of "class struggles" between "oppressor and oppressed."



	TOT.1.3. Examine the claim that private enterprise is exploitative and inequality the fault of capitalism. A. Analyze the proposition that industrialization and free trade had alienated workers from the fruits of their labors. B. Describe the idea that private property is exploitative , based on selfishness, and results in inequality.
	TOT.1.4 Describe Marxist claims related to the individual and religion, by examining the idea that law and morality are mere "bourgeois prejudices" and religion an "opiate of the masses."
	TOT.1.5 Explain the proposition that violent revolution is needed to overthrow the oppressive classes and abolish exploitative institutions.
	TOT.1.6 Examine the criticisms of the ideas of Karl Marx and Friedrich Engels. A. Explain how violent revolution tends to undermine the rule of law and may empower those more capable of oppression. B. Describe how state ownership of means of production, including centralized economic planning, leads to an authoritarian state which restricts individual freedoms .
TOT.2 The student will examine responses to Communist and socialist political parties prior to the First World War.	TOT.2.1 Identify political responses to Communist and socialist political parties in Europe, including A. Germany's Social Democratic Party and anti-socialist laws B. France's Paris Commune and the rise of the Section Française de l'Internationale Ouvrière C. United Kingdom's Labour Party .
	TOT.2.2 Describe the Second International and its efforts to impose Marxist theory on the socialist parties of Europe, the United States, and Japan .
	TOT.2.3 Trace the rise and limited appeal of the Industrial Workers of the World and the Socialist Party in the United States .
	TOT.2.4 Explain the rise of the Mensheviks , Bolsheviks , and Socialist Revolutionaries in Tsarist Russia , the 1905 Revolution , and revolutionary terrorism .
	TOT.2.5 Describe the social reforms that responded to the intellectual and political challenge of communist and socialist parties (e.g., child labor laws, retirement pensions, accident and health insurance, expanded voting rights, establishment of unions, emancipation of Russian serfs).



TOT.3 The student will analyze the effect of World War I on Communist and socialist movements.	TOT.3.1 Examine the response of communist and socialist leaders and parties in Europe and the United States to changing conditions created by the First World War (e.g., repudiation of nationalism, pacifist movements, the Espionage and Sedition Acts, role of wartime politics, formation of post-World War I national socialism).
	TOT.3.2 Trace the significant events of the Russian Revolution, including the A. February Revolution and the Provisional (Kerensky) government B. October Revolution, the Bolshevik seizure of power, and the establishment of one-party dictatorship C. Civil War, the Red Terror, and the Kronstadt Rebellion D. brutal repression (e.g., expropriating private industry, rationing food, mass famine, suppression of strikes, expropriation of the Church, murder of priests) E. impact of the beliefs and policies of Vladimir Lenin F. formal establishment of the Union of Soviet Socialist Republics (USSR).
TOT.4 The student will analyze the origins of the National Socialist German Workers' Party (Nazi) regime.	TOT.4.1 Examine German culpability, reparations, and military downsizing as effects of the Treaty of Versailles.
	TOT.4.2 Explain how events during the Weimar Republic led to the rise of Nazism (e.g., Ruhr Crisis, hyperinflation, Great Depression, Dawes Plan, failures of the Weimar Republic).
	TOT.4.3 Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews in order to gain power.
	TOT.4.4 Trace the significant events that led to Adolf Hitler's rise to power, including the A. Munich Beer Hall Putsch B. arrest of Hitler and the writings of <i>Mein Kampf</i> C. Reichstag fire D. Enabling Act; Concordat of 1933 F. Night of the Long Knives (Rohm Purge).
	TOT.4.5 Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and maintained power through totalitarian means, including the A. efforts of the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, and the Gestapo to assist Hitler in gaining and maintaining power



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	B. use of various forms of propaganda to indoctrinate the German population C. elimination of opposing views through book burnings, censorship, and state control over the media D. use of education and youth programs to indoctrinate young people into the Nazi ideology.
TOT.5 The student will explain antisemitic ideology and actions undertaken by Nazi Germany.	TOT.5.1 Explain the Nazi concept of an Aryan race and how eugenics and pseudoscience racism provided a foundation for Nazi racial beliefs.
	TOT.5.2 Examine how identification, legal, and economic status was used to perpetuate the Nazi ideology of the "Master Race" and target Jews.
	TOT.5.3 Describe how the life of Jews deteriorated under the Third Reich through implementation of the Nuremberg Laws.
	TOT.5.4 Analyze the effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution to open, public violence against Jews.
	TOT.5.5 Describe how Jewish immigration was restricted by various nations and explain how the Kindertransport saved the lives of Jewish children.
	TOT.5.6 Examine the choices and actions of individuals and groups defying Nazi policy at great personal risk.
TOT.6 The student will analyze Nazi justification for territorial expansion.	TOT.6.1 Examine the term "lebensraum" (living space) was an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.
	TOT.6.2 Analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to ensure the Soviet Union's neutrality.
	TOT.6.3 Identify Hitler's motivations for the annexations of Austria and the Sudetenland, as well as the invasion of Poland.
TOT.7 The student will examine the meaning and effects of the Shoah (Jewish	TOT.7.1 Explain the Shoah (Holocaust) as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators.
	TOT.7.2 Explain the effect of Nazi policies on other targeted groups, including Roma-Sinti, Slavs, Jehovah's Witnesses, political opponents, the physically and mentally disabled, and homosexuals.



Holocaust).	TOT.7.3 Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups .
	TOT.7.4 Explain the use of ghettos, including the displacement and deportation of Jews to ghettos, attempts at escape, and forms of resistance, exemplified by the Warsaw Ghetto Uprising.
	TOT.7.5 Explain how corporate complicity aided Nazi goals, including identification and record keeping, and the use of slave labor for war production.
	TOT.7.6 Explain the purpose of the Wannsee Conference and its role in the Final Solution.
	TOT.7.7 Describe the origins, purpose, and conditions associated with various types of camps, including forced labor camps, concentration camps, transit camps, and death camps (e.g., Auschwitz-Birkenau, Sobibor, Treblinka).
	TOT.7.8 Explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.
	TOT.7.9 Examine the settlement patterns of Shoah (Holocaust) survivors after World War II, including immigration to the United States and other countries and the establishment of the modern State of Israel.
	TOT.7.10 Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Shoah (Holocaust) including the purpose and outcomes of the Nuremberg Trials as they related to crimes against humanity, genocide, and jurisdictional issues .
TOT.8 The student will trace key events, policies, and experiences of life in the USSR prior to and during World War II.	TOT.7.11 Explain the effect of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability , the testimony of survivors, and acknowledgment of the international community.
	TOT.8.1 Examine the political history of interwar Soviet Russia, including the A. New Economic Policy B. rise of Josef Stalin C. collectivization and the First Five Year Plan D. Great Terror and the murder of foreign Communists living in the USSR
	TOT.8.2 Describe the domestic policies of interwar Soviet Russia, including the A. destruction of individual rights



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	B. government seizure of privately owned industry and commerce C. requirement of internal passports to control people's movements D. state-mandated atheism and the persecution of priests and religious believers E. cult of personality that glorified Stalin F. development of the counterintelligence state G. GULAG forced labor network H. purges of the military officer corps and terror against the citizenry I. mass murder of peasants (dekulakization campaign) and genocidal starvation of Ukrainians (Holodomor).
	TOT.8.3 Describe interwar Soviet foreign policy and the effect of World War II, including the A. support for foreign communist parties and popular fronts B. opposition to reform socialists that catalyzed the rise of fascist governments C. support for Chinese Communists D. cooperation with Nazi Germany (e.g., Nazi-Soviet pact, Soviet annexations, population deportations, Winter War, Katyn massacre) E. war policy (e.g., terror, ethnic cleansing, looting operations in conquered countries, and the occupation of Eastern Europe).
TOT.9 The student will analyze significant events, policies, and experiences of the Cold War.	TOT.9.1 Examine the USSR's occupation of Eastern Europe after World War II, including Soviet Communization of Eastern Europe, the coup d'etat in Czechoslovakia, chronic rebellions in the Eastern Bloc (e.g., East German Uprising, Hungarian Uprising, "Prague Spring" in Czechoslovakia, and "Solidarity" in Poland) and neutrality of Finland and Austria.
	TOT.9.2 Explain the West's response to communism in the early Cold War, including the policy of containment, the Truman Doctrine, the Marshall Plan, the Berlin Airlift, formation of NATO and the Warsaw Pact, escalation of atomic weapons, disarmament movements, and construction of the Berlin Wall.
	TOT.9.3 Trace the rise of communist influence in other regions of the world, including A. Communist leadership (e.g., Che Guevara, Fidel Castro, Mao Zedong, and Kim Il Sung) B. establishment of the North Korean dictatorship C. Cuban Missile Crisis D. Chinese Revolution (e.g., one-party dictatorship, collectivization, laogai prisons, Hundred Flowers Campaign, and Anti-Rightist Campaign).



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	E. China's genocidal conquest of Tibet, Great Leap Forward, and Cultural Revolution F. Deng Xiaoping's political and economic reforms.
	TOT.9.4 Describe the rise of communism in Vietnam (e.g., successful communist revolt against French colonial rule, Land Reform Terror, Soviet and Chinese support for the North Vietnamese Communist forces, the fall of South Vietnam, Laos and Cambodia, and establishment of Cambodia's genocidal dictatorship under Pol Pot and the Khmer Rouge).
	TOT.9.5 Examine the development of communism in the United States, including Soviet coordination of Western communist party tactics, communist front movements, and attempts to infiltrate and co-opt organized labor.
	TOT.9.6 Examine how Marxism evolved after the West's intellectual disillusionment with Soviet Communism and evaluate the role of Soviet dissidents, such as Boris Pasternak, Aleksandr Solzhenitsyn, and Vladimir Bukovsky.
	TOT.9.7 Describe the decay and dissolution of the Union of Soviet Socialist Republics, including the effect of the Reagan Doctrine, American support for anti-communists in Afghanistan and Nicaragua, and diplomacy related to the Intermediate-Range Nuclear Forces Treaty (INF Treaty).
	TOT.9.8 Examine Gorbachev's attempt to reform the Soviet Union, including the effects of perestroika and glasnost.
	TOT.9.9 Describe the causes and impact of the Velvet Revolution in Czechoslovakia and the Christmas Revolution in Romania, including the trial and execution of Nicolae and Elena Ceaușescu.
	TOT.9.10 Examine the dissolution of the Union of Soviet Socialist Republics and the August Coup (e.g., rise of Boris Yeltsin and the pluralist movement, uprisings in Lithuania and Latvia, Gorbachev's resignation, dissolution of the Central Committee of the Communist Party of the Soviet Union, declarations of independence of the now-former Soviet republics).
TOT.10 The student will	TOT.10.1 Describe the causes and events of the Tiananmen Square Massacre, including suppression by the Chinese Communist Party and the continuing denial regarding the massacre.



analyze the history of Communist China in the modern era.	TOT.10.2 Trace the rise of China to peer competitor with the United States, including the A. retirement of Deng Xiaoping following the Tiananmen Square massacre B. rise of Jiang Zemin and the introduction of the concept of a Socialist Market Economy C. rapid growth of the economy, government debt, dependence on exports, Belt and Road Initiative D. continuing internal repression (e.g., Christians, Falun Gong, Hong Kong, Tibet, Xinjiang) E. social credit system to monitor the population, denial of access to schools, travel, banks, and other state institutions F. exploitation of Western investment in China and scientific, academic, and industrial espionage.
TOT.11 The student will describe the legacy of the Holocaust and antisemitism in the world today.	TOT.11.1 Describe how Holocaust denial has helped contribute to the creation of contemporary propaganda against the State of Israel and the Jewish people.
	TOT.11.2 Explain why it is important for current and future generations to learn from the Shoah through eye-witness accounts and survivors' testimony.
	TOT.11.3 Examine how antisemitism may be expressed as hatred toward Jewish people, rhetorical, and physical manifestations directed toward a person, their property, or Jewish community institutions.



Psychology Content Standards	
<i>This course introduces students to the field of psychology, providing an opportunity to study the nature of psychological science. Learning targets align to general themes that show how psychological knowledge is interconnected and dependent on empirical data.</i>	
PS.1 The student will examine the foundations of psychology and its origins as an empirical science.	PS.1.1 Analyze the context and origins of psychology including the major approaches to psychology (e.g., cognitive-behavioral, psychoanalytic, cognitive) including major historical figures .
	PS.1.2 Describe the classifications and various subfields in psychology, including vocational applications such as counseling, industrial, clinical, experimental , and educational psychology.
	PS.1.3 Compare the appropriate application of experimental and non-experimental research methodologies (e.g., case study, correlation, meta-analysis , and naturalistic observation).
	PS.1.4 Identify and evaluate psychological concepts in representations of data, including tables, graphs, charts, figures, and diagrams.
	PS.1.5 Compare quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.
PS.2 The student will investigate the structure, biochemistry, and circuitry of the brain and the nervous system to understand their roles in affecting behavior.	PS.2.1 Identify and describe the structure and function of major brain systems, including the major parts of the brainstem , limbic system and cerebral cortex.
	PS.2.2 Identify the parts of a neuron and explain how the process of neural transmission affects behavior and mental processes.
	PS.2.3 Explain the processes of sensation, including the structures and functions of visual, auditory, kinesthetic/ vestibular , and chemical sensory systems.
PS.3 The student will describe physical, cognitive, social-emotional, and language development from conception	PS.3.1 Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.
	PS.3.2 Describe the theories of Jean Piaget, Lawrence Kohlberg, and Erik Erikson regarding human development.



through the latter stages of adulthood.	PS.3.3 Explain the social, cognitive and neurological factors in learning.
	PS.3.4 Identify and explain the major theories of learning including classical conditioning, operant conditioning, social learning theory, and insight learning.
	PS.3.5 Describe the process, organization, and factors that influence encoding, storing, retrieving and forgetting memories.
PS.4 The student will understand the principles of motivation and emotion.	PS.4.1 Explain how theories of motivation and emotion apply to behavior and mental processes.
	PS.4.2 Compare the predominant theories of motivation including drive-reduction, self-determination, instinct, conflicts, and sensation-seeking.
PS.5 The student will examine how psychological disorders are diagnosed, classified, and treated.	PS.5.1 Examine how psychologists use integrated approaches and evidence-based practices to understand and treat psychological disorders.
	PS.5.2 Describe the symptoms and possible causes of categories of mental disorders, including neurodevelopmental, schizophrenic spectrum, depressive, bipolar, anxiety, obsessive-compulsive, dissociative, trauma/stressor-related, eating, and personality disorders.
	PS.5.3 Describe the research and trends in the treatment of psychological disorders.
PS.6 The student will evaluate the many factors that promote mental health.	PS.6.1 Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.
	PS.6.2 Explain how physical, psychological, and social factors combine to promote overall health and well-being.
	PS.6.3 Examine the influence of the social situation on individual behavior and mental processes, including persuasion, conformity and obedience.



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	PS.6.4 Explain how biological, cognitive, environmental, and social factors can produce or influence emotional states, and how positive or negative emotions can affect thinking and action.
	PS.6.5 Explain how positive psychology approaches mental health, identifying factors that lead to well-being, including resilience, positive emotions and expressing gratitude.



Sociology Content Standards	
<i>Sociology is the study of social life, social change, and the social causes and consequences of human behavior. This course investigates the structure of groups, organizations, and societies and analyzes how people interact within these contexts.</i>	
S.1 The student will explain the sociological perspective and identify sociology as a scientific field of inquiry.	S.1.1 Describe the development of the field of sociology as a social science, including the contributions of leading theorists within sociology.
	S.1.2 Identify, differentiate among, and apply the major sociological theories (e.g., functionalist perspective, conflict theory, symbolic interactionism).
	S.1.3 Evaluate the strengths and weaknesses of the major methods of sociological research, including surveys and interviews, experiments, observations, content analysis, and research ethics.
	S.1.4 Apply the scientific method of inquiry on the study of society, including developing a hypothesis, and identifying independent and dependent variables.
S.2 The student will examine the influence of culture and the way cultural transmission is accomplished.	S.2.1 Describe culture and the components of culture, including norms and values, material and non-material culture, and explain the ways culture influences individuals.
	S.2.2 Explain the process of the social construction of the self and analyze how culture influences individuals, groups, and subcultures.
S.3 Students will examine the social construction of groups and their impact on individuals.	S.3.1 Describe the process of socialization, examining how social groups are composed and why individuals become members of or associate with different social groups.
	S.3.2 Describe various subcultures and countercultures and explain their influence according to sociological perspectives.
	S.3.3 Analyze how culture influences individuals, including the mechanisms of ethnocentrism, cultural relativity, and culture shock.
	S.3.4 Identify aspects of social structure, including social class, social status and roles, as well as their influences on individuals and groups.



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	S.3.5 Describe status as a component of social structure, including status sets, ascribed and achieved statuses, status symbols and master status.
S.4 The student will analyze the effects of social institutions on group behavior over the life course of individuals.	S.4.1 Evaluate the characteristics of primary and secondary groups, including their influence over the behavior, attitudes, and values of their members.
	S.4.2 Identify various reference groups and explain how they are used by individuals to evaluate themselves.
	S.4.3 Examine the influence of major social institutions, including family, education, religion, and the media.
	S.4.4 Examine the benefits of belonging to social groups, as well as the power of social groups over behavior and attitudes.
	S.4.5 Explain how and why social institutions and cultures change over time.
S.5 The student will analyze social problems that affect large numbers of people within a social system.	S.5.1 Analyze patterns of social stratification and their effects on individuals and groups.
	S.5.2 Describe social problems and distinguish between characteristics of a social problem versus an individual problem.
	S.5.3 Analyze patterns of behavior found within social problems and their implications for society (e.g., juvenile crime, long-term unemployment).
	S.5.4 Examine the extent to which individual and group responses influence potential resolutions to social problems.



Appendix: Social Studies Practices

I. Democratic Processes: Students will apply critical thinking skills to address authentic civic issues.				
K-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1. The student will demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.				
A. (K-1) Describe how people can work together to make decisions in the classroom and school.	A. (2-3) Explain how people make decisions in a democracy, using examples from their community and state.	A. (4-5) Explain how human experiences can shape a person's point of view about civic issues .	A. (6-8) Analyze why the acknowledgement of different perspectives can contribute to civil discourse and solutions to civic issues.	A. (9-12) Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues.
B. (K-1) Engage in democratic processes to address authentic, real-world problems in the classroom or school.	B. (2-3) Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state.	B. (4-5) Use a range of democratic procedures to discuss and make decisions about real-world problems in the community, region, and nation .	B. (6-8) Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school.	B. (9-12) Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts.
C. (K-1) Identify and discuss local problems and ways in which people are trying to address these problems.	C. (2-3) Describe a range of local and state problems and how communities and local governments are trying to address them .	C. (4-5) Explain challenges of the past and present and describe strategies used to address local, regional, or national problems.	C. (6-8) Use information to analyze how a specific problem can manifest itself in regional and global issues, describing options for solutions.	C. (9-12) Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.



2. The student will develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.				
A. (K-1) Collaboratively ask and respond to essential questions of common concerns to the student and community.	A. (2-3) Ask and respond to enduring essential questions of common concerns to the community and state.	A. (4-5) Ask and examine essential questions that are important to others, as well as enduring across social studies topics.	A. (6-8) Investigate and propose answers to essential questions representing complex enduring issues across the social studies disciplines.	A. (9-12) Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines.
B. (K-1) Use supporting questions to help guide learning of specific social studies content.	B. (2-3) Develop responses to supporting questions relevant to specific social studies content knowledge.	B. (4-5) Compare points of agreement from reliable information used to answer supporting questions related to social studies content.	B. (6-8) Answer supporting questions related to social studies content knowledge and make connections to different interpretations.	B. (9-12) Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge.
C. (K-1) Practice critical thinking skills by responding to various levels of open-ended questions.	C. (2-3) Reinforce critical thinking skills by regularly asking and responding to levels of open-ended questions.	C. (4-5) Demonstrate critical thinking skills by frequently developing and answering various depth of knowledge questions.	C. (6-8) Develop deeper critical thinking skills by questioning assumptions and identifying inconsistencies or errors in reasoning.	C. (9-12) Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyzing and explaining inconsistencies in reasoning.
D. (K-1) With guidance, demonstrate understanding of social studies content through completion of authentic tasks.	D. (2-3) Demonstrate understanding of social studies content through completion of authentic tasks and assessments.	D. (4-5) Reinforce understanding of social studies content through collaborative inquiries and the completion of authentic tasks and assessments.	C. (6-8) Demonstrate understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments.	D. (9-12) Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.



II. Social Studies Disciplinary-Based Practices:

Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies disciplines.

K-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1. The student will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.				
A. (K-1) Identify democratic principles such as equality, fairness, and respect for the law.	A. (2-3) Describe civic virtues and democratic principles such as equality, fairness, and respect for the law.	A. (4-5) Explain democratic principles in historic documents by identifying examples of civic virtues and principles at work in state and national settings .	A. (6-8) Compare and analyze civic virtues and democratic principles in historic and global settings , explaining how they influence political institutions.	A. (9-12) Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.
B. (K-1) Identify responsibilities of people in authority in school and community settings.	B. (2-3) Describe the basic structure of government at the local, state, and Tribal levels, including the importance of citizen participation.	B. (4-5) Explain the structure, responsibilities, and powers exercised by officials of the national government and describe ways informed citizens can and should participate.	B. (6-8) Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens.	B. (9-12) Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples.
C. (K-1) Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules.	C. (2-3) Explain the purposes of laws and government in the community and state, examining the role of elected officials in making laws.	C. (4-5) Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights.	C. (6-8) Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.	C. (9-12) Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
2. The student will develop skills which demonstrate an understanding of historical events and the people who shaped our history.				



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A. (K-1) Identify a primary source of information and with support, gather basic information (i.e., author, date, facts).	A. (2-3) Explain the difference between a primary and secondary source of information; gather basic information (i.e., author, date, facts).	A. (4-5) Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose.	A. (6-8) Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias.	A. (9-12) Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources.
B. (K-1) Identify point of view and examples relevant to the student's experiences.	B. (2-3) Define point of view and give examples relevant to the student's experiences.	B. (4-5) Compare perspectives of individuals and groups from different regions and experiences, including the past and present.	B. (6-8) Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era.	B. (9-12) Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events.
C. (K-1) Discuss possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support.	C. (2-3) Generate possible reasons for an event and draw conclusions from simple timelines by identifying immediate cause and effect relationships.	C. (4-5) Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information.	C. (6-8) Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.	C. (9-12) Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
3. The student will demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present.				
A. (K-1) Answer geographic questions using geographic information about the student's own community.	A. (2-3) Ask and answer geographic questions, using geographic information about the student's community and state.	A. (4-5) Answer geographic questions by organizing geographic information from historical as well as contemporary perspectives.	A. (6-8) Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events.	A. (9-12) Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present.



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B. (K-1) Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community.	B. (2-3) Describe the community and state's human and physical environment by creating and using maps, graphs, and other geographic models, including aerial photography.	B. (4-5) Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations.	B. (6-8) Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions.	B. (9-12) Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present.
C. (K-1) Identify and discuss how the physical environment impacts our daily lives and affects human activities.	C. (2-3) Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.	C. (4-5) Explain how environmental factors affected historical events and continue to impact contemporary human activities.	C. (6-8) Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.	C. (9-12) Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
4. The student will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.				
A. (K-1) Collaboratively gather simple economic data from graphs.	A. (2-3) Gather basic economic data from various types of graphs and charts.	A. (4-5) Interpret and draw conclusions from economic data on charts and graphs.	A. (6-8) Analyze, interpret, and compare economic data from multiple charts and graphs.	A. (9-12) Evaluate economic data from charts and graphs, noting trends and making predictions.
B. (K-1) Identify needs and wants, including the concept of freedom of choice.	B. (2-3) Describe freedom of choice when determining needs and wants in a free market, including costs and benefits resulting from economic decisions.	B. (4-5) Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples.	B. (6-8) Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy.	B. (9-12) Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues.
C. (PK-1) Identify examples of the goods	C. (2-3) Describe examples of the goods	C. (4-5) Analyze the importance of innovation	C. (6-8) Explain how technology and trade impact	C. (9-12) Evaluate the impact, both intended and



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and services that school and community workers provide.	and services that local and state governments provide, explaining why people trade.	and entrepreneurship in a market economy.	standard of living and economic interdependence, using historical or contemporary examples.	unintended, of government policies on market outcomes at national and global levels, past and present.

III. Critical Reading and Interpretation of Informational Sources:

Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.

K-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1. The student will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.				
A. (PK-1) Locate the topic or main idea and supporting details of a text.	A. (2-3) Summarize and the main idea and locate supporting details of a text (e.g., primary and secondary sources).	A. (3-4) Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text.	A. (6-8) Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.	A. (9-12) Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.
B. (PK-1) Use titles and graphic features, including photographs and illustrations, to understand a text.	B. (2-3) Use graphic features of a text (e.g., photographs, titles, headings, subheadings, charts, graphs, illustrations) to understand content.	B. (4-5) Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images, artwork) to answer a question.	B. (6-8) Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons, artwork) with textual information from primary and secondary sources to draw conclusions.	B. (9-12) Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos, artwork) in order to draw conclusions and defend arguments.
2. The student will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives.				

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A. (PK-1) Identify the author's purpose, with guidance and support.	A. (2-3) Determine the author's purpose, including what the author wants to answer, explain, or describe in informational texts.	A. (4-5) Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved.	A. (6-8) Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.	A. (9-12) Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose.
B. (PK-1) Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how).	B. (2-3) Locate facts (e.g., who, what, where, when, why, how) to demonstrate an understanding of key details in a text.	B. (4-5) Distinguish fact from opinion in nonfiction text and investigate facts for accuracy.	B. (6-8) Evaluate textual evidence to determine whether a claim is substantiated.	B. (9-12) Evaluate author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue.
C. (PK-1) Ask and answer basic questions and engage in collaborative discussions about appropriate topics.	C. (2-3) Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.	C. (4-5) Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings.	C. (6-8) Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.	C. (9-12) Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.

IV. Evidence-Based Writing:

Students will develop a variety of evidence-based written products designed for multiple purposes.

K-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
1. The student will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.				
A. (PK-1) Draw, label, dictate, and write an informative product	A. (2-3) Compose informative written products, focusing on	A. (4-5) Compose informative written products by introducing	A. (6-8) Compose informative essays and other written products using and citing	A. (9-12) Compose informative essays and written products, developing a



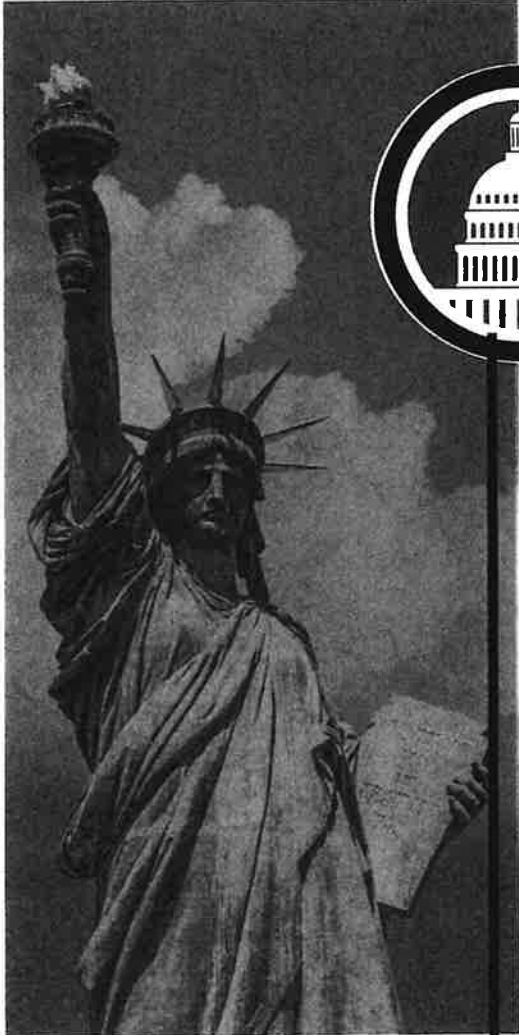
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with guidance and support.	the facts about a topic, including a main idea with supporting details.	and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure.	evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure.	thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure.
B. (PK-1) With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.	B. (2-3.3) Express an opinion about a topic by composing a written product and providing logical reasons as support.	B. (4-5) Clearly state an opinion through written products, supported by examples, details, and reasoning.	B. (6-8) Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources.	B. (9-12) Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
2. The student will engage in authentic research to acquire, refine, and share knowledge through written presentations and products.				
A. (PK-1) With guidance and support, generate a list of topics of interest and questions about social studies.	A. (2-3) Generate a list of topics of interest and individual questions about a specific topic in social studies.	A. (4-5) Formulate a viable research question related to expanding knowledge of social studies concepts.	A. (6-8) Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims.	A. (9-12) Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.
B. (PK-1) Organize information found during group research, using graphic organizers and other aids with guidance and support.	B. (2-3) Organize information found during group or individual research, using graphic organizers or other aids.	B. (4-5) Organize information from research, quoting accurately from the source and avoiding plagiarism.	B. (6-8) Quote, paraphrase, and summarize findings, avoiding plagiarism.	A. (9-12) Integrate quotes and summaries of research findings into written products while avoiding plagiarism.
C. (PK-1) With guidance and support, create a simple	C. (2-3) Create a simple presentation to communicate ideas and	C. (4-5) Create presentations or products which summarize research	C. (6-8) Organize and create presentations or products using research from a variety	C. (9-12) Construct presentations or products for a designated audience, using



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presentation to communicate ideas and thoughts.	thoughts gathered from research.	findings from two or more sources.	of formats and encompassing different points of view.	research and reasoning to enhance understanding of a topic or issue.



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Oklahoma Academic Standards for Social Studies

Introduction

The Oklahoma Academic Standards for Social Studies is the result of the contributions of **social studies** educators, representatives of higher education, Tribal representatives, and community members. This document reflects a **balanced synthesis** of the work of all members of the Oklahoma Academic Standards for Social Studies Writing and Review Committees.

The standards specify what students should know and be able to do as learners of **social studies** at the **end of** each grade level or social studies course. The order of the standards at any grade level is not meant to imply a **sequence** of topics and should **be** considered flexible for the organization of any course.

Standards Overview

Having a literate citizenry rests on a commitment to and practice of democratic values and the practice of them. It requires the ability to use knowledge about one's community, nation, and world, apply critical thinking and reasoning practices, and employ skills of data analysis, collaboration, decision-making, and problem-solving. Young people who are knowledgeable, skillful, and committed to democracy are necessary to sustain the democratic way of life.

The Oklahoma Academic Social Studies Standards will provide students with a **vigorous social studies** education, encouraging and enabling each student to acquire a core of basic knowledge, an array of useful skills, and a **way of thinking** drawn from its related academic disciplines. Thus equipped, students are prepared to become informed and contributing citizens in this constitutional republic – the United States of America.



The standards are composed of two primary components: **Content Standards** and **Social Studies Practices**. The Content Standards designate specific learning targets at each **grade level or course**. These Content Standards are derived from the major disciplines of the social sciences: Civics, History, Geography, and Economics. The Social Studies Practices define basic skills and interdisciplinary tools to prepare students for college, career, and civic life. These **Practices** are meant to be integrated with the instruction of Content Standards at each grade level.



Social Studies Content Strands Overview

Social Studies is a systematic and coordinated discipline designed to promote civic competence by drawing upon four content strands: Civics, History, Geography, and Economics. These strands draw from all fields of study related to the social sciences to provide a framework used in the development of the content standards for social studies. They are to be addressed through an integrated program from grades Pre-K through 12, as appropriate at each level. While at some grades and for some courses, specific strands will be more dominant than others, all strands are represented and interrelated in the standards for each grade and course.

Strand 1: Civics

Civics is defined as the study of the rights, responsibilities, and duties of citizens, including an understanding of their role in American government. This strand helps students understand the essential principles and workings of their political system, as well as the relationship of American leadership and influence in world affairs. The goal of civics is to develop literate, informed, competent, and responsible citizens who are politically aware and committed to the fundamental values and principles of American constitutional democracy.

Strand 2: History

History focuses on the written record of human experience revealing how individuals and societies developed institutions, philosophies, and cultures, as well as how they resolved their problems. A balanced study of history helps students understand the how and why of the challenges and successes of past societies. By studying the choices and decisions of the past, students can confront today's problems with a deeper awareness of alternatives and likely consequences.

Strand 3: Geography

The study of Geography emphasizes the asking of geographic questions in order to understand the relationship of humans to their environment. Geography examines the study of the Earth's surface, the connections between people and places, and the ways people both adapt to and modify their environment. As a discipline, geography provides the necessary skills to help students answer questions about the influence of the environment on human development in the past, present, and future.

Strand 4: Economics

Economics provides students with an understanding of how individuals, communities, states, and nations allocate both scarce and abundant resources. A clear understanding of economics enables students to comprehend the various competing economic ideas and forces that affect them every day, measure the impact of each, and evaluate the consequences of personal decisions and public policies. As a discipline, economics provides an understanding of how a market economy effectively functions, while preparing them to be producers, consumers, and citizens.



Social Studies Practices Overview

The Social Studies Practices reflect the key skills and disciplinary tools to prepare students for college, career, and civic life. The practices are meant to be integrated with the instruction of content standards and are designed to support student mastery of the content through a progression of skills PK-12. These four practices are defined broadly below and further delineated in each grade level, as well as presented in a grade-band table (see Appendix).

Engage in Democratic Processes

Understanding the importance of critical questioning to solve real world problems.

Students will develop and respond to essential and supporting questions to frame independent investigations of the past and present.
Students will gain knowledge of the principles and foundations of American democracy to participate in civic processes.

Disciplinary-Based Practices to Acquire, Apply, and Evaluate Evidence

Understanding and using strategies to analyze evidence in the four disciplines (strands) of the social studies.

Students will evaluate civic, historical, geographic, and economic information related to major social studies topics.
Students will draw conclusions from factual information to formulate informed decisions, essential to participating as responsible citizens.

Read Critically and Interpret Information Sources

Understanding the purpose of engaging with text.

Students will evaluate written text, identifying purpose and point of view as presented in a variety of primary and secondary sources.
Students will read historical and contemporary texts to engage in collaborative discussion, while applying learned principles and ideas.

Engage in Evidence-Based Writing

Understanding the multiple purposes of the writing process.

Students will develop written products designed for a variety of social studies-related investigations.
Students will research and integrate evidence to demonstrate their understanding and support their opinion.



Pre-Kindergarten Social Studies

Pre-Kindergarten students are introduced to the four disciplines ("strands") comprising the social sciences: Civics, History, Geography, and Economics. Through exploratory learning experiences, students will begin to grasp what it means to be a citizen and contributing member of American society.

Practice Standards: Grades PK-1

PK.1. Students will apply critical thinking skills to address authentic civic issues.	PK.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Describe how people can work together to make decisions in the classroom and school. B. Engage in democratic processes to address authentic, real-world problems in the classroom. C. Identify and discuss local problems and ways in which people are trying to address these problems.
	PK.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Collaboratively ask and respond to essential questions of common concerns to the student and community. B. Use supporting questions to help guide learning of specific social studies content. C. Practice critical thinking skills by responding to various levels of open-ended questions. D. With guidance, demonstrate understanding of social studies content through completion of authentic tasks.
PK.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	PK.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Identify democratic principles such as equality, fairness, and respect for legitimate authority. B. Identify responsibilities of people in authority in school and community settings. C. Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules.
	PK.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history.

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	A. Identify a firsthand account (primary source) of information and with support, gather basic information. B. Identify point of view and examples relevant to the student's experiences. C. Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support.
	PK. 2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions using geographic information about the student's own community. B. Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community. C. Identify how the physical environment impacts our daily lives and affects human activities.
	PK. 2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Collaboratively gather simple economic data from graphs. B. Identify needs and wants, including the concept of freedom of choice. C. Identify examples of the goods and services that school and community workers provide.
PK.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	PK.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Locate the topic and supporting details of a text. B. Use titles and graphic features, including photographs and illustrations, to understand a text.
	PK.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Identify the author's purpose, with guidance and support. B. Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how). C. Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text.
PK.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	PK.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Draw, label, dictate, and compose an informative product with guidance and support. B. With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.



