

OFFICE OF CHIEF ACADEMIC OFFICER
Summary of State Board of Education Agenda Items
Consent Agenda
July 19, 2018

OFFICE OF SECONDARY EDUCATION

- C. Approval to establish the Mississippi College- and Career-Readiness Standards for the Social Studies
(Has cleared the Administrative Procedures Act process with public comments)

Executive Summary

The *2018 Mississippi College- and Career-Readiness Standards (MS CCRS) for the Social Studies* are designed to provide K-12 social studies teachers with a basis for curriculum development. In order to prepare students for career and college, this document outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2018 MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers.

All standards were reviewed and drafted by Mississippi educators to address the needs of Mississippi students. The curriculum revision committee was comprised of K-12 teachers and IHL representatives. The standards address five basic content stands of the social studies – civics, civil rights, economics, geography and history.

The *2018 MS CCRS for the Social Studies* will be piloted during the 2018-2019 school year and implemented in 2019-2020 school year.

Recommendation: Approval

Back-up material attached

APA Comments on MS CCRS Social Studies

Overall Comments

Comment	Committee Response	MDE Response
1. Divide 7 th – 12 th courses into strands.	Divide 7 th - 12 th courses into strands.	Strands are noted for each standard.
2. From what I've seen so far, I really like it. The new standards in my opinion increases/encourages critical and analytical thinking which will benefit our students in a more positive way. Again, just my two cents.	No change needed	Agree with Committee
3. I like the new standards better b/c they offer more definitive objectives. The fact that they are by time period and more clearly defined by era is helpful. I do like the drafts. The drafts are well written and take the guess work out of what needs to be covered to prepare our students to be college and career ready. Having the opportunity for the department to meet in the summer (a week before teachers start) to work with the new curriculum would be a great benefit to both teachers and students.	No change needed	Agree with Committee

Kindergarten through Sixth Grade Comments

Comment	Committee Response	MDE Response
1. Fourth and Fifth Grade: More emphasis on three branches of government in 4 th grade; Civil War should be covered in 5 th grade and American Revolution in 4 th ; 4 th grade seems young to introduce 'brother against brother'; where are regions, states and capitols?	5 th grade covers this material; 4 th grade looks at state government with a concentration in MS Studies; in 4 th grade, teachers introduce Mississippi's reaction to the Civil War, and it is explored more in depth in 8 th grade.	Agree with Committee
2. Kindergarten is very appropriate; matches introduction to school; ties well with the RF and RI standards in ELA; ties well with literature units also	No change needed	Agree with Committee
3. First Grade: clarify cardinal directions	Replace term cardinal direction with north, south, east, west.	Agree with Committee
4. Second Grade: Identify basics services provided by financial institutions within the community	Give examples of services that banks provide.	Agree with Committee
5. Fourth Grade: More standards on Civil War; We need more standards like this explaining locations on maps; Enjoy the standards about famous people in Mississippi because students enjoy learning about them.	Clarify more details of the Civil War standards.	Agree with Committee
6. Fifth Grade: Similar objectives in grades 4 and 5 for map skills	Similar, but more in depth for grade 5	Agree with Committee

Seventh and Eighth Grade Course Comments

Comment	Committee Response	MDE Response
1. Separate courses into strands after 6 th grade.	Separate courses into strands.	Separate courses into strands for all grade levels.
2. Seventh Grade: Some standards too wordy; some need to be blended with others.	Revise wordy standards and blend standards that are similar.	Agree with Committee
3. Seventh Grade: Standards are very well laid out and are very clear; we like how all of the standards follow a chronological progression, making them easier to remember. The standards are also uniform across all 9 standards. We feel very confident that we will easily be able to meet each standard and objective.	No change needed	Agree with Committee
4. Eighth Grade: Eliminate recall standard.	Eliminate recall standard.	Agree with Committee
5. Seventh Grade: Standard regarding the study of prehistoric homo sapiens and Mesopotamia should be added	Add standard regarding the study of prehistoric homo sapiens and Mesopotamia should be added.	Agree with Committee

Mississippi Studies and Introduction to Geography

Comment	Committee Response	MDE Response
1. Introduction to Geography: What does territorially delimited entity mean?	Revise wording of standard.	Agree with Committee
2. Mississippi Studies: The language of the framework is clear and more specific. The organization of standards seems more logical. The 2018 draft curriculum has a stronger emphasis on specific events and facts throughout the document, whereas the 2011 curriculum has more of a general focus. The 2018 draft provides a great road map to show the chronological sequence of Mississippi's history to present-day. The new curriculum is chronological and is much easier to create a pacing guide and teach a course. It takes longer than the time provided to teach Mississippi's historical narrative and the other objectives intended to foster an appreciation of the state.	No change needed	Agree with Committee
3. Geography: The 2018 draft includes a standard for the use of geographical tools instead of just being covered as an objective. The 2018 draft includes a longer list of broader concepts than the 2011 curriculum. World Geography is not setup like the other classes. The history classes' objectives are chronological and by topic and time period, but they are easily relatable to a textbook.	No change needed	Agree with Committee

World History Comments

Comment	Committee Response	MDE Response
1. Students need an understanding of the Divine Right of Kings Theory.	Add Divine Right of Kings Theory objective.	Agree with Committee
2. A better way to approach this content would be to add a standard, Determine the contributions and causes of the Age of Enlightenment.	Add standard.	Agree with Committee
3. The standards and objectives are well written. They appear to be in chronological order. The standards spell out the overall topics to be covered and the objectives go into specific detail. It is easy to read and understand. The new World History curriculum is a good precursor to US History.	No change needed	Agree with Committee

