

PRE-KINDERGARTEN SOCIAL STUDIES

History

Standard 1 – Chronological Thinking Skills	
Students develop an understanding of chronological order during school routines.	
Grade-Level Expectations	Examples
PK.1.1 Demonstrate an awareness of chronological order by using time-related vocabulary	<ul style="list-style-type: none"> • first, next, last • yesterday, today, tomorrow
PK.1.2 Identify tools used to represent time	<ul style="list-style-type: none"> • clock • calendar • timer • sand timer (hour glass)
Standard 2 – Historical Thinking Skills	
Students participate in discussions about people, events, and symbols of the past and present.	
Grade-Level Expectations	Examples
PK.2.1 Use various sources to identify similarities/differences between students and their families with those of the past	<ul style="list-style-type: none"> • clothing • toys • homes
PK.2.2 Participate in discussions about local, state, and national symbols by using visuals	<ul style="list-style-type: none"> • flags • landmarks
PK.2.3 Participate in discussions about local, state, and national cultural events, celebrations, and holidays	<ul style="list-style-type: none"> • Mardi Gras • Thanksgiving • Christmas/Hanukkah • Veterans’ Day
PK.2.4 Participate in discussions about people and/or events from the past	<ul style="list-style-type: none"> • George Washington • Martin Luther King, Jr. • Abraham Lincoln

Geography

Standard 3 – Maps and Globes, and Environment	
Students develop an awareness of maps, landforms, and weather patterns to recognize the relationship between physical environments, people, places, and cultures.	
Grade-Level Expectations	Examples
PK.3.1 Demonstrate geographic knowledge of the student’s community	<ul style="list-style-type: none"> • bodies of water • farmland • woods/forests • wetlands
PK.3.2 Recognize a globe/map as a representation of the earth	
PK.3.3 Create maps and dictate information to explain map content	
PK.3.4 Use positional words to indicate directions	<ul style="list-style-type: none"> • up • down • left • right
PK.3.5 Create representations of landforms, roads, and communities through play activities	
PK.3.6 Recognize the effects of weather on daily choices and planning	<ul style="list-style-type: none"> • clothing • activities • choice of food
PK.3.7 Explore music, dance, dress, foods, and traditions of various cultures through play activities	
PK.3.8 Describe shelters/homes in various geographic regions	<ul style="list-style-type: none"> • igloo • apartment • raised housing
PK.3.9 Demonstrate care of the environment	<ul style="list-style-type: none"> • recycling • picking up litter • water conservation

Civics

Standard 4 – Citizenship	
Students develop an awareness of the importance of rules and responsibilities within their community and the actions/behaviors necessary for effective citizenship.	
Grade-Level Expectations	Examples
PK.4.1 Recognize their responsibility as a member of a family and classroom	<ul style="list-style-type: none">• helping• sharing• taking turns
PK.4.2 Participate in conversations about the importance of rules/consequences	
PK.4.3 Identify workers and their roles as citizens within the community	

Economics

Standard 5 – Basic Economic Concepts	
Students demonstrate an awareness of basic economic concepts.	
Grade-Level Expectations	Examples
PK.5.1 Demonstrate awareness of the purpose of money through play activities	
PK.5.2 Demonstrate the role of buyers and sellers in play activities	<ul style="list-style-type: none">• grocery store• flower shop• restaurant
PK.5.3 Participate in conversations about wants and needs	<ul style="list-style-type: none">• food• clothing• toys• candy

KINDERGARTEN SOCIAL STUDIES

History

Standard 1 – Chronological Thinking Skills	
Students apply a sense of time in daily routines within their community.	
Grade-Level Expectations	Examples
K.1.1 Order events that take place in a sequence using appropriate vocabulary	<ul style="list-style-type: none"> • before, during, and after school activities • today, yesterday, and tomorrow • seasons
K.1.2 Describe the function of tools used for representing time	<ul style="list-style-type: none"> • calendar • clock • timer • stopwatch
Standard 2 – Historical Thinking Skills	
Students distinguish between events, people, and symbols in the past and present.	
Grade-Level Expectations	Examples
K.2.1 Compare and contrast children and families of today with those in the past using various sources	<ul style="list-style-type: none"> • housing • clothing • objects
K.2.2 Identify symbols of local, state, and national importance using various sources	<ul style="list-style-type: none"> • flags • various state symbols • government landmarks
K.2.3 Identify local, state, and national celebrations, holidays, and events using various sources	
K.2.4 Recall facts about people of the past and present	<ul style="list-style-type: none"> • George Washington • Abraham Lincoln • Ruby Bridges • Helen Keller

Geography

Standard 3 – Maps, Globes, and Environment Students demonstrate an understanding of the connections between their physical and cultural environments through the use of globes, maps, and other visual representations.	
Grade-Level Expectations	Examples
K.3.1 Demonstrate an understanding of the relative locations of objects through the use of appropriate vocabulary	<ul style="list-style-type: none"> • near/far • over/under • left/right • up/down
K.3.2 Identify maps and globes as a representation of the earth and recognize the difference between land and water	
K.3.3 Demonstrate geographic knowledge of places within the school and community	<ul style="list-style-type: none"> • library, cafeteria, offices, playground • bodies of water, farmland, wetlands, woods/forests
K.3.4 Illustrate basic landforms	<ul style="list-style-type: none"> • mountain • oceans
K.3.5 Construct maps of familiar locations	<ul style="list-style-type: none"> • classroom • playground • bedroom
K.3.6 Describe how weather affects daily choices	
K.3.7 Describe how people live differently in other places using various sources	
K.3.8 Identify natural resources as being renewable/non-renewable or recyclable	<ul style="list-style-type: none"> • fish from water • wood from trees • food from farms
K.3.9 Demonstrate spatial understanding that students are a part of (i.e., classroom, school, town/city, and state)	

Civics

Standard 4 – Government and Citizenship	
Students understand how to participate and use effective citizenship skills at home, in school, and in the community.	
Grade-Level Expectations	Examples
K.4.1 Identify individuals in a position of authority within a family, school, or community and their responsibilities	
K.4.2 Explain the importance of rules at home, class, and school	
K.4.3 Discuss the roles, rights, and responsibilities of being a good citizen in a family, class, and school	<ul style="list-style-type: none"> • respect others • cooperate • share

Economics

Standard 5 – Basic Economic Concepts	
Students develop an understanding of economic concepts and develop decision-making skills.	
Grade-Level Expectations	Examples
K.5.1 Identify wants and basic needs	<ul style="list-style-type: none"> • wants: games, electronic devices, candy • needs: food, shelter, clothing
K.5.2 Explore the concept of saving	
K.5.3 Discuss the concept of scarcity within classroom situations	<ul style="list-style-type: none"> • use of equipment/toys/snack distribution when limited supplies are available
K.5.4 Explore concepts of goods/services	<ul style="list-style-type: none"> • food • clothing • garbage collection
K.5.5 Describe jobs that people do to earn money	
K.5.6 Explain how products get from a point of origin to consumers	<ul style="list-style-type: none"> • bread/milk to the table
K.5.7 Describe a voluntary exchange/trade	<ul style="list-style-type: none"> • trading seats • school supplies

GRADE 1 SOCIAL STUDIES

History

Standard 1 – Historical Thinking Skills	
Students identify concepts of continuity and change in their personal environments.	
Grade-Level Expectations	Examples
1.1.1 Construct personal timelines that highlight past and present events	
1.1.2 Create a primary source of personal information	<ul style="list-style-type: none"> • autobiography • journal/diary
1.1.3 Compare and contrast lifestyles of the past to the present	<ul style="list-style-type: none"> • transportation • recreation • technology • education
Standard 2 – Historical People, Events, and Symbols	
Students identify and describe people, events, and symbols that are important to the United States.	
Grade-Level Expectations	Examples
1.2.1 Identify and explain the importance of American heroes, symbols, landmarks, and patriotic songs	<ul style="list-style-type: none"> • Liberty Bell • National Anthem • Rosa Parks • Benjamin Franklin
1.2.2 Describe reasons for celebrating events commemorated in national holidays	<ul style="list-style-type: none"> • Veterans' Day • Constitution Day • Presidents' Day

Geography

Standard 3 – Maps, Globes, and Environment	
Students recognize and use basic geographic tools to organize and interpret information about people, places, and environments.	
Grade-Level Expectations	Examples
1.3.1 Identify a representation of a location/space on a map/globe	
1.3.2 Identify simple map symbols, compass rose (cardinal directions), and key/legend	
1.3.3 Use mental mapping (visualizing details of a place or location out of one's sight) to develop a basic map of local places	<ul style="list-style-type: none"> • school campus • neighborhood • community

1.3.4 Identify basic landforms using a globe or map	<ul style="list-style-type: none"> oceans islands mountains rivers
1.3.5 Describe the impact that seasons have on daily activities and on the physical environment in various regions	
1.3.6 Compare and contrast local traditions/celebrations, customs, languages, and foods as an introduction to culture	
1.3.7 Explain ways in which people rely on the environment to meet the basic human needs of food, clothing, and shelter	
1.3.8 Describe how the environment determines various types of human shelters	<ul style="list-style-type: none"> igloo elevated home adobe basement
1.3.9 Identify by name the town/city, parish, state, and country in which the student lives	
1.3.10 Predict ways human actions impact the environment	<ul style="list-style-type: none"> conservation of energy water usage natural resources

Civics

Standard 4 – Government and Citizenship	
Students develop an understanding of the purpose and structure of government and their role as a responsible citizen.	
Grade-Level Expectations	Examples
1.4.1 Develop a list of rules for the classroom and describe their benefits/consequences	
1.4.2 State examples of rules and laws in the home, school, and community and explain their purposes	
1.4.3 Identify the current mayor, governor, and president	
1.4.4 Describe the student's role, rights, and responsibilities as a citizen of the class, the school, and the community	

Economics

Standard 5 – Basic Economic Concepts	
Students explain the economic concepts of goods and services within their school and community.	
Grade-Level Expectations	Examples
1.5.1 Identify ways to save money	
1.5.2 Distinguish between needs/wants of people by responding to real life situations	<ul style="list-style-type: none">• toy vs. warm coat
1.5.3 Distinguish between goods and services	<ul style="list-style-type: none">• goods – TV, bread, clothes• services – doctor, beautician, banker
1.5.4 Identify jobs and industries within the school and community	<ul style="list-style-type: none">• production of goods and services
1.5.5 Identify ways people exchange/trade goods and services	<ul style="list-style-type: none">• barter• monetary

GRADE 2 SOCIAL STUDIES

History

Standard 1 – Historical Thinking Skills	
Students use historical thinking skills to explore continuity and change in their community and the United States.	
Grade-Level Expectations	Examples
2.1.1 Create simple timelines to describe important events in the history of the school or local community	<ul style="list-style-type: none"> • date of birth • first day of school
2.1.2 Compare and contrast the present day community to that of the past using primary sources	<ul style="list-style-type: none"> • interviews • photos • videos • historical documents
2.1.3 Describe people and events associated with national symbols, landmarks, and essential documents	<ul style="list-style-type: none"> • Washington, D.C., monuments and memorials • U.S. Constitution • Declaration of Independence • Mt. Rushmore
2.1.4 Explain reasons for local, state, and national celebrations, cultural events, and traditions and their significance	
2.1.5 Describe how the achievements of famous Americans, of the past and present, changed society	<ul style="list-style-type: none"> • Thomas Edison • Alexander Graham Bell • George Washington Carver • Bill Gates
2.1.6 Identify historical turning points and describe their impact on students' lives using maps, documents, visuals, and technology	<ul style="list-style-type: none"> • discovery of North America • inventions such as the automobile, computer, and cell phone
2.1.7 Describe how early explorers and settlers, American Indian nations, and western migration influenced the development of the United States	<ul style="list-style-type: none"> • Christopher Columbus • Pilgrims • Cherokee Nation • Settlers moving west

Geography

Standard 2 –Maps, Globes, and Environment	
Students develop an understanding of the relationship between people and their physical environment using geographic tools, technology, and map skills.	
Grade-Level Expectations	Examples
2.2.1 Locate and identify the poles, equator, continents, oceans, the United States, Louisiana, and the local community	<ul style="list-style-type: none"> • websites • globes • maps • hemispheres
2.2.2 Interpret physical maps using title, key, symbols, compass rose (cardinal and intermediate directions), and alpha numeric grids	
2.2.3 Construct maps of familiar places that include a title, key/legend, symbols, and compass rose	
2.2.4 Identify major geographical features in the local region, state, and country	<ul style="list-style-type: none"> • wetlands • plains • deserts • lakes
2.2.5 Describe how location, weather, and physical features affect where people live and work	
2.2.6 Describe changes in the characteristics of the local community over time	
2.2.7 Compare and contrast basic land use and economic activities in urban, suburban, and rural environments	
2.2.8 Describe the vegetation, the animal life, and the cultural characteristics of the people specific to local regions and how they are interdependent	
2.2.9 Identify natural resources and cite ways people conserve, protect, and replenish them	
2.2.10 Identify natural disasters, predict where they may occur, and explain their effects on people and the environment	<ul style="list-style-type: none"> • hurricanes • tornados • floods

