

HISTORY-SOCIAL SCIENCE CONTENT STANDARDS FOR CALIFORNIA PUBLIC SCHOOLS

K-5 th	6 th -8 th	9 th -12 th
The intellectual skills noted below are to be learned through, and applied to, the grade level content standards. They are to be assessed <i>only in conjunction with the content standards.</i>		
<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. 2. Students correctly apply terms related to time, including <i>past, present, future, decade, century, and generation.</i> 3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same. 4. Students use map and globe skills to determine the absolute locations of places and interpret information available through a map or globe's legend, scale, and symbolic representations. 5. Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students differentiate between primary and secondary sources. 2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. 3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students summarize the key events of the era they are studying and explain the historical contexts of those events. 2. Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places. 3. Students identify and interpret the multiple causes and effects of historical events. 4. Students conduct cost-benefit analyses of historical and current events. 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students explain how major events are related to one another in time. 2. Students construct various time lines of key events, people, and periods of the historical era they are studying. 3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems. <p>Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students frame questions that can be answered by historical study and research. 2. Students distinguish fact from opinion in historical narratives and stories. 3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories. 4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them. 5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives). <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place. 2. Students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long-and short-term causal relations. 3. Students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns. 4. Students recognize the role of chance, oversight, and error in history. 5. Students recognize that interpretations of history are subject to change as new information is uncovered. 6. Students interpret basic indicators of economic performance and conduct cost-benefit analyses of economic and political issues. 	<p>Chronological and Spatial Thinking</p> <ol style="list-style-type: none"> 1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons that were learned. 2. Students analyze how change happens at different rates at different times; understand that some aspects can change while others remain the same; and understand that change is complicated and affects not only technology and politics but also values and beliefs. 3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration, changing environmental preferences and settlement patterns, the frictions that develop between population groups, and the diffusion of ideas, technological innovations, and goods. 4. Students relate current events to the physical and human characteristics of places and regions. <p>Historical Research, Evidence, and Point of View</p> <ol style="list-style-type: none"> 1. Students distinguish valid arguments from fallacious arguments in historical interpretations. 2. Students identify bias and prejudice in historical interpretations. 3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications. 4. Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations. <p>Historical Interpretation</p> <ol style="list-style-type: none"> 1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic, and political trends and developments. 2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect. 3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values. 4. Students understand the meaning, implication, and impact of historical events and recognize that events could have taken other directions. 5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues. 6. Students conduct cost-benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

K Learning and Working Now and Long Ago	1 st A Child 's Place in Time and Space	2 nd People Who Make a Difference
<p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <ol style="list-style-type: none"> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore. 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.. <p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school in the local community, and from historical accounts.</p> <p>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</p> <ol style="list-style-type: none"> 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, and cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines. 5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there. 	<p>1.1 Students describe the rights and individual responsibilities of citizenship.</p> <ol style="list-style-type: none"> 1. Understand the rule-making process in a direct democracy (everyone votes on the rules) and in a representative democracy (an elected group of people make the rules), giving examples of both systems in their classroom, school, and community. 2. Understand the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule." <p>1.2 Students compare and contrast the absolute and relative locations of places and people and describe the physical and/or human characteristics of places.</p> <ol style="list-style-type: none"> 1. Locate on maps and globes their local community, California, the United States, the seven continents, and the four oceans. 2. Compare the information that can be derived from a three-dimensional model to the information that can be derived from a picture of the same location. 3. Construct a simple map, using cardinal directions and map symbols. 4. Describe how location, weather, and physical environment affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation. <p>1.3 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time.</p> <ol style="list-style-type: none"> 1. Recite the Pledge of Allegiance and sing songs that express American ideals (e.g., " My Country 'Tis of Thee"). 2. Understand the significance of our national holidays and the heroism and achievements of the people associated with them. 3. Identify American symbols, landmarks, and essential documents, such as the flag, bald eagle, Statue of Liberty, U.S. Constitution, and Declaration of Independence, and know the people and events associated with them. 	<p>2.1 Students differentiate between things that happened long ago and things that happened yesterday.</p> <ol style="list-style-type: none"> 1. Trace the history of a family through the use of primary and secondary sources, including artifacts, photographs, interviews, and documents. 2. Compare and contrast their daily lives with those of their parents, grandparents, and/or guardians. 3. Place important events in their lives in the order in which they occurred (e.g., on a time line or storyboard). <p>2.2 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments.</p> <ol style="list-style-type: none"> 1. Locate on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map of the classroom, the school). 2. Label from memory a simple map of the North American continent, including the countries, oceans, Great Lakes, major rivers, and mountain ranges. Identify the essential map elements: title, legend, directional indicator, scale, and date. 3. Locate on a map where their ancestors live (d),telling when the family moved to the local community and how and why they made the trip. 4. Compare and contrast basic land use in urban, suburban, and rural environments in California. <p>2.3 Students explain governmental institutions and practices in the United States and other countries.</p> <ol style="list-style-type: none"> 1. Explain how the United States and other countries make laws, carry out laws, determine whether laws have been violated, and punish wrongdoers. 2. Describe the ways in which groups and nations interact with one another to try to resolve problems in such areas as trade, cultural contacts, treaties, diplomacy, and military force.