US History 1877 to the Present

Comment	Committee Response	MDE Response
1. I love the specifics of the new standards as the old standards were too vague. I do not like the review standard in US History 1877 to the present.	Remove review standard.	Remove review standard in US History 1877 to Present.
2. I believe standard 1 for US History needs to be removed. The curriculum is 1877 to the Present.	Remove review standard.	Remove review standard in US History 1877 to Present.
3. I believe the timeline for the US History Standards need to be moved back to after the Civil War, due to time constraints to cover 1877 to the Present. I like that the standards are now set up in chronological order and not just a broad overall theme.	Remove review standard.	Remove review standard in US History 1877 to Present.
4. Remove review standard for US History 1877 to the Present. Standard 5 and 8 may be more suited for World History.	Remove review standard.	Remove review standard in US History 1877 to Present.
5. Detailed objectives. Focus on civil rights in all courses. Focus on geography in all courses. Too many objectives to cover in US History 1877 to the Present.	Narrow down US History objectives.	Remove review standard in US History 1877 to Present.
6. Divide 7 th - 12 th courses into strands. There are too many objectives for US History 1877 to the Present.	Narrow down US History objectives.	Divided 7 th – 12 th courses into strands. Remove review standard in US History 1877 to Present.
7. Remove review standard for US History 1877 to the Present. Condense standards and objectives in US History 1877 to the Present. Remove repetition of standards and objectives in US History 1877 to the Present. Create an objective on diversity. More objectives on Industrialization in	Remove review standard.	Remove review standard in US History 1877 to Present. Condense standards and objectives for US History 1877 to Present and add objectives as needed on

the 1800s that shaped the America we know today. There seems to be too less of an emphasis on other minority rights.		diversity, industrialization, and focus more on minority rights.
8. Condense standards and objectives for US History 1877 to the Present to delete repetitiveness.	Narrow down US History objectives.	Condense standards and objectives for US History 1877 to Present.
9. Condense standards and objectives for US History 1877	Narrow down US History objectives.	Condense standards and objectives for US History 1877 to Present.
10. Eliminate review standard for US History 1877. Too much rote memorization and detailed.	Remove review standard.	Eliminate review standard. Condense standards and objectives for US History 1877 to Present.
11. Eliminate review standard for US History 1877 to the Present. It's hard to cover material after Carter.	Remove review standard.	Remove review standard in US History 1877 to the present.
12. We are very excited about the increased analysis and over-arching scope of the new US History curriculum. We acknowledge the effort put forth by the MDE across the board to improve the rigor and relevance of each student's educational experience and support this concept 100%.	No change needed.	Agree with Committee
13. Standards are standards, not guides. Outlines Industrial Age, Westward Expansion, Progressivism, Imperialism, Great Depression, New Deal, WWII, 1960s America, and Civil Rights. Very Specific! Sets actual frameworks, not suggestions. Language is more specific. Objectives are more precise and by time period, which is helpful. Language is more specific. Objectives are more precise and organized by time period.	No change needed.	Agree with Committee

Government and Economics Comments

Comment	Committee Response	MDE Response
1. Economics: Combine Standards 1 and 2, 3-5, and 6-8.	Combine Standards	Agree with Committee
2. Government: Split standard 2	Split Standard 2	Agree with Committee
3. Government: Moved from broad frameworks to actual strategic teaching points. Much better as a guide to teaching the course. The standards and objectives are more specific and give a clearer picture of the standards. There is a deeper focus, with an emphasis on specific facts to show how historical philosophies, documents, and figures have shaped the formation of the U.S. government. With standard USG.3, the objectives provide a deeper focus on the three branches of government with an emphasis on how the branches interact with each other. There is a stronger focus on federalism with specific objectives to cover. The 2018 draft does not have a Global Affairs standard (#4 in the 2011 curriculum), but instead uses different philosophies on government to show the formation of the U.S. government through time. The standards and objectives are written well and will be easy to implement in teaching the course.	No change needed.	Agree with Committee
4. Economics: Moved from broad frameworks to actual strategic teaching points. The standards and objectives are well written. The draft goes into great detail exactly what objectives need to be covered. It is easy to understand and a great road map of the course to be taught.	No change needed	Agree with Committee

Elective Comments

Comment	Committee Response	MDE Response
1. Psychology: Describe the biological drives of hunger, thirst, and sexual response and their adaptive value in the evolutionary process. This standard is both immoral and an unethical way to teach our children. No other positions are being offered or covered. Therefore, MDE is pushing this from a position of authority.	Remove standard.	Agree with Committee
2. Humanities: Locate and recognize the emergence of Neolithic cultures and early civilizations. This standard implies that Evolution is a fact. There is no scientific evidence. MDE is pushing this from a position of authority.	Remove standard.	Agree with Committee
3. Psychology: The standards and objectives are well written and detailed. The draft is a good road map for the course.	No change needed.	Agree with Committee
4. Sociology: The standards and objectives are well written and detailed. The draft is a good road map for the course.	No change needed.	Agree with Committee

Social Studies AP Emails

Overall Comments

I was wondering why the new objectives weren't separated by strands after 6th grade.

Thanks,
Curriculum Dept.

Jackson School District

From what I've seen thus far, I really like it. The new standards in my opinion increases / encourages critical and analytical thinking which will benefit our students in a more positive way. Again, just my two cents.

Forest High School
601-469-3255

I like the new standards better b/c they offer more definitive objectives. The fact that they are by time period and more clearly defined by era is helpful. I do like the drafts. The drafts are well written and take the guess work out of what needs to be covered to prepare our students to be college and career ready. Having the opportunity for the department to meet in the summer (a week before teachers start) to work with the new curriculum would be a great benefit to both teachers and students.