Civics

Standard 3 – Government and the American Political System Students develop an understanding of the structure and purposes of government in the United States.	
Grade-Level Expectations	Examples
2.3.1 Describe ways a responsible government meets the basic needs of the local community	<ul style="list-style-type: none"> • fire department • police • education/schools • making roads/bridges
2.3.2 Identify the three branches of national government as represented by the President, Congress, and the Supreme Court	
2.3.3 Recognize current political leaders of the community, state, and nation and describe how they are elected	
Standard 4 – Citizenship Students learn about the rights and responsibilities of citizenship, explain how people must work together to resolve conflict, and understand the importance of respecting differences.	
Grade-Level Expectations	Examples
2.4.1 Define the character traits of good citizens and discuss examples of responsible citizens	<ul style="list-style-type: none"> • honesty • tolerance • cooperation • patriotism
2.4.2 Describe the responsibilities of citizens in the United States	<ul style="list-style-type: none"> • paying taxes • voting • obeying laws
2.4.3 Describe ways in which responsible citizens can work together to help leaders resolve conflicts within the community	<ul style="list-style-type: none"> • write letters to community leaders • petitions • peaceful protests

Economics

Standard 5 – Economic Decision making	
Students develop an understanding of basic economic concepts necessary to make informed individual and family decisions.	
Grade-Level Expectations	Examples
2.5.1 Describe a variety of services provided by local economic institutions	<ul style="list-style-type: none"> • savings accounts • loans • checking accounts
2.5.2 Explain the benefits of personal savings	
2.5.3 Explain how scarcity of resources and opportunity cost require people to make choices to satisfy wants and needs	
Standard 6 – Producers and Consumers	
Students use basic economic principles to explain how businesses supply goods and services to consumers.	
Grade-Level Expectations	Examples
2.6.1 Describe how people can be both producers and consumers of local goods and services	
2.6.2 Identify the specialized work necessary to manufacture, transport, and market goods and services	
2.6.3 Provide examples of how money and barter are used to obtain resources (goods and services)	
Standard 7 – Careers	
Students explain how community members are part of a global workforce.	
Grade-Level Expectations	Examples
2.7.1 Describe different types of domestic and international jobs/careers in which people work to earn income	
2.7.2 Describe skills and education needed for specific jobs	

GRADE 3 SOCIAL STUDIES

History

Standard 1 – Chronological and Historical Thinking Skills	
Students use chronological and historical thinking skills to understand the difference between life in Louisiana past and present.	
Grade-Level Expectations	Examples
3.1.1 Create timelines that identify important events in the history of Louisiana	<ul style="list-style-type: none"> • early Native American and African American settlements • Spanish and French settlements • Louisiana Purchase • statehood
3.1.2 Explain how technology has changed family and community life in Louisiana over time	<ul style="list-style-type: none"> • telephone • transportation • computer • household appliances
3.1.3 Use distinctive vocabulary to sequence events related to Louisiana history	<ul style="list-style-type: none"> • month • year • decade • century
3.1.4 Compare and contrast state and national historical symbols	<ul style="list-style-type: none"> • flags • seals • mottos • monuments and statues
3.1.5 Categorize landmarks as state and national	<ul style="list-style-type: none"> • Capitol buildings • White House • Governor’s mansion • Statue of Liberty
3.1.6 Compare and contrast the influence of cultural groups in Louisiana	<ul style="list-style-type: none"> • Acadians/Cajuns • French/Creoles • Spanish • African Americans • Native Americans
3.1.7 Identify community and regional historical artifacts, including primary sources, to answer historical questions	<ul style="list-style-type: none"> • interviews • photos

	<ul style="list-style-type: none"> • diaries • newspapers
Standard 2 – Key Events, Ideas, and People Students analyze how historical people and events have contributed to the diversity of Louisiana.	
Grade-Level Expectations	Examples
3.2.1 Explain how major explorers and leaders contributed to the early development of Louisiana	<ul style="list-style-type: none"> • De Soto • La Salle • Bienville • Iberville • Thomas Jefferson
3.2.2 Differentiate between early Native American cultures that lived in the regions of Louisiana	<ul style="list-style-type: none"> • Caddo • Chitimacha • Coushatta • Choctaw • Natchez • Tunica
3.2.3 Identify the causes and effects of migration on Louisiana	
3.2.4 Identify cultural elements that have contributed to the state’s heritage	<ul style="list-style-type: none"> • cooking • Mardi Gras • language, festivals • music

For Implementation for School Year 2014-15

Geography

Standard 3 – Maps and Globes Students locate and interpret major geographic features of Louisiana.	
Grade-Level Expectations	Examples
3.3.1 Describe characteristics and uses of various types of maps	<ul style="list-style-type: none"> • physical • political • resource/product • population
3.3.2 Identify the hemispheres in which Louisiana is located	<ul style="list-style-type: none"> • Northern Hemisphere • Southern Hemisphere • Eastern Hemisphere • Western Hemisphere
3.3.3 Locate various communities and cities in Louisiana using cardinal and intermediate directions	
3.3.4 Locate and label major geographic features of Louisiana on a map	<ul style="list-style-type: none"> • Mississippi River • Lake Pontchartrain • Toledo Bend Reservoir • Driskell Mountains
3.3.5 Differentiate between a town, parish, state, and country in which the student lives using a political map	
3.3.6 Construct an outline map of Louisiana from memory	<ul style="list-style-type: none"> • modeling clay • draw • sketch
3.3.7 Locate specific places on a map using a simple grid system	<ul style="list-style-type: none"> • alpha numeric grid system • longitude and latitude

Standard 4 – People, Land, and Environment

Students examine how the people and the physical geography of Louisiana have directly influenced each other.

Grade-Level Expectations	Examples
3.4.1 Compare and contrast the physical features of various regions of Louisiana	<ul style="list-style-type: none">• grasslands/plains• swamps• woodlands• coastal wetlands
3.4.2 Explain historical patterns of settlement in Louisiana using maps	<ul style="list-style-type: none">• Acadians• Creoles• Cajuns• Native Americans• African Americans
3.4.3 Describe how people have changed the land to meet their basic needs over time in Louisiana	<ul style="list-style-type: none">• roads• levees• housing and other buildings• bridges
3.4.4 Explain how humans have adapted to the physical environment in different regions of Louisiana	
3.4.5 Describe how humans affect the environment in Louisiana	<ul style="list-style-type: none">• fishing• deforestation• farming• growth of cities
3.4.6 Distinguish between urban, suburban, and rural communities in Louisiana	
3.4.7 Describe the importance of natural resources in Louisiana using maps	<ul style="list-style-type: none">• oil• seafood• sugarcane• cattle

Civics

Standard 5 – Government and Political Systems	
Students analyze the structures and function of local and state government.	
Grade-Level Expectations	Examples
3.5.1 Explain the difference between rules and laws	
3.5.2 Explain who is responsible for enforcing state and local laws	
3.5.3 Investigate the major responsibilities of the three branches of local and state government	<ul style="list-style-type: none"> • executive • legislative • judicial
3.5.4 Explain how local and state governments meet the basic needs of society	<ul style="list-style-type: none"> • local government: maintain parish roads and monitor jury, fire, and police departments • state government: maintain state highways, schools, and parks and issue drivers licenses
3.5.5 Discuss the powers of local and state officials	<ul style="list-style-type: none"> • mayor • senators/representatives • lieutenant governor • governor
3.5.6 Compare how government officials at the state and national levels are elected	
Standard 6 – Citizenship	
Students investigate their role as a citizen of Louisiana.	
Grade-Level Expectations	Examples
3.6.1 Explain the rights and responsibilities of individuals in making a community and state a better place to live	<ul style="list-style-type: none"> • vote • recycle • volunteer • pay taxes
3.6.2 Describe the qualities of a good leader and citizen	<ul style="list-style-type: none"> • honesty • courage • trustworthiness • patriotism

3.6.3 Describe how a citizen can help solve a local issue	<ul style="list-style-type: none"> • school issues: bullying, following rules • community issues: littering, recycling, making a community garden • obey laws • attend public meetings
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Economics

Standard 7 – Personal Finance Students develop an understanding of earning income, saving, and spending money in order to acquire economic decision-making skills.	
Grade-Level Expectations	Examples
3.7.1 Identify various ways that people earn income and how earning income contributes to the economic well-being of their community and state	
3.7.2 List different ways people save their income and explain the advantages and disadvantages of each	
3.7.3 Explain the benefits of comparative shopping when making economic decisions	
Standard 8 – Wants/Scarcity and Producers/Consumers Students make connections between the U.S. economic system and how it affects their daily lives.	
Grade-Level Expectations	Examples
3.8.1 Investigate the economic concepts of opportunity cost, scarcity, and surplus/shortage and give examples of each based on needs and wants	<ul style="list-style-type: none"> • wants: video game, toys • needs: food, water, shelter
3.8.2 Investigate ways in which people are producers and consumers and explain why they depend on one another	
3.8.3 Describe the basic concepts of supply and demand and explain how competition affects the prices of goods and services	
3.8.4 Explain how producers and consumers affect prices	

Standard 9 – Careers	
Students develop an understanding of key economic concepts and the role of certain types of occupations in the economy.	
Grade-Level Expectations	Examples
3.9.1 Explain the concepts of specialization and interdependence in the production of goods and services	
3.9.2 Investigate the responsibilities and characteristics of various jobs	<ul style="list-style-type: none"> • police officer • doctor/nurse • lawyer • teacher
Standard 10 – Exchange and Trade	
Students explain how people engage in trade and the economic benefits of trade.	
Grade-Level Expectations	Examples
3.10.1 Differentiate between imports and exports of goods in Louisiana	<ul style="list-style-type: none"> • imports: pineapple, clothing • exports: seafood, sugarcane
3.10.2 Distinguish between the use of money and barter	

For Implementation for School Year 2014-15

GRADE 4 SOCIAL STUDIES

History

Standard 1 – Chronological and Historical Thinking Skills	
Students use chronological sequencing of key events and symbols to understand the movement of people and the expansion of boundaries in the United States.	
Grade-Level Expectations	Examples
4.1.1 Construct timelines of historical events	
4.1.2 Use timelines to explain how changes over time have caused movement of people or expansion of boundaries in the United States	
4.1.3 Use appropriate vocabulary of time	<ul style="list-style-type: none">• century• decade
4.1.4 Produce clear and coherent writing to: <ul style="list-style-type: none">• compare and contrast past and present viewpoints on a given historical topic• conduct simple research• summarize actions/events and explain significance• differentiate between the 5 regions of the United States	<ul style="list-style-type: none">• letters from people living during the mid to late 1800's• journal entries from people living in the South during the Civil Rights Movement
4.1.5 Explain the historical significance of U.S. political symbols	<ul style="list-style-type: none">• the Liberty Bell• the Statue of Liberty• the U.S. flag• the bald eagle
4.1.6 Define and distinguish between primary and secondary sources	<ul style="list-style-type: none">• interviews• newspaper articles• letters• textbooks
4.1.7 Summarize primary resources and explain their historical importance	<ul style="list-style-type: none">• Bill of Rights• Preamble to the United States Constitution• Declaration of Independence• Martin Luther King, Jr.'s "I Have a Dream" speech

Standard 2 – People and Events	
Students explain the historical significance of key people and events in order to examine the expansion of the boundaries and development of democracy in the United States.	
Grade-Level Expectations	Examples
4.2.1 Explain how early explorations affected the expansion of boundaries and development in the United States	<ul style="list-style-type: none"> • Christopher Columbus • Hernando de Soto • Robert LaSalle • Lewis and Clark
4.2.2 Cite evidence to support the key contributions and influence of people in the history of the United States	<ul style="list-style-type: none"> • George Washington • Thomas Jefferson • Barack Obama • Sandra Day O’Connor
4.2.3 Explain the voluntary migration of people and its significance in the development of the boundaries of the United States	<ul style="list-style-type: none"> • colonization of North America • Oregon Trail • California Gold Rush • Transcontinental Railroad
4.2.4 Draw conclusions about the relationship of significant events in the history of the United States to the expansion of democracy in the United States	<ul style="list-style-type: none"> • American Revolution • writing of the U.S. Constitution • Civil War • Civil Rights Movement
4.2.5 Use the concepts “melting pot,” “salad bowl,” and “cultural mosaic” to explain the impact of immigration on population growth and diversity in the United States	
Standard 3 – People and Events	
Students examine the impact of scientific and technological advances on the development of the United States.	
Grade-Level Expectations	Examples
4.3.1 Explain how inventions and new processes affected the lives of people, migration, and the economy of regions of the United States	<ul style="list-style-type: none"> • Benjamin Franklin’s inventions • the railroad • Thomas Edison’s light bulb • Alexander Graham Bell’s telephone