	PK.4.2 Engage in authentic research to acquire, and share knowledge through presentations and products. A. With guidance and support, generate a list of topics of interest and questions about social studies. B. Organize information found during group research, using graphic organizers and other aids with guidance and support. C. With guidance and support, create a simple presentation to communicate ideas and thoughts.
Pre-Kindergarten Content Standards	
PK.1 The student will understand and demonstrate traits of good citizenship.	PK-1.1.1 Describe the importance of rules and personal responsibilities, including working together while listening to others to make decisions as a member of a family and classroom community.
	PK-1.1.2 Explain the need to respect the equal dignity of individuals in their class and community.
	PK-1.1.3 Describe the concept of patriotism , citizenship and the traits of being a good citizen (e.g., respect for others' rights and property, obedience to rules).
	PK-1.1.4 Identify the United States and the Oklahoma flags as symbols of the nation and the state.
PK.2 The student will understand the importance of the study of history.	PK-1.2.1 Explain history as the events that happened to people of other times and places.
	PK-1.2.2 Describe how and why we honor people and events of the past (e.g., national holidays and naming of schools).
	PK-1.2.3 Use words and phrases (e.g., before and after) as they relate to chronology and time in order to explain how things change.
	PK-1.2.4 Explain that lessons can be learned from the past and from decisions that people have made in the past.
PK.3 The student will examine the basic concepts of physical and human geography.	PK-1.3.1 Explain that a map represents a drawing of a place.
	PK-1.3.2 Use basic directional terms in relation to the student's relative location (e.g., near, far, between, across).



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	PK-1.3.3 Describe the classroom as both a geographic place and a community of people.
	PK-1.3.4 Identify family customs and traditions as basic elements of culture, using examples from the school and community.
PK.4 The student will identify basic economic concepts.	PK-1.4.1 Identify basic needs that all people share (e.g., clothing, shelter, food).
	PK-1.4.2 Explain how people's needs are met through work or trade.
	PK-1.4.3 Explain how resources are used by people to meet their needs.
	PK-1.4.4 Describe how the work of various school personnel provides needed services for students.
	PK-1.4.5 Identify the differences between buyers and sellers, using examples relevant to student experiences.



Kindergarten Social Studies	
<i>Kindergarten students continue their exploration of basic concepts as they relate to the four strands of social studies: Civics, History, Geography, and Economics by making simple connections to their own experiences in the classroom, school, and neighborhood.</i>	
Practice Standards: Grades PK-1	
K.1 Students will apply critical thinking skills to address authentic civic issues.	PK-1.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Describe how people can work together to make decisions in the classroom and school. B. Engage in democratic processes to address authentic, real-world problems in the classroom. C. Identify and discuss local problems and ways in which people are trying to address these problems.
	PK-1.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Collaboratively ask and respond to essential questions of common concerns to the student and community. B. Use supporting questions to help guide learning of specific social studies content. C. Practice critical thinking skills by responding to various levels of open-ended questions. D. With guidance, demonstrate understanding of social studies content through completion of authentic tasks.
K.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	PK-1.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Identify democratic principles such as equality, fairness, and respect for legitimate authority. B. Identify responsibilities of people in authority in school and community settings. C. Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules.
	PK-1.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Identify a primary source of information and with support, gather basic information (i.e., author, date, facts).



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	B. Identify point of view and examples relevant to the student's experiences. C. Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support.
	PK-1.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions using geographic information about the student's own community. B. Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community. C. Identify how the physical environment impacts our daily lives and affects human activities.
	PK-1.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Collaboratively gather simple economic data from graphs. B. Identify needs and wants, including the concept of freedom of choice. C. Identify examples of the goods and services that school and community workers provide.
K.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	K.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Locate the topic or main idea and supporting details of a text. B. Use titles and graphic features, including photographs and illustrations, to understand a text. K.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Identify the author's purpose, with guidance and support. B. Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how). C. Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text.
K.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	PK-1.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Draw, label, dictate, and write an informative product with guidance and support. B. With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.

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	PK-1.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. With guidance and support, generate a list of topics of interest and questions about social studies. B. Organize information found during group research, using graphic organizers and other aids with guidance and support. C. With guidance and support, deliver a simple presentation to communicate ideas and thoughts.
Kindergarten Content Standards	
K.1 The student will understand and demonstrate traits of good citizenship.	K.1.1 Describe the importance of being a member of a family, class, and school by explaining the purpose of rules and laws, how everyone should be treated the same under the law, and why natural consequences are the result of one's choices.
	K.1.2 Describe authority figures in the school and community (e.g., principal, police officers) including why they are needed.
	K.1.3 Identify ways that individuals can be patriotic and contributory members of the community (e.g., participate in community service projects, show respect for authority, demonstrate fairness).
	K.1.4 Identify the importance of United States symbols, such as the Statue of Liberty, and how they are used to represent common ideals of Americans.
	K.1.5 Identify the purpose of the Pledge of Allegiance and exhibit appropriate flag etiquette.
K.2 The student will understand the impact of historical events and people.	K.2.1 Identify past events that have occurred in the community (e.g., celebrations or festivals, famous people, founding stories, significant events, leaders who made a difference).
	K.2.2 Identify how the United States flag is a symbol of our country and its people, explaining the symbolism of its stripes (representing the first colonies and states) and its stars (representing the current states).
	K.2.3 Explain that different types of sources can be used to learn about the past (e.g., photographs, maps, books, artifacts, songs, oral histories, and art).
	K.2.4 Use words and phrases related to the concept of chronology (e.g., before, after; yesterday, today, tomorrow) to explain the concept of change over time.



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	K.2.5 Explain how people and the environment change over time (e.g., humans growth, construction of roads and homes).
K.3 The student will identify and examine the basic concepts of physical and human geography.	K.3.1 Ask geographic questions about where places are located and why they are located there.
	K.3.2 Explain that a map is a drawing of a place, as viewed from above.
	K.3.3 Construct basic maps of the classroom, school, and neighborhood.
	K.3.4 Identify basic cardinal directions and terms used to describe relative location.
	K.3.5 Distinguish between land and water on a map.
	K.3.6 Explain that the school is part of a larger community and describe the features of the neighborhood around the school.
	K.3.7 Explain that one's community is within the state of Oklahoma and identify the state of Oklahoma on a map of the United States .
	K.3.8 Describe what makes one's community alike or different from other communities by comparing family and community customs and traditions.
K.4 The student will identify basic economic concepts.	K.4.1 Differentiate between a need and a want by explaining that a need is necessary for survival while a want is something desired.
	K.4.2 Explain the difference between a good and a service, including how they are used to meet needs and wants.
	K.4.3 Identify examples of goods used by children, families and communities (e.g., food, toys, clothing), drawing conclusions about where they come from and how they connect us to other communities.
	K.4.4 Identify examples of services provided by community members (e.g., medical care, fire protection, law enforcement, military service, elected officials).



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	K.4.5 Explain the purpose of money and the relationship between work and earning money.
	K.4.6 Identify ways that people use their money, including spending on needs and wants, saving, and contributing to the community.



Grade 1 Social Studies	
<i>Students begin more formal studies of the four strands of the social sciences: Civics, History, Geography, and Economics by explaining how understanding of each can help them become effective citizens in their communities.</i>	
Practice Standards: Grades PK-1	
1.1 Students will apply critical thinking skills to address authentic civic issues.	PK-1.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Describe how people can work together to make decisions in the classroom and school. B. Engage in democratic processes to address authentic, real-world problems in the classroom. C. Identify and discuss local problems and ways in which people are trying to address these problems.
	PK-1.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Collaboratively ask and respond to essential questions of common concerns to the student and community. B. Use supporting questions to help guide learning of specific social studies content. C. Practice critical thinking skills by responding to various levels of open-ended questions. D. With guidance, demonstrate understanding of social studies content through completion of authentic tasks.
1.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	PK-1.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Identify democratic principles such as equality, fairness, and respect for legitimate authority. B. Identify responsibilities of people in authority in school and community settings. C. Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules.
	PK-1.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Identify a primary source of information and with support, gather basic information (i.e., author, date, facts).



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	B. Identify point of view and examples relevant to the student's experiences. C. Explain possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support.
	PK-1.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions using geographic information about the student's own community. B. Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community. C. Identify how the physical environment impacts our daily lives and affects human activities.
	PK-1.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Collaboratively gather simple economic data from graphs. B. Identify needs and wants, including the concept of freedom of choice. C. Identify examples of the goods and services that school and community workers provide.
1.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	PK-1.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Locate the topic or main idea and supporting details of a text. B. Use titles and graphic features, including photographs and illustrations, to understand a text.
	PK-1.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Identify the author's purpose, with guidance and support. B. Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how). C. Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text.
1.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	PK-1.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Draw, label, dictate, and write an informative product with guidance and support. B. With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.



	PK-1.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. With guidance and support, generate a list of topics of interest and questions about social studies. B. Organize information found during group research, using graphic organizers and other aids with guidance and support. C. With guidance and support, create a simple presentation to communicate ideas and thoughts.
Grade 1 Content Standards	
1.1 The student will analyze their role as a citizen in a community.	1.1.1 Identify the basic purposes of government and explain how governments protect citizens' rights and liberty, while providing for the common good.
	1.1.2 Define a democracy as a form of government in which citizens vote on laws and explain how a representative democracy provides citizens the right to vote through elections for fellow citizens to make laws.
	1.1.3 Explain how written laws allow people to understand the law and how leaders elected by citizens make laws for the protection of people and their property .
	1.1.4 Define the concept of civic duty , identifying characteristics of responsible citizenship in a democracy (e.g., respect for and obedience to laws , voting, self-reliance, and volunteerism).
	1.1.5 Describe how citizens within communities work together to accomplish common tasks, using examples relevant to student experiences .
	1.1.6 Explain patriotic traditions that unite citizens. A. Explain the purpose and meaning of The Pledge of Allegiance and the significance of the phrase "under God." B. Explain the purpose and the meaning of the Oklahoma pledge. C. Describe appropriate flag etiquette for both the national and state flags. D. Explain appropriate ways to show respect during the playing of the national anthem, "The Star-Spangled Banner," by Francis Scott Key. E. Examine ways citizens can demonstrate patriotism, including military service, honoring veteran cemeteries, and celebrating Independence Day.



Oklahoma Academic Standards for Social Studies

	F. Explain how we celebrate our nation and its history through patriotic songs (e.g., "My Country, 'tis of Thee," "God Bless America").
	1.1.7 Identify and explain the meaning of the United States' official motto, "In God we trust," including the importance of religion to American people.
	1.1.8 Using biographies from early American history, explain historical examples of patriotism, public service, and civic virtue as exemplified by the Founders of the American republic, including A. Science (e.g., Benjamin Franklin, Meriwether Lewis, William Clark) B. Military Service (e.g., George Washington, John Paul Jones, Nathan Hale, Davy Crockett) C. Statesmanship (e.g., Chief Powhatan, Thomas Jefferson, James Madison).
1.2 The student will examine how we learn from the important events and people of the past.	1.2.1 Describe and explain the meaning of important symbols of the United States (e.g., Bald Eagle, Liberty Bell) and examine how American symbols, holidays, and celebrations help to develop a shared sense of history and community.
	1.2.2 Identify primary sources (e.g., letters, photographs, diaries, newspapers, official papers) and explain how they help us learn about the past through firsthand accounts.
	1.2.3 Read and construct basic timelines of related events to demonstrate an understanding of the concept of chronology, as well as cause and effect relationships.
	1.2.4 Compare ways individuals and groups in the local community and region lived in the past with how they live today (e.g., housing, communication, transportation, occupations).
	1.2.7 Explain how American Indians played a role in their original homelands and thrive in Tribal communities today.
	1.2.8 Explain how Americans from different cultural backgrounds immigrated to the United States, comprising and contributing their traditions to our national heritage.
	1.2.9 Identify stories from ancient Israel that influenced the American colonists, the Founders, and American culture (e.g., David and Goliath, Moses and the Ten Commandments).



Oklahoma Academic Standards for Social Studies

1.3 The student will demonstrate knowledge of basic geographic concepts.	1.2.10 Identify stories about ancient Greece and Rome that informed the American colonists, the Founders, and American culture (e.g., democratic city-states, voting on public laws).
	1.2.11 Describe the contributions of people and groups commemorated on national holidays (e.g., Veterans' Day, Thanksgiving, Presidents' Day, Dr. Martin Luther King, Jr. Day, Independence Day).
	1.3.1 Explain that a globe is a model of the Earth and that maps can be used to represent local places or specific regions of the state and nation.
	1.3.2 Describe the difference between physical and political maps and how each can be used to inform about the world.
	1.3.3 Construct maps of specific places, such as the community and state, and describe the relative location of physical and human features.
	1.3.4 Distinguish between landmasses and bodies of water on a map and globe, identifying the continent of North America and the countries and oceans bordering the United States.
	1.3.5 Identify cardinal directions and use them to identify specific locations on a map and globe, including the location of the national capital, Washington, D.C., and the Oklahoma state capital.
	1.3.6 Identify natural resources (e.g., water, soil, vegetation, minerals) and describe how people use natural resources to meet their needs and wants.
	1.3.7 Identify ways in which people adapt to the world around them (e.g., specific clothing for different climates, storm shelters).
	1.3.8 Identify how the physical environment of the community has been modified to meet specific needs (e.g., agricultural crops, forestry, dams).
	1.3.9 Describe how the physical environment affects occupational and recreational opportunities in the local community and region.
	1.3.10 Define culture and identify the elements of culture (e.g., language, customs, religion, food, clothing), using examples relevant to student experiences.

EXHIBIT B



Oklahoma Academic Standards for Social Studies

1.4 The student will describe the characteristics of free enterprise.	1.4.1 Explain how Americans are free to make choices about what to buy and that choices are necessary because they cannot have everything they want.
	1.4.2 Differentiate between natural resources and human-made products .
	1.4.3 Explain how goods are produced from natural resources using human labor, identifying examples of goods and services that people in the local community produce (e.g., agricultural products, oil and gas, aerospace industry).
	1.4.4 Explain how people are paid for their labor and how some people own their own businesses to earn money.
	1.4.5 Compare the roles of consumers and producers in the American economy and explain how individuals are both producers and consumers .
	1.4.6 Explain the costs and benefits of spending and saving in order to meet one's needs and wants.
	1.4.7 Describe how setting goals and creating a budget helps people obtain their needs and wants.
	1.4.8 Explain how historical American inventors and entrepreneurs used their ideas to help others (e.g., Benjamin Franklin, Benjamin Banneker, Sequoyah, John Deere, Alexander Graham Bell, Orville and Wilbur Wright, Thomas Edison).



Grade 2 Social Studies	
<i>Building the necessary skills and engaging in social studies practices, students will begin to apply their understanding of the four strands of social studies: Civics, History, Geography, and Economics. Using examples from the community, state, and nation, students will continue to define and explore the roles and responsibilities of citizenship through primary and secondary sources, as well as literature and the arts.</i>	
Practice Standards: Grades 2-3	
2.1 Students will apply critical thinking skills to address authentic civic issues.	2.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Explain how people make decisions in a democracy , using examples from their community and state. B. Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state . C. Describe a range of local and state problems and how communities and local governments are trying to address them.
	2.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Ask and respond to enduring essential questions of common concerns to the community and state. B. Develop responses to supporting questions relevant to specific social studies content knowledge. C. Reinforce critical thinking skills by regularly asking and responding to levels of open-ended questions. D. Demonstrate understanding of social studies content through completion of authentic tasks and assessments.
2.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	2.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Describe civic virtues and democratic principles such as equality, fairness, and respect for legitimate authority. B. Describe the basic structure of government at the local, state, and Tribal levels, including the importance of citizen participation C. Explain the purposes of laws and government in the community and state, examining the role of elected officials in making laws.



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	2.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Explain the difference between a primary and secondary source of information; gather basic information (i.e., author, date, facts). B. Define point of view and give examples relevant to the student's experiences. C. Generate possible reasons for an event and draw conclusions from simple timelines by identifying immediate cause and effect relationships.
	2.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Ask and answer geographic questions, using geographic information about the student's community and state. B. Describe the community and state's human and physical environment by creating and using maps, graphs, and other geographic models, including aerial photography. C. Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.
	2.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Gather basic economic data from various types of graphs and charts. B. Describe freedom of choice when determining needs and wants in a free market, including costs and benefits resulting from economic decisions. C. Describe examples of the goods and services that local and state governments provide, explaining why people trade.
2.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	2.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Summarize the main idea and locate supporting details of a text (e.g., primary and secondary sources). B. Use graphic features of a text (e.g., photographs, titles, headings, subheadings, charts, and graphs) to understand content.
	2.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine the author's purpose, including what the author wants to answer, explain, or describe in informational texts.



Oklahoma Academic Standards for Social Studies

	B. Locate facts (e.g., who, what, where, when, why, how) to demonstrate an understanding of key details in a text. C. Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.
2.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	2.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details. B. Express an opinion about a topic by composing a written product and providing logical reasons as support.
	2.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Generate a list of topics of interest and individual questions about a specific topic in social studies. B. Organize information found during group or individual research, using graphic organizers or other aids. C. Create a simple presentation to communicate ideas and thoughts gathered from research.
Grade 2 Content Standards	
2.1 The student will explain the importance of the basic principles that provide the foundation of the American system of government.	2.1.1 Describe the fundamental principles of American democracy, including liberty, equality, fair treatment, and respect for the property of others; define justice as treating others fairly and identifying examples of justice from personal experience, history, and children's literature.
	2.1.2 Explain how a free people form a government to better protect their lives, property, and freedoms, as expressed in the Preamble to the Constitution of the United States.
	2.1.3 Identify America as a representative democracy in which the people elect representatives to make, enforce, and interpret laws, and who are equally bound to obey the Constitution.
	2.1.4 Describe how the Constitution of the United States outlines the structure of the three branches of our national government.
	2.1.5 Identify the basic roles of national leaders including the President of the United States, members of the United States Congress, and justices of the Supreme Court



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	2.1.6 Explain that governments exist at the local, state, national , and Tribal levels to represent the needs of the people, make and enforce laws, and help resolve conflicts , receiving their authority from the people.
	2.1.7 Explain how American Indian Nations are a self-governing people who make decisions through Tribal representatives in order to meet the needs of their citizens, land, and resources.
	2.1.8 Explain how individual liberties are protected by the Bill of Rights, using examples from the First Amendment focusing on freedom of speech and religious expression.
	2.1.9 Explain how all people can play important and responsible roles in their community through making good choices, obedience to laws, volunteering , and working in public service (e.g., law enforcement, fire and rescue, public education).
	2.1.10 Describe the responsibility of paying taxes and explain how taxes are used to provide community services (e.g., fire and police protection , schools, roads, parks and recreation).
	2.1.11 Using biographies from classical ancient history , examine how leaders can teach lessons about citizenship and democracy (e.g., Cincinnatus: public service).
	2.1.12 Using biographies, identify Americans who exhibit the characteristics of patriotism, public service, and leadership in government.
	2.1.13 Examine the meanings of the national motto, "In God we trust," to the phrase, "E Pluribus Unum" ("Out of many, one") found on the Great Seal of the United States.
2.2 The student will examine the history of significant events and individuals who impacted our nation and the world.	2.2.1 Compare perspectives of people in the past to people in the present and explain the importance of considering multiple viewpoints.
	2.2.2 Explain the benefits of using both primary sources (e.g., diaries, documents, photographs, oral accounts) and secondary sources (e.g., textbooks, films, literature) to understand a past or current event.
	2.2.3 Explain reasons why past events happened and the changes they created by identifying the cause(s) and describing the effect(s) of an historical event.



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	2.2.4 Describe why people from various places and cultures have migrated to the United States (e.g., improved quality of life, economic opportunities, individual freedom).
	2.2.5 Identify stories from Christianity that influenced the American colonists, Founders, and culture, including the teachings of Jesus of Nazareth (e.g., the "Golden Rule," the Sermon on the Mount).
	2.2.6 Research biographies of notable Americans who exhibited civic virtues by describing how each individual contributed to the welfare and betterment of the nation. A. Science and Technology (e.g., Jonas Salk, Neil Armstrong) B. Leadership (e.g., Chief Joseph, Rosa Parks, Cesar Chavez) C. Public Service (e.g., Harriet Tubman, Clara Barton)
	2.2.7 Examine how different virtues guided the lives of people who made a positive difference in their communities around the world (e.g., Winston Churchill , Mahatma Gandhi, Nelson Mandela).
	2.2.8 Identify the contributions of people and groups who have shaped our history and explain how they are honored by national holidays (e.g. , Veterans' Day, Thanksgiving , Presidents' Day, Dr. Martin Luther King, Jr. Day, Constitution Day, Memorial Day, Independence Day).
2.3 The student will describe the physical and human characteristics of their environment.	2.3.1 Construct and use basic physical and political maps, including a legend and compass rose, and explain how symbols are used to represent physical features and man-made structures on a map.
	2.3.2 Describe the relative location of the student's community to major metropolitan centers of the state, using cardinal and intermediate directions.
	2.3.3 Identify basic types of major landforms and bodies of water on physical maps.
	2.3.4 Construct basic physical maps indicating the continents and oceans of the world, explaining the difference between a continent and a country.
	2.3.5 Describe the location of places on a map and globe, using basic grid systems.
	2.3.6 Ask geographic questions about where places are located and why they are located there.



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	2.3.7 Examine how weather patterns, seasons, climate, and the physical features of a place can affect where and how people live.
	2.3.8 Compare the characteristics of land use in urban and rural environments (e.g., agricultural and recreational purposes, manufacturing, shopping, community buildings , schools, forms of transportation).
	2.3.9 Explain and describe human interaction with the environment by describing how humans both adapt to (e.g., clothing, housing, food choices) and modify it (e.g., farming, irrigation, mining, water reservoirs, construction of homes, businesses, highways) to meet their needs.
	2.3.10 Examine cultural traits of families and communities , understanding that while culture makes us unique all cultures share common features (e.g., language, customs , religious beliefs, economic activities, traditional clothing, shelter).
2.4 The student will understand basic economic concepts of a free market.	2.4.1 Describe how Americans live and work in a free market where they can make decisions about their work, what they want to produce, and what they want to buy .
	2.4.2 Explain how goods are produced by using natural resources (e.g., water, soil, wood, coal), human resources (e.g., people at work), and capital resources (e.g., machines, tools, computers, buildings).
	2.4.3 Explain that goods and services can be purchased by consumers using both money and credit.
	2.4.4 Explain how prices of goods and services are affected by supply and demand, using examples relevant to student experiences .
	2.4.5 Explain that scarcity is a condition of not being able to have all of the goods and services that a person wants or needs.
	2.4.6 Define trade and explain how trade can lead to interdependence among people and communities.
	2.4.7 Identify and describe financial institutions in the community, such as banks, as businesses that provide services to help people manage and save their earnings.



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2.4.8 Use biographies of American inventors and entrepreneurs, explaining how their ideas and work helped the nation grow (e.g., Robert Fulton, Samuel Morse, George Washington Carver, Luther Burbank, Madam C.J. Walker, Henry Ford).

2.4.9 Examine how inventors from other nations and other times made a difference in the way people live today (e.g., Leonardo da Vinci, Marie Curie, Albert Einstein).



Grade 3 Social Studies: Oklahoma Studies	
<i>Students will examine the four strands of social studies: Civics, History, Geography, and Economics through the study of the state of Oklahoma. Content to be mastered focuses on selected periods of state history, the basic structure and authority of local, state, and Tribal governments, the physical environments within the state, and the cultures who have settled here. In addition, students examine how state resources have created opportunities for economic growth.</i>	
Practice Standards: Grades 2-3	
3.1 Students will apply critical thinking skills to address authentic civic issues.	3.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Explain how people make decisions in a democracy , using examples from their community and state. B. Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state . C. Describe a range of local and state problems and how communities and local governments are trying to address them.
	3.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Ask and respond to enduring essential questions of common concerns to the community and state. B. Develop responses to supporting questions relevant to specific social studies content knowledge. C. Reinforce critical thinking skills by regularly asking and responding to levels of open-ended questions. D. Demonstrate understanding of social studies content through completion of authentic tasks and assessments.
3.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	3.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Describe civic virtues and democratic principles such as equality, fairness, and respect for legitimate authority. B. Describe the basic structure of government at the local, state, and Tribal levels, including the importance of citizen participation C. Explain the purposes of laws and government in the community and state, examining the role of elected officials in making laws.



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	3.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Explain the difference between a primary and secondary source of information; gather basic information (i.e., author, date, facts). B. Define point of view and give examples relevant to the student's experiences. C. Generate possible reasons for an event and draw conclusions from simple timelines by identifying immediate cause and effect relationships.
	3.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Ask and answer geographic questions, using geographic information about the student's community and state. B. Describe the community and state's human and physical environment by creating and using maps, graphs, and other geographic models, including aerial photography. C. Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.
	3.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Gather basic economic data from various types of graphs and charts. B. Describe freedom of choice when determining needs and wants in a free market, including costs and benefits resulting from economic decisions. C. Describe examples of the goods and services that local and state governments provide, explaining why people trade.
3.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	3.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Summarize the main idea and locate supporting details of a text (e.g., primary and secondary sources). B. Use graphic features of a text (e.g., photographs, titles, headings, subheadings, charts, and graphs) to understand content.
	3.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine the author's purpose, including what the author wants to answer, explain, or describe in informational texts.

EXHIBIT B



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	B. Locate facts (e.g., who, what, where, when, why, how) to demonstrate an understanding of key details in a text. C. Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.
3.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	3.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details. B. Express an opinion about a topic by composing a written product and providing logical reasons as support.
	3.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Generate a list of topics of interest and individual questions about a specific topic in social studies. B. Organize information found during group or individual research, using graphic organizers or other aids. C. Create a simple presentation to communicate ideas and thoughts gathered from research.
Grade 3 Content Standards	
3.1 The student will analyze the purpose of government and traits of responsible citizens.	3.1.1 Describe the principle of democracy as government by the people. A. Explain how representatives of the people make and carry out laws in our communities, state, and nation. B. Explain that the Constitution of the United States and the Oklahoma Constitution are written plans for organizing the functions of government, which is composed of both state and national levels of authority. C. Identify the purposes of state government by examining the Preamble to the Oklahoma Constitution and explaining how it reflects the power of the people and their reliance on spiritual guidance. D. Describe the structure of Oklahoma's government, including the role of major elected and appointed leaders in each of its three branches, such as the governor, state legislators, and court justices. E. Identify basic responsibilities of state and local governments (e.g., public safety, education, public works) and explain how taxes pay for services provided by local and state governments.



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	3.1.2 Describe how American Indian Tribal governments are also based upon written constitutions and exercise the right to govern themselves (sovereignty) by making laws for Tribal lands and citizens, providing for schools and healthcare, and preserving Native culture and traditions.
	3.1.3 Explain how Oklahomans are united through our heritage, state symbols, and special commemorations that reflect common ideals. A. Describe the significance of symbols represented on the State Seal and Oklahoma Flag and explain how the name of Oklahoma is derived from the Choctaw language and reflects the state's American Indian heritage. B. Explain how Tribal people and their governments are represented by flags and seals, reflecting the unique culture, history, and traditional symbols of each Tribe. C. Examine the significance of community, state, and national holidays, including commemoration of Statehood Day, November 16, as the joining of Indian and Oklahoma Territories and admission of Oklahoma to the United States in 1907. D. Identify and explain the meaning of the Oklahoma motto, "Labor omnia vincit," reflecting the importance of hard work and labor. E. Explain how Oklahomans exhibit the "Oklahoma Standard" when they unite as neighbors during difficult times, such as recovering from the bombing of the Oklahoma City Murrah Building.
	3.1.4 Define the concepts of civic virtue and examine the responsibilities of citizens. A. Examine why civility, cooperation, self-reliance, and respect for the law are important civic traits that support our communities, state, nation, and Tribes. B. Explain the importance of voting in elections and running for public office to the preservation of representative democracy. C. Describe how citizens can serve their community through jury duty and community service. D. Explain how military service is one way Oklahomans have expressed their patriotism and sense of duty, exemplified by the Buffalo Soldiers, Native Code Talkers, and the 45th Infantry.
3.2 The student will examine Oklahoma's geography and how people of Oklahoma interact with their environment.	3.2.1 Use maps, graphs, photographs, charts, and geographic technology to organize information about people, places, and environments of the state.
	3.2.2 Examine Oklahoma's political and physical features using physical and political maps. A. Explain the relative location of the student's school and the state of Oklahoma to surrounding states and major regions of the United States. B. Distinguish between relative location and absolute location (latitude and longitude) to describe the location of Oklahoma's major natural and human features on maps and globes.

EXHIBIT B



Oklahoma Academic Standards for Social Studies

	C. Interpret thematic maps of Oklahoma using essential map elements (e.g., title, legend, scale, compass rose) to examine geographic features of the state. D. Use both political and physical maps to identify Oklahoma's major landforms, bodies of water, and major metropolitan centers, recognizing the Native origins of many place names. E. Describe the state's climate and various natural vegetation zones, explaining how climate can affect natural vegetation and economic activities.
	3.2.3 Describe ways early inhabitants of present-day Oklahoma satisfied their basic needs and wants by interacting with the environment and using the natural resources of the region. A. Explain that people both adapt to and modify their environment in order to meet their basic needs and wants. B. Describe how the environment contains natural resources used by humans and identify the characteristics of renewable versus non-renewable resources by providing examples found in Oklahoma. C. Identify the ways in which physical geography influenced early American Indian cultures of the region (e.g., bison hunting, fur trading, farming). D. Describe how early settlers to the region adapted to and modified their environment (e.g., sod houses, windmills, irrigation of cash crops).
	3.2.4 Examine how Oklahomans continue to adapt and modify their environments to meet their needs. A. Summarize how weather events, such as floods and tornadoes, impact the people and economy of Oklahoma. B. Explain how Oklahomans changed their environments to support development of the state (e.g., recreational lakes, hydroelectric dams, wildlife refuges, the McClellan-Kerr Arkansas River Navigation System). C. Examine the concepts of scarcity and surplus of natural resources and describe the role of citizens in conserving the state's resources (e.g., water rationing, recycling efforts).
3.3 The student will analyze the significant historic events and people contributing to the development of Oklahoma.	3.3.1 Examine the state's earliest peoples and the significance of their interactions. A. Explain that today Oklahoma is the home to thirty-nine American Indian Nations with unique traditions and ways of life, comparing Tribal cultures. B. Explain how accounts of people's origins vary among different cultures (e.g., Native oral histories, the Hebrew creation story). C. Describe how prior to European exploration of the region, American Indian cultures (e.g., Wichita, Caddo) traded goods using well-developed systems of intertribal trade routes.

EXHIBIT B



Oklahoma Academic Standards for Social Studies

	D. Examine reasons for early explorations into present-day Oklahoma and summarize observations regarding the land, people, and resources. E. Describe the experiences of forced removals and relocation of American Indians to Indian Territory, explaining significant changes to American Indian cultures and ways of life.
	3.3.2 Describe the development of the state and its resources. A. Explain the importance of the cattle industry to the early economy, including the influence of Hispanic ranching traditions on the cowboy culture and how cattle trails, such as the Great Western and Chisholm Trails, became major transportation routes. B. Describe continued migration by various newcomers to the region, such as the Boomer Movement, explaining different points of view held by American Indians and settlers regarding the settling of Native lands. C. Explain how many African Americans (often called "Exodusters" from the Biblical reference to the story of the Hebrew Exodus) migrated to Oklahoma, considering it a "promised land" where farming communities, businesses, schools, and churches could grow (e.g., historic Black towns, Tulsa's Greenwood District). D. Describe challenges faced by citizens during the Dust Bowl, focusing on how Oklahomans adapted to harsh environmental conditions and survived economic hardships. E. Identify when and under what circumstances the student's own town or city was founded and describe the different groups of people who have influenced its growth and development.
	3.3.3 Describe how individuals have contributed to the development of Oklahoma by describing the achievements of notable citizens in the fields of A. Science and Medicine (e.g., Shannon Lucid, Thomas Stafford, Dr. Nazih Zuhdi) B. Technology (e.g., Sequoyah, Wiley Post) C. the Arts (e.g., Maria Tallchief, Kiowa Six, Will Rogers, Woody Guthrie, Enoch Kelly Haney) D. Politics (e.g., Standing Bear, Clara Luper, Carl Albert, Wilma Mankiller) E. Sports (e.g., Bill Pickett, Jim Thorpe, Mickey Mantle, Shannon Miller).
3.4 The student will identify and describe basic economic activities creating prosperity for the state.	3.4.1 Describe a free-market economic system. A. Explain how citizens make their own decisions about what goods or services to produce and what to buy, using examples from the local community. B. Explore how the laws of supply and demand impact people's choices about buying, producing, and consuming goods and services.



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	3.4.2 Examine how entrepreneurs have contributed to the state's economy. A. Explain how labor (human effort), land (natural resources), and capital (tools, machinery, technology) are used to produce goods and services. B. Describe how notable Oklahoma entrepreneurs (e.g., Gordon and May Lillie, O.W. Gurley, Frank Philips, Tom and Judy Love, Bill Braum) have used their labor, land, and capital to build businesses and make a difference in their communities and the state.
	3.4.3 Describe the importance of Oklahoma's goods and services to the state's economic growth. A. Explain how Oklahoma's oil and gas discoveries, such as the Glenn Pool and Oklahoma City Oil Field, affected the economic well-being of many Oklahomans and continue to be a significant economic sector. B. Examine how the development of recent economic activities has contributed to the state's economy, identifying examples of goods and services provided by local businesses and industries (e.g., commercial agriculture, manufacturing, tourism, Tribal enterprises, and military installations). C. Describe how the state's economy is connected to national and international trade by identifying major exports originating from Oklahoma (e.g., oil, aircraft, beef, wheat).



Grade 4 Social Studies: United States Geography and Early History

Learning in fourth grade challenges students to engage in the four strands of social studies: Civics, History, Geography, and Economics as applied to the early history and development of the United States. Content focuses on a regional study of physical and human geography of our country and its people, analyzing how we interact with our environment and how our environment impacts the way we live today.

Practice Standards: Grades 4-5

4.1 Students will apply critical thinking skills to address authentic civic issues.

4.1.1 Demonstrate an understanding of the **virtue of** civil discourse to analyze and address real-world problems.

- A. Explain how human **experiences** can shape a **person's** point of view about civic issues.
- B. Use a range of **democratic procedures** to **discuss and** make decisions about real-world problems in the community, region, **and** nation.
- C. Explain challenges of the **past and present and** describe strategies used to address local, regional, or national problems.

4.1.2 **Develop** practices which **demonstrate** an understanding that social studies involves the evaluation of evidence.

- A. **Ask** and examine **essential questions** that are important to others, as well as enduring across social studies topics.
- B. **Compare points of agreement** from reliable information used to answer supporting questions related to social studies content.
- C. **Demonstrate** critical thinking skills by frequently developing and answering various depth of knowledge questions.
- D. **Reinforce understanding** of social studies content through collaborative inquiries and the completion of authentic tasks and assessments.

4.2 Students will use interdisciplinary tools to acquire, apply, and evaluate

4.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

- A. Explain democratic principles in historic documents by identifying examples of civic virtues and principles at work in state and national settings.



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content understanding of the four strands of social studies.	B. Explain the structure, responsibilities, and powers exercised by officials of the national government and describe ways informed citizens can and should participate. C. Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights.
	4.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose. B. Compare perspectives of individuals and groups from different regions and experiences, including the past and present. C. Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information.
	4.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions by organizing geographic information from historical as well as contemporary perspectives. B. Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations. C. Explain how environmental factors affected historical events and continue to impact contemporary human activities.
	4.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Interpret and draw conclusions from economic data on charts and graphs. B. Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples. C. Analyze the importance of innovation and entrepreneurship in a market economy.
4.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	4.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text. B. Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images) to answer a question.