Sent from my iPhone

Kindergarten through Sixth Grade Comments

JUST MY OPINION

- * I think more emphasis should be placed on the three branches of government & the workings of it .
- * I think that the Civil War should be 5th grade & American Revolution should be 4th grade simply because of the subject matter. Fourth grade seems a bit young to introduce "brother against brother" along with several other issues that usually intertwine with the Civil War.

Regions? States & capitals?

sandrazteague@att.net

Sent from my iPhone

Kindergarten: is very appropriate; matches introduction to school; ties well with the RF and RI standards in ELA; ties well with literature units also

First Grade: clarify cardinal directions

Second Grade: Identify basics services provided by financial institutions within the community

Fourth Grade: More standards on Civil War; We need more standards like this explaining locations on maps; Enjoy the standards about famous people in Mississippi because students enjoy learning about them.

Fifth Grade: Similar objectives in grades 4 and 5 for map skills

Rankin County School District

Seventh and Eighth Grade Comments

Separate courses into strands after 6th grade.

www.prc.k12.ms.us

Sent from my iPhone

Seventh Grade: Some standards too wordy; some need to be blended with others.

Pascagoula

www.pgisd.ms

Seventh Grade: Standards are very well laid out and are very clear; we like how all of the standards follow a chronological progression, making them easier to remember. The standards are also uniform across all 9 standards. We feel very confident that we will easily be able to meet each standard and objective.

Pearl River Central High School

Sent from my iPhone

Eighth Grade: Eliminate recall standard.

Starkville Oktibbeha Consolidated School District

Sent from my iPhone

Seventh Grade: Standard regarding the study of prehistoric homo sapiens and Mesopotamia should be added

Pearl Junior High School

Sent from my iPhone

Oxford School District

www.oxfordsd.org

Mississippi Studies and Introduction to Geography Comments

Introduction to Geography: What does territorially delimited entity mean?

Miss. Studies/Geography
SPMS
www.Pcsd.ms

Mississippi Studies: The language of the framework is clear and more specific. The organization of standards seems more logical. The 2018 draft curriculum has a stronger emphasis on specific events and facts throughout the document, whereas the 2011 curriculum has more of a general focus. The 2018 draft provides a great road map to show the chronological sequence of Mississippi's history to present-day. The new curriculum is chronological and is much easier to create a pacing guide and teach a course. It takes longer than the time provided to teach Mississippi's historical narrative and the other objectives intended to foster an appreciation of the state.

Hancock County Schools
Social Studies Department

Geography: The 2018 draft includes a standard for the use of geographical tools instead of just being covered as an objective. The 2018 draft includes a longer list of broader concepts than the 2011 curriculum. World Geography is not setup like the other classes. The history classes' objectives are chronological and by topic and time period, but they are easily relatable to a textbook.

Hancock County Schools
Social Studies Department

World History Comments

Students need an understanding of the Divine Right of Kings Theory.

Pascagoula School District

A better way to approach this content would be to add a standard, Determine the contributions and causes of the Age of Enlightenment.

Pass Christian High School

The standards and objectives are well written. They appear to be in chronological order. The standards spell out the overall topics to be covered and the objectives go into specific detail. It is easy to read and understand. The new World History curriculum is a good precursor to US History.

US History 1877 to the Present

I love the specifics of the new standards as the old standards were too vague. I do not like the review standard in US History 1877 to the present.

www.prc.k12.ms.us

Sent from my iPhone

I do believe standard 1 for US history needs to be removed. The curriculum is 1877 to the present. If we add in materials, it adds to our content and adds to time.

Thanks again for a quick response.

Jackson County School District

I believe the timeline for the US History Standards need to be moved back to after the Civil War, due to time constraints to cover 1877 to the Present. I like that the standards are now set up in chronological order and not just a broad overall theme.

www.prc.k12.ms.us

Sent from my iPhone

Remove review standard for US History 1877 to the Present. Standard 5 and 8 may be more suited for World History.

Gautier High School

Detailed objectives. Focus on civil rights in all courses. Focus on geography in all courses. Too many objectives to cover in US History 1877 to the Present.

www.prc.k12.ms.us

Sent from my iPhone

Divide 7th - 12th courses into strands. There are too many objectives for US History 1877 to the Present.

www.natchez.k12.ms.us

Set from my iPhone

Remove review standard for US History 1877 to the Present. Condense standards and objectives in US History 1877 to the Present. Remove repetition of standards and objectives in US History 1877 to the Present. Create an objective on diversity. More objectives on Industrialization in the 1800s that shaped the America we know today. There seems to be too less of an emphasis on other minority rights.

Pass Christian High School

Condense standards and objectives for US History 1877 to the Present to delete repetitiveness.

Rankin County School District

Condense standards and objectives for US History 1877

Rankin County School District

Eliminate review standard for US History 1877. Too much rote memorization and detailed.

Pass Christian High School

Eliminate review standard for US History 1877 to the Present. It's hard to cover material after Carter. Social Studies Teacher

Houston High School
(662) 456-3320

We are very excited about the increased analysis and over-arching scope of the new US History curriculum. We acknowledge the effort put forth by the MDE across the board to improve the rigor and relevance of each student's educational experience and support this concept 100%.