Geography

Standard 4 – Maps and Globes	
Students use map skills to construct and interpret geographical representations of the world.	
Grade-Level Expectations	Examples
4.4.1 Locate and label continents, oceans, the poles, hemispheres, and key parallels and meridians on a map and globe	<ul style="list-style-type: none"> • seven continents and five oceans (Atlantic, Pacific, Indian, Arctic, Southern) • North and South Poles • Equator • four hemispheres
4.4.2 Locate and label on a map the major physical features of each of the five regions of the United States and summarize how they affect the climate, economy, and population of each region	<ul style="list-style-type: none"> • five geographical regions of the United States: the Northeast, the Southeast, the Midwest, the Southwest, and the West
4.4.3 Identify the states of each of the five regions of the United States	
4.4.4 Measure approximate distance on a map using scale to the nearest hundredth mile	
4.4.5 Determine the approximate longitude and latitude coordinates of various locations in the United States	
4.4.6 Interpret various types of maps using a key/legend, compass rose including cardinal and intermediate directions, latitude/longitude, and scale	<ul style="list-style-type: none"> • political map • physical map • resource/product map • population map
4.4.7 Use mental mapping to construct a map of the United States regions and the world to include map elements (title, compass rose, legend/key, scale)	<ul style="list-style-type: none"> • the five United States regions • the continents • the oceans • Mississippi River

Standard 5 – People and Land	
Students compare and contrast the physical and human characteristics of each United States region in order to understand their similarities and differences.	
Grade-Level Expectations	Examples
4.5.1 Compare and contrast the distinguishing physical characteristics of the five regions of the United States	<ul style="list-style-type: none"> • landforms • bodies of water • forms of vegetation • natural resources • climate
4.5.2 Analyze how physical characteristics of a region shape its economic development	<ul style="list-style-type: none"> • salmon industry in Alaska • rich fertile soil and warm moist climate and farming in South • climate and citrus in Florida and California • fishing and shipping along the Atlantic coastal cities
4.5.3 Identify and explain how the physical characteristics of a region influenced human settlement	<ul style="list-style-type: none"> • large cities on the coasts of the United States • smaller population centers in interior and mountainous regions • agricultural areas in regions with rich fertile soil v. regions with arid infertile soil
Standard 6 – Environment	
Students describe how natural and man-made processes change the geography of regions in the United States.	
Grade-Level Expectations	Examples
4.6.1 Illustrate how natural processes have created and/or changed the physical characteristics of places in the United States	<ul style="list-style-type: none"> • weathering/erosion • natural disasters
4.6.2 Describe the human impact on the land and bodies of water of the five regions of the United States	<ul style="list-style-type: none"> • lack of crop rotation by early farmers led to infertile soil • forests cut down to make room for settlements • mining and logging • dams and reservoirs built for electricity

Civics

Standard 7 – Government and Political Systems Students explain the structure and purposes of government and the foundations of the United States’ democratic system using primary and secondary sources.	
Grade-Level Expectations	Examples
4.7.1 Identify and summarize significant changes that have been made to the United States Constitution through the amendment process	<ul style="list-style-type: none"> • voting rights • income tax • determination of citizenship • term limits for the United States President
4.7.2 Explain the significance of key ideas contained in the Declaration of Independence, the United States Constitution, and the Bill of Rights	<ul style="list-style-type: none"> • government by the people, of the people, for the people • representative government • separation of powers • guaranteed freedoms
4.7.3 Identify and analyze the basic purposes and necessity of government as identified in the Preamble to the United States Constitution	<ul style="list-style-type: none"> • establish justice • ensure domestic tranquility • provide for the common defense • promote the general welfare
4.7.4 Differentiate between the structure and function of the three branches of federal government	<ul style="list-style-type: none"> • Executive: President, Vice-President, and Cabinet • Legislative: Congress (House of Representatives and Senate) • Judicial: United States Supreme Court and federal courts
Standard 8 – Role of Citizen Students examine the rights, responsibilities, and duties of a United States citizen in order to understand how individuals contribute to the democratic system of government.	
Grade-Level Expectations	Examples
4.8.1 Identify the key requirements to become a United States citizen	<ul style="list-style-type: none"> • naturalization process • by birth to a United States citizen • born on United States soil

4.8.2 Differentiate between citizens' rights, responsibilities, and duties	<ul style="list-style-type: none"> • rights: vote, speech, assembly, religion, attend school • responsibilities: participating in government, volunteering, getting an education • duties: pay taxes, serve on jury, obey laws, attend school
4.8.3 Describe the qualities of a good citizen and how good citizenship contributes to the United States' democracy	<ul style="list-style-type: none"> • trustworthy/honest • caring/stewardship • responsibility • educated/informed
4.8.4 Explain how good citizenship can solve a current issue	<ul style="list-style-type: none"> • wise use of limited natural resources • decrease pollution • preparation for natural disasters • support anti-bullying efforts

Economics

Standard 9 – Fundamental Economic Concepts	
Students demonstrate knowledge of economic concepts.	
Grade-Level Expectations	Examples
4.9.1 Develop a logical argument to support the choice of a particular want after all needs are met	
4.9.2 Identify examples of human, natural, and capital resources and explain how these resources are used to produce goods and provide services	<ul style="list-style-type: none"> • human – skilled workers • natural – fertile soil • capital – tractor, bull dozer
4.9.3 Define the terms <i>profit</i> and <i>risk</i> and explain how they relate to each other	<ul style="list-style-type: none"> • possibility of loss of investment (money) • opportunity to make money
4.9.4 Investigate the relationship between supply, demand, and price	<ul style="list-style-type: none"> • surplus • scarcity • price changes due to changes in supply and/or demand

4.9.5 Describe how government pays for goods and services through taxes and fees	<ul style="list-style-type: none"> • income taxes • sales taxes • gasoline taxes • fishing licenses • building permits
4.9.6 Summarize the roles of households, businesses, jobs, banks, and governments in the economy	
4.9.7 Explain why individuals and businesses engage in barter and trade	
4.9.8 Differentiate between money (currency), checks, debit cards, and credit cards and identify advantages and disadvantages of each type of monetary exchange	<ul style="list-style-type: none"> • credit cards – buy what you want without cash but must pay with interest and easier to overspend and get into debt • cash – paid for but without it you can't meet your needs or wants • debit card/checks – works like cash but you must have the money in the bank
4.9.9 Define budget, income, and expense and explain the benefits of making and following a budget	
4.9.10 Analyze the benefits of increasing skills and knowledge in order to meet needs and wants	<ul style="list-style-type: none"> • better education for better pay • opportunity for increased standard of living

GRADE 5 SOCIAL STUDIES

History

Standard 1 – Historical Thinking Skills Students use historical thinking skills to examine the influence of key people, ideas, and events from pre-Columbian civilizations through the early colonial period.	
Grade-Level Expectations	Examples
5.1.1 Create a timeline of key events in early American history from pre-Columbian civilizations to 1763	
5.1.2 Examine primary and secondary sources to research early American colonial history from the Age of Exploration to 1763	<ul style="list-style-type: none"> • primary-diaries, journals, letters, historical objects, maps, speeches • secondary-biographies, textbooks
5.1.3 Compare and contrast different points of view of key individuals and groups in early colonial American history to 1763	<ul style="list-style-type: none"> • Puritans and King George • early Native Americans and colonists • various regional colonial groups
5.1.4 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<ul style="list-style-type: none"> • diaries/journals/letters • newspaper articles and editorials • political cartoons • speeches
Standard 2 – Key Events, Ideas, and People Students investigate how key events, ideas, and people influenced the social, economic, and political development of the New World during the Age of Exploration.	
Grade-Level Expectations	Examples
5.2.1 Describe the origins, characteristics, and expansion of indigenous cultures and groups that existed in the Americas prior to European exploration	<ul style="list-style-type: none"> • Mound Builders • Anasazi, Aztec, Inca, Maya • Inuit • Native American Regions: Eastern Woodlands, Plains, Southwest, Northwest
5.2.2 Identify early explorers and their motivations, challenges, and achievements	<ul style="list-style-type: none"> • Henry Hudson, Christopher Columbus • wealth, land, power • physical environment • expansion of European land claims

5.2.3 Describe the Spanish conquests in the Americas including the impact on the Aztecs, Incas, and other indigenous peoples	
5.2.4 Explain the course and consequences of the Columbian Exchange, including its cultural, ecological, economic, and political impact on Europe, the Americas, and West Africa	<ul style="list-style-type: none"> ● introduction of horses to New World ● introduction of deadly diseases ● introduction of new crops – potatoes and corn ● introduction of African slavery in the Americas
Standard 3 – Key Events, Ideas, and People	
Students explain the reasons why different groups settled in North America and describe the effect of key people, ideas, and events on the growth of the thirteen colonies.	
Grade-Level Expectations	Examples
5.3.1 Compare and contrast the convergence of trade, cultural diffusion, and innovation in the Western Hemisphere after 1492	<ul style="list-style-type: none"> ● trade (tobacco, fur, crops, people) ● cultural diffusion (English, French, Spanish, African American, Native American) ● innovation (printing press, shipbuilding, agriculture)
5.3.2 Describe cooperation and conflict among Native Americans, Europeans, and Africans	<ul style="list-style-type: none"> ● cooperation (Native Americans teaching colonists to farm) ● conflict and cooperation (French and Indian War) ● conflicts brought about by the enslavement of Africans ● conflicts over land
5.3.3 Identify the major European powers that colonized North America and explain their goals, challenges, and achievements	<ul style="list-style-type: none"> ● English – tobacco, religion ● French – fur trading, missions ● Spanish – land, missions ● religion, profit, power
5.3.4 Compare and contrast religious groups that settled colonial America and examine the role of religion in colonial communities	<ul style="list-style-type: none"> ● Pilgrims ● Puritans ● religious leaders – William Bradford, Anne Hutchison, Thomas Hooker
5.3.5 Evaluate the motives that led to the establishment of the thirteen colonies	<ul style="list-style-type: none"> ● economic reasons ● political reasons ● religious reasons
5.3.6 Explain and give examples of how Native Americans, Europeans, and free and enslaved Africans adapted to living in the New England colonies, the Middle colonies, and the Southern colonies	<ul style="list-style-type: none"> ● agriculture and jobs ● clothing and housing ● religion ● economic opportunities
5.3.7 Describe the impact of key people, ideas, and events that led to the French and Indian War	

Geography

Standard 4 – Geography Skills	
Students use geography skills to analyze and interpret maps and explain how physical geography influences historical events.	
Grade-Level Expectations	Examples
5.4.1 Differentiate between various types of maps using characteristics, functions, and applications	<ul style="list-style-type: none"> • climate, historical, physical, political, and resource maps
5.4.2 Analyze a map using a variety of tools	<ul style="list-style-type: none"> • map key/legend and symbols • distance scale • compass rose, cardinal and intermediate directions • latitude and longitude
5.4.3 Analyze maps from the Age of Exploration to 1763	<ul style="list-style-type: none"> • oceans: Pacific, Atlantic, Indian, Arctic, Southern • rivers: Hudson, Mississippi, Ohio, St. Lawrence • mountains: Rocky, Appalachian, Andes
Standard 5 – Culture and Environment	
Students examine how the physical environment influenced the cultural development of colonial America.	
Grade-Level Expectations	Examples
5.5.1 Describe ways in which location and environment influenced the settlements and land use in colonial America	<ul style="list-style-type: none"> • St. Lawrence, Hudson, Mississippi Rivers • Jamestown • Plymouth • farming and shipbuilding
5.5.2 Identify natural resources used by people of colonial America and describe the impact of human action on the physical environment	<ul style="list-style-type: none"> • fur • timber • fresh water • fertile soil

Civics

Standard 6 – Purposes, Foundation, and Structure	
Students investigate different types of government to understand their influence on the development of government in colonial America.	
Grade-Level Expectations	Examples
5.6.1 Compare and contrast the different types of government in colonial America that influenced the development of the United States	<ul style="list-style-type: none"> • Native American – Iroquois Confederacy • English – colonial royal governors, colonial general assemblies • colonial – town hall, self-government

