

# **Chariho Regional School District**

## **Social Studies Curriculum Grades K - 12**

June 19, 2007

**Chariho Regional School District  
Social Studies Curriculum  
Grades K – 12**

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# Social Studies Task Force

## Membership

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## **Epistemological Foundations**

The Chariho Regional School District believes that students learn best when they are actively engaged in and personally responsible for the learning process. Students need a safe and positive environment in which to talk purposefully about learning, to experience learning and to observe learning. Learning is enhanced when students have an interest in and choice about what they learn. Students should be engaged in meaningful learning experiences that match their developmental status.

New learning builds on previous knowledge through a process that is challenging and rigorous. That process must encourage students to problem-solve and to think originally, critically, and creatively. Thinking and problem-solving are closely linked to a demanding core of content knowledge. Learning is most quickly assimilated when connected to student goals, when students evaluate their own work and learning habits, and when instruction appeals to a variety of learning modalities and talents.

In an environment of high expectations, sustained and directed student effort and expert teaching practices determine the extent of learning. Our schools and district will organize to encourage and support both.

# **Social Studies Curriculum**

## **INTRODUCTION**

Social Studies is the systematic study of people and societies, past and present. It begins with self and family at the elementary level and progresses to nation and world at the middle and high school levels.

Firmly rooted in history and geography, social studies also integrates concepts from economics, civics, anthropology, psychology, sociology, and the humanities. Informed by national and local standards in the Social Studies areas, the goal of this Social Studies curriculum is to empower students to become inquirers and responsible thinkers. Students should see themselves as active participants in a diverse, democratic society and interdependent world.

## **District Mission**

The Chariho Regional School District is a partnership of students, staff, parents, and community whose mission is to provide all students with an outstanding education emphasizing high academic standards and the skills needed to become lifelong learners and productive citizens in a complex and changing society.

## **District Beliefs**

We believe that:

- High academic standards are the foundation of this school district;
- All students can learn;
- Well-rounded education is a shared responsibility of students, parents, school staff, and the entire community;
- Learning is a continuous, lifelong process;
- Students, staff and the community challenge themselves and one another to expect the best;
- All students, staff and community have unique talents and abilities that are to be acknowledged, encouraged and developed;
- Highly capable students must be engaged in rigorous and challenging academic experiences;
- Appropriate resources are necessary to support learning within and outside of our schools;
- Schools are safe, secure and nurturing environments;
- Program assessment is based on student learning measured against established standards;
- Everyone must be treated with respect;
- Schools prepare students to be creative thinkers, problem-solvers and effective communicators.

**Hallmarks of Excellence  
for  
Social Studies  
Desirable Features of the Curriculum**

**MORE**

- In-depth study of topics
- Opportunities for student choice
- Active learning
- Opportunities for interaction
- Integration with other disciplines
- Connections to real-life experiences and current issues
- Study of diverse cultures
- Authentic assessment
- Student responsibility for learning
- Mass media
- Primary Source documents

**LESS**

- Cursory coverage of content
- Directed study
- Memorization of isolated facts
- Lecture only
- Isolated study
- Textbook only study
- Focus on one dominant cultural perspective
- Assessments that test only factual knowledge
- Teacher-centered learning

## **Statement of Educational Goals for Social Studies**

Chariho Regional School District graduates will have demonstrated proficiency in the Social Studies standards. They will be able to apply a broad base of knowledge using the skills and tools of the social sciences to understand and solve political, social, and economic problems.

Chariho graduates will be critical thinkers who demonstrate strong cultural awareness and an understanding of the interrelationships among local, national, and global social structures. They will be strong communicators who can effectively present their ideas in a diverse and democratic culture. As life-long learners, they will continue to apply learned skills and concepts, promoting the values of our democratic society.



## **Content/Process Standards for Social Studies**

The Chariho Regional School District Social Studies Content Standards for grades K - 12 are:

National Standards for History (NHS)

SORICO for Social Studies (SS)

Rhode Island Grade Span Expectations for Government and Civics and Historical Perspectives (GSEs)

Webb's Depth of Knowledge (DOK) See Educator to Educator page

# Performance Standards by Grade Level K-4

**Standard: SS/1.0: The student knows and understands how people are affected by culture and cultural diversity.**

**GSEs: G&C -1; G&C-2; G&C-5; HP-3**

**Students will demonstrate the ability to:**

Kindergarten (Self)
<ul style="list-style-type: none"> <li>• Explore similarities and differences of students and how they live.</li> <li>• Identify important personal days such as birthdays.</li> <li>• Participate in cultural celebrations marking important events.</li> </ul>
Grade One (Family)
<ul style="list-style-type: none"> <li>• Participate in cultural celebrations marking important events, with an emphasis on literature, music, and art.</li> <li>• Describe the many groups to which the individual and family belong.</li> <li>• Explore similarities and differences of families and how they live.</li> </ul>
Grade Two (Neighborhoods)
<ul style="list-style-type: none"> <li>• Describe similarities and differences in the ways people function in homes, schools, and neighborhoods.</li> <li>• Participate in cultural celebrations marking important events, with an emphasis on literature, music, and art.</li> <li>• Explore similarities and differences of neighborhoods in different settings such as farms and cities.</li> </ul>
Grade Three (Communities)
<ul style="list-style-type: none"> <li>• Describe similarities and differences in the ways people function in their own community.</li> <li>• Participate in cultural celebrations marking important events, with an emphasis on literature, music, and art.</li> <li>• Identify ethnic groups of the community and understand the heritage, ethnic origins, customs, and traditions of these groups.</li> </ul>
Grade Four (Rhode Island)
<ul style="list-style-type: none"> <li>• Describe similarities and differences in the ways people live in Rhode Island.</li> <li>• Understand ethnic origins and identify ethnic groups of Rhode Island.</li> <li>• Participate in cultural celebrations marking important events in Rhode Island with an emphasis on literature , music, and art.</li> </ul>

**Standard: SS/2.0: The student knows and understands the ways people view themselves in and over time.**

**NHS 1; 2; 3; 5. GSEs: HP-1; 2; 3.**

**Students will demonstrate the ability to:**

<p>Kindergarten (Self)</p> <ul style="list-style-type: none"> <li>• Explain why selected holidays are important.</li> <li>• Explain the concepts of past, present, future, and long ago.</li> <li>• Compare and contrast different stories or accounts about self.</li> <li>• Organize events in temporal order using a calendar.</li> </ul>
<p>Grade One (Family)</p> <ul style="list-style-type: none"> <li>• Organize events in temporal order using a calendar.</li> <li>• Compare and contrast different stories or accounts about family using a variety of sources.</li> <li>• Present their family history, using stories, tools, photos, and artifacts.</li> </ul>
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> <li>• Describe the effects important inventions, events, and people have on neighborhoods over time.</li> <li>• Explain how heroes from long ago and the recent past have made a difference in people's lives.</li> <li>• Explain how their school has changed over time.</li> </ul>
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> <li>• Explain the history of the students' community.</li> <li>• Trace their community's history including its founders using a variety of sources.</li> <li>• Show how their community has changed over time.</li> </ul>
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> <li>• Explain the concept of generations.</li> <li>• Explain the history of Rhode Island past and present.</li> <li>• Use the Big 6 method to research historical places in Rhode Island such as the State House.</li> <li>• Compare and contrast the lives of Americans who influenced the development of Rhode Island.</li> </ul>

**Standard: SS/3.0: The student knows and understands the interrelationships among people, places and environments. NHS 1.**  
**GSEs: G&C 1; 2; 5; HP 3.**

**Students will demonstrate the ability to:**

<p>Kindergarten (Self)</p> <ul style="list-style-type: none"> <li>• Demonstrate near, far, behind, and in front. <ul style="list-style-type: none"> <li>• State the name of their community.</li> <li>• Demonstrate familiarity with the school's layout.</li> </ul> </li> </ul>
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<ul style="list-style-type: none"> <li>• Identify the seasons.</li> </ul>
<p>Grade One (Family)</p> <ul style="list-style-type: none"> <li>• Demonstrate that a globe is a model of the way the earth looks.</li> <li>• Recall the name of their state and locate it on a map.</li> <li>• Distinguish between land and water on maps and globes.</li> <li>• Locate where they live on a map and state their address.</li> <li>• Understand that there is more water than land on earth.</li> <li>• Demonstrate left and right.</li> <li>• Identify the words north, south, east, and west.</li> <li>• Identify climate and weather.</li> </ul>
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> <li>• Identify parts of maps and globes.</li> <li>• Name their country.</li> <li>• Recognize the cardinal directions.</li> <li>• Identify basic landforms.</li> <li>• Compare different neighborhoods to their own</li> <li>• Understand what makes up a neighborhood.</li> <li>• Read maps of a neighborhood.</li> <li>• Know geography of a neighborhood.</li> <li>• Construct neighborhood maps using various resources.</li> <li>• Know that a neighborhood is part of a community and know how to help take care of it.</li> </ul>
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> <li>• Estimate distance and calculate scales.</li> <li>• Locate various landforms and water forms in their community.</li> <li>• Demonstrate an understanding of relative location, direction, size and shape.</li> <li>• Understand the name of their continent and the four hemispheres.</li> <li>• Understand the location of the equator, prime meridian, and hemispheres.</li> <li>• Explain the parts of a map.</li> <li>• Demonstrate how to use globes, maps, photographs, charts, graphs, grids, and atlases.</li> <li>• Describe changes in seasons, climate, and weather and how they affect their community.</li> <li>• Read and make maps of the community.</li> </ul>



<ul style="list-style-type: none"> <li>• Know how a community relates to a state and country.</li> </ul>
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> <li>• Locate various landforms and bodies of water in Rhode Island.</li> <li>• Demonstrate how to use resources, such as maps, globes, graphs, grids, and charts, to obtain information.</li> <li>• Identify the 50 states and capitals.</li> <li>• Identify geographic boundaries in villages, towns, cities, and counties.</li> <li>• Estimate distances and calculate scales.</li> <li>• Locate rivers and their uses.</li> </ul>

**Standard: SS/4.0: The student knows and understands individual development, and social and cultural influences that shape personal identity. NHS 1; GSEs: G&C 1; 2; 5; HP 3.**

**Students will demonstrate the ability to:**

<p>Kindergarten (Self)</p> <ul style="list-style-type: none"> <li>• Explore factors that contribute to their own personal identity (interests).</li> <li>• Help others, take turns, and share.</li> <li>• Exhibit safety.</li> <li>• Understand days that are important to them, such as birthdays.</li> </ul>
<p>Grade One (Family)</p> <ul style="list-style-type: none"> <li>• Explain how families differ through traditions.</li> <li>• Describe their family and how they are alike or different from other families.</li> <li>• Understand the history of their family.</li> <li>• Define themselves through a family tree.</li> </ul>
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> <li>• Describe the makeup of different schools or neighborhoods and how they are constantly changing.</li> <li>• Compare how neighborhoods differ.</li> <li>• Explain various groups to which students belong.</li> <li>• Describe the characteristics of a neighborhood.</li> </ul>

**Standard: SS/5.0: The student knows and understands that interactions among individuals, groups, and institutions play an integral role in a person's life. GSEs: G&C 1; 2; 3; 4; 5.**



**Students will demonstrate the ability to:**

Kindergarten (Self)

- Respect others and their property.
- Cooperate with peers and adults.
- Work independently as well as in groups.

Grade One (Family)

- Understand the elements of fair play and good sportsmanship.
- Recognize problems people face and how they solve them.
- Understand rules and responsibilities of family.
- Understand how to work well with others.

Grade Two (Neighborhoods)

- Know who to go to for help.
- Understand the roles of leaders in school and at home.
- Identify roles of group situations (students, family members, peers).
- Explain conflict and resolutions among individuals and in groups.
- Work independently and cooperatively to accomplish goals.

Grade Three (Communities)

- Describe various groups of people that live together in communities.
- Understand various group influences in a community.
- Understand how groups work to meet community needs to promote the common good.
- Understand the responsibilities of community members.

Grade Four (Rhode Island)

- Understand the concept of social classes.
- Explore the interactions of individuals and social groups.

**Standard: SS/6.0: The student knows and understands how people create and change structures of power, authority, and governance. GSEs: G&C1; 2; 3.**

**Students will demonstrate the ability to:**

Kindergarten (Self)

- Show fairness and equality.
- Cooperate with others.



<ul style="list-style-type: none"> <li>• Respect the rights of others.</li> <li>• Use good manners.</li> </ul>
<p>Grade One (Family)</p> <ul style="list-style-type: none"> <li>• Identify authority figures within their family, community, and nation.</li> <li>• Play fairly.</li> <li>• Demonstrate good manners.</li> </ul>
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> <li>• Recognize the role of a governor, vice president, and president.</li> <li>• Explain the rights and responsibilities of individuals within a neighborhood.</li> <li>• Understand the responsibilities of living in a neighborhood.</li> <li>• Respect the rights and property of others.</li> <li>• Understand the concept of cooperation as it relates to the good of all.</li> </ul>
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> <li>• Explain the purpose of community governments.</li> <li>• Explain the rights and responsibilities of individuals.</li> <li>• Explain the purpose of government services in a community.</li> <li>• Recognize concepts such as fairness and equality.</li> <li>• Compare rules and laws.</li> <li>• Cite examples of local services provided for the common good.</li> </ul>
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> <li>• Make, apply and enforce rules.</li> <li>• Identify authority and the limits to their power.</li> <li>• Recognize, describe, and demonstrate leadership characteristics and fairness.</li> <li>• Identify the levels of local, state, and national government.</li> <li>• Identify the three branches of government, their roles and purposes.</li> <li>• Explain the US Constitution, the Bill of Rights, and the reasons they are important.</li> <li>• Identify representative leaders at all levels.</li> </ul>

**Standard: SS/7.0: The student knows and understands why and how people organize for the production, distribution, and consumption of goods and services. GSEs: G&C1; 5.**

**Students will demonstrate the ability to:**

Kindergarten (Self)
<ul style="list-style-type: none"><li>• Describe work, careers, or jobs that people do.</li><li>• Explain basic family needs such as food, clothing, and shelter.</li></ul>
Grade One (Family)
<ul style="list-style-type: none"><li>• Compare and contrast the basic needs of different families such as food, clothing, and shelter.</li><li>• Understand that families make choices about how to spend money.</li></ul>
Grade Two (Neighborhoods)
<ul style="list-style-type: none"><li>• Understand the common needs of all people in all neighborhoods.</li><li>• Understand that goods come from many sources.</li><li>• Understand taxes pay for community services.</li><li>• Explain the ways people earn a living in various neighborhoods.</li></ul>
Grade Three (Communities)
<ul style="list-style-type: none"><li>• Identify examples of private and public goods and services in a community.</li><li>• Understand the basic needs of a community and how they are met.</li><li>• Analyze the costs and benefits of making a purchase for both the community and its members.</li><li>• Identify examples of resources used in the production of products.</li><li>• Explore the role of money in everyday life.</li><li>• Give examples of buying, selling, and servicing.</li></ul>
Grade Four (Rhode Island)
<ul style="list-style-type: none"><li>• Discuss the economic growth of Rhode Island over time.</li><li>• Explain the economics of Rhode Island.</li><li>• Explain how people depend on their environment to earn a living.</li></ul>

**Standard: SS/8.0: The student knows and understands the relationship among science, technology, and society. NHT 3.**  
**GSEs: G&C3; 5. HP 2.**

**Students will demonstrate the ability to:**

Kindergarten (Self)
<ul style="list-style-type: none"><li>• Identify traffic symbols.</li><li>• Explain the concept of recycling and conserving in the classroom.</li></ul>





<p>Grade One (Family)</p> <ul style="list-style-type: none"> <li>• Identify ways to recycle and conserve in the classroom.</li> <li>• Identify ways technology has affected our lives.</li> </ul>
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> <li>• Understand the cause and effect of pollution and conservation.</li> <li>• Explain the ways in which transportation and communication have changed.</li> </ul>
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> <li>• Use the Big 6 method to research how inventions have changed the United States.</li> <li>• Identify ways technology has changed people and their communities.</li> <li>• Understand communication links, such as television, radio, newspaper, and telephone among communities.</li> </ul>
<p>Grade Four</p> <ul style="list-style-type: none"> <li>• Identify examples in which science and technology have had an impact on people's lives.</li> <li>• Identify examples in which science and technology have led to changes in the physical environment in Rhode Island.</li> <li>• Identify examples of laws and policies that govern scientific and technological applications such as Endangered Species Act and EPA.</li> </ul>

**Standard: Standard SS/9.0: The student knows and understands global connections and interdependence. GSEs: G&C 1; 2; 3; 5.**

**Students will demonstrate the ability to:**

<p>Kindergarten (Self)</p> <ul style="list-style-type: none"> <li>• Explore ways that language, art, and music may facilitate global understanding.</li> <li>• Explore cooperation among individuals.</li> </ul>
<p>Grade One (Family)</p> <ul style="list-style-type: none"> <li>• Demonstrate a commonality between their families and families throughout the world.</li> <li>• Explore ways that language, art, music, and other cultural elements may facilitate global understanding.</li> </ul>
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> <li>• Understand that goods come from near and far.</li> <li>• Provide examples of how other cultures celebrate.</li> </ul>

<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> <li>• Discuss how people in the community exchange products globally.</li> <li>• Discuss the concept of import and export.</li> <li>• Explore causes, consequences, and solutions to emerging global issues that affect the community, such as pollution.</li> </ul>
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> <li>• Explain how current events around the world affect their lives.</li> <li>• Locate where different nations are in the world.</li> <li>• Exploring current issues using a variety of print and non-print sources.</li> <li>• List and explain the pros and cons of personal and organizational decisions.</li> </ul>

**Standard: Standard SS/10.0: The student knows and understands the ideals, principles, and practices of citizenship in a democratic republic. GSEs: G&C 2; 3; 4.**

**Students will demonstrate the ability to:**

<p>Kindergarten (Self)</p> <ul style="list-style-type: none"> <li>• Follow rules and know the consequences of breaking them.</li> <li>• Accept responsibilities.</li> <li>• Recognize good behavior.</li> </ul>
<p>Grade One (Family)</p> <ul style="list-style-type: none"> <li>• Know why rules are important.</li> <li>• Follow directions.</li> <li>• Recite the “Pledge of Allegiance.”</li> <li>• Respect the rights and opinions of others.</li> <li>• Recognize how the common good can be strengthened through various forms of citizen action.</li> </ul>
<p>Grade Two (Neighborhoods)</p> <ul style="list-style-type: none"> <li>• Understand what rules and laws are and why they are important.</li> <li>• Be a good neighbor.</li> <li>• Sing “America.”</li> </ul>
<p>Grade Three (Communities)</p> <ul style="list-style-type: none"> <li>• Explain why all communities need a government with leaders, laws, and consequences.</li> <li>• Demonstrate the ability to work together.</li> </ul>



<ul style="list-style-type: none"> <li>• Understand the responsibilities of a citizen.</li> <li>• Explore the effectiveness of citizens in relation to making choices for the community by voting.</li> <li>• Explore democratic values through patriotism and symbols.</li> <li>• Discuss current events. (E1d)</li> <li>• Respect the rights and properties of others.</li> <li>• Follow rules and recognize the importance of rules.</li> </ul>
<p>Grade Four (Rhode Island)</p> <ul style="list-style-type: none"> <li>• Identify and explain the meaning of symbols used to depict American values.</li> <li>• Provide examples of the basic values and principles of American democracy.</li> <li>• Exhibit and explain what it means to be a responsible member of a group.</li> <li>• Exhibit respect for self and authority figures.</li> <li>• Demonstrate an understanding of others' points of view.</li> <li>• Provide examples of individuals' and groups' rights and responsibilities.</li> <li>• Demonstrate and explain how personal choices can affect rights, responsibilities, and privileges of self and others.</li> <li>• Work cooperatively in a group demonstrating individual/personal responsibility to complete a task.</li> <li>• Identify and explain conflicts and resolutions by the courts or other authorities.</li> <li>• Identify forms and levels of civic participation and how they affect the common good.</li> <li>• Engage in a variety of forms of participation and explain the purpose of each form.</li> <li>• Identify problems, plan and implement solutions, and evaluate the outcomes in the classroom, school, community, state, nation, and world.</li> </ul>

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# United States History Performance Indicators for Grade 5

## History Standards for Grade 5 United States

### Era 1 Three Worlds Meet (Beginnings to 1620)

**Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.**

**Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples.**

#### STANDARD 1

Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450.

##### Standard 1A

The student understands the patterns of change in indigenous societies in the Americas up to the Columbian voyages.

Therefore, the student is able to:

- Draw upon data provided by archaeologists and geologists to explain the origins and migration from Asia to the Americas and contrast them with Native Americans' own beliefs concerning their origins in the Americas. [Compare and contrast different sets of ideas]
- Trace the spread of human societies and the rise of diverse cultures from hunter-gatherers to urban dwellers in the Americas. [Reconstruct patterns of historical succession and duration]
- Explain the common elements of Native American societies such as gender roles, family organization, religion, and values and compare their diversity in languages, shelter, labor systems, political structures, and economic organization. [Analyze multiple causation]
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. DOK 2/3
- Identify and discuss factors that lead to the breakdown of order among societies. DOK 1, 2

- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. DOK1
- Use evidence to substantiate specific accounts of human activity. DOK 2/3
- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. DOK 2/3
- Identify sequential events, people, and societies that have shaped RI today. DOK1
- Compare and contrast the development of RI ethnic history to the nation's history. DOK 2/3
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. DOK 2
- Place key events and people of a particular historical era in chronological sequence. DOK1
- Summarize key events and explain the historical contexts of those events. DOK 2
- Identify the cultural influences that shape individuals and historical events. DOK 1

#### Standard 1B

The student understands changes in Western European societies in the age of exploration.

Therefore, the student is able to:

- Appraise aspects of European society, such as family organization, gender roles, property holding, education and literacy, linguistic diversity, and religion. [Identify historical antecedents]

#### Standard 1C

The student understands developments in Western African societies in the period of early contact with Europeans.

Therefore, the student is able to:

- Describe the physical geography of West and Central Africa and analyze its impact on settlement patterns, cultural traits, and trade. [Draw upon data in historical maps]

#### Standard 1D

The student understands the differences and similarities among Africans, Europeans, and Native Americans who converged in the western hemisphere after 1492.

Therefore, the student is able to:

- Compare political systems, including concepts of political authority, civic values, and the organization and practice of government. [Compare and contrast different political systems]



- Compare social organizations, including population levels, urbanization, family structure, and modes of communication. [Compare and contrast different social organizations]
- Compare economic systems, including systems of labor, trade, concepts of property, and exploitation of natural resources. [Compare and contrast different economic institutions]
- Compare dominant ideas and values including religious belief and practice, gender roles, and attitudes toward nature. [Compare and contrast the influence of ideas]
- Identify the basic functions of government. DOK 1
- List and define various forms of government (dictatorship, democracy, parliamentary, monarchy etc.). DOK 1
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. DOK 2/3
- Locate different nations in the world in relation to the U.S. DOK 1
- Identify the cultural influences that shape individuals and historical events. DOK 1
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. DOK1
- Use evidence to substantiate specific accounts of human activity. DOK 2/3
- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. DOK 2/3
- Identify sequential events, people, and societies that have shaped RI today. DOK1
- Compare and contrast the development of RI ethnic history to the nation's history. DOK 2/3
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. DOK 2
- Place key events and people of a particular historical era in chronological sequence. DOK1
- Summarize key events and explain the historical contexts of those events. DOK 2



## STANDARD 2

How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples

### Standard 2A

The student understands the stages of European oceanic and overland exploration, amid international rivalries, from the 9th to 17th centuries

Therefore, the student is able to:

- Trace routes taken by early explorers, from the 15th through the 17th century, around Africa, to the Americas, and across the Pacific. [Draw upon data in historical maps]
- Compare English, French, and Dutch motives for exploration with those of the Spanish. [Compare and contrast different sets of ideas]
- Evaluate the significance of Columbus' voyages and his interactions with indigenous peoples. [Assess the importance of the individual in history]
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. DOK 2/3
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. DOK1
- Use evidence to substantiate specific accounts of human activity. DOK 2/3
- Ask and answer historical questions, organizing information, and evaluating information in terms of relevance. DOK 2/3

### Standard 2B

The student understands the Spanish and Portuguese conquest of the Americas.

Therefore, the student is able to:

- Explain and evaluate the Spanish interactions with such people as Aztecs, Incas, and Pueblos. [Examine the influence of ideas]
- Compare their various motives for exploration and colonization. [Compare and contrast differing sets of ideas]



**History Standards for Grade 5  
United States**

**Era 2  
Colonization and Settlement (1585-1763)**

**Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean**

**Standard 2 : How political, religious, and social institutions emerged in the English colonies**

**Standard 3: How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas**

**STANDARD 1**

Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean

**Standard 1A**

The student understands how diverse immigrants affected the formation of European colonies.

Therefore, the student is able to:

- Analyze the religious, political, and economic motives of free immigrants from different parts of Europe who came to North America and the Caribbean. [Consider multiple causation]
- Explain why so many European indentured servants risked the hardships of bound labor overseas. [Consider multiple perspectives]
- Evaluate the opportunities for European immigrants, free and indentured, in North America and the Caribbean and the difficulties they encountered. [Compare competing historical narratives]
- Trace the arrival of Africans in the European colonies in the 17th century and the rapid increase of slave importation in the 18th century. [Reconstruct patterns of historical succession and duration]
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. DOK1
- Use evidence to substantiate specific accounts of human activity. DOK 2/3





- Ask and answer historical questions, organize information, and evaluate information in terms of relevance. DOK 2/3
- Explain how the similarities of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). DOK 2
- Explain how the differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). DOK 2
- Identify the cultural influences that shape individuals and historical events. DOK 1

#### Standard 1B

The student understands the European struggle for control of North America.

Therefore, the student is able to:

- Compare relationships between Native Americans and Spanish, English, French, and Dutch settlers. [Compare and contrast different sets of ideas]
- Compare how English settlers interacted with Native Americans in New England, mid-Atlantic, Chesapeake, and lower South colonies. [Consider multiple perspectives]
- Explain how various Native American societies changed as a result of the expanding European settlements and how they influenced European societies. [Examine the influence of ideas and interests]
- Explain Native American involvement in the colonial wars and evaluate the consequences for their societies. [Consider multiple perspectives]
- Locate where different nations are in the world in relation to the U.S. DOK 1
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. DOK1
- Use evidence to substantiate specific accounts of human activity. DOK 2/3
- Ask and answer historical questions, organizing information, and evaluating information in terms of relevance. DOK 2/3
- Identify sequential events, people, and societies that have shaped RI today. DOK1
- Compare and contrast the development of RI ethnic history to the nation's history. DOK 2/3
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. DOK 2



## STANDARD 2

How political, religious, and social institutions emerged in the English colonies.

### Standard 2A

The student understands the roots of representative government and how political rights were defined.

Therefore, the student is able to:

- Compare how early colonies were established and governed. [Compare and contrast differing sets of ideas]
- Explain the social, economic, and political tensions that led to violent conflicts between the colonists and their governments.
- Explain how the conflicts between legislative and executive branches contributed to the development of representative government. [Analyze cause-and-effect relationships]
- Explain how gender, property ownership, religion, and legal status affected political rights. [Analyze cause-and-effect relationships]
- Identify the basic functions of government. DOK 1
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. DOK 2
- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/leaders in the creation of government. DOK 1/2
- Identify, compare, and contrast different “political systems” (e.g., monarchy, parliamentary). DOK 2
- Identify and discuss factors that lead to the breakdown of order among societies. DOK 1
- Identify historical circumstances and current factors contributing to contemporary issues and problems. DOK 2
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. DOK 2/3

### Standard 2B

The student understands religious diversity in the colonies and how ideas about religious freedom evolved.

Therefore, the student is able to:

- Discuss religious groups in colonial America and the role of religion in their communities. [Consider multiple perspectives]
- Explain how Puritanism shaped New England communities and how it changed during the 17th century. [Compare and contrast differing sets of ideas]
- Explain the evolution of religious freedom in the English colonies. [Reconstruct patterns of historical succession and duration]

- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. DOK 2/3
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. DOK 2/3
- Identify sequential events, people, and societies that have shaped RI today. DOK1
- Compare and contrast the development of RI ethnic history to the nation's history. DOK 2/3
- Identify and describe how national and world events have impacted RI and how RI has impacted world events. DOK 2
- Identify historical circumstances and current factors contributing to contemporary issues and problems. DOK 2
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. DOK 2/3
- Explain how the similarities of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). DOK 2

#### Standard 2C

The student understands social and cultural change in British America.

Therefore, the student is able to:

- Explain how and why family and community life differed in various regions of colonial North America. [Consider multiple perspectives]
- Discuss women's property rights before and after marriage in the colonial period. [Interrogate historical data]
- Explain how Enlightenment ideas influenced American society. Include Benjamin Franklin's experiments with electricity, Thomas Paine's Common Sense, and Thomas Jefferson arguments for natural rights as the basis of all states, and that the violation of these rights negates the contract which binds a people to their rulers and that therefore there is an inherent "Right to Revolution." [Examine the influence of ideas]
- Explore the seeds of public education in the New England colonies and explain how literacy and education differed between New England and southern colonies. [Compare and contrast differing sets of ideas]
- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/leaders in the creation of government. DOK 1/2
- Identify sequential events, people, and societies that have shaped RI today. DOK1
- Identify historical circumstances and current factors contributing to contemporary issues and problems. DOK 2
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. DOK 2/3

### STANDARD 3

How the values and institutions of European economic life took root in the colonies, and how slavery reshaped European and African life in the Americas

#### Standard 3A

The student understands colonial economic life and labor systems in the Americas.

Therefore, the student is able to:

- Identify the major economic regions in the Americas and explain how labor systems shaped them. [Utilize visual and mathematical data]

#### Standard 3B

The student understands economic life and the development of labor systems in the English colonies.

Therefore, the student is able to:

- Explain how environmental and human factors accounted for differences in the economies that developed in the colonies of New England, mid-Atlantic, Chesapeake, and lower South. [Compare and contrast different sets of ideas]
- Identify how the early Navigation Acts affected economic life in the colonies. [Marshal evidence of antecedent circumstances]
- Compare the characteristics of free labor, indentured servitude, and chattel slavery. [Compare and contrast differing labor systems]
- Explain the shift from indentured servitude to chattel slavery in the southern colonies. [Challenge arguments of historical inevitability]

#### Standard 3C

The student understands African life under slavery.

Therefore, the student is able to:

- Analyze the forced relocation of Africans to the English colonies in North America and the Caribbean. [Appreciate historical perspectives]

**History Standards for Grade 5  
United States**

**Era 3  
Revolution and the New Nation (1754-1820s)**

**STANDARD 1 :**     **The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory**

**STANDARD 2:**     **The impact of the American Revolution on politics, economy, and society**

**STANDARD 3:**     **The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights**

**STANDARD 1**

The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory.

**Standard 1A**

The student understands the causes of the American Revolution.

Therefore, the student is able to:

- Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. [Marshal evidence of antecedent circumstances]
- Compare the arguments advanced by defenders and opponents of the new imperial policy on the traditional rights of English people and the legitimacy of asking the colonies to pay a share of the costs of empire. [Consider multiple perspectives]
- Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]
- Explain political, ideological, religious, and economic origins of the Revolution. [Analyze multiple causation]
- Cite examples of when major changes in governments have occurred. DOK 2



- Explain how the similarities of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). DOK 2
- Explain how the differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). DOK 2

#### Standard 1B

The student understands the principles articulated in the Declaration of Independence.

Therefore, the student is able to:

- Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. [Marshal evidence of antecedent circumstances]
- Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [Evaluate the influence of ideas]
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. DOK 2
- Use evidence/artifacts to support a hypothesis that explains how different influences could have led to different outcomes. DOK 2/3

#### Standard 1C

The student understands the factors affecting the course of the war and contributing to the American victory.

Therefore, the student is able to:

- Appraise George Washington's military and political leadership in conducting the Revolutionary War. [Assess the importance of the individual]
- Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. [Evaluate the influence of ideas]
- Analyze United States relationships with France, Holland, and Spain during the Revolution and the contributions of each European power to the American victory. [Analyze cause-and-effect relationships]
- Explain the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. [Consider multiple perspectives]
- Explain how the Americans won the war against superior British resources. [Analyze multiple causation]
- Explain the problems of financing the war and dealing with wartime inflation, hoarding, and profiteering. [Identify issues and problems in the past]



- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. DOK 2/3
- Identify historical circumstances and current factors contributing to contemporary issues and problems. DOK 2

## STANDARD 2

The impact of the American Revolution on politics, economy, and society

### Standard 2A

The student understands revolutionary government-making at national and state levels.

Therefore, the student is able to:

- Analyze the arguments over the Articles of Confederation. [Examine the influence of ideas]
- Assess the accomplishments and failures of the Continental Congress. [Compare and contrast differing sets of ideas]
- Assess the importance of the Northwest Ordinance. [Interrogate historical data]

### Standard 2B

The student understands the economic issues arising out of the Revolution.

Therefore, the student is able to:

- Analyze the factors that led to Shay's Rebellion. [Analyze multiple causation]
- Evaluate how the states and the Continental Congress dealt with the revolutionary war debt. [Utilize quantitative data]
- Explain how the Continental Congress and the states attempted to rebuild the economy by addressing issues banking, and taxation. [Formulate a position or course of action on an issue]

### Standard 2C

The student understands the Revolution's effects on different social groups.

