

***DODEA***  
**SOCIAL STUDIES STANDARDS**

**PK-GRADE 12**  
**August, 2009**



**Essential Academic Content Knowledge  
Across the Social Studies Continuum**

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## **Acknowledgment**

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\* Standards adapted, by permission, California Department of Education, CDE Press, 1430 N Street, Suite 3207, Sacramento, CA 95814.

## **DoDEA Social Studies Program Vision Statement**

The DoDEA Social Studies Program PK-12 provides a rigorous curriculum to engage students in learning significant content knowledge and skills that will enable them to understand the importance of the preservation of democratic societies and to have an understanding of people, government, culture, and places around the world. The knowledge and skills learned will enable students to appreciate how ideas, events, and individuals have intersected to produce change over time, as well as to recognize the condition and forces that maintain continuity within human societies.

In keeping with Goals 1 and 3 of the Community Strategic Plan, all students will meet or exceed the DoDEA Social Studies Content Standards to prepare for continuous learning and productive citizenship. In addition, all teachers will be motivated, diverse and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.

To achieve these goals and fulfill the responsibility DoDEA has to the students, their families and the communities it serves, DoDEA is committed to:

- (1) Providing a standards-based Social Studies Program that develops student knowledge and skills needed to comprehend and navigate as citizens in a culturally diverse 21<sup>st</sup> century world. The Social Studies Standards are structured around essential understandings, guiding questions, and critical thinking skills. These elements will enable students to reach conclusions based on solid evidence and think critically, creatively, and rationally with the context of the curriculum and grade level. DoDEA students should:
  - know their rights and responsibilities as US citizens
  - understand the meaning of the Constitution as it effects the individual and the state
  - respect the rights of others and demonstrate tolerance
  - understand the need for political efficacy and how to work for change in a democratic society
  - possess the skills to think critically about public issues, candidates for office, and governmental decisions
  - understand the value and the importance of democratic institutions
  - understand the conditions that encourage democracy to prosper
  - know that the concern for ethics and human rights is universal and represents the aspirations of men and women in every time and place
  - recognize the political and cultural barriers that divide and the human

qualities that unite people

- understand the impact of global connectivity on daily life
- have an understanding of the cross currents of history and their continuing influence
- understand that historical events usually have multiple causes and multiple effects and how perceptions define the consequences
- possess historical empathy for events in the past and recognize their historical context

(2) Providing equitable, developmentally appropriate, and rigorous classroom environments that facilitate the learning of all students. Social studies teachers will accurately assess and use data to differentiate instruction and monitor student learning. Through formative and summative assessments, student work, and daily interactions, social studies classroom instruction will include researched-based differentiated instructional strategies. The use of non-fiction literacy and reading/writing skills will add important dimensions to students' learning. The strategies will allow students to analyze and understand content in a variety of learning modes, therefore supporting all students in meeting the DoDEA Social Studies Standards.

(3) Ensuring teachers have the background, teaching skills, and professional learning opportunities needed to be expert social studies teachers. Teachers will bring the past to life and make vivid the struggles and triumphs of people who lived in other times and places through the use of standards based instruction and engaging instructional strategies. History will be presented in the classroom as an exciting and dramatic series of events in the past that helped to shape the present. Teachers will help students recognize that the history of community, regions, nation, and the world, reflects the experiences of men and women of different racial, religious and ethnic groups.

## **SOCIAL STUDIES PROGRAM SCOPE AND SEQUENCE**

Social Studies is a vital part of the Department of Defense Education Activity (DoDEA) curriculum which emphasizes the growth and preservation of a democratic society and understanding other nations and cultures. The program is designed to provide students with learning experiences in the development of knowledge and skills necessary for participation as citizens in a culturally diverse 21<sup>st</sup> century world.

The DoDEA Social Studies Standards provide a framework for advancing the Department of Defense’s agenda for improving student performance and achievement in social studies. The standards present social studies as a framework of knowledge, skills and learning experiences designed to help students develop essential understandings in social studies that progressively build on depth of understanding pre-kindergarten through twelfth grade.

The elementary social studies program is integrated with developmentally appropriate concepts and skills in learning about living in communities, the history and geography of the United States and ancient world cultures and geography. In middle and high school, students take a variety of courses including world geography, United States history and geography, world history, American Government and may choose to take AP courses, economics, psychology, sociology and other elective courses.

**Grade Level Sequence and Scope:** The sequence refers to the grade level order in which students study the Social Studies Standards and scope is what is covered in the standards.

<b>Grade Level</b>	<b>Social Studies Standards</b>
<b>PK</b>	Living and Participating in a Community
<b>K</b>	Learning How People Live and Work in a Community
<b>1</b>	A Child’s Place in Time and Space
<b>2</b>	People Who Make A Difference
<b>3</b>	Continuity and Change in Communities
<b>4</b>	Regions of the United States
<b>5</b>	United States History and Geography: Making a New Nation
<b>6</b>	World History 6: Ancient Civilizations
<b>7</b>	Geography through Recent Historical Events: The Middle East, Asia, Africa and Central and South America
<b>8</b>	United States History and Geography: Growth and Conflict
<b>9</b>	World History 9: Civilizations
<b>10</b>	World History 10: The Modern World
<b>11</b>	United States History: Continuity and Change in the Twentieth and Twenty-first centuries
<b>12</b>	American Government

# Understanding the Social Studies Standards Document Structure

## Essential Terminology

- **PK-3 Strands:**  
Broad headings that organize content learning standards.  
*History:* Students examine the connections of their own environment with the past and begin to distinguish between events and people of the past and present.  
*Civics and Government:* Students learn that they are citizens of their school, community and the United States.  
*Geography:* Students learn that maps and globes are representatives of the Earth's surface and begin to explore the physical and human geographic characteristics of their school and community.  
*Economics:* Students explain that people do different jobs and work to meet basic needs and wants.
- **Standards (SS):**  
Statements of what students should know and be able to do in a specific social studies grade level course. The standards provide a clear outline of content so that teachers can develop and align curriculum, instruction, and assessment. Components under each standard describe knowledge or skills and serve as progress indicators for gauging student's achievement of each standard.
- **Components (SSa):**  
Statements that describe specific knowledge or skills developed and achieved in order to meet the broadly stated standard. They serve as progress indicators for gauging students' achievement of each standard. They form the basis for measuring student achievement over time.
- **Social Studies Skills (SSK):**  
The intellectual skills include chronological and spatial thinking, research, determining evidence, point of view and historical interpretations. The skills are to be learned through, and applied to, the content standards for each grade level. They are to be assessed only in conjunction with the content standards.

## Reading the Standard, Component and Skills Numbering System

The system for organizing standards, components and skills allows teachers and others to refer to specific items when they are connecting them to their curriculum, or instruction, or to assessments. For example:

**Standard and Component 8SS1.a:** Uses a numbers and letters index to locate information in a document.

<b>“8”</b>	The first numeral “8” stands for the grade-level addressed (The letters ‘PK’ & ‘K’ are used for <i>prekindergarten</i> and <i>kindergarten</i> ).
<b>“SS”</b>	The uppercase letter “SS” stands for the Content Area: Social Studies
<b>“1”</b>	The numeral following the Content Area “1” stands for the standard.
<b>“.a”</b>	The lower case “a” stands for the component.

**Skills 8SSK1:** Uses a numbers and letters index to locate information in a document.

<b>“8”</b>	The first numeral “8” stands for the grade-level addressed (The letters ‘PK’ & ‘K’ are used for <i>prekindergarten</i> and <i>kindergarten</i> ).
<b>“SSK”</b>	The uppercase letter “SS” stands for Social Studies Skill:
<b>“1”</b>	The numeral following the Social Studies Skill “1” stands for the skill.

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## Social Studies: Pre-Kindergarten

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### Living and Participating in a Community

Students in Pre-Kindergarten learn about people, places and events in the family, school and local community. They begin to show an understanding of the past by examining their own life histories and those of the people around them. They learn about the roles and responsibilities of community members by participation in group activities in the home, school, and community. Students expand their geographical thinking by becoming aware of their location in space, the characteristics of where they live and their location in relation to other places.

#### Social Studies Content Standards (SS):

**Standard:** *Civics and Government*  
**PKSS1:** **Students know classroom rules and routines and contribute to the classroom responsibilities.**

**Components:** **PKSS1.a:** Follow classroom routines and rules.

**PKSS1.b:** Contribute to the maintenance of the classroom environment.

**Standard:** *Geography*  
**PKSS2:** **Students identify locations of people, places, and features of the physical environment where they live and describe the relationship between that place and other places.**

**Components:** **PKSS2.a:** Use positional terms to describe the location of people and objects.  
*Examples: near/far, behind, and in front, here, over there*

**PKSS2.b:** Use descriptive language to discuss the physical and human features of the environment represented in books, photographs, or other printed materials.  
*Examples: that is a tall building, the water is blue, the woman is wearing a red dress.*

**PKSS2.c:** Locate and describe familiar places in the home, classroom, school, and community.

**PKSS2.d:** Construct representations of places in the classroom, school and community using blocks, drawings, or other media and discuss their characteristics.

**Standard:** *History*  
**PKSS3:** **Students share episodes from personal and classroom history.**

**Components:** **PKSS3.a:** Use the language of time to describe personal and classroom events.  
*Examples: before I walked I crawled and first we lived in Japan and then we lived in North Carolina*

**PKSS3.b:** Use pictures, drawings, or other media to tell others about the sequence of of personal and classroom events.

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## Social Studies: Pre-Kindergarten

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**Standard:** *Individuals, culture and society*  
**PKSS4:** **Students understand their roles in the family and classroom community**

**Components:** **PKSS4.a:** Identify his/her role as a member of a family and classroom community.

**PKSS4.b:** Discuss own family's cultural or family traditions.

**PKSS4.c:** Sing songs and tell stories of family culture and traditions.

**Standard:** *Economics*  
**PKSS5:** **Students understand that people make, sell, buy and trade goods and services**

**Components:** **PKSS5.a:** Dramatize buying, selling, trading and manufacturing goods.

**PKSS5.b:** Describe how to use classroom resources to make things.

**PKSS5.c:** Identify people in the school and community that provide services to meet common needs.

*Examples: cafeteria workers provide food services and a nurse provides health care.*

**PKSS5.d:** Describe what jobs parents do.

**PKSS5.e:** Identify jobs that children do at home and school.

### **Social Studies Skills (SSK):**

**Skills:** **PKSSK1:** Take turns and sharing by demonstrating appropriate social interactions that include sharing, compromise, and respect for others

**PKSSK2:** Take care of personal belongings and respecting belongings of hers.

**PKSSK3:** Recognize a map is a drawing of a place to show where things are located.

**PKSSK4:** Describe places referenced in stories and real-life situations.

**PKSSK5:** Identify examples of past events in legends, stories, and historical accounts.

**PKSSK6:** Describe how things, people and places change over time.

**PKSSK7:** Connect new ideas to past experiences.

**PKSSK8:** Explain, write, or draw similarities and differences among people.

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## Social Studies: Pre-Kindergarten

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- PKSSK9:** Explain what it means to be a member of a group.
- PKSSK10:** Identify family members and recognize that families vary.
- PKSSK11:** Recognize people use money to purchase goods.
- PKSSK12:** Describe different occupations and explain their benefits to others.

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## Social Studies: Kindergarten

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### Learning How People Live and Work in a Community

During the Kindergarten year, students build their understanding of the world through their experiences and literature. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, determination, fairness, responsibility, leadership, heroism, and individual responsibility. Learning how people live and work helps to develop their concept of community and civic behavior.

#### Social Studies Content Standards (SS):

##### *Civics and Government*

**Standard: KSS1: Demonstrate knowledge of the qualities of a responsible citizen.**

- Components:**
- KSS1.a:** Follow rules, share, take turns, and cooperate.
  - KSS1.b:** Retell stories about people in the past that show honesty, determination, courage, and responsibility.
  - KSS1.c:** Recognize national symbols and icons.  
*Examples: Flags, Pledge of Allegiance, and Statue of Liberty*
  - KSS1.d:** Sing songs that express American ideals.

##### *Geography*

**Standard: KSS2: Students compare and contrast the locations of people, places, and environments and describe their characteristics.**

- Components:**
- KSS2.a:** Describe the relative locations of objects using the terms near/far, left/right, and behind/in front.
  - KSS2.b:** Distinguish between land and water on maps and globes and locate general areas that are personally relevant (where they live now, where family members live, where parents are deployed) and that are referenced in literature.
  - KSS2.c:** Identify traffic symbols and map symbols.  
*Examples: stop sign, school crossing and symbols for land, water, roads, and cities on a map*
  - KSS2.d:** Describe characteristics of the school's layout and environment.
  - KSS2.e:** Identify neighborhood characteristics and the jobs that people do in neighborhoods.
  - KSS2.f:** Construct maps and models of neighborhoods, incorporating such structures as homes, park, grocery store, places of worship, and transportation lines.



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## Social Studies: Kindergarten

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- KSSK3:** Identify a map and globe and the purpose of each.
- KSSK4:** Locate land and water features.
- KSSK5:** Describe the relative location of people, places and things.
- KSSK6:** Construct simple picture maps and graphs.
- KSSK7:** Acquire information through listening and observing
- KSSK8:** Arrange events and ideas in sequence.
- KSSK9:** Use technology to gather information and communicate learning.