Starkville High School Social Studies Faculty

Standards are standards, not guides. Outlines Industrial Age, Westward Expansion, Progressivism, Imperialism, Great Depression, New Deal, WWII, 1960s America, and Civil Rights. Very Specific! Sets actual frameworks, not suggestions. Language is more specific. Objectives are more precise and by time period, which is helpful. Language is more specific. Objectives are more precise and organized by time period.

Social Studies Teacher
Houston High School
(662) 456-3320

Government and Economic Comments

Economics: Combine Standards 1 and 2, 3-5, and 6-8.

Rankin County School District

Government: Split standard 2

Government: Moved from broad frameworks to actual strategic teaching points. Much better as a guide to teaching the course. The standards and objectives are more specific and give a clearer picture of the standards. There is a deeper focus, with an emphasis on specific facts to show how historical philosophies, documents, and figures have shaped the formation of the U.S. government. With standard USG.3, the objectives provide a deeper focus on the three branches of government with an emphasis on how the branches interact with each other. There is a stronger focus on federalism with specific objectives to cover. The 2018 draft does not have a Global Affairs standard (#4 in the 2011 curriculum), but instead uses different philosophies on government to show the formation of the U.S. government through time. The standards and objectives are written well and will be easy to implement in teaching the course.

Hancock County Schools

Social Studies Department

Economics: Moved from broad frameworks to actual strategic teaching points. The standards and objectives are well written. The draft goes into great detail exactly what objectives need to be covered. It is easy to understand and a great road map of the course to be taught.

Hancock County Schools

Social Studies Department

Elective Comments

Psychology: Describe the biological drives of hunger, thirst, and sexual response and their adaptive value in the evolutionary process. This standard is both immoral and an unethical way to teacher our children. No other positions are being offered or covered. Therefore, MDE is pushing this from a position of authority.

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Humanities: Locate and recognize the emergence of Neolithic cultures and early civilizations. This standard implies that Evolution is a fact. There is no scientific evidence. MDE is pushing this from a position of authority.

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jayprewett@gmail.com

Psychology: The standards and objectives are well written and detailed. The draft is a good road map for the course.

Hancock County Schools
Social Studies Department

Sociology: The standards and objectives are well written and detailed. The draft is a good road map for the course.

Hancock County Schools
Social Studies Department



MISSISSIPPI
DEPARTMENT OF
EDUCATION

Ensuring a bright future for every child

2018
Mississippi
College- and
Career-
Readiness
Standards for
the Social
Studies



2018 Mississippi College- and Career-Readiness Standards for the Social Studies

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Acknowledgements

The Mississippi Department of Education gratefully acknowledges the hard work of the following individuals for their involvement in developing the *Mississippi College- and Career- Readiness Standards for the Social Studies* and the supporting documents.

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Brenda Whitworth	Pontotoc City School District
Adrine Williams	Jackson Public School District
Meredith Willis	DeSoto County School District
Chuck Yarborough	MS School for Math and Science

Various sets of standards and standards-related documents were used in the development of the Mississippi College- and Career-Readiness Standards for the Social Studies, including:

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for [Civics](#), [Economics](#), [Geography](#), and [U.S. History](#)
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*, and
- *National Standards for Geography*

Introduction

Mission Statement

The Mississippi Department of Education (MDE) is dedicated to student success, which includes improving student achievement in the social studies, equipping citizens to solve complex problems, and establishing fluent communication skills, while preparing students for college, career, and civic life. The Mississippi College- and Career-Readiness Standards (CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

Purpose

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. In order to prepare students for careers and college, it outlines what knowledge students should obtain, and the types of skills students must master upon successful completion of each grade level. The *2018 MS CCRS for the Social Studies* reflect national expectations while focusing on postsecondary success, but they are unique to Mississippi in addressing the needs of our students and teachers. The standards' content centers around three practices: conceptual understanding, fostering inquiry, collaboration and action, and integration of content skills. Instruction in these areas is designed for a greater balance between content and process. Teachers are encouraged to transfer more ownership of the learning process to students, who can then direct their own learning and develop a deeper understanding of computer science and the problem-solving process. Doing so will produce students that will become more capable, independent, and literate adults.

Implementation

The *2018 MS CCRS for the Social Studies* will be piloted during the 2018-2019 school year and implemented during the 2019-2020 school year.

THE REVISION PROCESS FOR THE MS CCR STANDARDS FOR THE SOCIAL STUDIES

The Social Studies Curriculum Revision Team was selected in June 2016 from nominations by school district superintendents and administrators. The purpose of the team was to revise the *2011 Mississippi Social Studies Framework*. The team was composed of teachers, administrators, and university professors throughout Mississippi.

In order to gain a sufficient understanding of the direction of social studies education, the curriculum revision team reviewed the following:

- National Council for the Social Studies: ***College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History***
- National Assessment of Educational Progress (NAEP) Framework for [Civics](#), [Economics](#), [Geography](#), and [U.S. History](#)
- ACT College- and Career-Readiness (CCR) Benchmarks
- *National Standards for History Education*
- *National Standards for the Social Studies*
- *National Standards for Economic Education*
- *National Standards for Civics and Government*
- *National Standards for Geography*
- Standards for Advanced Placement programs
- Social Studies standards from other states
- Current literature and research regarding the Social Studies

These resources served as a foundation for the development of the *2018 MS CCRS for the Social Studies*.

STRANDS

The different content strands in social studies combine to give a clear picture of the past and present. Strands also give depth to the social studies curriculum, enabling students to grasp the complexity of events from the past and present and help them acquire critical thinking skills to make informed decisions in the future. The **2018 Mississippi College- and Career-Readiness Standards for the Social Studies** is comprised of five (5) essential content strands: Civics, Civil Rights, Economics, Geography, and History.