5.6.2 Summarize the key ideas that influenced the development of colonial governments and their influence on the growth of American democracy	<ul style="list-style-type: none"> • representative democracy • elected leaders • self-government • central government and colonial governments
Standard 7 – Civic Literacy	
Students will examine the role of the citizen in government.	
Grade-Level Expectations	Examples
5.7.1 Investigate basic rights and responsibilities of citizens in current day government	<ul style="list-style-type: none"> • participation in democratic government • being informed • voting • paying taxes

Economics

Standard 8 – Resources		E c o n o m i c s
Students examine the economic motivations that led to the European exploration and settlement of the Americas.		
Grade-Level Expectations	Examples	
5.8.1 Cite evidence of the economic motivations for European exploration and settlement in the Americas using economic concepts such as supply and demand, and scarcity	<ul style="list-style-type: none"> • mercantilism • profit • limited resources • markets 	
Standard 9 – Interdependence		
Students analyze key events that affected trade and exchange in colonial America.		
Grade-Level Expectations	Examples	
5.9.1 Describe trade between the Americas, Western Europe, and Western Africa during the colonial period	<ul style="list-style-type: none"> • Middle Passage • triangular trade routes • Columbian Exchange • competition among European powers 	
5.9.2 Analyze the differences in the economies of the New England colonies, Middle colonies, and the Southern colonies	<ul style="list-style-type: none"> • New England: fishing and timber • Middle: farming, “bread basket,” minerals • Southern: farming, cash crops, tobacco, rice, indigo 	
Standard 10 – Decision Making		
Students investigate how key British economic policies influenced the thirteen colonies.		
Grade-Level Expectations	Examples	
5.10.1 Explain the reasons for the French and Indian War and the economic effects of British policy on colonial America	<ul style="list-style-type: none"> • Proclamation of 1763 • land disputes • quest for power between European countries 	

GRADE 6 SOCIAL STUDIES

History

Standard 1 – Historical Thinking Skills	
Students use historical thinking skills to examine the ancient world and its influence on the development of modern civilization.	
Grade-Level Expectations	Examples
6.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<ul style="list-style-type: none"> • diaries/journals/letters • newspaper articles and editorials • political cartoons • speeches
6.1.2 Construct and interpret a parallel timeline of key events in the ancient world	
6.1.3 Analyze information in primary and secondary sources to address document-based questions	<ul style="list-style-type: none"> • historical documents • newspapers • biographies • textbooks
6.1.4 Identify and compare measurements of time in order to understand historical chronology	<ul style="list-style-type: none"> • eras • millennia • BCE (Before Common Era) and relationship to BC (Before Christ) • CE (Common Era) and relationship to AD (Anno Domini – Latin for <i>The Year of our Lord</i>)
Standard 2 – Key Events, Ideas, and People	
Students examine key historical events, ideas, and people that contributed to the growth of civilizations from ancient times through the Middle Ages which led to the development of the modern world.	
Grade-Level Expectations	Examples
6.2.1 Analyze the relationship between geographical features and early settlement patterns using maps and globes	<ul style="list-style-type: none"> • coastal areas • river valleys
6.2.2 Examine how the achievements of early humans led to the development of civilization	<ul style="list-style-type: none"> • technology (tools, weapons) • development of agriculture • stable population • communication

6.2.3 Describe the characteristics and achievements of the ancient river civilizations of Mesopotamia, Egypt, Indus Valley, and China	<ul style="list-style-type: none"> • communication – writing systems • religion and culture – Polytheism • government – Code of Hammurabi • technology – tools, irrigation
6.2.4 Describe the development of the Greek city-state, the culture and achievements of Athens and Sparta, and the impact of Alexander the Great’s conquests on the spread of Greek culture	<ul style="list-style-type: none"> • military • government and political institutions • religion and culture • art/literature
6.2.5 Describe the characteristics of Roman civilization, its cultural, political, and technological achievements, and its influence on other later cultures	<ul style="list-style-type: none"> • government and political institutions • military • religion and culture • aqueducts and road building
6.2.6 Analyze the origin and spread of major world religions as they developed throughout history	<ul style="list-style-type: none"> • Judaism • Christianity • Islam • Hinduism/Buddhism
6.2.7 Summarize key features of ancient West African kingdoms (Ghana, Mali, Songhai)	<ul style="list-style-type: none"> • development of trade networks • influence of religion and culture • political structure • oral tradition (storytelling)
6.2.8 Identify key characteristics of Chinese dynasties’ political, economic, and social structures	<ul style="list-style-type: none"> • Shang, Qin, Han, Zhou leaders • Silk Road trade route • Yuan (Mongols) • Confucianism
6.2.9 Describe the characteristics, significance, and influences of feudalism, the Crusades, and the growth of towns and cities through trade and commerce during the Middle Ages	<ul style="list-style-type: none"> • life of the nobility • work on a manor • the medieval church • political structure
6.2.10 Examine the significance of the people and ideas that influenced the Renaissance in Europe	<ul style="list-style-type: none"> •

Geography

Standard 3 – Geography Skills	
Students examine the major physical and political features that influenced world history using maps, charts, graphs, and tools of technology.	
Grade-Level Expectations	Examples
6.3.1 Identify and label major lines of latitude and longitude using a world map or globe to determine climate zones and time zones	<ul style="list-style-type: none"> • Equator/Prime meridian • Arctic/Antarctic circles • Tropics of Cancer and Capricorn
6.3.2 Plot coordinates of latitude and longitude to determine location or change of location	
6.3.3 Compare and contrast physical and political boundaries of civilizations, empires, and kingdoms using maps and globes	<ul style="list-style-type: none"> • river valley civilizations • Greek city states • Roman Empire • West African kingdoms
6.3.4 Determine world migration patterns and population trends by interpreting maps, charts, and graphs	<ul style="list-style-type: none"> • spread of human populations • spread of agriculture • spread of religion • trade routes
Standard 4 – Culture and Environment	
Students identify and analyze the influence of the environment on migration, cultural diffusion, and human settlement in world history.	
Grade-Level Expectations	Examples
6.4.1 Identify and describe physical features and climate conditions that contributed to early human settlement in regions of the world	<ul style="list-style-type: none"> • end of ice age • proximity to bodies of water
6.4.2 Explain how world migration patterns and cultural diffusion influenced human settlement	<ul style="list-style-type: none"> • specialization of labor • spread of commerce and long distance trade
6.4.3 Explain the connection between physical geography and its influence on the development of civilization	

Civics

Standard 5 – Government: Foundation and Structure	
Students examine the influence of the structure, function, and origin of democracy.	
Grade-Level Expectations	Examples
6.5.1 Describe the essential elements of Greek city-state government that influenced the development of democracy	<ul style="list-style-type: none"> • foundation and structure • direct and indirect democracy • citizenship
6.5.2 Describe the government of the Roman Republic and how it influenced the development of democracy	<ul style="list-style-type: none"> • foundation and structure • republic – representative democracy • role of citizenship

Economics

Standard 6 – Resources and Interdependence	
Students explain how resources and interdependence influenced economic growth in the ancient world.	
Grade-Level Expectations	Examples
6.6.1 Explain the impact of job specialization in the development of civilizations	<ul style="list-style-type: none"> • Neolithic Age people
6.6.2 Analyze the progression from barter exchange to monetary exchange	<ul style="list-style-type: none"> • Lydians – 1st coin money system
6.6.3 Describe the economic motivation for expanding trade and territorial conquests in world civilizations using economic concepts	<ul style="list-style-type: none"> • supply and demand • interdependence • scarcity
6.6.4 Explain how the development of trade and taxation influenced economic growth in the ancient world	<ul style="list-style-type: none"> • tariffs • gold for salt (West Africa)

GRADE 7 SOCIAL STUDIES

History

Standard 1 – Historical Thinking Skills	
Students use information and concepts to interpret, analyze, and draw conclusions about United States history from 1763–1877.	
Grade-Level Expectations	Examples
7.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Comparing and contrasting varied points of view • Determining the meaning of words and phrases from historical texts • Using technology to research, produce, or publish a written product 	<ul style="list-style-type: none"> • diaries/journals/letters • newspaper articles and editorials • political cartoons • speeches
7.1.2 Explain patterns and recurring themes in United States history	<ul style="list-style-type: none"> • sectional differences • western expansion • spread of slavery
7.1.3 Analyze the causes and effects of key events and ideas in the development of the United States	<ul style="list-style-type: none"> • American Revolution • Civil War • territorial expansion • expansion of rights of citizenship
7.1.4 Interpret and construct timelines of key events, people and ideas	
7.1.5 Analyze primary and secondary sources to answer questions related to United States history	<ul style="list-style-type: none"> • historical documents • newspapers • biographies and journals • textbooks
Standard 2 –Revolution and the New Nation	
Students analyze the impact of key events, ideas, and people on the economic, political, and social development of the United States from 1763–1800.	
Grade-Level Expectations	Examples
7.2.1 Identify and describe the impact of key events, ideas, and people that led to the American Revolution	<ul style="list-style-type: none"> • British acts and taxes • Enlightenment ideas of John Locke • Boston Tea Party • Samuel Adams and the Sons of Liberty

7.2.2 Analyze important turning points and major developments of the American Revolution	<ul style="list-style-type: none"> • Second Continental Congress • Saratoga • Yorktown • Treaty of Paris of 1783
7.2.3 Evaluate the development of the United States government from the First Continental Congress through the ratification of the United States Constitution	<ul style="list-style-type: none"> • Articles of Confederation • Great Compromise • Bill of Rights • The Federalist Papers
7.2.4 Describe the major political and economic events, and policies of the Washington and Adams presidencies	<ul style="list-style-type: none"> • Neutrality Proclamation • Bank of United States • XYZ Affair • Alien and Sedition Acts
Standard 3 – The Expanding Nation Students analyze the development and impact of political, economic, and social changes in the United States from 1800–1850.	
Grade-Level Expectations	Examples
7.3.1 Analyze political, social, and economic factors that led to westward expansion from 1800–1850	<ul style="list-style-type: none"> • Louisiana Purchase • Manifest Destiny • government policy toward Native Americans • immigration
7.3.2 Identify and explain foreign policy developments between the United States and other nations from 1800–1850	<ul style="list-style-type: none"> • Monroe Doctrine • Adams-Onis Treaty • War of 1812 • Mexican American War
7.3.3 Examine the motivations and influence of major American reform movements during the 19 th century	<ul style="list-style-type: none"> • temperance • abolition • women’s rights • education
7.3.4 Compare and contrast the political, social, and economic development of the different regions of the United States	<ul style="list-style-type: none"> • urban society vs. rural society • state’s rights vs. federal union • sectionalism • free trade vs. tariffs

7.3.5 Explain reasons for the expansion of slavery in the South after 1800 and describe the life of enslaved African Americans, and their responses to slavery	<ul style="list-style-type: none"> • economic, political, and social motives of the institution of slavery • legal justification • moral justification • religious justification
Standard 4 – War and Reconstruction	
Students analyze key people, events, and ideas which led to the Civil War and Reconstruction.	
Grade-Level Expectations	Examples
7.4.1 Identify and describe the role of the election of Abraham Lincoln and other key events, ideas, and people, which led to the Civil War	<ul style="list-style-type: none"> • Compromise of 1850 • Kansas-Nebraska Act and Fugitive Slave Act • Dred Scott Case • Publication of <i>Uncle Tom’s Cabin</i>
7.4.2 Analyze important turning points and major developments during the Civil War	<ul style="list-style-type: none"> • Fort Sumter • Anaconda Plan • Cotton Diplomacy • Emancipation Proclamation
7.4.3 Describe long-term and short-term outcomes of Reconstruction	<ul style="list-style-type: none"> • Lincoln’s assassination • Reconstruction Amendments (13th, 14th, 15th) • segregation • sharecropping

Geography

Standard 5 – Geography Skills	
Students analyze physical and political geography that influenced the growth of the United States from 1763–1877 using maps, charts, graphs, databases, and other technological tools.	
Grade-Level Expectations	Examples
7.5.1 Analyze the physical and political features of the United States	
7.5.2 Create maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> • political maps, charts, graphs • population maps, charts, graphs • product/resource maps and charts, graphs
7.5.3 Analyze historical maps, charts, and graphs of the United States from 1763–1877	<ul style="list-style-type: none"> • American Revolution • Louisiana Purchase • westward expansion • Civil War battles