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## Social Studies: Grade 1

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### A Child's Place in Time and Space

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for the rights and opinions of others. Students develop an understanding of individual responsibility and fair play. Geographic and economic aspects of life in their own neighborhoods are examined and students compare them to those of people long ago. They explore the varied background of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

#### Social Studies Content Standards (SS):

##### *Civics and Government*

**Standard:** 1SS1: **Students describe and demonstrate the rights and individual responsibilities of citizenship.**

**Components:** 1SS1.a: Describe the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people makes the rules), giving examples of both systems in their classroom, school, and community.

1SS1.b: Demonstrate the elements of fair play and respect for the rights of others, and respect for rules.

1SS1.c: Recite the Pledge of Allegiance and discuss its meaning.

1SS1.d: Sing songs that express American ideals.

1SS1.e: Describe the significance of our national celebrations and the heroism and achievement of the people associated with them.

1SS1.f: Identify American symbols and landmarks.

##### *Geography*

**Standard:** 1SS2: **Students compare and contrast locations of people, places and environments, and describe their characteristics.**

**Components:** 1SS2.a: Locate on maps and globes the local community, state or host country, the United States, the seven continents, and four oceans.

1SS2.b: Compare the information found on a three-dimensional map with that of a picture of the same area.

1SS2.c: Construct a simple map, using cardinal directions and map symbols.

1SS2.d: Describe the physical landscape of the neighborhood today as compared with long ago.

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## Social Studies: Grade 1

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**Standard:**     **1SS3:**     ***History***  
**Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.**

- Components:**   **1SS3.a:**   Examine the structure of schools and communities in the past and present and describe how they have changed or stayed the same.
- 1SS3.b:**   Describe how transportation methods of today and earlier days have changed or stayed the same.
- 1SS3.c:**   Discuss the similarities and differences of earlier generations in such areas as work (inside and outside the home) dress, manners, stories, games, and celebrations, drawing from biographies, oral histories, and folklore.

**Standard:**     **1SS4:**     ***Individuals, Culture and Society***  
**Students explore and describe similarities and differences in the ways groups, societies and cultures address similar needs and concerns**

- Components:**   **1SS4.a:**   Compare similarities and differences in customs, foods, play, recreation, and celebrations of families in the community.
- 1SS4.b:**   Explain the ways in which American Indians and immigrants have helped define American culture.

**Standard:**     **1SS5:**     ***Economics***  
**Students understand basic economic concepts and the role of individual choice in a free-market economy.**

- Components:**   **1SS5.a:**   Demonstrate an understanding of the concept of exchange by describing the use of money to purchase goods and service and compare them to the barter system of long ago.
- 1SS5.b:**   Identify the specialized work that people do to manufacture, transport, and market goods and services, and the contribution of those who work at home.
- 1SS15.c:**   Identify the difference between needs and wants.

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## Social Studies: Grade 1

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### Social Studies Skills (SSK):

<b>skills:</b>	<b>1SSK1:</b>	Identify and explain symbols.
	<b>1SSK2:</b>	Participate in groups.
	<b>1SSK3:</b>	Follow oral and written directions.
	<b>1SSK4:</b>	Differentiate between points of view held by self and others.
	<b>1SSK5:</b>	Identify and use cardinal directions.
	<b>1SSK6:</b>	Locate areas on a map and globe.
	<b>1SSK7:</b>	Differentiate color symbols on maps and globes.
	<b>1SSK8:</b>	Collect, organize, and record information.
	<b>1SSK9:</b>	Sequence events in chronological order using timelines.
	<b>1SSK10:</b>	Use technology to gather information and communicate learning.
	<b>1SSK11:</b>	Use and explain simple charts.
	<b>1SSK12:</b>	Use information from print and non-print sources.
	<b>1SSK13:</b>	Draw conclusions and make generalizations.
	<b>1SSK14:</b>	Make decisions based on information.
	<b>1SSK15:</b>	Sequence events in chronological order

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## Social Studies: Grade 2

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### People Who Make a Difference

During second grade, students explore the lives of people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. They uncover what a community is and how to be a part of it. Students study people who supply goods and services and gain an understanding of the complex interdependence in our free-market system.

#### Social Studies Content Standards (SS):

- Standard:**        **2SS1:**        ***Civics and Government***  
**Students will explain why communities have government and laws, and identify ways that people work together to promote civic ideals.**
- Components:**    **2SS1.a:**        Explain why it is necessary for the community to have government.
- 2SS1.b:**        Explain the roles people in the community have in making and changing laws.
- 2SS1.c:**        Practice being a good citizen in the school community.
- Standard:**        **2SS2:**        ***Geography***  
**Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.**
- Components:**    **2SS2.a:**        Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community.  
*Examples: a map of the classroom and a map of the school*
- 2SS2.b:**        Identify essential map elements: title, legend, directional indicator (compass), scale, and date.
- 2SS2.c:**        Identify the seven continents and the five oceans of the world.
- 2SS2.d:**        Locate on a map where their ancestors lived and where they live now.
- 2SS2.e:**        Use maps to compare and contrast basic land use in urban, suburban, and rural environments and describe how the land use impacts the people in the region, state or host country in which they reside.
- Standard:**        **2SS3:**        ***History***  
**Students organize personal events chronologically and compare how people and lifestyles have changed over time.**
- Components:**    **2SS3.a:**        Place important events in their lives in the order in which they occurred  
*Examples: "The Story of Me", a story on a timeline and a story on a storyboard*

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## Social Studies: Grade 2

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**2SS3.b:** Compare and contrast their daily lives and those of their parents, grandparents, and/or guardians.

**2SS3.c:** Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents.

### ***Individuals, culture and society***

**Standard: 2SS4:** **Students understand how the actions and integrity of individuals change the ways in which people in society work and live together**

**Components: 2SS4.a:** Explain how the actions of heroes from long ago and the recent past have made a difference in others' lives.  
*Examples: personal heroes, Abraham Lincoln, Chief Sitting Bull, Chief Joseph, George Washington Carver, Albert Einstein, Jackie Robinson, and Sally Ride .*

**2SS4.b:** Identify real people and fictional characters who are good leaders and responsible citizens, and explain the qualities that make them admirable, such as honesty and trustworthiness.

### ***Economics***

**Standard: 2SS5:** **Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.**

**Components: 2SS5.a:** Compare production and consumption of food long ago and today, including the roles of farmer, processors, distributors, weather, and land and water resources.

**2SS5.b:** Compare and contrast the roles and interdependence of buyers (consumers) and sellers (producers) of goods and services.

**2SS5.c:** Analyze how limits on resources affect production and consumption (what to produce and what to consume).

### **Social Studies Skills (SSK):**

**Skills: 2SSK1:** Orient and label a map and note directions.

**2SSK2:** Use print and non-print reference sources to locate information.

**2SSK3:** Locate pictures, words or illustrations that support the main idea.

**2SSK4:** Note cause and effect of relationships.

**2SSK5:** Make timelines and graphic organizers.

**2SSK6:** Use technology to gather information and communicate learning.

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## Social Studies: Grade 3

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### Continuity and Change in Communities

In grade 3, students study continuity and change in their community. They learn how people have created and shaped their communities over time. They develop an understanding of the role of citizens and the functions of government in the community, and nation, and how people in communities interact with their environment, develop and use technology, and use human and natural resources.

#### Social Studies Content Standards (SS):

Standard:	<b>3SS1:</b>	<b><i>Civics and Government</i></b> <b>Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</b>
Components:	<b>3SS1.a:</b>	Describe the reasons governments are needed and identify specific services that governments provide.
	<b>3SS1.b:</b>	Describe the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the need for consequences for people who violate rules and laws.
	<b>3SS1.c:</b>	Name and describe the three branches of government, and explain how citizens in the local community participate in each.
	<b>3SS1.d:</b>	Describe the role of citizens, including how to participate in a classroom, in the community, and in civic life.
	<b>3SS1.e:</b>	Identify neighboring or host nation countries and compare their system of government to that of the U.S.
	<b>3SS1.f:</b>	Explain the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens.
Standard:	<b>3SS2:</b>	<b><i>Geography</i></b> <b>Students describe the physical and human geography about people, places, and environments in a spatial context.</b>
Components:	<b>3SS2.a:</b>	Locate and distinguish among varying geographical features in the local region and identify changes over time. <i>Examples: deserts, mountains, valleys, hills, coastal areas, oceans, and lakes</i>
	<b>3SS2.b:</b>	Examine how people have used the environment to meet their needs and wants and how this has changed over time

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## Social Studies: Grade 3

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**3SS2.c:** Trace and describe the ways people use natural resources and the affect this has on the economy and lifestyle of the local region.

**3SS2.d:** Identify the four hemispheres (north, south, east, and west) and the Equator and Prime Meridian on a globe and map.

### ***History and Culture***

**Standard: 3SS3: Students draw from historical and community resources to describe how the events and the environment influence the growth and change of communities.**

**Components: 3SS3:** Discuss reasons why communities are established, how individuals and families contribute to the development of the community, and how communities change over time.

**3SS3.a:** Describe ways in which language, food, crafts, customs, architecture, and the performing and visual arts serve as expressions of culture and influence the behavior of people living in the community.

**3SS3.b:** Examine the economies established by early European settlers.

**3SS3.c:** Discuss the contributions of American heroes who took risks to secure our freedoms.

*Examples: Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Fredrick Douglass, Harriet Tubman, and Martin Luther King Jr.*

### ***Economics***

**Standard: 3SS4: Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.**

**Components: 3SS4.a:** Describe examples of goods and services provided in the local community and explain how they meet the needs and wants of the people.

**3SS4.b:** Explain why some goods are made locally, some in the United States, and some abroad.

**3SS4.c:** Describe the relationship of price to supply and demand and explain the division of labor.

**3SS4.d:** Explain how individual economic choices involve trade-offs and the evaluation of benefits and costs.

**3SS4.e:** Identify factors that contribute to personal human capital.  
*Examples: school work, volunteering, and participating in community organizations*

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## Social Studies: Grade 3

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### Social Studies Skills (SSK):

- skills:
- 3SSK1:** Use geographic tools (map key, compass rose, scale).
  - 3SSK2:** Observe, interpret, and construct visual data.
  - 3SSK3:** Recognize and apply social studies terms.
  - 3SSK4:** Follow set rules to complete an assigned task, individually or within a group.
  - 3SSK5:** Use title page, table of contents, and glossary to locate information.
  - 3SSK6:** Use technology to gather information and communicate learning.

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## DoDEA Social Studies: Grade 4

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### Regions of the United States

Students learn the story of the United States in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in the United States history, students examine the states in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

#### Social Studies Content Standards (SS):

**Standard: 4SS1: Students demonstrate an understanding of the physical and human geographic features and political systems that define places and regions in the United States.**

- Components: 4SS1.a:** Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in the United States and on Earth.
- 4SS1.b:** Distinguish between the North and South Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
- 4SS1.c:** Describe the various regions of the United States; water, landforms, vegetation, and climate, and how their characteristics and physical environments affect human activity.
- 4SS1.d:** Identify the locations of the oceans, rivers, valleys, and mountain passes and explain their effects on the growth of cities.
- 4SS1.e:** Describe how areas in the United States vary in land use, elevation, vegetation, wildlife, climate, population density, architecture, services, and transportation.
- 4SS1.f:** Discuss what the U.S. Constitution is and why it is important (a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments).
- 4SS1.g:** Describe the similarities (written documents, rule of law, consent of the governed, three separate branches) and differences (scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments.
- 4SS1.h:** Explain the structures and functions of state governments, including roles and responsibilities of their elected officials.
- 4SS1.i:** Trace the evolution of US water system into a network of dams, aqueducts, and reservoirs.
- 4SS1.j:** Describe the history and development of the US public education system.
- 4SS1.k:** Describe the impact of natural resources, technology, and economics of the regions of the United States.

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## Social Studies: Grade 4

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**Standard: 4SS2: Students analyze the geographic, political, economic, and social structures in the Southeastern region of the United States.**

- Components: 4SS2.a:** Explain the major geographic features of the Southeast and discuss the physical settings that supported permanent settlement in this region.
- 4SS2.b:** Examine the Native American cultures that originated from this region and examine the main features of their art and architecture.
- 4SS2.c:** Discuss the impact of the key historical events within the region.
- 4SS2.d:** Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
- 4SS2.e:** Compare and contrast the growth and development of industry and agriculture within the region.

**Standard: 4SS3: Students analyze the geographic, political, economic, and social structures in the Northeastern region of the United States.**

- Components: 4SS3.a:** Explain the major geographic features of the Northeast and discuss the physical settings that supported permanent settlement in this region.
- 4SS3.b:** Examine the Native American cultures that originated in this region and examine the main features of their art and architecture.
- 4SS3.c:** Discuss the impact of the key historical events within the region
- 4SS3.d:** Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
- 4SS3.e:** Compare and contrast the growth and development of industry and agriculture within the region.

**Standard: 4SS4: Students analyze the geographic, political, economic, and social structures in the Middle Western region of the United States.**

- Components: 4SS4.a:** Explain the major geographic features of the Mid-West and discuss the physical settings that supported permanent settlement in this region.
- 4SS4.b:** Examine the Native American cultures that originated in this region and examine the main features of their art and architecture.

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## Social Studies: Grade 4

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- 4SS4.c:** Discuss the impact of the key historical events within the region.
- 4SS4.d:** Describe the ways in which resources permitted the growth of economies, how these resources have and are being used, and their impact on the emergence of cities in this region.
- 4SS4.e:** Compare and contrast the growth and development of industry and agriculture within the region.