Civics Strand

The civics strand should provide students with a basic understanding of civic life, politics, and government. It should help them understand the workings of their own and other political systems as well as the relationship of American politics and government to world affairs. Civics instruction provides a basis for understanding the rights and responsibilities of citizens in American constitutional democracy and a framework for competent and responsible participation. The civics strand should be expanded by related learning experiences, in both school and community, that enable students to learn how to participate in their own governance.

Civil Rights Strand

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs. Civil rights education, as understood by the writers of this framework, is defined as the mastery of content, skills and values that are learned from a focused and meaningful exploration of civil rights issues (both past and present), locally, nationally and globally. This education should lead learners to understand and appreciate issues such as social justice, power relations, diversity, mutual respect, and civic engagement. Students should acquire a working knowledge of tactics engaged by civil rights activists to achieve social change. Among these are: demonstrations, resistance, organizing, and collective action/unity. The content was incorporated as a content strand throughout the entire K-12 framework at the recommendation of the Mississippi Civil Rights Commission.

Economics Strand

The economic strand should help students gain an understanding of economic concepts, while demonstrating an understanding of economic and financial literacy in order to make informed financial decisions throughout their lives. The strand is integrated throughout the K-12 curriculum emphasizing economic reasoning. Throughout the K-12 curriculum, students will grasp an understanding of markets and the U.S. economy in a global setting.

Geography Strand

The geography strand equips students with the knowledge, skills, and perspectives of world geography. Students will learn how to use geographic thinking and information to make well-reasoned decisions and to solve personal and community problems. The geography strand will enable students to use geographic perspectives, knowledge, and skills to engage in ethical action with regard to self, other people, other species, and Earth's diverse cultures and natural environments.

History Strand

The history strand investigates events that change the way people live. History is a record of the past, of people who changed society. We learn history from 2 sources: primary and secondary sources. The strand looks into how the past shape does the present, how have people and events changed society, and how have influences of other, more powerful countries, affected countries today.

Sequencing

Kindergarten	Citizenship at Home and School
First Grade	Citizenship at School
Second Grade	School and the Community
Third Grade	Local Government
Fourth Grade	Mississippi Studies and Regions
Fifth Grade	United States History from Pre-Columbian Era to American Revolution
Sixth Grade	Civics and the World
Seventh Grade	Early World History or Compacted
Eighth Grade	United States History from Exploration to 1877

Organization of Document

Grade Level or Course	→	KINDERGARTEN	
Theme or Description	→	THEME: CITIZENSHIP AT HOME AND SCHOOL	
		CIVICS	
		STANDARD	OBJECTIVE(S)
		CI.K.1 Examine how Individuals play different roles and exercise good citizenship.	1. Identify characteristics of a good citizen. 2. Propose ways on how to be a good citizen at home and in the classroom.
Standards	→	CI.K.2 Demonstrate knowledge of how to be a good citizen.	1. Define citizen, citizenship, rights, and responsibilities. 2. Name rights and responsibilities of Individuals. 3. Distinguish the difference between rights and responsibilities. 4. Identify the role of rules. 5. Explain the role of consequences when rules are not followed.
		CI.K.3 Describe the role and responsibilities of authority figures.	1. Identify authority figures. 2. Explain the role of an authority figure. 3. Determine the responsibilities of authority figures. 4. Explain how all people can play Important roles in a community.
Strand	→	ECONOMICS	
		STANDARD	OBJECTIVE(S)

7th

8th

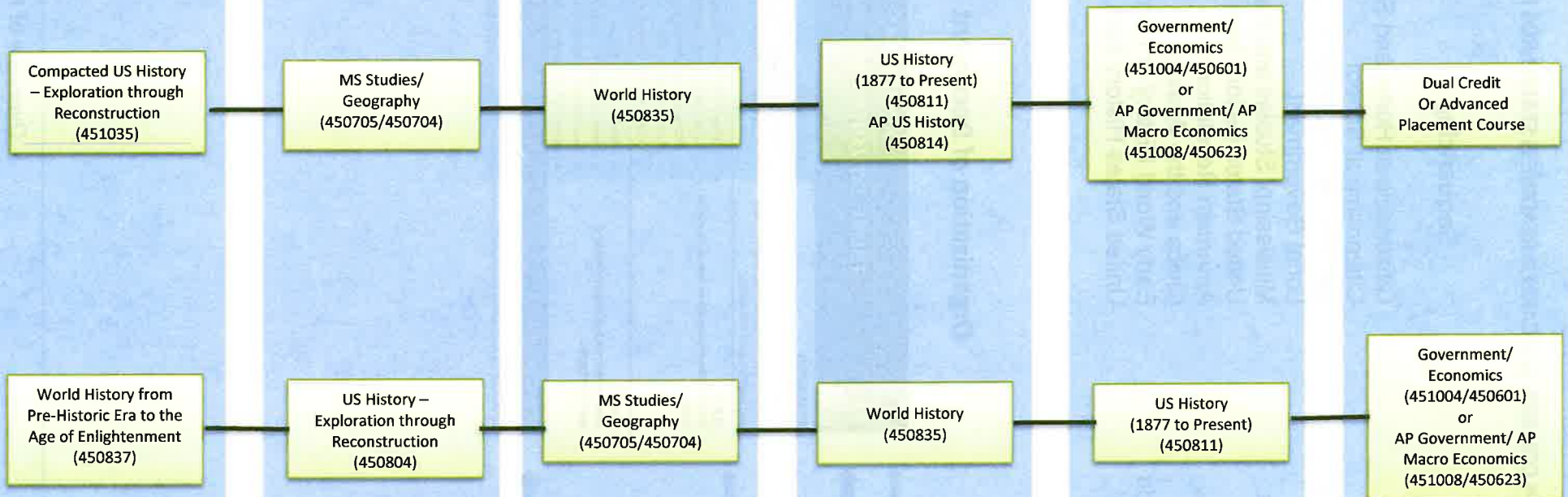
9th

10th

11th

12th

Best Practices for CCR Sequencing in Social Studies: To prepare students to meet College and Career Readiness ACT/SAT benchmarks in their junior year, the following course sequencing is recommended for social studies. Any additional upper-level course sequencing is acceptable.