Therefore, the student is able to:

- Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. [Consider multiple perspectives]



- Compare the revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. [Compare and contrast differing values, behaviors, and institutions]
- Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas]
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. DOK 2/3
- Identify sequential events, people, and societies that have shaped RI today. DOK1

### STANDARD 3

The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

#### Standard 3A

The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

Therefore, the student is able to:

- Explain the factors involved in calling the Constitutional Convention. [Analyze multiple causation]
- Explain the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution. [Examine the influence of ideas]
- Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. [Examine the influence of ideas]
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. DOK 2
- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/leaders in the creation of government. DOK 1/2
- Identifying and explain the function of the three branches (checks and balances). DOK 1
- Identify how power is divided and shared among the levels of the United States government (federalism). DOK 1
- Identify primary documents (e.g., Bill of Rights, U.S. Constitution) that reflect the underlying principles of the United States. DOK 2
- Exhibit and explain what it means to be a responsible citizen in the community DOK 2
- Define the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”. DOK 1





- Identify personal, economic, legal, and political rights in a democratic society. DOK 2
- Identify a citizen's responsibilities in a democratic society (personal, economic, legal, and civic). DOK 1
- Identify the conflicts between individual rights and the common good. DOK 1
- Identify and explaining specific ways rights may or may not be exercised (e.g., civil rights). DOK 2
- Recognize potential conflicts within or among groups, brainstorm possible solutions, and reach compromises. DOK 2/3
- Explain the judicial process (due process - local state, and federal). DOK1
- Explain how leaders are selected or elected (e.g., election process, appointment process, political parties, campaigns). DOK 1
- List the "labels" that individuals may give themselves within a political process. DOK 1

### Standard 3B

The student understands the guarantees of the Bill of Rights and its continuing significance.

Therefore, the student is able to:

- Analyze the significance of the Bill of Rights and its specific guarantees. [Examine the influence of ideas]
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. DOK 2
- Identify and describe the role of individuals (e.g., Thomas Jefferson, George Washington, Thomas Paine) as authority figures/ leaders in the creation of government. DOK 1/2
- Explain how a bill becomes a law. DOK 1/2
- Identify primary documents (e.g., *Bill of Rights*, *U.S. Constitution*) that reflect the underlying principles of the United States. DOK 2
- Identify the conflicts between individual rights and the common good. DOK 1
- Cite a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges. DOK 1
- Give examples that identify the effects of their personal consumer, environmental, communication, and eventual political choices. DOK 2
- Identify appropriate sources (e.g., historical maps, diaries, photographs) to answer historical questions. DOK1
- Identify sequential events, people, and societies that have shaped RI today. DOK1

### Standard 3D

The student understands the development of the first American party system.

Therefore, the student is able to:

- Compare the leaders and social and economic composition of each party. [Compare and contrast differing sets of ideas]
- Identify the basic functions of government. DOK 1
- List and define various forms of government (dictatorship, democracy, parliamentary, monarchy etc.). DOK 1
- Explore democratic values such as: respect, property, compromise, liberty, self-government, and self-determination. DOK 1/2
- Explain the judicial process (due process - local state, and federal). DOK 1
- Explain how leaders are selected or elected (e.g., election process, appointment process, political parties, campaigns) DOK 1
- Access a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom. DOK 3
- Describe the voting process for a local, state, or national election. DOK 1
- Engage in the political process (e.g. voting in school elections). DOK 2
- Demonstrate respect for the opinions of others (e.g., listen to and ask relevant questions, take turns, consider alternative perspectives). DOK 2
- Demonstrate the ability to compromise (e.g., offering solutions, persisting to resolve issues). DOK 2
- Take responsibility for one's own actions (anticipate and accept consequences). DOK 2
- Identify and access reliable sources to answer questions about current important issues (e.g. news media, children's news magazines). DOK 2

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# World History Performance Indicators for Grade 6

## History Standards for Grade 6 World History

### Era 1 The Beginnings of Human Society

**Standard 1: The biological and cultural processes that gave rise to the earliest human communities**

**Standard 2: The processes that led to the emergence of agricultural societies around the world**

#### STANDARD 1

The biological and cultural processes that gave rise to the earliest human communities

##### Standard 1A

The student understands early hominid development in Africa.

Therefore, the student is able to:

- Infer from archaeological evidence the characteristics of early African hunter-gatherer communities, including tool kits, shelter, diet, and use of fire. [Interrogate historical data]
- Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development. [Interrogate historical data]

#### STANDARD 2

The processes that led to the emergence of agricultural societies around the world

##### Standard 1B

The student understands how human communities populated the major regions of the world and adapted to a variety of environments.

Therefore, the student is able to:

- Analyze current and past theories regarding the emergence of Homo sapiens sapiens and the processes by which human ancestors migrated from Africa to the other major world regions. [Evaluate major debates among historians]
- Compare the way of life of hunter-gatherer communities in Africa, the Americas, and western Eurasia and explain how such communities in different parts of the world responded creatively to local environments. [Compare and contrast differing behaviors and institutions]
- Assess theories regarding the development of human language and its relationship to the development of culture. [Evaluate major debates among historians]
- Infer from archaeological evidence the characteristics of Cro-Magnon hunter-gatherer communities of western Eurasia including tool kits, shelter, clothing, ritual life, aesthetic values, relations between men and women, and trade among communities. [Analyze cause-and-effect relationships and multiple causation]
- Analyze possible links between environmental conditions associated with the last Ice Age and changes in the economy, culture, and organization of human communities. [Analyze cause-and-effect relationships and multiple causation]

#### Standard 2B

The student understands how agricultural societies developed around the world.

Therefore, the student is able to:

- Analyze differences between hunter-gatherer and agrarian communities in economy, social organization, and quality of living. [Compare and contrast differing behaviors and institutions]
- Assess archaeological evidence for long-distance trade in Southwest Asia. [Draw upon visual sources]

### **History Standards for Grade 6 World History**

#### **Era 2**

#### **Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE**

**Standard 1: The major characteristics of civilization and how civilizations emerged in Mesopotamia and Egypt.**

**Standard 2: How agrarian societies spread and new states emerged in the third and second millennia BCE**

**Standard 4: Major trends in Eurasia and Africa from 4000 to 1000 BCE**

**STANDARD 1**  
The major characteristics of civilization and how civilizations emerged in  
Mesopotamia and Egypt

**Standard 1A**

The student understands how Mesopotamia and Egypt became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.

Therefore, the student is able to:

- Analyze how the natural environments of the Tigris-Euphrates and Nile shaped the early development of civilization. [Compare and contrast differing sets of ideas]
- Compare the character of urban development in Mesopotamia and Egypt. [Compare and contrast differing values and institutions]
- Compare the forms of writing that developed in these civilizations and how written records shaped political, legal, religious, and cultural life. [Compare and contrast differing sets of ideas, values, and institutions]
- Identify and summarize the key stages of development of the rule of law, using various enduring documents. DOK 2 G&C 1-2
- Exhibit and explain what it means to be a responsible citizen in the community. DOK 2 G&C 2-2
- Define the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”. DOK 1 G&C 3-1
- Identify the conflicts between individual rights and the common good. DOK 1 G&C 3-1

**Standard 1B**

The student understands how commercial and cultural interactions contributed to change in the Tigris-Euphrates and Nile regions.

Therefore, the student is able to:

- Analyze the importance of trade in Mesopotamian civilization. [Interrogate historical data]
- Assess the importance of commercial, cultural, and political connections between Egypt and peoples of Nubia along the upper Nile. [Identify issues and problems in the past]
- Trace the network of trade routes. [Analyze cause-and-effect relationships]
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others DOK 2/3 G&C 5-1

## STANDARD 2

How agrarian societies spread and new states emerged in the third and second millennia BCE.

### Standard 2B

The student understands how new centers of agrarian society arose in the third and second millennia BCE.

Therefore, the student is able to:

- Analyze how an urban civilization emerged on Crete and evaluate its cultural achievements. [Marshal evidence of antecedent circumstances]

## STANDARD 4

Major trends in Eurasia and Africa from 4000 to 1000 BCE.

### Standard 4A

The student understands major trends in Eurasia and Africa from 4000 to 1000 BCE.

Therefore, the student is able to:

- Identify areas of Eurasia and Africa where cities and dense farming populations appeared between 4000 and 1000 BCE. [Analyze cause-and-effect relationships]
- Understand conditions under which civilizations developed in the Nile valley and the Eastern Mediterranean. [Draw comparisons across eras and regions]
- Explain why geographic, environmental and economic conditions favored hunter-gatherer, pastoral, and small-scale agricultural ways of life rather than urban civilization in many parts of the world. [Utilize mathematical and quantitative data]
- Describe fundamental inventions, discoveries, techniques, and institutions that appeared during this period. [Interrogate historical data]
- Describe how new ideas, products, techniques, and institutions spread from one region to another and analyze conditions under which peoples assimilated or rejected new things or adapted them to prevailing cultural traditions. [Analyze the importance of ideas]



**History Standards for Grade 6  
World History**

**Era 3**

**Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE**

**Standard 1: Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith**

**Standard 2: The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean 600-200 BCE**

**Standard 3: How major religions and large-scale empires arose in the Mediterranean basin, 500 BCE-300 CE**

**Standard 5: Major global trends from 1000 BCE-300 CE**

**STANDARD 1**

Innovation and change from 1000-600 BCD: horses, ships, iron, and monotheistic faith

**Standard 1A**

The student understands state-building, trade, and migrations that led to increasingly complex interrelations among peoples of the Mediterranean basin.

Therefore, the student is able to:

- Explain the fundamentals of iron-making technology and analyze the early significance of iron tools and weapons in the Mediterranean region. [Analyze cause-and-effect relationships]
- Describe the extent of the Assyrian and New Babylonian empires and assess the sources of their power and wealth. [Obtain historical data]
- Explain the patterns of Phoenician trade, political organization, and culture in the Mediterranean basin. [Reconstruct patterns of historical succession and duration]
- Describe the emergence of Greek city-states in the Aegean region and the political, social, and legal character of the polis. [Marshal evidence of antecedent circumstances]

- Analyze the factors that led Greeks to found colonies in the Mediterranean and Black Sea regions. [Analyze multiple causation]

#### Standard 1B

The student understands the emergence of Judaism.

Therefore, the student is able to:

- Explain the fundamental teachings and practices of Judaism. [Compare and contrast differing sets of ideas]

#### Standard 1C

The student understands how states developed in the upper Nile valley and Red Sea region and how iron technology contributed to the expansion of agricultural societies in Sub-Saharan Africa.

Therefore, the student is able to:

- Analyze the effects of Nile valley trade and the decline of the New Kingdom. [Analyze cause-and-effect relationships]
- Identify and discuss factors that lead to the breakdown of order among societies DOK 1, 2 G&C 5-2

### STANDARD 2

The emergence of Aegean civilization and how interrelations developed among peoples of the eastern Mediterranean, 600-200 BCE.

#### Standard 2A

The student understands the achievements and limitations of the democratic institutions that developed in Athens and other Aegean city-states.

Therefore, the student is able to:

- Compare Athenian democracy with the military aristocracy of Sparta. [Compare and contrast differing sets of ideas, values, and institutions]
- Explain hierarchical relationships within Greek society and analyze the civic, economic, and social tasks that men and women of different classes performed. [Appreciate historical perspectives]
- Describe the changing political institutions of Athens in the 6th and 5th centuries BCE and analyze the influence of political thought on public life. [Reconstruct patterns of historical succession and duration]
- Define the concepts: “civic”(adj.), “civics”(n), “civil,” and “citizen”. DOK 1 G&C 3-1
- Identify personal, economic, legal, and political rights in a democratic society. DOK 2 G&C 3-1





- Identify the conflicts between individual rights and the common good. DOK 1 G&C 3-1

#### Standard 2B

The student understands the major cultural achievements of Greek civilization.

Therefore, the student is able to:

- Identify the major characteristics of Hellenic architecture and sculpture and assess the ways in which architecture, sculpture, and painting expressed or influenced social values and attitudes. [Draw upon visual sources]
- Identify major Greek myths and dramas and assess how they reflected social values and attitudes. [Formulate historical questions]

#### Standard 2C

The student understands the development of the Persian (Achaemenid) empire and the consequences of its conflicts with the Greeks.

Therefore, the student is able to:

- Explain the founding, expansion, and political organization of the Persian empire. [Reconstruct patterns of historical succession and duration]
- Analyze the major events of the wars between Persia and the Greek city-states and the reasons why the Persians failed to conquer the Aegean region. [Analyze multiple causation]

#### Standard 2D

The student understands Alexander of Macedon's conquests and the interregional character of Hellenistic society and culture.

Therefore, the student is able to:

- Analyze the rise of Macedonia under Philip II and explain the campaigns and scope and success of Alexander's imperial conquests. [Reconstruct patterns of historical succession and duration]
- Assess Alexander's achievements as a military and political leader and analyze why the empire broke up into successor kingdoms. [Analyze cause-and-effect relationships]
- Evaluate major achievements of Hellenistic art, philosophy, science, and political thought. [Appreciate historical perspectives]

### STANDARD 3

How major religions and large-scale empires arose in the Mediterranean basin, 500 BCE-300 CE.

### Standard 3A

The student understands the causes and consequences of the unification of the Mediterranean basin under Roman rule.

Therefore, the student is able to

- Assess the contributions of the Etruscans and the western Greek colonies to the development of Roman society and culture. [Analyze multiple causation]
- Describe the political and social institutions of the Roman Republic and analyze why Rome was transformed from republic to empire. [Analyze cause-and-effect relationships]
- Analyze how Roman unity contributed to the growth of trade among the lands of the Mediterranean basin. [Interrogate historical data]
- Evaluate the major legal, artistic, architectural, technological, and literary achievements of the Romans and the influence of Hellenistic cultural traditions on Roman Europe. [Appreciate historical perspectives]
- Identify, describe, and explain how people are socially, technologically, geographically, economically, or culturally connected to others. DOK 2/3 G&C 5-1
- Cite a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges of an interconnected world. DOK 1 G&C 5-2
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. DOK 2/3 HP 1-2

### Standard 3B

The student understands the emergence of Christianity in the context of the Roman Empire.

Therefore, the student is able to:

- Describe the lives of Jesus and Paul and explain the fundamental teachings of Christianity. [Appreciate historical perspectives]
- Analyze how Christianity spread widely in the Roman Empire. [Analyze multiple causation]

## STANDARD 5

Major global trends from 1000 BCE-300 CE.

### Standard 5A

The student understands major global trends from 1000 BCE to 300 CE.

Therefore, the student is able to:

- Define the concept of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods. [Analyze the importance of ideas]
- Analyze the significance of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks in the development of large regional empires. [Interrogate historical data]
- Compare institutions of slavery or other forms of coerced labor the Greek city-states, and the Roman empire. [Draw comparisons across eras and regions]
- Explain the significance of Greek or Hellenistic ideas and cultural styles in the history of the Mediterranean basin. [Analyze the importance of ideas]
- Identify, compare, and contrast different “political systems” (e.g., monarchy, parliamentary). DOK 2 G&C 4-1

## **History Standards for Grade 6 World History**

### **Era 4**

#### **Expanding Zones of Exchange and Encounter, 300-1000 CE**

**Standard 1: Imperial crises and their aftermath, 300-700 CE**

**Standard 4: The search for political, social, and cultural redefinition in Europe, 500-1000 CE**

**Standard 7: Major global trends from 300-1000 CE**

### **STANDARD 1**

**Imperial crises and their aftermath, 300-700 CE.**

**Standard 1A**

The student understands the decline of the Roman empire.

Therefore, the student is able to:

- Analyze various causes that historians have proposed to account for the decline of Roman empire. [Evaluate major debates among historians]
- Trace the migrations and military movements of major pastoral nomadic groups into the Roman Empire. [Reconstruct patterns of historical succession and duration]
- Identify and discuss factors that lead to the breakdown of order among societies. DOK 1, 2 G&C 5-2

#### Standard 1B

The student understands the expansion of Christianity.

Therefore, the student is able to:

- Assess how Christianity won converts among culturally diverse peoples across wide areas. [Demonstrate and explain the influence of ideas]
- Analyze the spread of Christianity. [Analyze cause-and-effect relationships]
- Analyze the importance of monasticism in the growth of Christianity and the participation of both men and women in monastic life and missionary activity. [Compare and contrast differing values, behaviors, and institutions]
- Identify historical circumstances and current factors contributing to contemporary issues and problems. DOK 2 HP 3-1

### STANDARD 4

The search for political, social, and cultural redefinition in Europe, 500-1000 CE.

#### Standard 4A

The student understands the foundations of a new civilization in Western Christendom in the 500 years following the breakup of the western Roman Empire.

Therefore, the student is able to:

- Assess the importance of monasteries, convents, the Latin Church, and missionaries from Britain and Ireland in the Christianizing of western and central Europe. [Analyze cause-and-effect relationships]
- Analyze how the preservation of Greco-Roman and early Christian learning in monasteries and convents and in Charlemagne's royal court contributed to the emergence of European civilization. [Reconstruct patterns of historical succession and duration]
- Analyze the growth of papal power and the changing political relations between the popes and the secular rulers of Europe. [Identify issues and problems of the past]



#### Standard 4B

The student understands the coalescence of political and social order in Europe.

Therefore, the student is able to:

- Assess the impact of Norse (Viking) and Magyar migrations and invasions, as well as internal conflicts, on the emergence of independent lords and the knightly class. [Analyze cause-and-effect relationships]
- Assess changes in the legal, social, and economic status of peasants in the 9th and 10th centuries. [Interrogate historical data]
- Analyze the importance of monasteries and convents as centers of political power, economic productivity, and communal life. [Examine the influence of ideas]

### STANDARD 7

Major global trends from 300-1000 CE.

#### Standard 7A

The student understands major global trends from 300 to 1000 CE.

Therefore, the student is able to:

- Analyze factors contributing to the weakening of empires or civilized traditions in world history up to 1000 CE and compare causes of the decline or collapse of various empires. [Draw comparisons across eras and regions]
- Identify and discuss factors that lead to the breakdown of order among societies. DOK 1, 2 G&C 5-2

## History Standards for Grade 6 World History

### Era 5

**Intensified Hemispheric Interactions, 1000-1500 CE**

**Standard 2: The redefining of European society and culture, 1000-1300 CE**

**Standard 5: Patterns of crisis and recovery in Afro-Eurasia, 1300-1450 CE**

**Standard 7: Major global trends from 1000-1500 CE**

## STANDARD 2

The redefining of European society and culture, 1000-1300 CE.

### Standard 2A

The student understands feudalism and the growth of centralized monarchies and city-states in Europe.

Therefore, the student is able to:

- Describe feudal lordship and explain how feudal relationships provided a foundation of political order in parts of Europe. [Interrogate historical data]
- Describe manorialism and serfdom as institutions of medieval Europe and analyze how population growth and agricultural expansion affected the legal position and working lives of peasant men and women. [Appreciate historical perspective]
- Analyze how European monarchies expanded their power at the expense of feudal lords and assess the growth and limitations of representative institutions in these monarchies. [Analyze cause-and-effect relationships]
- Analyze the significance of developments in medieval English legal and constitutional practice and their importance for modern democratic thought and institutions. [Identify relevant historical antecedents]
- Explain the changing political relationship between the Catholic Church and secular states. [Analyze cause-and-effect relationships]
- Explain the importance of inheritance laws, arranged marriages, dowries, and family alliances for dynastic and aristocratic politics. [Formulate historical questions]
- Identify the basic functions of government. DOK 1 G&C 1-1
- List and define various forms of government (dictatorship, democracy, parliamentary, monarchy etc.). DOK 1 G&C 1-1

### Standard 2B

The student understands the expansion of Christian Europe after 1000.

Therefore, the student is able to:

- Analyze connections between population growth and increased agricultural production and technological innovation. [Analyze cause-and-effect relationships]
- Analyze the success of Christian states in overthrowing Muslim powers of central and southern Iberia. [Interrogate historical data]
- Analyze the causes and consequences of the European Crusades against Syria and Palestine. [Analyze cause-and-effect relationships]

- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions. DOK 2/3 HP 1-2

#### Standard 2C

The student understands the patterns of social change and cultural achievement in Europe's emerging civilizations.

Therefore, the student is able to:

- Analyze ways in which ideals of chivalry and courtly love affected feudal society. [Analyze cause-and-effect relationships]
- Analyze how the rise of schools and universities in Italy, France, and England contributed to literacy, learning, and scientific advancement. [Analyze cause-and-effect relationships]
- Evaluate major works of art, architecture, and literature and analyze how they shed light on values and attitudes in Christian society. [Draw upon visual sources]

### STANDARD 5

Patterns of crisis and recovery in Afro-Eurasia, 1300-1450

#### Standard 5A

The student understands the consequences of Black Death and recurring plague pandemic in the 14th century.

Therefore, the student is able to:

- Explain the origins and characteristics of the plague pandemic of the mid-14th century, and describe its spread across Eurasia and North Africa. [Reconstruct patterns of historical succession and duration]
- Analyze the demographic, economic, social, and political effects of the plague pandemic in Eurasia and North Africa in the second half of the 14th century. [Appreciate historical perspectives]

#### Standard 5B

The student understands transformations in Europe following the economic and demographic crises of the 14th century.

Therefore, the student is able to:

- Assess the effects of crises in the Catholic Church on its organization and prestige. [Analyze cause-and-effect relationships]
- Analyze causes and consequences of the Hundred Years War and repeated popular uprisings in Europe in the 14th century. [Analyze cause-and-effect relationships]



- Define humanism as it emerged in Italy in the 14th and 15th centuries and analyze how study of Greco-Roman antiquity and critical analysis of texts gave rise to new forms of literature, philosophy, and education. [Examine the influence of ideas]
- Evaluate the aesthetic and cultural significance of major changes in the techniques of painting, sculpture, and architecture. [Appreciate historical perspectives]
- Investigate and summarize historical data in order to draw connections between two events and to answer related historical questions DOK 2/3 HP 1-2
- Establish a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time. DOK 2 HP 2-3

#### STANDARD 7

Major global trends from 1000-1500 CE.

##### Standard 7A

The student understands major global trends from 1000 to 1500 CE.

Therefore, the student is able to:

- Describe the relation to causes and consequences of productive growth, commercialization, urbanization, and technological or scientific innovation in Europe. [Analyze cause-and-effect relationships]
- Identify similarities and differences in society, economy, and political organization of Europe. [Draw comparisons across eras and regions]
- Define “capitalism” and analyze the extent to which capitalistic institutions and productive methods were emerging in Europe. [Examine the influence of ideas]
- Cite a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges of an interconnected world. DOK 1 G&C 5-2

### History Standards for Grade 6 World History

#### Era 6

#### The Emergence of the First Global Age, 1450-1770

**Standard 3: How large territorial empires dominated much of Eurasia between the 16th and 18th centuries**



### STANDARD 3

How large territorial empires dominated much of Eurasia between the 16th and 18th centuries.

#### Standard 3B

The student understands how Southeast Europe and Southwest Asia became unified under the Ottoman Empire.

Therefore, the student is able to:

- Analyze how the capture of Constantinople and the destruction of the Byzantine empire contributed to the expansion of Ottoman power. [Hypothesize the influence of the past]
- Analyze reasons for Ottoman military successes against Persia, Egypt, North African states, and Christian European kingdoms. [Analyze cause-and-effect relationships]
- Analyze the political, institutional, and economic development of the empire in the context of its religious and ethnic diversity. [Analyze multiple causation]
- Evaluate the empire's artistic, architectural, and literary achievements. [Draw upon visual, literary, and musical sources]
- Identify and discuss factors that lead to the breakdown of order among societies. DOK 1, 2 G&C 5-2

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# World History Performance Indicators for Grade 7

## History Standards for Grade 7 World History

### Era 2

#### Early Civilizations and the Emergence of Pastoral Peoples, 4000-1000 BCE

**Standard 1:** The major characteristics of civilization and how civilizations emerged in the Indus valley

**Standard 2:** How agrarian societies spread and new states emerged in the third and second millennia BCE

**Standard 4:** Major trends in Asia from 4000 to 1000 BCE

### STANDARD 1

The major characteristics of a civilization and how a civilization emerged in the Indus valley

#### Standard 1A

The student understands how the Indus valley became centers of dense population, urbanization, and cultural innovation in the fourth and third millennia BCE.

Therefore, the student is able to:

- Analyze how the natural environments of the Indus valleys shaped the early development of civilization. [Compare and contrast differing sets of ideas]
- Compare the character of urban development in the Indus valley. [Compare and contrast differing values and institutions]
- Compare the forms of writing that developed in the civilization and how written records shaped political, legal, religious, and cultural life. [Compare and contrast differing sets of ideas, values, and institutions]

#### Standard 1B

The student understands how commercial and cultural interactions contributed to change in the Indus region.

Therefore, the student is able to:

- Trace the network of trade routes. [Analyze cause-and-effect relationships]

## STANDARD 2

How agrarian societies spread and new states emerged in the third and second millennia BCE.

### Standard 2A

The student understands how civilization emerged in northern China in the second millennium BCE.

Therefore, the student is able to:

- Describe the climate and geography of the Huang He (Yellow River) valley and the Indus valley. [Clarify information on the geographic setting]
- Infer from archaeological or written evidence the character of early Chinese urban societies. [Formulate historical questions]

### Standard 2B

The student understands how new centers of agrarian society arose in the third and second millennia BCE.

Therefore, the student is able to:

- Describe the development of plow technology and the emergence of new agrarian societies in Southwest Asia. [Analyze cause-and-effect relationships]

## STANDARD 4

Major trends in Eurasia and Africa from 4000 to 1000 BCE.

### Standard 4A

The student understands major trends in Asia from 4000 to 1000 BCE.

Therefore, the student is able to:

- Identify areas of Asia where cities and dense farming populations appeared between 4000 and 1000 BCE. [Analyze cause-and-effect relationships]
- Understand conditions under which civilizations developed in Southwest Asia, India and China. [Draw comparisons across eras and regions]

- Explain why geographic, environmental and economic conditions favored hunter-gatherer, pastoral, and small-scale agricultural ways of life rather than urban civilization in many parts of the world. [Utilize mathematical and quantitative data]
- Describe fundamental inventions, discoveries, techniques, and institutions that appeared during this period [Interrogate historical data]
- Describe how new ideas, products, techniques, and institutions spread from one region to another and analyze conditions under which peoples assimilated or rejected new things or adapted them to prevailing cultural traditions. [Analyze the importance of ideas]

## History Standards for Grade 7 World History

### Era 3

#### Classical Traditions, Major Religions, and Giant Empires, 1000 BCE-300 CE

**Standard 1: Innovation and change from 1000-600 BCE: horses, ships, iron, and monotheistic faith**

**Standard 3: How major religions and large-scale empires arose in China, and India, 500 BCE-300 CE**

**Standard 4: The development of early agrarian civilizations in Mesoamerica**

**Standard 5: Major global trends from 1000 BCE-300 CE**

### STANDARD 1

Innovation and change from 1000-600 BCD: horses, ships, iron, and monotheistic faith

#### Standard 1A

The student understands state-building, trade, and migrations that led to increasingly complex interrelations among peoples of Southwest Asia.

Therefore, the student is able to:

- Explain the fundamentals of iron-making technology and analyze the early significance of iron tools and weapons in Southwest Asia. [Analyze cause-and-effect relationships]

#### Standard 1D

The student understands how pastoral nomadic peoples of Central Asia began to play an important role in world history.

Therefore, the student is able to:

- Explain the relationship between the mastery of horse riding on the steppes and the development of pastoral nomadism and cavalry warfare. [Analyze cause-and-effect relationships]
- Infer from archaeological or other evidence basic characteristics of Scythian or Xiongnu society and culture. [Formulate historical questions]
- Analyze why relations between pastoral nomadic peoples of Central Asia and major agrarian states of Eurasia involved both conflict and economic interdependence. [Analyze cause-and-effect relationships]

### STANDARD 3

How major religions and large-scale empires arose China, and India, 500 BCE-300 CE.

#### Standard 3C

The student understands how China became unified under the early imperial dynasties.

Therefore, the student is able to:

- Assess the significance of the Zhou dynasty for the development of imperial rule and the concept of the Mandate of Heaven. [Analyze cause-and-effect relationships]
- Assess the policies and achievements of the Qin emperor Shi Huangdi in establishing a unified imperial realm. [Evaluate the implementation of a decision]
- Evaluate the literary, artistic, and technological achievements of the Han dynasty. [Appreciate historical perspectives]
- Analyze the importance of iron technology and family division of labor on the expansion of agriculture and the southeastward migration of Chinese farmers. [Analyze multiple causation]
- Analyze the commercial and cultural significance of the trans-Eurasian “silk roads” in the period of the Han and Roman empires. [Interrogate historical data]
- Describe the life of Confucius and explain comparatively the fundamental teachings of Confucianism and Daoism. [Compare and contrast differing sets of ideas]



- Compare and contrast different forms of government (eg., dictatorship, theocracy, republic, monarchy, anarchy). (G&C 1-1b)
- Define and identify the nature of authority and sources of power. (G&C 1-2c)

#### Standard 3D

The student understands religious and cultural developments in India in the era of the Gangetic states and the Mauryan Empire.

Therefore, the student is able to:

- Explain the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism. [Appreciate historical perspectives]
- Describe the life and teachings of the Buddha and explain ways in which those teachings were a response to the Brahmanic system. [Analyze cause-and-effect relationships]
- Evaluate the achievements of the emperor Ashoka and assess his contribution to the expansion of Buddhism in India. [Evaluate the implementation of a decision]
- Analyze how Buddhism spread in India, Ceylon, and Central Asia. [Analyze multiple causation]

### STANDARD 4

The development of early agrarian civilizations in Mesoamerica.

#### Standard 4A

The student understands the achievements of Olmec civilization.

Therefore, the student is able to:

- Analyze the relationship between maize cultivation and the development of complex societies in Mesoamerica. [Analyze cause-and-effect relationships]
- Interpret archaeological evidence for the development of Olmec civilization in the second and first millennia BCE. [Formulate historical questions]
- Evaluate major Olmec contributions to Mesoamerican civilization, including the calendar, glyphic writing, sculpture, and monumental building. [Appreciate historical perspectives]

**STANDARD 5**  
**Major global trends from 1000 BCE-300 CE.**

**Standard 5A**

The student understands major global trends from 1000 BCE to 300 CE.

Therefore, the student is able to:

- Define the concept of “classical civilizations” and assess the enduring importance of ideas, institutions, and art forms that emerged in the classical periods. [Analyze the importance of ideas]
- Analyze the significance of military power, state bureaucracy, legal codes, belief systems, written languages, and communications and trade networks in the development of large regional empires. [Interrogate historical data]
- Compare institutions of slavery or other forms of coerced labor in the Han empire and the Maurya empire. [Draw comparisons across eras and regions]
- Analyze ways in which trade networks, merchant communities, state power, tributary systems of production, and other factors contributed to the economic integration of large regions of Afro-Eurasia. [Employ quantitative analysis]

**History Standards for Grade 7**  
**World History**

**Era 4**

**Expanding Zones of Exchange and Encounter, 300-1000 CE**

**Standard 1: Imperial crises and their aftermath, 300-700 CE**

**Standard 2: Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries**

**Standard 3: Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE**

**Standard 6: The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE**

**Standard 7: Major global trends from 300-1000 CE**

STANDARD 1  
Imperial crises and their aftermath, 300-700 CE.

Standard 1A

The student understands the decline of the Han empire.

Therefore, the student is able to:

- Analyze various causes that historians have proposed to account for the decline of the Han empire. [Evaluate major debates among historians]
- Trace the migrations and military movements of major pastoral nomadic groups into China. [Reconstruct patterns of historical succession and duration]
- Compare the consequences of these movements in China [Analyze cause-and-effect relationships]

Standard 1B

The student understands the expansion of Buddhism beyond the lands of their origin.

Therefore, the student is able to:

- Assess how Buddhism won converts among culturally diverse peoples across wide areas of Afro-Eurasia. [Demonstrate and explain the influence of ideas]
- Analyze the spread of Buddhism in the context of change and crisis in the Roman and Han empires. [Analyze cause-and-effect relationships]
- Analyze the importance of monasticism in the growth of Buddhism and the participation of both men and women in monastic life and missionary activity. [Compare and contrast differing values, behaviors, and institutions]

Standard 1C

The student understands the synthesis of Hindu civilization in India in the era of the Gupta Empire.

Therefore, the student is able to:

- Describe fundamental features of the Hindu belief system as they emerged in the early first millennium CE. [Appreciate historical perspectives]
- Explain the rise of the Gupta Empire and analyze factors that contributed to the empire's stability and economic prosperity. [Analyze multiple causation]



- Analyze how Hinduism responded to the challenges of Buddhism and prevailed as the dominant faith in India. [Reconstruct patterns of historical succession and duration]
- Analyze the basis of social relationships in India and compare the social and legal position of women and men during the Gupta era. [Interrogate historical data]
- Evaluate Gupta achievements in art, literature, and mathematics. [Appreciate historical perspective]

#### Standard 1D

The student understands the expansion of Hindu and Buddhist traditions in Southeast Asia in the first millennium CE.

Therefore, the student is able to:

- Assess the relationship between long-distance trade of Indian and Malay peoples and the introduction of Hindu and Buddhist traditions in Southeast Asia. [Analyze cause-and-effect relationships]
- Explain the impact of Indian civilization on state-building in mainland Southeast Asia and the Indonesian archipelago. [Analyze cause-and-effect relationships]
- Evaluate monumental religious architecture exemplifying the spread of Buddhist and Hindu belief and practice in Southeast Asia. [Draw upon visual sources]
- Compare and contrast different forms of government (eg., dictatorship, theocracy, republic, monarchy, anarchy). (G&C 1-1b)
- Define and identify the nature of authority and sources of power. (G&C 1-2c)

### STANDARD 2

Causes and consequences of the rise of Islamic civilization in the 7th-10th centuries

#### Standard 2A

The student understands the emergence of Islam and how it spread in Southwest Asia, North Africa, and Europe.

Therefore, the student is able to:

- Describe the life of Muhammad, the development of the early Muslim community, and the basic teachings and practices of Islam. [Assess the importance of the individual]
- Analyze how Islam spread in Southwest Asia and the Mediterranean region. [Analyze the influence of ideas]
- Analyze Arab Muslim success in founding an empire stretching from western Europe to India and China and describe the diverse religious, cultural, and geographic factors that influenced the ability of the Muslim government to rule. [Analyze cause-and-effect relationships]



### Standard 2B

The student understands the significance of the Abbasid Caliphate as a center of cultural innovation and hub of interregional trade in the 8th-10th centuries.