Standard 6 – Immigration and Cultural Diversity	
Students examine patterns of migration, immigration, and land use that influenced the cultural development of the United States from 1763–1877.	
Grade-Level Expectations	Examples
7.6.1 Analyze settlement patterns of racial and ethnic groups in the United States from 1763–1877	<ul style="list-style-type: none"> • Western Europeans • Africans and African Americans • Native Americans • Asians
7.6.2 Describe motivations of immigrants to the United States from 1763-1877 and the obstacles they faced.	<ul style="list-style-type: none"> • freedom • economic opportunity • economic exploitation • language and other cultural barriers
7.6.3 Analyze patterns, motivations and the impact of rural and urban migration in the United States from 1763–1877	<ul style="list-style-type: none"> • economic opportunity • industrialization • western expansion • growth of cities
7.6.4 Explain how differences in land use influenced cultural characteristics among regions in the United States from 1763–1877	<ul style="list-style-type: none"> • plantation system • sharecropping system • development of factories • availability of land
Standard 7 – Environment	
Students identify and describe how physical environments influenced the economic, political and cultural development of the United States from 1763–1877.	
Grade-Level Expectations	Examples
7.7.1 Explain how Americans adapted and transformed various physical environments in the United States to expand its growth and influence	<ul style="list-style-type: none"> • plantation system and sharecropping system • growth of urban residential areas • small farms • factories and industrialization

Civics

Standard 8 – Government: Purposes, Foundation, and Structure	
Students understand the purposes, foundation, and structure of the United States government.	
Grade-Level Expectations	Examples
7.8.1 Evaluate the major purposes of government according to the Preamble to the Constitution of the United States	<ul style="list-style-type: none"> • establish justice • provide for the common defense • promote the general welfare • ensure domestic tranquility
7.8.2 Differentiate between various forms of government	<ul style="list-style-type: none"> • republic • democracy • oligarchy • totalitarian government
7.8.3 Explain how key ideas expressed in historical documents influenced the formation of U.S. government	<ul style="list-style-type: none"> • Magna Carta • English Bill of Rights • Declaration of Independence • Articles of Confederation
7.8.4 Evaluate the principles of government embodied in the United States Constitution	<ul style="list-style-type: none"> • separation of powers • rule of law • checks and balances • limited government
7.8.5 Describe the structure and powers of the three branches of the federal government	<ul style="list-style-type: none"> • make law • execute law • interpret law
7.8.6 Illustrate how a bill becomes a law at the federal level	
7.8.7 Describe the process used to amend the Constitution	<ul style="list-style-type: none"> • role of Congress • role of states
7.8.8 Examine how key legislation and court decisions influenced the course of United States history from 1763–1877	<ul style="list-style-type: none"> • <i>Marbury v. Madison</i> creating judicial review • Dred Scott decision leading to the Civil War • Tariff of Abomination leading to the Nullification Crisis • chartering the national bank leading to debate on the power of the federal government

7.8.9 Explain how federal officials are elected or appointed	<ul style="list-style-type: none"> • Electoral College process • judicial appointments • congressional elections
Standard 9 – Global Awareness Students develop an understanding of United States foreign policy from 1763–1877 by evaluating the influence of key historic events, people, and ideas.	
Grade-Level Expectations	Examples
7.9.1 Compare and contrast political divisions of the world from 1763–1877	<ul style="list-style-type: none"> • nation-states • empires • Native American nations
7.9.2 Explain various ways nations interact and the impact of these interactions from 1763–1877	<ul style="list-style-type: none"> • wars and conflicts • negotiations, alliances, and treaties • trade
7.9.3 Explain how United States foreign policy was developed and carried out from 1781–1877	<ul style="list-style-type: none"> • development of the Monroe Doctrine • Gadsden Purchase • Adams-Onis Treaty • Manifest Destiny
Standard 10 – Civic Literacy Students examine the roles, rights, and responsibilities of citizenship in order to develop civic literacy.	
Grade-Level Expectations	Examples
7.10.1 Describe the influences on and the development and expansion of individual rights and freedoms	<ul style="list-style-type: none"> • Bill of Rights • expansion of voting rights • emancipation and civil rights • impact of Supreme Court decisions on interpretation of rights
7.10.2 Identify and describe ways in which citizens influence change in a democratic society	<ul style="list-style-type: none"> • citizen activism • interest groups • lobbying • voting
7.10.3 Explain the duties and responsibilities of United States citizens	<ul style="list-style-type: none"> • informed participation • voting • selective service • paying taxes

7.10.4 Describe the qualifications or requirements for United States citizenship	<ul style="list-style-type: none"> • residency requirement • citizenship test • natural born citizen • naturalized citizen
7.10.5 Describe the development and roles of political parties and special interest groups in the United States from 1787–1877	<ul style="list-style-type: none"> • <i>Hamilton v. Jefferson</i> • development of abolitionists to include the formation of the Republican Party • Andrew Jackson and the development of the Democratic Party • Federalists and anti-Federalists

Economics

Standard 11 – Resources, Interdependence, and Decision Making	
Students examine the development and interdependence of the United States economy from 1763–1877.	
Grade-Level Expectations	Examples
7.11.1 Explain how the demand for resources and the development of technology influenced economic diversity in the United States	<ul style="list-style-type: none"> • steamboats allowed for increased trade on waterways • invention of cotton gin increased the demand for slavery • interchangeable parts improved industrialization
7.11.2 Explain how economic interdependence developed between regions of the United States and with foreign countries	<ul style="list-style-type: none"> • interdependence of the textile industry in the Northeast and the cotton economy in the South • Southern imports of European goods • British demand for cotton
7.11.3 Describe government policies that influenced the United States economy	<ul style="list-style-type: none"> • National Bank • Embargo Act • Tariff of Abominations

GRADE 8 SOCIAL STUDIES

History

Standard 1 – Historical Thinking Skills	
Students use information and concepts to analyze, interpret, and draw conclusions from historical events.	
Grade-Level Expectations	Examples
8.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • Conducting historical research • Evaluating a broad variety of primary and secondary sources • Determining the meaning of words and phrases from historical texts • Recognizing varied points of view within historical context 	<ul style="list-style-type: none"> • diaries/journals/letters • newspaper articles and editorials • political cartoons • speeches
8.1.2 Construct and interpret a timeline of key events in Louisiana history and describe how they connect to United States and world events	
Standard 2 – Key Events, Ideas and People	
Students analyze how the contributions of key events, ideas, and people influenced the development of modern Louisiana	
Grade-Level Expectations	Examples
8.2.1 Describe the contributions of explorers and early settlement groups to the development of Louisiana	<ul style="list-style-type: none"> • Explorers: LaSalle, Bienville, Iberville • prehistoric and historic Native Americans • Africans, French, Spanish, and Acadians as groups
8.2.2 Explain the importance of the Mississippi River as it relates to historical events throughout Louisiana’s history	<ul style="list-style-type: none"> • colonization • establishment of New Orleans • Louisiana Purchase • Battle of New Orleans
8.2.3 Analyze push-pull factors for migration/settlement patterns of Louisiana’s inhabitants from French colonization to statehood in 1812	<ul style="list-style-type: none"> • French and Acadians • Spanish • Africans (enslaved and free) • Anglos
8.2.4 Explain how differences and similarities among ethnic groups in colonial Louisiana contributed to cooperation and conflict	<ul style="list-style-type: none"> • French and Acadians • Spanish • Africans (enslaved and free) • Anglos

8.2.5 Analyze causes and effects of major events and evaluate their impact on the growth and development of Louisiana	<ul style="list-style-type: none"> • French Revolution • Louisiana Purchase • slave revolts (Haiti)
8.2.6 Identify and describe economic, social, and political characteristics of Louisiana during the Antebellum/plantation economy, the Civil War, and the Reconstruction eras	<ul style="list-style-type: none"> • Antebellum life • Reconstruction Acts • Freedman’s Bureau • Jim Crow laws
8.2.7 Explain major social, political, and economic changes that affected Louisiana during the Progressive, Great Depression, and Huey Long eras	<ul style="list-style-type: none"> • Progressive Era – Populist Movement • Great Depression – stock market crash • segregation – <i>Plessy v. Ferguson</i> Supreme Court decision
8.2.8 Investigate and describe the impact of World War II on Louisiana’s social, political, and economic systems	<ul style="list-style-type: none"> • diversification of employment • demographic changes • economic growth
8.2.9 Describe the Civil Rights movement in Louisiana and analyze how it changed the course of Louisiana’s history	<ul style="list-style-type: none"> • Ruby Bridges and school desegregation • Baton Rouge bus boycott • Acts: Civil Rights and Voting Rights • Earl Long
8.2.10 Predict ways in which Louisiana will continue to grow toward economic, cultural, and political diversity in the 21 st century	

Geography

Standard 3 – Geography Skills Students develop spatial understanding through the study of location, distance, direction, pattern, shape, and arrangement.	
Grade-Level Expectations	Examples
8.3.1 Locate and describe the physical and political features of Louisiana	<ul style="list-style-type: none"> • cultural regions • natural regions • landforms • boundaries
8.3.2 Use maps, charts, and diagrams to ask and answer questions about Louisiana’s geographic features	
8.3.3 Apply knowledge of geography skills and terms to: <ul style="list-style-type: none"> • create maps and diagrams • plot latitude and longitudinal coordinates • read and interpret a map • use a map to compare Louisiana’s time zone in relation to time zones around the world 	<ul style="list-style-type: none"> • Equator, Prime Meridian, International Date Line • Louisiana’s natural resources
Standard 4 – Culture Students analyze the relationships between cultural groups and physical features of Louisiana.	
Grade-Level Expectations	Examples
8.4.1 Analyze how the physical features and natural resources of Louisiana affected the migration patterns of cultural groups	<ul style="list-style-type: none"> • waterways • elevation (marshes to hills) • fertile soil: farmland • forestry
8.4.2 Describe the causes and effects of cultural diffusion and its impact on diversity in early Louisiana	<ul style="list-style-type: none"> • changes in transportation • migration and settlement • trade and economic changes • population growth
8.4.3 Explain ways in which inventions and technological advances have affected Louisiana’s culture	<ul style="list-style-type: none"> • growth of urban areas • increased standard of living • oil discovery/boom • job growth and diversification

Standard 5 – Environment

Students analyze the effects of the environment on people and places in Louisiana.

Grade-Level Expectations	Examples
8.5.1 Describe how natural phenomena impact the physical environment of Louisiana	<ul style="list-style-type: none"> • rivers • floods • wetlands • hurricanes
8.5.2 Analyze and predict consequences of environment modifications on Louisiana and its inhabitants	<ul style="list-style-type: none"> • population shifts and redistribution • changes in landforms and natural resources • changes to plant and animal life • changes in laws and regulations • flooding

Civics**Standard 6 – Government: Purposes, Foundation, and Structure**

Students examine the foundation, structure, and purposes of Louisiana government and the correlations between local, state, and federal governments.

Grade-Level Expectations	Examples
8.6.1 Compare the foundation, function, and powers of the Louisiana and United States Constitutions	<ul style="list-style-type: none"> • Napoleonic Code • checks and balances • separation of powers
8.6.2 Compare and contrast the preambles of the Louisiana and United States Constitutions	
8.6.3 Describe the role of various forms of local government in Louisiana	<ul style="list-style-type: none"> • municipalities (parishes, villages, towns, cities) • school boards • police jury • consolidated government (Baton Rouge, Lafayette)

Standard 7 – Global Awareness

Students interpret the role of Louisiana in a global society.

Grade-Level Expectations	Examples
8.7.1 Explain how the United States and world foreign policy have affected Louisiana	<ul style="list-style-type: none"> • tariffs • NAFTA • OPEC
8.7.2 Evaluate the role and importance of Louisiana ports and products in the international economy	<ul style="list-style-type: none"> • New Orleans • petrochemical products • seafood

Standard 8 – Civic Literacy

Students examine the rights and responsibilities of Louisiana citizens that enable them to become informed participants in civic life.

Grade-Level Expectations	Examples
8.8.1 Describe ways in which citizens can organize, monitor, or influence government and politics at the local, state, and national levels	
8.8.2 Explain the importance of being an informed citizen on public issues, recognizing propaganda, and knowing the voting issues	

Economics**Standard 9 – Resources**

Students analyze Louisiana’s natural, human, and capital resources and their connection to the past and present economy.