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Suggested Course Sequence Secondary Options for 6th – 9th Social Studies

The course codes follow the course names in parentheses. For other options for social studies classes, please refer to the Approved Secondary Course Codes Report. These are the most commonly used courses for secondary level students. Beginning with school year 2015-2016, the following options are available for Social Studies course sequence for middle school:

Grade Level	OPTION 1 (Course Code)	OPTION 2 (Course Code)	OPTION 3 (Course Code)
6	Civics and the World	World History from Pre-Historic Era to Age of Enlightenment (450837)	Civics and the World
7	World History from Pre-Historic Era to Age of Enlightenment (450837)	*Compacted 7 th Grade U.S. History from Exploration to Reconstruction and Citizenship (451035)	World History from Pre-Historic Era to Age of Enlightenment (450837)
8	U.S. History from Exploration to Reconstruction (450804)	Mississippi Studies (One semester .5 Carnegie Unit) (450705) / *Compacted Introduction to World Geography (451030) (One semester .5 Carnegie Unit)	U.S. History from Exploration to Reconstruction (450804) Option to add Mississippi Studies (450705) (One semester .5 Carnegie Unit) and/or World Geography (One semester .5 Carnegie Unit)
9	Mississippi Studies (450705) / Introduction to World Geography (450704)/ AP Human Geography (450715)	World History from Age of Enlightenment to Present (450835)	World History from Age of Enlightenment to Present (450835)

*NOTE: For Option 2, the standards for the World Geography and Citizenship course must be integrated into the U.S. History and the Introduction to World Geography courses taught in the 7th and 8th grades, as outlined in the attached documents.

**NOTE: For Option 3, U.S. History from Exploration to Reconstruction must be taught in the 8th grade. MS Studies and Geography are taught in addition to the U.S. History course as separate courses.

KINDERGARTEN

THEME: CITIZENSHIP AT HOME AND SCHOOL

CIVICS

STANDARD	OBJECTIVE(S)
CI.K.1 Examine how individuals play different roles and exercise good citizenship.	1. Identify characteristics of a good citizen. 2. Propose ways on how to be a good citizen at home and in the classroom.
CI.K.2 Demonstrate knowledge of how to be a good citizen.	1. Define citizen, citizenship, rights, and responsibilities. 2. Name rights and responsibilities of individuals. 3. Distinguish the difference between rights and responsibilities. 4. Identify the role of rules. 5. Explain the role of consequences when rules are not followed.
CI.K.3 Describe the role and responsibilities of authority figures.	1. Identify authority figures. 2. Explain the role of an authority figure. 3. Determine the responsibilities of authority figures. 4. Explain how all people can play important roles in a community.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.K.1 Identify and explain the function of money.	1. Recognize monetary units. 2. Distinguish between spending and saving. 3. Illustrate how money is used in daily life.

E.K.2 Distinguish between goods and services.	1. Define goods and services. 2. Describe examples of the goods and services. 3. Explain how people obtain goods and services. 4. Examine the cost of goods and services provided by the community.
E.K.3 Differentiate between needs and wants of individuals.	1. Define and identify needs and wants. 2. Classify items as wants or needs.
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
CR.K.1 Explore the similarities and differences of individuals and families.	1. Define similarities and differences. 2. Examine the benefits of similarities and differences in individuals and families.
CR.K.2 Describe and explain traditions and contributions of various cultures.	1. Define culture. 2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.). 3. Analyze ways people celebrate their diverse cultural heritage.
CR.K.3 Explain the cultural diversity in the classroom.	1. Identify unity and diversity. 2. Identify different types of cultural diversity within the classroom. 3. Propose different ways to encourage unity and diversity at home and within the classroom.

GEOGRAPHY	
STANDARD	OBJECTIVE(S)
G.K.1 Identify a sense of place relative to an individual.	1. Create a map to identify locations of familiar places. 2. Demonstrate terms related to location, direction, size, and distance (up, down, left, right, far, near, etc.).
G.K.2 Describe physical features of the environment.	1. Differentiate between land forms and bodies of water. 2. Identify how physical features impact communities. 3. Describe different ways physical environments may change over time (erosion, hurricanes, etc.).
G.K.3 Recognize maps, graphs, and other representations of the earth.	1. Explain representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the local community, Mississippi and the United States using maps and globes.
HISTORY	
STANDARD	OBJECTIVE(S)
H.K.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.	1. Define symbols and customs. 2. Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.). 3. State the pledge of allegiance and patriotic songs as expressions of patriotism. 4. Explain historically significant events that shaped America.
H.K.2 Describe the impact of significant historical figures and event.	1. Identify historical figures that are used as symbols of American culture (currency, monuments, and place names, etc.). 2. Examine historical events that are significant to American culture (4th July, Thanksgiving, Presidents Day, etc.).