Therefore, the student is able to:

- Analyze the sources and development of Islamic law and the influence of law and religious practice on such areas as family life, moral behavior, marriage, inheritance, and slavery. [Examine the influence of ideas]
- Describe the emergence of a center of Islamic civilization in Iberia and evaluate its economic and cultural achievements. [Appreciate historical perspectives]
- Evaluate Abbasid contributions to mathematics, science, medicine, literature, and the preservation of Greek learning. [Interrogate historical data]
- Define and identify the nature of authority and sources of power. (G&C 1-2c)

## STANDARD 3

Major developments in East Asia and Southeast Asia in the era of the Tang dynasty, 600-900 CE

### Standard 3A

The student understands China's sustained political and cultural expansion in the Tang period.

Therefore, the student is able to:

- Explain how relations between China and pastoral peoples of Inner Asia in the Tang period reflect long-term patterns of interaction along China's grassland frontier. [Explain historical continuity and change]
- Describe Tang imperial conquests in Southeast and Central Asia. [Reconstruct patterns of historical succession and duration]
- Describe the cosmopolitan diversity of peoples and religions in Chinese cities of the early- and mid-Tang period. [Appreciate historical perspectives]
- Assess explanations for the spread and power of Buddhism in Tang China, Korea, and Japan. [Analyze cause-and-effect relationships]
- Evaluate creative achievements in painting and poetry in relation to the values of Tang society. [Appreciate historical perspectives]

## STANDARD 6

The rise of centers of civilization in Mesoamerica and Andean South America in the first millennium CE

#### Standard 6A

The student understands the origins, expansion, and achievements of Maya civilization.

Therefore, the student is able to:

- Describe the natural environment of southern Mesoamerica and its relationship to the development of Maya urban society. [Analyze cause-and-effect relationships]
- Analyze the Maya system of agricultural production and trade and its relationship to the rise of city-states. [Analyze cause-and-effect relationships]
- Analyze how monumental architecture and other evidence portrays the lives of elite men and women. [Draw upon visual sources]
- Assess interpretations of how and why Maya civilization declined. [Evaluate major debates among historians]

#### STANDARD 7

Major global trends from 300-1000 CE.

#### Standard 7A

The student understands major global trends from 300 to 1000 CE.

Therefore, the student is able to:

- Analyze factors contributing to the weakening of empires or civilized traditions in world history up to 1000 CE and compare causes of the decline or collapse of various empires. [Draw comparisons across eras and regions]
- Describe maritime and overland trade routes linking regions. [Draw evidence from historical maps]
- Trace migrations of farming peoples to new regions. [Analyze cause-and-effect relationships]



**History Standards for Grade 7  
World History**

**Era 5  
Intensified Hemispheric Interactions, 1000-1500 CE**

**Standard 1: The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion**

**Standard 3: The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350**

**Standard 6: The expansion of states and civilizations in the Americas, 1000-1500**

**Standard 7: Major global trends from 1000-1500 CE**

**STANDARD 1**

The maturing of an interregional system of communication, trade, and cultural exchange in an era of Chinese economic power and Islamic expansion

**Standard 1A**

The student understands China's extensive urbanization and commercial expansion between the 10th and 13th centuries.

Therefore, the student is able to:

- Explain the major dynastic transitions in China and how Confucianism changed. [Analyze cause-and-effect relationships]
- Analyze how improved agricultural production, population growth, urbanization, and commercialization were interconnected. [Analyze multiple causation]
- Identify major technological and scientific innovations and analyze their effects on Chinese life. [Examine the influence of ideas]
- Analyze the expansion of China's external trade with peoples of Southeast Asia and the lands rimming the Indian Ocean. [Analyze cause-and-effect relationships]
- Analyze the growth of an economically powerful merchant class in China. [Formulate historical questions]

### STANDARD 3

The rise of the Mongol empire and its consequences for Eurasian peoples, 1200-1350.

#### Standard 3A

The student understands the world-historical significance of the Mongol empire.

Therefore, the student is able to:

- Assess the career of Chinggis Khan as a conqueror and military innovator in the context of Mongol society. [Assess the importance of the individual]
- Describe the Mongol conquests of 1206-1279 and assess their effects on peoples of China, Southeast Asia, Russia, and Southwest Asia. [Analyze cause-and-effect relationships]

#### Standard 3B

The student understands the significance of Mongol rule in China, Korea, Russia, and Southwest Asia.

Therefore, the student is able to:

- Analyze how Mongol rule affected economy, society, and culture in China and Korea. [Analyze cause-and-effect relationships]

### STANDARD 6

The expansion of states and civilizations in the Americas, 1000-1500.

#### Standard 6A

The student understands the development of complex societies and states in North America and Mesoamerica.

Therefore, the student is able to:

- Explain major characteristics of Toltecs, Anasazi, Pueblo, and North American mound-building peoples. [Compare and contrast differing values and institutions]
- Analyze how the Aztec empire arose in the 14th and 15th centuries and explain major aspects of Aztec government, society, religion, and culture. [Interrogate historical data]
- Analyze patterns of long-distance trade centered in Mesoamerica. [Formulate historical questions]

#### Standard 6B

The student understands the development of the Inca empire in Andean South America.

Therefore, the student is able to:

- Analyze Inca expansion and methods of imperial unification. [Appreciate historical perspectives]
- Explain Inca social, political, religious, and economic institutions. [Interrogate historical data]
- Compare the government, economy, religion, and social organization of the Aztec and Inca empires. [Compare and contrast differing values and institutions]
- Compare and contrast different forms of government (eg., dictatorship, theocracy, republic, monarchy, anarchy). (G&C 1-1b)

#### STANDARD 7

Major global trends from 1000-1500 CE.

#### Standard 7A

The student understands major global trends from 1000 to 1500 CE.

Therefore, the student is able to:

- Trace major migratory and military movements of pastoral peoples of Asia and analyze the consequences of these movements for agrarian states and societies. [Clarify information on the geographic setting]
- Describe the relation to causes and consequences of productive growth, commercialization, urbanization, and technological or scientific innovation in China. [Analyze cause-and-effect relationships]
- Account for the continuing spread of Islam and explain the importance of Muslims and Muslim civilization in mediating long-distance commercial, cultural, and intellectual exchange. [Examine the influence of ideas]
- Explain why new ports, manufacturing centers, merchant communities, and long-distance trade routes emerged during this period in the region of the “Southern Seas” stretching from the Arabian Sea to the coasts of China. [Analyze cause-and-effect relationships]
- Compare the Inca or Aztec empires with empires of Afro-Eurasia in relation to political institutions, warfare, social organization, and cultural achievements. [Draw comparisons across eras and regions]



**History Standards for Grade 7  
World History**

**Era 6  
The Emergence of the First Global Age, 1450-1770**

**Standard 2: How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750**

**Standard 6: Major global trends from 1450 to 1770**

**STANDARD 2**

How European society experienced political, economic, and cultural transformations in an age of global intercommunication, 1450-1750.

**Standard 2A**

The student understands demographic, economic, and social trends in Europe.

Therefore, the student is able to:

- Describe characteristics of the family and peasant society in early modern Europe and explain changes in institutions of serfdom in eastern and western Europe. [Analyze cause-and-effect relationships]
- Analyze the social and economic consequences of population growth and urbanization in Europe from the 15th to the 18th centuries. [Utilize visual and mathematical data]

**Standard 2B**

The student understands the Renaissance, Reformation, and Catholic Reformation.

Therefore, the student is able to:

- Analyze the social and intellectual significance of the technological innovation of printing with movable type. [Demonstrate and explain the influence of ideas]
- Explain connections between the Italian Renaissance and the development of humanist ideas in Europe north of the Alps. [Compare and contrast differing sets of ideas and values]

- Evaluate major achievements in literature, music, painting, sculpture, and architecture in 16th-century Europe. [Draw upon visual data and literary sources]
- Explain discontent among Europeans with the late medieval Church and analyze the beliefs and ideas of the leading Protestant reformers. [Marshal evidence of antecedent circumstances]
- Explain the aims and policies of the Catholic Reformation and assess the impact of religious reforms and divisions on European cultural values, family life, convent communities, and men's and women's education. [Analyze cause-and-effect relationships]

#### Standard 2D

The student understands how the Scientific Revolution contributed to transformations in European society.

Therefore, the student is able to:

- Explain connections between the Scientific Revolution and its antecedents such as Greek rationalism, medieval theology, Muslim science, Renaissance humanism, and new global knowledge. [Marshal evidence of antecedent circumstances]
- Explain the cultural, religious, and scientific impact of astronomical discoveries and innovations from Copernicus to Newton. [Examine the influence of ideas]
- Analyze the importance of discoveries in mathematics, physics, biology, and chemistry for European society. [Employ quantitative analysis]
- Explain the development and significance of the “scientific method.” [Examine the influence of ideas]

#### Standard 2E

The student understands the significance of the Enlightenment in European and world history.

Therefore, the student is able to:

- Explain connections between the Enlightenment and its antecedents such as Roman republicanism, the Renaissance, and the Scientific Revolution. [Marshal evidence of antecedent circumstances]
- Explain principal ideas of the Enlightenment, including rationalism, secularism, progress, toleration, empiricism, natural rights, contractual government, and new theories of education. [Examine the influence of ideas]
- Assess the impact of Enlightenment ideas on the development of modern nationalism and democratic thought and institutions. [Hypothesize the influence of the past]
- Describe ways in which Enlightenment thought contributed to reform of church and state and assess the reform programs of absolutist monarchs of Central Europe and Russia. [Analyze cause-and-effect relationships]





- Identify and explain the origins and basic functions of government. (G&C 1-1a)

## STANDARD 6

Major global trends from 1450-1770.

### Standard 6A

The student understands major global trends from 1450 to 1770.

Therefore, the student is able to:

- Describe major shifts in world demography and urbanization in this era and analyze reasons for these changes. [Utilize visual and mathematical data]
- Analyze ways in which expanding capitalistic enterprise and commercialization affected relations among states and contributed to changing class and race relations. [Analyze cause-and-effect relationships]
- Assess how the acceleration of scientific and technological innovations in this era affected social, economic, and cultural life in various parts of the world. [Analyze cause-and-effect relationships]

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# **United States History Performance Indicators for Grade 8**

## **History Standards for Grade 8 United States**

### **Review of Era 1**

#### **Three Worlds Meet (Beginnings to 1620)**

**Standard 1: Comparative characteristics of societies in the Americas, Western Europe, and Western Africa that increasingly interacted after 1450**

**Standard 2: How early European exploration and colonization resulted in cultural and ecological interactions among previously unconnected peoples**

### **Review of Era 2 Colonization and Settlement (1585-1763)**

**Standard 1: Why the Americas attracted Europeans, why they brought enslaved Africans to their colonies, and how Europeans struggled for control of North America and the Caribbean**

**Standard 2: How political, religious, and social institutions emerged in the English colonies**

### **Era 3 Revolution and the New Nation (1754-1820s)**

**Standard 1: The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory**

**Standard 2: The impact of the American Revolution on politics, economy, and society**



**Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights**

**STANDARD 1**

The causes of the American Revolution, the ideas and interests involved in forging the revolutionary movement, and the reasons for the American victory

**Standard 1A**

The student understands the causes of the American Revolution.

Therefore, the student is able to:

- Explain the consequences of the Seven Years War and the overhaul of English imperial policy following the Treaty of Paris in 1763. [Marshal evidence of antecedent circumstances]
- Reconstruct the chronology of the critical events leading to the outbreak of armed conflict between the American colonies and England. [Establish temporal order]
- Analyze political, ideological, religious, and economic origins of the Revolution. [Analyze multiple causation]
- Explain what happens when political structures do or do not meet the needs of people. DOK 2 (G&C 1:1c)
- Identify and discuss factors that lead to the breakdown of order among societies and the resulting consequences. DOK 1/ 2 (G&C 5-2 a)

**Standard 1B**

The student understands the principles articulated in the Declaration of Independence.

Therefore, the student is able to:

- Explain the major ideas expressed in the Declaration of Independence and their intellectual origins. [Marshal evidence of antecedent circumstances]
- Demonstrate the fundamental contradictions between the ideals expressed in the Declaration of Independence and the realities of chattel slavery. [Consider multiple perspectives]
- Explain how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy. [Evaluate the influence of ideas]
- Identify and explain the origins and basic functions of government. DOK 2 (G&C 1:1 a)

- Compare and contrast the key stages of development of the rule of law, as presented in various enduring documents. DOK 2 (G&C 1-2 a)

#### Standard 1C

The student understands the factors affecting the course of the war and contributing to the American victory.

Therefore, the student is able to:

- Compare and explain the different roles and perspectives in the war of men and women, including white settlers, free and enslaved African Americans, and Native Americans. [Evaluate the influence of ideas]
- Explain how the Americans won the war against superior British resources. [Analyze multiple causation]
- Explain and discuss United States relationships with France, Holland, and Spain during the Revolution and the contributions of each European power to the American victory. [Analyze cause-and-effect relationships]
- Explain and discuss the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. [Consider multiple perspectives]
- Consider competing interests on issues that benefit some people and cause other people to suffer (e.g. slavery, whaling, oil exploration). DOK 2 (G&C 5-2 b)

### STANDARD 2

The impact of the American Revolution on politics, economy, and society.

#### Standard 2A

The student understands revolutionary government-making at national and state levels.

Therefore, the student is able to:

- Analyze the arguments over the Articles of Confederation. [Examine the influence of ideas]
- Assess the accomplishments and failures of the Continental Congress. [Compare and contrast differing sets of ideas]
- Assess the importance of the Northwest Ordinance. [Interrogate historical data]

#### Standard 2B

The student understands the economic issues arising out of the Revolution.

Therefore, the student is able to:

- Evaluate how the states and the Continental Congress dealt with the revolutionary war debt. [Utilize quantitative data]
- Analyze the factors that led to Shay's Rebellion. [Analyze multiple causation]
- Explain the dispute over the western lands and evaluate how it was resolved. [Draw upon data in historical maps]
- Explain how geography and economics influence the structure of government. DOK 2 (G&C 1-1 d)

#### Standard 2C

The student understands the Revolution's effects on different social groups.

Therefore, the student is able to:

- Compare the reasons why many white men and women and most African American and Native Americans remained loyal to the British. [Consider multiple perspectives]
- Compare the revolutionary goals of different groups—for example, rural farmers and urban craftsmen, northern merchants and southern planters—and how the Revolution altered social, political, and economic relations among them. [Compare and contrast differing values, behaviors, and institutions]
- Explain the revolutionary hopes of enslaved and free African Americans and the gradual abolition of slavery in the northern states. [Examine the influence of ideas]
- Analyze the ideas put forth arguing for new women's roles and rights and explain the customs of the 18th century that limited women's aspirations and achievements. [Examine the influence of ideas]

### STANDARD 3

The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights.

#### Standard 3A

The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

Therefore, the student is able to:

- Analyze the factors involved in calling the Constitutional Convention. [Analyze multiple causation]
- Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. [Examine the influence of ideas]

- Analyze the features of the Constitution which have made this the most enduring and widely imitated written constitution in world history. [Examine the influence of ideas]
- Explain why the rule of law is necessary to the role of government (e.g. debate/Robert's Rules of Order). DOK 2 (G&C 1-2 b)
- Define and identify the nature of authority and sources of power DOK1. (G&C 1-2 c)
- Identify the functions of the three branches of government; and analyze and describe the interrelationship among the branches (checks and balances/ cause and effect). DOK 2/3 (G&C 2-1 a)
- Explain how and why power is divided and shared among the levels of government (federalism). DOK 2 (G&C 2-1 b)
- Trace the process of how an idea transforms into a bill and then becomes a law. DOK 2 (G&C 2-1 c)
- Explain how leaders are selected or elected (election process, public agenda, special interest groups, and media DOK 1 (G&C 4-1 a)
- Describe how and why individuals identify themselves politically. DOK 2 (G&C 4-1 b)
- Evaluate the strengths and weaknesses of various political systems. DOK 3 (G&C 4-1 c)
- Examine how elections can be vehicles of change. DOK 2 (G&C 4-1 d)
- Recognize multiple perspectives on historical or current controversial issues. (G&C 4-1 e)
- Engage in the political process (e.g. mock elections). DOK 2 ( G&C 4-2 c)
- Identify appropriate sources and using evidence to substantiate specific accounts of human activity. DOK 2 (HP1-1 a)
- Draw inferences about Rhode Island History in the larger context of history. DOK 3 (HP 1-1 b)
- Identify and evaluate sources of information, asking historical questions, categorizing the information, and evaluating information in terms of relevance and completeness. DOK 3 (HP 1-1 c)

### Standard 3B

The student understands the guarantees of the Bill of Rights and its continuing significance.

Therefore, the student is able to:

- Evaluate the arguments over the necessity of a Bill of Rights and explain Madison's role in securing its adoption by the First Congress. [Assess the importance of the individual]
- Analyze the significance of the Bill of Rights and its specific guarantees. [Examine the influence of ideas]
- Use a variety of sources to identify and defend a position on a democratic principle (e.g. individual rights). DOK 3/4 (G&C 2-2 b)
- Exhibit and explain what it means to be a responsible citizen in the state and nation. DOK 2 (G&C 2-2 c)
- Define and apply the concepts: "civic" (adj.), "civics" (n), "civil," "citizen," and "rights". DOK 1/ 2 (G&C 3-1 a).



- Evaluate, take, and defend a position on issues involving individual rights (personal, economic, legal, or political rights reflected in the Bill of Rights). DOK 3 (G&C 3-1 b)
- Analyze, take and defend a position on an issue involving civic responsibilities (personal, economic, legal or political rights). DOK 3 (G&C 3-1c)
- Provide examples that reflect conflicts between individual rights and the common good, within the context of civic responsibility DOK 2 (G&C 3-1 d)
- Identify an issue, propose solutions, and develop an action plan to resolve and issue. DOK 3 (G&C 3-2a)
- Identify and explain how an action taken by an individual or a group impacts the rights of others. DOK 2 (G&C 3-2 b)
- Identify the impact of a historic court case. DOK 2/3 (G&C 3-2c)
- Express and defend an informed opinion and present their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech). DOK 3 (G&C 4-2a)
- Describe his/her role and impact in the voting process. DOK 1 (G&C 4-2 b)
- Demonstrate an understanding and empathy for the opinions of others (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias). DOK 3 (G&C 4-3 a)
- Demonstrate the ability to compromise (e.g., offering solutions, persisting to resolve issues). (G&C 4-3 b)
- Recognize the cause and effect of taking an action. (G&C 4-3 c)
- Utilize a variety of reliable sources to develop an informed opinion. DOK 3 (G&C 4-3 d)
- Make predictions as to the effects of their personal consumer, environmental, communication, and eventual political choices. DOK 2 (G&C 5-3a)
- Summarize a significant situation or event and the response (if appropriate), and then proposing and defending actions to be taken or not taken. DOK 2/3 (G&C 5-2 b)

### Standard 3C

The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.

Therefore, the student is able to:

- Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. [Assess the importance of the individual]
- Identify the impact of a historic court case. DOK 2/3 (G&C 3-2c)

### Standard 3D

The student understands the development of the first American party system.

Therefore, the student is able to:

- Compare the leaders and social and economic composition of each party. [Compare and contrast differing sets of ideas]
- Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s. [Compare and contrast differing sets of ideas]
- Describe and discuss the influence of the French Revolution on American politics. [Analyze cause-and-effect relationships]
- Explain how democratic values are reflected in enduring documents, political speeches (discourse) and group actions. DOK 2/3 (G&C 2-2 a)
- Use a variety of sources to identify and defend a position on a democratic principle (e.g. individual rights). DOK 3/4 (G&C 2-2 b)
- Make predictions as to the effects of his/her personal consumer, environmental, communication, and eventual political choices. DOK 2 (G&C 5-3a)
- Identify, describe, and explain how people are politically, environmentally, militarily, and (or) diplomatically connected. DOK 2 (G&C 5-1 b)

## **History Standards for Grade 8 United States**

### **Era 4 Expansion and Reform (1801-1861)**

**Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans**

**Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions**

**Standard 3: The extension, restriction, and reorganization of political democracy after 1800**

**Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period**



## STANDARD 1

United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

### Standard 1A

The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

Therefore, the student is able to:

- Analyze Napoleon's reasons for selling Louisiana to the United States. [Draw upon the data in historical maps]
- Compare the arguments advanced by Democratic Republicans and Federalists regarding the acquisition of Louisiana. [Compare and contrast differing sets of ideas]
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Compare and contrast differing sets of ideas]
- Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. [Consider multiple perspectives]
- Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations. [Reconstruct patterns of historical succession and duration]
- Consider competing interests on issues that benefit some people and cause other people to suffer (e.g. slavery, whaling, oil exploration). DOK 2 (G&C 5-2 b)
- Trace and explain social, technological, geographical, economical, and cultural connections for a given society of people. DOK 3 (G&C 5-1a)
- Identify, describe, and explain how people are politically, environmentally, militarily, and (or) diplomatically connected. DOK 2 (G&C 5-1 b)

### Standard 1B

The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Therefore, the student is able to:

- Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era. [Compare and contrast differing sets of ideas]
- Compare federal and state Indian policy and explain Whig opposition to the removal of Native Americans. [Consider multiple perspectives]

- Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole. [Appreciate historical perspectives]
- Investigate the impact of trans-Mississippi expansion on Native Americans. [Analyze cause-and-effect relationships]
- Explain and evaluate the various strategies of Native Americans such as accommodation, revitalization, and resistance. [Compare and contrast differing sets of ideas]
- Consider competing interests on issues that benefit some people and cause other people to suffer (e.g. slavery, whaling, oil exploration). DOK 2 (G&C 5-2 b)

#### Standard 1C

The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Therefore, the student is able to:

- Explain the economic, political, racial, and religious roots of Manifest Destiny and describe how the concept influenced the westward expansion of the nation. [Examine the influence of ideas]
- Explain the diplomatic and political developments that led to the resolution of conflicts with Britain and Russia in the period 1815-1850. [Formulate a position or course of action on an issue]
- Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. [Challenge arguments of historical inevitability]
- Explain the causes of the Texas War for Independence and the Mexican-American War and evaluate the provisions and consequences of the Treaty of Guadalupe Hidalgo. [Analyze multiple causation]

### STANDARD 2

How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

#### Standard 2A

The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

Therefore, the student is able to:

- Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment. [Analyze cause-and-effect relationships]

- Evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements. [Examine the influence of ideas]
- Analyze how the factory system affected gender roles and changed the lives of men, women, and children. [Analyze cause-and-effect relationships]
- Evaluate the factory system from the perspectives of owners and workers and assess its impact on the rise of the labor movement in the antebellum period. [Consider multiple perspectives]
- Determine the cause(s) and effect(s) of specific historical events that impact RI today. DOK 2 (HP2-1 a)
- Analyze and evaluate how national and work events have impacted RI and how RI has impacted worked events. DOK 3/4 (HP 2-1 c)
- Investigate and analyze historical and visual data in order to draw connections between a series of events, developing an historical thesis. DOK 3/4 (HP 1-2 a)
- Develop, expand, and support an historical thesis based on a series of events. DOK 3, 4 (HP 1-2 b)
- Establish a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time and to construct an historical narrative. DOK 3 (HP 2-3 a)

#### Standard 2B

The student understands the first era of American urbanization.

Therefore, the student is able to:

- Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities. [Explain historical continuity and change]
- Analyze how rapid urbanization, immigration, and industrialization affected the social fabric of early 19th-century cities. [Analyze cause-and-effect relationships]
- Explain the growth of free African American communities in the cities and account for the rise of racial hostility. [Examine the influence of ideas]
- Compare popular and high culture in the growing cities. [Compare and contrast differing sets of ideas]
- Analyze the impact of RI's ethnic development on local, states and national history. DOK 3 (HP 2-1 b)
- Identify key events and people in a particular historical era in order to understand and calculate calendar time (e.g., centuries, BCE, "The Sixties"). DOK 1 (HP 2-2 a)
- Correlate key events to develop an understanding of the historical perspective of the time period in which they occurred. DOK 2 (HP 2-2 b)

## Standard 2C

The student understands how antebellum immigration changed American society.

Therefore, the student is able to:

- Analyze the push-pull factors which led to increased immigration, for the first time from China but especially from Ireland and Germany. [Analyze cause-and-effect relationships]
  - Assess the connection between industrialization and immigration. [Analyze cause-and-effect relationships]
  - Explain how immigration intensified ethnic and cultural conflict and complicated the forging of a national identity. [Interrogate historical data]
  - Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party. [Assess the importance of the individual in history]
  - Identify, describe, and explain how people are politically, environmentally, militarily, and (or) diplomatically connected.
- DOK 2 (G&C 5-1 b)

## Standard 2D

The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

Therefore, the student is able to:

- Analyze the impact of the Haitian Revolution and the ending of the Atlantic slave trade. [Analyze cause-and-effect relationships]
- Explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves. [Analyze cause-and-effect relationships]
- Describe the plantation system and the roles of their owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]
- Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]
- Evaluate how enslaved African Americans used religion and family to create a viable culture and ameliorate the effects of slavery. [Obtain historical data]
- Consider competing interests on issues that benefit some people and cause other people to suffer (e.g. slavery, whaling, oil exploration). DOK 2 (G&C 5-2 b)

#### Standard 2E

The student understands the settlement of the West.

Therefore, the student is able to:

- Explore the lure of the West and the reality of life on the frontier. [Examine the influence of ideas]
- Contrast the causes and character of the rapid settlement of California and Oregon in the late 1840s and 1850s. [Compare and contrast different patterns of settlement]
- Examine the origins and political organization of the Mormons, explaining the motives for their trek west and evaluating their contributions to the settlement of the West. [Appreciate historical perspectives]
- Analyze cultural interactions among diverse groups in the trans-Mississippi region. [Consider multiple perspectives]

### STANDARD 3

The extension, restriction, and reorganization of political democracy after 1800

#### Standard 3A

The student understands the changing character of American political life in "the age of the common man."

Therefore, the student is able to:

- Relate the increasing popular participation in state and national politics to the evolving democratic ideal that adult white males were entitled to political participation. [Identify relevant historical antecedents]
- Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans as well as women in New Jersey. [Evaluate the implementation of a decision]
- Analyze the influence of the West on the heightened emphasis on equality in the political process. [Analyze cause-and-effect relationships]
- Explain why the election of Andrew Jackson was considered a victory for the "common man." [Assess the importance of the individual in history]
- Analyze how Jackson's veto of the U.S. Bank recharter and his actions in the nullification crisis contributed to the rise of the Whig party. [Analyze cause-and-effect relationships]

#### Standard 3B

The student understands how the debates over slavery influenced politics and sectionalism.

Therefore, the student is able to:

- Explain the Missouri Compromise and evaluate its political consequences. [Identify issues and problems in the past]
- Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences. [Analyze cause-and-effect relationships]
- Analyze how the debates over slavery--from agitation over the "gag rule" of the late 1830s through the war with Mexico--strained national cohesiveness and fostered rising sectionalism. [Compare and contrast differing sets of ideas]
- Consider competing interests on issues that benefit some people and cause other people to suffer (e.g. slavery, whaling, oil exploration). DOK 2 (G&C 5-2 b)

#### STANDARD 4

The sources and character of cultural, religious, and social reform movements in the antebellum period

##### Standard 4A

The student understands the abolitionist movement.

Therefore, the student is able to:

- Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South. [Examine the influence of ideas]
- Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement. [Consider multiple perspectives]

##### Standard 4B

The student understands how Americans strived to reform society and create a distinct culture.

Therefore, the student is able to:

- Explain the importance of the Second Great Awakening and the ideas of its principal leaders. [Examine the influence of ideas]
- Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women's suffrage, abolition, and commercialization. [Analyze cause-and-effect relationships]
- Define Transcendentalism, account for the rise of the first American renaissance, and analyze ideas concerning the individual, society, and nature expressed in the literary works of major Transcendentalists. [Examine the influence of ideas]
- Examine how literary and artistic movements fostered a distinct American identity among different groups and in different regions. [Draw upon literary and artistic sources]



- Analyze and report a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future. DOK 3/4 (HP 3-1 a)
- Evaluate alternative courses of actions, (keeping in mind the contest of the time), ethical considerations, and the interest of those affected by the decision, and determine the long-and short-term consequences. DOK 3/4 (HP 3-1 b)
- Compare and contrast the cultural influences that shape individuals and historical events. DOK 2 (HP 3-2 c)

#### Standard 4C

The student understands changing gender roles and the ideas and activities of women reformers.

Therefore, the student is able to:

- Analyze the activities of women of different racial and social groups in the reform movements for education, abolition, temperance, and women's suffrage. [Examine the importance of the individual]
- Analyze the goals of the 1848 Seneca Falls "Declaration of Sentiments" and evaluate its impact. [Reconstruct the literal meaning of a historical passage]
- Analyze and report a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future. DOK 3/4 (HP 3-1 a)
- Evaluate alternative courses of actions keeping in mind the contest of the time), ethical considerations, and the interest of those affected by the decision, and determine the long-and short-term consequences. DOK 3/4 (HP 3-1 b)
- Recognize and reflect on how the similarities of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). DOK 2 (HP 3-2 a)
- Recognize and reflect on how the differences of human issues across time periods influence their own personal histories (e.g., so what? How does this relate to me?). DOK 2 (HP 3-2 b)
- Compare and contrast the cultural influences that shape individuals and historical events. DOK 2 (HP 3-2 c)

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# Modern World History Performance Indicators

## History Standards for Grade 9 World History

### Era 7 An Age of Revolutions, (1750-1914)

- Standard 1:** The causes and consequences of political revolutions in the late 18th and early 19th centuries
- Standard 2:** The causes and consequences of the agricultural and industrial revolutions, 1700-1850
- Standard 3:** The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870
- Standard 4:** Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914
- Standard 5:** Patterns of global change in the era of Western military and economic domination, 1800-1914

#### STANDARD 1

The causes and consequences of political revolutions in the late 18<sup>th</sup> and early 19<sup>th</sup> centuries

##### Standard 1A

The student understands how the French Revolution contributed to transformations in Europe and the world.

Therefore, the student is able to:

- Analyze how the Seven Years War, Enlightenment thought, and growing internal economic crisis affected social and political conditions in Old Regime France. [Analyze multiple causation]
- Explain how the French Revolution developed from constitutional monarchy to democratic despotism to the Napoleonic empire. [Reconstruct patterns of historical succession and duration]
- Analyze leading ideas of the revolution concerning social equality, democracy, human rights, constitutionalism, and nationalism and assess the importance of these ideas for democratic thought and institutions in the 20th century. [Interrogate historical data]





- Explain how the revolution affected French society, including religious institutions, social relations, education, marriage, family life, and the legal and political position of women. [Analyze cause-and-effect relationships]
- Describe how the wars of the revolutionary and Napoleonic period changed Europe, and assess Napoleon’s effects on the aims and outcomes of the revolution. [Analyze multiple causation]
- Analyze connections between the French and Haitian revolutions and assess the impact of the Haitian movement on race relations and slavery in the Americas and the French empire. [Analyze cause-and-effect relationships]

#### Standard 1B

The student understands how Latin American countries achieved independence in the early 19th century.

Therefore, the student is able to:

- Analyze the influence of the American, French, and Haitian revolutions, as well as late 18th-century South American rebellions, on the development of independence movements in Latin America. [Analyze multiple causation]
- Explain the effects of Napoleon’s invasion of Iberia and the growth of British power in the Atlantic basin on the struggles for independence. [Evaluate the implementation of a decision]
- Analyze the political and ideological objectives of the independence movements between 1808 and 1830 and explain why these movements succeeded. [Interrogate historical data]
- Compare the political roles of Creole elites, the Catholic Church, and mestizo, mulatto, and Indian populations in the independence movements. [Marshal evidence of antecedent circumstances]

### STANDARD 2

The causes and consequences of the agricultural and industrial revolutions, 1700-1850.

#### Standard 2A

The student understands the early industrialization and the importance of developments in England.

Therefore, the student is able to:

- Describe the characteristics of the “agricultural revolution” that occurred in England and Western Europe and analyze its effects on population growth, industrialization, and patterns of land-holding. [Analyze cause-and-effect relationships]
- Identify the major characteristics of the industrial revolution and compare industrial economies with other forms of economic organization. [Compare and contrast differing institutions]



- Analyze relationships between the expanding world market economy of the 16th through 18th centuries and the development of industrialization. [Analyze cause-and-effect relationships]
- Analyze connections between early industrialization and Britain's commercial relations with continental Europe, the Mediterranean, India, the Caribbean, and other world regions. [Analyze cause-and-effect relationships]
- Assess the relative importance of geographical, economic, technological, and political factors that permitted or encouraged the rise of mechanized industry in England. [Analyze multiple causation]

#### Standard 2B

The student understands how industrial economies expanded and societies experienced transformations in Europe and the Atlantic basin.

Therefore, the student is able to:

- Explain connections among population growth, industrialization, and urbanization and evaluate the quality of life in early 19th-century cities. [Appreciate historical perspectives]
- Explain how industrialization and urbanization affected class distinctions, family life, and the daily working lives of men, women, and children. [Analyze cause-and-effect relationships]
- Analyze connections between industrialization and movements for political and social reform in England, Western Europe, and the United States. [Analyze cause-and-effect relationships]
- Analyze connections between industrialization and the rise of new types of labor organizations and mobilization. [Analyze cause-and-effect relationships]

### STANDARD 3

The transformation of Eurasian societies in an era of global trade and rising European power, 1750-1870.

#### Standard 3B

The student understands Russian absolutism, reform, and imperial expansion in the late 18th and 19th centuries.