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K Learning and Working Now and Long Ago	1 st A Child 's Place in Time and Space	2 nd People Who Make a Difference
<p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p> <p>1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington 's and Lincoln 's Birthdays ,Martin Luther King Jr .Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.</p> <p>3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws)</p>	<p>1.4 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time while others stay the same.</p> <p>1. Examine the structure of schools and communities in the past.</p> <p>2. Study transportation methods of earlier days.</p> <p>3. Recognize similarities and differences of earlier generations in such areas as work (inside and outside the home), dress, manners, stories, games, and festivals, drawing from biographies, oral histories, and folklore.</p> <p>1.5 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents in those places.</p> <p>1. Recognize the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community; and the benefits and challenges of a diverse population.</p> <p>2. Understand the ways in which American Indians and immigrants have helped define Californian and American culture.</p> <p>3. Compare the beliefs, customs, ceremonies, traditions, and social practices of the varied cultures, drawing from folklore.</p> <p>1.6 Students understand basic economic concepts and the role of individual choice in a free-market economy.</p> <p>1. Understand the concept of exchange and the use of money to purchase goods and services.</p> <p>2. Identify the specialized work that people do to manufacture, transport, and market goods and services and the contributions of those who work in the home.</p>	<p>2.4 Students understand basic economic concepts and their individual roles in the economy and demonstrate basic economic reasoning skills.</p> <p>1. Describe food production and consumption long ago and today, including the roles of farmers, processors, distributors, weather, and land and water resources.</p> <p>2. Understand the role and interdependence of buyers (consumers) and sellers (producers) of goods and services.</p> <p>3. Understand how limits on resources affect production and consumption (what to produce and what to consume).</p> <p>2.5 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past have made a difference in others ' lives ((e.g., from biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride).</p>

3rd Continuity and Change

3.1 Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.

1. Identify geographical features in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes).
2. Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline).

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

1. Describe national identities, religious beliefs, customs, and various folklore traditions.
2. Discuss the ways in which physical geography, including climate, influenced how the local Indian nations adapted to their natural environment (e.g., how they got food, clothing, tools).
3. Describe the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments.
4. Discuss the interaction of new settlers with the already established Indians of the region.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

1. Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions.
2. Describe the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship.
3. Trace why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing on maps, photographs, oral histories, letters, newspapers, and other primary sources.

4th California: A Changing State

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

1. Explain and use the coordinate grid system of latitude and longitude to determine the absolute locations of places in California and on Earth.
2. Distinguish between the N and S Poles; the equator and the prime meridian; the tropics; and the hemispheres, using coordinates to plot locations.
3. Identify the state capital and describe the various regions of California, including how their characteristics and physical environments (e.g., water, landforms, vegetation, and climate) affect human activity.
4. Identify the locations of the Pacific Ocean, rivers, valleys, and mountain passes and explain their effects on the growth of towns.
5. Use maps, charts, and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation.

4.2 Students describe the social, political, cultural, and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods.

1. Discuss the major nations of California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.
2. Identify the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific (e.g., by Captain James Cook, Vitus Bering, Juan Cabrillo), noting especially the importance of mountains, deserts, ocean currents, and wind patterns.
3. Describe the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries, and Indians (e.g., Juan Crespi, Junipero Serra, and Gaspar de Portola).
4. Describe the mapping of, geographic basis of, and economic factors in the placement and function of the Spanish missions; and understand how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America.
5. Describe the daily lives of the people, native and nonnative, who occupied the presidios, missions, ranchos, and pueblos.
6. Discuss the role of the Franciscans in changing the economy of California from a hunter-gatherer economy to an agricultural economy.
7. Describe the effects of the Mexican War for Independence on Alta California, including its effects on the territorial boundaries of North America.
8. Discuss the period of Mexican rule in CA and its attributes, including land grants, secularization of the missions, and the rise of the rancho economy.