Grade-Level Expectations	Examples
8.9.1 Analyze the role of specialization in Louisiana’s economy	<ul style="list-style-type: none"> • Higgins boats • seafood • tourism • sugarcane
8.9.2 Apply the laws of supply and demand to demonstrate the effects on Louisiana products and resources	<ul style="list-style-type: none"> • seafood • tourism • sugarcane

8.9.3 Analyze and explain factors affecting the production and allocation of goods and services in Louisiana, the United States, and the world	<ul style="list-style-type: none"> • natural and manmade disasters • global markets • legislation • conservation
Standard 10 – Interdependence and Decision Making Students use economic knowledge and skills to make decisions as individuals, families, groups, or businesses in the interdependent and changing state, nation, and world.	
Grade-Level Expectations	Examples
8.10.1 Analyze how scarcity of resources affects the choices of individuals and communities	<ul style="list-style-type: none"> • job availability • displacement • price increases and decreases
8.10.2 Explain choice/trade-offs, cost/benefits, and opportunity costs related to making personal economic decisions	
8.10.3 Describe historical factors influencing the economic growth, interdependence, and development of Louisiana	<ul style="list-style-type: none"> • mercantilism • transportation • mass production • oil boom and decline
8.10.4 Explain the impact of inflation and unemployment on different groups	<ul style="list-style-type: none"> • consumers • business owners • government • workers
8.10.5 Use a variety of resources to research and present findings about education and training for jobs and careers	<ul style="list-style-type: none"> • academic, vocational, and technical fields of study • guest speakers • community services • technology

HIGH SCHOOL: WORLD GEOGRAPHY

Standard 1 – World in Spatial Terms and Uses of Geography	
Students organize information and solve geographic problems using geographical tools, representations, and technologies.	
Grade-Level Expectations	Examples
WG.1.1 Describe the impact of technology on the study of geography and gather geographic information using technological tools	<ul style="list-style-type: none"> • interactive maps (Google Earth) • GIS, GPS (improved accuracy of identifying location for trade and military uses) • software (mapping and weather)
WG.1.2 Explain Earth’s grid system, using latitude and longitude to locate key places and to answer geographic questions about that place	<ul style="list-style-type: none"> • impact on climate and vegetation • time zones
WG.1.3 Compare and contrast various types of maps and map projections and evaluate distortions associated with each map projection	<ul style="list-style-type: none"> • map types (physical, political, thematic, contour) • map projections (conic, polar, Robinson, Mercator)
WG.1.4 Use geographic representations to locate the world’s continents, major landforms, major bodies of water and major countries and to solve geographic problems	<ul style="list-style-type: none"> • need for interdependence and exploration
Standard 2 – Physical Systems	
Students answer geographic questions about Earth’s physical systems to explain ecosystems and natural processes.	
Grade-Level Expectations	Examples
WG.2.1 Describe and categorize elements of the natural environment as belonging to one of the four components of Earth’s physical systems: atmosphere, lithosphere, biosphere, or hydrosphere	
WG.2.2 Identify and locate world climate regions and evaluate the impact of the Earth/Sun relationship, ocean currents, wind currents, and elevation on each climate region	
WG.2.3 Compare and contrast regions of the world by analyzing the plant and animal life indigenous to the region (ecosystems)	<ul style="list-style-type: none"> • rainforests • savannahs • tundra
WG.2.4 Explain and give examples of natural and human processes that shape Earth’s surface and identify specific locations where these processes occur	<ul style="list-style-type: none"> • natural processes (plate tectonics, erosion, natural disasters) • human processes (global climate change, deforestation, desertification)

Standard 3 – Region	
Students examine the unifying characteristics of a given region and determine the challenges and opportunities created by the development of that region.	
Grade-Level Expectations	Examples
WG.3.1 Analyze how cooperation, conflict, and self-interest impact the cultural, political, and economic regions of the world and relations between nations	<ul style="list-style-type: none"> • cultural (Quebec and Canada, India and Pakistan) • political (Middle East, Africa) • economic (NAFTA, CAFTA, ASEAN, OPEC, European Union)
WG.3.2 Determine the unifying characteristics that regions possess and explain changes that they have experienced over time	<ul style="list-style-type: none"> • economic • cultural • political • physical
WG.3.3 Explain how human and physical characteristics facilitate or hinder regional interactions	<ul style="list-style-type: none"> • human characteristics (interstate transportation and trade, canals, bridges, Berlin Wall, Great Wall of China) • physical characteristics (mountain ranges, rivers, oceans, and deserts)
Standard 4 – Place	
Students will identify the physical and cultural characteristics of a particular location and investigate changes to it over time.	
Grade-Level Expectations	Examples
WG.4.1 Determine the physical and human characteristics that comprise the identity of a given place	
WG.4.2 Analyze the distinguishing physical characteristics of a given place to determine their impact on human activities	<ul style="list-style-type: none"> • landforms • climate • natural resources • bodies of water
WG.4.3 Identify and analyze distinguishing human characteristics of a given place to determine their influence on historical events	<ul style="list-style-type: none"> • settlement patterns • economic activities • world wars and conflicts • political systems
WG.4.4 Evaluate the impact of historical events on culture and relationships among groups	<ul style="list-style-type: none"> • Ukrainian famine • South Africa/apartheid • Sudan/Darfur • 9/11—anti-Muslim sentiment

WG.4.5 Examine the relationship between social, economic, and government systems and describe how each system has changed a given place over time	<ul style="list-style-type: none"> • industrialization of China • industrialization of India • 2011 uprisings in the Middle East
Standard 5 – Human Systems	
Students examine the movement of human populations, information, ideas, and goods throughout history and its impact on human settlement and the economies of various countries.	
Grade-Level Expectations	Examples
WG.5.1 Describe and classify reasons for human migration in terms of push or pull factors to determine the changes and similarities in these factors over time	<ul style="list-style-type: none"> • push factors: famine, war, unemployment, discrimination • pull factors: religious freedom, political freedom, available healthcare, better standard of living
WG.5.2 Use population pyramids, geographic data and maps to analyze the current impact of population growth and to predict future population trends	<ul style="list-style-type: none"> • urbanization • over-population • natural resources • standard of living
WG.5.3 Describe and illustrate specific examples of economic interdependence in various regions	<ul style="list-style-type: none"> • Middle East trading oil for food • U.S. trade with China • European Union
WG.5.4 Determine the factors that contribute to a country’s standard of living	<ul style="list-style-type: none"> • birth and death rates • health care • literacy rate • GDP and economic opportunity
WG.5.5 Explain how changes in technology have contributed to the spread of ideas and information throughout the world	<ul style="list-style-type: none"> • improvements in transportation • social media • the Internet
Standard 6 – Environment and Society	
Students analyze ways in which humans adapt to, modify, and depend upon Earth’s physical environment.	
Grade-Level Expectations	Examples
WG.6.1 Describe technological advances that have allowed humans to modify the environment and analyze the impact of these advances on the environment	<ul style="list-style-type: none"> • steam engines • electricity (hydroelectric, solar power, nuclear power, etc.) • levees • genetically modified foods

WG.6.2 Identify challenges posed by the physical environment and evaluate strategies that will allow humans to more effectively deal with these challenges	<ul style="list-style-type: none"> • natural disasters • global climate change • El Nino, La Nina
WG.6.3 Analyze the distribution of resources and describe their impact on human systems (past, present, and future)	
WG.6.4 Assess the role of government and business in preserving or consuming natural resources and protecting or destroying the physical environment	

For Implementation for School Year 2014-15

HIGH SCHOOL: CIVICS

Standard 1 –Foundations of American Government	
Students investigate the principles that influenced the Founding Fathers of the United States to create a constitutional federal republic.	
Grade-Level Expectations	Examples
C.1.1 Describe reasons why government is necessary, explaining competing ideas about the role of government in society	<ul style="list-style-type: none"> • to form a more perfect union • to provide for the common defense • to insure domestic tranquility • to establish justice
C.1.2 Compare and contrast the structure and leadership of different forms of government in various nations	<ul style="list-style-type: none"> • democracy • republic • monarchy • totalitarian government
C.1.3 Analyze the influence of the Magna Carta, English common law, and the English Bill of Rights in creating a limited form of government in the United States	
C.1.4 Explain the influence of Enlightenment philosophers, the Great Awakening, and the American Revolution on the American founding documents	<ul style="list-style-type: none"> • Locke • Montesquieu • Voltaire • Rousseau
C.1.5 Explain the issues involved in various compromises or plans leading to the creation of the United States Constitution	<ul style="list-style-type: none"> • weaknesses of the Articles of Confederation • Great Compromise • Commerce Clause • Three-fifths Compromise
C.1.6 Analyze the underlying principles and concepts embodied in primary documents that influenced the creation of the United States Constitution	<ul style="list-style-type: none"> • Federalist Papers • <i>Common Sense</i> • <i>The Republic</i> • <i>Wealth of Nations</i>
Standard 2 – Structure and Purposes of Government	
Students explain the structure, roles, and responsibilities of the United States government.	
Grade-Level Expectations	Examples
C.2.1 Analyze ways in which the purposes of the United States government, as defined in the United States Constitution, are achieved	

C.2.2 Describe the structure and functions of the federal government as stated in the United States Constitution	<ul style="list-style-type: none"> Articles I-III (branches of government) Article IV (the States) Article V (Amendment process) Article VI (debts, supremacy, oaths) Article VII (Ratification)
C.2.3 Explain the distribution of powers, responsibilities, and limits on the United States government	<ul style="list-style-type: none"> separation of powers checks and balances federalism <i>Marbury v. Madison</i>
C.2.4 Cite the qualifications, terms of office, roles, and duties for appointed and elected officials	<ul style="list-style-type: none"> President members of Congress Supreme Court Justices Cabinet
C.2.5 Explain the processes and strategies of how a bill becomes a law at the federal level	
C.2.6 Differentiate between loose and strict constructionist interpretation of the Constitution by examining the meaning and implications of the Bill of Rights and subsequent amendments	<ul style="list-style-type: none"> gun control rulings <i>Brown v. Board of Education</i> interstate commerce clause <i>Roe v. Wade</i>
C.2.7 Explain the role of regulatory and independent government agencies in American society	<ul style="list-style-type: none"> Environmental Protection Agency (EPA) Federal Trade Commission (FTC) Federal Communications Commission (FCC) Central Intelligence Agency (CIA)
C.2.8 Compare and contrast the functions of various state and local governments in terms of tax code, political structure, and election procedures	<ul style="list-style-type: none"> no income tax states vs. income tax states police juries aldermen initiative and referendum procedures
Standard 3 – Roles of United States Foreign Policy Students analyze the relationships between the United States and other nations; and evaluate the role of the United States in foreign diplomacy and international trade.	
Grade-Level Expectations	Examples
C.3.1 Evaluate the five basic goals of United States foreign policy and explain the role of government in their implementation	<ul style="list-style-type: none"> national security economic growth (promote free and open trade) world peace democratic governments concern for humanity

C.3.2 Examine the ways that nations work to cooperate with international organizations politically and economically	<ul style="list-style-type: none"> • trade relations • treaties (political, economic, military) • alliances • international organizations: [North Atlantic Treaty Organization (NATO), European Union (EU), United Nations (UN), Organization of Petroleum Exporting Countries (OPEC), North American Free Trade Agreement (NAFTA)]
C.3.3 Assess the extent to which United States foreign policy, domestic policy, constitutional principles, economic behaviors, and culture affect relations with other nations	<ul style="list-style-type: none"> • implementing of trade embargoes • United States role as peacekeeper • Truman Doctrine • United States border policy
C.3.4 Describe ways in which ideas, events, and policies of other nations impact the United States	<ul style="list-style-type: none"> • breakup of the Soviet Union • conflicts in the Middle East • immigration (legal and illegal) • currency valuation
Standard 4 – Functions of Government	
Students analyze and critique how the levels of government generate and allocate revenues to carry out the functions of government.	
Grade-Level Expectations	Examples
C.4.1 Describe the elements of United States domestic policy	<ul style="list-style-type: none"> • education • social welfare programs • law enforcement • environment
C.4.2 Explain how government is financed	<ul style="list-style-type: none"> • taxation • fines • borrowing • 16th Amendment
C.4.3 Evaluate various forms of taxes at each level of government based on principle, incidence, and type	<ul style="list-style-type: none"> • income • sales • progressive/regressive • proportional
C.4.4 Describe the major revenue and expenditure categories and their respective proportions of local, state, and federal budgets	<ul style="list-style-type: none"> • Revenue: taxes, fees, fines • Expenditures: Social Security, Medicare, Medicaid, defense