Therefore, the student is able to:

- Analyze the effects of the French Revolution, Napoleonic invasion, and world economy on Russian absolutism to 1850. [Analyze cause-and-effect relationships]
- Analyze relations between the Russian peasantry and land-owning aristocracy and explain the persistence of serfdom in the 19th century. [Identify issues and problems in the past]



- Assess the significance of imperial reforms and popular opposition movements in the later 19th century. [Compare and contrast differing ideas and values]
- Explain why Russia was successful in wars of expansion against the Ottoman empire and other Muslim states. [Analyze multiple causation]
- Analyze motives and means of Russian expansion into Siberia and North America. [Interrogate historical data]

#### Standard 3C

The student understands the consequences of political and military encounters between Europeans and peoples of South and Southeast Asia.

Therefore, the student is able to:

- Explain the advance of British power in India up to 1850 and appraise the efforts of Indians to resist European conquest and achieve cultural renewal. [Consider multiple perspectives]
- Describe patterns of British trade linking India with both China and Europe and assess ways in which Indian farmers and manufacturers responded to world trade. [Analyze cause-and-effect relationships]
- Compare the British conquest of India with the Dutch penetration of Indonesia and assess the role of indigenous elites under these colonial regimes. [Compare and contrast differing values, behaviors, and institutions]

#### Standard 3D

The student understands how China's Qing dynasty responded to economic and political crises in the late 18th and the 19th centuries.

Therefore, the student is able to

- Analyze the economic and social consequences of rapid population growth in China. [Analyze cause-and-effect relationships]
- Analyze causes of governmental breakdown and social disintegration in China in the late 18th century. [Analyze multiple causation]
- Analyze why China resisted political contact and trade with Europeans and how the opium trade contributed to European penetration of Chinese markets. [Appreciate historical perspectives]
- Assess causes and consequences of the mid-19th century Taiping rebellion. [Analyze cause-and-effect relationships]
- Explain the growth of the Chinese diaspora in Southeast Asia and the Americas and assess the role of overseas Chinese in attempts to reform the Qing. [Formulate historical questions]

#### Standard 3E

The student understands how Japan was transformed from feudal shogunate to modern nation-state in the 19th century.

Therefore, the student is able to:

- Analyze the internal and external causes of the Meiji Restoration. [Formulate historical questions]
- Analyze the goals and policies of the Meiji state and their impact on Japan's modernization. [Obtain historical data]
- Assess the impact of Western ideas and the role of Confucianism and Shinto traditional values on Japan in the Meiji period. [Appreciate historical perspectives]
- Explain the transformation of Japan from a hereditary social system to a middle-class society. [Examine the influence of ideas]
- Explain changes in Japan's relations with China and the Western powers from the 1850s to the 1890s. [Reconstruct patterns of historical succession and duration]

#### STANDARD 4

Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914.

##### Standard 4A

The student understands how modern nationalism affected European politics and society.

Therefore, the student is able to:

- Identify major characteristics of 19th-century European nationalism and analyze connections between nationalist ideology and the French Revolution, Romanticism, and liberal reform movements. [Appreciate historical perspectives]
- Analyze causes of the revolutions of 1848 and why these revolutions failed to achieve nationalist and democratic objectives. [Analyze cause-and-effect relationships]
- Describe the unification of Germany and Italy and analyze why these movements succeeded. [Analyze multiple causation]
- Assess the importance of nationalism as a source of tension and conflict in the Austro-Hungarian and Ottoman empires. [Analyze cause-and-effect relationships]

##### Standard 4B

The student understands the impact of new social movements and ideologies on 19th-century Europe.

Therefore, the student is able to:

- Analyze causes of large-scale migrations from rural areas to cities and how these movements affected the domestic and working lives of men and women. [Analyze multiple causation]



- Explain the leading ideas of Karl Marx and analyze the impact of Marxist beliefs and programs on politics, industry, and labor relations in later 19th-century Europe. [Consider multiple perspectives]
- Analyze interconnections among labor movements, various forms of socialism, and political or social changes in Europe in the second half of the 19th century. [Analyze cause-and-effect relationships]
- Analyze connections between reform movements and industrialization, democratization, and nationalism. [Analyze multiple causation]
- Explain the origins of women's suffrage and other movements in Europe and North America and assess their successes up to World War I. [Marshal evidence of antecedent circumstances]
- Explain the ways in which Britain, France, and Italy became more broadly liberal and democratic societies in the 19th century. [Formulate historical questions]
- Describe the changing legal and social status of European Jews and the rise of new forms of anti-Semitism. [Reconstruct patterns of historical succession and duration]

#### Standard 4C

The student understands cultural, intellectual, and educational trends in 19th-century Europe.

Therefore, the student is able to:

Explain how expanded educational opportunities and literacy contributed to changes in European society and cultural life. [Analyze cause-and-effect relationships]

- Evaluate major movements in literature, music, and the visual arts and ways in which they expressed or shaped social and cultural values of industrial society. [Draw upon visual and literary sources]
- Analyze ways in which trends in philosophy and the new social sciences challenged and shaped dominant social values. [Analyze cause-and-effect relationships]
- Describe elements of the distinctive working- and middle-class cultures that emerged in industrial Europe. [Compare and contrast differing values, behaviors, and institutions]

#### Standard 4D

The student understands the political, economic, and social transformations in the Americas in the 19th century.

Therefore, the student is able to

- Assess the successes and failures of democracy in Latin American countries in the decades following independence. [Formulate historical questions]



- Explain Latin America's growing dependence on the global market and assess the effects of international trade and investment on the power of landowners and the urban middle class. [Analyze cause-and-effect relationships]
- Assess the consequences of economic development, elite domination and the abolition of slavery for peasants, Indian populations, and immigrant laborers in Latin America. [Interrogate historical data]
- Analyze how liberal ideology and the expansion of secular education affected legal and political rights for women in various Latin American countries. [Examine the influence of ideas]
- Assess the effects of foreign intervention and liberal government policies on social and economic change in Mexico. [Analyze cause-and-effect relationships]
- Explain the factors that contributed to nation-building and self-government in Canada. [Marshal evidence of antecedent circumstances]

## STANDARD 5

Patterns of global change in the era of Western military and economic dominance, 1800-1914.

### Standard 5A

The student understands connections between major developments in science and technology and the growth of industrial economy and society.

Therefore, the student is able to:

- Assess the social significance of the work of scientists, including Maxwell, Darwin, and Pasteur. [Examine the influence of ideas]
- Explain how new inventions, including the railroad, steamship, telegraph, photography, and internal combustion engine, transformed patterns of global communication, trade, and state power. [Analyze cause-and-effect relationships]
- Analyze how new machines, fertilizers, transport systems, commercialization, and other developments affected agricultural production in various parts of the world. [Employ quantitative analysis]
- Explain how new forms of generative power contributed to Europe's "second industrial revolution" and compare the role of the state in different countries in directing or encouraging industrialization. [Analyze multiple causation]
- Analyze factors that transformed the character of cities in various parts of the world. [Analyze cause-and-effect relationships]

### Standard 5B

The student understands the causes and consequences of European settler colonization in the 19th century.

Therefore, the student is able to:

- Explain why migrants left Europe in large numbers in the 19th century and identify temperate regions of the world where they established or expanded frontiers of European settlement. [Draw upon data in historical maps]
- Compare the consequences of encounters between European migrants and indigenous peoples in such regions as the United States, Canada, South Africa, Australia, and Siberia. [Compare and contrast differing values and institutions]
- Analyze geographical, political, economic, and epidemiological factors contributing to the success of European colonial settlement in such regions as Argentina, South Africa, Australia, New Zealand, Algeria, Siberia, Canada, and the United States. [Analyze multiple causation]

#### Standard 5C

The student understands the causes of European, American, and Japanese imperial expansion.

Therefore, the student is able to:

- Explain leading ideas of Social Darwinism and scientific racism in 19th-century Europe and assess the importance of these ideas in activating European imperial expansion in Africa and Asia. [Identify issues and problems in the past]
- Describe advances in transportation, medicine, and weapons technology in Europe in the later 19th century and assess the importance of these factors in the success of imperial expansion. [Analyze multiple causation]
- Analyze the motives that impelled several European powers to undertake imperial expansion against peoples of Africa, Southeast Asia, and China. [Interrogate historical data]
- Relate the Spanish-American War to United States participation in Western imperial expansion in the late 19th century. [Analyze cause-and-effect relationships]
- Assess the effects of the Sino-Japanese and Russo-Japanese wars and colonization of Korea on the world-power status of Japan. [Analyze cause-and-effect relationships]

#### Standard 5D

The student understands transformations in South, Southeast, and East Asia in the era of the “new imperialism.”

Therefore, the student is able to:

- Analyze changes in Indian society and economy under British rule. [Interrogate historical data]
- Explain the social, economic, and intellectual sources of Indian nationalism and analyze reactions of the British government to it. [Analyze cause-and-effect relationships]

- Compare French and British colonial expansion in mainland Southeast Asia and analyze Thailand's success in avoiding colonization. [Compare and contrast differing values, behaviors, and institutions]
- Analyze how Chinese began to reform government and society after 1895 and why revolution broke out in 1911. [Analyze multiple causation]
- Analyze Japan's rapid industrialization, technological advancement, and national integration in the late 19th and early 20th centuries. [Formulate historical questions]

#### Standard 5E

The student understands the varying responses of African peoples to world economic developments and European imperialism.

Therefore, the student is able to:

- Analyze how the termination of the Atlantic slave trade and increased output of European manufactured goods affected economies of West and Central Africa. [Reconstruct patterns of historical succession and duration]
- Explain the impact of religious and political revolutions in the West African Sudan on state-building, Islamization, and European imperial conquest. [Examine the influence of ideas]
- Explain the rise of Zanzibar and other commercial empires in East Africa in the context of international trade in ivory, cloves, and slaves. [Appreciate historical perspectives]
- Describe the rise of the Zulu empire and analyze its effects on African societies and European colonial settlement. [Formulate historical questions]
- Assess the effects of the discovery of diamonds and gold in South Africa on political and race relations among British colonial authorities, Afrikaners, and Africans. [Analyze cause-and-effect relationships]
- Analyze the sources and effectiveness of military, political, and religious resistance movements against European conquest in such regions as Algeria, Morocco, West Africa, the Sudan, Ethiopia, and South Africa. [Analyze cause-and-effect relationships]
- Explain major changes in the political geography of northern and Sub-Saharan Africa between 1880 and 1914. [Draw upon the data in historical maps]

### Era 8

#### A Half-Century of Crisis and Achievement (1900-1945)

#### Standard 1: Reform, revolution, and social change in the world economy of the early century





**Standard 2: The causes and global consequences of World War I**

**Standard 3: The search for peace and stability in the 1920s and 1930s**

**Standard 4: The causes and global consequences of World War II**

### STANDARD 1

Reform, revolution, and social change in the world economy of the early century

#### Standard 1A

The student understands the world industrial economy emerging in the early 20th century.

Therefore, the student is able to:

- Compare the industrial power of Great Britain, France, Germany, Japan, and the United States in the early 20th century. [Utilize visual and mathematical data]
- Analyze the impact of industrial development on the culture and working lives of middle- and working-class people in Europe, Japan, and the United States. [Analyze cause-and-effect relationships]
- Explain leading ideas of liberalism, social reformism, conservatism, and socialism as competing ideologies in the early 20th-century world. [Examine the influence of ideas]
- Explain how entrepreneurs, scientists, technicians, and urban workers in Africa, Asia, and Latin America participated in world trade and industrialization. [Employ quantitative analysis]
- Analyze why European colonial territories and Latin American countries continued to maintain largely agricultural and mining economies in the early 20th century. [Identify issues and problems in the past]

#### Standard 1B

The student understands the causes and consequences of important resistance and revolutionary movements of the early 20th century.

Therefore, the student is able to:

- Analyze the degree to which the South African (Anglo-Boer) War was an example of “total war.” [Interrogate historical data]
- Explain the causes of the Russian rebellion of 1905 and assess its impact on reform in the succeeding decade. [Analyze cause-and-effect relationships]

- Analyze the significance of the Mexican Revolution as the first 20th-century movement in which peasants played a prominent role. [Appreciate historical perspectives]
- Assess the promise and failure of China's 1911 republican revolution to address the country's political, economic, and social problems. [Compare and contrast differing values and institutions]

## STANDARD 2

### The causes and global consequences of World War I

#### Standard 2A

The student understands the causes of World War I.

Therefore, the student is able to:

- Analyze the relative importance of economic and political rivalries, ethnic and ideological conflicts, militarism, and imperialism as underlying causes of the war. [Analyze multiple causation]
- Analyze the degree to which class and other social conflicts in Europe contributed to the outbreak of war. [Analyze multiple causation]
- Evaluate ways in which popular faith in science, technology, and material progress affected attitudes toward war among European states. [Formulate historical questions]
- Analyze the precipitating causes of the war and the factors that produced military stalemate. [Analyze cause-and-effect relationships]

#### Standard 2B

The student understands the global scope, outcome, and human costs of the war.

Therefore, the student is able to:

- Describe the major turning points of the war and the principal theaters of conflict in Europe, the Middle East, Sub-Saharan Africa, East Asia, and the South Pacific. [Interrogate historical data]
- Analyze the role of nationalism and propaganda in mobilizing civilian populations in support of "total war." [Examine the influence of ideas]
- Explain how massive industrial production and innovations in military technology affected strategy, tactics, and the scale and duration of the war. [Analyze cause-and-effect relationships]



- Explain how colonial peoples contributed to the war effort of both the Allies and the Central Powers by providing military forces and supplies. [Evaluate the implementation of a decision]
- Analyze how the Russian Revolution and the entry of the United States affected the course and outcome of the war. [Analyze cause-and-effect relationships]
- Assess the short-term demographic, social, economic, and environmental consequences of the war's unprecedented violence and destruction. [Formulate historical questions]

#### Standard 2C

The student understands the causes and consequences of the Russian Revolution of 1917.

Therefore, the student is able to:

- Explain the causes of the Russian Revolution of 1917 and analyze why the revolutionary government progressed from moderate to radical. [Analyze multiple causation]
- Explain Leninist political ideology and how the Bolsheviks adapted Marxist ideas to conditions peculiar to Russia. [Interrogate historical data]
- Assess the effects of the New Economic Policy on Soviet society, economy, and government. [Analyze cause-and-effect relationships]
- Describe the rise of Joseph Stalin to power in the Soviet Union and analyze ways in which collectivization and the first Five-Year Plan disrupted and transformed Soviet society in the 1920s and 1930s. [Evaluate the implementation of a decision]
- Analyze the challenges that revolutionary Russia posed to Western governments and explain the impact of the Bolshevik victory on world labor movements. [Interrogate historical data]

### STANDARD 3

The search for peace and stability in the 1920s and 1930s.

#### Standard 3A

The student understands postwar efforts to achieve lasting peace and social and economic recovery.

Therefore, the student is able to:

- Describe the conflicting aims and aspirations of the conferees at Versailles and analyze the responses of major powers to the terms of the settlement. [Consider multiple perspectives]

- Explain how the collapse of the German, Hapsburg, and Ottoman empires and the creation of new states affected international relations in Europe and the Middle East. [Analyze cause-and-effect relationships]
- Explain how the League of Nations was founded and assess its promise and limitations as a vehicle for achieving lasting peace. [Analyze cause-and-effect relationships]
- Analyze the objectives and achievements of women's political movements in the context of World War I and its aftermath. [Analyze cause-and-effect relationships]
- Analyze how the governments of Britain, France, Germany, and Italy responded to the economic and political challenges of the postwar decade. [Interrogate historical data]

### Standard 3B

The student understands economic, social, and political transformations in Africa, Asia, and Latin America in the 1920s and 1930s.

Therefore, the student is able to:

- Analyze the struggle between the Kuomintang and the Communist Party for dominance in China in the context of political fragmentation, economic transformation, and Japanese and European imperialism. [Interrogate historical data]
- Analyze how militarism and fascism succeeded in derailing parliamentary democracy in Japan. [Interrogate historical data]
- Explain how the mandate system altered patterns of European colonial rule in Africa and the Middle East. [Evaluate the implementation of a decision]
- Explain aims and policies of European colonial regimes in India, Africa, and Southeast Asia and assess the impact of colonial policies on indigenous societies and economies. [Analyze cause-and-effect relationships]
- Analyze how social and economic conditions of colonial rule, as well as ideals of liberal democracy and national autonomy, contributed to the rise of nationalist movements in India, Africa, and Southeast Asia. [Analyze cause-and-effect relationships]
- Analyze how the World War I settlement contributed to the rise of both pan-Arabism and nationalist struggles for independence in the Middle East. [Formulate historical questions]
- Assess the challenges to democratic government in Latin America in the context of class divisions, economic dependency, and United States intervention. [Analyze cause-and-effect relationships]

### Standard 3C

The student understands the interplay between scientific or technological innovations and new patterns of social and cultural life between 1900 and 1940.

Therefore, the student is able to:

- Explain the impact of the work of Einstein, Freud, Curie, and other scientists on traditional views of nature, the cosmos, and the psyche. [Explain the importance of the individual]
- Describe major medical successes in the treatment of infectious diseases and analyze the causes and social costs of the world influenza pandemic of 1918-1919. [Employ quantitative data]
- Explain ways in which the airplane, automobile, and modern railway affected world commerce, international migration, and work and leisure habits. [Interrogate historical data]
- Analyze the social and cultural dimensions of mass consumption of goods such as automobiles, bicycles, refrigerators, radios, and synthetic fabrics in various parts of the world. [Support interpretations with historical evidence]
- Analyze ways in which new forms of communication affected the relationship of government to citizens and bolstered the power of new authoritarian regimes. [Formulate historical questions]

#### Standard 3D

The student understands the interplay of new artistic and literary movements with changes in social and cultural life in various parts of the world in the post-war decades.

Therefore, the student is able to:

- Evaluate the impact of World War I and its aftermath on literature, art, and intellectual life in Europe and the United States. [Draw upon visual and literary sources]
- Evaluate the meaning and social impact of innovative movements in literature, architecture and the fine arts, such as Cubism, Surrealism, Expressionism, Socialist Realism, and jazz. [Draw upon visual, literary, and musical sources]
- Evaluate the impact of innovative movements in Western art and literature on other regions of the world and the influence of African and Asian art forms on Europe. [Draw comparisons across regions]
- Analyze how new media--newspapers, magazines, commercial advertising, film, and radio--contributed to the rise of mass culture around the world. [Obtain historical data from a variety of sources]

#### Standard 3E

The student understands the causes and global consequences of the Great Depression.

Therefore, the student is able to

- Analyze the financial, economic, and social causes of the Depression and why it spread to most parts of the world. [Analyze multiple causation]



- Assess the human costs of the Depression, and compare its impact on economy and society in different countries and economic regions of the world. [Compare and contrast differing values, behaviors, and institutions]
- Analyze ways in which the Depression affected colonial peoples of Africa and Asia and how it contributed to the growth of nationalist movements. [Analyze cause-and-effect relationships]
- Analyze how the Depression contributed to the growth of socialist and communist movements and how it affected capitalist economic theory and practice in leading industrial powers in Western countries. [Analyze cause-and-effect relationships]
- Describe how governments, businesses, social groups, families, and individuals endeavored to cope with the hardships of world depression. [Employ quantitative analyses]

#### STANDARD 4

##### The causes and global consequences of World War II

###### Standard 4A

The student understands the causes of World War II.

Therefore, the student is able to:

- Explain the ideologies of fascism and Nazism and analyze how fascist and authoritarian regimes seized power and gained mass support in Italy, Germany, Spain, and Japan. [Analyze multiple causation]
- Analyze the relative importance of the legacy of World War I, the depression, ethnic and ideological conflicts, imperialism, and traditional political or economic rivalries as underlying causes of World War II. [Analyze multiple causation]
- Explain German, Italian, and Japanese military conquests and drives for empire in the 1930s. [Evaluate major debates among historians]
- Analyze the consequences of Britain, France, the United States, and other Western democracies' failure to effectively oppose fascist aggression. [Evaluate major debates among historians]
- Analyze the precipitating causes of the war and the reasons for early German and Japanese victories. [Analyze multiple causation]
- Analyze the motives and consequences of the Soviet nonaggression pacts with Germany and Japan. [Analyze cause-and-effect relationships]

###### Standard 4B

The student understands the global scope, outcome, and human costs of the war.

Therefore, the student is able to:

- Explain the major turning points of the war, and describe the principal theaters of conflict in Western Europe, Eastern Europe, the Soviet Union, North Africa, Asia, and the Pacific. [Interrogate historical data]
- Assess how the political and diplomatic leadership of such individuals as Churchill, Roosevelt, Hitler, Mussolini, and Stalin affected the outcome of the war. [Explain the importance of the individual]
- Analyze how and why the Nazi regime perpetrated a “war against the Jews” and describe the devastation suffered by Jews and other groups in the Nazi Holocaust. [Analyze cause-and-effect relationships]
- Compare World Wars I and II in terms of the impact of industrial production, political goals, national mobilization, technological innovations, and scientific research on strategies, tactics, and levels of destruction. [Marshal evidence of antecedent circumstances]
- Assess the consequences of World War II as a total war. [Formulate historical questions]

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# Unites States History I (1783-1928) Performance Indicators

## History Standards for Grade 10 United States

### *Review 1783 – 1850*

#### **Era 3 Review Revolution and the New Nation (1754-1820s)**

#### *Review from 1783*

**Standard 2: The impact of the American Revolution on politics, economy, and society**

**Standard 3: The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights**

Standards 2 and 3 are review from the eighth grade curriculum.

#### STANDARD 2 (review)

The impact of the American Revolution on politics, economy, and society

#### Review Standard 2A

The student understands revolutionary government-making at national and state levels.

Therefore, the student is able to:

- Analyze the terms of the Treaty of Paris and how they affected U.S. relations with Native Americans and with European powers that held territories in North America. [Consider multiple perspectives]
- Analyze the arguments over the Articles of Confederation. [Examine the influence of ideas]
- Assess the importance of the Northwest Ordinance. [Interrogate historical data]





### STANDARD 3 (review)

The institutions and practices of government created during the Revolution and how they were revised between 1787 and 1815 to create the foundation of the American political system based on the U.S. Constitution and the Bill of Rights

#### Standard 3A

The student understands the issues involved in the creation and ratification of the United States Constitution and the new government it established.

Therefore, the student is able to:

- Analyze the factors involved in calling the Constitutional Convention. [Analyze multiple causation]
- Analyze the alternative plans considered by the delegates and the major compromises agreed upon to secure approval of the Constitution. [Examine the influence of ideas]
- Analyze the fundamental ideas behind the distribution of powers and the system of checks and balances established by the Constitution. [Examine the influence of ideas]
- Compare the arguments of Federalists and Anti-Federalists during the ratification debates and assess their relevance in late 20th-century politics. [Hypothesize the influence of the past]

#### Review Standard 3B

The student understands the guarantees of the Bill of Rights and its continuing significance.

Therefore, the student is able to:

- Analyze the significance of the Bill of Rights and its specific guarantees. [Examine the influence of ideas]
- Analyze whether the Alien and Sedition Acts of 1798 threatened First Amendment rights and the issues the Alien and Sedition Acts posed in the absence of judicial review of acts of Congress. [Evaluate the implementation of a decision]

#### Review Standard 3C

The student understands the development of the Supreme Court's power and its significance from 1789 to 1820.

Therefore, the student is able to:

- Appraise how John Marshall's precedent-setting decisions interpreted the Constitution and established the Supreme Court as an independent and equal branch of the government. [Assess the importance of the individual]

#### Review Standard 3D

The student understands the development of the first American party system.

Therefore, the student is able to:

- Explain the principles and issues that prompted Thomas Jefferson to organize an opposition party. [Analyze multiple causation]
- Compare the opposing views of the two parties on the main economic and foreign policy issues of the 1790s. [Compare and contrast differing sets of ideas]

### **Era 4 (Review)**

#### **Expansion and Reform (1801-1861)**

**Standard 1: United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans**

**Standard 2: How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions**

**Standard 3: The extension, restriction, and reorganization of political democracy after 1800**

**Standard 4: The sources and character of cultural, religious, and social reform movements in the antebellum period**

STANDARDS 1, 2, 3, and 4 are review from the eighth grade curriculum.

#### **STANDARD 1 (Review)**

United States territorial expansion between 1801 and 1861, and how it affected relations with external powers and Native Americans

##### **Standard 1A**

The student understands the international background and consequences of the Louisiana Purchase, the War of 1812, and the Monroe Doctrine.

Therefore, the student is able to:

- Analyze how the Louisiana Purchase influenced politics, economic development, and the concept of Manifest Destiny. [Evaluate the implementation of a decision]
- Explain President Madison's reasons for declaring war in 1812 and analyze the sectional divisions over the war. [Compare and contrast differing sets of ideas]
- Assess why many Native Americans supported the British in the War of 1812 and the consequences of this policy. [Consider multiple perspectives]
- Identify the origins and provisions of the Monroe Doctrine and how it influenced hemispheric relations. [Reconstruct patterns of historical succession and duration]

#### Standard 1B

The student understands federal and state Indian policy and the strategies for survival forged by Native Americans.

Therefore, the student is able to:

- Compare the policies toward Native Americans pursued by presidential administrations through the Jacksonian era. [Compare and contrast differing sets of ideas]
- Analyze the impact of removal and resettlement on the Cherokee, Creek, Chickasaw, Choctaw, and Seminole. [Appreciate historical perspectives]

#### Standard 1C

The student understands the ideology of Manifest Destiny, the nation's expansion to the Northwest, and the Mexican-American War.

Therefore, the student is able to:

- Explain the economic, political, racial, and religious roots of Manifest Destiny and analyze how the concept influenced the westward expansion of the nation. [Examine the influence of ideas]
- Compare and explain the peaceful resolution of the Oregon dispute with Great Britain and the declaration of war with Mexico. [Challenge arguments of historical inevitability]
- Analyze different perspectives on the Mexican-American War. [Consider multiple perspectives]

### STANDARD 2 (Review)

How the industrial revolution, increasing immigration, the rapid expansion of slavery, and the westward movement changed the lives of Americans and led toward regional tensions

#### Standard 2A

The student understands how the factory system and the transportation and market revolutions shaped regional patterns of economic development.

Therefore, the student is able to:

- Explain how the major technological developments that revolutionized land and water transportation arose and analyze how they transformed the economy, created international markets, and affected the environment. [Analyze cause-and-effect relationships]
- Evaluate national and state policies regarding a protective tariff, a national bank, and federally funded internal improvements. [Examine the influence of ideas]
- Explain how economic policies related to expansion, including northern dominance of locomotive transportation, served different regional interests and contributed to growing political and sectional differences. [Compare and contrast differing sets of ideas]

#### Standard 2B

The student understands the first era of American urbanization.

Therefore, the student is able to:

- Identify and explain the factors that caused rapid urbanization and compare the new industrialized centers with the old commercial cities. [Explain historical continuity and change]

#### Standard 2C

The student understands how antebellum immigration changed American society.

Therefore, the student is able to:

- Assess the connection between industrialization and immigration. [Analyze cause-and-effect relationships]
- Assess the ways immigrants adapted to life in the United States and to the hostility sometimes directed at them by the nativist movement and the Know Nothing party. [Assess the importance of the individual in history]

#### Standard 2D

The student understands the rapid growth of "the peculiar institution" after 1800 and the varied experiences of African Americans under slavery.

Therefore, the student is able to:

- Analyze the argument that the institution of slavery retarded the emergence of capitalist institutions and values in the South. [Evaluate major debates among historians]
- Explain how the cotton gin and the opening of new lands in the South and West led to the increased demand for slaves. [Analyze cause-and-effect relationships]
- Describe the plantation system and the roles of plantation owners, their families, hired white workers, and enslaved African Americans. [Consider multiple perspectives]
- Identify the various ways in which African Americans resisted the conditions of their enslavement and analyze the consequences of violent uprisings. [Analyze cause-and-effect relationships]

#### Standard 2E

The student understands the settlement of the West.

Therefore, the student is able to:

- Explore the lure of the West and the reality of life on the frontier. [Examine the influence of ideas]
- Assess the degree to which political democracy was a characteristic of the West and evaluate the factors influencing political and social conditions on the frontier. [Differentiate between historical facts and historical interpretations]

### STANDARD 3 (Review)

The extension, restriction, and reorganization of political democracy after 1800

#### Standard 3A

The student understands the changing character of American political life in "the age of the common man."

Therefore, the student is able to:

- Relate the increasing popular participation in state and national politics to the evolving democratic ideal that adult white males were entitled to political participation. [Identify relevant historical antecedents]
- Explain the contradictions between the movement for universal white male suffrage and the disenfranchisement of free African Americans as well as women in New Jersey. [Evaluate the implementation of a decision]
- Analyze the influence of the West on the heightened emphasis on equality in the political process. [Analyze cause-and-effect relationships]

#### Standard 3B

The student understands how the debates over slavery influenced politics and sectionalism.

Therefore, the student is able to:

- Explain the Missouri Compromise and evaluate its political consequences. [Identify issues and problems in the past]
- Explain how tariff policy and issues of states' rights influenced party development and promoted sectional differences. [Analyze cause-and-effect relationships]
- Analyze how the debates over slavery—from agitation over the "gag rule" of the late 1830s through the war with Mexico—strained national cohesiveness and fostered rising sectionalism. [Compare and contrast differing sets of ideas]

#### STANDARD 4 (Review)

The sources and character of cultural, religious, and social reform movements in the antebellum period

(switched order of 4A/4B to 4B/4A)

##### Standard 4B

The student understands how Americans strived to reform society and create a distinct culture.

Therefore, the student is able to:

- Explain the importance of the Second Great Awakening and the ideas of its principal leaders. [Examine the influence of ideas]
- Assess how the Second Great Awakening impinged on antebellum issues such as public education, temperance, women's suffrage, abolition, and commercialization. [Analyze cause-and-effect relationships]
- Examine how literary and artistic movements fostered a distinct American identity among different groups and in different regions. [Draw upon literary and artistic sources]

##### Standard 4A

The student understands the abolitionist movement.

Therefore, the student is able to:

- Analyze changing ideas about race and assess the reception of proslavery and antislavery ideologies in the North and South. [Examine the influence of ideas]
- Explain the fundamental beliefs of abolitionism and compare the antislavery positions of the "immediatists" and "gradualists" within the movement. [Consider multiple perspectives]

*End of Review*

**Era 5**  
**Civil War and Reconstruction (1850-1877)**

**Standard 1: The causes of the Civil War**

**Standard 2: The course and character of the Civil War and its effects on the American people**

**Standard 3: How various reconstruction plans succeeded or failed**

**STANDARD 1**  
**The causes of the Civil War**

**Standard 1A**

The student understands how the North and South differed and how politics and ideologies led to the Civil War.

Therefore, the student is able to:

- Identify and explain the economic, social, and cultural differences between the North and the South. [Draw upon quantitative data to trace historical developments]
- Analyze how the disruption of the second American party system frayed the durable bonds of union, leading to the ascent of the Republican party in the 1850s. [Analyze multiple causation]
- Explain how events after the Compromise of 1850 and the Dred Scott decision in 1857 contributed to increasing sectional polarization. [Analyze cause-and-effect relationships]
- Analyze the importance of the "free labor" ideology in the North and its appeal in preventing the further extension of slavery in the new territories. [Examine the influence of ideas]
- Explain the causes of the Civil War and evaluate the importance of slavery as a principal cause of the conflict. [Compare competing historical narratives]
- Chart the secession of the southern states and explain the process and reasons for secession. [Analyze cause-and-effect relationships]

**STANDARD 2**  
**The course and character of the Civil War and its effects on the American people**

### Standard 2A

The student understands how the resources of the Union and Confederacy affected the course of the war.

Therefore, the student is able to:

- Compare the human resources of the Union and the Confederacy at the beginning of the Civil War and assess the tactical advantages of each side. [Utilize visual and mathematical data]
- Identify the innovations in military technology and explain their impact on humans, property, and the final outcome of the war. [Utilize visual and mathematical data]
- Identify the turning points of the war and evaluate how political, military, and diplomatic leadership affected the outcome of the conflict. [Assess the importance of the individual in history]
- Evaluate provisions of the Emancipation Proclamation, Lincoln's reasons for issuing it, and its significance. [Examine the influence of ideas]
- Analyze the purpose, meaning, and significance of the Gettysburg Address. [Identify the author of the historical document and assess its credibility]

### Standard 2B

The student understands the social experience of the war on the battlefield and homefront.

Therefore, the student is able to:

- Compare the motives for fighting and the daily life experiences of Confederate soldiers with those of white and African American Union soldiers. [Evidence historical perspectives]
- Analyze the reasons for the northern draft riots. [Analyze multiple causation]
- Evaluate the Union's reasons for curbing wartime civil liberties. [Consider multiple perspectives]
- Compare the human and material costs of the war in the North and South and assess the degree to which the war reunited the nation. [Examine historical perspectives]

## STANDARD 3

How various reconstruction plans succeeded or failed

### Standard 3A

The student understands the political controversy over Reconstruction.

Therefore, the student is able to:



- Contrast the Reconstruction policies advocated by Lincoln, Andrew Johnson, and sharply divided Congressional leaders, while assessing these policies as responses to changing events. [Compare and contrast differing sets of ideas]
- Analyze the escalating conflict between the president and Congress and explain the reasons for and consequences of Johnson's impeachment and trial. [Consider multiple perspectives]
- Explain the provisions of the 14th and 15th amendments and the political forces supporting and opposing each. [Consider multiple perspectives]
- Analyze how shared values of the North and South limited support for social and racial democratization, as reflected in the Compromise of 1877. [Analyze cause-and-effect relationships]
- Analyze the role of violence and the tactics of the "redeemers" in regaining control over the southern state governments. [Interrogating historical data]

#### Standard 3B

The student understands the Reconstruction programs to transform social relations in the South.

Therefore, the student is able to:

- Explain the economic and social problems facing the South and appraise their impact on different social groups. [Examine historical perspectives]
- Evaluate the goals and accomplishments of the Freedmen's Bureau. [Hold interpretations of history as tentative]
- Describe the ways in which African Americans laid foundations for modern black communities during Reconstruction. [Hypothesize the influence of the past]
- Analyze how African Americans attempted to improve their economic position during Reconstruction and explain the factors involved in their quest for land ownership. [Analyze multiple causation]

#### Standard 3C

The student understands the successes and failures of Reconstruction in the South, North, and West.