FIRST GRADE

THEME: CITIZENSHIP AT SCHOOL

CIVICS

STANDARD	OBJECTIVE(S)
CI.1.1 Examine how individuals play different roles and exercise good citizenship.	1. Identify different family members – both nuclear and extended. 2. Distinguish the difference in responsible behaviors of different individuals within the home, extended family and school that exhibit good citizenship.
CI.1.2 Demonstrate knowledge of how to be a good citizen at home and school.	1. Distinguish characteristics of good citizenship at home and school. 2. Describe individuals who have exemplified good citizenship at home and school.
CI.1.3 Demonstrate a knowledge of authority figures at home and school.	1. Identify authority figures at home and school. 2. Determine why rules are necessary and the consequences of failing to obey them at home and school.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.1.1 Differentiate between needs and wants of individuals at home and school.	1. Describe the differences between needs and wants. 2. Compare and contrast an individual's needs and wants to those of their family. 3. Compare and contrast an individual's needs and want to those of their school and community.
E.1.2 Evaluate how families use goods and services.	1. Identify the types of goods and services used by families. 2. Name the types of goods and services schools my use. 3. Compare and contrast the types of goods and services a family may use to those of a school.

E.1.3
Analyze the role of money within a home.

1. Explain the concept of exchange and the use of money to purchase goods and services.
2. Illustrate how work provides income to purchase goods and services for a family.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.1.1 Explore the similarities and differences of families and schools.	1. Define customs and traditions. 2. Describe customs and traditions that play roles within families. 3. Compare customs and traditions within the school and community.
CR.1.2 Describe and explain traditions and contributions of various cultures.	1. Describe celebrations held by members of the class and their families. 2. Determine the origins of customs, holidays, and celebrations within the school community.
CR.1.3 Explain the role of cooperation and compromise within families and school communities.	1. Define cooperation and compromise. 2. Identify examples of cooperation and compromise within the home and school community. 3. Discuss the benefits of cooperation and compromise among different groups.

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.1.1 Identify a sense of place relative to an individual, home and school.	1. Demonstrate terms related to location, direction, size and distance. 2. Explain how seasons, weather and climate and other environmental characteristics of a place effect people and their actions. 3. Describe how the human characteristics of a place such as shelter, clothing, food, activities are based upon geographic location.
G.1.2 Describe physical features of the environment.	1. Define physical features of the environment. 2. Distinguish between landforms such as mountain, hills, lakes, oceans, rivers, etc. 3. Explain how physical features affect how humans use the environment.

G.1.3 Recognize maps, graphs, and other representations of the earth.	1. Construct a map from student's home to school applying cardinal and intermediate directions. 2. Identify on a map or globe the local community, the state of Mississippi, the United States, the continents, and the oceans.
HISTORY	
STANDARD	OBJECTIVE(S)
H.1.1 Evaluate how people and events have shaped the local community, state, and nation.	1. Identify contributions of historical figures, such as the Founding Fathers, etc., who have influenced the nation. 2. Name the contributions of historical events, such as the American Revolution, etc., who have influenced the nation.
H.1.2 Compare the ways individuals and groups in the local community and state lived in the past to how we live today.	1. Describe how forms of communication have changed over time. 2. Explain how types of technology and work have changed over time.

SECOND GRADE**THEME: CITIZENSHIP AT SCHOOL AND IN THE COMMUNITY****CIVICS**

STANDARD	OBJECTIVE(S)
CI.2.1 Examine how individuals play different roles and exercise good citizenship in the local community.	1. Identify different community members and the roles they play. 2. Distinguish behaviors of different individuals in the community that exhibit good citizenship.
CI.2.2 Demonstrate knowledge of how to be a good citizen in the local community.	1. Identify rights and responsibilities of citizens in the community. 2. Compare and contrast rights and responsibilities of community members. 3. Recognize significant values such as common good, liberty, justice, equality, and individual dignity.
CI.2.3 Demonstrate a knowledge of authority figures in the local community.	1. Identify authority figures in the community. 2. Compare the rights and responsibilities of individuals and authority figures in the community. 3. Investigate the difference between rules and laws. 4. Compare the role of consequences when rules and laws are not followed.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.2.1 Explain how individual wants and needs impact the production of goods and service.	1. Identify consumers and producers. 2. Explain how individual's choices determine what goods and services are produced.

E.2.2 Explain the effects of supply and demand on the price of goods and services.	1. Define scarcity and how it relates to goods and services. 2. Evaluate the impact of resources availability on the price of goods.
E.2.3 Differentiate between needs and wants of individuals.	1. Define and identify needs and wants. 2. Classify items as wants or needs.
E.2.3 Identify the role of financial institutions within the community.	1. Identify various types of financial institutions and their role in the community. 2. Identify services provided by the various financial institutions in the community.
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
CR.2.1 Illustrate the role of unity and diversity within the community.	1. Define unity and diversity. 2. Describe the role that unity and diversity play within the community.
CR.2.2 Describe and explain how traditions and customs contribute to unity and diversity.	1. Evaluate the qualities that build unity among diverse populations. 2. Recognize the cultural contributions of various groups within our community.
CR.2.3 Explain the role of cooperation and compromise within the community.	1. Define tolerance. 2. Explain the role of tolerance in problem-solving within the community. 3. Identify cultural diversity within the community.

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.2.1 Differentiate between different types of maps.	1. Utilize vocabulary related to map skills. 2. Recognize characteristics of a local region including natural resources.
G.2.2 Investigate physical features of the local region.	1. Examine how physical features affect human settlement. 2. Distinguish between urban, rural, suburban, etc. 3. Investigate different types of landforms and their characteristics.
G.2.3 Recognize maps, graphs, and other representations of the earth.	1. Identify representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the Mississippi and the United States using maps and globes.