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	4.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved. B. Distinguish fact from opinion in nonfiction text and investigate facts for accuracy C. Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings.
4.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	4.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products by introducing and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure. B. Clearly state an opinion through written products, supported by examples, details, and reasoning.
	4.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Formulate a viable research question related to expanding knowledge of social studies concepts. B. Organize information from research, quoting accurately from the source and avoiding plagiarism. C. Create presentations or products which summarize research findings from two or more sources.
Grade 4 Content Standards	
4.1 The student will explain the principles of democratic government and the role of citizens.	4.1.1 Describe the principles of democratic governments, such as the United States. A. Identify the principles upon which our nation's government is based, including the rule of law, compromise, equality, and individual rights of life, liberty and property. B. Examine the basic purposes of the American democratic government as they relate to the protection of liberty and the promotion of the common good (e.g., protect individual rights and the pursuit of happiness; ensure fair treatment under the law; security of the people and country). C. Explain basic principles expressed in the Declaration of Independence (e.g., equality, natural rights given from the Creator, the purpose of limited government). D. Explain why the United States is considered a representative democracy in which the people are the source of authority who engage in the political process of open and fair elections at local, state, and national levels. E. Explain how the Constitution of the United States is a written plan for establishing the powers of government and organizing its institutions.



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4.2 The student will apply the tools and concepts of geography to examine the physical and human geography of the United States.	4.1.2 Explain how Tribal Nations possess an inherent right to self-govern (sovereignty) which includes the authority of Tribal governments to establish and enforce laws, as well as manage their land's resources.
	4.1.3 Explain the concept of civic virtue and responsibilities of the American citizen. A. Explain the importance of civic duty and the role of the citizen to preserve freedom and self-government through respect for the law and authority, staying informed , thinking independently, and respecting the rights of others. B. Examine how citizens respect, monitor , and hold accountable institutions and government officials through elections. C. Analyze how fulfilling one's civic responsibilities (e.g., jury and military service, paying taxes) is necessary for the functioning and continuity of the republic. D. Describe how the American representative democracy relies on civil discourse, thoughtful decision-making, compromise, and majority rule to make laws. E. Explain how citizens can contribute to the betterment of their communities through public service, charitable donations, and volunteerism . F. Summarize ways in which citizens are stewards of the nation's environment by examining how natural resources can be managed wisely (e.g., recycling and anti-littering efforts, water conservation, development of renewable energy sources).
	4.2.1 Use geographic tools to acquire and process information from a spatial perspective. A. Use and describe various elements of maps (e.g., key/legend , scale , cardinal and intermediate directions) to examine the physical and human features of the nation. B. Use maps and other geographic representations (e.g., globes, charts, graphs) and geographic technologies to draw conclusions (e.g., settlement patterns, population trends, population density, relative location of natural resources to manufacturing centers). C. Use the system of latitude and longitude to identify the absolute location of physical and human features of the United States. D. Interpret aerial photographs, satellite images, and thematic maps to locate and identify physical and human features of the United States and North America. E. Analyze the human and physical characteristics of the United States using the Five Themes of Geography (location, place, human-environment-interaction, movement, region) as a strategy to organize and compare geographic information about each major region of the United States.
	4.2.2 Identify major physical regions of the United States and their unique features.

EXHIBIT B



	A. Identify the location and the physical characteristics of the major landforms and bodies of water in the United States. B. Describe the location of climate zones (tropical, temperate, polar) explaining how climate affects natural vegetation. C. Draw conclusions from geographic data to explain how climate, vegetation, and bodies of water can affect the location and growth of settlements and the development of economic activities.
	4.2.3 The student will analyze the human characteristics of the United States. A. Identify and locate on a political map the fifty states, the nation's most populated cities, and the nation's capital; explain the meaning of major monuments and historical sites (e.g., Jefferson and Lincoln Memorials, Arlington National Cemetery). B. Explain how the American public is composed of people from different places and from many backgrounds. C. Examine motives for human migration by identifying basic push and pull factors (e.g., pull factors: economic opportunity, religious freedom, education; push factors: instability, conflict, natural disasters).
	4.2.4 Examine the concept of culture, including the distribution and complexity of major cultural groups of the United States. A. Identify the characteristics of culture (e.g., language, customs, religious beliefs, food, clothing, shelter) and compare cultural characteristics of different regions, including the influence of Native peoples and immigrants to each region and how they contributed to a shared American culture. B. Explain how culture can affect the ways in which people live and how culture can change over time through cultural diffusion.
	4.2.5 The student will analyze how humans interact with their environments in order to meet their needs and wants. A. Explain how humans adapt to the physical environment (e.g., food, shelter, earning a living) by identifying historic and contemporary examples. B. Describe how humans modify the environment to meet their needs (e.g., clearing of forests, crop rotation and irrigation, conservation, extraction of fossil fuels, construction of housing additions and businesses). C. Identify major projects in which Americans have modified the environment for the development of regions (e.g., Mississippi River levees, Hoover Dam, Golden Gate Bridge, Colorado River Aqueduct, Trans-Alaska Pipeline, New York skyline).



	D. Identify ways in which economic activities can affect ecosystems (e.g., draining wetlands, diverting waterways) by examining present-day issues related to the use of resources and the importance of supporting human development while being responsible with resources.
4.3 The student will analyze how geography has impacted cultures and interactions during the early history of our nation.	4.3.1 Examine the various American Indian cultures inhabiting the nation prior to European explorations. A. Explain that North America is the home to well-developed societies and cultures (e.g., Inuit, Puebloan, Mississippian, Haudenosaunee) who flourished prior to European arrival. B. Describe American Indian groups and compare cultural characteristics (e.g., use of natural resources, food, shelter, customs) according to the geographic location of their original homelands (e.g., Eastern Woodlands, Southeast, Great Plains, Southwest, Great Basin, California, Northwest Coast). C. Explain how museums and national parks attempt to preserve American Indian cultural heritage (e.g., Mesa Verde, Cahokia Mounds, Chaco Canyon). 4.3.2 Summarize the goals and consequences of European expeditions of North America. A. Explain how Spain, France, and England were motivated to explore the continent by a desire to expand their wealth and culture, forcibly convert Native peoples to Christianity, acquire natural resources, and develop trade relations. B. Trace and describe the impact of significant European expeditions (e.g., England: Henry Hudson; France: Jacques Cartier; Portugal: Vasco da Gama; Spain: Christopher Columbus, Hernando de Soto, Ferdinand Magellan, Ponce de Leon). C. Explain interactions between American Indians, Spanish explorations, French fur traders, Catholic missionaries, and early European settlers, comparing different perspectives toward land ownership and use of resources. D. Evaluate the mutual benefits and consequences of the Columbian Exchange, including agriculture, trade, military alliances, technology, the horse culture, and disease resulting in the significant decline of Native peoples.
4.4 The student will examine the American economic system and its economic activities which support human development.	4.4.1 Describe the features and advantages of a market economy. A. Define a market economic system, explaining how the United States' market system encourages free enterprise, economic development, private property rights, and individual prosperity. B. Describe how production, distribution, and consumption of goods and services are economic decisions made by producers and consumers to satisfy their needs and wants. C. Compare the factors of production (e.g., labor, land, capital, entrepreneurship) and explain how they are used together to produce goods and services, as exemplified by contemporary American entrepreneurs.



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	4.4.2 Describe how economic activities impact the nation's economy. A. Identify the major economic activities in which people of each region work to satisfy their needs and wants (e.g., commercial agriculture, manufacturing, energy production, construction, and services such as healthcare and technology). B. Distinguish between renewable (e.g., water, soil, solar) and nonrenewable resources (e.g., fossil fuels: oil, natural gas, coal) and explain how they are used to produce goods and services, using examples from regional economies. C. Describe the relative location and importance of natural resources which support human development in each region (e.g., Mid-Continent oilfield, Appalachian and Rocky Mountain coal basins, Ogallala Aquifer, Imperial Valley, Outer Banks).
	4.4.3 Describe the patterns and networks of economic interdependence among regions and the world. A. Explain how transportation routes connect economic regions and support economic growth (e.g., St. Lawrence Seaway, Transcontinental Railroad, Route 66, Interstate Highway System). B. Describe reasons why people and nations trade, providing examples of major imports and exports produced and consumed by Americans.



Grade 5 Social Studies: Founding of the American Republic

Student learning will continue to describe the experiences and interactions of the early American settlers and Native peoples during the era of colonial development, American independence, and the creation of a new nation under the Constitution of the United States. Although the four strands of social studies: Civics, History, Geography, and Economics play an essential role in student learning, primary focus for fifth grade will emphasize American history and civics in greater depth and analysis.

Practice Standards: Grades 4-5

5.1 Students will apply critical thinking skills to address authentic civic issues.

5.1.1 Demonstrate an understanding of the **virtue** of civil discourse to analyze and address real-world problems.

- A. Explain how human **experiences** can shape a **person's** point of view about civic issues.
- B. Use a range of democratic **procedures** to **discuss** and make decisions about real-world problems in the community, region, **and** nation.
- C. Explain challenges of the **past and present** and describe strategies used to address local, regional, or national **problems**.

5.1.2 Develop **practices** which **demonstrate** an understanding that social studies involves the evaluation of **evidence**.

- A. **Ask** and examine **essential questions** that are important to others, as well as enduring across social studies topics.
- B. **Compare points of agreement** from reliable information used to answer supporting questions related to social studies content.
- C. **Demonstrate** critical thinking skills by frequently developing and answering various depth of knowledge questions.
- D. **Reinforce** understanding of social studies content through collaborative inquiries and the completion of **authentic tasks and assessments**.

5.2 Students will use interdisciplinary tools to acquire, apply, and evaluate

5.2.1 **Demonstrate** an understanding of the principles of government, the benefits of democratic systems, and their **responsibilities** as citizens.

- A. Explain democratic principles in historic documents by identifying examples of civic virtues and principles at work in state and national settings.



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content understanding of the four strands of social studies.	B. Explain the structure, responsibilities, and powers exercised by officials of the national government and describe ways informed citizens can and should participate. C. Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights.
	5.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose. B. Compare perspectives of individuals and groups from different regions and experiences, including the past and present. C. Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information.
	5.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions by organizing geographic information from historical as well as contemporary perspectives. B. Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations. C. Explain how environmental factors affected historical events and continue to impact contemporary human activities.
	5.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Interpret and draw conclusions from economic data on charts and graphs. B. Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples. C. Analyze the importance of innovation and entrepreneurship in a market economy.
5.3 Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.	5.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text. B. Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images) to answer a question.

EXHIBIT B



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	5.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved. B. Distinguish fact from opinion in nonfiction text and investigate facts for accuracy C. Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings.
5.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	5.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative written products by introducing and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure. B. Clearly state an opinion through written products, supported by examples, details, and reasoning.
	5.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Formulate a viable research question related to expanding knowledge of social studies concepts. B. Organize information from research, quoting accurately from the source and avoiding plagiarism. C. Create presentations or products which summarize research findings from two or more sources.
Grade 5 Content Standards	
5.1 The student will examine and compare the Jamestown and Plymouth settlements as the foundations of American culture and society.	5.1.1 Describe the region prior to English settlement as the home to established and self-governing Native societies representing multiple cultures and engaging in vast intertribal trade routes.
	5.1.2 Summarize the economic, political, and cultural reasons for European colonization of North America, including competition over the continent's land and natural resources, the development of new trade relationships, and opportunities for religious freedom.
	5.1.3 Compare England's goals for the settlement of Virginia, including attempts to stake claim on North America at Roanoke and to develop Jamestown as a profit venture for investors.
	5.1.4 Explain the personal, economic, and political motivations of immigrants and indentured servants who migrated to Virginia.



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	5.1.5 Analyze the early successes and challenges of Jamestown, by explaining the A. leadership and diplomacy of Captain John Smith B. challenges of the Starving Time and the value of Powhatan trade to sustain the colony C. export of natural resources and John Rolfe's development of tobacco as a cash crop D. deteriorating relationships with the Powhatan, characterized by differing views on land ownership.
	5.1.6 Explain the English commitment to the permanent settlement at Jamestown as evidenced through an elected representative government (House of Burgesses), private ownership of land, and the recruitment of women and families.
	5.1.7 Compare the importance of religious expression and freedom from persecution which motivated immigration to the Plymouth Colony by separatists (Pilgrims) to the economic reasons that motivated other colonists.
	5.1.8 Explain the early successes and challenges for Pilgrims of the Plymouth settlement including the A. adaptation to an unfamiliar and harsh environment B. practice of self-government established by the Mayflower Compact C. leadership of William Bradford.
	5.1.9 Explain the founding and development of the Massachusetts Bay Colony, including A. a stable government influenced by Puritan religious beliefs B. self-government through town meetings C. governors elected by freemen D. protection of individual rights established in the Massachusetts Body of Liberties. E. leadership of John Winthrop and his vision of a "city upon a hill."
	5.1.10 Describe the contact and exchange between colonists and Native peoples by explaining A. how American Indian knowledge of the environment, agricultural practices (e.g., three sisters) and hunting skills contributed to colonists' survival B. early alliances with the Wampanoag under the leadership of Ousamequin (Massasoit) and the importance of Tisquantum (Squanto) to Plymouth's survival C. how contact between cultures led at times to misunderstandings and conflict.
5.2 The student will compare the developments of the New	5.2.1 Explain how settlement in other colonies were influenced by a desire for religious freedom, economic opportunity, and self-government, including



England Colonies, the Middle Colonies, and the Southern Colonies.	A. Roger Williams' advocacy for religious freedom and his founding of the Providence Plantation B. Anne Hutchinson's opposition to Puritan restrictions on religious freedom C. the founding of Pennsylvania as a haven for Quakers under the leadership of William Penn D. Thomas Hooker's influence in formulating the <i>Fundamental Orders of Connecticut</i> E. George Calvert's (First Baron of Baltimore) creation of a refuge for persecuted Catholics in Maryland F. James Oglethorpe's recruitment of England's impoverished and religious minorities to Georgia.
	5.2.2 Compare the economic development of the three colonial regions including A. agriculture and exports as affected by climate, physical features, and natural resources B. a labor system utilizing indentured servants in various occupations C. a growing reliance on enslaved labor considered essential to the plantation system.
	5.2.3 Explain the economic and cultural interactions resulting from the triangular trade routes, including the forced migration of Africans through the Transatlantic slave trade and experiences of the Middle Passage.
	5.2.4 Analyze the forms of self-government in the colonies. A. Explain how the English traditions of constitutions, rights, Judeo-Christian values, land ownership, and self-defense shaped the colonial experience in self-government. B. Explain how principles, laws, and democratic institutions were shaped by colonial experiences in self-government and political free speech. C. Describe how representative government was established through various institutions (e.g., New England town hall meetings, colonial legislatures). D. Examine early discussions on intercolonial cooperation exemplified by the rejected <i>Albany Plan of Union</i> and Benjamin Franklin's "Join or Die" political cartoon. E. Assess the influence of the Haudenosaunee (Iroquois) Confederacy on colonial attempts to unite.
	5.2.5 Analyze the evolving relationship between American Indians and the British colonists by describing how A. although both sides benefited from trade, disputes erupted over territorial claims B. armed conflicts devastated both British settlements and Tribal communities.
	5.2.6 Compare the experiences of both free and enslaved persons in the British colonies, including resistance efforts by enslaved peoples and attempts to preserve aspects of African culture.
	5.3.1 Analyze how growing political and economic tensions led to dissent and to the American declaration of independence from Great Britain, by explaining



5.3 The student will analyze the series of events and policies which led American colonists to seek and declare independence.	A. the enforcement of trade restrictions and tax collection by England in response to its debt from the French and Indian War B. resentment over the Proclamation of 1763 and its restriction of western settlement.
	5.3.2 Identify the primary cause of the American Revolution as a colonial struggle for self-rule. A. Describe the impact of the Stamp Act and Quartering Act which prompted formation of the Stamp Act Congress. B. Compare different forms of protests, including the use of propaganda and the boycott of British imports. C. Explain how the enactment of the Townshend Duties and the Tea Act led to escalated tensions, such as the Boston Tea Party and the Boston Massacre. D. Describe how the passage of the Intolerable Acts (Coercive Acts) prompted the American colonists to unite at the First Continental Congress.
	5.3.3 Explain efforts to mobilize support for the American Revolution. A. Compare the role of the Sons of Liberty, the Committees of Correspondence, and the Minutemen. B. Describe how the British raids and armed encounters at Lexington and Concord became catalysts for the revolution. C. Explain how Thomas Paine's <i>Common Sense</i> shifted American sentiment toward independence. D. Describe the significance of the rallying cry, "no taxation without representation."
	5.3.4 Explain the meaning of the key ideals expressed in the Declaration of Independence, drafted by Thomas Jefferson and the Committee of Five, adopted July 4, 1776, including A. natural, unalienable rights, such as life, liberty, and the pursuit of happiness B. the equality of all individuals C. the purpose of government D. the principle of self-rule by consent of the governed E. specific colonial grievances and rights as British citizens.
5.4 The student will examine the struggles of the Revolutionary War and ultimate victory to gain independence.	5.4.1 Explain how the colonists were divided toward the growing call for independence by identifying various points of view and motivations, including patriots, loyalists, American Indian Nations, and enslaved African Americans.
	5.4.2 Compare the advantages and disadvantages of the British and the American colonies during the Revolutionary War, including military leadership and strength, population, resources, and foreign alliances.



	5.4.3 Examine the first American centralized system of government under the Continental Congress and the Articles of Confederation. A. Identify the Articles of Confederation as a loose alliance of states. B. Explain the importance of the Articles of Confederation to wage a war and conduct foreign diplomacy.
	5.4.4 Analyze the relationships of significant military and diplomatic events of the Revolutionary War. A. Explain how the Battle of Bunker Hill, although a Patriot loss, confirmed colonial commitment to the patriot cause. B. Describe the Continental Army's victory at Trenton, exemplified by Washington's military leadership against professional British and Hessian troops. C. Explain that the Battles of Saratoga are considered a turning point with regards to securing French support for the revolution. D. Describe the harsh conditions at the Valley Forge Encampment and how Washington's leadership created a cohesive, disciplined fighting force. E. Explain the significance of Thomas Paine's <i>The Crisis</i> in bolstering patriot moral among the public and military. F. Describe how the support of the French army and navy helped Americans defeated Lord Cornwallis at Yorktown. G. Summarize the significance of the Treaty of Paris (1783) on the United States' status as a free nation.
	5.4.5 Identify the contributions of key individuals influential to the American Revolution in the fields of A. patriot leadership (e.g., Samuel Adams, Benjamin Rush, Paul Revere) B. politics and diplomacy (e.g., Patrick Henry, Benjamin Franklin, John Adams, Nancy Ward "Nanyehi") C. military service (e.g., Nathan Hale, John Paul Jones, Daniel Morgan, Ethan Allen, Nathanael Greene, Benedict Arnold, Marquis de Lafayette) D. Native alliances (e.g., Stockbridge Indian regiment of Minutemen, Oneida scouts) E. ideological writing (e.g., Thomas Paine, Mercy Otis Warren, Phillis Wheatley).
5.5 The student will examine the formation of the American system of government	5.5.1 Evaluate the major issues that led to the Constitutional Convention, including the public alarm raised from Shays' Rebellion and challenges faced by a national government too weak to conduct its affairs.
	5.5.2 Identify the role of leaders at the Constitutional Convention, including its president George Washington, and the influence of James Madison, known as the "Father of the Constitution."



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following the American Revolution.	5.5.3 Explain how the Framers based the Constitution on "the Laws of Nature and of Nature's God," as expressed in the Declaration of Independence and on Biblical principles, as reflected in the writings of the Founders.
	5.5.4 Explain the key debates and compromises of the Constitutional Convention, including A. the goals of a stronger union with respect to commerce and political stability B. state representation in Congress, presented by opposing Virginia and New Jersey Plans, and resolved by the Great Compromise, creating a bicameral legislature C. congressional representation of enslaved persons, resolved by the Three-Fifths Compromise and the potential for a future ban of the international slave trade.
	5.5.5 Describe the public debates over the Constitution's ratification, comparing the viewpoints of the Federalists, led by James Madison and Alexander Hamilton, and Anti-Federalists, led by George Mason, regarding the powers of central government and rights retained by the people, including the necessity for rights of individuals and states to be protected in a national Bill of Rights.
5.6 The student will describe the structure and responsibilities of the American system of government and the role of the individual citizen, as provided in the Constitution of the United States.	5.6.1 Explain that the United States government was established through a written Constitution, establishing the supreme law of the land. A. Examine the Preamble of the Constitution of the United States and identify the major purposes of government. B. Explain how the people are the ultimate source of government's power in a democracy.
	5.6.2 Summarize the rights and liberties protected by the Bill of Rights. A. Draw connections to colonial conditions which prompted the adoption of particular amendments. B. Identify contemporary examples of rights, liberties, and due process protections guaranteed by the Bill of Rights.

EXHIBIT B



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	5.6.3 Analyze the structure and operations of government established in the Constitution of the United States. A. Explain why the Framers separated government's powers into different branches, identify the three branches of American government (legislative, executive, judicial), and describe each branch's basic function. B. Describe the system of checks and balances, explaining how each branch of government can limit the power of other branches. C. Examine the system of shared powers (federalism) between the federal and state levels of governments, explaining why the Framers assigned specific powers to each level. D. Explain how the Constitution establishes a process for making laws, including specific roles for Congress, the President, and the Supreme Court.
	5.6.4 Examine Tribal sovereignty as a Tribal nation's inherent right to self-govern. A. Describe how the Commerce Clause of the Constitution established a nation-to-nation relationship between the United States and Tribal governments. B. Explain that Tribal governments possess powers, including the authority to determine Tribal citizenship, make and enforce laws, manage lands and natural resources, and provide for the needs of Tribal citizens.
	5.6.5 Analyze the role and responsibilities of all United States citizens by explaining A. why voting in public elections is necessary to maintain a representative democracy B. how becoming informed voters contributes to wise decisions C. how citizens exchange ideas through peaceful civil discourse D. that service on a trial jury guarantees fair justice for all citizens E. why payment of taxes is required to support projects for the common good F. that safety and order relies on obedience to authority and laws G. how registration for military service ensures the nation is prepared to defend itself.
5.7 The student will summarize the growth of a new nation under the leadership of Presidents Washington, Adams, and Jefferson.	5.7.1 Describe the presidential leadership of George Washington, including A. the creation of cabinet positions B. the precedent of not seeking a third term C. issuance of a Thanksgiving proclamation marking a national holiday D. advice offered in his Farewell Address regarding religion and morality as necessary to American self-government.



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	5.7.2 Identify the significant work of President John Adams, which A. ensured the new nation's ability to defend itself by strengthening the army and navy B. left a legacy of cautious foreign policy based on national interest .
	5.7.3 Explain the impact of President Thomas Jefferson's presidency , including A. the purchase of Louisiana Territory and its effect on westward expansion B. knowledge and relationships gained from the Meriwether Lewis and William Clark expedition C. efforts to maintain treaties with American Indian Nations.



Grade 6 Social Studies: Western Hemisphere Geography

The four strands of social studies: Civics, History, Geography, and Economics continue to guide student learning in sixth grade as they are applied to an in-depth investigation of the geographic environment and cultures of the Western Hemisphere. Students will analyze the location of natural resources, their use in human development, the commonalities and differences between cultural groups, and how principles of democracy compare to other forms of government.

Practice Standards: Grades 6-8

6.1 Students will apply critical thinking skills to address authentic civic issues.

6.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.

- A. Analyze why the acknowledgement of different perspectives can contribute to civil discourse and solutions to civic issues.
- B. Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school.
- C. Use information to analyze how a specific problem can manifest itself in regional and global issues, describing options for solutions.

6.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.

- A. Investigate and propose answers to essential questions representing complex enduring issues across the social studies disciplines
- B. Answer supporting questions related to social studies content knowledge and make connections to different interpretations.
- C. Develop deeper critical thinking skills by questioning assumptions and identifying inconsistencies or errors in reasoning.
- D. Demonstrate understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments.

6.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.



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6.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	A. Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence political institutions. B. Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens. C. Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.
	6.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias. B. Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era. C. Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.
	6.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events. B. Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions. C. Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.
	6.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Analyze, interpret, and compare economic data from multiple charts and graphs. B. Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy. C. Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples.
6.3 Students will engage in	6.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.

EXHIBIT B



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critical, active reading of primary and secondary sources related to social studies concepts.	A. Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion. B. Integrate the use of visual information (e.g., maps, charts , photographs, videos, political cartoons) with textual information from primary and secondary sources to draw conclusions.
	6.3.2 Students will apply critical reading and thinking skills to interpret , evaluate, and respond to a variety of complex texts and perspectives. A. Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. B. Evaluate textual evidence to determine whether a claim is substantiated. C. Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others
6.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	6.4.1 Summarize and paraphrase , integrate evidence , and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. B. Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources.
	6.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims. B. Quote, paraphrase, and summarize findings, avoiding plagiarism. C. Organize and create presentations or products using research from a variety of formats and encompassing different points of view.
Grade 6 Content Standards	
6.1 The student will analyze data from a geographic	6.1.1 Explain geography as a field of inquiry which answers "the why of where" by examining both physical and human geography using spatial thinking skills.



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perspective using the skills and tools of geography.	6.1.2 Integrate visual information to organize understandings about the people and environments of the Western Hemisphere. A. Apply the concepts of scale, distance, and direction to explain the relative location of physical and human places. B. Use the system of latitude and longitude to identify the absolute location of a place on maps and globes, explaining how various map projections distort the surface of the Earth. C. Use different types of maps, graphs, charts, and geographic tools, such as satellite imagery and Geographic Information System (GIS) technology, in order to draw conclusions and make predictions from geographic data.
	6.1.3 Compare characteristics of major regions of the Western Hemisphere through the regular use of strategies, such as the Five Themes of Geography (e.g., location, place, human-environment-interaction, movement, regions) which utilize critical thinking about geographic concepts.
	6.1.4 Describe and analyze the role of geographic factors on events which impact the people and places of the Western Hemisphere, using both primary and secondary sources.
6.2 The student will analyze the physical systems of the major regions of the Western Hemisphere.	6.2.1 Identify and describe on a physical map the major landforms and bodies of water important to each region of the Western Hemisphere.
	6.2.2. Use visual information to describe on a physical map the major climate and vegetation zones, drawing conclusions about their impact on human development.
	6.2.3 Explain how the factors of latitude, elevation, and proximity to bodies of water influence climate and human activities.
	6.2.4 Describe the distribution of natural resources found in each region, delineating between renewable and nonrenewable resources, and explaining how the relative location to such resources can influence the economic development of a region.
6.3 The student will identify the characteristics, distribution, and demographic patterns of human populations and	6.3.1 Identify on a political map the major countries and population centers of each region, describing urban, rural, suburban, and metropolitan settlement patterns.
	6.3.2 Analyze how the characteristics of culture impact people and places.



systems of the Western Hemisphere.	A. Identify and describe cultural traits (e.g., language, religion, traditions, the arts) which are unique to a people and region. B. Explain how culture provides individuals with a sense of identity and how it is transferred from one generation to the next. C. Compare major cultural groups of the Western Hemisphere (e.g., American Indian, Indigenous peoples of Canada and Amazonia, French-speaking Canadians, Hispanic Latin America, Caribbean citizens of African descent).
	6.3.3 Define cultural diffusion and describe how cultural characteristics spread and impact contemporary regions (e.g., American entertainment, fast foods, social media's rapid spread of ideas, wide use of the smartphone).
	6.3.4 Examine the impact of geography on migration and population distribution. A. Define push factors of migration (e.g., instability, conflict, natural disasters) using historic or contemporary examples (e.g., European colonization, asylum seekers from political unrest or religious persecution, and examples from different waves of migration in American history). B. Identify and provide examples of pull factors of migration (e.g., economic opportunity, religious freedom, family ties, education).
	6.3.5 Describe the ethnic heritage of Indigenous cultures of the Western Hemisphere. A. Explain that various complex societies, economic, and political systems developed on the North and South American continents, each known for unique achievements and contributions prior to the arrival of Europeans. B. Compare the cultures of Native peoples of the United States and Canada (e.g., Ancestral Puebloan, Mississippian, First Nations, Inuit, Metis.) C. Explain how the Olmec and Maya adapted to and modified their environment to develop advanced civilizations in Mesoamerica, featuring advancements in science, architecture, the development of a writing system, and regional trade. D. Describe how the Aztec conquest of other Indigenous peoples created extensive trade networks and wealth. E. Explain how the Inca were able to control an expansive empire in the Andes, developing a strong central government and innovations in agriculture.



	6.3.6 Describe the cultural interactions between Indigenous cultures and European settlers which impacted the heritage and history of major regions of the Western Hemisphere. A. Identify examples of cultural diffusion (e.g., Columbian Exchange: availability of new commodities and technology; assimilation of Indigenous peoples into colonial societies). B. Describe the impact of English and French settlement of North America on cultural characteristics such as language, customs, and principles of self-government. C. Examine Spanish colonialism of Latin America and its influence on language, religion, and customs, including the practices of privateering and mercantilism. D. Identify the distribution of enslaved persons between different areas of the Western Hemisphere and explain how overseas expansion and commerce led to the development of the trans-Atlantic slave trade. E. Explain the effects of plantation agriculture and the importation of enslaved labor on the economic development and cultural heritage of regions (e.g., Brazil and the Caribbean).
6.4 The student will analyze the interactions of humans and their environment in the Western Hemisphere.	6.4.1 Explain how humans adapt to the environment (e.g., types and location of housing, clothing and food choices, methods of transportation, and options for economic activities) using historic or contemporary examples.
	6.4.2 Analyze the impact of natural disasters on human populations, including displacement, scarcity of consumer goods, economic activities, and loss of life.
	6.4.3 Describe how humans modify the natural environment to support human development, such as subsistence and commercial agriculture, extraction of fossil fuels and minerals, development of industry, and urbanization.
	6.4.4 Identify environmental challenges (e.g., air pollution, acid rain, deforestation) and explain how they can impact a region (e.g., oil spills in the Gulf of Mexico, ranching and logging operations in Amazonia, urban sprawl of Mexico City).
	6.4.5 Evaluate the need to preserve resources, climate, and wildlife by creating public awareness, including the efforts of eco-tourism.
	6.4.6 Describe the role of citizens as responsible stewards of natural resources and the environment (e.g., recycling campaigns, water conservation, national parks, protection of wildlife preserves).



6.5 Analyze why and how humans develop rules, laws, and governments, including the role of citizens in government.	6.5.1 Compare systems of world governments. A. Define and describe the characteristics of limited governments (democracy, republic, constitutional monarchy) and authoritarian systems (dictatorship, oligarchy, absolute monarchy). B. Differentiate between a representative democracy and a constitutional monarchy/parliamentary democracy by comparing the governments of the United States and Canada. C. Explain the concept of sovereignty with regards to American Indian Tribal governments and examine issues related to rights of self-determination over lands and resources. D. Analyze the concept of sovereignty as it relates to the self-determination of Indigenous people of the Western Hemisphere. E. Describe how historic struggles for independence in Latin America and the Caribbean were influenced by the American revolution and Constitution, leading to the creation of modern republics. F. Describe challenges for several Latin American governments and economies, due to a history of political and economic instability. 6.5.2 Compare common features of the Constitution of the United States to other representative governments of the Western Hemisphere, focusing on the principles of limited government, individual rights and liberties, and the role of the citizen in the selection of government officials.
6.6 Analyze economic systems of the world and how they impact the development of a nation and region.	6.6.1 Explain how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them. 6.6.2 Analyze the benefits and limitations of various economic systems. A. Define the characteristics of traditional, market, and command economic systems. B. Describe how government policies affect economic activities within a nation, as well as determine trade relationships. C. Compare the outcomes of different economic systems for human prosperity, equality, and freedom. 6.6.3 Explain how different sectors of a nation's economy contribute to the development of a nation. A. Primary Sector: Extraction and harvesting of natural products (e.g., Venezuela's Orinoco Belt, Chile's artisanal fishing, logging of Canada's boreal forests) B. Secondary Sector: Production of goods through manufacturing and construction (e.g., United States steel industry, Argentina's meat-processing, Mexico's automotive exports) C. Tertiary Sector: Businesses that provide services to consumers (e.g., ecotourism of Costa Rica, New York Stock Exchange, Houston's MD Anderson Cancer Center)



	D. Quaternary Sector: Research and intellectual services such as technological advancement and innovation (e.g., Silicon Valley and Sao Paulo's technology centers, Massachusetts Institute of Technology).
	6.6.4 Identify and compare the characteristics of developed and developing countries by analyzing data (e.g., literacy rate, life expectancy, per capita income, and infant mortality) used by geographers to measure development.
6.7 The student will analyze the common characteristics of regions which create a sense of identity and unity, influencing the interactions among people and nations of the Western Hemisphere.	6.7.1 Define the concept of region as an area sharing common characteristics and explain how regions can be categorized in many ways, such as political , physical , cultural , and economic .
	6.7.2 Identify examples of physical (natural) regions sharing common features of landforms, climate, vegetation, and natural resources (e.g., Great Plains, New England, Amazonia, Canadian Shield, Altiplano, sun belt, tornado alley).
	6.7.3 Identify examples of man-made regions sharing common characteristics related to culture, human settlement, history, economic activities , and governments (e.g., Latin America, corn belt, Northeast megalopolis, Silicon Valley, British Commonwealth , barrio , suburb).
	6.7.4 Describe patterns of economic interdependence and trade linking regions of the Western Hemisphere. A. Define basic concepts related to trade, including exports and imports, tariffs, free trade, and balance of trade. B. Explain economic interdependence as it relates to the outsourcing of jobs to developing regions.
	6.7.5 Explain reasons for cooperation among nations of the Western Hemisphere. A. Describe how the people of different regions cooperate to address common concerns and how such cooperation impacts global interdependence (e.g., the United States-Mexico-Canada Agreement, Mercosur). B. Examine how supranational organizations (e.g., Organization of American States, Arctic Council) create cooperative political , economic , defense , and cultural regions.
	6.7.6 Explain reasons for conflict between regions of the Western Hemisphere, such as territorial disputes, access to natural resources, and ethnic differences (e.g., boundary and mineral claims of the Arctic, Indigenous sovereignty over oil and gas reserves in Bolivia, immigration across the United States-Mexico border).



Grade 7 Social Studies: Eastern Hemisphere Geography

Students in seventh grade deepen their understanding of the four disciplines of social studies: Civics, History, Geography, and Economics as they relate to the environments and people of the Eastern Hemisphere. More sophisticated application of geographic concepts and principles are center focus for grade seven, in addition to analysis of more complex issues facing contemporary world governments and systems.

Practice Standards: Grades 6-8

7.1 Students will apply critical thinking skills to address authentic civic issues.

7.1.1 Demonstrate an understanding of the **virtue of** civil discourse to analyze and address real-world problems.

- A. Analyze why the **acknowledgement** of different **perspectives** can contribute to civil discourse and solutions to civic issues.
- B. Apply a range of **deliberative** and **democratic procedures** to discuss, make decisions, and propose action **about** real-world problems in **and out of** school.
- C. Use information to analyze **how a specific problem** can manifest itself in regional and global issues, describing **options** for solutions.

7.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.

- A. Investigate and propose answers to essential questions representing complex enduring issues across the **social studies disciplines**
- B. Answer **supporting** questions related to social studies content knowledge and make connections to different **interpretations**.
- C. Develop **deeper** critical thinking skills by questioning assumptions and identifying inconsistencies or **errors in reasoning**.
- D. **Demonstrate** understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments.

7.2 Students will use interdisciplinary tools to acquire, apply, and evaluate

7.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

- A. Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence political institutions.



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content understanding of the four strands of social studies.	B. Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens. C. Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.
	7.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias. B. Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era. C. Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.
	7.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events. B. Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions. C. Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.
	7.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Analyze, interpret, and compare economic data from multiple charts and graphs. B. Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy. C. Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples.
7.3 Students will engage in critical, active reading of primary and secondary	7.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.



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sources related to social studies concepts.	B. Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources to draw conclusions. 7.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. B. Evaluate textual evidence to determine whether a claim is substantiated. C. Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others
7.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	7.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. B. Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources. 7.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims. B. Quote, paraphrase, and summarize findings, avoiding plagiarism. C. Organize and create presentations or products using research from a variety of formats and encompassing different points of view.
Grade 7 Content Standards	
7.1 The student will analyze data from a geographic perspective using the skills and tools of geography.	7.1.1 Describe the role of geographic factors on events, explaining the importance of spatial perspective and integrating specific geographic information to support analysis from primary and secondary sources. 7.1.2 Reinforce geographic skills through the routine practice and use of geographic tools (e.g., thematic maps, graphs, charts, satellite imagery, GIS technologies) in order to draw conclusions and make predictions from geographic data.