Therefore, the student is able to:

- Evaluate the effects of northern capital and entrepreneurship on economic development in the postwar South. [Consider multiple perspectives]
- Assess the progress of "Black Reconstruction" and legislative reform programs promoted by reconstructed state governments. [Marshal evidence of antecedent circumstances]



- Evaluate Reconstruction ideals as a culminating expression of the mid-19th-century impulse of social democratization and perfectionism. [Evaluate major debates among historians]

## **Era 6**

### **The Development of the Industrial United States (1870-1900)**

**Standard 1: How the rise of corporations, heavy industry, and mechanized farming transformed the American people**

**Standard 2: Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity**

**Standard 3: The rise of the American labor movement and how political issues reflected social and economic changes**

**Standard 4: Federal Indian policy and United States foreign policy after the Civil War**

#### **STANDARD 1**

How the rise of corporations, heavy industry, and mechanized farming transformed the American people

Standard 1A

The student understands the connections among industrialization, the advent of the modern corporation, and material well-being.

Therefore, the student is able to:

- Explain how organized industrial research produced technological breakthroughs, especially the Bessemer steel process, conversion to electrical power, and telephonic communication, and how these innovations transformed the economy, work processes, and domestic life. [Utilize quantitative data]
- Compare various types of business organizations in production and marketing. [Compare and contrast differing sets of ideas]
- Evaluate the careers of prominent industrial and financial leaders. [Assess the importance of the individual in history]
- Explain how business leaders sought to limit competition and maximize profits in the late 19th century. [Examine the influence of ideas]
- Examine how industrialization made consumer goods more available, increased the standard of living for most Americans, and redistributed wealth. [Utilize quantitative data]

- Compare the ascent of new industries today with those of a century ago. [Hypothesize the influence of the past]

#### Standard 1B

The student understands the rapid growth of cities and how urban life changed.

Therefore, the student is able to:

- Explain how geographical factors and rapid industrialization created different kinds of cities in diverse regions of the country. [Draw upon data in historical maps]
- Trace the migration of people from farm to city and their adjustment to urban life. [Appreciate historical perspectives]
- Analyze how urban political machines gained power and how they were viewed by immigrants and middle-class reformers. [Consider multiple perspectives]
- Explain how urban dwellers dealt with the problems of financing, governing, and policing the cities. [Evaluate alternative courses of actions]
- Investigate how urban leaders, such as architects and philanthropists, responded to the challenges of rapid urbanization. [Assess the importance of the individual in history]

#### Standard 1C

The student understands how agriculture, mining, and ranching were transformed.

Therefore, the student is able to:

- Explain how major geographical and technological influences, including hydraulic engineering and barbed wire, affected farming, mining, and ranching. [Draw upon data in historical maps]
- Explain the conflicts that arose during the settlement of the "last frontier" among farmers, ranchers, and miners. [Consider multiple perspectives]
- Analyze the role of the federal government--particularly in terms of land policy, water, and Indian policy--in the economic transformation of the West. [Analyze cause-and-effect relationships]
- Explain how commercial farming differed in the Northeast, South, Great Plains, and West in terms of crop production, farm labor, financing, and transportation. [Compare and contrast differing economic patterns]
- Explain the significance of farm organizations. [Analyze multiple causation]

## STANDARD 2

Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity

### Standard 2A

The student understands the sources and experiences of the new immigrants.

Therefore, the student is able to:

- Distinguish between the "old" and "new" immigration in terms of its volume and the immigrants' ethnicity, religion, language, place of origin, and motives for emigrating from their homelands. [Analyze multiple causation]
- Trace patterns of immigrant settlement in different regions of the country and how new immigrants helped produce a composite American culture that transcended group boundaries. [Reconstruct patterns of historical succession and duration]

### Standard 2B

The student understands "scientific racism", race relations, and the struggle for equal rights.

Therefore, the student is able to:

- Analyze the scientific theories of race and their application to society and politics. [Examine the influence of ideas]
- Explain the rising racial conflict in different regions, including the anti-Chinese movement in the West and the rise of lynching in the South. [Explain historical continuity and change]
- Analyze the role of new laws and the federal judiciary in instituting racial inequality and in disfranchising various racial groups. [Evaluate the implementation of a decision]

### Standard 2C

The student understands how new cultural movements at different social levels affected American life.

Therefore, the student is able to:

- Describe how regional artists and writers portrayed American life in this period. [Read historical narratives imaginatively]
- Investigate new forms of popular culture and leisure activities at different levels of American society. [Draw upon visual sources]
- Explain Victorianism and its impact on architecture, literature, manners, and morals. [Employ literature, architecture, diaries, and artifacts]
- Analyze how the rise of public education and voluntary organizations promoted national unity and American values in an era of unprecedented immigration and socioeconomic change. [Examine the influence of ideas]

### STANDARD 3

The rise of the American labor movement and how political issues reflected social and economic changes

#### Standard 3A

The student understands how the "second industrial revolution" changed the nature and conditions of work.

Therefore, the student is able to:

- Explain the change from workshop to factory and how it altered the worker's world. [Analyze cause-and-effect relationships]
- Account for employment in different regions of the country as affected by gender, race, ethnicity, and skill. [Formulate historical questions]
- Analyze how working conditions changed and how the workers responded to new industrial conditions. [Explain historical continuity and change]

#### Standard 3B

The student understands the rise of national labor unions and the role of state and federal governments in labor conflicts.

Therefore, the student is able to:

- Analyze how "reform unions" and "trade unions" differed in terms of their agendas for reform and for organizing workers by race, skill, gender, and ethnicity. [Compare and contrast differing sets of ideas]
- Analyze the causes and effects of escalating labor conflict. [Analyze cause-and-effect relationships]

#### Standard 3C

The student understands how Americans grappled with social, economic, and political issues.

Therefore, the student is able to:

- Explain how Democrats and Republicans responded to civil service reform, monetary policy, tariffs, and business regulation. [Consider multiple perspectives]
- Explain the causes and effects of the depressions of 1873-79 and 1893-97 and the ways in which government, business, labor, and farmers responded. [Analyze cause-and-effect relationships]
- Explain the political, social, and economic roots of Populism and distinguish Populism from earlier democratic reform movements. [Examine the influence of ideas]
- Analyze the Populists' Omaha Platform of 1892 as a statement of grievances and an agenda for reform. [Interrogate historical data]



- Analyze the issues and results of the 1896 election and determine to what extent it was a turning point in American politics. [Analyze cause-and-effect relationships]

## STANDARD 4

### Federal Indian policy and United States foreign policy after the Civil War

#### Standard 4A

The student understands various perspectives on federal Indian policy, westward expansion, and the resulting struggles.

Therefore, the student is able to:

- Identify and compare the attitudes and policies toward Native Americans by government officials, the U.S. Army, missionaries, and settlers. [Interrogate historical data]
- Compare survival strategies of different Native American societies during the "second great removal." [Appreciate historical perspectives]
- Explain the provisions of the Dawes Severalty Act of 1887 and evaluate its effects on tribal identity, land ownership, and assimilation. [Evaluate the implementation of a decision]
- Evaluate the legacy of 19th-century federal Indian policy. [Hypothesize the influence of the past]

#### Standard 4B

The student understands the roots and development of American expansionism and the causes and outcomes of the Spanish-American War.

Therefore, the student is able to:

- Trace the acquisition of new territories. [Reconstruct patterns of historical succession and duration]
- Describe how geopolitics, economic interests, racial ideology, missionary zeal, nationalism, and domestic tensions combined to create an expansionist foreign policy. [Analyze cause-and-effect relationships]
- Evaluate the causes, objectives, character, and outcome of the Spanish-American War. [Interrogate historical data]
- Explain the causes and consequences of the Filipino insurrection. [Analyze cause-and-effect relationships]



**Era 7**  
**The Emergence of Modern America (1890-1930)**

**Standard 1: How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption**

**Standard 2: The changing role of the United States in world affairs through World War I.**

**Standard 3: How the United States changed from the end of World War I to the eve of the Great Depression.**

**STANDARD 1**

How Progressives and others addressed problems of industrial capitalism, urbanization, and political corruption.

**Standard 1A**

The student understands the origin of the Progressives and the coalitions they formed to deal with issues at the local and state levels.

Therefore, the student is able to:

- Explain how the Progressives drew upon the American past to develop a notion of democracy responsive to the distinctive needs of an industrial society. [Explain historical continuity and change]
- Evaluate Progressive reforms to expand democracy at the local and state levels. [Examine the influence of ideas]
- Assess Progressive efforts to regulate big business, curb labor militancy, and protect the rights of workers and consumers. [Evaluate alternative courses of action]
- Evaluate Progressive attempts at social and moral reform. [Marshal evidence of antecedent circumstances]

**Standard 1B**

The student understands Progressivism at the national level.

Therefore, the student is able to:

- Evaluate the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in terms of their effectiveness in obtaining passage of reform measures. [Assess the importance of the individual]
- Explain why the election of 1912 was a pivotal campaign for the Progressive movement. [Interrogate historical data]
- Compare the New Nationalism, New Freedom, and Socialist agendas for change. [Compare and contrast differing sets of ideas]
- Describe how the 16<sup>th</sup>, 17<sup>th</sup>, 18<sup>th</sup>, and 19<sup>th</sup> amendments reflected the ideals and goals of Progressivism and the continuing attempt to adapt the founding ideals to a modernized society. [Evaluate the implementation of a decision]



- Explain how the decisions of the Supreme Court affected Progressivism. [Interrogate historical data]

## STANDARD 2

### The changing role of the United States in world affairs through World War I

#### Standard 2A

The student understands how the American role in the world changed in the early 20th century.

Therefore, the student is able to:

- Analyze the reasons for the Open Door policy. [Formulate a position or course of action on an issue]
- Evaluate the Roosevelt administration's foreign policies. [Evaluate the implementation of a decision]
- Explain relations with Japan and the significance of the “Gentleman's Agreement.” [Consider multiple perspectives]
- Compare Taft's dollar diplomacy with Roosevelt's big stick diplomacy and evaluate the results. [Compare and contrast differing sets of ideas]
- Evaluate Wilson's moral diplomacy, especially in relation to the Mexican Revolution. [Examine the influence of ideas]

#### Standard 2B

The student understands the causes of World War I and why the United States intervened.

Therefore, the student is able to:

- Explain the causes of World War I in 1914 and the reasons for the declaration of United States neutrality. [Identify issues and problems in the past]
- Assess how industrial research in aviation and chemical warfare influenced military strategy and the outcome of World War I. [Analyze cause-and-effect relationships]
- Analyze the impact of American public opinion on the Wilson administration's evolving foreign policy from 1914 to 1917. [Examine the influence of ideas]
- Evaluate Wilson's leadership during the period of neutrality and his reasons for intervention. [Assess the importance of the individual]

#### Standard 2C

The student understands the impact at home and abroad of the United States involvement in World War I.



Therefore, the student is able to:

- Explain U.S. military and economic mobilization for war and evaluate the role of labor, including women and African Americans. [Identify issues and problems in the past]
- Analyze the impact of public opinion and government policies on constitutional interpretation and civil liberties. [Evaluate the implementation of a decision]
- Explain how the American Expeditionary Force contributed to the allied victory. [Interrogate historical data]
- Evaluate the significance of the Russian Revolution, how it affected the war, and how the United States and Allied powers responded to it. [Marshal evidence of antecedent circumstances]
- Evaluate Wilson's Fourteen Points, his negotiations at the Versailles Treaty talks, and the national debate over treaty ratification and the League of Nations. [Evaluate the implementation of a decision]

### STANDARD 3

How the United States changed from the end of World War I to the eve of the Great Depression

#### Standard 3A

The student understands social tensions and their consequences in the postwar era.

Therefore, the student is able to:

- Assess state and federal government reactions to the growth of radical political movements. [Evaluate the implementation of a decision]
- Analyze the factors that lead to immigration restriction and the closing of the “Golden Door.” [Interrogate historical data]
- Examine rising racial tensions, the resurgence of the Ku Klux Klan, and the emergence of Garveyism. [Analyze cause-and-effect relationships]
- Examine the rise of religious fundamentalism and the clash between traditional moral values and changing ideas as exemplified in the controversy over Prohibition and the Scopes trial. [Examine the influence of ideas]
- Analyze how the emergence of the “New Woman” challenged Victorian values. [Examine the influence of ideas]

#### Standard 3B

The student understands how a modern capitalist economy emerged in the 1920s.

Therefore, the student is able to:

- Explain how principles of scientific management and technological innovations, including assembly lines, rapid transit, household appliances, and radio, continued to transform production, work, and daily life. [Examine the influence of ideas]
- Examine the changes in the modern corporation, including labor policies and the advent of mass advertising and sales techniques. [Analyze cause-and-effect relationships]
- Analyze the new business downtowns, the development of suburbs, and the role of transportation in changing urban life. [Explain historical continuity and change]
- Explain the role of new technology and scientific research in the rise of agribusiness and agricultural productivity. [Utilize quantitative data]

#### Standard 3C

The student understands how new cultural movements reflected and changed American society.

Therefore, the student is able to:

- Specify and evaluate the extension of secondary education to new segments of American society. [Utilize quantitative data]
- Analyze how radio, movies, newspapers, and popular magazines created mass culture. [Examine the influence of ideas]
- Explain the growth of distinctively American art and literature from the social realists to the “lost generation.” [Draw upon art and literature]
- Examine the contributions of artists and writers of the Harlem Renaissance and assess their popularity. [Draw upon visual, literary, and musical sources]
- Assess how increased leisure time promoted the growth of professional sports, amusement parks, and national parks. [Analyze cause-and-effect relationships]

#### Standard 3D

The student understands politics and international affairs in the 1920s.

Therefore, the student is able to:

- Evaluate the waning of Progressivism and the “return to normalcy.” [Explain historical continuity and change]
- Assess the effects of woman suffrage on politics. [Evaluate the implementation of a decision]
- Describe the goals and evaluate the effects of Republican foreign policy. [Analyze cause-and-effect relationships]

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# United States History II (1929-Present) Performance Indicators

## History Standards for Grades 11-12 United States

### Era 8 The Great Depression and World War II (1929-1945)

**Standard 1:** The causes of the Great Depression and how it affected American society

**Standard 2:** How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

**Standard 3:** The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

#### STANDARD 1

The causes of the Great Depression and how it affected American society.

##### Standard 1A

The student understands the causes of the crash of 1929 and the Great Depression.

Therefore, the student is able to:

- Assess the economic policies of the Harding and Coolidge administrations and their impact on wealth distribution, investment, and taxes. [Analyze multiple causation]
- Analyze the causes and consequences of the stock market crash of 1929. [Compare competing historical narratives]
- Evaluate the causes of the Great Depression. [Analyze multiple causation]
- Explain the global context of the depression and the reasons for the worldwide economic collapse. [Evaluate major debates among historians]
- Explore the reasons for the deepening crisis of the Great Depression and evaluate the Hoover administration's responses. [Formulate a position or course of action on an issue]



### Standard 1B

The student understands how American life changed during the 1930s.

Therefore, the student is able to:

- Explain the effects of the Great Depression and the Dust Bowl on American farm owners, tenants, and sharecroppers. [Analyze multiple causation]
- Analyze the impact of the Great Depression on industry and workers and explain the response of local and state officials in combating the resulting economic and social crises. [Analyze multiple causation]
- Analyze the impact of the Great Depression on the American family and on ethnic and racial minorities. [Consider multiple perspectives]
- Explain the cultural life of the Depression years in art, literature, and music and evaluate the government's role in promoting artistic expression. [Draw upon visual, literary, and musical sources]

## STANDARD 2

How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state

### Standard 2A

The student understands the New Deal and the presidency of Franklin D. Roosevelt.

Therefore, the student is able to:

- Contrast the background and leadership abilities of Franklin D. Roosevelt with those of Herbert Hoover. [Assess the importance of the individual in history]
- Analyze the links between the early New Deal and Progressivism. [Compare and contrast differing sets of ideas]
- Contrast the first and second New Deals and evaluate the success and failures of the relief, recovery, and reform measures associated with each. [Compare and contrast differing sets of ideas]
- Analyze the factors contributing to the forging of the Roosevelt coalition in 1936 and explain its electoral significance in subsequent years. [Examine the influence of ideas]
- Analyze the involvement of minorities and women in the New Deal and its impact upon them. [Assess the importance of the individual in history]
- Explain renewed efforts to protect the environment during the Great Depression and evaluate their success in places such as the Dust Bowl and the Tennessee Valley. [Analyze cause-and-effect relationships]



#### Standard 2B

The student understands the impact of the New Deal on workers and the labor movement.

Therefore, the student is able to:

- Explain how New Deal legislation and policies affected American workers and the labor movement. [Analyze cause-and-effect relationships]
- Explain the re-emergence of labor militancy and the struggle between craft and industrial unions. [Compare and contrast differing sets of ideas]
- Evaluate labor union positions on minority and women workers. [Consider multiple perspectives]
- Explain the impact of the New Deal on nonunion workers. [Formulate a position or course of action on an issue]

#### Standard 2C

The student understands opposition to the New Deal, the alternative programs of its detractors, and the legacy of the New Deal.

Therefore, the student is able to:

- Identify the leading opponents of New Deal policies and assess their arguments. [Compare and contrast differing sets of ideas and values]
- Explain the reasoning of the Supreme Court decisions on early New Deal legislation and evaluate the Roosevelt administration's response. [Compare and contrast differing sets of ideas]
- Evaluate the significance and legacy of the New Deal. [Evaluate the implementation of a decision]

### STANDARD 3

The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs

#### Standard 3A

The student understands the international background of World War II.

Therefore, the student is able to:

- Analyze the factors contributing to the rise of fascism, national socialism, and communism in the interwar period. [Analyze multiple causation]
- Explain the breakdown of the Versailles settlement and League of Nations in the 1930s. [Challenge arguments of historical inevitability]

- Analyze hemispheric relations in the 1930s, as exemplified by the Good Neighbor Policy. [Draw upon data in historical maps]
- Analyze the reasons for American isolationist sentiment in the interwar period and its effects on international relations and diplomacy. [Analyze cause-and-effect relationships]
- Evaluate American responses to German, Italian, and Japanese aggression in Europe, Africa, and Asia from 1935 to 1941. [Formulate a position or course of action on an issue]
- Analyze the reasons for the growing tensions with Japan in East Asia culminating with the bombing of Pearl Harbor. [Marshal evidence of antecedent circumstances]

#### Standard 3B

The student understands World War II and how the Allies prevailed.

Therefore, the student is able to:

- Explain the major turning points of the war and contrast military campaigns in the European and Pacific theaters. [Draw upon data in historical maps]
- Analyze Hitler's "final solution" and the Allies' responses to the Holocaust and war crimes. [Interrogate historical data]
- Evaluate the wartime aims and strategies hammered out at conferences among the Allied powers. [Hypothesize the influence of the past]
- Evaluate the decision to employ nuclear weapons against Japan and assess later controversies over the decision. [Evaluate major debates among historians]
- Explain the financial, material, and human costs of the war and analyze its economic consequences for the Allies and the Axis powers. [Utilize visual and quantitative data]
- Describe military experiences and explain how they fostered American identity and interactions among people of diverse backgrounds. [Utilize literary sources including oral testimony]
- Explain the purposes and organization of the United Nations. [Marshal evidence of antecedent circumstances]

#### Standard 3C

The student understands the effects of World War II at home.

Therefore, the student is able to:

- Explain how the United States mobilized its economic and military resources during World War II. [Utilize visual and quantitative data]



- Explore how the war fostered cultural exchange and interaction while promoting nationalism and American identity. [Analyze cause-and-effect relationships]
- Evaluate how minorities organized to gain access to wartime jobs and how they confronted discrimination. [Formulate a position or course of action on an issue]
- Evaluate the internment of Japanese Americans during the war and assess the implication for civil liberties. [Evaluate the implementation of a decision]
- Analyze the effects of World War II on gender roles and the American family. [Compare and contrast differing sets of ideas]
- Evaluate the war's impact on science, medicine, and technology, especially in nuclear physics, weaponry, synthetic fibers, and television. [Utilize quantitative data]
- Evaluate how Americans viewed their achievements and global responsibilities at war's end. [Interrogate historical data]

## History Standards for Grades 11-12 United States

### Era 9 Postwar United States (1945 to early 1970s)

**Standard 1: The economic boom and social transformation of postwar United States**

**Standard 2: How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics**

**Standard 3: Domestic policies after World War II**

**Standard 4: The struggle for racial and gender equality and for the extension of civil liberties**

#### STANDARD 1

The economic boom and social transformation of postwar United States

Standard 1A

The student understands the extent and impact of economic changes in the postwar period.

Therefore, the student is able to:



- Analyze the debate over demobilization and economic reconversion and its effects on the economy. [Marshal evidence of antecedent circumstances]
- Explain the reasons for the sustained growth of the postwar consumer economy. [Analyze cause-and-effect relationships]
- Explain the growth of the service, white collar, and professional sectors of the economy that led to the enlargement of the middle class. [Analyze cause-and-effect relationships]
- Analyze the impact of the Cold War on the economy. [Identify issues and problems in the past]
- Analyze the continued gap between poverty and the rising affluence of the middle class. [Consider multiple perspectives]

#### Standard 1B

The student understands how the social changes of the postwar period affected various Americans.

Therefore, the student is able to:

- Evaluate the effects of the GI Bill on American society. [Hypothesize the influence of the past on the present]
- Examine the rapid growth of secondary and collegiate education and the role of new governmental spending on educational programs. [Analyze cause-and-effect relationships]
- Explain the expansion of suburbanization and analyze how the “crabgrass frontier” affected American society. [Explain historical continuity and change]
- Explain the reasons for the “return to domesticity” and how it affected family life and women’s careers. [Consider multiple perspectives]
- Examine the place of religion in postwar American life. [Examine the influence of ideas]
- Explore the influence of popular culture and analyze the role of the mass media in homogenizing American culture. [Analyze cause-and-effect relationships]

#### Standard 1C

The student understands how postwar science augmented the nation’s economic strength, transformed daily life, and influenced the world economy.

Therefore, the student is able to:

- Explore how the new relationship between science and government after World War II created a new system of scientific research and development. [Explain historical continuity and change]
- Identify various pioneers in modern scientific research and explain how their work has changed contemporary society. [Assess the importance of the individual in history]

- Assess the significance of research and scientific breakthroughs in promoting the U.S. space program. [Examine the influence of ideas]
- Explain the advances in medical science and assess how they improved the standard of living and changed demographic patterns. [Interrogate historical data]
- Describe agricultural innovation and consolidation in the postwar period and assess their impact on the world economy. [Analyze cause-and-effect relationships]
- Examine how American technology ushered in the communications revolution and assess its global influence. [Analyze cause-and-effect relationships]

## STANDARD 2

How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics

### Standard 2A

The student understands the international origins and domestic consequences of the Cold War.

Therefore, the student is able to:

- Evaluate the “flawed peace” resulting from World War II and the effectiveness of the United Nations in reducing international tensions and conflicts. [Analyze cause-and-effect relationships]
- Explain the origins of the Cold War and the advent of nuclear politics. [Hold interpretations of history as tentative]
- Examine the U.S. response to the Chinese Revolution and its impact on the Cold War. [Analyze cause-and-effect relationships]
- Analyze the causes of the Korean War and how a divided Korea remained a source of international tension. [Formulate a position or course of action on an issue]
- Explain the rationale, implementation, and effectiveness of the U.S. containment policy. [Evaluate the implementation of a decision]
- Explain the popular uprisings against communist governments in Eastern Europe and evaluate how they affected United States foreign policy. [Analyze cause-and-effect relationships]
- Analyze the change from confrontation to coexistence between the Soviet Union and the United States. [Analyze cause-and-effect relationships]

### Standard 2B

The student understands United States foreign policy in Africa, Asia, the Middle East, and Latin America.

Therefore, the student is able to:

- Analyze American policies toward independence movements in Africa, Asia, the Caribbean, and the Middle East. [Marshal evidence of antecedent circumstances]
- Evaluate changing foreign policy toward Latin America. [Identify issues and problems in the past]
- Assess U.S. relations with Israel and explain how Arab-Israeli crises influenced American foreign policy during the Cold War. [Evaluate the implementation of a decision]

#### Standard 2C

The student understands the foreign and domestic consequences of U.S. involvement in Vietnam.

Therefore, the student is able to:

- Assess the Vietnam policy of the Kennedy, Johnson, and Nixon administrations and the shifts of public opinion about the war. [Analyze multiple causation]
- Explain the composition of the American forces recruited to fight the war. [Interrogate historical data]
- Evaluate how Vietnamese and Americans experienced the war and how the war continued to affect postwar politics and culture. [Appreciate historical perspectives]
- Explain the provisions of the Paris Peace Accord of 1973 and evaluate the role of the Nixon administration. [Differentiate between historical facts and historical interpretations]
- Analyze the constitutional issues involved in the war and explore the legacy of the Vietnam war. [Formulate a position or course of action on an issue]

### STANDARD 3

#### Domestic policies after World War II

#### Standard 3A

The student understands the political debates of the post-World War II era.

Therefore, the student is able to

- Evaluate Truman's continuation of New Deal policies in labor relations, housing, education, and health. [Formulate a position or course of action on an issue]



- Evaluate Truman’s civil rights policies and their effect on splintering the Democratic party. [Assess the importance of the individual in history]
- Explain the relationship between post-war Soviet espionage and the emergence of internal security and loyalty programs under Truman and Eisenhower. [Analyze cause-and-effect relationships]
- Analyze the rise and fall of McCarthyism, its effects on civil liberties, and its repercussions. [Analyze cause-and-effect relationships]
- Evaluate Eisenhower’s “Modern Republicanism” in relation to the economy and other domestic issues. [Formulate a position or course of action on an issue]

#### Standard 3B

The student understands the “New Frontier” and the “Great Society.”

Therefore, the student is able to:

- Examine the role of the media in the election of 1960. [Utilize visual and quantitative data]
- Evaluate the domestic policies of Kennedy’s “New Frontier.” [Hold interpretations of history as tentative]
- Evaluate the legislation and programs enacted during Johnson’s presidency. [Evaluate the implementation of a decision]
- Assess the effectiveness of the “Great Society” programs. [Evaluate major debates among historians]
- Compare the so-called second environmental movement with the first at the beginning of the 20th century. [Compare and contrast different movements]

### STANDARD 4

The struggle for racial and gender equality and for the extension of civil liberties

#### Standard 4A

The student understands the “Second Reconstruction” and its advancement of civil rights.

Therefore, the student is able to:

- Explain the origins of the postwar civil rights movement and the role of the NAACP in the legal assault on segregation. [Analyze multiple causation]
- Evaluate the Warren Court’s reasoning in *Brown v. Board of Education* and its significance in advancing civil rights. [Analyze cause-and-effect relationships]
- Explain the resistance to civil rights in the South between 1954 and 1965. [Identify issues and problems in the past]



- Analyze the leadership and ideology of Martin Luther King, Jr. and Malcolm X in the civil rights movement and evaluate their legacies. [Assess the importance of the individual in history]
- Assess the role of the legislative and executive branches in advancing the civil rights movement and the effect of shifting the focus from de jure to de facto segregation. [Evaluate the implementation of a decision]
- Evaluate the agendas, strategies, and effectiveness of various African Americans, Asian Americans, Latino Americans, and Native Americans, as well as the disabled, in the quest for civil rights and equal opportunities. [Explain historical continuity and change]
- Assess the reasons for and effectiveness of the escalation from civil disobedience to more radical protest in the civil rights movement. [Marshal evidence of antecedent circumstances]

#### Standard 4B

The student understands the women's movement for civil rights and equal opportunities.

Therefore, the student is able to:

- Analyze the factors contributing to modern feminism and compare the ideas, agendas, and strategies of feminist and counter-feminist organizations. [Marshal evidence of antecedent circumstances]
- Identify the major social, economic, and political issues affecting women and explain the conflicts these issues engendered. [Formulate a position or course of action on an issue]
- Evaluate the conflicting perspectives over the Equal Rights Amendment, Title VII, and Roe v. Wade. [Consider multiple perspectives]

#### Standard 4C

The student understands the Warren Court's role in addressing civil liberties and equal rights.

Therefore, the student is able to:

- Analyze the expansion of due process rights in such cases as Gideon v. Wainwright and Miranda v. Arizona and evaluate criticism of the extension of these rights for the accused. [Interrogate historical data]
- Explain the Supreme Court's reasoning in establishing the "one man, one vote" principle. [Interrogate historical data]
- Evaluate the Supreme Court's interpretation of freedom of religion. [Formulate a position or course of action on an issue]
- Assess the effectiveness of the judiciary as opposed to the legislative and executive branches of government in promoting civil liberties and equal opportunities. [Challenge arguments of historical inevitability]



**History Standards for Grades 11-12**  
**United States**

**Era 10**  
**Contemporary United States (1968 to the present)**

**Standard 1: Recent developments in foreign policy and domestic politics**

**Standard 2: Economic, social, and cultural developments in contemporary United States**

**STANDARD 1**  
Recent developments in foreign policy and domestic politics

**Standard 1A**

The student understands domestic politics from Nixon to Carter.

Therefore, the student is able to:

- Evaluate the effectiveness of the Nixon, Ford, and Carter administrations in addressing social and environmental issues.  
[Assess the importance of the individual in history]
- Assess the efforts of the Nixon, Ford, and Carter administrations to combat recession and inflation. [Compare and contrast differing policies]
- Explain the Nixon administration's involvement in Watergate and examine the role of the media in exposing the scandal.  
[Formulate historical questions]
- Analyze the constitutional issues raised by the Watergate affair and evaluate the effects of Watergate on public opinion.  
[Examine the influence of ideas]

**Standard 1B**

The student understands domestic politics in contemporary society.

Therefore, the student is able to:

- Explain the conservative reaction to liberalism and evaluate supply-side economic strategies of the Reagan and Bush administrations. [Compare and contrast differing sets of ideas]

- Examine the impact of the “Reagan Revolution” on federalism and public perceptions of the role of government. [Examine the influence of ideas]
- Analyze constitutional issues in the Iran-Contra affair. [Identify issues and problems in the past]
- Explain why labor unionism has declined in recent decades. [Interrogate historical data]
- Evaluate the impact of recurring recessions and the growing national debt on the domestic agendas of recent presidential administrations. [Compare and contrast differing policies]

#### Standard 1C

The student understands major foreign policy initiatives.

Therefore, the student is able to:

- Assess U.S. policies toward arms limitation and explain improved relations with the Soviet Union. [Examine the influence of ideas]
- Assess Nixon’s policy of detente with the USSR and the People’s Republic of China. [Analyze multiple causation]
- Examine the U.S. role in political struggles in the Middle East, Africa, Asia, and Latin America. [Analyze cause-and-effect relationships]
- Evaluate Reagan’s efforts to reassert American military power and rebuild American prestige. [Hypothesize the influence of the past]
- Explain the reasons for the collapse of communist governments in Eastern Europe and the USSR. [Analyze multiple causation]
- Evaluate the reformulation of foreign policy in the post-Cold War era. [Analyze cause-and-effect relationships]

### STANDARD 2

Economic, social, and cultural developments in contemporary United States

#### Standard 2A

The student understands economic patterns since 1968.

Therefore, the student is able to:

- Explain the sluggishness in the overall rate of economic growth and the relative stagnation of wages since 1973. [Utilize quantitative data]



- Analyze the economic and social effects of the sharp increase in the labor force participation of women and new immigrants. [Analyze cause-and-effect relationships]
- Explain the increase in income disparities and evaluate its social and political consequences. [Analyze cause-and-effect relationships]
- Examine the consequences of the shift of the labor force from manufacturing to service industries. [Evaluate debates among historians]
- Evaluate how scientific advances and technological changes such as robotics and the computer revolution affect the economy and the nature of work. [Explain historical continuity and change]
- Assess the effects of international trade, transnational business organization, and overseas competition on the economy. [Utilize quantitative data]

#### Standard 2B

The student understands the new immigration and demographic shifts.

Therefore, the student is able to:

- Analyze the new immigration policies after 1965 and the push-pull factors that prompted a new wave of immigrants. [Analyze cause-and-effect relationships]
- Identify the major issues that affected immigrants and explain the conflicts these issues engendered. [Identify issues and problems in the past]
- Explore the continuing population flow from cities to suburbs, the internal migrations from the “Rustbelt” to the “Sunbelt,” and the social and political effects of these changes. [Analyze cause-and-effect relationships]
- Explain changes in the size and composition of the traditional American family and their ramifications. [Explain historical continuity and change]
- Explain the shifting age structure of the population with the aging of the “baby boomers,” and grasp the implications of the “greying of America.” [Utilize quantitative data]

#### Standard 2C

The student understands changing religious diversity and its impact on American institutions and values.

Therefore, the student is able to:

- Analyze how the new immigrants have affected religious diversity. [Explain historical continuity and change]
- Analyze the position of major religious groups on political and social issues. [Analyze cause-and-effect relationships]





- Explain the growth of the Christian evangelical movement. [Consider multiple perspectives]
- Analyze how religious organizations use modern telecommunications to promote their faiths. [Interrogate historical data]

#### Standard 2D

The student understands contemporary American culture.

Therefore, the student is able to:

- Evaluate the desegregation of education and assess its role in the creation of private white academies. [Analyze multiple causation]
- Analyze how social change and renewed ethnic diversity has affected artistic expression and popular culture. [Analyze cause-and-effect relationships]
- Explain the influence of media on contemporary American culture. [Explain historical continuity and change]
- Explore the international influence of American culture. [Draw upon visual and musical sources]
- Explain the reasons for the increased popularity of professional sports and examine the influence of spectator sports on popular culture. [Reconstruct patterns of historical succession and duration]

#### Standard 2E

The student understands how a democratic polity debates social issues and mediates between individual or group rights and the common good.