### Social Studies Skills (SSK):

#### Chronological and Spatial Thinking

- Skills:**
- 4SSK1:** Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.
- 4SSK2:** Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.
- 4SSK3:** Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
- 4SSK4:** Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.
- 4SSK5:** Students judge the significance of the relative location of a place.  
*Examples: proximity to a harbor, on trade routes and analyze how relative advantages and disadvantages can change over time.*

#### Research, Evidence, and Point of View

- Skills:**
- 4SSK6:** Students differentiate between primary and secondary sources.
- 4SSK7:** Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.
- 4SSK8:** Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

#### Historical Interpretation

- Skills:**
- 4SSK9:** Students summarize the key events of the era they are studying and explain the historical contexts of those events.
- 4SSK10:** Students identify the human and physical characteristics of the places

they are studying and explain how those features form the unique character of those places.

**4SSK11:** Students identify and interpret the multiple causes and effects of Historical events.

**4SSK12:** Students conduct cost-benefit analyses of historical and current events.

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## Social Studies: Grade 5

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### United States History and Geography: Making a Nation

Students in grade five study the development of the American nation to 1850. The learning focuses on the influence of physical and cultural environment on national origins, growth, and development. Students learn about the founding of colonial governments, the ideals of the Enlightenment, and the English tradition of self-government. They recognize that the nation has: a constitution that derives its power from the people; gone through a revolution; once sanctioned slavery; experienced conflict over land with the original inhabitants, and experienced a westward movement that took people across the continent. Through studying the causes, courses, and consequences of early exploration through the War for Independence and western expansion, students develop a fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

### Social Studies Content Standards (SS):

- Standard: 5SS1: Students describe the major pre-Columbian settlement(s) of cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.**
- Components: 5SS1.a:** Compare and contrast how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that they built, and how they obtained food, clothing, tools, and utensils.
- 5SS1.b:** Recognize Pre-Columbian varied customs and folklore traditions.
- 5SS1.c:** Explain Pre-Columbian varied economics and systems of government.
- Standard: 5SS2: Students trace the routes of early explorers and describe the early explorations of the Americas.**
- Components: 5SS2.a:** Explain the entrepreneurial characteristics of early explorers, Christopher Columbus, Francisco Vasquez de Coronado, Hernando Magellan, and the technological developments that made sea exploration by latitude and longitude possible.  
*Examples: compass, sextant, astrolabe, seaworthy ship, chronometers, and gunpowder*
- 5SS2.b:** Compare the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions and the reasons Europeans chose to explore and colonize the world.  
*Examples: the Protestant Reformation, and the Counter Reformation*

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## Social Studies: Grade 5

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**5SS2.c:** Trace the routes of the major land explorers of the United States, the distances traveled by explorers, and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe.

**5SS2.d:** Locate on maps of North and South America land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia.

**Standard:** **5SS3: Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.**

**Components:** **5SS3.a:** Evaluate the competition among the English, French, Spanish, Dutch, and Indian nations for control of North America.

**5SS3.b:** Evaluate the cooperation that existed between the colonists and Indians during the 1600s and 1700s.  
*Examples: agriculture, the fur trade, military alliances, treaties, and cultural interchanges*

**5SS3.c:** Examine the conflicts before the Revolutionary War.  
*Examples: Pequot and King Philips's Wars in New England, the Powhatan Wars in Virginia, and the French and Indian War*

**5SS3.d:** Appraise the role of broken treaties and massacres and the factors that led to the Indian defeat, including the resistance of Indian nations to encroachments and assimilation.

**5SS3.e:** Evaluate the influence and achievements of significant leaders of the time.  
*Examples: Chief Tecumseh, Chief Logan, Chief John Ross, and Sequoyah*

**Standard:** **5SS4: Students understand the political, religious, social, and economic institutions that evolved in the colonial era.**

**Components:** **5SS4.a:** Explain the influence of location and physical setting on the founding of the original thirteen colonies and the American Indian nations inhabiting these areas.

**5SS4.c:** Describe the significance of religious influences on the earliest colonies and the growth of religious toleration and free exercise of religion.  
*Examples: Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, and Quakerism in Pennsylvania*

**5SS4.d:** Illustrate how the British colonial period created the basis for the development of political self-government and a free-market economic system and the differences between the British, Spanish and French colonial systems.

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## Social Studies: Grade 5

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**5SS4.e:** Describe the introduction of slavery into America, and appraise the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South.

**5SS4.f:** Explain the significance of early democratic ideas and practices that emerged during the colonial period, including representative assemblies and town meetings.

**Standard:** **5SS5: Students explain the causes of the American Revolution.**

**Components:** **5SS5.a:** Understand how political, religious, and economic ideas and interests brought about the Revolution.

*Examples: resistance to imperial policy, the Stamp Act, the Townshend Acts, taxes on tea, and Coercive Acts*

**5SS5.b:** Understand the significance of the relationship between people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts, the origins of those concepts, and its role in severing ties with Great Britain.

**5SS5.c:** Describe and compare the views, lives, and impact of key individuals during this period.

*Examples: King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, and John Adams*

**Standard:** **5SS6: Students understand the course and consequences of the American Revolution.**

**Components:** **5SS6.a:** Identify and map the major military battles, campaigns, and turning points of the Revolutionary War, the roles of the American and British leaders, and the Indian leaders' alliances on both sides.

**5SS6.b:** Describe the contributions of France and other nations and of individuals to the outcome of the Revolution.

*Example: Benjamin Franklin's negotiations with the French*

**5SS6.c:** Examine the different roles women played during the Revolution.

*Examples: Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, and Mercy Otis Warren*

**5SS6.d:** Understand the personal impact and economic hardships of the war on families, problems of financing the war, wartime inflation, and laws against hoarding goods and materials and profiteering.

**5SS6.e:** Demonstrate knowledge of the significance of land policies developed under the Continental Congress.

*Examples: sale of western lands, the Northwest Ordinance of 1787 and the impact on American Indians' land*

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## Social Studies: Grade 5

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**5SS6.f:** Compare and contrast the ideals set forth in the Declaration of Independence and how it changed the way people viewed slavery.

**Standard:** **5SS7:** **Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution’s significance in the foundation of the American republic.**

**Components:** **5SS7.a:** List the shortcomings of the Articles of Confederation as set forth by it’s critics.

**5SS7.b:** Explain the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights.

**5SS7.c:** Illustrate the fundamental principles of American constitutional democracy, including how the government derives its power from the people and the primacy of individual liberty.

**5SS7.d:** Demonstrate how the Constitution is designed to secure our liberty by both empowering and limiting central government and compare the powers granted to citizens, Congress, the President, and the Supreme Court with those reserved to the states.

**5SS7.e:** Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution.

**5SS7.f:** Examine ways by which citizens may effectively voice opinions, monitor government, and bring about changes in government and the public agenda including voting.

**5SS7.g:** Demonstrate civic responsibility in group and individual actions, including civic disposition such as civility, cooperation, respect, and responsible participation.

**5SS7.h:** Know and explain the significance of the songs that express American Ideals and how music contributes to cultural development.  
*Examples: “American the Beautiful and “The Star Spangled Banner”*

**Standard:** **5SS8:** **Students trace the colonization, immigration, and settlement, patterns of American people from 1789 to mid-1800’s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.**

**Components:** **5SS8.a:** Illustrate the influx of immigrants from Europe between 1789 and 1850 and compare their modes of transportation into the Ohio and Mississippi Valleys and through the Cumberland Gap.  
*Examples: overland wagons, canals, flatboats, and steamboats*

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## Social Studies: Grade 5

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**5SS8.b:** Identify the states and territories that existed in 1850, and compare and contrast their locations and major geographical features.

*Examples: mountain ranges, major rivers, and dominant plant regions*

**5SS8.c:** Demonstrate knowledge of the explorations of the trans-Mississippi West following the Louisiana Purchase.

*Examples: Meriwether Lewis and William Clark, Zebulon Pike, and John Fremont*

**Components: 5SS8.d:** Describe the experiences of settlers on the overland trails to the West.

*Examples: location of the routes; purpose of the journeys; the influence of the terrain, rivers, vegetation, and climate; life in the territories at the end of these trails*

**5SS8.e:** Examine the effect of Western Expansion and how territories became part of the United States, including the significance of the Mexican-American War.

### Social Studies Skills (SSK):

#### Chronological and Spatial Thinking

**Skills: 5SSK1:** Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

**5SSK2:** Students correctly apply terms related to time, including *past, present, future, decade, century, and generation*.

**5SSK3:** Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.

**5SSK4:** Students use map and globe skills to determine the absolute locations of places and interpret information available through a map's or globe's legend, scale, and symbolic representations.

**5SSK5:** Students judge the significance of the relative location of a place.  
*Examples: proximity to a harbor, on trade routes and analyze how relative advantages and disadvantages can change over time.*

#### Research, Evidence, and Point of View

**Skills: 5SSK6:** Students differentiate between primary and secondary sources.

**5SSK7:** Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

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## Social Studies: Grade 5

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**5SSK8:** Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

### Historical Interpretation

- skills:**
- 5SSK9:** Students summarize the key events of the era they are studying and explain the historical contexts of those events.
  - 5SSK10:** Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.
  - 5SSK11:** Students identify and interpret the multiple causes and effects of historical events.
  - 5SSK12:** Students conduct cost-benefit analyses of historical and current events.

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## Social Studies: Grade 6

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### World History 6: Ancient Civilizations

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major Western and non-Western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems, and accomplishments of people. Their role in developing social, economic, and political structures, as well as establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant, and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

#### Social Studies Content Standards (SS):

**Standard: 6SS1: Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.**

**Components: 6SS1.a:** Evaluate the hunter-gatherer societies, including the development of tools and the use of fire.

**6SS1.b:** Compare and contrast the locations of human communities that populated the major regions of the world and describe how humans adapted to a variety of environments.

**6SS1.c:** Appraise the climatic and human modification of the physical environment that gave rise to the domestication of plants and animals and new sources of clothing and shelter.

**Standard: 6SS2: Students analyze the geographic, political, economic, religious, and social structure of early civilization of Mesopotamia, Egypt, and Kush.**

**Components: 6SS2.a:** Locate and compare the major river systems and discuss the physical settings that supported permanent settlement and early civilizations.

**6SS2.b:** Trace the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power.

**6SS2.c:** Explain the relationship between religion and the social and political systems in Mesopotamia and Egypt.

**6SS2.d:** Explain the significance of Hammurabi's Code.

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## Social Studies: Grade 6

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- 6SS2.e:** Examine the main features of Egyptian art and architecture.
- 6SS2.f:** Describe the role of Egyptian trade in the eastern Mediterranean and the Nile valley.
- 6SS2.g:** Explain the significance of Queen Hatshepsut and Ramses the Great.
- 8SS2.h:** Identify the location of the Kush civilization and describe its political, commercial, and cultural relations with Egypt.
- 6SS2.i:** Trace the evolution of language and its written forms.
- 6SS2.j:** Examine the enduring contributions that Ancient Egypt has given our modern world.  
*Examples: architecture, irrigation systems, burial rites*
- Standard:** **6SS3: Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.**
- Components:** **6SS3.a:** Discuss the connections between geography and the development of city-states in the region of the Aegean Sea and patterns of trade and commerce among Greek city-states and within the wider Mediterranean region.
- 6SS3.b:** Identify the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, including the significance of the invention of the ideas of citizenship.  
*Example: Pericles' Funeral Oration*
- 6SS3.c:** Explain the key differences between Athenian, or direct, democracy and representative democracy.
- 6SS3.d:** Examine the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics, such as Homer's *Iliad* and *Odyssey*, and from *Aesop's Fables*.
- 6SS3.e:** Outline the founding, expansion, and political organization of the Persian Empire.
- 6SS3.f:** Compare and contrast life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars.
- 6SS3.g:** Trace the rise of Alexander the Great and the spread of Greek culture eastward and into Egypt.
- 6SS3.h:** Describe the enduring contributions of important Greek figures in the arts and sciences.  
*Examples: Aristotle, Euclid, Euripedes, Herodotus, Hypatia, Plato, Socrates, Sophocles, and Thucydides*

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## Social Studies: Grade 6

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**Standard:**      **6SS4:**      **Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.**

- Components:**    **6SS4.a:**    Locate and describe the major river system of India and discuss the physical setting that supported the rise of this civilization.
- 6SS4.b:**    Discuss the significance of the Aryan invasions.
- 6SS4.c:**    Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism.
- 6SS4.d:**    Explain the social structure of the caste system.
- 6SS4.e:**    Describe the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia.
- 6SS4.f:**    Describe the growth of the Maurya Empire and the political and moral achievements of the emperor Asoka.
- 6SS4.g:**    Evaluate important aesthetic and intellectual traditions.  
*Examples: Sanskrit literature, including the Bhagavad Gita; medicine; metallurgy; and mathematics, including Hindu-Arabic numerals and the zero.*
- 6SS4.h:**    Examine the enduring contributions that Ancient India has given our modern world.  
*Examples: architecture, mathematics, religion*

**Standard:**      **6SS5:**      **Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.**

- Components:**    **6SS5.a:**    Locate and describe the origins of Chinese civilization in the Huang-He Valley during the Shang Dynasty.
- 6SS5.b:**    Explain the geographic features of China that made governance and the spread of ideas and goods difficult and served to isolate the country from the rest of the world.
- 6SS5.c:**    Evaluate the life of Confucius and the fundamental teachings of Confucianism and Taoism.
- 6SS5.d:**    Explain the political and cultural problems prevalent in the time of Confucius and how he sought to solve them.
- 6SS5.e:**    Describe the policies and achievements of the emperor Shi Huangdi that unified northern China under the Qin Dynasty.