C.4.5 Predict how federal spending and taxation affect budget deficits and surpluses and the national debt	<ul style="list-style-type: none"> • tax rates • deficit spending • national debt • state budgets
C.4.6 Evaluate government programs by their cost and benefits to society	<ul style="list-style-type: none"> • Social Security • Medicare • Medicaid • defense
C.4.7 Explain how macroeconomic policies of the Federal Reserve System and the federal government affect American citizens	<ul style="list-style-type: none"> • taxes and spending money vs. regulating the money supply • inflation/deflation • monetary policy • fiscal policy
C.4.8 Describe the Federal Reserve System, its functions, and its role in the United States economy	<ul style="list-style-type: none"> • the Fed as the central banking system • supervisor of banks • regulating the money supply • Federal Open Market Committee (FOMC)
Standard 5 – Role of the Citizen in American Democracy Students examine how citizens can participate responsibly and effectively in American civic and political life.	
Grade-Level Expectations	Examples
C.5.1 Distinguish between personal, political, and economic rights of citizenship	<ul style="list-style-type: none"> • right to vote • private property • job of choice
C.5.2 Differentiate between civic duties and responsibilities, including various forms of civic participation	<ul style="list-style-type: none"> • voting • paying taxes • running for office • serving on a jury
C.5.3 Describe how civil rights have evolved over time to include diverse groups of citizens	<ul style="list-style-type: none"> • voting rights • equal employment opportunities • fair housing • gender discrimination
C.5.4 Evaluate the role of the media and public opinion in American politics, including the use and effects of propaganda techniques	<ul style="list-style-type: none"> • television • radio • the Internet • newspapers

C.5.5 Analyze the effects of campaigns, campaign finance, elections, the Electoral College, and the United States census in the American political system	<ul style="list-style-type: none"> • caucuses • primaries • plurality • majority
C.5.6 Describe key platform positions of the major political parties and evaluate the impact of third parties in election outcomes	<ul style="list-style-type: none"> • Health care reform • Immigration reform • National defense • Earmarks
C.5.7 Explain historical and contemporary roles of special interest groups, lobbyists, and associations in United States politics	<ul style="list-style-type: none"> • National Association for the Advancement of Colored People (NAACP) • People for the Ethical Treatment of Animals (PETA) • Political Action Committees (PACs) • American Association for Retired Persons (AARP)
Standard 6 – Fundamentals of Economics	
Students explain how citizens can become effective decision-makers by applying fundamental economic concepts and reasoning skills in society.	
Grade-Level Expectations	Examples
C.6.1 Explain the basic problem of scarcity and how it drives economic decision-making	<ul style="list-style-type: none"> • trade-offs/opportunity costs • incentives • cost benefits • consequences
C.6.2 Describe the role of the factors of production as part of the circular flow of goods and services model	
C.6.3 Assess factors that influence productivity and evaluate the relationship between productivity and standard of living and GDP	<ul style="list-style-type: none"> • competition • technology • skills of workers • GDP (real and per capita)
C.6.4 Apply principles of supply and demand to predict how changes in the market affect prices and incentives for buyers and sellers	<ul style="list-style-type: none"> • law of supply and demand • equilibrium • shortage/surplus • elasticity
C.6.5 Evaluate how different economic systems allocate resources in terms of their benefits to society	<ul style="list-style-type: none"> • command • traditional • market • mixed

Standard 7 – Economic Systems and Structures	
Students demonstrate an understanding of the elements of the United States market economy within a global setting.	
Grade-Level Expectations	Examples
C.7.1 Analyze the four market structures (perfect competition, monopolistic competition, oligopoly, and monopoly) in terms of size of market, ease of entry, similarity of product, and control over price	
C.7.2 Explain how competition affects both producers and consumers	<ul style="list-style-type: none"> • efficiency of production • quality and quantity • pricing • employment opportunities
C.7.3 Interpret information about a current economic system undergoing change from a largely command or traditional system to a more mixed system	<ul style="list-style-type: none"> • Eastern European countries • China • other developing economies
C.7.4 Explain the effects of technology and innovation on global economic interdependence and competition	<ul style="list-style-type: none"> • outsourcing • online services • job displacement • specialization
C.7.5 Evaluate how various types of unemployment affect the economy	<ul style="list-style-type: none"> • structural • seasonal • cyclical • frictional
Standard 8 – Financial Literacy	
Students apply economic principles to make sound personal financial decisions.	
Grade-Level Expectations	Examples
C.8.1 Explain the relationship between education, training, and career options to future earning potential	<ul style="list-style-type: none"> • underemployment • high school diploma vs. college or other • postsecondary training • vocational and technical training
C.8.2 Create a family budget and explain its importance in achieving personal financial goals and avoiding negative financial consequences	<ul style="list-style-type: none"> • personal financial goals: purchasing a car or house • saving for college • obtaining a student loan • opportunity cost

C.8.3 Compare and evaluate types of credit, savings, investment, and insurance services available to the consumer from various institutions	<ul style="list-style-type: none"> • payday loans • debit cards vs. credit cards • banks and credit unions • stock market
C.8.4 Apply given financial data to real life situations such as reconciling a checking account, reading bank and credit card statements, purchasing major goods, and avoiding consumer fraud	<ul style="list-style-type: none"> • recording checks and debit cards in a check register • writing a complaint letter • Consumer Bill of Rights • Credit Card Accountability Responsibility and Disclosure Act of 2009 (CARD Act)
C.8.5 Analyze the benefits and risks of using credit and examine the various uses of credit scores	<ul style="list-style-type: none"> • building credit and importance of a high credit score (effect of credit score on employment, automobile insurance rates, ability to rent an apartment) • annual source of credit report at no charge

For Implementation in School Year 2011-12

HIGH SCHOOL: UNITED STATES HISTORY

Standard 1 – Historical Thinking Skills	
Students use facts and concepts to solve problems, interpret, analyze, and draw conclusions from historical events and to relate historical events to contemporary events.	
Grade-Level Expectations	Examples
US.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • conducting short and sustained research • evaluating conclusions from evidence (broad variety, primary and secondary sources) • evaluating varied explanations for actions/events • determining the meaning of words and phrases from historical texts • analyzing historians’ points of view 	<ul style="list-style-type: none"> • Supreme Court cases • Holocaust/genocide • Japanese internment camps • Hiroshima/nuclear weapons
US.1.2 Compare and/or contrast historical periods in terms of: <ul style="list-style-type: none"> • differing political, social, religious, or economic contexts • similar issues, actions, and trends • both change and continuity 	<ul style="list-style-type: none"> • Populists vs. Progressives • New Deal vs. Great Society • anti-Japanese American sentiment during WWII vs. anti-Muslim American sentiment after 9/11 • social trends of the 1920s and the 1960s
US.1.3 Propose and defend a specific point of view on a contemporary or historical issue and provide supporting evidence to justify that position	<ul style="list-style-type: none"> • immigration • use of nuclear weapons • U.S. suppression of civil liberties • U.S. involvement in a designated country
US.1.4 Discriminate between types of propaganda and draw conclusions concerning their intent	<ul style="list-style-type: none"> • home front/military propaganda posters • political campaigns • information on Web sites • advertising
US.1.5 Analyze historical periods using timelines, political cartoons, maps, graphs, debates, and other historical sources	<ul style="list-style-type: none"> • Thomas Nast • Herb Block • Kennedy/Nixon television debate • presidential election results maps

Standard 2 – Western Expansion to Progressivism

Students understand the social, political, and economic changes that developed between the periods of the United States' westward expansion, industrial growth, and the Progressive Era.

Grade-Level Expectations	Examples
US.2.1 Evaluate the social, political, and economic antagonism that occurred between ethnic and cultural groups as a result of westward expansion	<ul style="list-style-type: none">• Dawes Act• Chinese Exclusion Act(loss of immigrant workforce)• dispersal of the Plains Indians (increase in federal lands for sale)• assimilation
US.2.2 Describe the economic changes that came about on the western frontier as a result of the expansion of the railroad, cattle kingdoms, and farming	<ul style="list-style-type: none">• transcontinental trade from the railroad• end of the open range• effects of the Homestead Act• boom/bust nature of mining towns
US.2.3 Describe the causes of the political, social, and economic problems encountered by farmers on the western frontier and critique the solutions developed by the Populist movement	<ul style="list-style-type: none">• Granger Movement• Populism• free silver• William Jennings Bryan
US.2.4 Examine the effect of the government's laissez-faire policy, innovations in technology and transportation, and changes in business organization that led to the growth of an industrial economy	<ul style="list-style-type: none">• corporations (consolidations, monopolies)• technology (oil and steel)• transportation (railroads)• robber barons/captains of industry
US.2.5 Illustrate the phases, geographic origins, and motivations behind mass immigration and explain how these factors accelerated urbanization	<ul style="list-style-type: none">• eastern and southern European immigrants; old vs. new immigration• Ellis Island/Angel Island• urbanization• push and pull factors of immigration
US.2.6 Describe the challenges associated with immigration, urbanization, and rapid industrialization and evaluate the government's response	<ul style="list-style-type: none">• Sherman Anti-Trust Act• Settlement houses (Hull House)• political machines/Boss William Tweed (Tammany Hall)• ghettos and tenement housing

<p>US.2.7 Examine the social, political, and economic struggles of a growing labor force that resulted in the formation of labor unions and evaluate their attempts to improve working conditions</p>	<ul style="list-style-type: none"> • child labor • labor unions and leaders (AFL, Knights of Labor) • working conditions • major strikes (Pullman strike, Homestead strike)
<p>US.2.8 Identify the goals of Progressivism; describe the influence of the Muckrakers, political leaders, and intellectuals; and evaluate the movement’s successes and failures</p>	<ul style="list-style-type: none"> • voting reforms and amendments • political leaders • social reformers (Muckrakers) • legislation (Pure Food and Drug Act, Meat Inspection Act)
<p>Standard 3 – Isolationism Through the Great War Students trace the transition in U.S. foreign policy from isolationism to internationalism from the late nineteenth century until the end of World War I.</p>	
<p>Grade-Level Expectations</p>	<p>Examples</p>
<p>US.3.1 Analyze the causes of U.S. imperialistic policies and describe both the immediate and long term consequences upon newly acquired territories</p>	<ul style="list-style-type: none"> • military expansion (Spanish American War) • economic competition (Open Door Policy) • cultural superiority (Chinese Exclusion Act) • locate on a map territories acquired
<p>US.3.2 Describe the influence of U.S. imperialistic foreign policies upon Latin America and the Pacific region</p>	<ul style="list-style-type: none"> • Open Door policy • Roosevelt Corollary (Big Stick policy) • dollar diplomacy • moral diplomacy
<p>US.3.3 Describe the root causes of World War I and evaluate the reasons for U.S. entry into the war</p>	<ul style="list-style-type: none"> • militarism, alliances, imperialism, and nationalism • assassination of Archduke Franz Ferdinand • Zimmermann note/Lusitania • unrestricted submarine warfare
<p>US.3.4 Explain how the U.S. government financed WWI, managed the economy, and directed public support for the war effort</p>	<ul style="list-style-type: none"> • war bonds • War Production Board • Committee of Public Information

<p>US.3.5 Analyze how key military leaders, innovations in military technology, and major events affected the outcome of WWI</p>	<ul style="list-style-type: none"> • John Pershing • new weapons (chemical warfare, tanks, automatic weapons, etc.) • trench warfare • Bolshevik Revolution • Entry of American Expeditionary Force
<p>US.3.6 Describe the goals of political leaders at the Paris Peace Conference and analyze the consequences of the Treaty of Versailles</p>	<ul style="list-style-type: none"> • Big Four • Fourteen Points • League of Nations • reparations
<p>Standard 4 – Becoming a World Power through World War II Students examine the social, economic, and political struggles and achievements that led to the U.S. becoming a world power from the 1920s until the end of World War II.</p>	
Grade-Level Expectations	Examples
<p>US.4.1 Use examples to show how population shifts, artistic movements, Prohibition, and the women’s movement of the Roaring Twenties were a reflection of and a reaction to changes in American society</p>	<ul style="list-style-type: none"> • Harlem Renaissance • organized crime • Great Migration • Nineteenth Amendment
<p>US.4.2 Examine the economic policies, attacks on civil liberties, and the presidential administrations of the 1920s and explain how each reflected a return to isolationism</p>	<ul style="list-style-type: none"> • laissez-faire • Jim Crow laws • Sacco and Vanzetti Trial • the First Red Scare
<p>US.4.3 Describe the impact of major technological innovations and scientific theories of the 1920s on American society</p>	<ul style="list-style-type: none"> • Scopes Trial • Henry Ford • airplane • radio
<p>US.4.4 Examine the causes of the Great Depression and its effects on the American people, and evaluate how the Hoover administration responded to this crisis</p>	<ul style="list-style-type: none"> • causes of the Great Depression • stock market crash • Hoovervilles • rugged individualism