4.3 Students explain the economic, social, and political life in California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush, and the granting of statehood.

1. Identify the locations of Mexican settlements in California and those of other settlements, including Fort Ross and Sutter's Fort.
2. Compare how and why people traveled to California and the routes they traveled (e.g., James Beckwourth, John Bidwell, John C. Fremont, Pio Pico).
3. Analyze the effects of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., using biographies of John Sutter, Mariano Guadalupe Vallejo, and Louise Clapp).
4. Study the lives of women who helped build early California (e.g., Biddy Mason).
5. Discuss how California became a state and how its new government differed from those during the Spanish and Mexican periods.

3 rd Continuity and Change	4 th California: A Changing State
<p>3.4 Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.</p> <ol style="list-style-type: none"> Determine the reasons for rules, laws, and the U.S. Constitution; the role of citizenship in the promotion of rules and laws; and the consequences for people who violate rules and laws. Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. Know the histories of important local and national landmarks, symbols, and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol). Understand the three branches of government, with an emphasis on local government. Describe the ways in which California, the other states, and sovereign American Indian tribes contribute to the making of our nation and participate in the federal system of government. Describe the lives of American heroes who took risks to secure our freedoms (e.g., Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, and Martin Luther King, Jr.). <p>3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.</p> <ol style="list-style-type: none"> Describe the ways in which local producers have used and are using natural resources, human resources, and capital resources to produce goods and services in the past and the present. Understand that some goods are made locally, some elsewhere in the United States, and some abroad. Understand that individual economic choices involve trade-offs and the evaluation of benefits and costs. Discuss the relationship of students' "work" in school and their personal human capital. 	<p>4.4 Students explain how California became an agricultural and industrial power, tracing the transformation of the California economy and its political and cultural development since the 1850s.</p> <ol style="list-style-type: none"> Understand the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the transcontinental railroad, including the contributions of Chinese workers to its construction. Explain how the Gold Rush transformed the economy of California, including the types of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco), and economic conflicts between diverse groups of people. Discuss immigration and migration to California between 1850 and 1900, including the diverse composition of those who came; the countries of origin and their relative locations; and conflicts and accords among the diverse groups (e.g., the 1882 Chinese Exclusion Act). Describe rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles). Discuss the effects of the Great Depression, the Dust Bowl, and World War II on California. Describe the development and locations of new industries since the turn of the century, such as the aerospace industry, electronics industry, large-scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense industries, and important trade links with the Pacific Basin. Trace the evolution of California's water system into a network of dams, aqueducts, and reservoirs. Describe the history and development of California's public education system, including universities and community colleges. Analyze the impact of twentieth-century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, and John Wayne). <p>4.5 Students understand the structures, functions, and powers of the local, state, and federal governments as described in the U. S. Const.</p> <ol style="list-style-type: none"> Discuss what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government and describes the shared powers of federal, state, and local governments). Understand the purpose of the California Constitution, its key principles, and its relationship to the U.S. Constitution. Describe the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of the military) among federal, state, and local governments. Explain the structures and functions of state governments, including the roles and responsibilities of their elected officials. Describe the components of California's governance structure (e.g., cities and towns, Indian Rancherias and reservations, counties, school districts).

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5 th United States History and Geography Making a New Nation (summary only)	6 th World History & Geography: Ancient Civilizations (summary only)	7 th World History and Geography: Medieval and Early Modern Times (summary only)
<p>5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.</p> <p>5.2 Students trace the routes of early explorers and describe the early explorations of the Americas.</p> <p>5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.</p> <p>5.4 Students understand the political, religious, social, and economic institutions that evolved in the colonial era.</p> <p>5.5 Students explain the causes of the American Revolution.</p> <p>5.6 Students understand the course and consequences of the American Revolution.</p> <p>5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American republic.</p> <p>5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation systems.</p> <p>5.9 Students know the location of the current 50 states and the names of their capitals.</p>	<p>6.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.</p> <p>6.2 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush.</p> <p>6.3 Students analyze the geographic, political, economic, religious, and social structures of the Ancient Hebrews.</p> <p>6.4 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Ancient Greece.</p> <p>6.5 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India.</p> <p>6.6 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China.</p> <p>6.7 Students analyze the geographic, political, economic, religious, and social structures during the development of Rome.</p>	<p>7.1 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire.</p> <p>7.2 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Islam in the Middle Ages.</p> <p>7.3 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages.</p> <p>7.4 Students analyze the geographic, political, economic, religious, and social structures of the sub-Saharan civilizations of Ghana and Mali in Medieval Africa.</p> <p>7.5 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan.</p> <p>7.6 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe.</p> <p>7.7 Students compare and contrast the geographic, political, economic, religious, and social structures of the Meso-American and Andean civilizations.</p> <p>7.8 Students analyze the origins, accomplishments, and geographic diffusion of the Renaissance.</p> <p>7.9 Students analyze the historical developments of the Reformation.</p> <p>7.10 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political, and cultural institutions.</p> <p>7.11 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (the Age of Exploration, the Enlightenment, and the Age of Reason).</p>