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## Social Studies: Grade 6

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- 6SS5.f:** Explain the significance of the trans-Eurasian “silk roads” in the period of the Han Dynasty and Roman Empire and their locations.
- 6SS1.g:** Describe the diffusion of Buddhism northward to China during the Han Dynasty.
- 6SS5.h:** Examine the enduring contributions that Ancient China has given our modern world.  
*Examples: architecture, gun powder, medicine*

**Standard:** **6SS6: Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.**

- Component:** **6SS6.a:** Identify the location and describe the rise of the Roman Republic, including the importance of such mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero.
- 6SS6.b:** Describe the government of the Roman Republic and its significance.  
*Examples: written constitution and tripartite government, checks and balances, and civic duty*
- 6SS6.c:** Identify the location of the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the empire fostered economic growth through the use of currency and trade routes.
- 6SS6.d:** Discuss the influence of Julius Caesar and Augustus in Rome’s transition from republic to empire.
- 6SS6.e:** Trace the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans’ restrictions on their right to live in Jerusalem.
- 6SS6.f:** Discuss the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs.  
*Examples: belief in the Trinity, resurrection, and salvation*
- 6SS6.g:** Examine the circumstances that led to the spread of Christianity in Europe and other Roman territories.
- 6SS6.h:** Discuss the legacies of Roman art and architecture, technology and science, literature, language, and law.

### Social Studies Skills (SSK):

#### Chronological and Spatial Thinking

- Skills:** **6SSK1:** Students explain how major events are related to one another in time.

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## Social Studies: Grade 6

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- 6SSK2:** Students construct various time lines of key events, people, and periods of the historical era they are studying.
- 6SSK3:** Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic system.

### Research, Evidence, and Point of View

- Skills:**
- 6SSK4:** Students frame questions that can be answered by historical study and research.
- 6SSK5:** Students distinguish fact from opinion in historical narratives and stories.
- 6SSK6:** Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
- 6SSK7:** Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
- 6SSK8:** Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

### Historical Interpretation

- Skills:**
- 6SSK9:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
- 6SSK10:** Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
- 6SSK11:** Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
- 6SSK12:** Students recognize the role of chance, oversight, and error in history.
- 6SSK13:** Students recognize that interpretations of history are subject to change as new information is uncovered.
- 6SSK14:** Students interpret basic indicators of economic performance and conduct cost benefit analysis of economic and political issues.

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## Social Studies: Grade 7

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### ***Geography through Recent Historical Events: The Middle East, Asia, Africa and Central and South America***

Students in Grade 7 will study the regions and nations of the Middle East, Asia, Africa, and Central and South America. Through print and electronic media, data bases, community resources, organizations and institutions, students will use geography, recent history, current events and technology to examine and compare major geographic characteristics and analyze patterns of change in the world. They will assess economic systems that have contributed to the development of nations in the last 20 years to today, examine the characteristics and perspectives of cultures and societies, understand the workings of governments, and trace the influence of the recent past on the present and the near future.

#### **Social Studies Content Standards (SS):**

**Standard: 7SS1: Students analyze the major geographic characteristics and regions of the Middle East, Asia, Africa and Central and South America using geography, recent history, and technology.**

**Components: 7SS1.a:** Locate major regions and nations in the Middle East, Asia, Africa and Central and South America.

**7SS1.b:** Analyze and compare the major geographic characteristics of the Earth's regions using geographic skills, map projections and the Geographic Information System.\*  
*Examples: mountain ranges, river systems, climate, and ecosystems \*Geographic Information System (GIS): information technology systems used to store, analyze, manipulate, and display a wide range of geographic information.*

**7SS1.c:** Describe the restrictions that climate and landforms place on land use and discern how patterns of population distribution reflect these restrictions.

**7SS1.d:** Evaluate the impact of human migration on physical and human systems.

**Standard: 7SS2: Students examine the influence of economic systems found in nations of the Middle East, Asia, Africa, and Central and South America.**

**Components: 7SS2.a:** Analyze the effects of trade between nations in the Middle East, Asia, Africa and Central and South America and how trade results in the rising of the standard of living of individuals.  
*Examples: increased consumption of goods and services and lower prices for consumers*

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## Social Studies: Grade 7

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- 7SS2.b:** Explain how changes in exchange rates can have an impact on the purchasing power of individuals and countries.
- 7SS2.c:** Describe why and how different economic systems (traditional, command, market, mixed) in nations of the Middle East, Asia, Africa, and Central and South America answer the basic economic questions: What to produce? How to produce? For whom to produce?
- 7SS2.d:** Analyze the influence of competition on process and production and the role played by laws and regulation.  
*Examples: NAFTA, the Diamond Cartel, European Union, and World Bank*
- 7SS2.e:** Compare and contrast the standard of living of various nations in the regions using per capita Gross Domestic Product as an indicator.
- 7SS2.f:** Describe ways people can increase individual human capital.  
*Example: acquire knowledge and skills through education or training*
- 7SS2.g:** Explain how a market economy is affected by types of business, organizations, labor unions, non-profit organizations, technological changes and international competition.
- 7SS2.h:** Explain how the Middle East, Asia, Africa, and Central and South American nations interact economically with each other today.  
*Examples: trade, diplomacy, treaties and agreements, humanitarian aid, economic incentives and sanctions, and the threat and use of military force*
- Standard:** **7SS3: Students examine recent historical events and leaders that contributed to the development of nations in modern Middle Eastern, Asian, African and Central and South American nations from the 1980s to today.**
- Components:** **7SS3.a:** Analyze and compare major groups of people, events and developments in the recent history of nations that comprise the Middle East, Africa, Asia and Central and South America.  
*Examples: Desert Storm, economic expansion of China, Apartheid, rainforest depletion, and Osama Bin Ladin*
- 7SS3.b:** Understand the challenges in the regions, including their geopolitical, cultural, military, and economic significance and the international relationships in which they are involved.
- 7SS3.c:** Analyze the effects of North American economic and foreign policies on the nations that comprise the Middle East, Africa, Asia and Central and South America.  
*Examples: Arab/Israeli Policy, Darfur, outsourcing in India, support of governmental policies*

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## Social Studies: Grade 7

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**7SS3.d:** Discuss the important trends in the regions today.  
*Example: individual freedom and democracy*

**Standard:** **7SS4: Students compare and analyze the different forms of governments in the Middle Eastern nations, Asia, Africa and Central and South America.**

**Components:** **7SS4.a:** Examine and compare different forms of government in the Middle Eastern nations, Asia, Africa and Central and South America and their sources of authority and power which include examples of limited/unlimited government.  
*Examples are: representative democracy, parliamentary democracy, republic, dictatorship, and monarchy*

**7SS4.b:** Define and compare citizenship and the citizen's role in selected nations.  
*Examples: methods of voting, participation in voluntary organizations of civil society, and participation in government*

**7SS4.c:** Identify and analyze social, economic and political issues related to recent events and natural resources in selected nations in the Middle East, Africa, Asia, and Central and South America.

**Standard:** **7SS5: Students identify economic, social, and political connections among cultures in the Middle East, Asia, Africa and Central and South America.**

**Components:** **7SS5.a:** Analyze the historical origins, central beliefs, and spread of major religions of Judaism, Christianity, Islam, Hinduism, Buddhism, and Confucianism.

**7SS5.b:** Contrast how social institutions in the past and present, including the family, religion, educational institutions, and the economy influence individual behavior in different societies in the Middle East, Africa, Asia, and Central and South America in the recent past and present.  
*Examples: individual responsibility, rule of law, and civil rights*

**7SS5.c:** Examine the impact of cultural diffusion on society.  
*Examples: globalization of communication, the evolution of language, availability of products, international scholarship, trade, and travel*

**7SS5.d:** Examine benefits of connections among cultures.  
*Examples: developing opportunities for trade, cooperating in seeking solution to mutual problems, outsourcing, learning from technological advances, acquiring new perspectives, and benefiting from development in architecture, music, and the arts*

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## Social Studies: Grade 7

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### Social Studies Skills (SSK):

#### Chronological and Spatial Thinking

- skills:**
- 7SSK1:** Students explain how major events are related to one another in time.
  - 7SSK2:** Students construct various time lines of key events, people, and periods of the historical era they are studying.
  - 7SSK3:** Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic system.

#### Research, Evidence, and Point of View

- skills:**
- 7SSK4:** Students frame questions that can be answered by historical study and research.
  - 7SSK5:** Students distinguish fact from opinion in historical narratives and stories.
  - 7SSK6:** Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
  - 7SSK7:** Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
  - 7SSK8:** Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

#### Historical Interpretation

- skills:**
- 7SSK9:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
  - 7SSK10:** Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
  - 7SSK11:** Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
  - 7SSK12:** Students recognize the role of chance, oversight, and error in history.
  - 7SSK13:** Students recognize that interpretations of history are subject to change as new information is uncovered.
  - 7SSK14:** Students interpret basic indicators of economic performance and conduct cost benefit analysis of economic and political issues.

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## Social Studies: Grade 8

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### *United States History and Geography: Growth and Conflict*

Students in grade eight study the ideas, issues, and events leading to framing of the Constitution through Reconstruction. After reviewing the development of America's democratic institutions, they learn about the challenges facing the new nation, with an emphasis on the causes, course, and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

#### **Social Studies Content Standards (SS):**

- Standard:**     **8SS1: Students understand the major events preceding the founding of the nation and relate their significance to the development of American Constitutional Democracy.**
- Components:**   **8SS1.a:** Examine the Revolutionary period in United States history including political differences between England and the American Colonies.
- 8SS1.b:** Analyze the philosophy of government expressed in the Declaration of Independence, with an emphasis on government as a means of securing individual rights  
*Example: key phrases such as “all men are created equal, that they are endowed by their Creator with certain unalienable Rights”*
- 8SS1.c:** Explain how the American Revolution affected other nations, especially France.
- 8SS1.d:** Interpret the nation's blend of civic republicanism, classical liberal principles, and English parliamentary traditions.
- Standard:**     **8SS2: Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.**
- Components:**   **8SS2.a:** Appraise the significance of the Magna Carta, the English Bill of Rights, and the Mayflower Compact.
- 8SS2.b:** Analyze the Articles of Confederation and the Constitution and the success of each in implementing the ideals of the Declaration of Independence.
- 8SS2.c:** Evaluate the major debates that occurred during the development of the Constitution and their ultimate resolutions in such areas as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of the American Indian Nations under the commerce clause.

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## Social Studies: Grade 8

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- 8SS2.d:** Discuss the political philosophy underpinning the Constitution as specified in the Federalist Papers (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Governor Morris, and James Wilson in the writing and ratification of the Constitution.
- 8SS2.e:** Understand the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment and the origins, purpose, and differing views of the founding fathers on the issue of the separation of church and state in the First Amendment.
- 8SS2.f:** Enumerate the powers of government set forth in the Constitution and the fundamental liberties ensured by the Bill of Rights.
- 8SS2.g:** Describe the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and discuss the ways in which the American ideal of constitutionalism preserves individual rights.

**Standard:** **8SS3: Students understand the foundation of the American political system and demonstrate the ways in which citizens participate in it.**

- Components:** **8SS3.a:** Analyze the principles and concepts codified in state constitutions between 1777 and 1781 that created the context out of which American political institutions and ideas developed.
- 8SS3.b:** Explain how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships, and states.
- 8SS3.c:** Enumerate the advantages of common market among the states as foreseen in and protected by the Constitutions clauses on interstate commerce, common coinage, and full-faith and credit.
- 8SS3.d:** Recognize how the conflicts between Thomas Jefferson and Alexander Hamilton resulted in the emergence of two political parties  
*Examples: view of foreign policy, Alien and Sedition Acts, economic policy, National Bank, and assumption of the revolutionary debt*
- 8SS3.e:** Relate the significance of domestic resistance movements and ways in which the central government responded to such movements.  
*Examples: Shays' Rebellion and the Whiskey Rebellion*
- 8SS3.f:** Describe the basic law-making process and how the Constitution provides numerous opportunities for citizens to participate in the political process.  
*Examples: function of elections, political parties, and interest groups*
- 8SS3.g:** Discuss the function and responsibilities of a free press.

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**Standard:**     **8SS4: Students analyze the aspirations, ideals and life of the people of the new nation.**

**Components:**   **8SS4.a:** Describe the country’s physical landscapes, political divisions, and territorial expansion during the terms of the first four presidents.

**8SS4.b:** Explain the policy significance of famous speeches.  
*Examples: Washington’s Farewell Address, Jefferson’s 1801 Inaugural Address, and John Q. Adams’s Fourth of July 1821 Address*

**8SS4.c:** Analyze the rise of capitalism and the economic problems and conflicts that accompanied it.  
*Examples: Jackson’s opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contract, and a capitalist economic system of law*

**8SS4.d:** Describe daily life, including traditions in art, music, literature, of early America.  
*Examples: Smithsonian Archives and writings by Washington Irving, and James Fenimore Cooper*

**8SS4.e:** Discuss how changes in scientific and technological developments effected communication and changed the culture in the nineteenth-century  
*Examples: Use of photography, the invention of the telegraph (1844), and the invention of the telephone (1876).*

**Standard:**     **8SS5: Students analyze U.S. foreign policy in the early Republic.**

**Components:**   **8SS5.a:** Enumerate the political and economic causes and consequences of the War of 1812, know the major battles, leaders, and events that led to a final peace.

**8SS5.b:** Illustrate the changing boundaries of the United States and describe the relationships the country had with its neighbors (Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican-American War.

**8SS5.c:** Compare the major treaties with American Indian nations during the administrations of the first four presidents and the varying outcomes of those treaties.