Therefore, the student is able to:

- Evaluate to what degree affirmative action policies have achieved their goals and assess the current debate over affirmative action. [Consider multiple perspectives]
- Explore the range of women's organizations, the changing goals of the women's movement, and the issues currently dividing women. [Explain historical continuity and change]
- Explain the evolution of government support for the assertion of rights by the disabled. [Reconstruct patterns of historical succession and duration]
- Evaluate the continuing grievances of racial and ethnic minorities and their recurrent reference to the nation's charter documents. [Explain historical continuity and change]
- Examine the emergence of the Gay Liberation Movement and evaluate the invocation of democratic ideals concerning the civil rights of gay Americans. [Consider multiple perspectives]



- Evaluate the continuing struggle for *e pluribus unum* amid debates over national vs. group identity, group rights vs. individual rights, multiculturalism, and bilingual education. [Consider multiple perspectives]

**The students from K-12 will demonstrate an understanding of the benefits and challenges of an interconnected world (G & C 5-2) by keeping informed through current world events. The events should be appropriate to the developmental level of the students. This should occur no less than once per trimester/quarter and can include, but is not limited to:**

- **Watching and discussing a newscast of a major world event.**
- **Reading and summarizing an article from a news source on a current world event.**
- **Discussing a current world event topic.**
- **Predicting the outcome of a major world event.**
- **Identifying a current issue from a country of historical study.**



# **Social Studies Standards and Performance Indicators for Social Psychology**

**Standard SS/SP/1.0: The student understands the historical and contemporary perspectives used by psychologists to understand behavior and mental processes.**

**Students will demonstrate the ability to:**

- Explain the historical background of the study of behavior.
- Use the Big 6 research method, comparing and contrasting the six main contemporary perspectives in psychology. (E2a)

**Standard SS/SP/2.0: The student understands the psychological concepts and perspectives of learning.**

**Students will demonstrate the ability to:**

- Classify the characteristics of learning according to psychologists.
- Explain the principles of classical conditioning.
- Explain the principles of operant conditioning.

**Standard SS/SP/3.0: The student understands the psychological concepts and perspectives of memory.**

**Students will demonstrate the ability to:**

- Identify three types of memory.
- Explain the three stages of memory.
- Classify the three processes of memory.
- Evaluate the use of eyewitness testimony in relation to problems with memory.
- Recommend methods for improving memory.

**Standard SS/SP/4.0: The student understands the contemporary psychological theories of personality and how they relate to an understanding of behavior.**

**Students will demonstrate the ability to:**

- Distinguish between psychoanalytical, humanistic, and sociocultural approaches to personality.
- Analyze the creation of gender roles.
- Identify the social conditions responsible in creating gender stereotypes.
- Explain Kohlberg's stages of morality in the development of personality.
- Defend the theory of heredity versus environment in the development of personality.

**Standard SS/SP/5.0: The student understands the influence of sensation and perception on human behavior.**

**Students will demonstrate the ability to:**

- Distinguish between sensation and perception in humans.
- Explain how sensation and perception contribute to an understanding of environment.
- Identify the processes of the five human senses.
- Generalize the basic laws of sensory perception.

**Standard SS/SP/6.0: The student understands the social issues and forces that lead to conformity and obedience to authority.**

**Students will demonstrate the ability to:**

- Defend Milgram's theory as it relates to obedience to authority.
- Identify the ways in which membership in a group can influence individual behavior.
- Classify the factors that lead people to conform.

**Standard SS/SP/7.0: The student understands the perspectives and theories used by psychologists in explaining the causes of social deviance.**

**Students will demonstrate the ability to:**

- Explain the concept of labeling according to observable behavior.
- Identify the causes of labeling as it applies to social norms.
- Compare and contrast contemporary and historical theories on the causes of social deviance.

**Standard SS/SP/8.0: The student understands the three stages of human development.**

**Students will demonstrate the ability to:**



- Analyze the physical, social, and cognitive development of infants and children.
- Compare and contrast the developmental theories of Freud, Piaget, and Erikson.
- Analyze the physical, social, and cognitive development of adolescents.
- Identify the three stages of adulthood.
- Explain the psychological stages of grieving as they relate to death and dying.

# Social Studies Standards and Performance Indicators for World Geography

**Standard SS/WG/1.0: The student knows and understands how to use maps and other geographic representations, tools, and technologies to acquire, organize, and report information from a spatial perspective.**

**Students will demonstrate the ability to:**

- Develop maps and graphs to show the spatial relationships between regions (e.g., transportation networks illustrating air, rail, and highway connections between northern and southern Europe, or time-to-travel distance ratios within a certain region).
- Evaluate the relative merits of maps and other geographic representations, tools, and technologies in terms of their value in solving geographic problems such as choosing the best transportation routes or the best time of year to visit a specific country or region.
- Use mental maps to answer geographic questions (e.g., list countries through which a person would travel between two points, such as Paris to Rome, or San Francisco to Boston).
- Analyze ways in which people's mental maps reflect an individual's attitudes toward places by comparing passages from fiction to reach conclusions about the human perception of places (e.g., Las Vegas as exciting or Paris as romantic).

**Standard SS/WG/2.0: The student knows and understands how physical and human characteristics shape a place.**

**Students will demonstrate the ability to:**

- Explain how social, cultural, and economic processes shape the features of places. For example, describe how culture (e.g., language, food, gender roles, belief systems, resources, modes of transportation, and communication) affects the characteristics of a place.
- Describe and interpret physical processes that shape places, such as the role of climate (e.g., the effects of temperature, precipitation, wind) or erosional processes (e.g., the cliffs of Malibu or the sand dunes of Cape Cod).

**Standard SS/WG/3.0: The student knows and understands how people create regions to interpret Earth's complexity.**

**Students will demonstrate the ability to:**



- Give examples of regions at different spatial scales (e.g., hemisphere, regions within continents, countries and cities).
- Suggest criteria for and examples of functional regions (e.g., the “fan-shed” of a professional sports team), formal regions (e.g., provinces of Canada), and perceptual regions (e.g., the Riviera in southern France).
- Assess the impact of regional transportation changes on people (e.g., the construction of a new airport or rail system).
- Explain how regions are connected by the use of cultural clues such as food preferences, language use, and customs to indicate how migration creates cultural ties between regions.
- Evaluate the meaning and impact of regional labels (e.g., Capital Hill in Washington, D.C., the South) and regional events (e.g., crime in Miami or the Mardi Gras in New Orleans) that contribute to that region’s image.

**Standard SS/WG/4.0: The student knows and understands how culture influences people’s perception of places and regions.**

**Students will demonstrate the ability to:**

- Assess a place or region from the points of view of various types of people, such as a wealthy American tourist, a business traveler, or a middle class family with young children and a limited travel budget.
- Trace the role of technology in changing culture groups’ perceptions of their physical environments (e.g., the air-boat’s impact on tourist travel in Florida’s Everglades).
- Identify ways culture influences people’s perceptions of places and regions by reading stories or magazine articles from other cultures to determine what they perceive as beautiful or valuable in their country. (E1c)
- Illustrate and explain how places and regions serve as cultural symbols by compiling magazine or internet pictures that show buildings, structures, or statues that represent or symbolize a city (e.g., Golden Gate Bridge in San Francisco; the Opera House in Sydney, Australia; the Gateway Arch in St. Louis; Tower Bridge in London).

**Standard SS/WG/5.0: The student knows and understands how physical processes shape the patterns of Earth’s surface.**

**Students will demonstrate the ability to:**

- Use physical processes to explain patterns in the physical environment such as: (a.) erosional agents (e.g., ice and glacial valleys, waves and sea cliffs); (b.) margins of tectonic plates such as earthquake zones and volcanic activity (e.g., the Ring of Fire around the Pacific Ocean, the San Andreas Fault in coastal California); (c.) ocean circulation system and the way it affects climate (e.g., North Atlantic Drift and the mild climate it creates in western Europe).
- Analyze physical patterns in terms of the processes that created them by constructing climate graphs for selected places and by suggesting reasons for similarities and differences in climates. Use this information to explain why it may be more desirable to visit certain places during certain seasons (e.g., avoiding a Caribbean cruise during hurricane season).
- Compare and contrast regions of the world with similar physical features (e.g., desert regions in Nevada and western China or sub-arctic regions in Russia and Canada).

**Standard SS/WG/6.0: The student knows and understands the characteristics, distribution, and complexity of Earth's cultural mosaics.**

**Students will demonstrate the ability to:**

- Identify ways in which communities reflect the cultural background of their inhabitants by being able to identify the components of culture (e.g., language, social organization, beliefs and customs, forms of shelter, economic activities, education systems, and local food preferences).
- Distinguish between the ways of life of different people living in the same region (e.g., the cultural differences among Sikhs, Hindus, and Muslims living in India).
- Use the Big 6 method to conduct research that leads to the description and comparison of patterns of culture in various places and regions around the world. Include cultural customs an American traveler should know to assure cultural harmony and to avoid cultural clashes. (E2a)
- Explain how political and economic alliances affect world culture regions (e.g., the European Union as it affects the cohesiveness and power of Europe, or NAFTA's effect on the trade relations among the United States, Canada, and Mexico).





# Social Studies Performance Indicators for Contemporary Issues

## Students will demonstrate the ability to:

This course should have great flexibility to allow the exploration of the most immediate contemporary issues.

### (Background to Issues)

- Diagram the United States government model and explain how it works.
- Identify and explain the United States economic system.
- Explain the background of social stratification.
- Compare and contrast the United States political, economic, and social structures with other systems in the world.

### (Domestic Issues)

- Use the Big 6 research method to analyze the impact of terrorism (post 9/11). (E2a)
- Identify and explain the lack of faith people have in government.
- Identify national environmental problems and explore solutions.
- Identify the energy crisis in the United States and explain its impact.
- Analyze the drug problem and pose potential solutions.
- Identify and explain the health care crisis.
- Identify and explain the social security dilemma.
- Assess the need for social programs (Head Start, welfare, public housing, social security).
- Explain the business cycle and relate it to current economic conditions.
- Analyze the equality issues of women and minorities.
- Explain their major constitutional rights.
- Examine how society changes and identify current trends.

### (Foreign Issues)

- Explain the need for defense in the world today.
- Identify the major terrorist organizations and explain the reasons for their extremist philosophies.
- Identify major world environmental problems and ponder solutions.
- Analyze major political, economic, and social problems in the world.
- Identify major issues the United States is dealing with in Latin America, the Middle East, Europe, Africa, and Asia.
- Explain major problems in world trade.



# Social Studies Performance Indicators for Youth and Law

## Students will demonstrate the ability to:

### The Need for Law:

- Explain the need for law in our families, schools, and society.
- Compare and contrast the schools of jurisprudence.
- Describe how laws have changed since Hammurabi's Code.
- Analyze how laws reflect a society's values.
- Evaluate the relationship between rights and responsibilities.

### The Legal System:

- Evaluate the relationship between rights and responsibilities.
- Identify the branches of government and their purpose.
- Explain why citizenship is not a "spectator sport."
- Compare and contrast civil and criminal law.
- Using the Big 6 research method, identify and explain the types of courts and how they function. (E2a)

### Crime and Society:

- Develop a list of crimes.
- Explain the causes of crime.
- Distinguish between grades and degrees of crime.
- Distinguish between felonies and misdemeanors.
- Describe the relationship between crimes and state of mind.

### Due Process:

- Evaluate the importance of rights.
- Present an argument against "loopholes" in laws.
- Summarize states' rights in the Fourth, Fifth, Sixth, and Eighth Amendments.
- Use the Big 6 research method to identify and explain significant Supreme Court cases (e.g., Mapp, Miranda, Gideon, Gault). (E2a)
- Identify and analyze the steps that occur between arrest and trial.
- Explain the reasons for prisons and punishment.



- Compare and contrast different types of juries.
- Demonstrate the various roles in a court case by participating in a mock trial.
- Evaluate and analyze courtroom proceedings.

Tort Law System:

- Differentiate between the elements of an intentional and negligent tort.
- Detail the process to file a tort case.
- Evaluate the liability factors of home, auto, and other property.
- Analyze the reasonable and prudent person standard.
- Examine and explain the escalation of lawsuits in our society. (E1c)
- Explain defenses to lawsuits.

Legal Issues Related to Family Law, Consumer Law, Contract Law, and Landlord Tenant Law:

- Explain legal obligations of marriage and divorce.
- Explain legal obligations of a contract.
- Explain legal obligations of a consumer.
- Explain legal obligations of a landlord.
- Explain legal obligations of a tenant.



## **Rubrics**

Chariho High School District Rubrics are on the following web site:

<http://www.chariho.k12.ri.us/chs/portfolio/Rubrics%20and%20Models.htm>

## EDUCATOR TO EDUCATOR

### Applying Webb's Depth of Knowledge Levels for Social Studies

(Adapted from Karin Hess, Center for Assessment/NCIEA, 2005)

Webb's DOK Levels			
Recall & Reproduction (DOK 1)	Skills & Concepts/Basic Reasoning (DOK 2)	Strategic Thinking/ Complex Reasoning (DOK 3)	Extended Thinking/ Reasoning (DOK 4)
<ul style="list-style-type: none"> <li>Identify who, when, what, where, and why</li> <li>Recall facts, terms, concepts, trends, generalizations, and theories</li> <li>Use a variety of tools</li> <li>Recognize or identify specific information contained in graphics</li> <li>Identify specific information in maps, charts, tables, graphs or drawings</li> <li>Define</li> <li>Identify cause and effect</li> </ul>	<ul style="list-style-type: none"> <li>Describe or explain how or why</li> <li>Give an example</li> <li>Describe and explain issues and problems, purposes, patterns, sources, reasons, cause and effect, multiple causation, significance or impact, relationships, points of view or processes</li> <li>Compare/contrast people, places, events, purposes, and concepts</li> <li>Classify, sort items into meaningful categories</li> <li>Convert information from one form to another</li> </ul>	<ul style="list-style-type: none"> <li>Use concepts to solve problems</li> <li>Use evidence to justify</li> <li>Propose and evaluate solutions to problems</li> <li>Recognize and explain misconceptions</li> <li>Cite evidence and develop a logical argument for concepts</li> <li>Reason and draw conclusions</li> <li>Disseminate among plausible answers</li> <li>Analyze similarities and differences in issues and problems</li> <li>Apply concepts to new situations</li> <li>Make connections across time and place to explain a</li> </ul>	<ul style="list-style-type: none"> <li>Connect and relate ideas and concepts within the content area or among content areas</li> <li>Examine and explain alternative perspectives across a variety of sources</li> <li>Describe and illustrate how common themes and concepts are found across time and place</li> <li>Make predictions with evidence as support</li> <li>Develop a logical argument</li> <li>Plan and develop solutions to problems</li> <li>Analyze and synthesize information from multiple sources</li> <li>Complex reasoning with planning, investigating or developing that will most likely require an extended period of time-must require applying significant conceptual understanding and higher-order thinking</li> </ul>



## Applying Webb's Depth of Knowledge Levels for Social Studies

<ul style="list-style-type: none"> <li>• Describe (recall, recite, or reproduce information)</li> <li>• Identify purposes</li> </ul>		<p>concept or big idea</p> <ul style="list-style-type: none"> <li>• Recognize and explain patterns</li> <li>• Make and support decisions</li> <li>• Evaluate effectiveness and impact</li> </ul>	<ul style="list-style-type: none"> <li>• Apply and adapt information to real-world situations</li> <li>• Participation in simulations and activities requiring higher-level thinking (e.g., Mock Trial, Mock Congress, Project Citizen)</li> </ul>
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## GSEs for RI Government & Civics Strand

<b>G&amp;C 1: People create and change structures of power, authority, and governance in order to accomplish common goals.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 1 (K-2) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...</b>	<b>G&amp;C 1 (3-4) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...</b>	<b>G&amp;C 1 (5-6) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...</b>	<b>G&amp;C 1 (7-8) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...</b>	<b>G&amp;C 1 (9-12) –1 Students demonstrate an understanding of origins, forms, and purposes of government by ...</b>	<b>G&amp;C 1 (Ext) –1 Students demonstrate an understanding of origins, forms, and purposes of government by...</b>
a. identifying rules and consequences for them in different settings (e.g., home, bus, classroom, cafeteria, etc.) and explaining why we need rules and who makes the rules DOK 1	a. <u>making, applying, and enforcing rules (e.g., home, school, community)</u> DOK 2	a. <u>identifying the basic functions of government</u> DOK 1	a. <u>identifying and explaining the origins</u> and basic functions of government. DOK 2	a. <u>describing or explaining competing ideas about the purposes and functions of politics and government</u> DOK 2	a. <u>analyzing</u> competing ideas about the purposes and functions of politics and government DOK 3
b. evaluating the rules in different settings (e.g., is this a good rule and why/why not?) DOK 3	b. <u>comparing similarities between a rule and a law</u> DOK 2	b. <u>listing and defining various forms of government</u> (dictatorship, democracy, parliamentary, monarchy etc.) DOK 1	b. <u>comparing and contrasting</u> different forms of government (e.g., dictatorship, democracy, theocracy, republic monarchy, anarchy) DOK 2	b. comparing and contrasting different forms of government <u>and their purposes</u> DOK 2	
c. exploring examples of services	c. <u>citing examples of services that local</u>	c. <u>citing examples of when major changes</u>	c. <u>explaining what happens when</u>	c. <u>explaining how a political ideology is</u>	



provided in their own community DOK ½	<u>and state governments provide for the common good</u> DOK 2	<u>in governments have occurred</u> DOK 2	<u>political structures do or do not meet the needs of people</u> DOK 2	<u>reflected in the form and structure of a government</u> (e.g., Democracy – Democratic republic) DOK 2	
			d. <u>explaining how geography and economics influence the structure of government</u> DOK 2	d. <u>distinguishing between the rule of law and the rule of men/women</u> DOK 2	
<b>G&amp;C 1 (K-2) –2</b> <b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</b>	<b>G&amp;C 1 (3-4) –2</b> <b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</b>	<b>G&amp;C 1 (5-6) –2</b> <b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</b>	<b>G&amp;C 1 (7-8)–2</b> <b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</b>	<b>G&amp;C 1 (9-12) –2</b> <b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed, by...</b>	<b>G&amp;C 1 (Ext) –2</b> <b>Students demonstrate an understanding of sources of authority and use of power, and how they are/can be changed by...</b>
a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) and how these people help to meet the needs of the common good DOK 1	a. identifying authority figures who make, apply, and enforce rules (e.g., family, school, police, firefighters, etc.) <u>and how there are limits to their power</u> DOK 1/2	a. <u>identifying and summarizing the key stages of development of the rule of law, using various enduring documents</u> DOK 2	a. <u>comparing and contrasting</u> the key stages of development of the rule of law, as presented in various enduring documents DOK 2	a. <u>identifying how the purposes served by actions of a government affect relationships between and among the individual and government and society as a whole</u> (i.e., civil society) DOK 2	
b. recognizing and describing the	b. recognizing, describing <u>and</u>	b. identifying and describing <u>the role of</u>	b. <u>explaining why the rule of law is</u>	b. <u>explaining how political authority is</u>	





characteristics of leadership and fair decision making, and explaining how they affect others (e.g., line leader, team captain) DOK 2	<u>demonstrating</u> the characteristics of leadership and fair decision making and explaining how they affect others DOK 2	<u>individuals</u> (e.g., Thomas Jefferson, George Washington, Thomas Paine) <u>as authority figures/ leaders in the creation of government</u> DOK 1/2	<u>necessary to the role of government</u> (e.g., debate/ Robert's Rules of Order) DOK 2	<u>obtained and legitimized</u> DOK 2	
			c. <u>defining and identifying the nature of authority and sources of power</u> DOK1	c. <u>examining relationships between the nature and exercise of power and its historical origins</u> (e.g., divine right, popular sovereignty, social contract, regime of truth) DOK 2	

**G&C 2: The *Constitution* of the United States establishes a government of limited powers that are shared among different levels and branches.**

GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
G&C 2 (K-2) –1 Students demonstrate an understanding of United States government (local, state, national) by...	G&C 2 (3-4) –1 Students demonstrate an understanding of United States government (local, state, national) by...	G&C 2 (5-6) –1 Students demonstrate an understanding of United States government (local, state, national) by...	G&C 2 (7-8) –1 Students demonstrate an understanding of United States government (local, state, national) by...	G&C 2 (9-12) –1 Students demonstrate an understanding of United States government (local, state, national) by...	G&C 2 (Ext) –1 Students demonstrate an understanding of United States government (local, state, national) by...



a. identifying elected leaders at different levels of government (e.g., mayor is the leader of a city, governor is the leader of the state, president is the leader of the country) DOK 1	a. <u>identifying the levels (local, state, national) and three branches of government, as defined by the U.S. Constitution, and the roles and purposes of each (checks and balances)</u> DOK 1	a. identifying and <u>explaining the function of the three branches</u> (checks and balances) DOK 1	a. identifying the functions of the three branches of government; <u>and analyzing and describing the interrelationship among the branches</u> (checks and balances/ cause and effect). DOK 2/3	a. <u>evaluating, taking, and defending positions on a current issue regarding the judicial protection of individual or state rights via judicial review</u> DOK 3/4	
	b. <u>describing the U.S. Constitution and Bill of Rights and explaining why they are important</u> DOK 2	b. identifying how power is divided and shared among the levels of the United States government (federalism) DOK 1	b. <u>explaining how and why</u> power is divided and shared among the levels of government (federalism) DOK 2	a. <u>analyzing</u> the basic structures of government in the U.S. (e.g., national, state, local; branches of federal government) <u>through researching a current or historical issue or event</u> DOK 3/4	
		c. <u>explaining how a bill becomes a law</u> DOK 1/2	c. <u>tracing the process of how an idea transforms into a bill and then becomes a law</u> DOK 2	c. <u>identifying and describing ways in which people gain or fail to gain access to the institutions of the U.S. government</u> (local, state, national) or other political institutions (e.g., access to the U.S. political process) DOK 2	c. <u>analyzing</u> how people gain or fail to gain access to the institutions of the U.S. government (local, state, national) or other political institutions (e.g., access to the U.S. political process) DOK 3



				d. <u>critically examining the principles, traditions, and precedents of American constitutional government</u> DOK 3	
<b>G&amp;C 2 (K-2) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...</b>	<b>G&amp;C 2 (3-4) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...</b>	<b>G&amp;C 2 (5-6) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...</b>	<b>G&amp;C 2 (7-8) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by ...</b>	<b>G&amp;C 2 (9-12) –2 Students demonstrate an understanding of the democratic values and principles underlying the US government by...</b>	<b>G&amp;C 2 (Ext) –2 Students demonstrate an understanding of the democratic values and principles underlying the U.S. government by...</b>
a. identifying symbols used to depict Americans’ shared democratic values, principles, and beliefs (e.g., American flag, Pledge of Allegiance) DOK 1	a. identifying <u>and explaining the meaning of</u> symbols used to depict Americans shared democratic values, principles, and beliefs (e.g., colors of the American flag, Pledge of Allegiance, bald eagle) DOK 1/2	a. exploring democratic values such as: respect, property, compromise, liberty, self-government, and self-determination DOK 1/2	a. <u>explaining how democratic values are reflected in enduring documents, political speeches (discourse), and group actions</u> DOK 2/3	a. <u>interpreting and analyzing the sources of the U.S. democratic tradition in the Declaration of Independence, U.S. Constitution, and other documents</u> (e.g., <i>RI Constitution, Seneca Falls Declaration of Sentiments &amp; Resolutions, Supreme Court decisions, Pledge of Allegiance</i> ) DOK 3	
b. using a variety of	b. using a variety of	b. <u>identifying</u>	b. <u>using a variety of</u>	b. <u>analyzing the</u>	



sources to provide examples of the basic values and principles of democracy (e.g., life, liberty, happiness) DOK 2	sources (e.g., <i>Bill of Rights</i> ) to provide examples of the basic values and principles of democracy (e.g., life, liberty, happiness) DOK 2	<u>primary documents (e.g., <i>Bill of Rights</i>, <i>U.S. Constitution</i>) that reflect the underlying principles of the United States</u> DOK 2	<u>sources to identify and defend a position on a democratic principle</u> (e.g. individual rights) DOK 3/4	<u>inherent challenges involved in balancing majority rule and minority rights</u> DOK 3	
c. identifying individual roles in a group and acting as a productive member of a group DOK 1/2	c. <u>exhibiting and explaining what it means to be a responsible member of a group to achieve a common goal</u> (e.g., problem solving, task completion, etc.) <u>and self-monitoring effectiveness in a group</u> DOK 2	c. exhibiting and explaining what it means to be <u>a responsible citizen in the community</u> DOK 2	c. exhibiting and explaining what it means to be <u>a responsible citizen in the state and nation</u> DOK 2	c. <u>identifying and giving examples of the discrepancies between democratic ideals and the realities of American social and political life</u> (e.g., equal protection under the law and the reality of discrimination) DOK 2	c. <u>analyzing</u> the discrepancies between democratic ideals and the realities of American social and political life (e.g., equal protection under the law and the reality of discrimination) DOK 3/4
				d. <u>discussing different historical understandings/ perspectives of democracy</u> DOK 2	

<b>G&amp;C 3: In a democratic society all people have certain rights and responsibilities.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs for Grades 5-6</b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 3 (K-2) –1 Students demonstrate an understanding of</b>	<b>G&amp;C 3 (3-4) –1 Students demonstrate an understanding of</b>	<b>G&amp;C 3 (5-6) –1 Students demonstrate an understanding of</b>	<b>G&amp;C 3 (7-8) –1 Students demonstrate an understanding of</b>	<b>G&amp;C 3 (9-12) –1 Students demonstrate an understanding of</b>	<b>G&amp;C 3 (Ext) –1 Students demonstrate an understanding of</b>



citizens' rights and responsibilities by...	citizens' rights and responsibilities by...	citizens' rights and responsibilities by...	citizens' rights and responsibilities by...	citizens' rights and responsibilities by...	citizens' rights and responsibilities by...
a. exhibiting respect (e.g.: waiting one's turn, respecting differences, sharing, etc.) for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others DOK 2	a. exhibiting respect for self, parents, teachers, authority figures (police, fire, doctors, community leaders), and others, <u>and demonstrating an understanding of others' points of view</u> DOK 2	a. <u>defining the concepts:</u> "civic"(adj.), "civics"(n), "civil," and "citizen" DOK 1	a. defining and applying the concepts: "civic"(adj.), "civics"(n), "civil," "citizen," and "rights" DOK 1/2	a. <u>comparing and contrasting different perspective on provisions found in the <i>Bill of Rights</i></u> (e.g., flag burning and the first Amendment) DOK 2	a. <u>evaluating, taking, and defending positions on provisions found in the <i>Bill of Rights</i></u> DOK 3
	b. <u>using a variety of sources</u> (e.g., primary sources, secondary sources, literature, videos, media) <u>to provide examples of individuals' and groups' rights and responsibilities</u> (e.g., justice, equality, and diversity) DOK 2	b. <u>identifying personal, economic, legal, and political rights in a democratic society</u> DOK 2	b. <u>evaluating, taking, and defending a position on issues involving individual rights</u> (personal, economic, legal, or political rights reflected in the <i>Bill of Rights</i> ) DOK 3	b. <u>comparing and contrasting human rights provided for in various documents or materials</u> (e.g., <i>Universal Declaration of Rights, International Convention on the Rights of the Child</i> , other national constitutions) DOK 2	
		c. <u>identifying a citizen's responsibilities in a democratic society</u> (personal, economic, legal, and civic) DOK 1	c. <u>analyzing, taking, and defending a position on an issue involving civic responsibilities</u> (personal, economic, legal or political	c. <u>evaluating, taking, and defending positions regarding the personal and civic responsibilities of individuals</u> DOK 3	



			rights) DOK 3		
		d. <u>identifying the conflicts between individual rights and the common good</u> DOK 1	d. providing examples that reflect conflicts between individual rights and the common good, <u>within the context of civic responsibility</u> DOK 2	d. <u>analyzing the scope and limits of personal, cultural, economic, or political rights</u> (e.g., freedom of expression vs. school dress codes, speaking one's native language vs. English-only legislation; living wage vs. minimum wage; civil liberties vs. national security) DOK 3	
				e. <u>describing the criteria used for admission to citizenship in the US</u> DOK 1	e. <u>critically examining the criteria used for admission to citizenship in the US</u> DOK 3
<b>G&amp;C 3 (K-2) –2</b> <b>Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</b>	<b>G&amp;C 3 (3-4) –2</b> <b>Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</b>	<b>G&amp;C 3 (5-6) –2</b> <b>Students demonstrate an understanding how individuals and groups exercise (or are denied) their rights and responsibilities by...</b>	<b>G&amp;C 3 (7-8) –2</b> <b>Students demonstrate an understanding of how of individuals and groups exercise (or are denied) their rights and responsibilities by...</b>	<b>G&amp;C 3 (9-12) –2</b> <b>Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</b>	<b>G&amp;C 3 (Ext) –2</b> <b>Students demonstrate an understanding of how individuals and groups exercise (or are denied) their rights and responsibilities by...</b>



a. demonstrating personal and group rights and responsibility (e.g., self-managing behavior, time, space, and materials) DOK 2	a. <u>demonstrating and explaining how personal choices can affect rights, responsibilities and privileges of self and others</u> (e.g., bullying, breaking rules, intruding on others' space, interference with others' rights to learn) DOK 2	a. <u>identifying and explaining specific ways rights may or may not be exercised</u> (e.g., civil rights) DOK 2	a. <u>identifying an issue, proposing solutions, and developing an action plan to resolve an issue</u> DOK 3	a. <u>identifying a policy at the school, local, state, national, or international level and describe how it affects individual rights</u> DOK 2	a. <u>evaluating, taking, and defending a position regarding a policy</u> at the school, local, state, national, or international level that affects individual rights DOK 3/4
b. working cooperatively in a group, sharing responsibilities or individual roles within a group DOK 2	b. working cooperatively in a group, <u>demonstrating individual/personal accountability</u> (e.g., dividing responsibilities, taking on individual roles) <u>to complete a task</u> (e.g., in-class group projects, civic or community activities, school-wide groups or clubs working toward a common goal) DOK 2	b. <u>recognizing potential conflicts within or among groups</u> , brainstorming possible solutions, and reaching compromises DOK2/3	b. identifying and explaining how an action taken by an individual or a group impacts the rights of others DOK 2	b. <u>accessing the political system</u> (e.g., letter writing, researching an issue and communicating it to the public, organizing, petitioning, boy/buycotting) DOK 2/3	
c. identifying feelings and	c. <u>explaining different ways</u>	<ul style="list-style-type: none"> <li>c. <u>explaining the judicial process</u></li> </ul>	c. <u>identifying the impact of an historic</u>	c. <u>describing and giving examples of</u>	c. <u>analyzing</u> how access to institutions



situations that lead to conflict and describing ways people solve problems effectively DOK 1	<u>conflicts can be resolved, how conflicts and resolutions can affect people, and describing the resolution of conflicts by the courts or other authorities</u> DOK 2	(due process - local state, and federal) DOK1	<u>court case</u> DOK 2/3	<u>how access to institutions can affect justice, reward, and power in the U.S.</u> DOK 2	affects justice, reward, and power in the U.S. DOK 3
				d. <u>identifying and explaining ways individuals and groups have exercised their responsibilities in order to transform society</u> (e.g., Civil Rights Movement, women's suffrage) DOK 1/2	d. <u>critiquing and proposing alternatives to social, political, or economic injustices; using evidence to make predictions about how society might be transformed in the future</u> DOK 3/4
				e. reflecting on a decision-making experience, as a member of a student group (e.g., school governance, team, organization) DOK 2/3	e. reflecting on participation in school governance and/or youth leadership development DOK 1-3

G&C 4: People engage in political processes in a variety of ways.					
GSEs for Grades K-2	GSEs for Grades 3-4	<u>GSEs for Grades 5-6</u>	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning





<b>G&amp;C 4 (K-2) –1 Students demonstrate an understanding of political systems and political processes by...</b>	<b>G&amp;C 4 (3-4) –1 Students demonstrate an understanding of political systems and political processes by...</b>	<b>G&amp;C 4 (5-6) –1 Students demonstrate an understanding of political systems and political processes by...</b>	<b>G&amp;C 4 (7-8) –1 Students demonstrate an understanding of political systems and political processes by...</b>	<b>G&amp;C 4 (9-12) –1 Students demonstrate an understanding of political systems and political processes by...</b>	<b>G&amp;C 4 (Ext)–1 Students demonstrate an understanding of political systems and political processes by...</b>
a. identifying forms of civic participation (e.g., voting, petition, survey) DOK 1	a. identifying forms and <u>levels</u> of civic participation and <u>how it affects the common good</u> (e.g., <u>local, state, national, world</u> ) DOK 2	a. <u>explaining how leaders are selected or elected</u> (e.g., election process, appointment process, political parties, campaigns) DOK 1	a. explaining how leaders are selected or elected (election process, public agenda, special interest groups, and media) DOK 1	a. comparing and contrasting U.S. systems of government with others DOK 2	
		b. <u>listing the “labels” that individuals may give themselves within a political process</u> DOK 1	b. <u>describing how and why</u> individuals identify themselves politically DOK 2	b. <u>interacting with, analyzing, and evaluating [in authentic context] political institutions and political parties and how they shape the public agenda</u> (using local, national, and international issues/events that are personally meaningful to students) DOK 4	b. interacting with political institutions and/or political parties in order to <u>evaluate how they shape the public agenda</u>
		c. <u>identifying, comparing, and contrasting different</u>	c. <u>evaluating the strengths and weaknesses of</u>	c. <u>analyzing and interpreting sources</u> (print and non-print	c. <u>critically analyzing a media piece</u> (e.g., political