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8 th United States History and Geography: Growth and Conflict (<i>summary only</i>)	10 th Grade: World History, Culture, and Geography: The Modern World (<i>summary only</i>)	11 th United States History: Continuity and Change in the Twentieth Century
<p>8.1 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy.</p> <p>8.2 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government.</p> <p>8.3 Students understand the foundation of the American political system and the ways in which citizens participate in it.</p> <p>8.4 Students analyze the aspirations and ideals of the people of the new nation.</p> <p>8.5 Students analyze U.S. foreign policy in the early Republic.</p> <p>8.6 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the Northeast.</p> <p>8.7 Students analyze the divergent paths of the American people in the South from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.8 Students analyze the divergent paths of the American people in the West from 1800 to the mid-1800s and the challenges they faced.</p> <p>8.9 Students analyze the early and steady attempts to abolish slavery and to realize the ideals of the Declaration of Independence.</p> <p>8.10 Students analyze the multiple causes, key events, and complex consequences of the Civil War.</p> <p>8.11 Students analyze the character and lasting consequences of Reconstruction.</p> <p>8.12 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution.</p>	<p>10.1 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism, and in Christianity to the development of Western political thought.</p> <p>10.2 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects worldwide on the political expectations for self-government and individual liberty.</p> <p>10.3 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan, and the United States.</p> <p>10.4 Students analyze patterns of global change in the era of New Imperialism in a least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines.</p> <p>10.5 Students analyze the causes and course of the First World War.</p> <p>10.6 Students analyze the effects of the First World War.</p> <p>10.7 Students analyze the rise of totalitarian governments after World War I.</p> <p>10.8 Students analyze the causes and consequences of World War II.</p> <p>10.9 Students analyze the international developments in the post –World War II world.</p> <p>10.10 Students analyze instances of nation-building in the contemporary world in at least two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, and China.</p> <p>10.11 Students analyze the integration of countries into the world economy and the information, technological, and communications revolutions (e.g., television, satellites, and computers).</p>	<p>11.1 Students analyze the significant events in the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence.</p> <p>11.2 Students analyze the relationship among the rise of industrialization, large scale rural-to-urban migration, and massive immigration from Southern and Eastern Europe.</p> <p>11.3 Students analyze the role religion played in the founding of America, its lasting moral, social, and political impacts, and issues regarding religious liberty.</p> <p>11.4 Students trace the rise of the United States to its role as a world power in the twentieth century.</p> <p>11.5 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s.</p> <p>11.6 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government.</p> <p>11.7 Students analyze America’s participation in World War II.</p> <p>11.8 Students analyze the economic boom and social transformation of post –World War II America.</p> <p>11.9 Students analyze U.S. foreign policy since World War II.</p> <p>11.10 Students analyze the development of federal civil rights and voting rights.</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p>

12th Principles of American Democracy and Economics

- 12.1 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy.
- 12.2 Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
- 12.3 Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
- 12.4 Students analyze the unique roles and responsibilities of the three branches of government as established by the U.S. Constitution.
- 12.5 Students summarize landmark U.S. Supreme Court interpretations of the Constitution and its amendments.
- 12.6 Students evaluate issues regarding campaigns for national, state, and local elective offices.
- 12.7 Students analyze and compare the powers and procedures of the national, state, tribal, and local governments.
- 12.8 Students evaluate and take and defend positions on the influence of the media on American political life.
- 12.9 Students analyze the origins, characteristics, and development of different political systems across time, with emphasis on the quest for political democracy, its advances, and its obstacles.
- 12.10 Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government.

12th Principles of Economics

- 12.1 Students understand common economic terms and concepts and economic reasoning.
- 12.2 Students analyze the elements of America's market economy in a global setting.
- 12.3 Students analyze the influence of the federal government on the American economy.
- 12.4 Students analyze the elements of the U.S. labor market in a global setting.
- 12.5 Students analyze the aggregate economic behavior of the U.S. economy.
- 12.6 Students analyze issues of international trade and explain how the U.S. economy affects, and is affected by, economic forces beyond the United States's borders.