**Standard:**     **8SS6: Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.**

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- Components:** **8SS6.a:** Discuss the influence of industrialization and technological developments on the regions, including human modification of the landscape and how physical geography shaped human actions.  
*Examples: growth of cities, deforestation, farming, and mineral extraction*
- 8SS6.b:** Outline the physical obstacles to and the economic and political factors involved in building a network of roads, canals, and railroads.  
*Example: Henry Clay's American System*
- 8SS6.c:** Explain the reasons for the wave of immigration from Northern Europe to the United States and describe the growth in the number, size, and spatial locations of cities.  
*Example: Irish immigrants and the Great Irish Famine*
- 8SS6.d:** Examine the lives of black Americans who gained freedom in the North and founded schools and churches to advance their rights and communities.
- 8SS6.e:** Trace the development of the American education system from its earliest roots, including the roles of religious and private schools and Horace Mann's campaign for free public education and its assimilating role in American culture.
- 8SS6.f:** Examine the women's suffrage movement.  
*Examples: biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, and Susan B. Anthony*
- 8SS6.g:** Identify common themes in American art as well as transcendentalism and individualism.  
*Examples: Smithsonian Archives, writings about and by Ralph Waldo Emerson, Henry Davis Thoreau, Herman Melville, Louisa May Alcott, Nathaniel Hawthorne, and Henry Wadsworth Longfellow*
- Standard:** **8SS7: Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.**
- Components:** **8SS7.a:** Describe the development of the agrarian economy in the South, identify the locations of the cotton-producing states, and illustrate the significance of cotton and the cotton gin.
- 8SS7.b:** Trace the origins and development of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development, and identify the strategies that were tried to both overturn and preserve it.  
*Examples: writings and historical documents on Nat Turner and Denmark Vesey*

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**8SS7.c:** Examine the characteristics of white Southern society and explain how the physical environment influenced events and conditions prior to the Civil War.

**8SS7.d:** Compare the lives of and opportunities for free blacks in the North with those of free blacks in the South.

**Standard:** **8SS8: Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.**

**Components:** **8SS8.a:** Discuss the election of Andrew Jackson in 1828 and how his actions as President created the system of Jacksonian democracy.

*Examples: The spoils system, veto of the National Bank, policy of Indian Removal, and opposition to the Supreme Court*

**8SS8.b:** Describe the purpose, challenges, and economic incentives associated with westward expansion, including the concept of Manifest Destiny.

*Examples: The Lewis and Clark Expedition, accounts of the removal of Indians, the Cherokees, "Trail of Tears," and settlement of the Great Plains*

**8SS8.c:** Evaluate the role of pioneer women and the new status that western women achieved.

*Examples: Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West, and Wyoming granting suffrage to women in 1869*

**8SS8.d:** Examine the importance of the great rivers and the struggle over water rights.

**8SS8.e:** Examine the consequences of the Texas War for Independence and the Mexican-American War including territorial settlements, the aftermath of the wars, and the effect the wars had on the lives of Americans, including Mexican Americans today.

**Standard:** **8SS9: Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.**

**Components:** **8SS9.a:** Compare and contrast the characteristics of the leaders of the abolitionist movement.

*Examples: John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, and Frederick Douglass*

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- 8SS9.b:** Recognize the abolition of slavery in early state constitutions.
- 8SS9.c:** Describe the significance of the Northwest Ordinance, the slavery issue as raised by the annexation of Texas, and the Compromise of 1850 in the banning of slavery in new states north of the Ohio River.
- 8SS9.d:** Compare and contrast the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the *Dred Scott v. Sandford* decision (1857), and the Lincoln-Douglas debates (1858).
- 8SS9.e:** Describe the lives of free blacks and the laws that limited their freedom and economic opportunities.

**Standard:** **8SS10: Students analyze the multiple causes, key events, and complex consequences of the Civil War.**

- Components:** **8SS10.a:** Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.
- 8SS10.b:** Trace the boundaries constituting the North and the South, the geographical differences between the two regions, and the differences between agrarians and industrialists.
- 8SS10.c:** Identify the constitutional issues posed by the doctrine of nullification and secession.
- 8SS10.d:** Analyze Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence, such as his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), inaugural addresses (1861 and 1865).
- 8SS10.e:** Compare and contrast the views and lives of leaders.  
*Examples: Ulysses S. Grant, Jefferson Davis, Robert E. Lee, and soldiers on both sides of the war, including those of black soldiers and regiments*
- 8SS10.f:** Describe critical developments and events in the war, geographical advantages and obstacles, technological advances, and General Lee's surrender at Appomattox.
- 8SS10.g:** Explain how the war affected combatants, civilians, the physical environment, and future warfare.

**Standard:** **8SS11: Students analyze the characteristics and lasting consequences of Reconstruction.**

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- Components:** **8SS11.a:** Examine the aims of Reconstruction and describe their effects on the political and social structures of different regions.
- 8SS11.b:** Identify the push-pull factors in the movement of former slaves to the cities in the North and to the West and their differing experiences in those regions.  
*Example: the experiences of Buffalo Soldiers*
- 8SS11.c:** Outline the effects of the Freedmen’s bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation and “Jim Crow” laws.
- 8SS11.d:** Trace the rise of the Ku Klux Klan and describe the Klan’s effects.
- 8SS11.e:** Understand the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and analyze their connection to Reconstruction.
- Standard:** **8SS12: Students analyze the transformation of the American economy and the changing social political conditions following Reconstruction.**
- Components:** **8SS12.a:** Trace patterns of agricultural and industrial development as they relate to climate, use of natural resources, markets, and trade and locate such development on a map.
- 8SS12.b:** Identify the reasons for the development of federal American Indian policy, the wars with American Indians, and their relationship to agricultural development and industrialization.
- 8SS12.c:** Explain how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies.
- 8SS12.d:** Compare and contrast entrepreneurs, industrialists, and bankers in politics, commerce, and industry.  
*Examples: Andrew Carnegie, John D. Rockefeller, and Leland Stanford*
- 8SS12.e:** Identify the significant inventors and their inventions and examine the impact of their contributions on quality of life.  
*Examples: Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright*

### Social Studies Skills (SSK):

#### Chronological and Spatial Thinking

- skills:** **8SSK1:** Students explain how major events are related to one another in time.
- 8SSK2:** Students construct various time lines of key events, people, and periods of the historical era they are studying.

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**8SSK3:** Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic system.

### Research, Evidence, and Point of View

- skills:**
- 8SSK4:** Students frame questions that can be answered by historical study and research.
  - 8SSK5:** Students distinguish fact from opinion in historical narratives and stories.
  - 8SSK6:** Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
  - 8SSK7:** Students assess the credibility of primary and secondary sources and draw sound conclusion from them.
  - 8SSK8:** Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).

### Historical Interpretation

- skills:**
- 8SSK9:** Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
  - 8SSK10:** Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations.
  - 8SSK11:** Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns.
  - 8SSK12:** Students recognize the role of chance, oversight, and error in history.
  - 8SSK13:** Students recognize that interpretations of history are subject to change as new information is uncovered.
  - 8SSK14:** Students interpret basic indicators of economic performance and conduct cost-benefit analysis of economic and political issues.

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## Social Studies: Grade 9

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### World History 9: Civilizations

The students will examine the social, cultural and technological changes that occurred in Europe, Africa, Asia and the Americas in the beginnings of human society through 1500 C.E. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations as well as the exchange of ideas, beliefs, technologies, and commodities. They learn about the political, economic, social, and cultural development of Europe which influenced the rise of Western Civilization 500 to 1500 and the origins and accomplishments of the Renaissance period.

#### Social Studies Content Standards (SS):

- Standard: 9SS1: Students examine the lives of the hunting and gathering people of the ancient world during the beginnings of human society.**
- Components: 9SS1.a:** Trace the approximate chronology and territorial range of early communities, and analyze the processes that led to their development.
- 9SS1.b:** Analyze and compare how peoples of West Africa, Europe, Southeast Asia, East Asia, and the Americas domesticated food plants and developed agricultural communities in response to local needs and conditions.
- 9SS1.c:** Evaluate the types of evidence and methods of investigation by which scholars have reconstructed the early history of domestication, agricultural settlement, and cultural development.
- 9SS1.d:** Describe social, cultural, and economic characteristics of large agricultural settlements on the basis of evidence gathered by archaeologists.  
*Examples: Catal Hayuk and Jericho*
- Standard: 9SS2: Students examine the characteristics of early civilizations including those of Egypt, Mesopotamia, the Indus River Valley, and China, from 4000 to 500 B.C.E.**
- Components: 9SS2.a:** Explain the criteria that have been used to define the idea of civilization and compare the key differences between civilizations and other forms of social organization.
- 9SS2.b:** Compare causes and conditions by which civilizations developed in Egypt, Southwest Asia and the Eastern Mediterranean region, India, and China, and explain why the emergence of these civilizations was a decisive transformation in human history.

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- 9SS2.c:** Differentiate hierarchies in the social structures of early civilized peoples and explain the influence of religious belief systems upon ancient governmental systems, including analysis of the importance of Judaism.
- 9SS2.d:** Examine and compare the main tenets of Hinduism and Buddhism using primary and secondary resources.
- 9SS2.e:** Describe the life of Confucius; compare the fundamental teachings of Confucianism and Taoism; and explain the influence of these ideas on Chinese civilization.
- 9SS2.f:** Construct a timeline of main events on the origin and early development of civilizations in Mesopotamia, Egypt, the Indus River Valley, and China.
- 9SS2.g:** Explain relationships in early civilizations, including those in Egypt or China, between the development of state authority and the growth of aristocratic power, taxation systems, and institutions of coerced labor including slavery
- Standard:** **9SS3: Students examine the antecedents, origins, development, and achievements of the classical civilizations of Greece and Rome from 2000 B.C.E. to 500 C.E.**
- Components:** **9SS3.a: Greek Civilization**  
Trace the origins of Cretan civilization and its impact on later civilizations on the Greek mainland.
- 9SS3.b:** Describe the institutions and traditions of the Greek city-based republics, their influence on the lives of citizens and other residents, and their impact on the development of democratic and republican forms of government.
- 9SS3.c:** Identify and explain the significance of achievements of Greeks in mathematics, science, philosophy, architecture, and the arts and their impact on various peoples and places in subsequent periods of world history.
- 9SS3.d:** Analyze the major events of the wars between the Persians and the Greeks, reasons why the Persians failed to conquer the Greeks, and the consequences of the wars for Greek civilization.
- 9SS3.e:** Compare and contrast the daily life, social hierarchy, culture, and institutions of Athens and Sparta; describe the rivalry between Athens and Sparta; and explain the causes and consequences of the Peloponnesian War.

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**9SS3.f:** Describe the rise of Alexander the Great to power, the development and demise of his empire, and his legacy.

**Roman Civilization**

**9SS3.g:** Trace the origins of the Etruscan civilization and its impact upon Roman civilization, as well as the influence of the Greeks upon the Romans.

**9SS3.h:** Describe Roman Republican government and society, and trace the changes that culminated in the end of the Republic and the beginning of the Roman Empire.

**9SS3.i:** Describe Roman cultural achievements including law, technology, language and literature and explain their impact on various peoples and places in subsequent periods of world history.

**9SS3.j:** Explain the origins of Christianity, the lives and teachings of Jesus and Paul and the relationships of early Christians with officials of the Roman Empire.

**9SS3.k:** Analyze the causes, conditions, and consequences of the spread of Christianity throughout the Roman Empire, and the policies of Emperor Constantine the Great.

**9SS3.l:** Explain the causes, conditions, and consequences of the decline and fall of the western part of the Roman Empire.

**Standard:** **9SS4:** **Students will trace the development and impact of major civilizations, states, and empires in different regions of Asia from 1000 B.C.E. to 1500 C.E.**

**Components:** **9SS4.a:** Trace the development and major achievements of civilization in India with particular emphasis on the rise and fall of the Maurya Empire, the “golden period” of the Gupta Empire, and the reign of Emperor Ashoka.

**9SS4.b:** Explain how Hinduism and Buddhism have influenced civilization in India.

**9SS4.c:** Explain how Buddhism spread and influenced peoples and their cultures in Ceylon, Central Asia, and East Asia.

**9SS4.d:** Trace the development and major achievements of Chinese civilization during various key dynasties, such as the Qin, Han, Tang, and Song.

**9SS4.e:** Trace the origins and development of Japanese society and Korean societies, the imperial state in Japan, and the Koryo Dynasty in Korea.

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- 9SS4.f:** Describe the life of Muhammad, fundamental teachings of Islam, and the connections of Islam to Judaism and Christianity.
- 9SS4.g:** Trace the extent and consequences of Islam's spread in Asia and the Mediterranean region, including North Africa and Europe's Iberian Peninsula.
- 9SS4.h:** Explain how the community of Muslims (believers in Islam) became divided into Sunnis and Shi'ites and the long-term consequences of that division.
- 9SS4.i:** Evaluate the rise and expansion of the Mongol empire and its consequences for Eurasian peoples, including the achievements of Genghis Khan in the context of Mongol society and his impact on Eurasian history.

**Standard:** **9SS5: Students will trace the development and impact of major civilizations, states, and empires in different regions of Africa from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS5.a:** Trace the rise and fall of the ancient east African kingdoms of Kush, Axum, and the development of Ethiopia and Great Zimbabwe.
- 9SS5.b:** Trace the rise and fall of the ancient kingdom of Ghana and how it became Africa's first large empire.
- 9SS5.c:** Trace the rise, development, and decline of Mali and Songhai.
- 9SS5.d:** Explain the origins and development of the slave trade in Africa, and its connections to Arabic peoples of North Africa, Southwest Asia, and Western Europe.