		<u>“political systems”</u> (e.g., monarchy, parliamentary) DOK 2	various political systems DOK 3	discourse), by <u>distinguishing fact from opinion, and evaluating possible bias/propaganda or conflicting information within or across sources</u> (GSE R-10-8.4) DOK 3/4	advertisements, news broadcasts, talk radio shows) <u>and assessing its impact on public opinion and behavior</u> DOK 3/4
			d. <u>examining how elections are/can be vehicles of change</u> DOK 2	d. <u>selecting a landmark campaign or election in the American political system, explaining the historical context and its significance, and evaluating its impact</u> DOK 3	d. evaluating the significance of landmark campaigns and elections in the American political system
			e. <u>recognizing multiple perspectives on historical or current controversial issues</u>	e. <u>analyzing multiple perspectives</u> on an historical or current controversial issue (e.g., immigration, environmental policy, escalation of the war in Vietnam, Brown v. Board of Education) DOK 4	e. analyzing multiple perspectives on historical or current controversial issues <u>to illustrate the complexity involved in obtaining political agreement on contested public issues</u> (e.g., perspectives on immigration) DOK 4
<b>G&amp;C 4 (K-2) – 2 Students</b>	<b>G&amp;C 4 (3-4) – 2 Students</b>	<b>G&amp;C4 (5-6) -2 Students</b>	<b>G&amp;C 4(7-8)-2 Students</b>	<b>G&amp;C 4 (9-12) –2 Students</b>	<b>G&amp;C 4 (Ext) –2 Students</b>



demonstrate their participation in political processes by...	demonstrate their participation in political processes by...	demonstrate their participation in political processes by...	demonstrate their participation in political processes by...	demonstrate their participation in political processes by...	demonstrate their participation in political processes by...
a. experiencing a variety of forms of participation (e.g.: voting, petition, survey) DOK 1	a. <u>engaging</u> in a variety of forms of participation (e.g., voting, petition, survey) <u>and explaining the purpose of each form</u> DOK 2	a. <u>accessing a variety of sources to form, substantiate, and communicate an opinion and presenting their opinion to an audience beyond the classroom</u> DOK 3	a. <u>expressing and defending an informed opinion</u> and presenting their opinion to an audience beyond the classroom (e.g., political cartoon, letter, speech) DOK 3	a. <u>using collaborative decision making/problem solving to consider multiple perspectives on a current political, social, or economic issue, evaluating the consequences of various options, and developing a plan of action</u> (e.g., new school policy or local, national, or international public policy) DOK 3/4	
		b. <u>describing the voting process for a local, state, or national election</u> DOK 1	b. <u>describing their role and impact in the voting process</u> DOK 1	b. <u>working individually or with others to identify, propose, and carry out a community/civic engagement project/initiative</u> (e.g., making the community aware of an issue, organizing	



				a workshop) DOK 3/4	
		c. engaging in the political process (e.g. voting in school elections) DOK 2	c. engaging in the political process (e.g. mock elections) DOK 2	c. engaging in an <u>electoral process</u> (e.g., become a candidate and carry out a campaign, participate in party/school nominations, work on a political campaign, volunteer to serve on a board, do polling) DOK 1/2	

<b>G&amp;C 4 (K-2) –3 Students participate in a civil society by ...</b>	<b>G&amp;C 4 (3-4) –3 Students participate in a civil society by ...</b>	<b>G&amp;C 4 (5-6) –3 Students participate in a civil society by...</b>	<b>G&amp;C 4 (7-8)-3 Students participate in a civil society by...</b>	<b>G&amp;C 4 (9-12) –3 Students participate in a civil society by...</b>	<b>G&amp;C 4 (Ext) –3 Students participate in a civil society by...</b>
a. identifying problems, planning and implementing solutions in the classroom, school, and community DOK 2	a. identifying problems, planning and implementing solutions, <u>and evaluate the outcomes</u> in the classroom, school, community, <u>state, nation, and world</u> DOK 3	a. demonstrating respect for the opinions of others (e.g., listening to and asking relevant questions, taking turns, considering alternative perspectives) DOK 2	a. demonstrating an <u>understanding and empathy for the opinions of others</u> (e.g., listening to and asking relevant questions, considering alternative perspectives, voicing alternative points of view, recognizing bias) DOK 3	a. <u>critically reflecting on their own civic dispositions</u> (e.g., tolerance and respect, concern for the rights and welfare of others, social responsibility, and recognition of the capacity to make a difference) DOK 2/3	
		b. <u>demonstrating the</u>	b. demonstrating the	b. <u>describing the</u>	b. understanding and



		ability to <u>compromise</u> (e.g., offering solutions, persisting to resolve issues) DOK 2	ability to <u>compromise</u> (e.g., offering solutions, persisting to resolve issues)	<u>assets and needs of communities and explain the relationships between and among interactions with various institutions</u> DOK 2	<u>analyzing</u> the assets and needs of their communities and the interactions with various institutions (e.g., interest and advocacy groups, the not-for-profit sector) DOK 3/4
		c. <u>taking responsibility for one's own actions (anticipating and accepting consequences)</u> DOK 2	c. <u>recognizing the cause and effect of taking an action</u>	c. <u>identifying and analyzing the tensions that exist between public and private life</u> DOK 3	
		d. <u>identifying and accessing reliable sources to answer questions about current important issues</u> (e.g. news media, children's news magazines) DOK 2	d. utilizing a variety of reliable sources to <u>develop an informed opinion</u> DOK 3		

<b>G&amp;C 5: As members of an interconnected world community, the choices we make impact others locally, nationally, and globally.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b>GSEs Grades 5-6</b>	<b>GSEs Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>G&amp;C 5 (K-2) -1 Students demonstrate an understanding of</b>	<b>G&amp;C 5 (3-4) –1 Students demonstrate an understanding of</b>	<b>G&amp;C 5 (5-6)– 1 Students demonstrate an understanding of</b>	<b>G&amp;C 5 (7-8) – 1 Students demonstrate an understanding of</b>	<b>G&amp;C 5 (9-12) – 1 Students demonstrate an understanding of</b>	<b>G&amp;C 5 (Ext) – 1 Students demonstrate an understanding of</b>



<b>the many ways earth's people are interconnected by...</b>	<b>the many ways Earth's people are interconnected by...</b>	<b>the many ways Earth's people are interconnected by...</b>	<b>the many ways Earth's people are interconnected by...</b>	<b>the many ways Earth's people are interconnected by...</b>	<b>the many ways Earth's people are interconnected by...</b>
a. exploring and discussing ways we might interact with others around the world (e.g., food, clothing, transportation, tourism, news) DOK 1	a. <u>explaining how current events around the world affect our lives (e.g., trade, war, conflict-resolution, treaties, military force)</u> DOK 2	a. <u>identifying, describing, and explaining how people are socially, technologically, geographically, economically, or culturally connected to others</u> DOK 2/3	a. tracing and explaining social, technological, geographical, economical, and cultural connections <u>for a given society of people</u> DOK 3	a. identifying the ways the world is organized: politically, socially, culturally, economically, environmentally (e.g. nation-state) DOK 1	
	b. locating where different nations are in the world DOK 1	b. locating where different nations are in the world <u>in relation to the U.S.</u> DOK 1	b. identifying, describing, and explaining how people are <u>politically, environmentally, militarily, and (or) diplomatically connected.</u> DOK 2	b. <u>organizing information to show relationships between and among various individuals, systems, and structures</u> (e.g. politically, socially, culturally, economically, environmentally) DOK 2/3	
<b>G&amp;C 5 (K-2) –2 Students demonstrate an understanding of the benefits and challenges of an interconnected</b>	<b>G&amp;C 5 (3-4) –2 Students demonstrate an understanding of the benefits and challenges of an interconnected</b>	<b>G&amp;C 5 (5-6) -2 Students demonstrate an understanding of the benefits and challenges of an interconnected</b>	<b>G&amp;C 5 (7-8)-2 Students demonstrate an understanding of the benefits and challenges of an interconnected</b>	<b>G&amp;C 5-2 (9-12) Students demonstrate an understanding of the benefits and challenges of an interconnected</b>	<b>G&amp;C 5-2 (Ext) Students demonstrate an understanding of the benefits and challenges of an interconnected</b>



world by...	world by...	world by...	world by...	world by...	world by...
a. using a variety of print and non-print sources to explore other people and places DOK 1	a. <u>exploring current issues</u> (e.g., technology, economics, trade, geography or political problems) using a variety of print and non-print sources DOK 1	a. <u>identifying and discussing factors that lead to the breakdown of order among societies</u> DOK 1, 2	a. identifying and discussing factors that lead to the breakdown of order among societies and <u>the resulting consequences</u> DOK 1/2	a. <u>describing the interconnected nature of a contemporary or historical issue</u> DOK 2	
		b. <u>citing a social, technological, geographical, economical, or cultural issue that provides an example of both benefits and challenges</u> DOK 1	b. <u>considering competing interests on issues that benefit some people and causes other people to suffer</u> (e.g. slavery, whaling, oil exploration) DOK 2	b. <u>assessing the benefits and challenges of living in an interconnected world</u> DOK 3	

<b>G&amp;C 5 (K-2)-3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...</b>	<b>G&amp;C 5 (3-4) -3 Students demonstrate an understanding of how the choices we make impact, and are impacted by an interconnected world, by...</b>	<b>G&amp;C 5 (5-6) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...</b>	<b>G&amp;C 5 (7-8) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by an interconnected world by...</b>	<b>G&amp;C 5 (9-12) -3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...</b>	<b>G&amp;C 5 (Ext)-3 Students demonstrate an understanding of how the choices we make impact and are impacted by, an interconnected world by...</b>
a. listing the pros and cons of personal decisions (e.g., littering, recycling)	a. listing and <u>explaining</u> the pros and cons of personal and <u>organizational</u>	a. <u>giving examples that identify the effects of their personal consumer,</u>	a. <u>making predictions</u> as to the effects of their personal consumer,	a. predicting outcomes and possible consequences of a	



DOK 1	(e.g., businesses, governments, other groups) decisions DOK 2	<u>environmental, communication, and eventual political choices</u> DOK 2	environmental, communication, and eventual political choices DOK 2	conflict, event, or course of action DOK 2	
		b. <u>explaining how actions taken or not taken impact societies</u> (e.g., natural disasters, incidences of social injustice or genocide) DOK 2	b. <u>summarizing a significant situation or event and the responses (if appropriate), and then proposing and defending actions to be taken or not taken</u> DOK 2/3	b. identifying and summarizing the <u>intended and unintended consequences of a conflict, event, or course of action</u> DOK 2	
				c. <u>working through deliberation, negotiation, and compromise to plan and develop just solutions to problems created when nations or groups act</u> DOK 2/3	





## GSEs for RI Historical Perspectives Strand

HP 1: History is an account of human activities that is interpretive in nature.					
GSEs for Grades K-2	GSEs for Grades 3-4	GSEs for Grades 5-6	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
HP 1 (K-2) –1 <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</i>	HP 1 (3-4) –1 <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</i>	HP 1 (5-6) –1 <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</i>	HP 1 (7-8) –1 <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</i>	HP 1 (9-12) –1 <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</i>	HP 1 (Ext) –1 <i>Students act as historians, using a variety of tools (e.g., artifacts and primary and secondary sources) by...</i>
a. identifying and categorizing the kinds of information obtained from different tools and artifacts DOK 1/2	a. <u>describing the difference between primary and secondary sources and interpreting information from each</u> (e.g., asking questions, making predictions) DOK 2	a. <u>identifying appropriate sources</u> (e.g., historical maps, diaries, photographs) <u>to answer historical questions</u> DOK1	a. identifying appropriate sources and using evidence to substantiate specific accounts of human activity DOK 2	a. formulating historical questions, obtaining, <u>analyzing, evaluating historical primary and secondary print and non-print sources</u> (e.g., <i>RI Constitution</i> , art, oral history)	
b. recognizing objects, artifacts, and symbols from long ago and today DOK 1	b. <u>classifying</u> objects, artifacts, and symbols from long ago and today <u>and describing how they add to our understanding of the past</u> DOK 2/3	b. <u>using evidence to substantiate specific accounts of human activity</u> DOK 2/3	b. <u>drawing inferences about Rhode Island History in the larger context of history</u> DOK 3	b. <u>explaining how historical facts and historical interpretations may be different, but are related</u> (e.g. slavery in RI v. economic benefit to RI) DOK 2	



	c. <u>organizing information obtained to answer historical questions</u>	c. <u>asking</u> and answering historical questions, organizing information, and <u>evaluating information in terms of relevance</u> DOK 2/3	c. identifying and <u>evaluating sources of information</u> , asking historical questions, categorizing the information, and evaluating information in terms of relevance and <u>completeness</u> DOK 3	c. <u>identifying, describing, or analyzing multiple perspectives on an historical trend or event</u> (e.g. mill worker v. mill owners during Industrial Revolution in RI; separation of powers in RI government) DOK 2/3	
				d. <u>using technological tools in historical research</u>	d. using a variety of technological tools in historical research <u>and interpretation</u> (e.g., master database of graveyards; census records, online school reports, online state tax records)

<b>HP 1 (K-2) –2</b> Students interpret history as a series of connected events with multiple cause-effect relationships, by...	<b>HP 1 (3-4) –2</b> Students interpret history as a series of connected events with multiple cause-effect relationships, by...	<b>HP 1 (5-6) –2</b> Students interpret history as a series of connected events with multiple cause-effect relationships, by...	<b>HP 1 (7-8) –2</b> Students interpret history as a series of connected events with multiple cause-effect relationships, by...	<b>HP 1 (9-12) –2</b> Students interpret history as a series of connected events with multiple cause-effect relationships, by...	<b>HP 1 (Ext) –2</b> Students interpret history as a series of connected events with multiple cause-effect relationships, by...
a. describing and	a. describing and	a. <u>investigating and</u>	a. investigating and	a. explaining cause	a. <u>analyzing</u> cause

organizing a sequence of various events in personal, classroom, school life (e.g. interpreting data in timelines) DOK 2	organizing a sequence of significant events <u>in Rhode Island history</u> (e.g., interpreting and analyzing data in timelines) DOK 2	<u>summarizing historical data in order to draw connections between two events</u> and to answer related historical questions DOK 2/3	<u>analyzing historical and visual data in order to draw connections between a series of events, developing an historical thesis</u> DOK 3/4	and effect relationships in order to <u>sequence and summarize events, make connections between a series of events, or compare/contrast events</u> DOK 2	and effect relationships <u>showing multiple causation</u> (e.g., industrialization and immigration, King Philip's War; detribalization and retribalization) DOK 3
b. explaining how a sequence of events affected people in home, classroom, or school DOK 2	b. explaining <u>and inferring</u> how a sequence of events affected people <u>of Rhode Island</u> DOK 2		b. <u>developing, expanding, and supporting an historical thesis based on a series of events</u> DOK3, 4	b. <u>interpreting and constructing visual data</u> (e.g., timelines, charts, graphs, flowchart, historical films, political cartoons) <u>in order to explain historical continuity and change</u> (e.g., timeline of Rhode Island's path to Revolution; Why is Rhode Island first to declare independence, but last colony to ratify the <i>Constitution</i> ?)	b. <u>analyzing visual data</u> in order to explain historical continuity and change (e.g. timeline of Rhode Island's path to Revolution) (How did architectural changes in RI mirror historical trends? – Mills transformed into living and work spaces)

HP 2: History is a chronicle of human activities, diverse people, and the societies they form.					
GSEs for Grades K-2	GSEs for Grades 3-4	<u>GSEs for Grades 5-6</u>	GSEs for Grades 7-8	GSEs for HS Proficiency	GSEs for HS Extended Learning
HP 2 (K-2) – 1	HP 2 (3-4) –1	HP 2 (5-6) – 1	HP 2 (7-8) –1	HP 2 (9-12)– 1	HP 2 (Ext)–1



<b>Students connect the past with the present by...</b>	<b>Students connect the past with the present by...</b>	<b>Students connect the past with the present by...</b>	<b>Students connect the past with the present by...</b>	<b>Students connect the past with the present by...</b>	<b>Students connect the past with the present by...</b>
a. recognizing the origin, name, or significance of local geographic and human-made features (e.g., school, street, city, river name, monuments) DOK 1	a. <u>investigating and explaining the origin, name, or significance of local and Rhode Island geographic and human-made features</u> DOK 2/3	a. <u>identifying sequential events, people, and societies that have shaped RI today</u> DOK 1	a. <u>determining the cause(s) and effect(s) of specific historical events that impact RI today</u> DOK 2	a. <u>explaining origins of major historical events</u> (e.g., Industrial Revolution in Rhode Island) DOK 2	a. <u>tracing and analyzing how a present situation or problem has been constructed/affected by its historical roots</u> (e.g., deindustrialization in Rhode Island) DOK 3/4
		b. <u>comparing and contrasting the development of RI ethnic history to the nation's history</u> DOK 2/3	b. <u>analyzing the impact</u> of RI's ethnic development on local, state, and national history. DOK 3	b. <u>identifying and linking key ideas and concepts and their enduring implications</u> (e.g., separation of church and state in Rhode Island) DOK 2/3	
		c. <u>identifying and describing how national and world events have impacted RI and how RI has impacted world events</u> DOK 2	c. <u>analyzing and evaluating</u> how national and world events have impacted RI and how RI has impacted world events DOK 3/4	c. analyzing and evaluating how national and world events have impacted Rhode Island and how Rhode Island has impacted <u>national</u> and world events (e.g., Commodore Matthew Perry of RI opens trade with	c. <u>researching a current state, national or world issue and predict future implications for RI or propose a course of action</u>



				Japan; Quonset Hut; slave trade)	
<b>HP 2 (K-2) – 2</b> <b>Students chronicle</b> <b>events and</b> <b>conditions by...</b>	<b>HP 2 (3-4) – 2</b> <b>Students chronicle</b> <b>events and</b> <b>conditions by...</b>	<b>HP 2 (5-6) – 2</b> <b>Students chronicle</b> <b>events and</b> <b>conditions by...</b>	<b>HP 2 (7-8) – 2</b> <b>Students chronicle</b> <b>events and</b> <b>conditions by...</b>	<b>HP 2 (9-12) – 2</b> <b>Students chronicle</b> <b>events and</b> <b>conditions by...</b>	<b>HP 2 (Ext) – 2</b> <b>Students chronicle</b> <b>events and</b> <b>conditions by...</b>
a. describing, defining, and illustrating by example events from personal, classroom, school, and community life and how they relate to the context (e.g., people, conditions of the time, events before and after) DOK 2	a. describing, defining, and illustrating by example <u>Rhode</u> <u>Island historical</u> <u>individuals, groups</u> <u>and events</u> (e.g., Roger Williams, Native Americans, immigrant groups) and how they relate to the context (e.g., conditions of the time, events before and after) DOK 2	a. <u>placing key events</u> <u>and people of a</u> <u>particular historical</u> <u>era in chronological</u> <u>sequence</u> DOK 1	a. identifying key events and people of a particular historical era <u>in</u> <u>order to understand</u> <u>and calculate</u> <u>calendar time</u> (e.g., centuries, BCE, “The Sixties”) DOK 1	a. <u>creating narratives</u> <u>based on a particular</u> <u>historical point of</u> <u>view</u> (e.g., unemployed WWII vet, oil refinery promoter, environmental activist in Rhode Island; slave or free black in Newport, slave holder, trader or investor)	a. <u>critiquing</u> historical narratives for historical accuracy or points of view
		b. <u>summarizing key</u> <u>events and</u> <u>explaining the</u> <u>historical contexts of</u> <u>those events</u> DOK 2	b. <u>correlating key</u> <u>events to develop an</u> <u>understanding of the</u> <u>historical</u> <u>perspective of the</u> <u>time period in which</u> <u>they occurred</u> DOK 2	b. <u>synthesizing</u> <u>information from</u> <u>multiple sources to</u> <u>formulate an</u> <u>historical</u> <u>interpretation</u> (e.g., document-based questions, quantitative data, material artifacts of RI) DOK 3/4	
<b>HP 2 (K-2) – 3</b>	<b>HP 2 (3-4) – 3</b>	<b>HP 2 (5-6) – 3</b>	<b>HP 2 (7-8) – 3</b>	<b>HP 2 (9-12)– 3</b>	<b>HP 2 (Ext)– 3</b>



Students show understanding of change over time by...	Students show understanding of change over time by...	Students show understanding of change over time by...	Students show understanding of change over time by...	Students show understanding of change over time by...	Students show understanding of change over time by...
a. exploring and describing similarities and differences in objects, artifacts, and technologies from the past and present (e.g., transportation, communication, school and home life) DOK 1	a. <u>interpreting and explaining</u> similarities and differences in objects, artifacts, technologies, <u>ideas or beliefs</u> (e.g., religious, economic, education, self-government, etc.) from the past and present (e.g., transportation, communication in community, RI, U.S.) DOK 2	a. <u>establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time</u> DOK 2	a. establishing a chronological order by working backward from some issue, problem, or event to explain its origins and its development over time and to <u>construct an historical narrative</u> DOK 3	a. <u>tracing patterns chronologically in history to describe changes on domestic, social, or economic life</u> (e.g. immigration trends, land use patterns)	a. tracing patterns chronologically in history to describe changes on domestic, social, or economic life <u>and predicting events that might occur in the future, based on those patterns</u>
				b. <u>documenting various groups</u> (e.g., formal: non-government organizations, religious; informal: family, clan) <u>and their ideas/ideologies that have remained constant over time</u> (e.g., religious denomination,	b. documenting various groups and their ideas that have remained constant over time and <u>analyzing why they have or have not endured</u> DOK 3



				fishing industry, formal and informal design, town financial meeting, lotteries) DOK 2/3	
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<b>HP 3: The study of history helps us understand the present and shape the future.</b>					
<b>GSEs for Grades K-2</b>	<b>GSEs for Grades 3-4</b>	<b><u>GSEs for Grades 5-6</u></b>	<b>GSEs for Grades 7-8</b>	<b>GSEs for HS Proficiency</b>	<b>GSEs for HS Extended Learning</b>
<b>HP 3 (K-2) – 1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>	<b>HP 3 (3-4) –1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>	<b>HP 3 (5-6) – 1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>	<b>HP 3 (7-8) –1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>	<b>HP 3 (9-12) – 1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>	<b>HP 3 (Ext) – 1</b> <b>Students demonstrate an understanding of how the past frames the present by...</b>
a. identifying how events and people shape family and school life DOK 1	a. recognizing and <u>interpreting how events, people, problems, or ideas shape life in the community and in Rhode Island</u> DOK 2	a. <u>identifying historical circumstances and current factors contributing to contemporary issues and problems</u> DOK 2	a. <u>analyzing and reporting a social movement from its inception (including historical causes), its impacts on us today, and its implications for the future</u> DOK 3/4	a. gathering evidence of circumstances and factors contributing to contemporary problems (e.g., civil rights movement, sexual revolution) DOK 3	a. tracking implementation of a decision; analyzing the interests it served; estimating the position, power, and priority of each stakeholder; and predicting continuing costs and benefits from a variety of perspectives (e.g., public school funding in RI or U.S.) DOK 4
		b. <u>using</u>	b. <u>evaluating</u>	b. <u>formulating a</u>	b. <u>formulating and</u>



		evidence/artifacts to <u>support a hypothesis that explains how different influences could have led to different outcomes</u> DOK 2/3	alternative courses of actions, (keeping in mind the context of the time), ethical considerations, and the interest of those affected by the decision, and determining the long- and short-term consequences DOK 3/4	position or course of action on a current issue from a choice of carefully evaluated options, taking into account the historical underpinnings (e.g., casino issue and American Indian sovereignty; current national border debate and RI historical perspective- Do we have enough immigrants?) DOK 3/4	presenting a position or course of action on a current issue in a public forum DOK 3/4
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<b>HP 3 (K-2) – 2</b> Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	<b>HP 3 (3-4) – 2</b> Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	<b>HP 3 (5-6) – 2</b> Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	<b>HP 3 (7-8) – 2</b> Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	<b>HP 3 (9-12) – 2</b> Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...	<b>HP 3 (Ext)– 2</b> Students make personal connections in an historical context (e.g., source-to-source, source-to-self, source-to-world) by...
a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to	a. using a variety of sources (e.g., photographs, written text, clothing, oral history) to	a. <u>explaining how the similarities of human issues across time periods influence their own</u>	a. recognizing and reflecting on how the similarities of human issues across time periods influence	a. <u>articulating an understanding of the meaning, implications, and impact of historical</u>	a. <u>using knowledge of historical ideas and concepts and their enduring implications, to</u>





reconstruct their past and understand the present. DOK 2	reconstruct their past, understand the present, <u>and make predictions for the future</u> DOK 2	<u>personal histories</u> (e.g., So what? How does this relate to me?) DOK 2	their own personal histories (e.g., So what? How does this relate to me?) DOK 2	<u>events on their lives today</u> (e.g., closing of the Navy in Rhode Island at Quonset Point; volunteer army; ratification of RI Constitution; whaling industry, access to the shore, declining birth rates)	<u>formulate a philosophy statement based on personal values</u>
		b. <u>explaining how the differences of human issues across time periods influence their own personal histories</u> (e.g., So what? How does this relate to me?) DOK 2	b. recognizing and <u>reflecting on</u> how the differences of human issues across time periods influence their own personal histories (e.g., So what? How does this relate to me?) DOK 2	b. <u>analyzing how an historical development</u> (e.g. cycle of poverty or prosperity, low educational attainment, “Independent Man”) <u>has contributed to current social, economic, or political patterns</u> DOK 3/4	b. <u>presenting an analysis of an historical development to a public forum</u>
		c. <u>identifying the cultural influences that shape individuals and historical events</u> DOK 1	c. <u>comparing and contrasting</u> the cultural influences that shape individuals and historical events DOK 2		



## Pacing Guide for Grades 5 through 8

Topics	Time frame
5	
Historical thinking skills	First two weeks in September
Native Americans	September October
Exploration	November December
Colonization	January February
Revolution	March April
Introduction to New Nation	May June
8	
Historical thinking skills	First two weeks in September
Review: Native Americans, Explorers, Colonization and Revolution	September
New Nation	October November
Age of Jefferson	December
Age of Jackson	January
Manifest Destiny	February
Industrialization, Urbanization and Immigration	March
Slavery	April
Westward Movement	May
Age of Reform	June

Topics	Time frame
6	
Historical thinking skills	First two weeks in September
Pre-history	September
Ancient Mesopotamia	October
Ancient Egypt	November December
Ancient Greece	January February
Ancient Rome	March April
Middle Ages	May June
7	
Historical thinking skills	First two weeks in September
Renaissance	September October
Reformation	November December
Enlightenment/Scientific Revolution	January February
Ancient India	March
Ancient China	April
Ancient America	May June



## Pacing Guide for Modern World History, Grade 9

Week	QTR 1	QTR 2	QTR 3	QTR 4
Week 1	Getting To Know You/ Administrivia	<u>Era 7</u> <ul style="list-style-type: none"><li>China, late 18<sup>th</sup> &amp; 19<sup>th</sup> C</li></ul> Standard 3D  <ul style="list-style-type: none"><li>Japan, 19<sup>th</sup> C</li></ul> Standard 3E	<u>Era 7</u> <ul style="list-style-type: none"><li>The Americas: 19<sup>th</sup> Century Political, Economic, &amp; Social Transformations</li></ul> Standard 4D  <ul style="list-style-type: none"><li>19<sup>th</sup> Century European Settler Colonization</li></ul> Standard 5B	<u>Era 8</u> <ul style="list-style-type: none"><li>WWI, causes</li></ul> Standard 2A  <ul style="list-style-type: none"><li>WWI, effects</li></ul> Standard 2B
Week 2	<u>Era 7</u> <ul style="list-style-type: none"><li>French Revolution &amp; Napoleon</li></ul> Standard 1A			
Week 3			<u>Era 7</u> <ul style="list-style-type: none"><li>European and Japanese Expansion</li></ul> Standard 5C  <ul style="list-style-type: none"><li>“New Imperialism,” South, Southeast, and East Asia</li></ul> Standard 5D	<u>Era 8</u> <ul style="list-style-type: none"><li>Russian Revolution</li></ul> Standard 2C
Week 4	<u>Era 7</u> <ul style="list-style-type: none"><li>Latin American Independence Movements</li></ul> Standard 1B	<u>Era 7</u> <ul style="list-style-type: none"><li>Nationalism in Europe</li></ul> Standard 4A		<u>Era 8</u> <ul style="list-style-type: none"><li>Post-war Recovery</li></ul> Standard 3A  <ul style="list-style-type: none"><li>Transformations: Africa, Asia, Latin America</li></ul> Standard 3B
Week 5	<u>Era 7</u> <ul style="list-style-type: none"><li>Early Industrialization</li></ul> Standard 2A			



Week 6	<ul style="list-style-type: none"> <li>Industrial Expansion</li> </ul> Standard 2B	<u>Era 7</u> <ul style="list-style-type: none"> <li>Europe, 19<sup>th</sup> Century Social Movements</li> </ul> Standard 4B	<u>Era 7</u> <ul style="list-style-type: none"> <li>Africa &amp; European Imperialism</li> </ul> Standard 5E	<u>Era 8</u> <ul style="list-style-type: none"> <li>Science &amp; Technology</li> </ul> Standard 3C <ul style="list-style-type: none"> <li>Arts &amp; Literature (last bullet for both)</li> </ul> Standard 3D
Week 7	<u>Era 7</u> <ul style="list-style-type: none"> <li>Russia, late 18<sup>th</sup> &amp; 19<sup>th</sup> Century</li> </ul> Standard 3B			<u>Era 8</u> <ul style="list-style-type: none"> <li>Great Depression: Causes &amp; Consequences</li> </ul> Standard 3E
Week 8	<ul style="list-style-type: none"> <li>British in India</li> </ul> Standard 3C	<u>Era 7</u> <ul style="list-style-type: none"> <li>Europe, 19<sup>th</sup> Century Cultural &amp; Intellectual Trends</li> </ul> Standard 4C <ul style="list-style-type: none"> <li>Europe, 19<sup>th</sup> Century Science &amp; Technology</li> </ul> Standard 5A	<u>Era 8</u> <ul style="list-style-type: none"> <li>World Industrial Economy, Early 20<sup>th</sup> Century</li> </ul> Standard 1A <ul style="list-style-type: none"> <li>Resistance &amp; Revolutionary Movements, Early 20<sup>th</sup> Century</li> </ul> Standard 1B	<ul style="list-style-type: none"> <li>WWII: Causes</li> </ul> Standard 4A – <ul style="list-style-type: none"> <li>WWII: Effects</li> </ul> Standard 4B
Week 9		Exams		Exams



## Pacing Guide for United States History I, Grade 10

Week	QTR 1	QTR 2	QTR 3	QTR 4
Week 1	Getting To Know You/ Administrivia	<u>Era 5</u> <ul style="list-style-type: none"><li>Causes of the Civil War</li></ul> Standard 1	<u>Era 6</u> <ul style="list-style-type: none"><li>Farming, Mining and Ranching</li><li>Federal Indian Policy</li></ul>	<u>Era 7</u> <ul style="list-style-type: none"><li>US Diplomacy Early 20<sup>th</sup> Century</li><li>Causes of World War I</li></ul>
Week 2	<u>Era 3 Review</u> <ul style="list-style-type: none"><li>Treaty of Paris</li><li>Articles of Confederation</li></ul> Review of Standard 2A	<u>Era 5</u> <ul style="list-style-type: none"><li>The Course and Character of the Civil War</li></ul>          Standards 2A-B	Standard 1C Standard 4A	Standard 2A-B
Week 3	<u>Era 3 Review</u> <ul style="list-style-type: none"><li>Constitutional Convention and Compromises</li><li>Articles of the Constitution: Three Branches of the US Government</li><li>Federalism, Checks &amp; Balances, Limited Government, &amp; Popular Sovereignty</li><li>Amending the Constitution</li></ul>		<u>Era 6</u> <ul style="list-style-type: none"><li>Post-Civil War Immigration</li><li>Labor Movement</li><li>Victorian Ideals</li></ul>  Standard 2A-B Standard 3B Standard 2C	<u>Era 7</u> <ul style="list-style-type: none"><li>US Involvement in World War I</li><li>Russian Revolution</li><li>League of Nations</li></ul>
Week 4				
Week 5	<ul style="list-style-type: none"><li>Bill of Rights</li><li>Supreme Court &amp; Judicial Review</li><li>Political Parties: Function</li><li>Political Parties: Form (Hamilton vs. Jefferson)</li></ul> Review of Standards 3 A-B-C-D	<u>Era 5</u> <ul style="list-style-type: none"><li>Reconstruction</li><li>“Civil War” Amendments to the Constitution</li></ul>  Standards 3A-B-C	<u>Era 6</u> <ul style="list-style-type: none"><li>Post-Civil War Reforms</li><li>Populism</li><li>Election of 1896</li></ul>  Standard 3C	Standard 2C



Week 6	<u>Era 4 Review</u> <ul style="list-style-type: none"> <li>• Territorial Expansion</li> <li>• Manifest Destiny</li> </ul> Review Standards 1A-B-C		<u>Era 6</u> <ul style="list-style-type: none"> <li>• American Expansionism</li> <li>• Spanish American War</li> </ul>	<u>Era 7</u> <ul style="list-style-type: none"> <li>• The “Roaring Twenties”</li> <li>• Modern Capitalist Society</li> <li>• Post-War Cultural Movements</li> <li>• Politics and International Affairs</li> </ul>
Week 7	<u>Era 4 Review</u> <ul style="list-style-type: none"> <li>• Market Revolution</li> <li>• Transportation Revolution</li> <li>• Emergence of Sections: North South &amp; West</li> </ul> Review of Standards 2A-B-C-D-E	<u>Era 6</u> <ul style="list-style-type: none"> <li>• Corporations</li> <li>• Urbanization</li> <li>• Heavy Industry</li> </ul> Standards 1A-B	Standard 4B	
Week 8	<u>Era 4 Review</u> <ul style="list-style-type: none"> <li>• Political Parties 1801 – 1850</li> </ul> Review of Standards 3A-B		<u>Era 7</u> <ul style="list-style-type: none"> <li>• The Progressive Movement</li> <li>• Progressive Era Amendments to the Constitution</li> </ul>	Standard 3A-B-C-D
Week 9	<u>Era 4 Review</u> <ul style="list-style-type: none"> <li>• Second Great Awakening</li> <li>• Antebellum Reform Movements</li> </ul> Review of Standards 4A-B  -End of Review-	Exams	Standard 1A-B	Exams



## Pacing Guide for United States History II

WEEK	QTR 1	QTR 2	QTR 3	QTR 4
Week 1-2	<p>Getting To Know You/ Administrivia</p> <p><u>Era 8:</u></p> <ul style="list-style-type: none"> <li>• Great Depression</li> </ul> <p>Standard 1</p> <p>1A 1B 1C</p>	<p><u>Era 9</u></p> <ul style="list-style-type: none"> <li>• Post-War America (economics)</li> </ul> <p>Standard 1</p> <p>1A 1B 1C</p>	<p><u>Era 9</u></p> <ul style="list-style-type: none"> <li>• Civil Rights Movement</li> </ul> <p>Standard 4</p> <p>4A 4B</p>	<p><u>Era 10</u></p> <ul style="list-style-type: none"> <li>• Contemporary Foreign Policy</li> </ul> <p>Standard 1C</p>
Week 3-5	<p><u>Era 8:</u></p> <ul style="list-style-type: none"> <li>• New Deal</li> </ul> <p>Standard 2</p> <p>2A 2B 2C</p>	<p><u>Era 9</u></p> <ul style="list-style-type: none"> <li>• Post War America (Politics)</li> </ul> <p>Standard 2</p> <p>2A 2B 2C</p>	<p><u>Era 9</u></p> <ul style="list-style-type: none"> <li>• Civil Rights Cont.</li> </ul> <p>Standard 4C 4D</p> <p><u>Era 10</u></p> <ul style="list-style-type: none"> <li>• Nixon/Watergate</li> </ul> <p>Standard 1</p> <p>1A</p>	<p><u>Era 10</u></p> <ul style="list-style-type: none"> <li>• Contemporary Reform Movements</li> <li>• Migration/Immigration</li> </ul> <p>Standard 2</p> <p>2A 2B</p>



Week 6-8	<u>Era 8:</u> <ul style="list-style-type: none"> <li>• Causes of WWII</li> </ul> Standard 3 3A 3B 3C	<u>Era 9</u> <ul style="list-style-type: none"> <li>• Cold War Conflicts</li> </ul> Standard 3 3A 3B	<u>Era 10</u> <ul style="list-style-type: none"> <li>• Contemporary Domestic Policy</li> </ul> Standard 1B	<u>Era 10</u> <ul style="list-style-type: none"> <li>• Contemporary Economics &amp; Culture</li> </ul> Standard 2C 2D 2E
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# **Institute for Learning - Understanding Rigor in Student Work: Writing from Primary Source Documents**

## **Task Sheet - Intended Learning**

- To examine student work resulting from an assignment that asks students to write from primary source documents
- To examine the connection between the student work and the criteria for high quality student work on writing from primary source documents

## **Procedure**

1. The teacher distributes the "exemplary" or "meets standard" piece of student work that accompanies the assignment, along with the scoring criteria.
2. Participants study the work (silently) and make notations about how the student's work relates to the grading criteria.
3. Participants share aloud what they noticed in step 2.
4. Refer to the "Criteria for high quality student work on writing from primary source documents" (next page) and discuss:
  - What aspects of these criteria are present in this piece of student work?
  - What aspects of these criteria are present in the grading criteria?
5. The teacher reflects on how the group discussion has contributed to his/her thinking about this particular assignment and piece of student work.