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7.2 The student will analyze the physical systems of the major regions of the Eastern Hemisphere.	7.2.1 Identify on a physical map the major landforms and bodies of water of each region and compare climatic conditions, vegetation, and biomes using thematic maps and other geographic tools.
	7.2.2 Describe how the physical environment can influence human population distribution, population growth, settlement patterns, land use, and economic activities.
	7.2.3 Compare the characteristics and distribution of major renewable and nonrenewable resources of each region, identifying major nations in which natural resources (e.g., fossil fuels, minerals, agricultural crops) are the primary source of economic activities.
	7.2.4 Identify examples of scarcity and how the availability of natural resources impacts regional economies, which can contribute to conflict and cooperation.
7.3 The student will analyze the interactions of humans and their environment.	7.3.1 Analyze how humans adapt to their environment, including the impact of weather patterns and natural disasters on human populations, resulting in displacement, scarcity of consumer goods, and loss of life.
	7.3.2 Describe how humans adapt to and modify their environment for the purpose of food production. A. Describe the differences among subsistence, cash crop, and commercial agriculture, including their impact on the economic development of a region B. Explain how agricultural innovations, such as the Green Revolution and modern irrigation systems, increase food production in developing countries. C. Examine how agricultural practices in a region imprint the physical environment (e.g., desertification of the Aral Sea, terraced construction for rice farming, modern irrigation methods utilized in the Arabian Peninsula).
	7.3.3 Evaluate the effects of human modification of the natural environment through processes related to industrialization. A. Explain why places become major hubs of industrial activity by analyzing the relationship between the location of natural resources to various manufacturing industries. B. Describe the importance of transportation infrastructure and its direct impact on people's access to resources and consumer goods. C. Examine how the development of technology meets energy demands, as well as modifies the environment (e.g., extraction of raw materials, offshore drilling, nuclear power plants, water diversion, hydroelectric power plants).



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	7.3.4 Describe the role of citizens as responsible stewards of natural resources and the environment, through sound resource use and conservation.
7.4 The student will identify the distribution and demographic patterns of human populations of the Eastern Hemisphere.	7.4.1 Identify on a political map the major countries and population centers of each region, describing urban, rural, suburban, and metropolitan settlement patterns.
	7.4.2 Explain the impact of geography on population distribution, density, growth, change, settlement patterns, the availability of resources, and migration.
	7.4.3 Describe the challenges of urbanization and urban sprawl (e.g., access to public services, affordability of housing, gentrification, pollution, transportation).
	7.4.4 Examine how nations address population changes through government policies (e.g., education, health care, immigration).
	7.4.5 Describe the reasons for emigration and immigration. A. Examine the role of pull factors (e.g., economic opportunity, education, family) and the role of push factors (e.g., political unrest, religious persecution, war, famine, natural disasters) which motivate both emigration and immigration, differentiating between involuntary and voluntary migration. B. Describe contemporary reasons and examples of migration (e.g., drought in agricultural eastern Africa resulting in urbanization, overpopulation of India's cities due to employment options in high-tech industries).
7.5 The student will evaluate the development and impact of culture on the major regions and peoples of the Eastern Hemisphere.	7.5.1 Compare cultural traits, including language, social systems, religious beliefs and practices of major regions and explain how culture can change over time in response to the physical environment, contact with other cultures, technology, and innovation.
	7.5.2 Define and describe the legacy of the world's major cultural hearths on a region's ethnic heritage and history. A. Examine how and why major cultural hearths developed along major river valleys and crossroads of trade (e.g., Mesopotamia's Fertile Crescent; the Nile, Indus, Huang he and Yangtze river valleys; the kingdoms of Ghana, Mali, and Songhai). B. Explain that complex societies and civilizations in different regions share common characteristics (e.g., agricultural innovations, written language, and early systems of law and government).



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	7.5.3 Examine major religions of the world, including their belief systems and influence on contemporary societies. A. Describe the origins and central features of Judaism, identifying its sacred texts (e.g., the Torah, Ten Commandments) and explaining its basis beliefs (e.g., monotheism, emphasis on individual worth, personal responsibility, and adherence to moral obligations, whether ruler or ruled). B. Explain the origins and central features of Christianity, by identifying its sacred texts and teachings, explaining its basic beliefs (e.g., monotheism, eternal life, Jesus of Nazareth as the Messiah), its relationship to Judaism, and its impact on modern societies and contemporary culture. C. Describe the origins and central features of Hinduism, including its basic beliefs (e.g., karma, reincarnation) and its influence on society of the Indian subcontinent. D. Describe the origins and central features of Buddhism, including its basic beliefs (e.g., Four Noble Truths, Nirvana) and how its philosophy influenced other regions. E. Explain the origins and central features of Islam, including its sacred text, basic beliefs (e.g., monotheism, Five Pillars) and describe its expansion and influence into Europe and North Africa.
7.6 Analyze systems of government by examining their source of authority, principles, structures, and processes.	7.6.1 Compare the source of authority and power of representative governments (republic, Constitutional monarchy) versus authoritarian systems (dictatorship, monarchy, totalitarian regime, oligarchy, theocracy) using contemporary or historical examples (e.g., the symbolic role of the British crown versus the authority of Saudi Arabia's monarchy, the republics of western Europe to the Chinese Communist system).
	7.6.2 Trace the historic roots of representative democracy. A. Explain why the government of ancient Athens is considered the beginning of democratic government and examine Greek political concepts, including the "polis" or city-state, rule of law, liberty, civic participation and voting rights, legislative bodies, and written Constitutions. B. Describe the government of the Roman Republic and its contribution to the development of representative self-government, including separation of powers, liberty, the rule of law, and the concept of civic duty. C. Describe influences of early English tradition related to the principles of limited government and individual rights, such as found in the <i>Magna Carta</i> and established by the <i>English Bill of Rights</i>.
	7.6.3 Compare the role of the citizen in modern representative governments to authoritarian systems (e.g., United Kingdom to Russia; India to Saudi Arabia; South Africa to China; United States to Iran). A. Describe the involvement of citizens in the selection of government officials and the lawmaking process in different systems of government.



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	B. Compare civil liberties in representative to authoritarian systems of government, referencing the United States Bill of Rights. C. Describe how contemporary authoritarian governments maintain power over citizens (e.g., denial of natural and civil rights, illegitimate elections, restrictions on free speech and the free exercise of religion, refusal of due process protections, corruption among government officials, unequal application of the law, and use of mob intimidation).
	7.6.4 Analyze issues related to Indigenous sovereignty, including the management of natural resources and the preservation of Indigenous cultures (e.g., Scandinavia's Saami, the Rohingya people of Myanmar, the Uyghur ethnic group of China, New Zealand's Māori).
7.7 The student will examine and compare economic systems as means by which governments organize and distribute available resources, services, and goods.	7.7.1 Explain how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.
	7.7.2 Compare the advantages and disadvantages of the traditional, market, and command economic systems, including how government policies affect economic activities and trade relationships among nations.
	7.7.3 Evaluate how the major sectors of economic activities contribute to the development of a country or region: A. Extraction and harvesting of natural products (Primary Sector) B. Production of goods through manufacturing and construction (Secondary Sector) C. Businesses that provide services to consumers (Tertiary Sector) D. Research and intellectual services such as technological advancement and innovation (Quaternary Sector).
	7.7.4 Compare the economic measurements of productivity which inform nations of their economic health and growth (e.g., Gross Domestic Product and Gross National Product).
	7.7.5 Distinguish between developed and developing regions by analyzing data used by geographers (e.g., the Human Development Index data, literacy rate, life expectancy, infant mortality, per capita income) and analyze the role of government to finance a nation's development (e.g., infrastructure, enforcement of contracts, law and safety, social programs, and education).



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7.8 The student will analyze the physical and human characteristics of regions which create uniqueness and influence people's perceptions of the Eastern Hemisphere.	7.8.1 Define the concept of region and explain how regions change over time through physical and human processes, such as land use, urban growth, population, natural disasters, and trade.
	7.8.2 Explain and summarize how common physical or human characteristics can link as well as divide regions (e.g., manmade canals linking European trading centers, the Sahara Desert as both a physical and cultural division of the African continent, religious and political differences leading to armed conflict in Southwest Asia).
	7.8.3 Explain patterns of global interdependence, including the impact of changing technology on trade routes, dependence on resources, use of low-cost labor , and the outsourcing of technological and manufacturing jobs to developing regions.
	7.8.4 Examine indicators of economic interdependence and world trade, including why nations are concerned with the balance of trade, and explain major trade patterns among regions of the Eastern Hemisphere.
	7.8.5 Explain why countries enter into global trade agreements (e.g., Organization of Petroleum Exporting Countries [OPEC], the Association of Southeast Asian Nations [ASEAN] and the African Continental Free Trade Area [AfCFTA]).
	7.8.6 Describe how political , economic , and cultural forces (e.g., civil wars, terrorism, genocide, ethnic separatism) have challenged political arrangements (e.g., political status of Taiwan to China, the Shoah [Jewish Holocaust], the division of Sudan and South Sudan).
	7.8.7 Analyze reasons for conflict and cooperation among regions, evaluating the advantages and disadvantages of international organizations and alliances (e.g., European Union, North Atlantic Treaty Organization, International Red Cross) as they relate to mutual defense, the resolution of disputes, and the response to humanitarian needs.



Grade 8 Social Studies: United States History and Civics

Grade 8 learning sustains the analysis of Civics, History, Geography, and Economics as they each play a significant role in the development of the American republic from the pre-revolutionary era, independence, industrial growth, westward expansion, civil war, and reconstruction. Students trace the founding of the republic, analyze the democratic principles upon which it was built, and analyze the structure of American government, with specific focus on how the Constitution provides for and protects individual liberties.

Practice Standards: Grades 6-8

8.1 Students will apply critical thinking skills to address authentic civic issues.

8.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.

- A. Analyze why the acknowledgement of different perspectives can contribute to civil discourse and solutions to civic issues.
- B. Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school.
- C. Use information to analyze how a specific problem can manifest itself in regional and global issues, describing options for solutions.

8.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.

- A. Investigate and propose answers to essential questions representing complex enduring issues across the social studies disciplines.
- B. Answer supporting questions related to social studies content knowledge and make connections to different interpretations.
- C. Develop deeper critical thinking skills by questioning assumptions and identifying inconsistencies or errors in reasoning.
- D. Demonstrate understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments.

8.2 Students will use interdisciplinary tools to acquire, apply, and evaluate

8.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

- A. Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence political institutions.



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content understanding of the four strands of social studies.	B. Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens. C. Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.
	8.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias. B. Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era. C. Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.
	8.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about the modern world and historical events. B. Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions. C. Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.
	8.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Analyze, interpret, and compare economic data from multiple charts and graphs. B. Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy. C. Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples.
8.3 Students will engage in critical, active reading of primary and secondary	8.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.



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sources related to social studies concepts.	B. Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources to draw conclusions. 8.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes. B. Evaluate textual evidence to determine whether a claim is substantiated. C. Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others
8.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	8.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure. B. Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources. 8.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims. B. Quote, paraphrase, and summarize findings, avoiding plagiarism. C. Organize and create presentations or products using research from a variety of formats and encompassing different points of view.
Grade 8 Content Standards	
8.1 The student will analyze the foundations of the United States by examining the causes, events, and ideologies which led to the American Revolution.	8.1.1 Analyze the political and economic climate in the British colonies on the eve of the French and Indian War. A. Describe the changing culture, society, and economy of colonial America. B. Examine how the unofficial British policy of salutary neglect created an environment suited to self-government and representative democracy in the American colonies. C. Explain how the British policy of mercantilism sought to increase England's prosperity through restrictive trade practices, such as the Navigation Acts.



	D. Examine how British colonial ideas and practices of self-government (e.g., town meetings and colonial legislatures) influenced American political thought. E. Describe the influence of the First Great Awakening on concepts related to individual equality and self-rule, including its role in promoting an emerging shared American identity. F. Examine the goals of the <i>Albany Plan of Union</i> and how it reflected colonial reactions to changing imperial economic policies. G. Compare the Haudenosaunee (Iroquois) Confederacy with early attempts to unite the colonies.
	8.1.2 Summarize the political and economic consequences of the French and Indian War. A. Explain Parliament's rationale for levying new forms of taxation B. Describe how the Proclamation of 1763 and its restriction of migration into American Indian sovereign territories fed discontent among the colonies.
	8.1.3 Examine growing tensions between the American colonies and Britain. A. Analyze the primary cause of the American Revolution as it relates to violations of rights as Englishmen, reflected in the lack of colonial representation in Parliament. B. Describe the effect on colonial economics and local self-government created by the series of trade restrictions and imposed taxes, such as the Sugar Act, Stamp Act, Townshend Acts, and Quartering Act. C. Explain the strategies utilized by colonists to oppose imperial policies, including the issuance of the <i>Stamp Act Resolves</i> and the use of propaganda, exemplified by the work of the Committees of Correspondence, the Sons of Liberty, and the boycott of British goods. D. Describe escalating tensions, exemplified by the Boston Massacre and the Boston Tea Party. E. Explain continued attempts by Parliament to exert its authority through the Coercive Acts (Intolerable Acts), prompting the formation of the First Continental Congress and its Declaration of Resolves, stating that colonists possess the same rights as Englishmen. F. Explain why the Battles of Lexington and Concord were perceived as major military victories, known as the "shot heard 'round the world."
	8.1.4 Analyze how the Second Continental Congress functioned as the de facto national government, uniting colonial response. A. Describe how the congress successfully formed the Continental Army, directed military strategy, established a national currency, and negotiated a foreign alliance with France. B. Explain the purpose and outcome of the <i>Olive Branch Petition</i> as the colonists' final attempt to avoid war by affirming loyalty yet seeking the king's intervention.



	C. Summarize the decision to appoint a committee to draft a declaration of independence.
	8.1.5 Analyze the significance of the Declaration of Independence as a founding statement of American thought on democracy and the purpose of government. A. Examine the Declaration of Independence, as drafted by Thomas Jefferson, influenced by the Committee of Five, and adopted July 4, 1776. B. Describe the intellectual origins of American political thought as proposed by such Enlightenment philosophers as John Locke and his theory on natural rights. C. Identify the purpose of government as the protection of unalienable individual rights and liberties . D. Explain the concept of a social contract as existing between citizens and their government, requiring the consent of the governed, as well as the right of citizens to alter their governments when abusive. E. Identify specific economic and political grievances against British policies used by the colonists to justify independence. F. Evaluate the role of Judeo-Christian ideals in supporting colonial demands for independence, as exemplified by the Bible being a frequently cited authority by America's Founders.
8.2 The student will examine key military and diplomatic events of the Revolutionary War that resulted in an independent nation.	8.2.1 Summarize the effectiveness of the Articles of Confederation as the first national system of government for the purpose of conducting the war against Britain.
	8.2.2 Evaluate the motivations and points of view of various populations to remain loyal to Britain, join the patriot cause, or choose neutrality. A. Explain major arguments supporting the Patriot cause by analyzing the speech, <i>Give Me Liberty or Give Me Death</i> , attributed to Patrick Henry, and <i>Common Sense</i> by Thomas Paine. B. Compare political, economic, and family interests which influenced Loyalists views. C. Explain how the preservation of homelands, cultures, and trade affected the stance taken by many American Indians. D. Describe how the promise of political equality impacted the views of women, by examining the writings of Mercy Otis Warren and Phillis Wheatley. E. Examine the views of free and enslaved Blacks toward the revolution, including petitions to colonial governments for a ban on slavery and the British recruitment of enslaved black men in exchange for freedom.



	8.2.3 Evaluate the challenges and reasons for the American victory over the British Empire. A. Compare military strength and available resources, including financial support from private individuals and allied nations, as well as French support negotiated by Benjamin Franklin. B. Describe how the Continental Army was comprised of individuals from European, American Indian, and African descent. C. Summarize the impact of key military turning points of the Revolutionary War, including the victories at Boston, Trenton, Saratoga, and Yorktown. D. Explain how an effective military force was shaped by the leadership of General George Washington, Thomas Paine's <i>The Crisis</i>, and conditions at the Valley Forge encampment. E. Describe the significance of the Treaty of Paris (1783) as it relates to the recognition of the United States as an independent nation and the extension of American authority over western territory ceded by Britain.
8.3 The student will examine the formation of the American system of government following the Revolutionary War and the creation of the Constitution of the United States.	8.3.1 Examine conditions in the new nation that led to the Constitutional Convention in Philadelphia in 1787. A. Identify strengths of the American government operating under the Articles of Confederation, including a solution to territorial disputes, as resolved by the Northwest Ordinance and the organization necessary to win the war. B. Identify the weaknesses of the Articles of Confederation, including the lack of a common national currency, means for common defense, national judiciary to settle disputes among the states, inability to tax as a means to address the war debt, and the required unanimous vote by states to amend the document. C. Describe how severe economic conditions and civil unrest, typified by Shays' Rebellion, contributed to a call for revision of the Articles of Confederation.
	8.3.2 Analyze the significance of the Constitutional Convention on the formation of a new organization for national government. A. Identify the relationship between the principles established in the Declaration of Independence and the government created by the U.S. Constitution. B. Describe the role of leaders at the Constitutional Convention, including its President George Washington, the influence of James Madison, and the contributions of Roger Sherman. C. Explain how the key debate regarding state representation in Congress, presented by opposing Virginia and New Jersey Plans, was resolved by the Great Compromise, creating a bicameral legislature. D. Explain how the Three-Fifth Compromise and the Fugitive Slave Clause addressed the issue of slavery and congressional representation by permitting each state to maintain, restrict, or abolish slavery and delaying a ban on the slave trade.



	E. Examine the rationale for the creation and functioning of the Electoral College.
	8.3.3 Examine the ratification process. A. Identify major reasons advocating for the adoption of the Constitution as expressed by leading federalists James Madison, Alexander Hamilton, and John Jay. B. Explain criticism posed by Anti Federalists, such as George Mason, regarding concerns over the potential abuse of power by a strong central government and the omission of a national bill of rights. C. Compare arguments regarding ratification of the Constitution as published in <i>Federalist Papers</i> #1, #10, #51, and #84 to Anti Federalist publications under the pen names of Cato and Brutus.
8.4 Examine the key principles and structure of American government as established by the Constitution of the United States.	8.4.1 Analyze the American concept of political legitimacy, tracing the foundation of self-government established in the Mayflower Compact.
	8.4.2 Examine the structure and principles of American government established in the Constitution of the United States, focusing on the Framers' intent to limit and disperse the powers of government in order to prevent abuse. A. Examine the purpose of government, including its responsibilities to citizens, as expressed in the Preamble to the Constitution of the United States. B. Explain why the Framers of the Constitution separated governmental powers among three branches (separation of powers), comparing the qualifications, terms of office, and process for removal of members of Congress, the president, and federal judges. C. Identify the constitutional powers granted to Congress, the president, and the Supreme Court, using historical and contemporary examples. D. Analyze the system of checks and balances, explaining the Framers' rationale for establishing such a system and describing how each branch of government can limit the power of other branches. E. Describe the concept of federalism (shared power) and identify specific types of powers (e.g., express, concurrent, reserved) exercised by the state versus national government, providing contemporary examples. F. Explain how the Supremacy Clause establishes the Constitution as the "Supreme Law of the Land" including the relationship between federal and state levels of authority.
	8.4.3 Evaluate the significance of the Commerce Clause in establishing a constitutional relationship between American Indian Nations and the United States government. A. Explain that Tribal sovereignty is a Tribal Nation's inherent right to self-determination.



	B. Describe the nation-to-nation relationship between the United States and Tribal governments by explaining that Tribal governments exercise powers to make and enforce their own laws, determine citizenship, and manage their land's natural resources.
	8.4.4 Examine the steps of the legislative process. A. Describe the constitutional role of Congress and the President to produce necessary legislation in order to meet public needs. B. Trace the basic steps of the legislative process using contemporary examples.
	8.4.5 Analyze the rights and liberties guaranteed to all citizens in the Bill of Rights. A. Explain how the Constitution of the United States can be amended, such as its first ten amendments, known as the Bill of Rights. B. Describe the influence of James Madison and the <i>Virginia Declaration of Rights</i> to the development of the Bill of Rights, including the significance of the <i>Virginia Statute for Religious Freedom</i> as a forerunner of the First Amendment. C. Examine individual rights, liberties, and protections of due process guaranteed by the Bill of Rights. D. Explain how the Bill of Rights protects individuals from abuse by the national government and has been applied to the states through the 14th Amendment . E. Describe how the Bill of Rights and the American judicial system places an importance on the rule of law, aimed at guaranteeing fair and equal application of the law, as well as the accountability of all citizens. F. Explain the importance of an independent judiciary to the interpretation and defense of citizens' rights and liberties.
	8.4.6 Define civic virtue and explain the individual's duties and responsibilities. A. Describe the right to vote and service in public offices as the cornerstones of a representative democracy. B. Examine other political rights and responsibilities of citizens, such as engaging in informed civil discourse, serving on juries, and participating in political campaigns. C. Identify responsibilities of both citizens and residents of the United States, including obedience to the law, respect for the rule of law, registering for military service, and paying taxes.
8.5 The student will examine the political and economic	8.5.1 Assess the legacy of President Washington on the nature of the presidency and the executive branch. A. Describe the purpose of the Cabinet as established by Washington and its role in today's executive branch. B. Analyze the impact of the Whiskey Rebellion and the presidential authority to enforce federal law.



changes that occurred during the Early Federal Period.	C. Examine Washington's attempt to develop a cohesive American Indian policy through treaties, assimilation, and the delineation of Tribal lands. D. Explain the impact of Washington's decision not to seek a third term in office. E. Describe Washington's advice regarding political factions, foreign entanglements, and the necessity of religion and morality for American self-government to succeed, as expressed in his <i>Farewell Address</i> .
	8.5.2 Evaluate the impact of the Alien and Sedition Acts on individual rights during the Adams Administration, including the responses of the Democratic-Republicans, as expressed in the <i>Virginia and Kentucky Resolutions</i> .
8.6 The student will analyze the political, constitutional, and geographic changes that occurred during the Jeffersonian Era.	8.6.1 Explain issues surrounding the electoral process of the presidential election of 1800, its resolution by the 12th Amendment, and the significance of the peaceful transfer of power from one political party to another.
	8.6.2 Analyze the exercise of the Supreme Court's authority under the leadership of Chief John Marshall by explaining how the <i>Marbury v. Madison</i> decision confirmed the principle of judicial review.
	8.6.3 Examine the significant policies of President Thomas Jefferson. A. Describe western expansionist policy through the acquisition of the Louisiana territory and authorization of the Lewis and Clark Corps of Discovery Expedition B. Summarize the process of Tribal removals and the eventual establishment of Indian Territory C. Explain implementation of the Embargo Act to defend the nation's industries from British threats and stimulate American manufacturing.
8.7 The student will examine the political, economic and social transformations during the "Era of Good Feelings."	8.7.1 Analyze how the War of 1812 confirmed American independence. A. Summarize the causes of the war, including British trade restrictions and impressment. B. Explain how the war fueled a spirit of nationalism, reflected in the lyrics of the national anthem. C. Describe how the "Era of Good Feelings" was marked by a sense of nationalism and patriotism.
	8.7.2 Examine the Monroe Doctrine as foundational to American foreign policy. A. Describe how the nation adopted a policy of isolationism, designed to protect American interests in the Western Hemisphere. B. Explain how President Monroe's policy solidified the nation's identity as a world power that would not tolerate European involvement in its region.



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	8.7.3 Examine the increased tension between Southern sectionalist and Northern nationalist perspectives toward the expansion of slavery into western territories.
	8.7.4 Analyze congress's attempt to balance sectional interests and political power, by describing the impact of the Missouri Compromise on the expansion of slavery, both delaying the Civil War and sowing its seeds.
8.8 The student will examine the political, economic and social transformations of the Jacksonian Era.	8.8.1 Describe the factors that led to the election of President Andrew Jackson, including state laws expanding white male suffrage and Jackson's political success by identifying with the "common man."
	8.8.2 Analyze the impact of the Nullification Crisis on the development of the states' rights debate. A. Explain how provisions of the Constitution (Supremacy Clause; Article III) addressed the theory in which states claimed the right to reject federal laws. B. Describe President Jackson's reaction, based on his fear of secession and destruction of the Union. C. Examine how the Nullification Crisis illustrated the growing tensions between sections of the nation and the public.
	8.8.3 Analyze the impact of Jackson's policies concerning American Indian Nations and their sovereignty by explaining the A. federal government's non-adherence to treaties B. advocacy of the Indian Removal Act of 1830 C. disregard for the Supreme Court's <i>Worcester v. Georgia</i> decision D. resistance by Tribes against Indian policy and encroachment onto Tribal lands E. series of multiple forced removals of Tribal citizens from their traditional homelands to Indian Territory. F. perspectives on removal policies, as expressed by Native leadership such as John Ross, as well as opposition voiced by politicians, such as Congressman Davy Crockett, and Christian missionaries.
8.9 The student will examine the political, economic, social, and geographic changes that occurred during the period of westward movement.	8.9.1 Examine the concept of Manifest Destiny as a motivation and justification for westward movement. A. Define the concept of Manifest Destiny including its belief in the inevitable spread of American institutions (e.g., religion, government, culture) and analyze claims espoused in such writings as <i>The Great Nation of Futurity</i> by John O'Sullivan. B. Explain how the idea of Manifest Destiny influenced migration by identifying push and pull factors impacting the settlement of western territories. C. Analyze the impact of waves of immigration from Northern Europe on settlement patterns. D. Examine multiple perspectives regarding the justification for westward expansion.

EXHIBIT B



	E. Analyze Alexis de Tocqueville's claim regarding the concept of American exceptionalism and identify ways in which America has been an "exception to the rule " (e.g., stability, realizations of liberty and civil equality, prosperity, innovation).
	8.9.2 Analyze the territorial growth of the United States. A. Summarize the series of events and the processes used to annex Texas, as well as acquire the Mexican Cession and the Gadsden Purchase. B. Describe the continued political pressure to maintain a balance of free and slave states. C. Compare the motivations and experiences of individuals and groups who seized opportunities of the West, including those engaged in the California Gold Rush, the settlement of Oregon, and the Mormon migration. D. Describe the consequences of westward expansion, including the impact on American Indian culture homelands, Tribal sovereignty, and the growing sectional tensions regarding the expansion of slavery in new territories.
8.10 The student will analyze the social and economic transformations of the early nineteenth century.	8.10.1 Explain the impact of the Industrial Revolution. A. Describe major technological improvements and inventions that contributed to industrial growth in the North, resulting in heavily populated manufacturing and transportation centers. B. Explain how the invention of the cotton gin impacted Southern plantation economies by increasing the profitability of the crop and leading to the expansion of slavery. C. Analyze the connection between cotton production in the South to the economic success of Northern textile industries. D. Examine the role of women as the primary workforce in New England textile factories and leaders in the reform of working conditions. E. Examine the rise of Nativist reaction to growing immigration, including concerns about assimilation and the effect on jobs and wages.
	8.10.2 Analyze experiences of enslaved persons, including common conditions of life under slavery, acts of resistance to slavery, such as Nat Turner's Rebellion, and legal restrictions, such as Slave Codes.
	8.10.3 Summarize the impact of the Abolitionist Movement on the institution of slavery. A. Assess the impact of the work of notable abolitionists, such as Frederick Douglass, William Lloyd Garrison, and Sojourner Truth. B. Describe the rise of the Underground Railroad, including the efforts of Harriet Tubman, and the impact of Harriet Beecher Stowe's <i>Uncle Tom's Cabin</i> on the abolitionist movement.



	8.10.4 Evaluate the goals and efforts of the Women's Suffrage Movement toward political equality. A. Trace the emergence of the women's rights movement from the abolitionist movement. B. Describe the role of the movement's primary leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton, Lucretia Mott, Grimké sisters). C. Identify the ideals, democratic principles, and demands expressed in the <i>Declaration of Sentiments</i> .
	8.10.5 Evaluate the significance and key leaders of the Second Great Awakening. A. Describe the use of religious revivals to attract converts to new Protestant denominations. B. Explain how the Second Great Awakening sparked a number of reform movements, such as temperance and abolitionism, which addressed society's problems.
8.11 The student will analyze slavery as the principal cause of increased sectional polarization leading to the Civil War.	8.11.1 Evaluate the goals of the Compromise of 1850 regarding the issue of slavery. A. Describe the series of measures proposed by Senator Henry Clay to avert the threat of dissolution of the Union, including a strengthened fugitive slave act, the use of popular sovereignty regarding the institution of slavery in new states, and the morality of majority rule to determine the expansion of slavery. B. Explain why the Compromise of 1850 may have succeeded as a temporary solution but proved that compromise could not offer a permanent solution to the issue of slavery.
	8.11.2 Analyze the impact of the Kansas-Nebraska Act, the growing tension, and inevitability of a civil war. A. Explain how popular sovereignty in new territories regarding the institution of slavery led to factional feuds in "Bleeding Kansas." B. Examine why the North was outraged at the possibility that northern territories such as Kansas and Nebraska might adopt slavery, which had been prevented by the Missouri Compromise. C. Evaluate the impact of the <i>Dred Scott v. Sandford</i> decision, which denied citizenship to African Americans and ruled enslaved persons as property. D. Examine the motives for John Brown's Raid on the federal arsenal at Harpers Ferry.
8.12 The student will analyze the course and consequences of the Civil War.	8.12.1 Analyze the immediate impact of the presidential election of 1860. A. Describe the emergence of the third-party system. B. Identify President Lincoln's stance on slavery and intention of preserving the Union, as stated in his Cooper Union Address. C. Explain slavery as the central factor for the secession of southern states by examining passages from state secession declarations. D. Describe tensions over the strategic and internally divided border states. E. Trace the formation of the Confederate States of America under the leadership of Jefferson Davis.



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	F. Describe how the Confederate attack on Fort Sumter ignited armed civil conflict.
	8.12.2 Evaluate the advantages and disadvantages of the Union and the Confederacy. A. Compare natural resources, population, and industrialization . B. Describe the significance of military leadership and experience (e.g., Robert E. Lee, Ulysses S. Grant). C. Examine the impact of free and enslaved persons , such as the 54th Massachusetts Regiment. D. Describe the value of immigrant troops used to fill Union ranks.
	8.12.3 Identify the key strategies used during the war and evaluate their effectiveness in determining the war's outcome. A. Compare the goal of the Union's Anaconda Plan to blockade and surround Confederate forces to the intent of Sherman's "Total War" strategy. B. Describe how the Southern defense strategy focused on defending Confederate territory in hopes the North would eventually abandon the war effort. C. Examine the lasting impact of the Civil War, focusing on its devastation of property and the national economy, unrestricted use of weaponry , and the involvement of civilians.
	8.12.4 Summarize the significance of key battles and turning points of the Civil War. A. Explain how the Battle of Antietam proved that the Union could withstand the Confederate Army, providing Lincoln the confidence to issue the Emancipation Proclamation. B. Analyze the <i>Emancipation Proclamation's</i> role in expanding the goals of the war and its impact on slavery , including the significance of Juneteenth in relation to emancipation. C. Describe how the Battle of Gettysburg ended the Confederate attempt to invade the North and analyze Lincoln's <i>Gettysburg Address</i> which clarified the Union's motivation for winning the war. D. Explain how the Confederate loss of Vicksburg opened the way for the North to seize control of the Mississippi River, dividing the Confederate forces. E. Describe Lee's surrender at Appomattox and the conditions of Grant's surrender terms.
8.13 The student will analyze the political, social, and economic transformations during the Reconstruction Era.	8.13.1 Examine the challenges of rebuilding the nation following the end of the Civil War. A. Evaluate Lincoln's plans for reconciliation, as expressed in his Second Inaugural Address, and the impact of his assassination on Reconstruction. B. Compare the plans and policies proposed for Reconstruction (e.g., President Andrew Johnson, the Congressional Republicans) assessing their intended goals and possible outcomes.
	8.13.2 Analyze the impact of state and federal legislation following the Civil War.



	A. Explain the impact of the 13th, 14th, and 15th Amendments on the status of formerly enslaved persons, as well as the relationship of the federal government to the states. B. Assess the impact of the Civil War Amendments in securing political rights for African Americans, resulting in their election to state and national government positions. C. Evaluate the efforts of the Freedmen's Bureau to assist freed persons with economic, educational, and political opportunities. D. Describe how the adoption of Black Codes by many southern state legislatures restricted employment and property rights of freedmen.
	8.13.3 Analyze the emerging social structure of the post-war South. A. Identify the various motives of carpetbaggers including economic gain, exploitative aims, and genuine concern for the civil and political rights of freed Blacks. B. Describe the expansion of the tenant and sharecropper systems which enabled landowners to reestablish a labor force severely restricting economic mobility. C. Examine the political and social goals of the Ku Klux Klan, including its intimidation of African American voters. D. Describe the migration of African Americans (Exodusters) from the oppressive conditions of the South to opportunities in the north and west.
	8.13.4 Assess the factors leading to the end of Reconstruction. A. Describe the impact of the lack of enforcement of the 14th and 15th amendments. B. Examine the development of segregated societies in the South. C. Explain the effects of the presidential election of 1876 and the Compromise of 1877 on Reconstruction.
	8.13.5 Evaluate the impact of federal policies related to the on-going migration and settlement of the West. A. Describe how the Homestead Act of 1862 enabled more individuals to obtain land and partake in economic opportunities following the war. B. Analyze the impact of the development of the Transcontinental Railroad on connecting agricultural goods and products to population centers and markets. C. Summarize the intent of President Grant's Peace Policy on the displacement of American Indians from their homelands. D. Describe the impact of Grant's policy of government-run boarding schools and missions directed to assimilate Tribal members. E. Describe escalating conflict between American Indians, military forces, and civilians (e.g., Whitman Mission and Sand Creek Massacres).



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Oklahoma History and Government

Oklahoma History and Government highlights state history and politics; however, all four strands of social studies: Civics, History, Geography, and Economics are evident and continue to be essential components of student learning. The course highlights the history of the state, from pre-contact cultures and the presence of extensive Tribal societies, through the migration of many different peoples, and the development of the state's economic sectors. Equally important is the analysis of local, state, national, and Tribal governments, as well as the constitutional principles and civic responsibilities of state citizens.

Practice Standards: Grades 9-12

OKH.1 Students will apply critical thinking skills to address authentic civic issues.

OKH.1.1 Demonstrate an **understanding** of the virtue of civil discourse to analyze and address real-world problems.

- A. Evaluate the impact of **perspectives, civil discourse, and democratic principles** on addressing civic issues.
- B. Engage in a range of **deliberative and democratic** processes to develop strategies to address **authentic, real-world problems** in community and out-of-school contexts.
- C. **Gather** and **evaluate** information regarding complex problems, assessing individual and collective **actions** taken to address them.

OKH.1.2 Develop **practices** which demonstrate an understanding that social studies involves the evaluation of evidence.

- A. **Develop, investigate, and evaluate** plausible answers to essential questions that reflect enduring **understandings** across time, real world circumstances, and social studies disciplines.
- B. Evaluate **points** of agreement and disagreement from reliable information and expert interpretations **used** to answer supporting questions related to content knowledge.
- C. Reinforce **critical thinking** by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in **reasoning**.
- D. Demonstrate **understanding of content** through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.

OKH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

EXHIBIT B



Oklahoma Academic Standards for Social Studies

OKH.2 Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies.	A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems. B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	OKH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	OKH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	OKH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
OKH.3 Students will engage in	OKH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.



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critical, active reading of primary and secondary sources related to social studies concepts.	A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information. B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
	OKH.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
OKH.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	OKH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	OKH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Oklahoma History and Government Content Standards	
OKH.1 The student will describe the state's geography	OKH. 1.1 Describe the various physical features of Oklahoma and how the environment, ecological regions, and natural resources can affect human activity, comparing information on historical and contemporary thematic maps.