**Standard:** **9SS6: Students will trace the development and impact of major civilizations, states, and empires in different regions of the Americas from 1000 B.C.E. to 1500 C.E.**

- Components:** **9SS6.a:** Describe the origins and importance of farming in the development of pre-Columbian societies and civilizations in various regions of the Americas.  
*Examples: Hohokam, Anasazi, Hopewell, Mississippian, Iroquois, Olmec, Maya, Aztec, Chavin, and Inca.*
- 9SS6.b:** Compare and contrast the Maya, Aztec, and Inca civilizations in terms of their arts, religion, sciences, economy, social hierarchy, government, armed forces, and expansion.

**Standard:** **9SS7: Students will examine the political, economic, social, and cultural development of Central and Eastern Europe, Asia Minor, and Russia from 500 to 1500.**

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- Components:** **9SS7.a:** Analyze the impact of the collapse of the Roman Empire on Central and Eastern Europe.
- 9SS7.b:** Trace the rise and achievements of the Byzantine Empire and explain the relationships between Byzantine and Western Civilizations.
- 9SS7.c:** Explain the Great Schism of 1054 and the development of Eastern and Western branches of Christianity.
- 9SS7.d:** Trace the decline and demise of the Byzantine Empire and the conquest of Constantinople by the Turks in 1453.
- 9SS7.e:** Describe the legacy of the Byzantine Empire and its influence on other areas of Europe and Asia including Russia.
- 9SS7.f:** Analyze the impact on European peoples of the Turkish (Ottoman) Empire.
- Standard:** **9SS8:** **Students will examine the political, economic, social, religious, and cultural development of Europe, which influenced the rise of Western Civilization from 500 to 1500.**
- Components:** **9SS8.a:** Evaluate the success of the Latin and Greek churches in spreading the Christian religion and civilization to peoples of Northern and Eastern Europe.
- 9SS8.b:** Evaluate the importance of Christian monasteries and convents as centers of education, political power, economic productivity and commercial life, and describe their roles in spreading the Christian religion and civilization throughout Western and Central Europe.
- 9SS8.c:** Explain the rise and achievements of Charlemagne and the Empire of the Franks and explain how the ideal of Christendom influenced the development of cultural unity in Europe.
- 9SS8.d:** Describe feudalism and the manorial system, and explain their impact upon European civilization.
- 9SS8.e:** Describe the development of a strong centralized monarchy and the evolution of legal and constitutional practices in England, the achievement of monarchs in France, the Holy Roman Empire, and the Iberian Peninsula, and analyze the importance of these developments for Western Civilization.
- 9SS8.f:** Explain the causes of the Crusades and their consequences for Europe and Southwest Asia, including the growth in power of the monarchies in Europe.

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**9SS8.g:** Evaluate the impact of developments in agriculture and the growth of towns, guilds, and banking during the Middle Ages.

**9SS8.h:** Describe how Western civilization arose from a synthesis of Christianity and classical Greco-Roman civilization with the cultures of northern European peoples, and analyze how this synthesis is reflected in the cultural achievements of the High Middle Ages.

**Standard:** **9SS9: Students will analyze the origins, accomplishments, and geographic diffusion of the Renaissance.**

**Components:** **9SS9.a:** Analyze how the growth of wealthy trading cities and new ways of thinking helped lead to a rebirth of the arts and learning.

**9SS9.b:** Examine the rise of humanism, new ways of disseminating information, advances in the arts, science, mathematics, cartography, engineering, and the understanding of anatomy and astronomy.

**9SS9.c:** Examine the spread of the Renaissance from Italy to northern Europe and compare the differences between the two areas.

### Social Studies Skills (SSK):

#### Chronological and Spatial Thinking

**skills:** **9SSK1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**9SSK2:** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and government but also values and beliefs.

**9SSK3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

**9SSK4:** Students relate current events to the physical and human characteristics of places and regions.

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## Social Studies: Grade 9

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### Historical Research, Evidence, and Point of View

- 9SSK5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.
- 9SSK6:** Students identify bias and prejudice in historical interpretations.
- 9SSK7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
- 9SSK8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### Historical Interpretation

- 9SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
- 9SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
- 9SSK11:** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- 9SSK12:** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- 9SSK13:** Students analyze human modifications of landscapes.
- 9SSK14:** Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the world economy.

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## Social Studies: Grade 10

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### World History 10: The Modern World

Students in grade ten study major turning points that shaped the modern world, from the fifteenth century through the present. They trace the rise of political, social, religious and economic ideals and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

#### Social Studies Content Standards (SS):

**Standard: 10SS1: Students analyze the effects of the Renaissance in Europe.**

**Components: 10SS1.a:** Describe the way in which the revival of classical learning and the arts fostered a new interest in humanism.

*Example: a balance between intellect and religious faith*

**10SS1.b:** Explain the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities, with emphasis on the cities' importance in the spread of Renaissance ideas.

**10SS1.c:** Relate the growth and effects of new ways of disseminating information.

*Examples: the ability to manufacture paper, translation of the Bible into the vernacular, and printing*

**10SS1.d:** Examine advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy.

*Examples: Dante Alighieri, Leonardo da Vinci, Michelangelo di Buonarroti Simoni, Johann Gutenberg, and William Shakespeare*

**10SS1.e:** Analyze the impact of science upon technology, government, economy, and society in Europe, and explain the global importance of the Scientific Revolution.

*Examples: impact of scientific theories of Copernicus, Galileo, Kepler, Newton and the significance of new inventions of the telescope, microscope, and barometer*

**Standard: 10SS2: Students analyze the historical developments of the Reformation.**

**Components: 10SS2.a:** Explore the causes for the internal turmoil and weakening of the Catholic church.

*Examples: tax policies and selling of indulgences*

**10SS2.b:** Describe the theological, political, and economic ideas of the major figures during the Reformation.

*Examples: Desiderius Erasmus, Martin Luther, John Calvin, and William Tyndale*

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- 10SS2.c:** Explain Protestants' new practices of church self-government and the influences of those practices on the development of democratic practices and ideas of federalism.
- 10SS2.d:** Identify and locate the European regions that remained Catholic and those that became Protestant and explain how the division affected the distribution of religions in the World.
- 10SS2.e:** Understand the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern period.
- 10SS2.f:** Describe the Golden Age of cooperation between Jews and Muslims in medieval Spain that promoted creativity in art, literature, and science, including how that cooperation was terminated by the religious persecution of individuals and groups.  
*Examples: the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492.*

**Standard:** **10SS3: Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).**

- Components:** **10SS3.a:** Trace the great voyages of discovery, the locations of the routes, and the influence of cartography in the development of a new European worldview.
- 10SS3.b:** Discuss the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the fifteenth and sixteenth centuries and the major economic and social effects on each continent.
- 10SS3.c:** Examine the origins of modern capitalism; the influence of mercantilism and cottage industry; the elements and importance of a market economy in seventeenth-century Europe; the changing international trading and marketing patterns, including their locations on a world map; and the influence of explorers and map makers.
- 10SS3.d:** Explain how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christianity.
- 10SS3.e:** Trace the development of the western political ideas of the rule of law and illegitimacy of tyranny, using selections from Plato's *Republic* and Aristotle's *Politics*.

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**Standard:**     **10SS4:**   **Students compare and contrast the Revolutions of America, France, and Latin America and their enduring effects on Global political expectations for self-government and individual liberty.**

**Components:**   **10SS4.a:**   Compare the major ideals of philosophers and their impact on the revolutions in England, the United States, and Latin America.  
*Examples: John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simon Bolivar, Thomas Jefferson, and James Madison*

**10SS4.b:**   Compare the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791).

**10SS4.c:**   Compare the reasons for and outcomes of the revolutions in America, France and Latin America and their continuing significance to other nations.

**10SS4.d:**   Analyze the spread of nationalism and evaluate its impact on Europe.  
*Examples: Napoleon, Congress of Vienna and Concert of Europe*

**Standard:**     **10SS5:**   **Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.**

**Components:**   **10SS5.a:**   Analyze why England was the first country to industrialize.

**10SS5.b:**   Examine the factors that produced an industrial economy.  
*Examples: natural resources, entrepreneurship, labor, and capital*

**10SS5.c:**   Examine the scientific and technological changes during the Industrial Revolution.  
*Examples: The inventions and discoveries of James Watt, Henry Bessemer, Louis Pasteur, and Thomas Edison*

**10SS5.d:**   Trace the growth of population, rural to urban migration, and growth of cities associated with the Industrial Revolution.

**10SS5.e:**   Summarize the massive social economic and cultural changes brought about by the industrial revolution.  
*Examples: demise of the slave trade, effects of immigration, mining and manufacturing, division of labor, and the union movement.*

**10SS5.f:**   Analyze the economic patterns of capitalism, socialism, communism and mixed economies.

**10SS5.g:**   Describe the emergence of Romanticism in art and literature, social criticism, and the move away from Classicism in Europe.  
*Examples: poetry of William Blake and William Wordsworth, novels of Charles Dickens and art of Claude Monet*

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**Standard:**     **10SS6: Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries; Africa, Southeast Asia, China, India, Latin America, or the Philippines.**

**Components:**   **10SS6.a:** Describe the rise of industrial economies and their link to imperialism and colonialism.  
*Examples: The role played by national security and strategic advantage; moral issues raised by the search for national hegemony, Social Darwinism, and the missionary impulse; material issues such as land, resources, and technology*

**10SS6.b:** Identify the locations and the impact of colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States.

**10SS6.c:** Compare and contrast the impact of imperialism on social and economic systems.

**10SS6.d:** Compare the independence struggles of the colonized regions of the world, including the roles of leaders, the roles of ideology, and religion.  
*Example: Sun Yat-sen in China*

**Standard:**     **10SS7: Students analyze the causes and trace the course of the First World War.**

**Components:**   **10SS7.a:** Compare and contrast global imperialism, nationalism, militarisms, and secret alliances that lead to World War I.

**10SS7.b:** Analyze the effect of the Russian Revolution and the entry of the United States into World War I.

**10SS7.c:** Appraise the nature of the war and its human costs (military and civilian) on all sides of the conflict, and the impact of colonial people (India, Africa) contributed to the war effort.

**10SS7.d:** Examine global human rights violations and genocide.  
*Example: ethnic conflicts*

**Standard:**     **10SS8: Students analyze the effects of the First World War.**

**Components:**   **10SS8.a:** Compare the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the global impact of the United States' rejection of the League of Nations.

**10SS8.b:** Describe the effects of the war and resulting peace treaties on population movement, the international economy, and shifts and shifting international borders.

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- 10SS8.c:** Evaluate the impact of widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians.
- 10SS8.d:** Analyze the influence of World War I on literature, art, and intellectual life in the West.  
*Examples: Pablo Picasso, the "lost generation" of Gertrude Stein, and Ernest Hemingway*
- 10SS8.e:** Analyze the influence of World War I on literature, art, and intellectual life in the West.  
*Examples: Pablo Picasso, the "lost generation" of Gertrude Stein, and Ernest Hemingway*

**Standard:** **10SS9: Students analyze the rise of totalitarian governments after World War I.**

**Components:** **10SS9.a:** Describe the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control.

*Example: The Gulag*

**10SS9.b:** Trace Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights.

*Example: Terror Famine in Ukraine*

**10SS9.c:** Compare the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, Soviet Union, Japan and China.

**Standard:** **10SS10: Students analyze the causes and consequences of World War II.**

**Components:** **10SS10.a:** Compare the German, Italian, and Japanese drives for empire in the 1930's including the 1937 Rape of Nanking, other atrocities in China, and the Stalin-Hitler Pact of 1939.

**10SS10.c:** Evaluate the concept of appeasement and nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II.

**10SS10.d:** Locate geographically the principal theaters of conflict and players in WWII (Allied and Axis powers) on a map.

**10SS10.e:** Discuss the major turning points of the war, key strategic decisions, the resulting war conferences and political resolutions.

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**10SS10.f:** Compare and contrast the political, diplomatic, and military leaders during the WWII.  
*Examples: Winston Churchill, Franklin Delano Roosevelt, Emperor Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, and Dwight Eisenhower*

**10SS10.g:** Analyze the Nazi policy of the pursuing racial purity and the Holocaust.  
*Examples: Jews, Catholics, Jehovah Witnesses, etc.*

**10SS10.h:** Examine and compare the human costs of the war.  
*Examples: civilian and military losses in Russia, Germany, Britain, the United States, China, Japan and the resulting shifts in global borders.*

**Standard:** **10SS11: Students analyze the international development in the post- World War II world.**

**Components:** **10SS11.a:** Compare the economic and military power shifts caused by the war.  
*Examples: the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European national, and the economic recoveries of Germany and Japan*

**10SS11.b:** Analyze the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam and Chile.

**10SS11.c:** Analyze the Chinese Civil War, the rise of Mao Zedong, and the subsequent political and economic upheavals in China.  
*Examples: Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising*

**10SS11.d:** Describe the uprising in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and those countries resurgence in the 1970s and the 1980s as people in Soviet satellites sought freedom from Soviet Control.

**10SS11.e:** Understand how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, and the significance and effects of the location and establishment of Israel on world affairs.

**10SS11.f:** Analyze the reasons for the collapse of the Soviet Union.  
*Examples: the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics*

**10SS11.g:** Discuss the establishment and work of the United Nations and the purposes and functions of the Warsaw Pact, SEATO, NATO, and the Organization of the American States.