## **Criteria for high quality student work on writing from primary source documents**

(distilled from research on student writing in history)

The student:

1. Utilizes prior knowledge and historical context to situate the argument and documents
2. Integrates information as evidence
3. Causal - causality - notion of change over time - woven with the argument
4. Weaves argument into a narrative
5. Documents in order as suits argument (as opposed to chronological)
6. Takes the documents apart and uses specific pieces in constructing argument
7. Multiple documents are used as evidence for one claim
8. Multiple points are made from one document
9. Contextualizes the sources and the perspective of those sources
10. Explains the significance of the historical problem addressed in the question



11. Elaborates on the different components of the question (e.g. economic, social, etc.) and argues for which is most important
12. Accounts for evidence that doesn't necessarily support the argument

## **Contents of Historical Thinking Standards for Grades 5-12**

### **Standard 1: Chronological Thinking**

- A. Distinguish between past, present, and future time.
- B. Identify the temporal structure of a historical narrative or story.
- C. Establish temporal order in constructing historical narratives of their own.
- D. Measure and calculate calendar time.
- E. Interpret data presented in time lines and create time lines.
- F. Reconstruct patterns of historical succession and duration; explain historical continuity and change.
- G. Compare alternative models for periodization.

### **Standard 2 : Historical Comprehension**

- A. Identify the author or source of the historical document or narrative and assess its credibility.
- B. Reconstruct the literal meaning of a historical passage.
- C. Identify the central question(s) the historical narrative addresses.
- D. Differentiate between historical facts and historical interpretations.
- E. Read historical narratives imaginatively.
- F. Appreciate historical perspectives.
- G. Draw upon data in historical maps.
- H. Utilize visual, mathematical, and quantitative data.

### **Standard 3 : Historical Analysis and Interpretation**

- A. Compare and contrast differing sets of ideas.
- B. Consider multiple perspectives.
- C. Analyze cause-and-effect relationships and multiple causation, including the importance of the individual, the influence of ideas.
- D. Draw comparisons across eras and regions in order to define enduring issues.



- E. Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.
- F. Compare competing historical narratives.
- G. Challenge arguments of historical inevitability.
- H. Hold interpretations of history as tentative.
- I. Evaluate major debates among historians.
- J. Hypothesize the influence of the past.

**Standard 4 : Historical Research Capabilities**

- A. Formulate historical questions.
- B. Obtain historical data from a variety of sources.
- C. Interrogate historical data.
- D. Identify the gaps in the available records, marshal contextual knowledge and perspectives of the time and place.
- E. Employ quantitative analysis.
- F. Support interpretations with historical evidence.

**Standard 5 : Historical Issues-Analysis and Decision-Making**

- A. Identify issues and problems in the past.
- B. Marshal evidence of antecedent circumstances.
- C. Identify relevant historical antecedents.
- D. Evaluate alternative courses of action.
- E. Formulate a position or course of action on an issue.
- F. Evaluate the implementation of a decision.



## **STANDARD 1: *Chronological Thinking***

### **Overview**

Chronological thinking is at the heart of historical reasoning. Without a strong sense of chronology--of when events occurred and in what temporal order--it is impossible for students to examine relationships among those events or to explain historical causality. Chronology provides the mental scaffolding for organizing historical thought.

In developing students' chronological thinking, instructional time should be given to the use of well-constructed historical narratives: literary narratives including biographies and historical literature, and well-written narrative histories that have the quality of "stories well told." Well-crafted narratives such as these have the power to grip and hold students' attention. Thus engaged, the reader is able to focus on what the narrator discloses: the temporal structure of events unfolding over time, the actions and intentions of those who were there, the temporal connections between antecedents and their consequences.

In the middle and high school years, students should be able to use their mathematical skills to measure time by years, decades, centuries, and millennia; to calculate time from the fixed points of the calendar system (BC or BCE and AD or CE); and to interpret the data presented in time lines.

Students should be able to analyze patterns of historical duration, demonstrated, for example, by the more than two hundred years the United States Constitution and the government it created has endured.

Students should also be able to analyze patterns of historical succession illustrated, for example, in the development, over time, of ever larger systems of interaction, beginning with trade among settlements of the Neolithic world; continuing through the growth of the great land empires of Rome, Han China, the Islamic world, and the Mongols; expanding in the early modern era when Europeans crossed the Atlantic and Pacific, and established the first worldwide networks of trade and communication; and culminating with the global systems of trade and communication of the modern world.



## STANDARD 1

### The student thinks chronologically:

*Therefore, the student is able to*

- A. **Distinguish between past, present, and future time.**
- B. **Identify the temporal structure of a historical narrative or story:** its beginning, middle, and end (the latter defined as the outcome of a particular beginning).
- C. **Establish temporal order in constructing their [students'] own historical narratives:** working forward from some beginning through its development, to some end or outcome; working backward from some issue, problem, or event to explain its origins and its development over time.
- D. **Measure and calculate calendar time** by days, weeks, months, years, decades, centuries and millennia, from fixed points of the calendar system: BC (before Christ) and AD (Anno Domini, "in the year of our Lord") in the Gregorian calendar and the contemporary secular designation for these same dates, BCE (before the Common Era) and CE (in the Common Era); and compare with the fixed points of other calendar systems such as the Roman (753 BC, the founding of the city of Rome) and the Muslim (622 AD, the hegira).
- E. **Interpret data presented in timelines** by designating appropriate equidistant intervals of time and recording events according to the temporal order in which they occurred.
- F. **Reconstruct patterns of historical succession and duration** in which historical developments have unfolded, and apply them to **explain historical continuity and change.**
- G. **Compare alternative models for periodization** by identifying the organizing principles on which each is based.



## **STANDARD 2: *Historical Comprehension***

### **Overview**

One of the defining features of historical narratives is their believable recounting of human events. Beyond that, historical narratives also have the power to disclose the intentions of the people involved, the difficulties they encountered, and the complex world in which such historical figures actually lived. To read historical stories, biographies, autobiographies, and narratives with comprehension, students must develop the ability to read imaginatively, to take into account what the narrative reveals of the humanity of the individuals and groups involved--their motives and intentions, their values and ideas, their hopes, doubts, fears, strengths, and weaknesses. Comprehending historical narratives requires, also, that students develop historical perspectives, the ability to describe the past on its own terms, through the eyes and experiences of those who were there. By studying the literature, diaries, letters, debates, arts, and artifacts of past peoples, students should learn to avoid "present-mindedness" by not judging the past solely in terms of the norms and values of today but taking into account the historical context in which the events unfolded.

Acquiring these skills begins in the early years of childhood, through the use of superbly written biographies that capture children's imagination and provide them an important foundation for continuing historical study. As students move into middle grades and high school years, historical literature should continue to occupy an important place in the curriculum, capturing historical events with dramatic immediacy, engaging students' interests, and fostering deeper understanding of the times and cultural milieu in which events occurred.

Beyond these important outcomes, students should also develop the skills needed to comprehend historical narratives that explain as well as recount the course of events and that analyze relationships among the various forces which were present at the time and influenced the ways events unfolded. These skills include: 1) identifying the central question the historical narrative seeks to answer; 2) defining the purpose, perspective, or point of view from which the narrative has been constructed; 3) reading the historical explanation or analysis with meaning; 4) recognizing the rhetorical cues that signal how the author has organized the text.



Comprehending historical narratives will also be facilitated if students are able to draw upon the data presented in historical maps; visual, mathematical, and quantitative data presented in a variety of graphic organizers; and a variety of visual sources such as historical photographs, political cartoons, paintings, and architecture in order to clarify, illustrate, or elaborate upon the information presented in the text.

## **STANDARD 2**

**The student comprehends a variety of historical sources:**

*Therefore, the student is able to*

- A. **Identify the author or source of the historical document or narrative.**
- B. **Reconstruct the literal meaning of a historical passage** by identifying who was involved, what happened, where it happened, what events led to these developments, and what consequences or outcomes followed.
- C. **Identify the central question(s)** the historical narrative addresses and the purpose, perspective, or point of view from which it has been constructed.
- D. **Differentiate between historical facts and historical interpretations** but acknowledge that the two are related; that the facts the historian reports are selected and reflect therefore the historian's judgement of what is most significant about the past.
- E. **Read historical narratives imaginatively**, taking into account what the narrative reveals of the humanity of the individuals and groups involved--their probable values, outlook, motives, hopes, fears, strengths, and weaknesses.
- F. **Appreciate historical perspectives**--the ability (a) describing the past on its own terms, through the eyes and experiences of those who were there, as revealed through their literature, diaries, letters, debates, arts, artifacts, and the like; (b) considering the historical context in which the event unfolded--the values, outlook, options, and contingencies of that time and place; and (c) avoiding "present-mindedness," judging the past solely in terms of present-day norms and values.





- G. **Draw upon data in historical maps** in order to obtain or clarify information on the geographic setting in which the historical event occurred, its relative and absolute location, the distances and directions involved, the natural and man-made features of the place, and critical relationships in the spatial distributions of those features and the historical event occurring there.
- H. **Utilize visual and mathematical data** presented in graphs, including charts, tables, pie and bar graphs, flow charts, Venn diagrams, and other graphic organizers to clarify, illustrate, or elaborate upon information presented in the historical narrative.
- I. **Draw upon the visual, literary, and musical sources** including: (a) photographs, paintings, cartoons, and architectural drawings; (b) novels, poetry, and plays; and, (c) folk, popular and classical music, to clarify, illustrate, or elaborate upon information presented in the historical narrative.

### **STANDARD 3: *Historical Analysis and Interpretation***

#### **Overview**

One of the most common problems in helping students to become thoughtful readers of historical narrative is the compulsion students feel to find the one right answer, the one essential fact, the one authoritative interpretation. "Am I on the right track?" "Is this what you want?" they ask. Or, worse yet, they rush to closure, reporting back as self-evident truths the facts or conclusions presented in the document or text.

These problems are deeply rooted in the conventional ways in which textbooks have presented history: a succession of facts marching straight to a settled outcome. To overcome these problems requires the use of more than a single source: of history books other than textbooks and of a rich variety of historical documents and artifacts that present alternative voices, accounts, and interpretations or perspectives on the past.

Students need to realize that historians may differ on the facts they incorporate in the development of their



narratives and disagree as well on how those facts are to be interpreted. Thus, "history" is usually taken to mean what happened in the past; but written history is a dialogue among historians, not only about what happened but about why and how events unfolded. The study of history is not only remembering answers. It requires following and evaluating arguments and arriving at usable, even if tentative, conclusions based on the available evidence.

To engage in historical analysis and interpretation students must draw upon their skills of historical comprehension. In fact, there is no sharp line separating the two categories. Certain of the skills involved in comprehension overlap the skills involved in analysis and are essential to it. For example, identifying the author or source of a historical document or narrative and assessing its credibility (comprehension) is prerequisite to comparing competing historical narratives (analysis). Analysis builds upon the skills of comprehension; it obliges the student to assess the evidence on which the historian has drawn and determine the soundness of interpretations created from that evidence. It goes without saying that in acquiring these analytical skills students must develop the ability to differentiate between expressions of opinion, no matter how passionately delivered, and informed hypotheses grounded in historical evidence.

Well-written historical narrative has the power to promote students' analysis of historical causality--of how change occurs in society, of how human intentions matter, and how ends are influenced by the means of carrying them out, in what has been called the tangle of process and outcomes. Few challenges can be more fascinating to students than unraveling the often dramatic complications of cause. And nothing is more dangerous than a simple, monocausal explanation of past experiences and present problems.

Finally, well-written historical narratives can also alert students to the traps of lineality and inevitability. Students must understand the relevance of the past to their own times, but they need also to avoid the trap of lineality, of drawing straight lines between past and present, as though earlier movements were being propelled teleologically toward some rendezvous with destiny in the late 20th century.

A related trap is that of thinking that events have unfolded inevitably--that the way things are is the way they had to be, and thus that individuals lack free will and the capacity for making choices. Unless students can conceive that



history could have turned out differently, they may unconsciously accept the notion that the future is also inevitable or predetermined, and that human agency and individual action count for nothing. No attitude is more likely to feed civic apathy, cynicism, and resignation--precisely what we hope the study of history will fend off. Whether in dealing with the main narrative or with a topic in depth, we must always try, in one historian's words, to "restore to the past the options it once had."

### STANDARD 3

**The student engages in historical analysis and interpretation:**

*Therefore, the student is able to*

- A. **Compare and contrast differing sets of ideas**, values, personalities, behaviors, and institutions by identifying likenesses and differences.
- B. **Consider multiple perspectives** of various peoples in the past by demonstrating their differing motives, beliefs, interests, hopes, and fears.
- C. **Analyze cause-and-effect relationships** bearing in mind **multiple causation** including (a) **the importance of the individual** in history; (b) **the influence of ideas**, human interests, and beliefs; and (c) the role of chance, the accidental and the irrational.
- D. **Draw comparisons across eras and regions in order to define enduring issues** as well as large-scale or long-term developments that transcend regional and temporal boundaries.
- E. **Distinguish between unsupported expressions of opinion and informed hypotheses grounded in historical evidence.**
- F. **Compare competing historical narratives.**
- G. **Challenge arguments of historical inevitability** by formulating examples of historical contingency, of how different choices could have led to different consequences.



- H. **Hold interpretations of history as tentative**, subject to changes as new information is uncovered, new voices heard, and new interpretations broached.
- I. **Evaluate major debates among historians** concerning alternative interpretations of the past.
- J. **Hypothesize the influence of the past**, including both the limitations and opportunities made possible by past decisions.

#### **STANDARD 4: *Historical Research Capabilities***

##### **Overview**

Perhaps no aspect of historical thinking is as exciting to students or as productive of their growth in historical thinking as "doing history." Such inquiries can arise at critical turning points in the historical narrative presented in the text. They might be generated by encounters with historical documents, eyewitness accounts, letters, diaries, artifacts, photos, a visit to a historic site, a record of oral history, or other evidence of the past. Worthy inquiries are especially likely to develop if the documents students encounter are rich with the voices of people caught up in the event and sufficiently diverse to bring alive to students the interests, beliefs, and concerns of people with differing backgrounds and opposing viewpoints on the event.

Historical inquiry proceeds with the formulation of a problem or set of questions worth pursuing. In the most direct approach, students might be encouraged to analyze a document, record, or site itself. Who produced it, when, how, and why? What is the evidence of its authenticity, authority, and credibility? What does it tell them of the point of view, background, and interests of its author or creator? What else must they discover in order to construct a useful story, explanation, or narrative of the event of which this document or artifact is a part? What interpretation can they derive from their data, and what argument can they support in the historical narrative they create from the data?



In this process students' contextual knowledge of the historical period in which the document or artifact was created becomes critically important. Only a few records of the event will be available to students. Filling in the gaps, evaluating the records they have available, and imaginatively constructing a sound historical argument or narrative requires a larger context of meaning.

For these purposes, students' ongoing narrative study of history provides important support, revealing the larger context. But just as the ongoing narrative study, supported by but not limited to the textbook, provides a meaningful context in which students' inquiries can develop, it is these inquiries themselves that imbue the era with deeper meaning. Hence the importance of providing students documents or other records beyond materials included in the textbook, that will allow students to challenge textbook interpretations, to raise new questions about the event, to investigate the perspectives of those whose voices do not appear in the textbook accounts, or to plumb an issue that the textbook largely or in part bypassed.

Under these conditions, students will view their inquiries as creative contributions. They will better understand that written history is a human construction, that many judgments about the past are tentative and arguable, and that historians regard their work as critical inquiry, pursued as ongoing explorations and debates with other historians. On the other hand, careful research can resolve cloudy issues from the past and can overturn previous arguments and theses. By their active engagement in historical inquiry, students will learn for themselves why historians are continuously reinterpreting the past, and why new interpretations emerge not only from uncovering new evidence but from rethinking old evidence in the light of new ideas springing up in our own times. Students then can also see why the good historian, like the good teacher, is interested not in manipulation or indoctrination but in acting as an honest messenger from the past--not interested in possessing student's minds but in presenting them with the power to possess their own.

#### **STANDARD 4**

##### **The student conducts historical research:**

*Therefore, the student is able to*

- A. **Formulate historical questions** from encounters with historical documents, eyewitness accounts, letters,



diaries, artifacts, photos, historical sites, art, architecture, and other records from the past.

- B. **Obtain historical data** from a variety of sources, including: library and museum collections, historic sites, historical photos, journals, diaries, eyewitness accounts, newspapers, and the like; documentary films, oral testimony from living witnesses, censuses, tax records, city directories, statistical compilations, and economic indicators.
- C. **Interrogate historical data** by uncovering the social, political, and economic context in which it was created; testing the data source for its credibility, authority, authenticity, internal consistency and completeness; and detecting and evaluating bias, distortion, and propaganda by omission, suppression, or invention of facts.
- D. **Identify the gaps in the available records and marshal contextual knowledge and perspectives of the time and place** in order to elaborate imaginatively upon the evidence, fill in the gaps deductively, and construct a sound historical interpretation.
- E. **Employ quantitative analysis** in order to explore such topics as changes in family size and composition, migration patterns, wealth distribution, and changes in the economy.
- F. **Support interpretations with historical evidence** in order to construct closely reasoned arguments rather than facile opinions

## **STANDARD 5: *Historical Issues-Analysis and Decision-Making***

### **Overview**

Issue-centered analysis and decision-making activities place students squarely at the center of historical dilemmas and problems faced at critical moments in the past and the near-present. Entering into such moments, confronting the issues or problems of the time, analyzing the alternatives available to those on the scene, evaluating the consequences that might have followed those options for action that were not chosen, and comparing with the



consequences of those that were adopted, are activities that foster students' deep, personal involvement in these events.

If well chosen, these activities also promote capacities vital to a democratic citizenry: the capacity to identify and define public policy issues and ethical dilemmas; analyze the range of interests and values held by the many persons caught up in the situation and affected by its outcome; locate and organize the data required to assess the consequences of alternative approaches to resolving the dilemma; assess the ethical implications as well as the comparative costs and benefits of each approach; and evaluate a particular course of action in light of all of the above and, in the case of historical issues-analysis, in light also of its long-term consequences revealed in the historical record.

Because important historical issues are frequently value-laden, they also open opportunities to consider the moral convictions contributing to social actions taken. For example, what moral and political dilemmas did Lincoln face when, in his Emancipation Proclamation, he decided to free only those slaves behind the Confederate lines? Teachers should not use historical events to hammer home their own favorite moral lesson. The point to be made is that teachers should not use critical events to hammer home a particular "moral lesson" or ethical teaching. Not only will many students reject that approach; it fails also to take into account the processes through which students acquire the complex skills of principled thinking and moral reasoning.

When students are invited to judge morally the conduct of historical actors, they should be encouraged to clarify the values that inform the judgment. In some instances, this will be an easy task. Students judging the Holocaust or slavery as evils will probably be able to articulate the foundation for their judgment. In other cases, a student's effort to reach a moral judgment may produce a healthy student exercise in clarifying values, and may, in some instances, lead him or her to recognize the historically conditioned nature of a particular moral value he or she may be invoking.

Particularly challenging are the many social issues throughout United States history on which multiple interests and different values have come to bear. Issues of civil rights or equal education opportunity, of the right to choice vs.



the right to life, and of criminal justice have all brought such conflicts to the fore. When these conflicts have not been resolved within the social and political institutions of the nation, they have regularly found their way into the judicial system, often going to the Supreme Court for resolution.

As the history course approaches the present era, such inquiries assume special relevance, confronting students with issues that resonate in today's headlines and invite their participation in lively debates, simulations, and socratic seminars--settings in which they can confront alternative policy recommendations, judge their ethical implications, challenge one another's assessments, and acquire further skills in the public presentation and defense of positions. In these analyses, teachers have the special responsibility of helping students differentiate between (1) relevant historical antecedents and (2) those that are clearly inappropriate and irrelevant. Students need to learn how to use their knowledge of history (or the past) to bring sound historical analysis to the service of informed decision making.

## **STANDARD 5**

### **The student engages in historical issues-analysis and decision-making:**

*Therefore, the student is able to*

- A. **Identify issues and problems in the past** and analyze the interests, values, perspectives, and points of view of those involved in the situation.
- B. **Marshal evidence of antecedent circumstances** and current factors contributing to contemporary problems and alternative courses of action.
- C. **Identify relevant historical antecedents** and differentiate from those that are inappropriate and irrelevant to contemporary issues.
- D. **Evaluate alternative courses of action**, keeping in mind the information available at the time, in terms of ethical considerations, the interests of those affected by the decision, and the long- and short-term consequences of each.





- E. **Formulate a position or course of action on an issue** by identifying the nature of the problem, analyzing the underlying factors contributing to the problem, and choosing a plausible solution from a choice of carefully evaluated options.
- F. **Evaluate the implementation of a decision** by analyzing the interests it served; estimating the position, power, and priority of each player involved; assessing the ethical dimensions of the decision; and evaluating its costs and benefits from a variety of perspectives.

# SAMPLE OF LEARNING ON THE DIAGONAL

**Content Knowledge  
+ Habits of Thinking  
= Learning on the Diagonal**

## Lesson: Genre and the Civil War

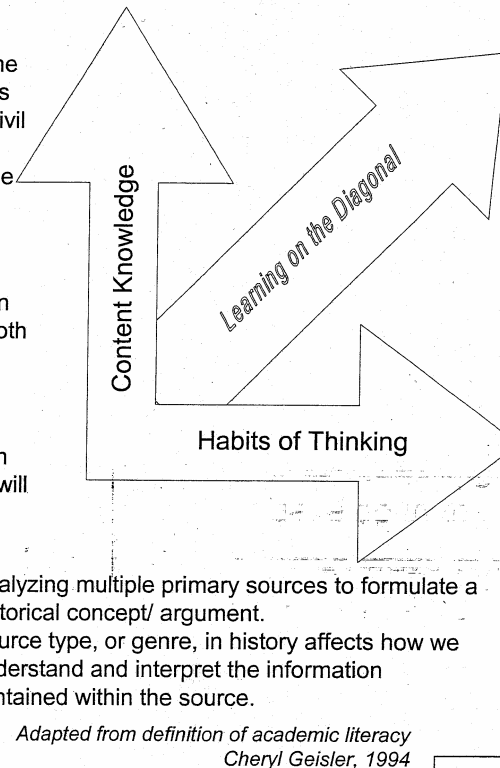
Students will understand the many conflicts in the early Civil War years concerning the following:

African American participation in the war (on both sides)

Northern and Southern participation in the war: who will fight the war and why?

- Analyzing multiple primary sources to formulate a historical concept/ argument.
- Source type, or genre, in history affects how we understand and interpret the information contained within the source.

*Adapted from definition of academic literacy  
Cheryl Geisler, 1994*



# Disciplinary Literacy Principles in History

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These principles provide a framework for designing and assessing standards-based instruction for all students.

## **1. Students learn core concepts and habits of inquiring, investigating, reasoning, reading, writing, and talking within history as defined by standards.**

Students regularly engage in historical inquiry, tackling themes, concepts and content by reading and analyzing multiple sources, both primary and secondary.

Students learn and use skills of historical analysis, persuasion, and use of evidence in reasoning, writing, and talking about history in every unit of study.

Historical habits of thinking are woven through each unit of study and students are coached to utilize these habits with increasing complexity and ability over time.

Students are engaged in explicating multiple historical roots of current world and local events and conversely, they are engaged in understanding historical events, people, systems, and movements as historical phenomena situated in specific time and place.

## **2. Learning activities, investigations, field work, curricula, text, and talk apprentice students within the discipline.**

Students learn by "doing" history through engagement in ongoing authentic historical inquiries.

All materials, discussion, tasks, homework are selected and used to support student learning of concepts, processes, and habits of thinking specified by learning standards in history and current historical scholarship.

Students reflect on what they are doing in history and communicate their work to others. Students are supported to both talk and listen - sharing their interpretations of historical documents and events, challenging those interpretations, making use of evidence, and asking questions of others to ensure their own understanding.

## **3. Instruction provides students with models, practice, and coaching in rigorous historical literacy activity.**

Teachers use various instructional approaches to teach historical concepts, processes, and habits of thinking through structured long-term inquiries, direct instruction, modeling, differentiated coaching, scaffolded activities, and independent practice by students.

Students are engaged in multiple activities utilizing different kinds of texts (written, visual, statistical) where they are supported to construct meaning of text, present interpretations and defend those interpretations, and engage in historical research.

Students are supported to refine and extend their historical knowledge through revision and revisiting guiding concepts and habits of thinking.

#### **4. Intelligence is socialized through community, class learning culture and instructional routines.**

The teacher creates a community within the classroom where students are active participants in explaining, debating, discussing, and analyzing historical problems and issues.

Students understand and value learning from one another and from the teacher. All students are treated as smart, capable readers and writers of history.

Students regularly reflect on their learning and their methods of learning in class.

#### **5. Instruction is assessment-driven.**

Teachers research and assess student understanding of historical events, ideas, systems and people by analyzing students' use of inquiry strategies, reading, writing, and reasoning strategies, along with students' knowledge of historical content and concepts.

Teachers use multiple forms of formal, informal, and formative assessment data to guide instruction.

Students are able to articulate what they are learning, why they are learning it, and what this learning will lead to. Rubrics serve as guidelines and means of assessment for student work products.

## EDUCATOR TO PARENT

The following web site offers a detailed explanation of the National History Standards as well as a complete set of the standards with overviews of each era:

National Center for History in the Schools: <http://nchs.ucla.edu/standards>

Chariho School District Libraries offer a variety of print and electronic materials to support learning. Each school library has a website (listed below) with age-appropriate links for research and internet searching. Internet links to homework help resources, internet news sources, Rhode Island state resources, and research note sheets / citation guides are also available through your library website.

- Ashaway Elementary School Library: <http://www.chariho.k12.ri.us/ash/library/Default.htm>
- Charlestown Elementary School Library: <http://www.chariho.k12.ri.us/cha/media.htm>
- Hope Valley Elementary School Library: <http://www.chariho.k12.ri.us/hv/library.htm>
- Richmond Elementary School Library: <http://www.chariho.k12.ri.us/ric/mediacnt.html>
- Chariho Middle School Library: <http://www.chariho.k12.ri.us/cms/library/Default.htm>
- Chariho High School Library: [http://www.chariho.k12.ri.us/chs/chs\\_library/default.htm](http://www.chariho.k12.ri.us/chs/chs_library/default.htm)

All district libraries subscribe to video streaming through PBS. Students are able to access educational videos at school and at home using a computer and internet access. These videos relate directly to the curriculum and can further a students' understanding, or develop great passion and interest for a specific topic area. Please contact your school librarian for access to your schools individual username and password.

Both Middle and High School Libraries subscribe to electronic databases that provide sources of reviewed information available to students from home through the library webpage. These online tools include almanacs, country reports, newspapers, encyclopedias, field guides, magazines, points of view articles, maps, pictures, biographies and more. Please contact your school librarian for access to your schools individual username and password.



## EDUCATOR TO STUDENT

Chariho School District Libraries offer a variety of print and electronic materials to support learning. Each school library has a website (listed below) with age-appropriate links for research and internet searching. Internet links to homework help resources, internet news sources, Rhode Island state resources, and research note sheets / citation guides are also available through your library website.

- Ashaway Elementary School Library: <http://www.chariho.k12.ri.us/ash/library/Default.htm>
- Charlestown Elementary School Library: <http://www.chariho.k12.ri.us/cha/media.htm>
- Hope Valley Elementary School Library: <http://www.chariho.k12.ri.us/hv/library.htm>
- Richmond Elementary School Library: <http://www.chariho.k12.ri.us/ric/mediacnt.html>
- Chariho Middle School Library: <http://www.chariho.k12.ri.us/cms/library/Default.htm>
- Chariho High School Library: [http://www.chariho.k12.ri.us/chs/chs\\_library/default.htm](http://www.chariho.k12.ri.us/chs/chs_library/default.htm)

All district libraries subscribe to video streaming through PBS. Students are able to access educational videos at school and at home using a computer and internet access. These videos relate directly to the curriculum and can further a students' understanding, or develop great passion and interest for a specific topic area. Please contact your school librarian for access to your schools individual username and password.

Both Middle and High School Libraries subscribe to electronic databases that provide sources of reviewed information available to students from home through the library webpage. These online tools include almanacs, country reports, newspapers, encyclopedias, field guides, magazines, points of view articles, maps, pictures, biographies a more. Please contact your school librarian for access to your schools individual username and password.

The Chariho School District has adopted the Big6 research model for use when conducting research. For more information about the model, please look at the following website: <http://www.big6.com/>

It is important to give credit to your sources for the information you have incorporated into your paper or project. If in doubt, cite your source. The most recent edition of the MLA style manual (6th ed.) is available in the Library Media Center. The library media specialists are also available to help if you have any questions.

The Middle School has notesheets available to students to use for notetaking while conducting research. These notesheets also outline the MLA format for citations and are available on the library webpage: <http://www.chariho.k12.ri.us/cms/library>

- Book Notesheet



- Encyclopedia Notesheet
- Internet Notesheet
- Database Notesheet

The High School Library has also created guides to assist you in notetaking and citing your sources while conducting research. These notesheets are available on the High School Library website: [http://www.chariho.k12.ri.us/chs/chs\\_library](http://www.chariho.k12.ri.us/chs/chs_library)

- Most Frequently Used Sources MLA Citation Sheet
- MLA Book Citation Sheet
- Online Sources (including subscription databases) MLA Citation Sheet
- Encyclopedia MLA Citation Sheet
- Periodicals (magazines, journals, etc.) MLA Citation Sheet
- Newspapers MLA Citation Sheet



# Elementary Big6 Research Checklist

## #1 Defining Your Job

- You understand why you are looking for information.
- You have developed a research question(s).

## #2 Finding Information

- You have brainstormed possible information sources.
- You have located information sources in our school library and other places (online catalog, reference materials, web sites).
- You used a variety of sources.

## #3 Digging for Treasure

- You have developed a list of treasure words.
- You have used the table of contents, index, and web links to find your treasure words.

## #4 Using Information

- You have read, viewed and listened for treasure words in your sources.
- You have taken notes in your own words.
- You have listed the sources you used (bibliography).

## #5 Putting it All Together

- You have organized your information so it makes sense.
- You have answered your research question(s).

## #6 Evaluating your Work

- You have met the requirements of the rubric.
- You have done your best work.



## **GLOSSARY OF TERMS**

The following web site offers a detailed list of terminology that is used in history courses:

Humanities Web: <http://www.humanitiesweb.org/human.php?s=h&p=t&a=m&letter=A>

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