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and the historic foundations laid by American Indian, European, and American cultures.	OKH. 1.2 Explain the significance of the Cooper Bison Kill Site as credible evidence of the early presence of prehistoric Native cultures.
	OKH. 1.3 Describe the region as home to well-developed and complex pre-contact societies, such as the Spiro Mound Builders.
	OKH. 1.4 Examine the Caddo and Wichita cultures, active in the production and trading of goods using extensive transcontinental, intertribal trade routes prior to European contact.
	OKH. 1.5 Compare the goals and significance of early European interactions with Native cultures, such as the benefits of trade, the impact of disease, the transformation of Native life brought about by the arrival of the horse, and new technologies.
	OKH. 1.6 Compare cultural perspectives of American Indians and settlers regarding land ownership, social structures (e.g., matrilineal vs. patrilineal), religion, and concepts of government.
OKH.2 The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath.	OKH. 2.1 Analyze the role of early trade centers and transportation to the development and growth of the region, by describing the A. impact of mercantile settlements, such as Chouteau's Trading Post at Three Forks B. major trading and peacekeeping goals of military posts, such as Fort Gibson.
	OKH. 2.2 Analyze the consequences of removal of American Indians to present-day Oklahoma. A. Explain the motivations which prompted the passage and terms of the Indian Removal Act of 1830 and describe efforts of Tribal resistance, including appeals to the Supreme Court (e.g., Marshall Trilogy), the support of missionaries, such as Samuel Worcester, and the positions of Cherokee leadership (e.g., Elias Boudinot, John Ross). B. Summarize and describe the process of forced removal and experiences of southeastern Tribes from their homelands and the establishment of Indian Territory. C. Examine the consequences of Indian Removal on intertribal relationships among Tribal groups historically residing in Indian Territory and those relocated there.
	OKH. 3.1 Examine the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and Tribal sovereignty.



OKH.3 The student will evaluate the major political and economic events that transformed the land and its people in the post-Civil War era to statehood.	A. Describe the effect of intertribal division based on Tribal support of the Union or Confederacy, as exemplified by Opothleyahola and the Trail of Blood on Ice. B. Explain conditions of the Reconstruction Treaties of 1866 (e.g., land cessions, the abolition of slavery, required Tribal enrollment of the Freedman, and the grant of right of way to Congressionally authorized railroad companies). C. Describe the period known as the Second Indian Removal and justifications made for establishing the reservation system, comparing experiences of Tribal Nations. D. Examine the purpose for western military posts and the role of military regiments, such as the Buffalo Soldiers, in implementing Indian policy during the Plains Wars. E. Describe the confinement of American Indians to reservations, including the significance of the Massacre at the Washita and explain the impact of the reservation policy. F. Explain the significance of the <i>Standing Bear v. Crook</i> decision as it relates to the "personhood" of American Indians and their rights under federal law.
	OKH. 3.2 Evaluate the lasting effect of early industries on economic growth. A. Describe the economic and environmental effects of commercial extraction of Indian Territory's coal deposits on the development of regional communities, including the role of entrepreneur James J. McAlester. B. Explain factors contributing to the cattle industry becoming vital to the economy of the state, including the associated development of railroad lines and major transportation routes.
	OKH. 3.3 Analyze the influence of the idea of Manifest Destiny on migrations into present-day Oklahoma. A. Explain opportunities provided by the Homestead Act of 1862 and its impact on mass migration to the region. B. Analyze the goals, strategies, and escalated tension created by the Boomer Movement under the leadership of David Payne. C. Examine Tribal responses to increased emigration, featured by calls for unified action through intertribal councils, lobbying efforts, and court challenges. D. Describe the establishment of all-Black towns and the extent to which they provided economic opportunities, political independence, and escape from discrimination.
	OKH. 3.4 Explain how American Indians experienced decreasing control over Tribal lands through congressional action. A. Compare multiple points of view to evaluate the impact of the Dawes Act of 1877 (General Allotment Act) which resulted in the loss of Tribal communal lands through a transfer to individual property.



	B. Describe the intent of the Indian Appropriations Act and methods (e.g., land run, lotteries) used for the redistribution of lands, such as the Unassigned Lands and the Cherokee Outlet.
OKH.4 The student will analyze significant issues encountered on the path to statehood.	OKH. 4.1 Describe the effects of the Curtis Act of 1898 and evaluate the outcome of the Indian-led movement to secure a separate statehood for Indian Territory, summarizing major features of the proposed state of Sequoyah's constitution.
	OKH. 4.2 Examine the continued migration of African Americans to the region and describe the outcome of a proposed all-Black state, as advocated by Edward McCabe.
	OKH. 4.3 Explain how the Organic Act of 1890 and Enabling Act paved the way for the admission of Oklahoma and Indian territories into the Union as a single state.
	OKH. 4.4 Examine the influence of the national Progressive Movement and local social reformers, such as Kate Barnard, on the state constitutional convention regarding accountable government, child labor, public education, and prohibition.
	OKH. 4.5 Trace the final steps toward statehood from the adoption of the Oklahoma constitution by a vote of the people to presidential proclamation on November 16, 1907.
OKH.5 The student will evaluate the constitutional powers exercised by the state government and the role of the Oklahoma citizen.	OKH. 5.1 Describe the purpose of the Oklahoma Constitution, its key principles, and its relationship to the Constitution of the United States. A. Identify the responsibilities of state government by analyzing the Preamble to the Oklahoma State Constitution. B. Compare the structure of state government to the national system of three branches with similar functions and powers. C. Identify the requirements, terms of office, and duties for major elected and appointed state officials in each branch of state government, including county officials, school board members, and city officials. D. Examine powers exercised by the state government to meet the needs of its citizens, using examples from history and the modern era.
	OKH. 5.2 Explain how the state Constitution protects the rights of citizens by comparing the Oklahoma Constitution's Article II (Bill of Rights) to key features of the United States Bill of Rights.



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	OKH. 5.3 Trace the steps necessary for a bill to become a law in Oklahoma, including multiple opportunities for citizens to be involved in the process.
	OKH. 5.4 Describe the system of federalism as it relates to the division, function, and sharing of powers among levels of the United States government, using historical examples and including Tribal relationships to the state government.
	OKH. 5.5 Examine how the Oklahoma State Constitution includes several provisions to promote democratic participation by citizens, such as A. the direct primary, initiative petition, and referendum (including the power to recall government officials in some local jurisdictions) B. the regulations and processes for registering to vote and participating in state elections.
	OKH. 5.6 Identify major sources of local, state, and Tribal revenues (e.g., sales tax, income tax, gaming) and services provided including education , health and human services, transportation, courts, corrections, and public safety.
OKH.6 The student will examine Oklahoma's political, economic, and social history regarding race during the early decades following statehood.	OKH. 6.1 Examine how the oil industry affected major sectors of employment and the development of communities, including the role of entrepreneurs (e.g., Frank Phillips, E.W. Marland, Thomas Gilcrease) and the designation of Tulsa as the "Oil Capital of the World."
	OKH. 6.2 Examine government policies impacting American Indian identity, culture, economy, Tribal government, and sovereignty. A. Analyze the effects of federal policy to assimilate Native children through the establishment of Indian boarding schools (e.g., Riverside Indian School, Chilocco Indian Agricultural School). B. Examine the judicial decision of <i>Dorothy Sunrise v. Cache Consolidated School District</i> regarding integrated access to public education by American Indians. C. Explain the justification for passage of the Indian Citizenship Act of 1924 and the concept of dual citizenship. D. Examine the Bureau of Indian Affairs' guardianship of American Indian resources, lands, trust accounts and head rights, exemplified by the Osage Allotment Act and exploitation of Osage mineral wealth. E. Identify the intent of the Indian Relocation Act as it relates to vocational training and assimilation policies, as well as its affect on Tribal communities.
	OKH. 6.3 Examine multiple points of view regarding the evolution of race relations in Oklahoma.



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	A. Analyze the intent and effect of Jim Crow laws initiated by the passage of Senate Bill 1. B. Explain the outcome of Oklahoma's attempt to restrict suffrage rights through the grandfather clause (<i>Guinn v. United States</i>). C. Describe the continued growth of African American communities, including the emergence of "Black Wall Street" in Tulsa's Greenwood District D. Examine the rise of the Ku Klux Klan and its involvement in acts of intimidation and violence, including responses such as the Anti-Mask Law of 1923. E. Analyze the causes of the Tulsa Race Massacre, including its continued social and economic impact.
	OKH. 6.4 Summarize Oklahoma's role in World War I, including agricultural exports and the contributions of the Choctaw code talkers.
	OKH. 6.5 Examine how agricultural conditions were a precursor to the Great Depression by describing the boom-and-bust cycle of Oklahoma's agricultural output to meet the needs of World War I followed by post-war overproduction.
OKH.7 The student will examine the challenges and accomplishments of Oklahomans as they encountered periods of economic depression and engagement in world conflict.	OKH. 7.1 Identify economic conditions occurring nationally and within the state which contributed to the Great Depression and were characterized by mass unemployment and human suffering.
	OKH. 7.2 Describe the environmental devastation known as the Dust Bowl by analyzing the impact of environmental conditions and human mismanagement of natural resources which resulted in the migration of the "Okies."
	OKH. 7.3 Examine the effects of the Great Depression on Oklahomans and evaluate the effectiveness of governmental response. A. Summarize policies of Governor William H. Murray which impacted the goals of the New Deal in Oklahoma. B. Describe New Deal programs and projects (e.g., Agricultural Adjustment Act, Tennessee Valley Authority, Works Progress Administration, Civilian Conservation Corps) which addressed specific needs of Oklahomans in both employment and the conservation of natural resources. C. Analyze how various segments of Oklahoma's economy and society, such as agriculture, mining, and state politics, were influenced by organized labor and socialist movements.
	OKH. 7.4 Describe the changing relations between the federal government and American Indian Nations as influenced by the <i>Meriam Report</i> and reflected in the Indian Reorganization Act ("Indian New Deal") and the Oklahoma Indian Welfare Act, including consequences on Tribal government and sovereignty.



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	OKH. 7.5 Describe the contributions of Oklahomans, including the political and social commentaries of Will Rogers and Woody Guthrie, Wiley Post's aviation milestones, the artwork of the Kiowa Six, and African American jazz musicians.
	OKH. 7.6 Summarize and analyze the impact of Oklahoma's mobilization and engagement in World War II including A. establishment of military bases and prisoner of war installation, B. contributions of military personnel to the war effort, including the American Indian code talkers and the 45th Infantry Division.
OKH.8 The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.	OKH. 8.1 Evaluate the progress of the Civil Rights Movement in Oklahoma by describing the goals, strategies, and accomplishments toward equality. A. Examine judicial interpretation of the equal protection clause of the 14th Amendment. B. Describe issues and decisions of the landmark Supreme Court cases of <i>Sipuel v. Board of Regents of the University of Oklahoma</i> and <i>McLaurin v. Oklahoma Board of Regents for Higher Education</i> . C. Assess the leadership of Governor Raymond Gary in the integration of the public common and higher education systems. D. Explain the strategy and effectiveness of nonviolent lunch-counter sit-ins, such as those organized by Clara Luper, local churches, and the NAACP. E. Examine the consequences of Tulsa Public School's voluntary desegregation efforts initiated at Booker T. Washington High School.
	OKH. 8.2 Analyze the impact of growth in various sectors of the state economy. A. Describe the value of agribusiness to the state economy, producing commodities, such as wheat and livestock for the nation, and examine water use issues impacting agribusiness. B. Examine the development of defense-related, aerospace, and aviation industries (e.g., Fort Sill, Tinker Air Force Base, FAA, weather research and national disaster preparedness). C. Analyze recent oil and gas boom-and-bust cycles, such as new discoveries in the Anadarko Basin, and the growth of alternative energy sources, such as wind power. D. Describe the state's connection to international trade through construction of transportation infrastructures (e.g., interstate highway system, McClellan-Kerr Arkansas River Navigation System). E. Evaluate the impact of tourism as an industry, boosted by the construction of Route 66, state parks, and museums.



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	F. Examine the growth of Tribal enterprises, their effects on the state's economy and on the financial stability of American Indian Nations, including examples of state and Tribal cooperation (e.g., gaming compacts, cross-deputization agreements). G. Identify the causes and consequences of rural to urban to suburban migration, as well as urban renewal efforts (e.g., Oklahoma City's MAPS Project).
	OKH. 8.3 Analyze the evolving relationship between the state and Oklahoma's thirty-nine Tribal governments. A. Identify the relative location of Oklahoma's Tribal Nations and their jurisdiction. B. Explain how Tribal governments are established under various constitution-based or traditional structures, operating as sovereign nations whose citizens select their own officials. C. Describe Tribal authority to enact and enforce laws, manage judicial systems, lands and natural resources, education, and other programs for Tribal citizens. D. Identify how legislative actions have impacted American Indian Nations (e.g., Indian Self-Determination and Education Assistance Act, American Indian Religious Freedom Act, Johnson-O'Malley Program). E. Examine judicial decisions related to issues of sovereignty and jurisdiction (e.g., <i>McGirt v. Oklahoma</i>, <i>Oklahoma v. Castro-Huerta</i>). F. Explain the importance of Tribal efforts to preserve Native history, cultures and languages, including the intent and consequences of the Native American Graves Protection and Repatriation Act.
	OKH. 8.4 Summarize the contributions of Oklahoma leadership in a changing political environment. A. Identify the contributions of contemporary politicians and public servants (e.g., Speaker Carl Albert, Ambassador Jeane Kirkpatrick, Principal Chief Wilma Mankiller, educator and historian Eddie Faye Gates). B. Describe trends in political realignment from preponderance of the Democratic Party following the Great Depression to the emergence of the Republican Party, exemplified by the election of Governor Henry Bellmon.
	OKH. 8.5 Analyze Oklahoma's response to acts of domestic terrorism. A. Identify the effects of the domestic terrorist attack on the Alfred P. Murrah Federal Building in Oklahoma City. B. Describe the volunteerism and heroism of responding Oklahomans, exhibiting the "Oklahoma Standard." C. Examine the purpose of the Oklahoma City National Memorial and how it continues to fulfill its mission of remembrance and education.
	OKH. 8.6 Examine recent contributions by Oklahomans to the public's quality of life.



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	A. Describe migrations of recent cultural and ethnic groups to Oklahoma and their impact on the social and economic transformation of the modern state. B. Analyze the influence of Oklahomans in various fields, such as the arts, literature, and sports (e.g., Ralph Ellison, Jim Thorpe, Bill Mauldin, the Five Moons [Indian Ballerinas], Allan Houser, N. Scott Momaday, Reba McIntire, Joy Harjo). C. Explain changing perceptions, both internal and external, of the state and its citizens, comparing the images from Steinbeck's <i>The Grapes of Wrath</i>, to the musical <i>Oklahoma!</i>, and the Oklahoma City Thunder.



Modern World History	
<i>Students utilize the settings of the world's regions and major historic eras to sharpen their grasp of the four strands of social studies: Civics, History, Geography, and Economics. The Modern World History standards span from the Renaissance to the growth of modern nations, to twentieth century world events. Analyzing the place and influence of the American republic throughout modern eras will help students better understand their role as citizens.</i>	
Practice Standards: Grades 9-12	
MWH.1 Students will apply critical thinking skills to address authentic civic issues.	MWH.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives , civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts . C. Gather and evaluate information regarding complex problems , assessing individual and collective actions taken to address them .
	MWH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence . A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines . B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge . C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning . D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments. .
MWH.2 Students will use interdisciplinary tools to acquire, apply, and evaluate	MWH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	MWH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	MWH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	MWH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
MWH.3 Students will engage in critical, active reading of primary and secondary	MWH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
	MWH.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
MWH.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	MWH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	MWH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Modern World History Content Standards	
MWH.1 The student will analyze the impact of the patterns of ancient political, economic, and cultural development.	MWH.1.1 Explain how geographical and environmental factors impacted settlement and cultural development. A. Explain different ways in which societies interact across regions (e.g., trade, exploration, colonization) resulting in cultural diffusion (e.g., the Silk Road, Trans-Saharan exchange). B. Describe the institution of slavery prior to the 15th century as a widespread result of warfare and economic practices.



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	MWH.1.2 Analyze the influence of religious, political, and philosophical ideas on society. A. Compare the origins and spread of the world's major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism. B. Describe ancient Mesopotamia's Code of Hammurabi as one of the earliest legal codes. C. Examine the influence of Judeo-Christian ethics and Mosaic law on early American political and legal systems, as well as modern legal systems. D. Explain ancient Athens' experience with direct democracy, including the concept of liberty; identify modern political principles which developed in ancient Greece (e.g., the city-state, civic participation through voting, law-making bodies). E. Evaluate the contributions of the Roman civilization to law and government by describing the Roman Republic's development of the principle of separation of powers, the concept of civic duty, written laws, and the rule of law. F. Compare the impact of Greek and Roman philosophers, including Plato, Aristotle and Cicero including their lasting influence on ideas and principles of government. G. Describe the contributions of the Byzantine Empire, including the influence of Constantine on Christianity and the significance of the Justinian Code.
MWH.2 The student will analyze patterns of social, economic, political, and cultural changes during the Late Middle Ages to the Age of Exploration.	MWH.2.1 Describe the impact of medieval English legal and constitutional practices, as established in the Magna Carta, on the rise of modern democratic principles (e.g., common law, limitation of a monarch's power, parliament, habeas corpus, and concepts related to the rule of law.)
	MWH.2.2 Assess the origins and significance of the Italian Renaissance and the revival of classical learning. A. Examine intellectual development and advances (e.g., vernacular literature and expanded literacy, the arts, engineering, human anatomy), focusing on the selected historical figures (e.g., Machiavelli, Michelangelo, da Vinci, Raphael, Erasmus). B. Describe how humanism furthered the values of republicanism, liberty, and individualism.
	MWH.2.3 Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society. A. Explain reasons for the growing discontent with the Catholic Church, including the main ideas of Martin Luther and John Calvin, and the role of William Tyndale. B. Trace the spread of Protestantism across Europe, including Lutherans, Reformed (Calvinist), Church of England, Anabaptists, and the effects on European society (e.g., idea and practice of religious tolerance, Calvinist work ethic). C. Explain the purposes and policies of the Catholic Counter-Reformation.



	D. Describe tensions between religious and secular authorities, and doctrines, including the English Reformation and the consolidation of royal power. E. Explain new ways of disseminating information, such as Gutenberg's invention of the printing press and the translation of the Bible into the vernacular.
	MWH.2.4 Evaluate the legacy of the Scientific Revolution on society, focusing on major theories and discoveries. A. Explain how the scientific method and new technologies, such as the telescope and microscope, led to new theories of the universe. B. Describe the accomplishments of major figures of the Scientific Revolution (e.g., Nicolaus Copernicus, Johannes Kepler, Galileo Galilei, Francis Bacon, Isaac Newton) as well as the impact of Islamic learning on global scholarship and scientific thought.
	MWH.2.5 Analyze migration, settlement patterns, and cultural diffusion caused by a competition among European nations during the Age of Exploration. A. Explain the economic and religious motivations that prompted European exploratory expeditions into the Western Hemisphere and describe how these expeditions led to the expansion of the Spanish and Portuguese empires in Latin America. B. Examine how the Doctrine of Discovery was used to legitimize European colonization of lands and Indigenous peoples. C. Explain how the origins of modern capitalism, mercantilism, and the market economy in Europe impacted international trading patterns, prompting global exploration and rivalry. D. Describe the major economic and cultural effects of the Columbian Exchange and explain how the enslavement of Indigenous peoples and Africans was used for the development and growth of colonial economies. E. Explain how overseas expansion led to the development of the trans-Atlantic slave trade, analyzing European debates about the morality of slavery.
MWH.3 The student will analyze developments in politics, science, and philosophy contributing to human advancement and the	MWH.3.1 Compare theories and forms of government regarding sources of authority and legitimacy, including the role of the citizen and the concept of individual liberty. A. Distinguish between limited and unlimited forms of government, by describing the growing consolidation of political power in Europe manifested in the rise of nation-states and monarchies. B. Describe historic and contemporary examples of theocracies, based on the concept that civil affairs should be determined by religious laws and governed by religious leaders.



rise of modern institutions of self-government.	C. Examine the Dynastic Cycle (Chinese Mandate of Heaven) by explaining its principle that virtuous rulers are bestowed power from a heavenly mandate, yet subject to rebellion if abusive. D. Describe the theory of Absolutism which supports the exercise of unlimited power according to an inherited "divine right" to rule (e.g., Louis XIV). E. Examine rule by Enlightened Monarchs and how the ideas of the Enlightenment tempered Absolutism (e.g., Frederick the Great, Catherine the Great). F. Analyze government's source of authority under a Constitutional Monarchy by explaining how and why powers are limited by a written or unwritten constitution (e.g., English Parliament).
	MWH.3.2 Explain England's response to Absolutism in Europe, which influenced American thoughts on self-government. A. Identify the causes, essential events, and effects of the English Civil War and the Glorious Revolution. B. Examine the development of parliamentary sovereignty, constitutional mixed government, and liberty in England, including the importance of the <i>English Bill of Rights</i> and how it limited the power of the monarch. C. Describe England's fiscal, commercial, and technological innovations, including the culture of trade, England's military success in successive wars with France, and the consequent establishment of a British Empire in North America.
	MWH.3.3 Analyze the impact of the Enlightenment on modern government and economic institutions. A. Explain how the major ideas of Enlightened philosophy influenced the concepts of natural rights and consent of the governed. B. Describe the contributions of major Enlightenment thinkers (e.g., Locke, Montesquieu, Voltaire, Rousseau), contrasting the views of Thomas Hobbes regarding the "divine right" theory. C. Examine the origins, meanings, and effects of John Locke's <i>Second Treatise of Government</i>. D. Examine the impact of Adam Smith's theories, as presented in <i>The Wealth of Nations</i>, on modern economic thought and free enterprise.
MWH.4 The student will analyze the political, economic, and social transformations brought about	MWH.4.1 Analyze the complex political, social, and economic causes culminating in the French Revolution. A. Examine the influence of Enlightenment philosophy, economic conditions, the rising influence of the middle class, and the excesses and corruption of the French monarchy on demands for reform. B. Trace the significant events of the French Revolution (e.g., convening of the Estates General, Tennis Court Oath, storming of the Bastille, execution of Louis XVI, Reign of Terror) and analyze the political concepts presented in <i>Declaration of the Rights of Man and the Citizen</i>.



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by the events of the age of revolutions.	C. Explain the major effects of the French Revolution (e.g., contribution to modern nationalism, political, economic, and cultural debilitation of the Catholic church) and analyze how its support for ideas of popular sovereignty and legal equality served as a model for later revolutions.
	MWH.4.2 Explain how the intellectual thoughts of the American and French Revolutions regarding self-rule inspired revolutionary movements globally, such as democratic revolutions in Haiti, Mexico, and South America.
	MWH.4.3 Describe the legacy of the Napoleonic Wars including an accelerated rise of nationalism across Europe, Britain's role in maintaining a balance-of-power, and how the Congress of Vienna attempted to establish a new political order in Europe.
MWH.5 The student will analyze the massive social, economic, and cultural change brought about by the Industrial Revolution.	MWH.5.1 Examine the causes and characteristics of the Industrial Revolution. A. Explain how the Industrial Revolution began in England due to its natural resources, entrepreneurship, labor, and access to capital. B. Evaluate the extent to which the Second Agricultural Revolution and innovations in energy, mechanization, and transportation enabled industrialization. C. Explain how an entrepreneurial culture led to technological innovations such as the steam engine, railroad, and the application of scientific research to industrial innovation. D. Describe the social and economic consequences of industrialization, such as population growth, increased life expectancy, rural to urban migration, harsh living conditions for the urban poor, and growth of the middle class.
	MWH.5.2 Analyze responses to and the legacy of the Industrial Revolution. A. Examine how the abolition of slavery within the British Empire was influenced by Christian humanitarianism, and examine the role of various antislavery societies, including the work of William Wilberforce. B. Explain the rise of trade unionism and the birth of the Labour Party, including the effects of various social and political reforms, such as Liberalism (John Stuart Mill) and modern conservatism (school of Edmund Burke). C. Examine the concept of economic interventionism (e.g., economic protectionism, child labor laws, legislation for old age pensions, health insurance). D. Describe the rise of socialism, including the ideas and influence of Robert Owen and Karl Marx, as well as the major ideas of Marx and Engels' <i>The Communist Manifesto</i>. E. Describe the European intellectual revolution and the ideal of academic freedom, including leading figures (e.g., Marie Curie, Charles Darwin, Gregor Mendel).



	MWH.5.3 Evaluate the impact of industrialization on global imperialism. A. Explain the economic, political, and social justifications supporting imperialist ideology and colonialism (e.g., Social Darwinism, economic gain and resources, Christian missions, strategic advantage, and Nationalism). B. Describe the consequences of imperialism and the growth of national rivalry in Asia, Africa, and the Americas (e.g., territorial conquests and the development of settler colonies, European investments abroad and imperial reshaping of colonial economies, the exploitation of natural resources, changes in life expectancy, inhumane treatment of Indigenous populations, and the spread of Christianity in Africa and Asia). C. Describe the outcomes of the Berlin Conference and the impact of superimposed boundaries on Africa's Indigenous populations and establishing spheres of influence. D. Assess the political, economic, and cultural impact of the British Raj, Britain's subordination of India, characterized by the benefits of economic, educational, and infrastructure investments, at the costs of exploitation and self-rule. E. Describe important political, economic, and cultural aspects of the decay of the Qing dynasty, including growing Western influence and the Boxer Rebellion.
MWH.6 The student will evaluate the global transformation created by the World Wars.	MWH.6.1 Analyze the underlying causes and significant events of World War I. A. Describe complex and multiple causes of World War I (e.g., German militarism and an arms race, nationalism, industrial and colonial competition) and examine Europe's alliances affected by a power vacuum attributed to the declining power of the Austro-Hungarian and Ottoman Empires. B. Summarize the significant events of World War I and why the conflict was considered a "total war" (e.g., use of industrial and chemical weapons, prolonged trench warfare, expansion into a global conflict) with a focus on the war's significant turning points (e.g., Battles of the Marne, Verdun, the Somme).
	MWH.6.2 Evaluate the lasting effects of World War I. A. Describe the economic destruction and unprecedented loss of life, including the Armenian genocide. B. Explain post-war political instability (e.g., collapse of the Russian, Ottoman, and Austrian Empires). C. Examine the immediate consequences of the Treaty of Versailles, including the "war guilt" clause, the establishment of European mandates and the rise of Zionism, as well as the subsequent rise of regional nationalist movements.
	MWH.6.3 Analyze the causes, consequences, and impact of the Russian Revolution on global politics, social structures, human rights, and economic systems.



	A. Describe the growing political and social unrest under Czar Nicholas II, collapse of the Romanov dynasty, the emergence of the Bolshevik movement, and the Russian Civil War. B. Summarize the consequences of Soviet communism, including the establishment of a one-party dictatorship under Lenin, government seizure of private property, and the persecution of religious believers. C. Describe Stalin's rise to power and establishment of a totalitarian regime resulting in the destruction of civil society (e.g., Great Purge's oppression of political opposition, the destruction of individual rights, use of mass terror against internal enemies, genocidal starvation of the Ukrainians known as the Holodomor).
	MWH.6.4 Analyze the economic, social, and political conditions that resulted in World War II. A. Describe the various causes and consequences of the global economic collapse and evaluate how governments responded to the Great Depression, including English and French social welfare legislation, the growth of the mixed economy, and the welfare state. B. Explain how violations of the Treaty of Versailles and failure of the League of Nations, including attempts at disarmament and unrealistic expectations of massive reparations, fueled a second global conflict. C. Describe the drives for empire in the 1930s by evaluating the economic, social, and political conditions that allowed the rise of Fascist militarist regimes in Germany, Italy, Spain, and Japan. D. Identify the characteristics of fascism, including how such totalitarian regimes utilized propaganda, repressed dissention, and instigated anti-Semitism (e.g., Nuremberg Laws in Germany).
	MWH.6.5 Examine the significant events of World War II from a global perspective. A. Describe aggression by the Axis powers (e.g., Italy's invasion of Ethiopia; Germany's militarization, the Stalin-Hitler Pact of 1939, annexation of Austria, and attack on Poland; Japanese invasion of China, the Nanking Massacre) and the initial responses by the Allied nations. B. Compare military campaigns in Africa, Asia, and the Pacific (e.g., Battle of the Atlantic, Battle of Britain, siege of Leningrad, Operation Torch, Operation Overlord), identifying Allied military leadership, major strategies, and sacrifices made by soldiers, as well as civilians.
	MWH.6.6 Examine the background, causes, series of events, and effects of the Holocaust. A. Trace the roots and long tradition of anti-Semitism among Christians and 19th century ideas about race and nation. B. Describe the National Socialist Party's (Nazi) seizure of unchecked power, its dehumanization of the Jews and the parallel mass genocide of other victims (e.g., physically disabled, the Roma,



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	homosexuals). C. Examine the effects of the Shoah (Jewish Holocaust) through eyewitnesses such as inmates, survivors, liberators, and perpetrators. D. Summarize world responses to the Shoah, including Christian opposition, the Nuremberg Trials, and the move to establish a Jewish homeland. E. Describe efforts to avoid the abuse of human rights by examining the intent of the Universal Declaration of Human Rights and the expansion of the Geneva Conventions.
MWH.7 The student will evaluate post-World War II regional events leading to the transformations of the modern world.	MWH.7.1 Evaluate the effects of World War II including the origins and escalation of the Cold War. A. Explain the major consequences of World War II, including physical and economic destruction, the loss of life, including millions of civilians, the mass expulsion of ethnic minorities, and the devolution of colonial empires. B. Compare the ideological, political, and economic distinctions between the United States and Western bloc versus the Union of Soviet Socialist Republics (USSR) and the Eastern bloc, leading to the division of Europe, separation by an "Iron Curtain," and adoption of a policy of containment. C. Explain how tensions escalated, fueled by the Berlin Blockade, Suez Canal Crisis, and subsequent uprisings by people in Soviet-dominated satellites (e.g., Poland, Hungary, Czechoslovakia). D. Compare military power shifts caused by the war and a proliferation of nuclear armaments, describing the impact of transnational organizations and alliances (e.g., United Nations, North Atlantic Treaty Organization, Warsaw Pact) and explaining the goals of the non-alignment movement.
	MWH.7.2 Evaluate ongoing regional disputes of the Middle East. A. Describe the creation of the modern state of Israel, including the rationale for its establishment, the Zionist movement, and increased migration of European Jews to Palestine. B. Explain how the United Nations' partitioning of the Palestine Mandate created refugees and contributed to growing tensions between Israel and neighboring Arab states (e.g., Six Day War) prompting proposals of a two-state solution. C. Examine the roots of the ongoing regional instability of the Middle East, including the rise of Islamic fundamentalism, the Iranian Revolution and its establishment of a theocracy, the Iran-Iraq conflict, and the invasion of Kuwait.
	MWH.7.3 Assess the impact of independence movements on self-government in South Asia. A. Describe the fall of the British Raj and the emergence of an independent India and Pakistan, including the rise of Indian nationalism and the All-India Muslim League, and analyze the influence and ideas of Mahatma Gandhi and Muhammad Ali Jinnah.



	B. Describe the partitioning of India and subsequent international relations (e.g., Indo-Pakistani wars, the Non-Aligned Movement, Indian and Pakistani democracy, experiences with Socialism, and free-market reforms).
	MWH.7.4 Analyze political and cultural transformations occurring in East and Southeast Asia during the postwar era. A. Explain how civil conflicts in Korea and French Indo-China became proxy wars between superpowers over the spread of communism. B. Describe significant political and economic change in China, including the influence of Sun Yat-Sen and the 1911 nationalist revolution, and examine the consequences of the Chinese Civil War, which resulted in the establishment of a Communist regime and the emergence of a free, prosperous, and democratic Taiwan. C. Describe the effects of the Chinese Communist Revolution characterized by the repressive economic and social policies of Mao Tse-tung (e.g., Great Leap Forward and mass famine, Cultural Revolution and the terror of the Red Guards). D. Explain the significance of pro-democracy movements (e.g., student protest at Tiananmen Square) and economic reforms under Deng Xiaoping, including China's economic and technological modernization, its growing involvement in world trade, rise in power status, and rivalry with the United States.
	MWH.7.5 Assess the impact of African independence movements on human rights and self-government. A. Explain the effects of Pan-Africanism on changing political boundaries. B. Describe the struggle for self-government in Ghana, including the influence of Kwame Nkrumah. C. Analyze the political, economic, and social context of South Africa's apartheid system, assessing the role of international pressure and internal resistance in dismantling it, and describing the influence of Nelson Mandela and Desmond Tutu.
	MWH.7.6 Evaluate the conditions leading to the end of the Cold War. A. Analyze the effect of the collapse of the Soviet Union on global power dynamics, including the emergence of new democracies in Eastern Europe. B. Examine the goals of Poland's Solidarity Movement as a broad anti-authoritarian civil resistance which advanced the causes of workers' rights and social change. C. Explain the effect of the burdens of Soviet military commitments resulted in the collapse of the Soviet Union. D. Explain how the policies of rapid political and economic restructuring under Mikhail Gorbachev, known as perestroika and glasnost, further contributed to the destabilization of the Soviet system and to the



	eventual breakup of the Soviet Union. E. Assess the effect of anticommunist policies of President Reagan, Margaret Thatcher, and Pope John Paul II, as well as Western diplomacy initiated by individuals, such as Willy Brandt, and resistance movements led by individuals, such as Vaclav Havel and Lech Walesa. F. Describe European politics since the fall of the Soviet Union, including Eastern Europe's re-integration into the free West, the expansion of the European Union and NATO, Brexit, and the re-emergence of Russia as an independent power. G. Explain and describe the components of Western Europe's postwar rise to modern prosperity (e.g., American-led free trade system, scientific, technological, and medical advances, welfare states, the economic recovery and development of Germany, and the mass rise in living standards). H. Describe the establishment of the European Union and the continued strength of national loyalties.
	MWH.7.7 Analyze recent threats to global security and regional stability. A. Examine the religious, ethnic, and political origins and the lasting effects of ethnic conflict, modern genocide, and atrocities (e.g., Cambodia's Khmer Rouge, Northern Ireland's "Troubles", Rwanda's civil war, the Balkan's ethnic cleansing). B. Identify conditions that have given rise to international terrorism and the risk of weapons of mass destruction, evaluating responses by governments and societies to such threats. C. Describe the challenges and impact of trade and economic interdependence on modern economies.
	MWH.7.8 Describe recent contributions affecting significant changes in contemporary societies in the fields of literature and the arts (e.g., J. R. R. Tolkien, Pablo Picasso), as well as in science and technology (e.g., Albert Einstein and theories of relativity, discovery of DNA, access to the World Wide Web).



United States History	
<i>The growth of the nation as a world power and model for democratic principles is explored from the post-Civil War era to modern times, with an emphasis on all four strands of the social sciences: Civics, History, Geography, and Economics.</i> <i>The impact of major individuals, groups, movements, natural resources, and entrepreneurship on American institutions is examined through a chronological and integrated approach in order for students to best comprehend the complexity of historic events.</i>	
Practice Standards: Grades 9-12	
USH.1 Students will apply critical thinking skills to address authentic civic issues.	USH.1.1 Demonstrate an understanding of the <i>virtue</i> of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives , civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts . C. Gather and evaluate information regarding complex problems , assessing individual and collective actions taken to address them .
	USH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time , real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
USH.2 Students will use interdisciplinary tools to acquire, apply, and evaluate	USH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	USH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	USH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	USH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
USH.3 Students will engage in critical, active reading of primary and secondary	USH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
	USH.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
USH.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	USH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	USH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
United States History Content Standards	
USH.1 The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of	USH.1.1 Explain the constitutional issues that arise in the post-Civil War era. A. Summarize the fundamental principles of the American representative democracy and how events of the post-war era affected the Constitution's balance of the public good with the protection of individual rights. B. Analyze the Constitution's concepts of federalism, separation of powers, and the system of checks and balances to changing relationships in American politics as the nation rebuilt following the Civil War.