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**Standard:**     **10SS12:**   **Students analyze the integration of countries into the information, technological, and communications revolutions (television, satellites, and computers).**

**Components:**   **10SS12.a:**   Describe how the information age has influenced the major economies of the world.

**10SS12.b:**   Describe how communication has affected social and cultural practices in the world.  
                                  *Examples: dress patterns, speech, food, etc.*

**10SS12.c:**   Discuss how communication has impacted the political policies of countries in the world.

### **Social Studies Skills (SSK): Chronological and Spatial Thinking**

**skills:**           **10SSK1:**   Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**10SSK2:**   Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.

**10SSK3:**   Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

**10SSK4:**   Students relate current events to the physical and human characteristics of places and regions.

### **Historical Research, Evidence, and Point of View**

**skills:**           **10SSK5:**   Students distinguish valid arguments from fallacious arguments in historical interpretations.

**10SSK6:**   Students identify bias and prejudice in historical interpretations.

**10SSK7:**   Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

**10SSK8:**   Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

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### Historical Interpretation

- Skills:**
- 10SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
  - 10SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
  - 10SSK11:** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
  - 10SSK12:** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
  - 10SSK13:** Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
  - 10SSK14:** Students conduct cost-benefit analyses and apply basic economic indicator to analyze the aggregate economic behavior of the world economy.

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### United States History: Continuity and Change in the Twentieth and Twenty-first Centuries

Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students in grade eleven study the major events in American history in the twentieth century. Building on prior knowledge of industrialization, students analyze the emergence and impact of accelerated technological development, a corporate economy, and related social and cultural effects on society. Students trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. Emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. Students analyze how the United States has served as a model for other nations and that the rights and freedoms we afforded are not accidental, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution are a precious inheritance that depends on an educated citizenry for their preservation and protection.

### Social Studies Content Standards (SS):

**Standard: 11SS1: Students review the significant events in the founding of the United States and its attempts to realize the philosophy of government described in the Declaration of Independence.**

**Components: 11SS1.a:** Describe the Enlightenment and the rise of democratic ideas as the context in which the nation was founded.

**11SS1.b:** Analyze the ideological origins of the American Revolution, the Founding Fathers' philosophy of unalienable natural rights, the debates on the drafting and ratification of the Constitution, and the addition of the Bill of Rights.

**11SS1.c:** Describe the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization.

**11SS1.d:** Examine the effects of the Civil War, Reconstruction, and of the industrial revolution, including, demographic shifts, western movement, and the emergence in the late nineteenth century of the United States as a world power.

**11SS1.e:** Analyze the impact of the western movement on American Indians, farmers, transportation, and the economy.

**Standard: 11SS2: Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.**

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- Components:** **11SS2.a:** Analyze the influence of religious movements and groups on the development of American civic principles and social reform movements.  
*Examples: The Social Gospel Movement, the rise of Christian liberal theology in the nineteenth century, the Temperance Movement, the Civil Rights Movement, and the rise of Christian fundamentalism in current times*
- 11SS2.b:** Explain the contribution of various religious groups to American civic principles and social reform movements.  
*Examples: civil and human rights, individual responsibility and the work ethic, antimonarchy and self-rule, worker protections, and family centered communities*
- 11SS2.c:** Describe the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate on the issue of separation of church and state.
- 11SS2.d:** Examine incidences of religious intolerance in the United States.  
*Examples: persecution of Mormons, anti-Catholic sentiment, Ghost Dances, and anti-Semitism*
- 11SS2.e:** Discuss the expanding religious pluralism in the United States that resulted from immigration in the twentieth century.
- Standard:** **11SS3: Students analyze the relationship among the rise of industrialization, large-scale rural to urban migration, and massive immigration from Southern and Eastern Europe and Asia.**
- Components:** **11SS3.a:** Evaluate the effects of industrialization on living and working conditions embraced in the portrayal of working conditions and food safety in Upton Sinclair's *The Jungle*.
- 11SS3.b:** Analyze the growth of cities linked by industry and trade, and the development of cities divided by race, ethnicity, and class.
- 11SS3.c:** Trace the effect of the Americanization movement.
- 11SS3.d:** Analyze the effect of urban political machines and responses to them by immigrants and middle-class reformers.
- 11SS3.e:** Discuss the corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders.  
*Examples: Andrew Carnegie, John D. Rockefeller, and Leland Stanford*
- 11SS3.f:** Trace the economic development of the United States and its emergence as a major industrial power; its gains from trade, advantages of its physical geography, and specialization in jobs and

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businesses.

**11SS3.g:** Examine the effect of political programs and activities of the Populists.

**11SS3.h:** Examine the effect of political programs and activities of the Progressives.

*Examples: federal regulation, the Sixteenth Amendment, initiative, referendum and recall, environmental protection, Theodore Roosevelt, and Robert La Follette*

**11SS3.i:** Discuss the reasons for the nation's changing immigration patterns and politics.

**Standard:** **11SS4: Students trace the rise of the United States to its role as a world power in the twentieth century.**

**Components:** **11SS4.a:** Evaluate the purpose and the effects of the Open Door policy.

**11SS4.b:** Analyze the Spanish-American War and U.S. expansion in the South Pacific.

**11SS4.c:** Evaluate America's role in Latin America; including, the Roosevelt Corollary to the Monroe Doctrine, the Panama Revolution and the building of the Panama Canal.

**11SS4.d:** Analyze and compare the presidential policies of Theodore Roosevelt's Big Stick diplomacy, William Taft's Dollar Diplomacy, and Woodrow Wilson's Moral Diplomacy.

**11SS4.e:** Analyze the political, economic, and social ramifications of World War I on the home front.

**11SS4.f:** Evaluate arguments for and against free trade.

**Standard:** **11SS5: Students analyze the major political, social, economic, technological, and cultural developments of the 1920's.**

**Components:** **11SS5.a:** Compare and contrast the policies of Presidents Warren Harding, Calvin Coolidge, and Herbert Hoover.

**11SS5.b:** Analyze the international and domestic events, interests, and philosophies that prompted attacks on civil liberties; the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, immigration quotas, and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks.

**11SS5.c:** Examine the passage of the Eighteenth Amendment to the Constitution and the Volstead Act (Prohibition).

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- 11SS5.d** Analyze the passage of the Nineteenth Amendment and the changing of the role of women in society.
- 11SS5.e:** Describe the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers.  
*Examples: Zora Neale Hurston and Langston Hughes*
- 11SS5.f:** Evaluate the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
- 11SS5.g:** Discuss the rise of mass production techniques, the growth of cities, the impact of new technologies and the resulting prosperity and effect on the American landscape.  
*Examples: the automobile and electricity*
- 11SS5.h:** Explain how types of business organizations, labor unions, nonprofit organizations, technological change, and international competition affect a market economy.

**Standard:** **11SS6: Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.**

- Components:** **11SS6.a:** Describe the monetary issues of the late nineteenth and early twentieth centuries that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's.
- 11SS6.b:** Explain the principal causes of the Great Depression and the steps taken by the Federal Reserve, Congress, and Presidents Herbert Hoover and Franklin Delano Roosevelt to combat the economic crisis.
- 11SS6.c:** Discuss the human toll of the Depression, natural disasters, and unwise agricultural practices and their effects on the depopulation of rural regions and on political movements of the left and right.
- 11SS6.d:** Analyze the consequences of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's.  
*Examples: Works Progress Administration (WPA), Social Security, National Labor Relations Board, farm programs, regional development policies, and energy development projects such as the Tennessee Valley Authority*

**Standard:** **11SS7: Students analyze U.S. participation in World War II.**

- Components:** **11SS7.a:** Identify shifting American policies of isolation, intervention, and aggression.

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- 11SS7.b** Examine the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor.
- 11SS7.c:** Identify the roles and sacrifices of individual American soldiers, as well as the unique contribution of the special fighting forces.  
*Examples: Tuskegee Airmen, the 442<sup>nd</sup> Regimental combat team, and the Navajo Code Talkers*
- 11SS7.d:** Analyze Roosevelt’s foreign policy during World War II.  
*Example: Four Freedoms Speech*
- 11SS7.e:** Discuss the constitutional issues and impact of events on the U.S. home front; the internment of Japanese Americans (*Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens, the response of the administration to Hitler’s atrocities against Jews and other groups, the roles of women in military production, and the roles and growing political demands of African Americans.
- 11SS7f:** Describe major developments in aviation, weaponry, communication, medicine, and the war’s impact on the location of American industry and use of resources.
- 11SS7g:** Critique the decision to drop atomic bombs (Hiroshima and Nagasaki) and the consequences of that decision.

**Standard:** **11SS8: Students analyze U.S. foreign policy in the emerging Cold War and its aftermath.**

- Components:** **11SS8.a:** Analyze the effect of the massive aid given to Western Europe under the Marshall Plan after the war and the importance of a rebuilt Europe to the U.S.
- 11SS8.b:** Trace the declining role of empires and the expanding role of the Superpowers in world affairs after WWII.
- 11SS8.c:** Discuss the establishment of the United Nations and International Declaration of Human Rights and their importance in shaping modern Europe and efforts to maintain peace and international order.
- 11SS8.d:** Analyze the role of military alliances; including, NATO and SEATO, deterring communist aggression, and maintaining security during the Cold War.
- 11SS8.e:** Trace the origins and geopolitical consequences (foreign and domestic) of the Cold War and Containment policy; the era of McCarthyism, instances of domestic Communism (Alger Hiss) and Black Listing, The Truman Doctrine; The Berlin blockade, The Korean War, The Berlin Wall, The Bay of Pigs invasion and the Cuban Missile Crisis, atomic testing in the American West, the “mutual assured

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destruction” doctrine, and disarmament policies, and the Vietnam War.

**11SS8.f:** Compare and contrast the effects of foreign policy on domestic policies.  
*Examples: protests during the war in Vietnam and the “nuclear freeze movement*

**11SS8.g:** Analyze the role of the Reagan administration and other factors in the victory of the West in the Cold War.

**Standard:** **11SS9: Students analyze the economic boom and social transformation of post-World War II America.**

**Components:** **11SS9.a:** Trace the impact of the GI Bill on the American economy, society and culture.

**11SS9.b:** Trace the growth of the service sector, white collar, and professional sector jobs in government and business.

**11SS9.c:** Trace the advances and retreats of organized labor, from the creation of the American Federation of Labor (AFL) and the Congress of Industrial Organizations (CIO) to current issues of post-industrial, multinational economy.

**11SS9.d:** Examine Truman’s labor policy and the congressional reaction to the policy.

**11SS9.e:** Describe the significance of immigration and its relationship to the economy.  
*Examples: agriculture, business, fishing, and service industry*

**11SS9.f:** Analyze new federal government spending on defense, welfare, interest on national debt, and federal and state spending on education.

**11SS9.g:** Analyze the increased powers of the presidency in response to the Great Depression, World War II, and the Cold War.

**11SS9.h:** Discuss the diverse environmental regions of North America, their relationship to local economics, and the origins and prospects of environmental problems in those regions.

**11SS9.i:** Evaluate the effects of technological developments on society and the economy since 1945.  
*Examples: computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology*

**11SS9.j:** Discuss forms of popular culture, with an emphasis on their origins and geographic diffusion.

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*Examples: forms of popular music including jazz, rock-n-roll and the British invasion; the use of the internet and the creation of the a global community; the growth of sports through television and the broader impact on society; and cultural values reflected in the*

*design and architecture of suburbs such as convenience and familiarity*

- 11SS9.k:** Understand the role of interdependence of buyers (consumers) and sellers (producers) in the areas of public and private goods and services.
- Standard: 11SS10: Students analyze the development of “The New Frontier”, “The Great Society” and federal civil rights and voting rights.**
- Components: 11SS10.a:** Evaluate how minority groups organized to confront segregation and discrimination; African American Movement, Woman’s Rights Movement, Native American Movement, the Asian Movement, Hispanic American Movement, Youth Activism.
- 11SS10.b:** Examine and analyze the key events, policies, and court cases in the evolution of civil rights; *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v Board of Education*, and *Regents of the University of California v. Bakke*.
- 11SS10.c:** Analyze the passage and effects of civil rights and voting rights legislation (1964 Civil Rights Act, Voting Rights Act of 1965) and the Twenty-Fourth Amendment, with an emphasis on equality of access to education and to the political process.
- 11SS10.d:** Analyze the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform, and other social policies.
- Standard: 11SS11: Students analyze the major social problems, domestic and economic policy issues and foreign policy in contemporary American society.**
- Components: 11SS11.a:** Discuss the reasons for the nation’s changing immigration policy, with an emphasis on how the Immigration Act of 1965 and successor acts have transformed American society.
- 11SS11.b:** Analyze the significant domestic policies of contemporary presidents; education, civil rights, economic policy, and environmental policy.
- 11SS11.c:** Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.