US.4.5 Classify the key New Deal programs according to Relief, Recovery, and Reform programs and describe their impact on the social, economic, and political structure of the United States	<ul style="list-style-type: none"> • Franklin D. Roosevelt’s 3 Rs (Relief, Recovery, and Reform programs) • Huey Long • Black Cabinet • Supreme Court packing plan
US.4.6 Examine the causes of World War II and explain the reasons for U.S. entry into the war	<ul style="list-style-type: none"> • Treaty of Versailles • Axis power aggression • appeasement • Pearl Harbor
US.4.7 Explain how the U.S. government financed World War II, managed the economy, and encouraged public support for the war effort	<ul style="list-style-type: none"> • Office of War Mobilization • rationing • patriotic activities • propaganda
US.4.8 Examine the role of minority groups, including women, on the home front and in the military and describe how it changed their status in society	<ul style="list-style-type: none"> • Rosie the Riveter • Japanese internment • Double V Campaign • Tuskegee Airmen
US.4.9 Analyze the major events, turning points, and key strategic decisions of World War II and describe how they affected the outcome of the war	<ul style="list-style-type: none"> • Holocaust • D-Day • Manhattan Project • war conferences (Potsdam, Casablanca, Tehran, Yalta)
US.4.10 Describe how key political and military leaders affected the outcome of World War II and led to the beginning of the Cold War	<ul style="list-style-type: none"> • The Big Three (FDR, Churchill, and Stalin) • Harry S. Truman • Dwight D. Eisenhower
Standard 5 – Cold War Era Students examine the Cold War era and how it influenced U.S. foreign policy decisions, domestic programs, and major social movements.	
Grade-Level Expectations	Examples
US.5.1 Analyze the impact of U.S. domestic and foreign policy on Cold War events during the 1940s and 1950s and explain how these policies attempted to contain the spread of communism	<ul style="list-style-type: none"> • Containment (Marshall Plan and Truman Doctrine) • McCarthyism • China (Chang Kai-shek/Mao Zedong) • NATO/Warsaw Pact

US.5.2 Cite evidence that links domestic events and foreign policies of the 1960s and 1970s to escalating Cold War tensions	<ul style="list-style-type: none"> • space race • Cuba (Bay of Pigs and Cuban Missile Crisis) • Vietnam War (Gulf of Tonkin, Tet Offensive) • Middle East • Presidents Kennedy, Johnson, Nixon, and Carter
US.5.3 Explain how the post-war social movements caused change by analyzing the methods used by the leaders, the effectiveness of legislation, and the impact of key events	<ul style="list-style-type: none"> • Civil Rights Movement • baby boomers • Great Society programs • counterculture
US.5.4 Describe the role and importance of the Civil Rights movement in the expansion of opportunities for African Americans in the United States	<ul style="list-style-type: none"> • NAACP • <i>Brown v. Board of Education</i> • Dr. Martin Luther King, Jr. • Civil Rights Act (1964) • Voting Rights Act (1965)
US.5.5 Explain how the leaders' personalities, events, and policies of the 1980s combined to bring about an end to the Cold War	<ul style="list-style-type: none"> • Ronald W. Reagan • Mikhail Gorbachev • German reunification • Poland's Solidarity movement
Standard 6 – The Modern Age Students understand the shift in American government and society from a Cold War identity to a culture of global interdependence.	
Grade-Level Expectations	Examples
US.6.1 Compare and contrast the domestic policies of the post-Cold War presidencies	<ul style="list-style-type: none"> • George H.W. Bush • William J. Clinton • George W. Bush • Barack H. Obama
US.6.2 Describe advances in medicine, technology, and the media during the modern era and explain how these advances have altered society	<ul style="list-style-type: none"> • the Internet • AIDS research • cancer research • stem cell research
US.6.3 Trace the evolution of United States relationships with Middle East countries and explain how these interactions have defined our image in the region	<ul style="list-style-type: none"> • Israel • Iran • Egypt • Iraq

<p>US.6.4 Describe events that changed American people’s perceptions of government over time</p>	<ul style="list-style-type: none"> • Watergate scandal • Iran-Contra Affair • Clinton impeachment • presidential election of 2000
<p>US.6.5 Identify landmark Supreme Court decisions from the Warren Court to the present, categorize the ideology of the decisions, and assess the impact on political and social institutions</p>	<ul style="list-style-type: none"> • <i>Miranda v. Arizona</i> • <i>Gideon v. Wainwright</i> • <i>Roe v. Wade</i> • <i>Escobedo v. Illinois</i>
<p>US.6.6 Trace the rise in domestic and foreign terrorism and analyze its effect on America’s way of life</p>	<ul style="list-style-type: none"> • Oklahoma City bombing • 9/11, homeland security • Islamic terrorist organizations

For Implementation for School Year 2014-15

HIGH SCHOOL: WORLD HISTORY

Standard 1 – Historical Thinking Skills Students use information and concepts to solve problems, interpret, analyze, and draw conclusions from historical events.	
Grade-Level Expectations	Examples
WH.1.1 Produce clear and coherent writing for a range of tasks, purposes, and audiences by: <ul style="list-style-type: none"> • conducting historical research • evaluating a broad variety of primary and secondary sources • comparing and contrasting varied points of view • determining the meaning of words and phrases from historical texts • using technology to research, produce, or publish a written product 	<ul style="list-style-type: none"> • diaries • journals • newspaper articles and editorials • brochures
WH.1.2 Compare historical periods in terms of differing political, social, religious, and economic issues	
WH.1.3 Use a variety of sources to analyze the validity of information in terms of facts, opinions, or propaganda	
WH.1.4 Analyze historical events through the use of debates, timelines, cartoons, maps, graphs, and other historical sources	
Standard 2 – Cultural and Social Development Students examine the political, social, and economic consequences of the Renaissance, the Reformation, and the Age of Exploration.	
Grade-Level Expectations	Examples
WH.2.1 Identify key people of the Renaissance and explain how their ideas and actions influenced social and cultural change	<ul style="list-style-type: none"> • Renaissance artists (Michelangelo, DaVinci) • ideals (humanism, individualism, skepticism, secularism)
WH.2.2 Analyze the causes and effects of the Reformation and Counter-Reformation	<ul style="list-style-type: none"> • Reformers (Luther, Calvin, Knox) • Council of Trent • Jesuits • Inquisition
WH.2.3 Evaluate the influence technological innovations had on European exploration, conquest, and colonization	<ul style="list-style-type: none"> • caravels • compass • astrolabe

WH.2.4 Identify key European explorers of the Americas and Asia, and explain the goals and consequences of exploration on society	<ul style="list-style-type: none"> • major explorers (Columbus, Magellan, Cortez) • Spice trade • Columbian Exchange • Atlantic slave trade
WH.2.5 Identify the major personalities of the Scientific Revolution and describe the effects of their discoveries	<ul style="list-style-type: none"> • Newton • Galileo • Kepler • Copernicus
Standard 3 – Government and Political Ideals	
Students analyze how developments in science, technology, and philosophies influenced historical events from the 16 th through the 19 th centuries.	
Grade-Level Expectations	Examples
WH.3.1 Analyze the influence of the Scientific Revolution on the Enlightenment and resulting political ideals.	<ul style="list-style-type: none"> • natural laws • deism • Descartes • <i>Principia Mathematica</i>
WH.3.2 Analyze the causes of the English Civil War and the Glorious Revolution and their influence on political change	<ul style="list-style-type: none"> • protectorate • restoration • English Bill of Rights • Charles I
WH.3.3 Identify the key philosophers and ideologies of the Age of Enlightenment and explain their influence on world governments	<ul style="list-style-type: none"> • John Locke • Age of Absolutism • Age of Reason • Montesquieu
WH.3.4 Analyze the causes and consequences of the French Revolution and the rise and rule of Napoleon	<ul style="list-style-type: none"> • Louis XVI • abusive old regime • American Revolution • Robespierre
WH.3.5 Compare and contrast leaders and key events in the revolutions of the 17 th through the 19 th centuries and their impact on world political and social developments	<ul style="list-style-type: none"> • Glorious Revolution • American Revolution • French Revolution • Latin American revolutions

Standard 4 – Economic Systems	
Students examine how the agricultural, economic, and industrial revolutions transformed European society and the world economy.	
Grade-Level Expectations	Examples
WH.4.1 Evaluate the causes and effects of the Industrial Revolution in England, Western Europe, and its spread throughout the world	<ul style="list-style-type: none"> • Agricultural Revolution • technological innovations • rise of the modern class system • rise of big business
WH.4.2 Describe how the expansion of industrial economies resulted in social and economic change throughout the world	<ul style="list-style-type: none"> • urbanization • changes in daily life • effects on women and children • rise of the middle class
WH.4.3 Analyze various economic philosophies that influenced political and social life in 18 th - and 19 th - century Europe	<ul style="list-style-type: none"> • mercantilism • socialism • Marxism • capitalism
WH.4.4 Examine the post-Cold War impact on the development of global economies	<ul style="list-style-type: none"> • European Union • Chinese free zones • emerging Asian economies (Vietnam, South Korea, Taiwan, India) • NAFTA
Standard 5 – Rise of Nation States	
Students examine how the rise of the nation state led to expansion and conflict and influenced the rise of new nations, political structures, and new forms of governance from the 17 th through the early 20 th centuries.	
Grade-Level Expectations	Examples
WH.5.1 Explain the rise and development of the European and Asian nation states	<ul style="list-style-type: none"> • England • France • Germany • Russia • Italy
WH.5.2 Summarize major European conflicts from 1600 to 1900 and their impact on world events	<ul style="list-style-type: none"> • Second Hundred Years War • American Revolution • French Revolution/Napoleonic Wars • Franco-Prussian War

WH.5.3 Describe the motives, major events, extent, and effects of European and American imperialism in Africa, Asia, and the Americas	<ul style="list-style-type: none"> • rise of capitalism • Opium Wars • Berlin Conference • Boer Wars
WH.5.4 Analyze causes and effects of Japan's development as an industrial, military, and imperial power	<ul style="list-style-type: none"> • isolationism • Meiji Restoration • Matthew Perry
Standard 6 – Conflict and Resolution Students analyze the causes, events, and consequences of major global events of the early 20 th century.	
Grade-Level Expectations	Examples
WH.6.1 Identify the key personalities and evaluate the origins, major events, technological advances, and peace settlements of World War I	<ul style="list-style-type: none"> • Alliance systems • Wilhelm II • Trench warfare • Fourteen Points
WH.6.2 Explain how art, literature, and intellectual thought that emerged in the postwar world reflect the societal changes and disillusionment brought about by World War I	<ul style="list-style-type: none"> • realism • existentialism • nihilism • women's suffrage
WH.6.3 Analyze the causes and consequences of the Russian Revolutions of 1917	<ul style="list-style-type: none"> • Lenin • Trotsky • Bolsheviks • Romanovs
WH.6.4 Explain the causes and consequences of the economic conditions of the 1920s and 1930s and how governments responded to worldwide economic depression	<ul style="list-style-type: none"> • hyperinflation • reparations and war debt • isolationism • overproduction
WH.6.5 Analyze the political conditions that led to the rise of totalitarianism in the Soviet Union, Germany, Italy, Japan, and Spain of the 1920s and early 1930s	<ul style="list-style-type: none"> • fascism • nazism • communism • militarism
WH.6.6 Explain the origins, key individuals, battles, and major events of World War II	

WH.6.7 Evaluate the political, social, and economic consequences of World War II	<ul style="list-style-type: none"> • Holocaust • war crimes trials • rise of superpowers (capitalism vs. communism) • division of Germany
Standard 7 – Global Challenges	
Students analyze major trends and events of global significance in the post-WWII era.	
Grade-Level Expectations	Examples
WH.7.1 Summarize the origins of the Cold War, including the major differences in the political ideologies and values of the Western democracies versus the Soviet Bloc	<ul style="list-style-type: none"> • Yalta and Potsdam Conferences • NATO vs. Warsaw Pact • Containment • Marshall Plan
WH.7.2 Describe the causes and effects of the Cold War crises and military conflicts on the world	<ul style="list-style-type: none"> • Berlin Crisis • Chinese Civil War • Korean War • Cuba
WH.7.3 Evaluate the changes that occurred in Asia, Africa, and the Middle East as a result of the end of colonial rule	<ul style="list-style-type: none"> • Indian independence (Gandhi) • Arab-Israeli conflict • Iranian Revolution • African independence movements (apartheid)
WH.7.4 Analyze the role of the United Nations, NATO, and other international organizations in the contemporary world	<ul style="list-style-type: none"> • peacekeeping missions • Bosnia • Persian Gulf Wars • economic development and sustainability
WH.7.5 Explain the causes and consequences of the breakup of the Soviet Union on the world	<ul style="list-style-type: none"> • Soviet invasion of Afghanistan • Reagan and the “Evil Empire” • Gorbachev • reunification of Germany
WH.7.6 Analyze terrorist movements in terms of their proliferation and political, economic, and social impact	<ul style="list-style-type: none"> • Irish Republican Army • Palestinian Liberation Organization • Al-Qaeda • Taliban