EXHIBIT B



the American West during the Post Civil War Era.	C. Examine the meanings and effects of the Reconstruction Amendments (13th, 14th, and 15th Amendments) and the Civil Rights Act of 1867, assessing the extent to which each enabled social, political, and economic change.
	USH.1.2 Analyze the post-Reconstruction civil rights struggles. A. Identify the significance of Juneteenth in relation to emancipation and modern-day commemorations. B. Explain the reasons for adoption of Black Codes immediately following the Civil War and their limitations on economic opportunities and property ownership. C. Describe how some Southerners responded to change brought about by Reconstruction, including the rise of the Ku Klux Klan, its methods of intimidation such as lynching, and the effect of Jim Crow laws aimed at establishing segregation.
	USH.1.3 Analyze the impact of immigration on settlement patterns in American society and economic growth. A. Summarize the reasons for immigration and the immigrant experiences of Southern Europeans, Eastern Europeans, and East Asians at processing centers such as Ellis Island and Angel Island. B. Describe the Americanization programs which sought to integrate and assimilate immigrants (e.g., political party machines, Tammany Hall) through instruction in English and the American system of government. C. Examine the rise and motivations of Nativism against a new wave of Eastern European immigrants. D. Describe the contributions of Chinese immigrants to the national economy and nativist opposition to their continued immigration. E. Explain changes in federal immigration policy including the Chinese Exclusion Act, the Gentlemen's Agreement, and the Supreme Court's application of the 14th Amendment.
	USH.1.4 Analyze the causes and effects of the continuing westward migration and territorial growth after the Civil War. A. Explain the impact of the Homestead Act, the completion of the Transcontinental Railroad, and the purchase of Alaska on settlement patterns and Native populations. B. Describe "Grant's Peace Policy" including the establishment of reservations and the use of religious organizations to assimilate American Indians through religious instruction and agricultural training. C. Examine American Indian perspectives on westward expansion and the end of the Indian Wars at Wounded Knee, as expressed by such leaders as Red Cloud, Quanah Parker, and Chief Joseph. D. Describe the intent and effects of assimilation policies including the impact of Indian Boarding Schools on Native culture, identity, and economic outcomes over time. E. Evaluate the impact of the Dawes Act on Tribal sovereignty and land ownership.



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USH.2 The student will analyze the social, economic, and political changes that occurred during the American Industrial Revolution, the Gilded Age, and reform movements.	USH.2.1 Evaluate the transformation of American society, economy, politics, and culture during the American Industrial Revolution. A. Explain how the United States was transformed from an agrarian to an increasingly industrial, urbanized society and how this transformation created both new economic opportunities , as well as societal problems. B. Describe the changing role of the American farmer, including the establishment of the Granger movement. C. Analyze the impact of capitalism and laissez-faire policy on business practices, such as monopolies, the characterization of "robber barons" and the role of industrialists in economic growth, as well as philanthropy (e.g., Cornelius Vanderbilt, J.P. Morgan, John D. Rockefeller, and Andrew Carnegie, including his <i>Gospel of Wealth</i> essay on American society .) D. Identify the impact of new inventions and industrial production methods on the growth of the American economy and standard of living (e.g., technologies developed by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer Process). E. Examine the complex conditions that characterized the Gilded Age (e.g., rapidly expanding economy, growing middle class and the influence of mass culture, concentration of wealth, corrupt politics, poverty, and environmental consequences). F. Evaluate the role of muckrakers and social reformers (e.g., Jane Addams, Ida Tarbell, Jacob Riis, Upton Sinclair) on increased awareness of business practices and societal concerns, including child labor, working conditions , and the regulation of big business. G. Assess the significance of the Labor Movement (e.g., Knights of Labor, American Federation of Labor), including the leadership of Samuel Gompers and Eugene V. Debs, by comparing its early goals (e.g., form trade unions and obtain favorable legislation) to strategies and their repercussions (e.g., Pullman Strike, Haymarket Riot).
	USH.2.2 Evaluate the efforts of major reform movements in addressing social issues. A. Describe the Women's Suffrage Movement, focusing on the leadership of Susan B. Anthony, Alice Paul, and Carrie Chapman Catt, as well as strategies used to bring attention to the suffrage cause. B. Explain how the Social Gospel movement emphasized the engagement of churches in social reform and the application of religious principles to societal problems such as poverty, inequality, and injustice. C. Summarize changing race relations as a result of the <i>Plessy v. Ferguson</i> decision, establishing a doctrine that became known as "separate but equal." D. Describe continued attempts to disenfranchise African Americans through the use of poll taxes and literacy tests by some state governments.

EXHIBIT B



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	E. Compare the viewpoints of early civil right leaders, such as Booker T. Washington, W.E.B. DuBois, and Ida B. Wells, in response to rising racial tensions. F. Evaluate the influence of the Niagara Movement and the National Association for the Advancement of Colored People (NAACP) on expanding opportunities for African Americans.
	USH.2.3 Evaluate the rise and reforms of Populism and the Progressive Movement. A. Describe how democratic processes (e.g., direct primary, initiative petition, referendum, recall) intended to limit political corruption by making politicians and lawmaking more immediately responsive to the people. B. Explain the impact of William Jennings Bryan and his <i>Cross of Gold</i> message on the political landscape. C. Trace the series of events leading to and the effects of the 16th and 17th Amendments to the Constitution of the United States. D. Describe how the rise of trusts and monopolies impacted consumers and workers, prompting government's response with the Sherman and Clayton Antitrust Acts.
	USH.2.4 Analyze and compare the personalities, actions and policies of presidents during the Progressive Era. A. Describe the efforts of President Theodore Roosevelt's administration, including the promises of the Square Deal, Meat Inspection Act, Trust-busting laws, and support for conservation. B. Examine President William Howard Taft's "trust-busting" agenda, the Pure Food and Drug Act, and formation of the Interstate Commerce Commission. C. Evaluate the significance of the 1912 presidential election, including the rise of Roosevelt's Bull Moose Party and the viability of Eugene V. Debs' Socialist Party. D. Describe the work of President Woodrow Wilson's administration, including the promises of "New Freedom" and passage of the Federal Reserve Act. E. Compare Progressive ideas as expressed by President Wilson to principles of the Declaration of Independence and the Constitution of the United States.
USH.3 The student will analyze the expanding role of the United States in international affairs as America was	USH.3.1 Evaluate the impact of imperialism on international relations and its effect on developing nations. A. Explain the rise of the United States as a world power amidst debates over the United States' role in world affairs and overseas expansion. B. Compare the economic, religious, social, and political rationales for American imperialism, comparing the concept of Social Darwinism to arguments made by Anti-Imperialists and colonial responses.



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transformed into a world power in the late 19th and early 20th centuries.	C. Explain American influence, as well as the motivations, leading to the annexation of the kingdom of Hawaii, including the influence of Admiral Alfred T. Mahan's vision for American naval power. D. Identify events leading to the call of Americans to engage in war with Spain, assessing the influence of yellow journalism and jingoism. E. Examine how the Spanish-American War resulted in the rise of the United States as a world power, leading to new territorial acquisitions and followed by national insurrections in Cuba and the Philippines. F. Assess the foreign policy of President Roosevelt's "Big Stick" Diplomacy and his Corollary to the Monroe Doctrine, influencing the acquisition and construction of the Panama Canal. G. Explain the focus of President Taft's "Dollar Diplomacy" to ensure the financial stability of a region while protecting and extending national commercial interests. H. Examine how President Wilson's ethical and religious beliefs influenced his vision of "Missionary Diplomacy" as America's moral responsibility to spread the benefits of democracy to emerging nations. USH.3.2 Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society. A. Examine the justification for the United States' movement from neutrality to engagement in World War I by explaining the intent and impact of the Zimmermann Telegram and threats to international trade caused by the resumption of unrestricted submarine warfare. B. Identify the Selective Service Act as a means to mobilize armed forces to support allied nations of the Triple Entente during the First World War. C. Describe the purpose of the Espionage Act and Sedition Act within the context of the First Red Scare and its impact on individual liberties, such as the imprisonment of anti-war critics and activists, the Palmer Raids, and the Sacco-Vanzetti trials. D. Explain how the American Expeditionary Forces, economic support, and the production of armaments helped turn the tide, leading to an Allied victory. E. Analyze the impact of the war on the home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, and the Great Migration. F. Examine Wilson's foreign policy as proposed in his <i>Fourteen Points</i> and reasons for the nation's return to isolationism highlighted by the Senate's rejection of the terms of the Treaty of Versailles and the proposed League of Nations.
	USH.4.1 Examine the economic, political, social, and cultural transformations between the World Wars.



USH.4 The student will analyze the cycles of economic boom and bust of the 1920s and 1930s on the transformation of American government and society.	A. Explain how the era reflected change, characterized by clashes between modern and traditional values, exemplified by the passage of the 18th and 21st Amendments, the Scopes Trial, and issues of women's rights resulting in the ratification of the 19th Amendment. B. Describe the transition from wartime to peace under the Harding Administration, including the demobilization of drafted soldiers, federal budget cuts, and amnesty for political prisoners. C. Examine the presidency of President Calvin Coolidge and his philosophy of limited government, debates over immigration policy, including the impact of the Immigration Act of 1924, which established national quotas related to origin. D. Identify new forms of cultural expression (e.g., radio, Hollywood films, comic books), including the significant impact of African American culture as exhibited by the Harlem Renaissance and the Jazz Age. E. Describe the rising racial tensions in American society, resulting in the resurgence of the Ku Klux Klan, lynchings, violence typified by the Tulsa Race Massacre, and the continued use of poll taxes and literacy tests to disenfranchise African Americans, including responses by African American leadership, such as Marcus Garvey. F. Assess the effects of the Indian Citizenship Act of 1924 on the status of Tribal citizens with regards to dual citizenship, the divided Tribal reaction regarding sovereignty concerns, and efforts by some states to deny voting rights. USH.4.2 Analyze the prosperity of the Roaring Twenties and the collapse of the American economy, leading to the Great Depression. A. Describe the booming economy based upon access to easy credit through installment buying and a return to laissez-faire economics during the Harding and Coolidge Administrations. B. Examine the various factors contributing to and exacerbating the global depression, including German reparations, Allied war debts, American loans to Europe, and the Smoot-Hawley Tariff's strain on international trade. C. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation in the stock market and buying on margin, and laissez faire policies. D. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy, as well as decimating the savings of middle-class families. F. Explain growing labor unrest and industry's reactions by describing the use of sit-down strikes and court injunctions and examining why socialism and communism appealed to labor. G. Analyze points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation.



	H. Analyze how President Herbert Hoover's philosophy of "rugged individualism," public works projects, and restrictive monetary policies attempted to address massive unemployment; describe examples of public reaction to such measures (e.g., Bonus Army March, Hoovervilles, presidential election of 1932). USH.4.3 Analyze the impact of the New Deal in addressing the challenges of the Great Depression by transforming the federal government's role in domestic economic policies. A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's <i>First Inaugural Address</i>. B. Examine how national policies addressed the economic crisis, based upon John Maynard Keynes' theory of deficit spending, and evaluate the critiques of centralized economic planning and management. C. Analyze the controversies arising from New Deal economic policies, including charges of socialism and the effect of President Roosevelt's "court packing" plan on the future of the New Deal. D. Summarize the goals and effectiveness of new federal agencies to address conditions of the Great Depression (e.g., Social Security Administration, Federal Deposit Insurance Corporation [FDIC], Works Progress Administration [WPA], Civilian Conservation Corps [CCC], Tennessee Valley Authority [TVA]). E. Identify the natural and man-made factors resulting in the environmental disaster known as the Dust Bowl, analyzing its effects on agricultural production, migration, and the national economy, as well as New Deal response (e.g., Farm Security Administration). F. Explain how the Indian Reorganization Act intended to reverse federal policy by restoring lands to Tribal trust status and endorsing Tribal constitutions, which affected the thirty-nine Tribes of Oklahoma. G. Describe how New Deal programs provided relief for many Americans yet continued the practice of discrimination, limiting opportunities for African Americans. H. Explain how the Great Depression and the New Deal affected American politics by the emergence of a "New Deal coalition" consisting of blue-collar workers, farmers, Jews, and Catholics.
USH.5 The student will analyze the United States' role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II.	USH.5.1 Describe the transformations in American society and government policy as the nation entered World War II. A. Examine Fascism in Germany and Italy, including its roots in economic depression, effects of the Versailles Treaty, and ideology, culminating in German rearmament and militarization of the Rhineland. B. Examine the public stance of appeasement, isolationism, and a reluctance to respond to Fascist and Communist military aggression in Europe and Asia, as reflected in the Neutrality Acts. C. Evaluate the industrial mobilization and psychological preparation for war as reflected in President Franklin Roosevelt's <i>Four Freedoms</i> speech. D. Describe programs initiated to support Great Britain, including Lend-Lease, Destroyers for Bases, and



	Cash and Carry. E. Examine President Franklin Roosevelt's leadership, including how he motivated Americans with the <i>Day Which Will Live in Infamy</i> speech, his role as commander in chief, and his diplomatic efforts to maintain the Grand Alliance. F. Explain the reasons for President Roosevelt's executive order for the incarceration of Americans of Japanese descent, the experiences of Japanese families, and summarize the Supreme Court's decision in <i>Korematsu v. United States</i>. G. Describe the war's impact on the home front (e.g., rationing, the Bracero program, bond drives, conversion of factories for wartime, federal regulation of production and labor, the entry of large numbers of women and minorities into the workforce, prisoner of war camps, and the treatment of Americans of German and Italian descent).
	USH.5.2 Analyze the series of events affecting the outcome of World War II. A. Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation (e.g., Pearl Harbor, the D-day Invasion, Stalingrad, Midway, Okinawa, Battle of the Bulge, Iwo Jima, and the island-hopping strategy). B. Describe the roles of individual American leaders, including Generals MacArthur and Eisenhower, as well as the unique contributions of special fighting forces (e.g., Tuskegee Airmen, 442nd Regimental Combat team, Indian Code Talkers). C. Explain the purpose of the Allied conferences at Yalta and Potsdam and how such negotiations would affect post-war Europe. D. Analyze President Truman's decision to use the atomic bomb and describe the legacy of the development and use of atomic weapons.
	USH.5.3 Summarize America's reactions to the events of the Shoah (Jewish Holocaust). A. Examine the American government's actions to news of the Shoah during the war including condemnation of Nazi extermination of Jews and creation of the War Refugee Board. B. Describe the liberation of concentration camps and the immigration of Shoah survivors. C. Examine the United States' participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes.
	USH.5.4 Examine the impact of World War II on the lives of American citizens. A. Examine how wartime employment in the civilian economy and the armed services contributed to an end of the Great Depression's unemployment.



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	B. Describe changes in society during the post-war era (e.g., urban population migration to the suburbs, the baby boom, growth of the middle class, home ownership, development of mass media, and consumerism). C. Describe the goals and effects of the G. I. Bill of Rights and Truman's "Fair Deal" on the average citizen. D. Assess the influence of A. Philip Randolph regarding efforts to eliminate employment discrimination and the impact of President Truman's decision to desegregate the United States Armed Forces.
USH.6 The student will analyze foreign events and policies during the early Cold War Era.	USH.6.1 Analyze the origins of international alliances and efforts at containment of Communism following World War II. A. Analyze the effect of massive aid given to Western Europe under the Marshall Plan on the rebuilding of Europe. B. Describe the goals for the formation of the United Nations, including its focus on international security, as well as cooperation among nations regarding economic, social, and humanitarian issues. C. Evaluate ideological factors that contributed to the Cold War, identifying differences between the Soviet and American political and economic systems, including the concept of an Iron Curtain, and describing the strategy of containment as America's response to Soviet expansionist actions. D. Identify early confrontations between the Soviet Union and the United States including the postwar division of Berlin, the Berlin Blockade and Airlift, and Soviet attempts to overthrow governments in Europe. E. Describe the roles and consequences of the spheres of influence created by the formation of NATO and the Warsaw Pact. F. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea. G. Describe American containment strategies as they applied to the Middle East, as well as United States' military involvement in Latin America.
	USH.6.2 Describe domestic events related to the threat of Communism. A. Summarize the rationale for public fear of a communist influence within the United States. B. Explain the origins and consequences of McCarthyism and the Second Red Scare, including the Hollywood Blacklist and President Eisenhower's reaction. C. Describe the Army-McCarthy hearings and examine controversies related to Alger Hiss and the Rosenberg spy trials, explaining the role of the Federal Bureau of Investigation and the House Committee on Un-American Activities.



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	USH.6.3 Analyze the escalation of international tensions by examining the series of events and their long-term foreign and domestic consequences during the height of the Cold War. A. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race on public perceptions of security, including the goals of the NASA program and the beginnings of the space race prompted by Sputnik's launch. B. Explain President Dwight Eisenhower's concern regarding-the power of the military industrial complex to influence American foreign policy. C. Evaluate the continuing role of television and other mass media regarding their influence over the 1960 Nixon-Kennedy debates. D. Explain President Kennedy's foreign policy as expressed in his inaugural address, including the establishment of the Peace Corps and reaction to the completion of the Berlin Wall. E. Evaluate President Kennedy's decisions regarding the Bay of Pigs Invasion and the Cuban Missile Crisis, leading to the Nuclear Test Ban Treaty. F. Explain how the concept of brinkmanship and the doctrine of mutually assured destruction (MAD) affected defense strategies. G. Analyze the escalation of events drawing America into military involvement in Vietnam (e.g., Domino Theory, Vietnamization, the Gulf of Tonkin Resolution, the Tet Offensive, Paris Peace Accords). H. Explain how the Vietnam conflict impacted domestic affairs (e.g., outcome of the presidential election of 1968, university student protests, counterculture movement, expanded televised coverage of the conflict, passage of the War Powers Resolution Act and the 26th Amendment). I. Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China.
USH.7 The student will analyze the cause and effects of significant domestic events and policies impacting the lives of American citizens.	USH.7.1 Analyze the major events, personalities, tactics, and effects of the Civil Rights Movement. A. Explain how segregation took multiple forms by comparing de jure segregation (e.g., miscegenation laws, public transportation, schools) and de facto segregation (e.g., redlining, hotels, theaters) which maintained the policies of "separate but equal." B. Describe the legal attacks on segregation by the NAACP and its attorney Thurgood Marshall, summarizing the Supreme Court's rulings in the cases of <i>Sipuel v. Board of Regents of the University of Oklahoma</i>, <i>Brown v. Board of Education</i>, <i>Topeka</i>, <i>Heart of Atlanta Motel, Inc. v. United States</i>, and <i>Loving v. Virginia</i>. C. Describe violent responses to the Civil Rights Movement, including the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr.



	D. Identify the tactics used at different times to achieve racial equality (e.g., Montgomery Bus Boycott, desegregation of Little Rock Central High School, Oklahoma City lunch counter sit-ins, Freedom Rides, the marches on Washington and from Selma to Montgomery supported by the Student Nonviolent Coordinating Committee [SNCC]). E. Compare the viewpoints and influence of civil rights leadership (e.g., Dr. Martin Luther King, Jr. reflected in his <i>I Have a Dream</i> speech, the perspectives of Malcolm X, and Robert Kennedy's advocacy of civil rights legislation). F. Identify legislative achievements arising from the Civil Rights Movement and their impact on African American political power and economic status, including the adoption of the 24th Amendment, passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. G. Describe the influence of American religion and prominent religious leaders on civil rights and human rights activism.
	USH.7.2 Examine how the Civil Rights Movement intersected with various other movements for individual rights and liberties. A. Describe the goals of American Indian civil rights efforts by evaluating the strategies of the American Indian Movement and the leadership of Dennis Banks (e.g., occupations of Wounded Knee and Alcatraz) in response to federal mismanagement of Native affairs. B. Explain changes in Tribal self-determination gained through legislation such as the Indian Civil Rights Act of 1968, Indian Self Determination and Education Assistance Act, and American Indian Religious Freedom Act. C. Describe the goals and effectiveness of the United Farm Workers movement and the leadership of César Chávez and Dolores Huerta to improve working conditions for migrant laborers. D. Compare the changing roles of women including the goals of the Women's Liberation Movement and the National Organization of Women, comparing the views of Betty Friedan and Phyllis Schlafly. E. Examine perspectives on issues related to the debate over the Equal Rights Amendment and the <i>Roe v. Wade</i> decision.
	USH.7.3 Analyze the ongoing social and political transformations within the United States, affecting domestic and foreign policy. A. Examine the role of the Warren Court's application of the due process clause of the 14th Amendment (incorporation doctrine) which applies the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties. B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson's War on



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	Poverty and the Great Society by expanding the role of the federal government in economic and social issues. C. Describe the changing immigration policy, with emphasis on how the Immigration Act of 1965 began to transform American society through removal of an origins quota system. D. Identify the goals of the environmental protection movement, including the influence of the publication of Rachel Carson's <i>Silent Spring</i> and passage of the Clean Air Act. E. Assess the election of Richard Nixon, including his appeal to "the silent majority", and the effects of the Watergate Scandal (e.g., public distrust of government, investigative role of the media, <i>Pentagon Papers</i>, first use of the 25th Amendment, President Ford's pardon).
USH.8 The student will analyze the rationale and impact of foreign and domestic policies of the late 20th century.	USH.8.1 Evaluate President Jimmy Carter's foreign and domestic policy initiatives and responses to global challenges. A. Examine the lack of activity, growth, and economic development known as "stagflation" challenging the Carter administration. B. Describe the negotiation of the Camp David Accords leading to the Egypt-Israel Peace Treaty. C. Explain reaction to the OPEC oil embargo and issuance of the Carter Doctrine regarding U.S. interests in the Persian Gulf. D. Evaluate the impact of the diplomatic standoff of the Iran Hostage Crisis and the failed rescue mission.
	USH.8.2 Analyze the presidency of Ronald Reagan and the rise of the conservative movement in American politics. A. Identify the economic and domestic policies of the Reagan Administration featuring tax cuts and deregulation, known as Reaganomics, and the decision to address the air-traffic controllers' strike. B. Describe Reagan's anti-communist stance, as expressed in his <i>Tear Down This Wall</i> speech and defense policies (e.g., response to Communist aggression in Afghanistan and Grenada, the Strategic Defense Initiative). C. Summarize the emergence of the United States and the shift in world power following the fall of the Berlin Wall and the collapse of the Soviet Union. D. Explain how the public's perception of the president was influenced by the Iran-Contra Scandal.
	USH.8.3 Describe the policy goals of President George H.W. Bush. A. Evaluate the effectiveness of the international coalition to counter Iraqi aggression in the Persian Gulf.



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USH.9 The student will analyze contemporary turning points of 21st century American society.	B. Examine justifications for using American troops to overthrow the regime of Panama's General Noriega. C. Describe the significance of passage of the Americans with Disabilities Act of 1990.
	USH.8.4 Evaluate the major domestic and foreign policies of the William J. Clinton administration. A. Describe America's continuing global influence which contributed to the creation of NAFTA and the NATO interventions to restore stability to the former Yugoslav republics. B. Explain how President Clinton's economic policies of taxation, limits on discretionary spending, and economic conditions contributed to a balanced budget. C. Evaluate the rise of domestic terrorism as exemplified by the bombing of the Murrah Federal Building. D. Summarize the political impact of President Clinton's impeachment on the perceptions of the presidency and powers of Congress.
	USH.9.1 Assess the challenges and accomplishments of the George W. Bush administration. A. Summarize the terrorist attacks of September 11, 2001, including examples of heroism and efforts to combat terrorism (e.g., creation of the Department of Homeland Security, passage of the PATRIOT Act). B. Describe the consequences of United States engagement in the Afghanistan and Iraqi wars. C. Evaluate the environmental and human crisis created by Hurricane Katrina, including the response by FEMA. D. Identify the roots of the Great Recession, beginning with the housing bubble's burst, the global financial crisis, and responses by the Federal Reserve.
	USH.9.2 Analyze the significant events during the Barack Obama administration. A. Describe the economic philosophy of the Tea Party movement and how its ideas influenced the mainstream Republican Party. B. Assess the goals and management of military engagements (e.g., wars in Afghanistan and Iraq). C. Describe the goals of the Affordable Care Act (Obamacare), explaining challenges to its enactment. D. Explain the intent and outcome of the DACA (Deferred Action for Childhood Arrivals) program. E. Identify the outcome of the grassroots protests of the Dakota Access Pipeline and its potential impact on Tribal water resources and cultural sites.
	USH.9.3 Analyze the significant events during the first Donald J. Trump administration. A. Identify major policy issues, including tax cuts, immigration and border security, and the expanding influence of social media.



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	B. Describe developments and changes in foreign policy (e.g., USMCA, NATO, Abraham Accords). C. Explain the responses to and impact of the death of George Floyd, including the Black Lives Matter movement. D. Evaluate federal and private response to the Covid epidemic, as well as its lasting impact on global health and American society. E. Examine issues related to the election of 2020 and its outcome.
	USH.9.4 Describe the challenges and accomplishments of the President Joseph Biden administration. A. Assess economic recovery in the post-Covid era, based on data and the impact of federal policies. B. Describe bi-partisan efforts to address the nation's infrastructural needs. C. Describe the United States-Mexico border crisis and issues surrounding executive decisions and legislative response. D. Describe President Biden's foreign policies exemplified by America's withdrawal from Afghanistan, responses to the Russian invasion of Ukraine, and the Gaza-Israel conflict.



United States Government Content Standards

United States Government primarily focuses on an in-depth analysis of the Constitution of the United States, its founding documents, influences, and contemporary workings so that all students can become effective, well-informed citizens of the American constitutional republic. Students trace the roots of democratic concepts, the principles of representative government, and how citizens fulfill their civic responsibilities.

Practice Standards: Grades 9-12

USG.1 Students will apply critical thinking skills to address authentic civic issues.

USG.1.1 Demonstrate an understanding of **the virtue of** civil discourse to analyze and address real-world problems.

- A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues.
- B. Engage in a range of **deliberative** and democratic processes to develop strategies to address authentic, real-world problems in **community and** out-of-school contexts.
- C. Gather and evaluate information **regarding** complex problems, assessing individual and collective actions taken to address **them**.

USG.1.2 **Develop** practices which **demonstrate** an understanding that social studies involves the evaluation of evidence.

- A. **Develop**, **investigate**, and **evaluate** plausible answers to essential questions that reflect enduring understandings **across** time, real world circumstances, and social studies disciplines.
- B. **Evaluate points of agreement** and disagreement from reliable information and expert interpretations **used to answer** supporting questions related to content knowledge.
- C. **Reinforce** critical thinking by evaluating and challenging ideas and assumptions; analyzing and explaining inconsistencies in reasoning.
- D. **Demonstrate** understanding of content through the development of self-driven inquiries and the completion of **multi-staged**, authentic tasks and assessments. .

USG.2 Students will use interdisciplinary tools to acquire, apply, and evaluate

USG.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

- A. **Evaluate** various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	USG.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	USG.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	USG.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
USG.3 Students will engage in critical, active reading of primary and secondary	USG.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments. USG.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
USG.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	USG.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument. USG.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
United States Government Content Standards	
USG.1 The student will compare the formation of contemporary governments in terms of access, use and justification of power.	USG.1.1 Examine the purposes and functions of government including the establishment of sovereignty, the guarantee of law and order, and the preservation of liberty. USG.1.2 Analyze the essential characteristics of limited versus unlimited systems of government. A. Compare historic and contemporary examples of unlimited systems of governments (e.g., monarchy, oligarchy, theocracy, autocracy) to examples of limited systems (e.g., direct democracy, representative democracy, constitutional monarchy).



	B. Identify common characteristics of representative democracies (e.g., idea of natural rights and liberties, the rule of law, equality of all citizens under the law, majority rule with minority rights, the necessity of compromise.)
	USG.1.3 Examine the founding principles of the American republic. A. Explain the principle of popular sovereignty which asserts that governments are created and sustained by the consent of its people, who are the legitimate source of all political authority. B. Analyze how the United States government reflects both a democracy and a republic. C. Explain how the Constitution of the United States reflects a balance between a concern for the public good and a concern for the protection of individual rights. D. Describe how the Constitution of the United States was influenced by religion, morality, and the Bible as a frequently cited authority by America's founders.
	USG.1.4 Compare the advantages and disadvantages of ways in which governmental power can be distributed. A. Describe the structures of unitary, federal, and confederal systems, including contemporary examples of the presidential versus parliamentary systems. B. Compare structural differences in terms of effectiveness, prevention of abusive power, and responsiveness to the common good.
	USG.1.5 Examine the role of government in a nation's economy. A. Compare the role of government in market versus command economic systems. B. Describe the American government's limited but significant role in free enterprise, including the promotion of competition, protection of private property and consumer rights, enforcement of contracts, and access to public goods and services. C. Examine how government policies in a market system can be used to stabilize and stimulate economic growth.
USG.2 The student will describe the historical and philosophical foundations of the republican system of government in the United States.	USG.2.1 Evaluate the extent to which historic ideals and principles of human nature and authority have shaped America as a constitutional republic. A. Summarize the influence of ancient Athenian and Roman experiences with democracy and republicanism on the principles and framing of the Constitution. B. Summarize Judeo-Christian concepts of ethics and government as the basis for American civilization and law, and as exemplified by the influence of the Ten Commandments on American judicial



	decisions. C. Analyze the influence of historic documents regarding the concepts of limited government and popular sovereignty, including the Magna Carta and the Mayflower Compact. D. Analyze colonial-era ideas on liberty, the practice of self-government, and the influence of religious thought on influential documents (e.g., <i>Massachusetts Body of Liberties</i>, <i>Fundamental Orders of Connecticut</i>). E. Describe how Enlightenment philosophy and thinkers (e.g., Locke, Montesquieu) contributed to the concept of a "social contract" and the existence of natural, inalienable rights, including life, liberty and the pursuit of happiness. F. Examine the Declaration of Independence and its grievances to explain the principle of self-rule as exercised through representative government based on the consent of the governed.
USG.3 The student will analyze the fundamental principles of the American republic, as established in the Constitution of the United States.	USG.2.2 Compare points of view toward the structure and powers of government as expressed during debates over ratification of the Constitution. A. Explain the general features of the Constitution as outlined by Alexander Hamilton in <i>Federalist Paper No. 1</i> and summarize James Madison's arguments in <i>Federalist Paper No. 10</i>. B. Compare concerns regarding centralized government as expressed in essays by the Anti-Federalists, such as <i>Brutus Essay 1</i> and George Mason's concerns regarding the lack of a national bill of rights. C. Explain concerns the Founders expressed regarding democracy. D. Consider ways in which the Federalist and the Anti-Federalist debates about the nature and extent of government continue through American history.
	USG.3.1 Evaluate the necessity of a written constitution. A. Identify and describe the purposes for government as stated by the Framers in the Preamble to the Constitution of the United States. B. Analyze how the Constitution of the United States safeguards against authoritarianism by establishing enumerated powers, organizing government, and distributing powers among separate branches of government, the states, and the people. C. Explain why states have written constitutions and explain the relationship of state constitutions to the national constitution, including the guarantee "to every State in the Union a Republican form of Government" (Article IV, Section 4).



	USG.3.2 Examine how the Constitution may be considered a "living document" due to its clearly defined and intentionally rigorous amendment process, which requires super-majorities at both state and federal participation.
	USG.3.3 Analyze how the Framers designed a system of separated powers to prevent the concentration and potential abuse of power. A. Describe the concept of separation of powers by explaining how the national government is divided into branches according to three basic functions : legislative, executive, and judicial. B. Compare the scope of the powers vested to the Executive Branch (Article I) and Legislative Branch (Article II). C. Examine the necessity to "counteract ambition with ambition " through a system of checks on government authority as explained by Madison in <i>Federalist Paper No. 51</i> . D. Explain how the checks and balances system provides each branch of government with individual powers to affect other branches, preventing any one branch from becoming too powerful. E. Examine historic and contemporary examples of the system of checks and balances to illustrate the intent of the Framers and evaluate the effectiveness of the system.
	USG.3.4 Analyze the American system of federalism as established by the Constitution. A. Define and identify the enumerated (expressed) powers found in Article I. B. Describe how the "general welfare" clause and "necessary and proper" clause have empowered Congress with implied powers . C. Identify powers denied to the national government versus those reserved to the states. D. Describe the reasons why the Framers established concurrent powers, comparing examples exercised by both the national and state governments . E. Explain how the Supremacy Clause (Article VI, Clause 2) establishes the Constitution and federal laws or treaties as the "Supreme Law of the Land." F. Evaluate changes that have occurred in the relationship between the states and the national government over time (e.g., "cooperative federalism" versus "new federalism").
	USG.3.5 Summarize and explain the relationships and responsibilities among government jurisdictions. A. Explain how local, state, national, and Tribal governments are involved in cooperatively shaping public policy and responding to public policy issues. B. Compare specific functions, organizations, and purposes of local and state governments, such as ensuring personal security and health regulations.



USG.4 The student will compare the legislative, executive, and judicial branches of the American government as they address the needs of the public.	C. Explain the differences among the types of local governments in Oklahoma (e.g., county, city) as well as their operational relationship with the state government. D. Describe how some state constitutions, such as Oklahoma's, provide for more direct public involvement in the legislative process through such provisions as the initiative and referendum.
	USG.3.6 Analyze Tribal sovereignty, defined as a Tribal Nation's inherent power to self-govern. A. Examine how the Commerce Clause established the initial nation-to-nation relationship between American Indian Tribes and the United States government, explaining how American Indian sovereignty predates the sovereignty of the United States. B. Describe American Indian Tribes as self-governing entities engaged in a trust relationship which establishes a legally enforceable fiduciary obligation on the part of the United States to protect Tribal treaty rights, lands, assets, and resources. C. Describe the evolution of Tribal jurisdiction over time, as a result of legislation (e.g., the Indian Reorganization Act, Major Crimes Act, Indian Child Welfare Act, American Indian Religious Freedom Act, Indian Gaming Regulatory Act) and Supreme Court decisions (e.g., <i>McGirt v. Oklahoma</i>, <i>Haaland vs. Brackeen</i>).
	USG.4.1 Describe the scope and powers of the legislative branch of the federal government as delineated in Article I of the Constitution. A. Compare the composition of the United States House of Representatives to the United States Senate. B. Identify the constitutional qualifications and terms of office for members of the United States Congress, including changes created by passage of the 17th and 27th Amendments, as well as reasons which prompted such changes. C. Explain why the Framers established a bicameral legislative body and how the House of Representatives functions differently from the Senate. D. Identify the leadership roles of the Speaker of the House, the Senate President Pro Tempore, and majority and minority leaders, including the responsibilities of major congressional committees.
	USG.4.2 Describe the scope and powers of the executive branch as delineated in Article II of the Constitution. A. Identify the constitutional qualifications, term of office, and impeachment process for the President of the United States, including the impact of the 12th, 20th, 22nd, and 25th Amendments. B. Compare the original intent of the Chief Executive's roles as described by Hamilton in Federalist Paper No.69 to the modern presidency.



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	C. Describe the function of executive departments and the federal bureaucracy, including the role of the President's Cabinet. D. Examine the purpose of independent regulatory agencies (e.g., Federal Reserve, Security and Exchange Commission). E. Describe the growth of federal agencies during the 20th century, analyzing the constitutional and statutory bases for the delegation of powers to departments or agencies of the executive branch.
	USG.4.3 Explain the steps of the legislative process, including the role of Congress, the President, and special interests, using examples from contemporary policy making and evaluating how the process reflects democratic principles of American constitutional government.
	USG.4.4 Describe the scope and powers of the federal judiciary as delineated in Article III of the Constitution. A. Explain the length of terms, selection and confirmation process, jurisdiction, and process for the removal of Supreme Court justices. B. Examine the Framers' intent regarding the judiciary's authority, including the principle of judicial review, as described by Hamilton in <i>Federalist Paper No. 78</i> and established in <i>Marbury v. Madison</i>. C. Examine the role of district courts, the courts of appeals, and the Supreme Court in the judicial review process. D. Explain the importance of an independent judicial system as integral to the interpretation and defense of citizens' rights and liberties.
USG.5 Analyze factors affecting the political process at the local, state, and national levels of government, including the participation of the citizen.	USG.5.1 Analyze how citizens participate in American self-government by voting in public elections and describe factors that affect voter turnout, trends in voter turnout, and attempts to increase voter participation.
	USG.5.2 Identify the functions of political parties in elections and government at the national and state levels, by comparing political platforms of major contemporary political parties and describing how political parties influence both policymaking and the election of like-minded candidates to public office.
	USG.5.3 Trace the steps of the electoral process, including the roles of state caucuses and primaries, national conventions, and campaigns.
	USG.5.4 Describe the function and impact of political action committees on state and national elections, analyzing issues and decisions of significant court cases, including <i>Buckley v. Valeo</i> and <i>Citizens United v. Federal Election Commission</i>.