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- 11SS11.d:** Explain the constitutional crisis originating from the Watergate scandal.
- 11SS11.e** Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protections laws, with particular attention to the interaction between environmental protection advocates and property rights advocates.
- 11SS11.f:** Examine how the federal, state, and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.
- 11SS11.g:** Explain the role of profit as the incentive to entrepreneurs in a market economy and identify the key elements of a market economy, such as property rights, competition, and profit.
- 11SS11.h:** Describe how wages are related to supply, demand, productivity, and job skills.
- 11SS11.i:** Illustrate the measurements and calculations that compute U.S. national economic performance.
- 11SS11.j:** Identify the different causes of inflation and explain who gains and loses because of inflation.
- 11SS11.k:** Explain how changes in exchange rates can have an impact on the purchasing power of individuals in the United States and in other countries.
- 11SS11.l:** Describe the ways in which the United States uses foreign policy with nations to interact with one another to try to resolve problems in such areas as trade, cultural contact, treaties, diplomacy and military force.
- 11SS11.m:** Evaluate U.S./Middle East policy and its strategic, political, and economic interests, including those related to the Gulf War.  
*Examples: OPEC oil embargo of 1973 as a response to U.S. policies concerning Israel; hijackings during the 1970's as a reaction to U.S. policies; major acts of terrorism including the 1979 Iranian hostage situation; tensions between Iran and Israel and the balancing act played by the U.S.; U.S. involvement in the 1967 peace agreement between Israel and Egypt and the long-term consequences; and support for expanded Jewish settlements*
- 11SS11.n:** Examine relations between the United States and Mexico; including, key economic, political, immigration, and environmental issues.

- 11SS11.o:** Examine the different forces that influence U.S. foreign policy; business and labor organizations, interest groups, public opinion, and ethnic and religious organizations.

## **Social Studies Skills (SSK):**

### **Chronological and Spatial Thinking**

- Skills:**
- 11SSK1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.
  - 11SSK2:** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.
  - 11SSK3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.
  - 11SSK4:** Students relate current events to the physical and human characteristics of places and regions.

### **Historical Research, Evidence, and Point of View**

- Skills:**
- 11SSK5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.
  - 11SSK6:** Students identify bias and prejudice in historical interpretations.
  - 11SSK7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
  - 11SSK8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### **Historical Interpretation**

- Skills:**
- 11SSK9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.
  - 11SSK10:** Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.

- 11SSK11:** Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.
- 11SSK12:** Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions.
- 11SSK13:** Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
- 11SSK14:** Students conduct cost-benefit analyses and apply basic economic indicator to analyze the aggregate economic behavior of the U.S. economy.

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## Social Studies: Grade 12 American Government

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### American Government

The United States government course is a required one semester course designed to provide students with essential knowledge and skills related to the nation's government and its historical development. Students in this course pursue a deep understanding of the institutions of American government. They analyze the history and interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive, and judiciary branches of government. An emphasis is placed on analyzing the relationship between federal, state, and local governments, with particular attention paid to important historical documents. Students compare systems of government in the world (comparison with host nation's government is encouraged as part of the program). These standards represent the culmination of civic efficacy as students prepare to vote, participate in community activities, and assume the responsibilities of citizenship.

#### Social Studies Content Standards (SS):

- Standard:**     **12SSAG1:**     **Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.**
- Components:**   **12SSAG1.a:**     Analyze the influence of ancient Greek, Roman, English and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Niccolo Machiavelli, and William Blackstone on the development of American government.
- 12SSAG1.b:**     Demonstrate knowledge of the political philosophies that shaped the development of the U.S. constitutional government by explaining the influence of the Magna Carta, the English petition of Rights, and the English Bill of Rights.
- 12SSAG1.c:**     Discuss the charter of American democracy and its promise and perils as articulated by Alexis de Tocqueville.
- 12SSAG1.d:**     Identify and explain elements of the social contract and natural rights theories in United States founding-era documents.
- 12SSAG1.e:**     Summarize the principles and purposes of government in the Preamble to the Constitution.
- 12SSAG1.f:**     Explain how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights; and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as "self-evident truths."
- 12SSAG1.g:**     Explain how the Founding Fathers' realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the *Federalist Papers*.

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	<b>12SSAG1.h:</b>	Describe the systems of separated and shared powers, the role of organized interests ( <i>Federalist Paper Number 10</i> ), checks and balances ( <i>Federalist Paper Number 51</i> ), the importance of an independent judiciary ( <i>Federalist Paper Number 78</i> ), enumerated powers, rule of law, federalism and civilian control of the military.
	<b>12SSAG1.i:</b>	Understand that the Bill of Rights limits the powers of the federal government and state governments.
<b>Standard:</b>	<b>12SSAG2:</b>	<b>Students formulate and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.</b>
<b>Components:</b>	<b>12SSAG2.a:</b>	Examine the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured <i>Examples: freedom of religion, speech, press, assembly, petition, and privacy</i>
	<b>12SSAG2.b:</b>	Explain how economic rights are secured and their importance to the individual and to society . <i>Examples: the right to acquire, use, transfer, and dispose of property; the right to choose one's work; the right to join or not join labor unions; and copyright and patent</i>
	<b>12SSAG2.c:</b>	Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
	<b>12SSAG2.d:</b>	Analyze the obligation of civic-mindedness, including voting, being informed on civic issues, serving in the military, and volunteering and performing public service.
	<b>12SSAG2.e:</b>	Analyze trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the right of minorities; and the function of the Electoral College.
	<b>12SSAG2.f:</b>	Describe the reciprocity between rights and obligations and explain why enjoyment of one's rights entails respect for the rights of others and maintaining a balance between individual rights and the common good.
	<b>12SSAG2.g:</b>	Explain how one becomes a citizen of the United States including the process of naturalization, literacy, language, and other requirements.

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**Standard:**     **12SSAG3:**   **Students formulate and defend positions on what the fundamental values and principles of civil society are including the autonomous sphere of voluntary personal, social, and economic relations that are not part of government, their interdependence, and the meaning and importance of those values and principles for a free society.**

- Components:**   **12SSAG3.a:**   Explain how civil society provides opportunities for individuals associate for social, cultural, religious, economic, and political purposes.
- 12SSAG3.b:**   Examine how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections.
- 12SSAG3.c:**   Evaluate the historical role of religion and religious and cultural diversity.
- 12SSAG3.d:**   Compare the relationship of government and civil society in constitutional democracies to the relationship of government and civil society in authoritarian and totalitarian regimes.

**Standard:**     **12SSAG4:**   **Students compare and contrast the unique roles and responsibilities of the three branches of government established by the U.S. Constitution.**

- Components:**   **12SSAG4.a:**   Analyze Article I of the Constitution and relate it to the structure of the legislative branch including eligibility for office, lengths of terms of representatives and senators; election to office; the roles of the House and Senate in impeachment proceedings; the role of the vice president; the enumerated legislative powers; and the process by which a bill becomes a law.
- 12SSAG4.b:**   Examine Article 1, Section 8 of the Constitution (Elastic Clause), implied powers impact on legislation and public policy.
- 12SSAG4.c:**   Illustrate the process through which the Constitution can be amended.
- 12SSAG4.d:**   Identify student’s current representatives in the legislative branch of the national government.
- 12SSAG4.e:**   Discuss Article II of the Constitution as it relates to the executive Branch.
- 12SSAG4.f:**   Analyze Article II of the Constitution and relate it to the executive branch including eligibility for office and length of term, election to and removed from office, the oath of office, veto power, Executive Privilege and enumerated executive powers.

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**12SSAG4g:** Appraise the processes of selection and confirmation of Supreme Court justices.

**Standard:** **12SSAG5: Students examine landmark U.S. Supreme Court interpretations of the Constitution and its amendments.**

**Components:** **12SSAG5.a:** Evaluate the changing interpretations of the Bill of Rights over time; Including, interpretations of the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment and the process and equal-protection-of-law clauses of the Fourteenth Amendment.

**12SSAG5.b:** Analyze judicial activism and judicial restraint and the effects of each policy over time.  
*Examples: Warren and Rehnquist courts*

**12SSAG5.c:** Evaluate the effects of the Court's interpretations of the Constitution in *Marbury V. Madison*, *McCulloch v. Maryland*, and *United States v. Nixon*, with emphasis on the arguments espoused by each side in these cases.

**12SSAG5.d:** Explain the controversies that have resulted over changing interpretations of civil rights, including those in *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarnd Constructors, Inc. v. Pena*, and *United States v. Virginia* (VMI).

**12SSAG5.e:** Explain how the Constitution protects individual liberties from government intrusion under the *exclusionary rule* in *Mapp v. Ohio*, the Sixth Amendment right to remain silent in *Miranda v. Arizona* and the right to an adequate defense in *Gideon v. Wainwright*

**Standard:** **12SSAG6: Students evaluate issues regarding campaigns for national state, and local elective offices.**

**Components:** **12SSAG6.a:** Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.

**12SSAG6.b:** Describe the importance of political ideology and socialization, political efficacy and the changing American Political Culture impacting elections.

**12SSAG6.c:** Examine the role of third parties in elections in the past 15 years.

**12SSAG6.d:** Discuss the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.

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- 12SSAG6.e:** Evaluate the impact of public opinion polls, campaign advertising, media and the controversies over campaign funding on elections.
- 12SSAG6.f:** Describe the means that citizens use to participate in the political Process.  
*Examples: voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office, the process of referendums, and recall elections*
- 12SSAG6.g:** Explain and analyze the features of direct democracy in numerous states including trends in voter turnout; the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities; and function of the Electoral College.
- Standard:** **12SSAG7: Students analyze and compare the powers and procedures of national, state, tribal, and local governments.**
- Components:** **12SSAG7.a:** Explain how conflicts between levels of government and branches of government are resolved.
- 12SSAG7.b:** Identify the major responsibilities and sources of revenues for state and local governments including grants (block, grants in aid, categorical) and mandates.
- 12SSAG7.c:** Define reserved powers and concurrent powers of state governments.
- 12SSAG7.d:** Discuss the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
- 12SSAG7.e:** Explain how public policy is formed including the setting of the public agenda and the implementation of it through regulations and executive orders.
- 12SSAG7.f:** Compare the processes of lawmaking at each of the three levels of government including the role of lobbying and the media.
- 12SSAG7.g:** Identify the organization and jurisdiction of federal, state, and local.  
*Examples: state courts and the interrelationships among them*
- 12SSAG7.h:** Evaluate the scope of presidential power and the decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers, Act, Gulf War, and Bosnia.
- Standard:** **12SSAG8: Students formulate and defend positions on the influence of the media on American political life.**
- Components:** **12SSAG8.a:** Evaluate the rights and responsibility of a free press.

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- 12SSAG8.b:** Analyze the roles of broadcast, print, and electronic media, including the Internet, as means of communication in American politics.  
*Examples: blogging, Face Book, My Space, U-Tube, and social networking*
- 12SSAG8.c:** Examine the impact of media over time in shaping public policy, political elections, and public opinion.
- 12SSAG8.d:** Explain how public officials use the media to communicate with the citizenry and to shape public opinion.
- Standard:** **12SSAG9: Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.**
- Components:** **12SSAG9.a:** Compare how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
- 12SSAG9.b:** Compare the various ways in which power is distributed, shared, and limited in system of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders.  
*Examples: William Gladstone and Margaret Thatcher*
- 12SSAG9.c:** Discuss the advantages and disadvantages of federal, non-federal, and unitary system of government.
- 12SSAG9.d:** Differentiate among various governmental and nongovernmental international organizations and describe their purposes and functions.
- 12SSAG9.e:** Describe for at least two countries the consequences of conditions that gave rise to tyrannies during certain periods.  
*Examples: Italy, Japan, Haiti, Nigeria, and Cambodia*
- 12SSAG9.f:** Compare the forms of illegitimate power that twentieth-century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them.
- 12SSAG9.g:** Identify the ideologies, causes, stages, and outcomes of major Mexican, Central American, and South American revolutions in the nineteenth and twentieth centuries.
- 12SSAG9.h:** Describe the ideologies that give rise to Communism, methods of maintaining control, and the movements to overthrow such governments in Czechoslovakia, Hungary, and Poland, including the roles of individuals.  
*Examples: Alexander Solzhenitsyn and Pope John Paul II*

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**12SSAG9.i:** Identify the successes of relatively new democracies in Africa, Asia, and Latin American and the ideals, leaders, and general societal conditions that have launched and sustained, or failed to sustain, them.

**12SSAG9.j:** Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contact, treaties, diplomacy, and military force.

**12SSAG9.k:** Identify the host's government institutions and functions and comparing similarities and differences to the U.S. Government.

**Standard:** **12SSAG10: Students analyze the influence of the federal government on the American economy.**

**Components:** **12SSAG10.a:** Evaluate how the role of government in a market economy often includes providing for national defense, addressing environmental concerns defining enforcing property rights, attempting to made markets more competitive, and protecting consumers' rights.

**12SSAG10.b:** Identify the factors that may cause the cost of government actions to outweigh the benefits.

**12SSAG10.c:** Compare the aims of government fiscal policies (taxation, borrowing, spending) and their influence on production, employment, and price levels.

**12SSAG10.d:** Analyze the aims and tools of monetary policy and their influence on economic activity.  
*Example: The Federal Reserve*

**Standard:** **12SSAG11: Students analyze current events, formulate questions and discuss the impact and implications on their daily lives and future.**  
*Examples: majority rule and individual rights, liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government*

### Social Studies Skills (SSK):

#### Chronological and Spatial Thinking

**Skills:** **12SSKAG1:** Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned.

**12SSKAG2:** Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and political but also values and beliefs.

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## Social Studies: Grade 12 American Government

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**12SSKAG3:** Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods.

**12SSKAG4:** Students relate current events to the physical and human characteristics of places and regions.

### Historical Research, Evidence, and Point of View

**Skills:**      **12SSKAG5:** Students distinguish valid arguments from fallacious arguments in historical interpretations.

**12SSKAG6:** Students identify bias and prejudice in historical interpretations.

**12SSKAG7:** Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.

**12SSKAG8:** Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

### Historical Interpretation

**Skills:**      **12SSKAG9:** Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments.

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**12SSKAG13:** Students analyze human modifications of landscapes and examine the resulting environmental policy issues.

**12SSKAG14:** Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.