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	USG.5.5 Explain the function of the Electoral College, identifying different methods in which presidential electors are determined (e.g., proportional versus winner-take-all).
	USG.5.6 Examine ongoing challenges to the election process, including redistricting and the practice of gerrymandering.
	USG.5.7 Describe the impact of the mass media on the political process, including the effects of media bias and issues related to public opinion polls.
USG.6 Explain how the Constitution of the United States preserves the equal protection of rights and liberties.	USG.6.1 Evaluate the importance of the rule of law as the principle that all citizens and institutions are to be accountable to the same laws and consequences.
	USG.6.2 Explain how the Constitution of the United States provides majority rule with equal protection for the rights of individuals, including those of the minority.
	USG.6.3 Examine the historic traditions and documents which have contributed to the American concepts of rights, liberties (e.g., <i>English Bill of Rights</i> , <i>Virginia Declaration of Rights</i> , <i>Virginia Statute for Religious Freedom</i>).
	USG.6.4 Analyze the civil rights and civil liberties affirmed and guaranteed by the Bill of Rights. A. Explain how individual liberties are essential to the functioning of the American democratic society. B. Examine how liberty and private property generate broad-based opportunity and prosperity in the United States. C. Identify basic rights, liberties , and protections of due process protected by the Bill of Rights and subsequent constitutional amendments . D. Explain how the Bill of Rights protects individuals from abuse by the national government and has been applied to the states through the "doctrine of selective incorporation" established by the 14th Amendment .
	USG.6.5 Analyze the concept of American exceptionalism as being the "exception to the rule" as observers, such as Alexis de Tocqueville claimed and identify ways in which America has been an exception to the rule (e.g., stability, realizations of liberty and civil equality, prosperity, innovation).
	USG.6.6 Explain how freedom of expression and thought is an essential element of democracy by examining historic landmark Supreme Court decisions which have addressed and clarified individual rights under the



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	First Amendment (e.g., <i>Gitlow v. New York</i> , <i>Brandenburg v. Ohio</i> , <i>New York Times v. United States</i> , and <i>Texas v. Johnson</i>).
	USG.6.7 Analyze how the First Amendment has been used to protect religious freedom, as well the Judeo-Christian tradition, through Supreme Court decisions (e.g., <i>West Virginia v. Barnette</i> , <i>Engel v. Vitale</i> , <i>Minersville School District v. Gubitis</i> , <i>Kennedy v. Bremerton School District</i>).
	USG.6.8 Explain why due process rights are essential for the protection of individual rights and the maintenance of limited government by examining landmark Supreme Court cases which have specified due process rights over time (e.g., <i>Mapp v. Ohio</i> , <i>Gideon v. Wainwright</i> , <i>Miranda v. Arizona</i> , and <i>Furman v. Georgia</i>).
	USG.6.9 Describe how significant issues in American society have been addressed by examining landmark decisions (e.g., <i>Regents of the University of California v. Bakke</i> , <i>McDonald v. City of Chicago</i> , and <i>Dobbs v. Jackson Women's Health</i>).
USG.7 The student will analyze the processes and implementation of public policy in the United States.	USG.7.1 Explain how domestic policy is developed and implemented. A. Identify and explain powers that the United States Constitution grants to the President and Congress to develop and carry out domestic policy. B. Trace the budget process, including the impact of government shutdowns and risks from the national debt, explaining how economic trade-offs occur when addressing competing public needs. C. Identify the types and purposes of taxation that are used by local, state, and federal governments to fund public services. D. Examine theories related to the government's influence on the stability and growth of the economy, such as fiscal and monetary policy.
	USG.7.2 Evaluate the role of the national government in formulating and carrying out foreign policy. A. Explain different ways nations pursue their self-interests abroad, such as philosophies of isolationism versus internationalism. B. Explain why and how the United States pursues its national interest and to what extent the pursuit of national interest harmonizes with the pursuit of American ideals. C. Identify and explain powers that the Constitution gives to the President and Congress to conduct foreign affairs. D. Describe the tools used to carry out United States foreign policy, including diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, and military intervention.



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	E. Explain the government's role regarding national defense, trade, and humanitarian efforts by examining contemporary commitments to international organizations and alliances.
USG.8 The student will be able to evaluate the significance of civic participation in order to ensure the preservation of constitutional government.	USG.8.1 Explain the constitutional and legal provisions that establish and affect citizenship, including provisions of the 14th Amendment, the naturalization process, and the concept of dual citizenship as it applies to Tribal citizens.
	USG.8.2 Define civic virtue and explain the individual's duty and responsibility to participate in civic life. A. Distinguish among the civic life (public affairs), political life (the means of influencing government), and private life of citizens. B. Examine how components of civil society (e.g., active communities, individual self-reliance, ethics, religion) contribute to the maintenance of limited government in a representative and democratic republic. C. Explain how civic virtue and a shared American civic identity are achieved through the deliberation about the meaning and application of our Founding documents. D. Describe the right to vote as a cornerstone of a representative democracy and the most direct way for citizens to participate in the government. E. Examine other political rights and responsibilities of citizens, including registering to vote, running for office, serving on juries, and participating in political campaigns. F. Identify responsibilities of both citizens and residents of the United States, including obedience of the law, registering for the selective service, and paying state and federal taxes prior to the annual deadline.
	USG.8.3 Analyze how our system of government provides citizens opportunities to monitor and influence government and hold elected officials accountable. A. Explain how the Constitution protects citizens' ability to engage in informed public discourse as a means to monitor government officials and institutions. B. Identify legal methods to advocate and influence policy (e.g., voting, peaceful protests, petitioning, contacting government officials).



Economics Content Standards	
<i>This course focuses on fundamental economic ideas and concepts in a manner that presents complex systems with manageable and attainable learning objectives in order to achieve a general understanding of how our American market system operates. Such knowledge assists students with the challenges of financial decisions they will confront during their lifetime.</i>	
Practice Standards: Grades 9-12	
E.1 Students will apply critical thinking skills to address authentic civic issues.	E.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	E.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.
E.2 Students will use interdisciplinary tools to acquire, apply, and evaluate	E.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	E.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	E.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	E.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
E.3 Students will engage in critical, active reading of primary and secondary	E.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
	E.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
E.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	E.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	E.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Economics Content Standards	
E.1 The student will develop and apply economic reasoning and decision-making skills.	E.1.1 Define and explain basic economic concepts (e.g., scarcity, surplus, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, and trade-off) applying them to a variety of economic situations.
	E.1.2 Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models.



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	E.1.3 Explain how productive resources (natural, human, capital) are necessary for the production of goods and services.
	E.1.4 Examine how producers and consumers confront the condition of scarcity by making choices that involve opportunity costs and tradeoffs.
	E.1.5 Describe how people respond predictably to positive and negative incentives and how individual choices based on personal subjective preferences cannot be predicted.
	E.1.6 Explain how voluntary exchange occurs only when all participating parties expect to benefit with each transaction contributing to overall societal well-being.
E.2 The student will evaluate how societies answer basic economic questions.	E.2.1 Compare the world's basic economic systems of traditional, market (free enterprise), command, and mixed market economies; identify how these systems attempt to meet the needs of their societies.
	E.2.2 Describe the impact of comparative and absolute advantage upon the three basic economic questions: What goods and services to produce? How to produce them? For whom are they produced?
	E.2.3 Describe how clearly defined and enforced property rights are essential to a market economy.
E.3 The student will explain how prices are set in a market economy and will determine how price provides incentives to buyers and sellers.	E.3.1 Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace.
	E.3.2 Explain what causes shortages and surpluses (e.g., government-imposed price floors, price ceilings, and other government regulations) and describe their impact on prices and people's decisions to buy or sell.
	E.3.3 Explain ways that firms engage in competition and examine the role of firms in setting prices in a market economy, including administered price theory and the impact of marketing.
	E.3.4 Compare the basic characteristics of monopoly, oligopoly, pure competition, and market process.
	E.3.5 Evaluate the role of the government within the economy as it relates to defining, establishing, and enforcing property rights.



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	E.3.6 Explain how competition among many sellers lowers costs and prices and encourages producers to produce more.
	E.3.7 Explain how people's own self-interest, incentives, and disincentives influence market decisions.
E.4 The student will describe the role of economic institutions and government in a market economy.	E.4.1 Evaluate the impact of the government's protection of private property rights and enforcement of the rule of law in a market economy.
	E.4.2 Describe the purpose, costs, and benefits of government funded services.
	E.4.3 Describe how financial institutions, such as banks and credit unions, allow people to pool their incomes and provide future income through investment in stocks.
E.5 The student will examine the function and uses of money within the modern economy, including trading, borrowing, and investing.	E.5.1 Explain the emergence and the basic functions of money (e.g., medium of exchange, store of value, unit of account) and the key attributes of money (e.g., durable, portable, divisible, fungible, scarce, and widely accepted).
	E.5.2 Explain how individuals, businesses, and the overall economy benefits from the various uses of money (e.g., trading, borrowing, investing, and diversifying) versus saving money.
	E.5.3 Identify the characteristics (e.g., divisibility, durability, acceptability, scarcity, portability) and functions (e.g., store of value, unit of account, and medium of exchange) of money.
	E.5.4 Define inflation and determine how it is measured, including the impact inflation has on different sectors of the United States economy.
E.6 The student will evaluate how interest rates impact decisions in the market economy.	E.6.1 Analyze the relationship between interest rates and inflation rates to both the borrower and the lender.
	E.6.2 Determine how changes in real interest rates impact people's decisions to borrow money and purchase goods in a market economy.



E.7 The student will analyze the role of entrepreneurs and laborers within a market economy.	E.7.1 Evaluate the role of labor and explain the importance of workers to production, including their relationship to entrepreneurs by describing how the earnings of workers are determined by the value of the product/service produced and the workers' productivity.
	E.7.2 Describe how decisions made by an entrepreneur and a laborer affect job opportunities for others (e.g., profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource).
	E.7.3 Explain the function of profit in a market economy as an incentive/reward for entrepreneurs' acceptance of risk.
	E.7.4 Analyze the potential risks and gains to entrepreneurs establishing new businesses or inventing a new product.
	E.7.5 Evaluate the costs and benefits of incorporation including the expansion of resources and reduction of risks.
E.8 The student will examine the impact of the global economy on domestic conditions within the United States economy.	E.8.1 Describe how current economic conditions can be affected by many factors (e.g., unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, government-enforced price ceilings, labor supply, and inflation).
	E.8.2 Explain how economic conditions, including supply and demand, have an impact on consumers, producers, and government policymakers.
	E.8.3 Explain that prices are signals of relative scarcity and that attempts to control prices may lead to subsequent distortions in supply and demand.
	E.8.4 Describe the causes and different types of unemployment, how unemployment is measured, and the impact of unemployment on different sectors of the United States economy.
E.9 The student will identify the basic measures of a nation's economic output and income.	E.9.1 Examine the differences between the nominal and the real GDP (Gross Domestic Product) and explain how GDP and GNP (Gross National Product) are used to describe economic output over time by comparing the GDP of various nations representative of market, command, and mixed economic systems.
	E.9.2 Describe the impact on the economy when GDP and GNP are growing versus declining.



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	E.9.3 Evaluate the impact of self-interest, competition, collusion, technological advancement, standard of living, the business cycle and fluctuation on the GDP.
E.10 The student will identify the potential economic impact of government policy.	E.10.1 Define progressive, proportional, and regressive taxation and explain the effects of each on earners.
	E.10.2 Analyze the costs and benefits of government policies on economic growth and prosperity, including how political and social goals are sometimes pursued through economic decisions.
	E.10.3 Compare fiscal and monetary policy and evaluate the impact each has on the economy.
	E.10.4 Explain how changes in federal spending and taxation can affect budget deficits, surpluses, and the national debt.
	E.10.5 Describe the organization and functions of the Federal Reserve System, including its congressional mandates (i.e., maximize employment and control inflation) and its expansion to provide financial stability.
	E.10.6 Analyze how the Federal Reserve attempts to effectuate price stability, full employment, and economic growth via monetary tools (e.g., changes in the discount rate, reserve requirements, and the money supply).
E.11 The student will analyze how trade affects the economies of the world.	E.11.1 Explain the consequences of trade among individuals, regions, and countries by describing that all forms of trade can ultimately be explained as voluntary exchange between individuals.
	E.11.2 Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service.
	E.11.3 Define trade barriers (e.g., tariff, quota) including the difference between balance of trade and balance of payments, explaining why countries sometimes erect barriers to trade, how such barriers affect a country's economic growth, and assessing arguments for and against free trade.
	E.11.4 Explain how exchange rates affect the purchasing power of consumers.

EXHIBIT B



World Geography

This elective course seeks to develop geographically informed young adults through a better understanding of the Earth's physical and human systems, including a focus on the interdependency of living things and the environment. This knowledge, in turn, provides a basis for future citizens to make wise decisions regarding the best interests of their communities and their planet.

Practice Standards: Grades 9-12

WG.1 Students will apply critical thinking skills to address authentic civic issues.

WG.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.

- A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues.
- B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts.
- C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.

WG.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.

- A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines.
- B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge.
- C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning.
- D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments. .

WG.2 Students will use interdisciplinary tools to acquire, apply, and evaluate

WG.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens.

- A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	WG.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	WG.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	WG.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
WG.3 Students will engage in critical, active reading of primary and secondary	WG.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
	WG.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
WG.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	WG.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	WG.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
World Geography Content Standards	
WG.1 The student will use maps and other geographic representations, tools and technologies to acquire,	WG.1.1 Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization.
	WG.1.2 Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface.



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process, and solve problems from a spatial perspective.	WG.1.3 Define regions and analyze changing interconnections among places, using historical and contemporary examples.
	WG.1.4 Utilize geographic technologies and geographical data including census data and imagery to draw conclusions about the influence of geography on the world's people and places.
WG.2 The student will analyze how the human population is organized geographically in order to understand how change affects human systems.	WG.2.1 Interpret geographic data measuring population including density, distribution, patterns of composition, and population trends and projections to analyze issues related to population change.
	WG.2.2 Examine common characteristics of urban versus rural communities, including the patterns and impact of modern migration to urban centers and megacities.
	WG.2.3 Explain the push and pull theory of migration and its impact on human capital and demographic transitions, including the consequences of major voluntary and involuntary migrations.
WG.3 The student will analyze the components and regional variations of cultural patterns and processes.	WG.3.1 Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place.
	WG.3.2 Describe and draw conclusions about the spatial dimensions of culture as defined by language, religion, and ethnicity.
	WG.3.3 Analyze the role of the environment in influencing a region's culture.
	WG.3.4 Explain the processes of cultural diffusion and interdependence, analyzing their impact on defining a region.
WG.4 The student will explain the political organization of space.	WG.4.1 Analyze the nature and meaning of territorial boundaries, and their influence on identity, interaction, and exchange.
	WG.4.2 Compare the world's political systems of government, based on limited versus unlimited authority, including the rights and opportunities of citizens within each system.
	WG.4.3 Examine changes and challenges to political/territorial arrangements, by describing the forces that shape the world's contemporary political map, including the rise or devolution of nation-states.



	WG.4.4 Evaluate how the forces of cooperation and conflict among people influence the control and management of territory and resources.
	WG.4.5 Explain how international alliance networks respond to changing needs of people, places, and regions.
WG.5 The student will analyze patterns of land use among the world's people.	WG.5.1 Examine how different civilizations have sought to improve the well-being of their people by modifying or adapting to their environments.
	WG.5.2 Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption.
	WG.5.3 Describe the characteristics of modern commercial agriculture including major production regions, variations within major zones, and the effects of markets.
	WG.5.4 Examine the impact of agricultural practices (e.g., irrigation, levees, terraced farming, crop rotation, artesian wells, conservation, water resource management, and deforestation) on the environment and quality of life.
	WG.5.5 Explain how transportation improvements (e.g., aqueducts, canals, railroad systems, airports) impacted human development through modification of the environment.
	WG.5.6 Analyze the influence of geography on current issues to consider decisions regarding future land use, including the costs and benefits of environmental regulation.
WG.6 The student will analyze the impact of industrialization on economic development.	WG.6.1 Examine the significance of access to natural resources, energy, and technological innovations (e.g., wind, solar, nuclear) that contribute to the economic development of a region.
	WG.6.2 Compare the impact of government policies in both market and command economic systems on the availability and use of natural resources and development.
	WG.6.3 Compare contemporary patterns of industrialization and development in selected regions of the world.



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	WG.6.4 Describe common characteristics of developed nations and compare variations in levels of development.
	WG.6.5 Explain how changes in the physical environment and political environment influence changes in economic activity within a region.



Ancient and Medieval World History

This elective course seeks to develop an understanding and appreciation of key events, historical figures and legacy of ancient world civilizations prior to the Renaissance. Students will be able to articulate the history of the ancient Greeks and the Roman Empire, including the lasting impact of social, political, and economic change during the Middle Ages, drawing distinctions between the early, high, and late Middle Ages.

Practice Standards: Grades 9-12

AWH.1 Students will apply critical thinking skills to address authentic civic issues.	AWH.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	AWH.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions, analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments. .
AWH.2 Students will use interdisciplinary tools to acquire, apply, and evaluate	AWH.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	AWH.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	AWH.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	AWH.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
AWH.3 Students will engage in critical, active reading of primary and secondary	AWH.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments. AWH.3.2 Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
AWH.4 Students will develop a variety of evidence-based written products designed for multiple purposes.	AWH.4.1 Summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument. AWH.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
Ancient and Medieval World History Content Standard	
AWH.1 The student will examine the origins of humans and their early development through the Neolithic Age.	AWH.1.1 Identify sites in Africa where archaeologists have found evidence of the origins of modern human beings and describe what the archaeologists found. AWH.1.2 Analyze the geographical and environmental factors that encouraged human communities to organize into complex states.



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	AWH.1.3 Describe the characteristics of the hunter-gatherer societies from the Paleolithic to the Neolithic Age (use of tools and fire, hunting weapons, physical adornments).
	AWH.1.4 Explain the importance of the invention of metallurgy (bronze and iron) for the development of weapons and tools.
	AWH.1.5 Describe how the development of agriculture (the cultivation of crops and the domestication of animals) related to settlement, population growth, and the emergence of civilization.
	AWH.1.6 Identify the major characteristics of civilizations (e.g., geographic boundaries and political institutions, economies that produce food surpluses, the formation of cities and states, social classes and hierarchical organization, developed systems of religion, learning, art, and architecture, and systems of writing and record keeping).
AWH.2 The student will analyze why Mesopotamia was the center of major ancient river civilizations.	AWH.2.1 Locate on a historical map the Tigris and Euphrates Rivers, identifying Sumer, Babylon, and Assyria as successive civilizations and explaining why the region is referred to as the Fertile Crescent, including a comparison of major empires (e.g., Akkad, Babylon, Assyria, Israel and Judah, Persian Empire).
	AWH.2.2 Describe the basic religious belief of polytheism, as practiced by Mesopotamian civilizations.
	AWH.2.3 Explain how irrigation, metalsmithing, wage labor, the domestication of animals, and inventions contributed to the growth of Mesopotamian civilizations.
	AWH.2.4 Describe the important achievements of Mesopotamian civilization (e.g., system of writing and its importance in record keeping and tax collection, monumental architecture, relief sculpture, mosaics, state-building).
	AWH. 2.5 Assess the influence and legacy of Hammurabi, including the basic principles of justice associated with Hammurabi's Code.
AWH.3 The student will assess the lasting impact of the ancient Egyptian civilization.	AWH.3.1 Locate on a historical map of the Mediterranean region ancient Nubia and Egypt, including Upper and Lower Egypt.
	AWH.3.2 Identify the social and economic characteristics of ancient Nubia (Kingdom of Kush) including its lucrative trade in iron and gold, military rivalry with Egypt, and assimilation of Egyptian culture.



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	AWH.3.3 Explain the role of pharaoh, the concept of dynasties, Egyptian conquests, the relationship of pharaohs to other social classes, and the role of enslaved persons in Egyptian society.
	AWH.3.4 Examine the polytheistic religion of ancient Egypt with respect to beliefs about the afterlife, as well as Akhenaten's attempt to abandon polytheism for monotheism.
	AWH.3.5 Summarize important achievements of Egyptian civilization (e.g., agricultural system, invention of a calendar, monumental architecture and art, hieroglyphic writing, the invention of papyrus).
AWH.4 The student demonstrates knowledge of the ancient Levant.	AWH.4.1 Locate on a map of the ancient Mediterranean world the center of Levantine civilizations and describe the role of Levantine peoples in transmitting Mesopotamian and Egyptian civilization.
	AWH.4.2 Identify the Phoenicians as the successors to the Minoans in dominating maritime trade in the Mediterranean and describe the value of the Phoenician writing system as ancestor of the Latin alphabet.
	AWH.4.3 Describe the Phoenician settlement of Carthage circa 900 BC, the expansion of Carthaginian economic and political power in the Western Mediterranean, Carthaginian colonization, and Carthage's wars with the Greek city-states.
AWH 5. The student will analyze the roots of Western Civilization in Ancient Israel.	AWH.5.1 Locate on a historical map of the Mediterranean, the kingdoms of the Hittites and ancient Israel.
	AWH.5.2 Trace the Biblical account of Hebrew migrations from Mesopotamia to Canaan and their later sojourn in Egypt, explaining the role of Abraham and Moses, as recorded in the Book of Exodus.
	AWH.5.3 Examine Judaism and its primary beliefs (e.g., monotheism, Torahic Decalogue, emphasis on individual worth and responsibility, adherence to moral obligation) and the role of the Hebrew sacred texts.
	AWH.5.4 Describe the unification of the tribes of Israel under Kings Saul, David, and Solomon, including David's founding of Jerusalem in 1000 BC and the building of the first temple by Solomon.
	AWH.5.5 Examine the Assyrian and Babylonian conquests of Israel and Judah, the Babylonian Exile, the return to Israel, and the establishment of the Maccabean and Herodian dynasties.



	AWH.5.6 Explain the expulsion/dispersion of the Jews to other lands (Diaspora) after the destruction of the second temple in Jerusalem in AD 70, and the renaming of the region by the Romans.
	AWH.5.7 Explain how Christianity served as a bridge between Ancient Israel and the foundations of Western Civilization.
AWH.6 The student will analyze the roots of Western Civilization in Ancient Greece.	AWH.6.1 Locate on a historical map of the Mediterranean area Ancient Greece , tracing the extent of its influence to 300 BC, including the locations and historical significance of architectural sites, such as Knossos, Periclean Athens, the Parthenon, and the Acropolis.
	AWH.6.2 Explain how the geographical location of Athens and other city-states contributed to their role in maritime trade, colonies in the Mediterranean , and the expansion of Greek culture.
	AWH.6.3 Analyze why the government of ancient Athens is considered the beginning of democratic government, by explaining the political concepts developed in ancient Greece (e.g., "polis" or city-state, rule of law, liberty, civic participation and voting rights, legislative bodies, and Constitutions) and analyzing the effects of <i>The Athenian Constitution</i> .
	AWH.6.4 Describe the lasting impact of major accomplishments of the ancient Greeks: A. Greek institutions : the lyceum, the gymnasium, the Library of Alexandria B. Mathematics : Pythagoras and Euclid C. Medicine : Hippocrates D. Science and Engineering : Archimedes, Ptolemy E. History, Poetry, Drama : Herodotus, Homer, Aeschylus F. Language : development of the first complete alphabet , ancestor of the Latin alphabet.
	AWH.6.5 Analyze the causes, course, and consequences of the Persian and Peloponnesian Wars explain the significance of Pericles' <i>Funeral Oration</i> .
	AWH.6.6 Describe the rise of Alexander the Great and the spread of Greek culture, evaluating major contributions of Hellenistic art, philosophy, science, and political thought.
AWH.7 The student will analyze the roots of Western Civilization	AWH 7.1 Locate on a historical map ancient Rome, tracing the changing boundaries of the Roman Republic and Empire from 500 BC to 500 AD and explaining how the geographical location of ancient Rome contributed to the expansion of its political power in the Mediterranean region and beyond.



in the Roman Republic.	AWH.7.2 Explain the rise of the Roman Republic and the role of historical figures in Roman history, including Brutus, Cincinnatus, and Hannibal.
	AWH.7.3 Examine the government of the Roman Republic and its contribution to the development of republican self-government (e.g., the concepts of separation of powers, liberty, the rule of law, representative government, civic duty).
	AWH.7.4 Analyze the influence of Greek civilization on Roman art, literature, society, and government.
	AWH.7.5 Describe the collapse of the Roman Republic from the agrarian reform law of Tiberius Gracchus to the establishment of Julius Caesar's dictatorship.
	AWH.7.6 Examine Julius Caesar's and Augustus' transformation of Rome from a republic to an empire.
	AWH.7.7 Explain the reasons for the growth and longevity of the Roman Empire (e.g., military organization, tactics, conquests, functions of taxes, use of a standard currency, road construction, protection of trade routes, benefits of a Pax Romana, network of Roman roads and aqueducts).
	AWH.7.8 Describe the central features of Christianity in ancient Rome (e.g., monotheism, belief and teachings of Jesus of Nazareth as the Messiah, use of the Old and New Testaments, the influence of Saint Paul, and the meanings and effects of Jesus of Nazareth's words as recorded by Matthew).
	AWH.7.9 Examine the early expansion of Christianity, including the relationship of early Christians, Jews, and officials of the Roman Empire, the relationship of Christianity to Greek thought (<i>logos</i>), the effects of state persecution, the impact of the Council of Nicaea and the significance of the <i>Nicene Creed</i> .
	AWH.7.10 Explain how internal forces (e.g., the rise of autonomous military powers, political corruption, and economic and political instability) and external forces (e.g., shrinking trade, attacks, and invasions) led to the disintegration of the Roman Empire.



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	AWH.7.11 Describe the Sack of Rome, fall of the Western Roman Empire , and the establishment of Germanic kingdoms (e.g., Ostrogoths, Visigoths, Vandals, Franks, Anglo-Saxon kingdoms).
	AWH.7.12 Explain the contribution of Roman civilization to law, literature , architecture, engineering, and technology, including the spread and influence of the Latin language.
AWH.8 The student will examine the foundations of ancient Indian, Chinese, and African civilizations.	AWH.8.1 Describe the origins of Indian civilization of the Indus Valley, the evolution and central principles of Hinduism (Vedic Brahmanism) and the development of social structures, such as the caste system.
	AWH.8.2 Explain the origins and significant aspects of Buddhism, including the life and teachings of Siddhartha Gautama, the evolution and central principles of Buddhism, and the significance of early Indian Hindu and Buddhist monarchies .
	AWH.8.3 Describe important political, economic, and cultural aspects of Indian history, including the Maurya and Kushan Empires, the Gupta Empire, Golden Age of India, Indian mathematics, and maritime expansion.
	AWH.8.4 Explain the origins of Shintoism and its central feature of ritual practices carried out with discipline to maintain connections with the ancient past.
	AWH.8.5 Examine significant aspects of Confucian philosophy and its role in the continuity of Chinese civilization, focusing on the life and teachings of Confucius, the significance of individual ethics, and maintenance of order, hierarchy, and political power .
	AWH.8.6 Assess the significance and legacy of political, economic, and cultural aspects of the Qin, Han, and Tang dynasties (e.g., unification of China, construction of the Great Wall of China, conquest of southern China, introduction of Buddhism , agriculture and transportation, redistribution systems, and inventions of the compass, gunpowder, papermaking, and printing).
	AWH.8.7 Analyze the emergence of complex, interregional networks of trade throughout Afro-Eurasia and how trade networks led to the diffusion and evolution of ideas, resources and technologies.



	AWH.8.8 Explain the significance of the Aksum Kingdom to the region of North Africa, including its role as a center for trade between Europe and Asia, its development of written script, and its adoption of Christianity, establishing a legacy in the modern Ethiopian Orthodox Church.
AWH.9 The student will examine characteristics of the Early Middle Ages in Europe from 476 to 1000.	AWH.9.1 Describe the preservation of Greek and Roman traditions, the Code of Justinian, and the construction of the Church of the Holy Wisdom or Hagia Sophia.
	AWH.9.2 Explain the growth and influence of Christianity and the Catholic Church in medieval society, including the significance of Europe's network of medieval pilgrimage routes, the role of monasteries in preserving the culture of antiquity, and the spread of Christianity to Northern and Eastern Europe.
	AWH.9.3 Examine the founding and central features of Islam (e.g., Muhammad's visions, the Qur'an, pilgrimage to Mecca, and the concept of monotheism).
	AWH.9.4 Describe the impact and legacy of Islam and the Islamic empire, including discoveries in science and mathematics, the spread of Islam in the Middle East, Africa, and Europe.
	AWH.9.5 Analyze the Latin West following the fall of the Roman Empire. A. Explain the structure of feudal society and its economic, political, and social effects, including the differing orders of medieval society. B. Describe the rise of Frankish kings, including the roles of Charles Martel and Charlemagne, and the establishment of the Holy Roman Empire. C. Trace the rise of Anglo-Saxon England, the Danish invasions, and the influence of Alfred the Great. D. Describe Scandinavian raids and conquests (Vikings), explorations (e.g., Iceland, Greenland, Vinland), and state-building (e.g., Normandy, England, Naples, Russia).
AWH.10 The student will examine change during High Middle Ages in Europe from	AWH.10.1 Explain the origins of iconoclasm and the schism between Orthodoxy and Catholicism in 1054.
	AWH.10.2 Examine how William the Conqueror at the Battle of Hastings established the French-speaking Normans as rulers of England and brought about a significant cultural, economic and military transformation.



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1000-1300.	AWH.10.3 Describe political developments in medieval Europe from the Norman Conquest to the Mongol Invasions: A. development of English Common Law, including Henry II's consolidation of royal power, reorganization of the judicial system, and establishment of criminal justice procedures B. partial disintegration of the Holy Roman Empire and the rise of independent city-states in Italy and Germany C. consequences of the European Crusades in the 11th to 13th centuries, including the Fourth Crusade, the Crusader conquest of Orthodox Christian Byzantium, and the Crusader Kingdoms of Greece D. divergence of Russia from Western Europe (e.g., Orthodox Christianity, Baltic Crusades, the Mongol Yoke).
	AWH.10.4 Analyze the origins, meanings, immediate effects, and legacy of the Magna Carta.
	AWH.10.5 Examine religious, intellectual, cultural, technological, and economic developments in medieval Europe from the Norman Conquest to 1300. A. Describe the clash between papacy and empire with regards to the development of law. B. Identify the growing influence of universities, Roman law, canon law, and Scholasticism. C. Describe significant aspects of medieval culture, including architecture, music, art, and literature. D. Explain the emergence of a modern economy, the growth of commerce, towns, and a merchant class. E. Identify technological and agricultural improvements (e.g., plough, windmills, watermills). F. Describe military improvements (e.g., mounted knight and fortifications). G. Evaluate the impact of Marco Polo's travels to India and China.
AWH.11 The student will analyze the significant advancements in Asian and African civilizations from 1000-1500.	AWH.11.1 Explain the significance of Indian and Chinese civilizations from 1000-1500 (e.g., the expansion of Islam into India, Delhi Sultanate) and political, economic, and cultural aspects of Indo-Persian culture.
	AWH.11.2 Describe the rise and fall of the Mughal Empire, including important political, economic, and cultural aspects of early modern Indian history (e.g., rise and development of the Sikh religion and states, Portuguese maritime hegemony, Mughal tolerance and persecution of Hindus).
	AWH.11.3 Examine the significant political, economic, and cultural aspects of the history of the Song, Yuan, and Ming dynasties (e.g., the civil service, Mongol conquest, Construction of the Forbidden City, voyages of Zheng He, Ming political collapse, inventions such as movable-type printing, cannon, and paper currency).



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	AWH.11.4 Examine the influence of the Mali Empire, with attention to the role Timbuktu played in control over West African trade and a center of culture and learning during the Golden Age of Islam.
AWH.12 The student will analyze the significant changes and legacy of the Late Middle Ages from 1300 to 1450.	AWH.12.1 Describe internal divisions and impact on the Roman Catholic Church during the Avignon Papacy, the Great Schism, and the subsequent councils.
	AWH.12.2 Explain developments in medieval English legal and constitutional history and their importance in the rise of modern institutions and self-government (e.g., common law, parliament, habeas corpus).
	AWH.12.3 Assess the economic and social effects of the spread of the Black Death on society.
	AWH.12.4 Describe the major events and lasting effects of the Hundred Years War, including the influence of Henry V and Joan of Arc.
	AWH.12.5 Examine the sack of Constantinople in 1453 and its consequences, describing why the event is considered a turning point in medieval history.
	AWH.12.6 Examine transformations in medieval society. A. Identify major developments in banking , manufacturing at scale, and international trade. B. Describe the impact of innovations , such as the compass, gunpowder, and the cannon.



History of 20th Century Totalitarianism	
<i>This elective course focuses on the analysis of totalitarian regimes of the 20th century, especially those based in Communist and Nazi ideology, including nineteenth-century developments of Marxism and the precursors to Nazi's antisemitic persecution of the Jewish people. Students will also explore the Bolshevik Revolution, its assault on private property and establishment of a dictatorial one-party state. From these studies, students will develop a deeper understanding of the importance of ethical behavior and personal dignity.</i>	
Practice Standards: Grades 9-12	
TOT.1 Students will apply critical thinking skills to address authentic civic issues.	TOT.1.1 Demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems. A. Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues. B. Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts. C. Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.
	TOT.1.2 Develop practices which demonstrate an understanding that social studies involves the evaluation of evidence. A. Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines. B. Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge. C. Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyzing and explaining inconsistencies in reasoning. D. Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments. .
TOT.2 Students will use interdisciplinary tools to acquire, apply, and evaluate	TOT.2.1 Demonstrate an understanding of the principles of government, the benefits of democratic systems, and their responsibilities as citizens. A. Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.



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content understanding of the four strands of social studies.	B. Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples. C. Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.
	TOT.2.2 Develop skills which demonstrate an understanding of historical events and the people who shaped our history. A. Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources. B. Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events. C. Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
	TOT.2.3 Demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present. A. Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of data and information about the world's past and present. B. Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present. C. Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
	TOT.2.4 Identify the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. A. Evaluate economic data from charts and graphs, noting trends and making predictions. B. Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues. C. Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.
TOT.3 Students will engage in critical, active reading of primary and secondary	TOT.3.1 Comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. A. Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.



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sources related to social studies concepts.	B. Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.
	TOT.3.2 Students will apply critical reading and thinking skills to interpret , evaluate, and respond to a variety of complex texts and perspectives. A. Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose. B. Evaluate the author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue. C. Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.
TOT.4 Students will develop a variety of evidence-based written products designed for multiple purposes..	TOT.4.1 Summarize and paraphrase, integrate evidence , and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. A. Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure. B. Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
	TOT.4.2 Engage in authentic research to acquire, refine, and share knowledge through written presentations and products. A. Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources. B. Integrate quotes and summaries of research findings into written products while avoiding plagiarism. C. Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.
History of 20th Century Totalitarianism Content Standards	
TOT.1 The student will analyze the effects of the Industrial Revolution on Europe's economy and society.	TOT.1.1. Describe the growth of reformist political movements and the growth of radical and revolutionary political movements, including anarchism, socialism, and Communism.
	TOT.1.2 Explain the socio-economic ideas of Marx and Engels as outlined in their treatise <i>The Communist Manifesto</i> , including the claim known as "dialectical materialism," which proposed that history must be viewed through the lens of "class struggles" between "oppressor and oppressed."



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	TOT.1.3. Examine the claim that private enterprise is exploitative and inequality the fault of capitalism. A. Analyze the proposition that industrialization and free trade had alienated workers from the fruits of their labors. B. Describe the idea that private property is exploitative , based on selfishness, and results in inequality.
	TOT.1.4 Describe Marxist claims related to the individual and religion, by examining the idea that law and morality are mere "bourgeois prejudices" and religion an "opiate of the masses."
	TOT.1.5 Explain the proposition that violent revolution is needed to overthrow the oppressive classes and abolish exploitative institutions.
	TOT.1.6 Examine the criticisms of the ideas of Karl Marx and Friedrich Engels. A. Explain how violent revolution tends to undermine the rule of law and may empower those more capable of oppression. B. Describe how state ownership of means of production , including centralized economic planning, leads to an authoritarian state which restricts individual freedoms .
TOT.2 The student will compare Judeo-Christian and Western political theory to Communism.	TOT.2.1 Describe the Christian idea of the equality of souls , the Christian ideal of charity, and the renunciation of worldly wealth .
	TOT.2.2 Examine the conflict between liberty and equality as presented by Alexis de Tocqueville's <i>Democracy in America</i> .
	TOT.2.3 Analyze the theories, practices , and failures of early nineteenth-century socialists, such as Robert Owen's New Harmony,
TOT.3 The student will examine responses to Communist and socialist political parties prior to the First World War.	TOT.3.1 Identify political responses to Communist and socialist political parties in Europe, including: A. Germany's Social Democratic Party and Anti-Socialist laws, B. France's Paris Commune and the rise of the Section Française de l'Internationale Ouvrière, C. United Kingdom's Labour Party.
	TOT.3.2 Describe the Second International and its efforts to impose Marxist theory on the socialist parties of Europe, the United States, and Japan.



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	TOT.3.3 Trace the rise and limited appeal of the Industrial Workers of the World and the Socialist Party in the United States.
	TOT.3.4 Explain the rise of the Mensheviks, Bolsheviks, and Socialist Revolutionaries in Tsarist Russia, the 1905 Revolution, and revolutionary terrorism.
	TOT.3.5 Describe the social reforms that responded to the intellectual and political challenge of Communist and socialist parties (e.g., child labor laws, retirement pensions, accident and health insurance, expanded voting rights, establishment of unions, emancipation of Russian serfs).
TOT.4 The student will analyze the effect of World War I on Communist and socialist movements.	TOT.4.1 Examine the response of Communist and socialist leaders and parties in Europe and the United States to changing conditions created by the First World War (e.g., repudiation of nationalism, pacifist movements, the Espionage and Sedition Acts, role of wartime politics, formation of post-World War I national socialism).
	TOT.4.3 Trace the significant events of the Russian Revolution. A. February Revolution and the Provisional (Kerensky) government, B. October Revolution, the Bolshevik seizure of power, and the establishment of one-party dictatorship, C. Civil War, the Red Terror, and the Kronstadt Rebellion, D. brutal repression (e.g., expropriating private industry, banning private enterprise, requisitioning and rationing food, mass famine, suppression of strikes, expropriation of the Church, mass murder of priests) E. Impact of the beliefs and policies of Vladimir Lenin, F. formal establishment of the Union of Soviet Socialist Republics (USSR).
TOT.5 The student will analyze the origins of the National Socialist German Workers' Party (Nazi) regime.	TOT.5.1 Examine German culpability, reparations, and military downsizing as effects of the Treaty of Versailles.
	TOT.5.2 Explain how events during the Weimar Republic led to the rise of Nazism (e.g., Ruhr Crisis, hyperinflation, Great Depression, Dawes Plan, failures of the Weimar Republic).
	TOT.5.3 Analyze how the Nazi regime utilized and built on historical antisemitism to create a common enemy of the Jews in order to gain power.



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	TOT.5.4 Trace the significant events that led to Adolf Hitler's rise to power. A. Munich Beer Hall Putsch B. Hitler's arrest and the writings of <i>Mein Kampf</i> C. Reichstag fire D. Enabling Act; <i>Concordat of 1933</i> F. Night of the Long Knives (Rohm Purge)
	TOT.5.5 Explain how the National Socialist German Workers' Party, or Nazi Party, grew into a mass movement and maintained power through totalitarian means: A. efforts of the Sturmabteilung (SA), the Schutzstaffel (SS), the Wehrmacht, and the Gestapo to assist Hitler in gaining and maintaining power B. use of various forms of propaganda to indoctrinate the German population C. elimination of opposing views through book burnings, censorship, and state control over the media D. use of education and youth programs to indoctrinate young people into the Nazi ideology.
TOT.6 The student will explain antisemitic ideology and actions undertaken by Nazi Germany.	TOT.6.1 Explain the Nazi concept of an Aryan race and how eugenics and pseudoscience racism provided a foundation for Nazi racial beliefs.
	TOT.6.2 Examine how identification, legal, and economic status was used to perpetuate the Nazi ideology of the " Master Race " and target Jews.
	TOT.6.3 Describe how the life of Jews deteriorated under the Third Reich, through implementation of the Nuremberg Laws.
	TOT.6.4 Analyze the effects of Kristallnacht and how it became a watershed event in the transition from targeted persecution to open, public violence against Jews.
	TOT.6.5 Describe how Jewish immigration was restricted by various nations and explain how the Kindertransport saved the lives of Jewish children.
	TOT.6.6 Examine the choices and actions of individuals and groups defying Nazi policy at great personal risk.
TO.7 The student will analyze	TOT.7.1 Examine the term lebensraum, or living space, was an essential piece of Nazi ideology and explain how it led to territorial expansion and invasion.



Nazi justification for territorial expansion.	TOT.7.2 Analyze Hitler's use of the Munich Pact to expand German territory and the Molotov-Ribbentrop Pact to ensure the Soviet Union's neutrality.
	TOT.7.3 Identify Hitler's motivations for the annexations of Austria and the Sudetenland, as well as the invasion of Poland.
TOT.8 The student will examine the meaning and effects of the Shoah (Jewish Holocaust).	TOT.8.1 Explain the Shoah (Holocaust) as the planned and systematic state-sponsored persecution and murder of European Jews by Nazi Germany and its collaborators.
	TOT.8.2 Explain the effect of Nazi policies on other targeted groups, including Roma-Sinti, Slavs, Jehovah's Witnesses, political opponents, the physically and mentally disabled, and homosexuals.
	TOT.8.3 Examine the role that bystanders, collaborators and perpetrators played in the implementation of Nazi policies against Jewish people and other targeted groups.
	TOT.8.4 Explain the use of ghettos, including the displacement and deportation of Jews to ghettos, attempts at escape, and forms of resistance, exemplified by the Warsaw Ghetto Uprising.
	TOT.8.5 Explain how corporate complicity aided Nazi goals, including identification and record keeping, and the use of slave labor for war production.
	TOT.8.6 Explain the purpose of the Wannsee Conference and its role in the Final Solution.
	TOT.8.7 Describe the origins, purpose, and conditions associated with various types of camps, including forced labor camps, concentration camps, transit camps, and death camps (e.g., Auschwitz-Birkenau, Sobibor, Treblinka).
	TOT.8.8 Explain how Allied Forces liberated camps, including the relocation and treatment of the survivors.
	TOT.8.9 Examine the settlement patterns of Shoah (Holocaust) survivors after World War II, including immigration to the United States and other countries and the establishment of the modern state of Israel.
	TOT.8.10 Analyze the international community's efforts to hold perpetrators responsible for their involvement in the Shoah (Holocaust) including the purpose and outcomes of the Nuremberg Trials as they related to crimes against humanity, genocide, and jurisdictional issues.



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	TOT.8.11 Explain the effect of the Eichmann Trial on policy concerning crimes against humanity, capital punishment, accountability, the testimony of survivors, and acknowledgment of the international community.
TOT.9 The student will trace key events, policies, and experiences of life in the USSR prior to and during World War II.	TOT.9.1 Examine the political history of interwar Soviet Russia: A. New Economic Policy B. rise of Josef Stalin C. Collectivization and the First Five Year Plan D. Great Terror, including murder of foreign Communists living in the USSR
	TOT.9.2 Describe the domestic policies of interwar Soviet Russia: A. destruction of individual rights B. government seizure of privately owned industry and commerce C. internal passports to control people's movements D. state-mandated atheism, including the persecution of priests and religious believers E. the cult of personality that glorified Stalin F. development of the counterintelligence state G. the GULAG forced labor network H. purges of the military officer corps and terror against the citizenry I. mass murder of peasants ("dekulakization"), genocidal starvation of Ukrainians (Holodomor).
	TOT.9.3 Describe interwar Soviet foreign policy and the effect of World War II: A. support for foreign Communist parties and popular fronts B. opposition to reform socialists that catalyzed the rise of fascist governments C. support for Chinese Communists D. cooperation with Nazi Germany, including the Nazi-Soviet pact, Soviet annexations and population deportations, the Winter War, and the Katyn massacre E. war policy, including terror, ethnic cleansing, looting operations in conquered countries, and the occupation of Eastern Europe.
TOT.10 The student will analyze significant events, policies, and experiences of	TOT.10.1 Examine the USSR's occupation of Eastern Europe after World War II, including Soviet Communization of Eastern Europe, the coup d'etat in Czechoslovakia, chronic rebellions in the Eastern Bloc (e.g., East German Uprising, Hungarian Uprising, "Prague Spring" in Czechoslovakia, and "Solidarity" in Poland) and neutrality of Finland and Austria.

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the Cold War.	TOT.10.2 Explain the West's response to Communism in the early Cold War, including the policy of containment, the Truman Doctrine, the Marshall Plan, the Berlin Airlift, formation of NATO and the Warsaw Pact, escalation of atomic weapons. disarmament movements, and construction of the Berlin Wall.
	TOT.10.3 Trace the rise of Communist influence in other regions of the world. A. Communist leadership (e.g., Che Guevara, Fidel Castro, Mao Zedong, and Kim Il Sung), B. establishment of the North Korean dictatorship, C. Cuban Missile Crisis, D. Chinese Revolution (1949-58), including one-party dictatorship, collectivization, laogai prisons, Hundred Flowers Campaign, and Anti-Rightist Campaign, E. China's genocidal conquest of Tibet, Great Leap Forward, and Cultural Revolution, F. Deng Xiaoping's political and economic reforms.
	TOT.10.4 Describe the rise of Communism in Vietnam (e.g., successful Communist revolt against French colonial rule, Land Reform Terror, Soviet and Chinese support for the North Vietnamese Communist forces, the fall of South Vietnam, Laos and Cambodia, and establishment of Cambodia's genocidal dictatorship under Pol Pot and the Khmer Rouge).
	TOT.10.5 Examine the development of American Communism, including Soviet coordination of Western Communist party tactics, Communist "front" movements, and attempts to infiltrate and co-opt organized labor.
	TOT.10.6 Examine how Marxism evolved after the West's intellectual disillusionment with Soviet Communism and evaluate the role of Soviet dissidents, such as Boris Pasternak, Aleksandr Solzhenitsyn, and Vladimir Bukovsky.
	TOT.10.7 Describe the decay and dissolution of the Union of Soviet Socialist Republics, including the effect of the Reagan Doctrine, American support for anti-Communists in Afghanistan and Nicaragua, and diplomacy related to the Intermediate-Range Nuclear Forces Treaty (INF Treaty).
	TOT.10.8 Examine Gorbachev's attempt to reform the Soviet Union, including the effects of perestroika and glasnost.



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	TOT.10.9 Describe the causes and impact of the Velvet Revolution in Czechoslovakia and the Christmas Revolution in Romania, including the trial and execution of Nicolae and Elena Ceaușescu.
	TOT.10.10 Examine the dissolution of the Union of Soviet Socialist Republics and the August Coup (e.g., the rise of Boris Yeltsin and the pluralist movement, uprisings in Lithuania and Latvia, Gorbachev's resignation, the dissolution of the Central Committee of the Communist Party of the Soviet Union, and declarations of independence of the now-former Soviet republics).
TOT.11 The student will analyze the history of Communist China in the modern era.	TOT.11.1 Describe the causes and events of the Tiananmen Square Massacre, including suppression by the Chinese Communist Party and the continuing denial regarding the massacre.
	TOT.11.2 Trace the rise of China to peer competitor with the United States. A. retirement of Deng Xiaoping following the Tiananmen Square massacre, B. rise of Jiang Zemin and the introduction of the concept of a Socialist Market Economy, C. rapid growth of the economy, government debt, dependence on exports, Belt and Road Initiative, D. continuing internal repression (e.g., Christians, Falun Gong, Hong Kong, Tibet, Xinjiang), E. social credit system to monitor the population, denial of access to schools, travel, banks, and other state institutions, F. exploitation of Western investment in China and scientific, academic, and industrial espionage.
TOT.12 The student will describe the legacy of the Holocaust and antisemitism in the world today.	TOT.12.1 Describe how Holocaust denial has helped contribute to the creation of contemporary propaganda against the state of Israel and the Jewish people.
	TOT.12.2 Explain why it is important for current and future generations to learn from the Shoah through eye-witness accounts and survivors' testimony.
	TOT.12.3 Examine how antisemitism may be expressed as hatred toward Jewish people, rhetorical, and physical manifestations directed toward a person, their property, or Jewish community institutions.



Psychology Content Standards: Elective Coursework	
<i>This elective course introduces students to the field of psychology, providing an opportunity to study the nature of psychological science. Learning targets align to general themes that show how psychological knowledge is interconnected and dependent on empirical data.</i>	
PS.1 The student will examine the foundations of psychology and its origins as an empirical science.	PS.1.1 Analyze the context and origins of psychology including the major approaches to psychology (e.g., cognitive-behavioral, psychoanalytic, cognitive) including major historical figures.
	PS.1.2 Describe the classifications and various subfields in psychology, including vocational applications such as counseling, industrial, clinical, experimental , and educational psychology.
	PS.1.3 Compare the appropriate application of experimental and non-experimental research methodologies (e.g., case study, correlation, meta-analysis , and naturalistic observation).
	PS.1.4 Identify and evaluate psychological concepts in representations of data, including tables, graphs, charts, figures, and diagrams.
	PS.1.5 Compare quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology.
PS.2 The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.	PS.2.1 Identify and describe the structure and function of major brain systems, including the major parts of the brainstem, limbic system and cerebral cortex .
	PS.2.2 Identify the parts of a neuron and explain how the process of neural transmission affects behavior and mental processes .
	PS.2.3 Explain the processes of sensation, including the structures and functions of visual, auditory, kinesthetic/ vestibular , and chemical sensory systems.
PS.3 The student will describe physical, cognitive, social-emotional, and language development from conception	PS.3.1 Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development.
	PS.3.2 Describe the theories of Jean Piaget, Lawrence Kohlberg, and Erik Erikson regarding human development.



through the latter stages of adulthood.	PS.3.3 Explain the social, cognitive and neurological factors in learning.
	PS.3.4 Identify and explain the major theories of learning including classical conditioning, operant conditioning, social learning theory, and insight learning.
	PS.3.5 Describe the process, organization, and factors that influence encoding, storing, retrieving and forgetting memories.
PS.4 The student will understand the principles of motivation and emotion.	PS.4.1 Explain how theories of motivation and emotion apply to behavior and mental processes.
	PS.4.2 Compare the predominant theories of motivation including drive-reduction, self-determination, instinct, conflicts, and sensation-seeking.
PS.5 The student will examine how psychological disorders are diagnosed, classified, and treated.	PS. 5.1 Examine how psychologists use integrated approaches and evidence-based practices to understand and treat psychological disorders.
	PS.5.2 Describe the symptoms and possible causes of categories of mental disorders, including neurodevelopmental, schizophrenic spectrum, depressive, bipolar, anxiety, obsessive-compulsive, dissociative, trauma/stressor-related, eating, and personality disorders.
	PS.5.3 Describe the research and trends in the treatment of psychological disorders.
PS.6 The student will evaluate the many factors that promote mental health.	PS.6.1 Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress.
	PS.6.2 Explain how physical, psychological, and social factors combine to promote overall health and well-being.
	PS.6.3 Examine the influence of the social situation on individual behavior and mental processes, including persuasion, conformity and obedience.



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	PS.6.4 Explain how biological, cognitive, environmental, and social factors can produce or influence emotional states, and how positive or negative emotions can affect thinking and action.
	PS.6.5 Explain how positive psychology approaches mental health, identifying factors that lead to well-being, including resilience, positive emotions and expressing gratitude.



Sociology Content Standards: Elective Coursework	
<i>Sociology is the study of social life, social change, and the social causes and consequences of human behavior. This elective course investigates the structure of groups, organizations, and societies and analyzes how people interact within these contexts.</i>	
S.1 The student will explain the sociological perspective and identify sociology as a scientific field of inquiry.	S.1.1 Describe the development of the field of sociology as a social science, including the contributions of leading theorists within sociology.
	S.1.2 Identify, differentiate among, and apply the major sociological theories (e.g., functionalist perspective, conflict theory, symbolic interactionism).
	S.1.3 Evaluate the strengths and weaknesses of the major methods of sociological research, including surveys and interviews, experiments, observations, content analysis, and research ethics.
	S.1.4 Apply the scientific method of inquiry on the study of society, including developing a hypothesis, and identifying independent and dependent variables.
S.2 The student will examine the influence of culture and the way cultural transmission is accomplished.	S.2.1 Describe culture and the components of culture, including norms and values, material and non-material culture, and explain the ways culture influences individuals.
	S.2.2 Explain the process of the social construction of the self and analyze how culture influences individuals, groups, and subcultures.
S.3 Students will examine the social construction of groups and their impact on individuals.	S.3.1 Describe the process of socialization, examining how social groups are composed and why individuals become members of or associate with different social groups.
	S.3.2 Describe various subcultures and countercultures and explain their influence according to sociological perspectives.
	S.3.3 Analyze how culture influences individuals, including the mechanisms of ethnocentrism, cultural relativity, and culture shock.
	S.3.4 Identify aspects of social structure, including social class, social status and roles, as well as their influences on individuals and groups.



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	S.3.5 Describe status as a component of social structure, including status sets, ascribed and achieved statuses, status symbols and master status.
S.4 The student will examine the social construction of groups and their impact on the life course of individuals.	S.4.1 Evaluate the characteristics of primary and secondary groups, including their influence over the behavior, attitudes, and values of their members.
	S.4.2 Identify various reference groups and explain how they are used by individuals to evaluate themselves.
	S.4.3 Identify major social institutions, including family, education , religion, economy, media, and government.
	S.4.4 Examine the benefits of belonging to social groups , as well as the power of social groups over behavior and attitudes.
	S.4.5 Explain how and why social institutions and cultures change over time.
S.5 The student will analyze social problems that affect large numbers of people within a social system.	S.5.1 Analyze patterns of social stratification and their effects on individuals and groups.
	S.5.2 Describe social problems and distinguish between characteristics of a social problem versus an individual problem .
	S.5.3 Analyze patterns of behavior found within social problems and their implications for society (e.g., juvenile crime , long-term unemployment).
	S.5.4 Examine the extent to which individual and group responses influence potential resolutions to social problems .



Appendix: Social Studies Practices

I. Democratic Processes: Students will apply critical thinking skills to address authentic civic issues.				
PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
A. Students will demonstrate an understanding of the virtue of civil discourse to analyze and address real-world problems.				
I.A.1. (PK-1.2) Describe how people can work together to make decisions in the classroom and school.	I.A.1. (2-3) Explain how people make decisions in a democracy, using examples from their community and state.	I.A.1. (4-5) Explain how human experiences can shape a person's point of view about civic issues.	I.A.1 (6-8) Analyze why the acknowledgement of different perspectives can contribute to civil discourse and solutions to civic issues.	I.A.1. (9-12) Evaluate the impact of perspectives, civil discourse, and democratic principles on addressing civic issues.
I.A.2. (PK-1) Engage in democratic processes to address authentic, real-world problems in the classroom or school.	I.A.2. (2-3) Use democratic processes to consider and propose actions to address authentic, real-world problems in the community and state.	I.A.2. (4-5) Use a range of democratic procedures to discuss and make decisions about real-world problems in the community, region, and nation.	I.A.2. (6-8) Apply a range of deliberative and democratic procedures to discuss, make decisions, and propose action about real-world problems in and out of school.	I.A.2. (9-12) Engage in a range of deliberative and democratic processes to develop strategies to address authentic, real-world problems in community and out-of-school contexts.
I.A.3. (PK-1) Identify and discuss local problems and ways in which people are trying to address these problems.	I.A.3. (2-3) Describe a range of local and state problems and how communities and local governments are trying to address them.	I.A.3. (4-5) Explain challenges of the past and present and describe strategies used to address local, regional, or national problems.	I.A.3. (6-8) Use information to analyze how a specific problem can manifest itself in regional and global issues, describing options for solutions.	I.A.3. (9-12) Gather and evaluate information regarding complex problems, assessing individual and collective actions taken to address them.



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B. Students will develop practices which demonstrate an understanding that social studies involves the evaluation of evidence.				
I.B.1. (PK-1) Collaboratively ask and respond to essential questions of common concerns to the student and community.	I.B.1. (2-3) Ask and respond to enduring essential questions of common concerns to the community and state.	I.B.1. (4-5) Ask and examine essential questions that are important to others, as well as enduring across social studies topics.	I.B.1. (6-8) Investigate and propose answers to essential questions representing complex enduring issues across the social studies disciplines.	I.B.1. (9-12) Develop, investigate, and evaluate plausible answers to essential questions that reflect enduring understandings across time, real world circumstances, and social studies disciplines.
I.B.2. (PK-1) Use supporting questions to help guide learning of specific social studies content.	I.B.2. (2-3) Develop responses to supporting questions relevant to specific social studies content knowledge.	I.B.2. (4-5) Compare points of agreement from reliable information used to answer supporting questions related to social studies content.	I.B.2. (6-8) Answer supporting questions related to social studies content knowledge and make connections to different interpretations.	I.B.2. (9-12) Evaluate points of agreement and disagreement from reliable information and expert interpretations used to answer supporting questions related to content knowledge.
I.B.3. (PK-1) Practice critical thinking skills by responding to various levels of open-ended questions.	I.B.3. (2-3) Reinforce critical thinking skills by regularly asking and responding to levels of open-ended questions.	I.B.3. (4-5) Demonstrate critical thinking skills by frequently developing and answering various depth of knowledge questions.	I.B.3. (6-8) Develop deeper critical thinking skills by questioning assumptions and identifying inconsistencies or errors in reasoning.	I.B.3. (9-12) Reinforce critical thinking by evaluating and challenging ideas and assumptions; analyzing and explaining inconsistencies in reasoning.
I.B.4. (PK-1) With guidance, demonstrate understanding of social studies content through completion of authentic tasks.	I.B.4. (2-3) Demonstrate understanding of social studies content through completion of authentic tasks and assessments.	I.B.4. (4-5) Reinforce understanding of social studies content through collaborative inquiries and the completion of authentic tasks and assessments.	I.B.4. (6-8) Demonstrate understanding of social studies content through the development of self-driven inquiries and the completion of authentic tasks and assessments.	I.B.4. (9-12) Demonstrate understanding of content through the development of self-driven inquiries and the completion of multi-staged, authentic tasks and assessments.

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II. Social Studies Disciplinary-Based Practices:

Students will use interdisciplinary tools to acquire, apply, and evaluate content understanding of the four strands of social studies disciplines.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
A. Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.				
II.A.1. (PK-1) Identify democratic principles such as equality, fairness, and respect for legitimate authority.	II.A.1. (2-3) Describe civic virtues and democratic principles such as equality, fairness, and respect for legitimate authority.	II.A.1. (4-5) Explain democratic principles in historic documents by identifying examples of civic virtues and principles at work in state and national settings.	II.A.1. (6-8) Compare and analyze civic virtues and democratic principles in historic and global settings, explaining how they influence political institutions.	II.A.1. (9-12) Evaluate various significant documents from the United States and other nations to compare civic virtues and principles of political systems.
II.A.2. (PK-1) Identify responsibilities of people in authority in school and community settings.	II.A.2. (2-3) Describe the basic structure of government at the local, state, and Tribal levels, including the importance of citizen participation.	II.A.2. (4-5) Explain the structure, responsibilities, and powers exercised by officials of the national government and describe ways informed citizens can and should participate.	II.A.2. (6-8) Compare the powers and responsibilities of the United States government to other forms of government, including the roles and rights of citizens.	II.A.2. (9-12) Evaluate the impact of the structure and powers exercised by governmental systems on public policy, using historical and contemporary examples.
II.A.3. (PK-1) Describe the purposes of rules in various settings (e.g., family, classroom, school), how rules are made, and consequences for violating rules.	II.A.3. (2-3) Explain the purposes of laws and government in the community and state, examining the role of elected officials in making laws.	II.A.3. (4-5) Examine the principles of the Constitution of the United States, including how laws are made in a democratic society and are used to protect individual rights.	II.A.3. (6-8) Examine the impact of constitutions, laws, treaties, and international agreements on the limits of government, including the concepts of sovereignty and the rule of law.	II.A.3. (9-12) Analyze the impact of constitutions, laws, treaties, and international agreements, by comparing how various governmental powers and responsibilities have changed over time.



B. Students will develop skills which demonstrate an understanding of historical events and the people who shaped our history.				
II.B.1. (PK-1) Identify a primary source of information and with support, gather basic information (i.e., author, date, facts).	II.B.1. (2-3) Explain the difference between a primary and secondary source of information; gather basic information (i.e., author, date, facts).	II.B.1. (4-5) Compare and analyze primary and secondary sources from the past and present, including the intended audience and author's purpose.	II.B.1. (6-8) Gather and draw conclusions from sources of evidence, identifying plausible author, occasion, audience, purpose, and possible bias.	II.B.1. (9-12) Gather and evaluate the usefulness of various formats of evidence for specific inquiry, analyzing the broader historical context, and assessing potential bias and credibility of sources.
II.B.2. (PK-1) Identify point of view and examples relevant to the student's experiences.	II.B.2. (2-3) Define point of view and give examples relevant to the student's experiences.	II.B.2. (4-5) Compare perspectives of individuals and groups from different regions and experiences, including the past and present.	II.B.2. (6-8) Describe multiple factors and explain how they can influence the perspectives of individuals and groups on events from history and the modern era.	II.B.2. (9-12) Analyze complex and interacting factors that influence multiple perspectives during different historical eras and contemporary events.
II.B.3. (PK-1) Discuss possible reasons for an event and make simple timelines which reflect cause-effect relationships, with guidance and support.	II.B.3. (2-3) Generate possible reasons for an event and draw conclusions from simple timelines by identifying immediate cause and effect relationships.	II.B.3. (4-5) Explain multiple causes and effects of events and developments of the past or present; create timelines to identify multiple causes and effects from given information.	II.B.3. (6-8) Distinguish multiple causation, including immediate versus long-term cause-effect relationships; construct timelines of related events.	II.B.3. (9-12) Evaluate how multiple, complex events are shaped by unique circumstances of time and place; construct and interpret parallel timelines.
C. Students will demonstrate a mastery of geographic concepts and the use of geographic tools to understand the impact of geography on the past and present.				
II.C.1. (PK-1) Answer geographic questions using geographic information about the	II.C.1. (2-3) Ask and answer geographic questions, using geographic information	II.C.1. (4-5) Answer geographic questions by organizing geographic information from historical	II.C.1. (6-8) Answer geographic questions and conduct investigations by acquiring, organizing, and interpreting information about	II.C.1. (9-12) Actively engage in asking and answering geographic questions by acquiring, organizing, and analyzing multiple sources of



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student's own community.	about the student's community and state.	as well as contemporary perspectives.	the modern world and historical events.	data and information about the world's past and present.
II.C.2. (PK-1) Identify and describe the community's human and physical environment through the use and creation of simple maps and photographs of the community.	II.C.2. (2-3) Describe the community and state's human and physical environment by creating and using maps, graphs, and other geographic models, including aerial photography.	II.C.2. (4-5) Analyze human and physical features of the nation by drawing conclusions and explaining spatial relationships of physical and human places from geographic representations.	II.C.2. (6-8) Use multiple mapping techniques, data visuals, satellite images, and geographic technology to analyze spatial patterns of physical and human characteristics, making connections between regions.	II.C.2. (9-12) Compare and analyze complex maps and mapping technologies to analyze spatial patterns of human and physical environments, explaining relationships between the environment and events, past and present.
II.C.3. (PK-1) Identify and discuss how the physical environment impacts our daily lives and affects human activities.	II.C.3. (2-3) Identify and describe how humans modify and adapt to their physical environment, using its natural and human resources.	II.C.3. (4-5) Explain how environmental factors affected historical events and continue to impact contemporary human activities.	II.C.3. (6-8) Explain how the environment affects cultural patterns and historical events, providing opportunities and challenges for human development.	II.C.3. (9-12) Evaluate the extent to which political and economic decisions have had significant impact on human and physical environments of various places and regions.
D. Students will analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings.				
II.D.1. (PK-1) Collaboratively gather simple economic data from graphs.	II.D.1. (2-3) Gather basic economic data from various types of graphs and charts.	II.D.1. (4-5) Interpret and draw conclusions from economic data on charts and graphs.	II.D.1. (6-8) Analyze, interpret, and compare economic data from multiple charts and graphs.	II.D.1. (9-12) Evaluate economic data from charts and graphs, noting trends and making predictions.
II.D.2. (PK-1) Identify needs and wants, including the concept of freedom of choice.	II.D.2. (2-3) Describe freedom of choice when determining needs and wants in a free market, including costs and benefits resulting from economic decisions.	II.D.2. (4-5) Explain how the concept of supply and demand operates in a market economy, using historical and contemporary examples.	II.D.2. (6-8) Identify different types of economic systems, comparing advantages and disadvantages for citizens and the growth of a nation's economy.	II.D.2. (9-12) Construct arguments using a combination of evidence regarding solutions used by nations to address historical or contemporary economic issues.



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II.D.3. (PK-1) Identify examples of the goods and services that school and community workers provide.	II.D.3. (2-3) Describe examples of the goods and services that local and state governments provide, explaining why people trade.	II.D.3. (4-5) Analyze the importance of innovation and entrepreneurship in a market economy.	II.D.3. (6-8) Explain how technology and trade impact standard of living and economic interdependence, using historical or contemporary examples.	II.D.3. (9-12) Evaluate the impact, both intended and unintended, of government policies on market outcomes at national and global levels, past and present.

III. Critical Reading and Interpretation of Informational Sources:

Students will engage in critical, active reading of primary and secondary sources related to social studies concepts.

PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
A. Students will comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies.				
III.A.1. (PK-1) Locate the topic or main idea and supporting details of a text.	III.A.1. (2-3) Summarize and the main idea and locate supporting details of a text (e.g., primary and secondary sources).	III.A.1. (3-4) Use information accurately from a text when explaining the text explicitly and when drawing inferences from the text.	III.A.1. (6-8) Paraphrase the main idea and cite evidence from primary and secondary sources; provide an accurate summary of a source distinct from prior knowledge or opinion.	III.A.1. (9-12) Cite specific textual evidence to support analysis of primary and secondary sources, evaluating features such as author, date, and origin of information.
III.A.2. (PK-1) Use titles and graphic features, including photographs and illustrations, to understand a text.	III.A.2. (2-3) Use graphic features of a text (e.g., photographs, titles, headings, subheadings, charts, and graphs) to understand content.	III.A.2. (4-5) Use information from multiple print or digital sources (e.g., timelines, maps, graphs, political cartoons, images) to answer a question.	III.A.2. (6-8) Integrate the use of visual information (e.g., maps, charts, photographs, videos, political cartoons) with textual information from primary and secondary sources to draw conclusions.	III.A.2. (9-12) Analyze information from visual, oral, digital, and interactive texts (e.g., maps, charts, images, political cartoons, videos) in order to draw conclusions and defend arguments.

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B. Students will apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts and perspectives.				
III.B.1. (PK-1) Identify the author's purpose, with guidance and support.	III.B.1. (2-3) Determine the author's purpose, including what the author wants to answer, explain, or describe in informational texts.	III.B.1. (4-5) Determine an author's purpose and draw conclusions to evaluate how well the author's purpose was achieved.	III.B.1. (6-8) Analyze works written on the same topic and compare methods the authors use to achieve similar or different purposes.	III.B.1. (9-12) Evaluate the extent to which historical or cultural perspectives affect an author's stated or implied purpose.
III.B.2. (PK-1) Locate facts that are clearly stated in a text (e.g., who, what, where, when, why, how).	III.B.2. (2-3) Locate facts (e.g., who, what, where, when, why, how) to demonstrate an understanding of key details in a text.	III.B.2. (4-5) Distinguish fact from opinion in nonfiction text and investigate facts for accuracy.	III.B.2. (6-8) Evaluate textual evidence to determine whether a claim is substantiated.	III.B.2. (9-12) Evaluate author's point of view, potential bias, and how authors can reach different conclusions regarding the same issue.
III.B.3. (PK-1) Ask and answer basic questions and engage in collaborative discussions about appropriate topics in a text.	III.B.3. (2-3) Ask and answer questions to clarify information and engage in collaborative discussions about appropriate topics in social studies.	III.B.3. (4-5) Engage in collaborative discussions about appropriate topics and texts, expressing ideas clearly to others in group and whole class settings.	III.B.3. (6-8) Engage in collaborative discussions about information presented in social studies texts, expressing ideas clearly while building on the ideas of others.	III.B.3. (9-12) Actively listen, evaluate, and analyze a speaker's message, asking questions while engaged in collaborative discussions about social studies topics and texts.

IV. Evidence-Based Writing: Students will develop a variety of evidence-based written products designed for multiple purposes.				
PreK-Grade 1	Grades 2-3	Grades 4-5	Grades 6-8	Grades 9-12
A. Students will summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content.				

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IV.A.1. (PK-1) Draw, label, dictate, and write an informative product with guidance and support.	IV.A.1. (2-3) Compose informative written products, focusing on the facts about a topic, including a main idea with supporting details.	IV.A.1. (4-5) Compose informative written products by introducing and developing a topic, supported by evidence (e.g. facts, examples, details) and maintaining an organized structure.	IV.A.1. (6-8) Compose informative essays and other written products using and citing evidence (e.g. facts, examples, details) from multiple sources and maintaining an organized structure.	IV.A.1. (9-12) Compose informative essays and written products, developing a thesis, citing and incorporating evidence from multiple sources and maintaining an organized, formal structure.
IV.A.2. (PK-1) With guidance and support, draw, label, dictate, and write to express an opinion, providing reasons as support.	IV.A.2. (2-3.3) Express an opinion about a topic by composing a written product and providing logical reasons as support.	IV.A.2. (4-5) Clearly state an opinion through written products, supported by examples, details, and reasoning.	IV.A.2. (6-8) Compose argumentative written products by introducing a claim, recognizing an opposing viewpoint, and organizing evidence and reasoning from credible sources.	IV.A.2. (9-12) Compose argumentative written products, including a precise claim as distinguished from opposing claims, organizing logical reasoning, and providing credible evidence to develop an argument.
B. Students will engage in authentic research to acquire, refine, and share knowledge through written presentations and products.				
IV.B.1. (PK-1) With guidance and support, generate a list of topics of interest and questions about social studies.	IV.B.1. (2-3) Generate a list of topics of interest and individual questions about a specific topic in social studies.	IV.B.1. (4-5) Formulate a viable research question related to expanding knowledge of social studies concepts.	IV.B.1. (6-8) Refine and formulate viable research questions related to social studies investigations, using well-developed theses or claims.	IV.B.1. (9-12) Develop self-generated theses or claims related to independent research and investigations using credible and relevant sources.
IV.B.2. (PK-1) Organize information found during group research, using graphic organizers and other aids with guidance and support.	IV.B.2. (2-3) Organize information found during group or individual research, using graphic organizers or other aids.	IV.B.2. (4-5) Organize information from research, quoting accurately from the source and avoiding plagiarism.	IV.B.2. (6-8) Quote, paraphrase, and summarize findings, avoiding plagiarism.	IV.B.2. (9-12) Integrate quotes and summaries of research findings into written products while avoiding plagiarism.



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IV.B.3. (PK-1) With guidance and support, create a simple presentation to communicate ideas and thoughts.	IV.B.3. (2-3) Create a simple presentation to communicate ideas and thoughts gathered from research.	IV.B.3. (4-5) Create presentations or products which summarize research findings from two or more sources.	IV.B.3. (6-8) Organize and create presentations or products using research from a variety of formats and encompassing different points of view.	IV.B.3. (9-12) Construct presentations or products for a designated audience, using research and reasoning to enhance understanding of a topic or issue.