HISTORY

STANDARD	OBJECTIVE(S)
H.2.1 Evaluate how people and events have shaped the local community, state and nation through primary sources.	1. Identify various primary sources. 2. Use various primary sources to investigate significant people and events of the past. 3. Identify vocabulary to express measurements of time. 4. Compare and contrast historical perspectives of primary sources.
H.2.2 Utilize oral traditions that contributed to the cultural diversity of the community, state and nation.	1. Explore stories, songs, and other expressions of oral traditions. 2. Interpret how oral traditions helped to express important cultural and historical characteristics.

THIRD GRADE

THEME: CITIZENSHIP IN LOCAL GOVERNMENT

CIVICS

STANDARD	OBJECTIVE(S)
CI.3.1 Explain how an individual exercises rights and responsibilities within community and local government.	1. Identify core and civic virtues. 2. Compare and contrast figures of authority and their positions pertaining to upholding civic responsibilities.
CI.3.2 Demonstrate knowledge of community and local government.	1. Identify the three branches of government at local level. 2. Demonstrate how and why the local government creates and enforces laws. 3. Analyze why laws are important to a community. 4. Categorize services provided by the local community and government.
CI.3.3 Compare and contrast how all people, not just official leaders, play important roles in local government and portrays good citizenship.	1. Categorize the way Americans feel about their rights and responsibilities. e.g. individual rights and freedoms, the common good, and respecting the law. 2. Argue the characteristics of a responsible citizen.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.3.1 Analyze the role of money within a community and local government.	1. Define tax and the purpose of paying taxes. 2. Identify taxable goods and services within the local community. 3. Interpret job sources and availability.

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E.3.2 Evaluate the role of trade within a community and local government.	1. Define trade. 2. Distinguish between import and export. 3. Identify local products and resources involved in trade with the local community. 4. Investigate the origin of local products for sale in the local community.
E.3.3 Explain how people earn income.	1. Describe the skills and knowledge required to produce certain goods and services. 2. Evaluate the impact of skills and knowledge on an individual's income. 3. Explain how economic development determines where people can choose to live.
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
CR.3.1 Explain how a democracy relies on people's responsible participation.	1. Define democracy. 2. Explain the voting process.
CR.3.2 Examine how cultural diversity strengthens the community.	1. Analyze cultural artifacts and the representations of the community. 2. Debate how historical figures respond to cultural changes, needs and concerns of people.
CR.3.3 Examine Declaration of Independence, Constitution, and Bill of Rights in order to recognize basic principles of democracy and civil liberties.	1. Identify civil liberties within the First Amendment. 2. Cite examples of how civil liberties are exercised in the local community.

GEOGRAPHY	
STANDARD	OBJECTIVE(S)
G.3.1 Identify ways humans have altered the physical environment.	1. Explain how various industries, such as farming, fishing, timber, etc. have altered the physical environment. 2. Utilize vocabulary associated with human influence on the environment.
G.3.2 Identify ways natural disasters affects the physical environment.	1. Identify characteristics of a natural disaster. 2. Explain how local, state, and national governments cooperate to manage natural disasters. 3. Evaluate how natural disasters can alter settlement patterns.
G.3.3 Explain how technological advancements have influenced the environment.	1. Evaluate how different energy sources have impacted the environment. 2. Explain how communication and technological innovations have altered the environment. 3. Recognize the geographic impact of using oil and various energy sources in the twenty-first century. Ex. Oil, petroleum, nuclear power, and solar power.
G.3.4 Recognize maps, graphs, and other representations of the earth.	1. Evaluate patterns of populations of distribution.
G.3.5 Describe the relationship between locations of resources and patterns of population distribution.	1. Define renewable and nonrenewable resources. 2. Categorize types of energy resources as renewable and nonrenewable.

HISTORY	
STANDARD	OBJECTIVE(S)
H.3.1 Identify and describe the different types of government throughout history, such as dictatorship, monarchy, aristocracy, representative democracy, and direct democracy.	1. Explain who held power in each type of government. 2. Compare and contrast the different types of government related to source of authority, limits on power and examples of each. 3. Cite an example of each type of government from history.
H.3.2 Explain the role of Representative Democracy in framing the American government.	1. Explain the roles of the three branches of government. 2. Compare and contrast separation of powers and check and balances. 3. Explain the role of popular sovereignty in maintaining a democracy.
H.3.3 Trace the history of voting rights in America.	1. Define voting, suffrage and franchise. 2. Illustrate the expansion of voting rights in America.

FOURTH GRADE

THEME: MISSISSIPPI STUDIES AND REGIONS

CIVICS

STANDARD	OBJECTIVE(S)
CI.4.1 Describe Mississippi's entry into statehood.	1. Describe the process by which the Mississippi territory was admitted to the United States. 2. Define political and geographic reasons for changes in location of Mississippi's state capitol. 3. Examine the structure of local government and its relationship to state government.
CI.4.2 Identify people in positions of power and how they can influence people's rights and freedom.	1. Identify elected leaders of the community and state. 2. Examine the rights and freedoms guaranteed to citizens.
CI.4.3 Identify rights and responsibilities as a citizen of your community and state.	1. Examine responsibilities as citizens, such as obeying rules and laws. 2. Discuss active citizenship and adults' responsibility to vote, to understand important issues to serve on a jury.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.4.1 Describe Mississippi's economic and military role during the Civil War. Ex: Economic- production of iron products, textiles, and ships, Military- provision of military supplies through ports.	1. Name military leaders from Mississippi during the Civil War. 2. Describe the development of slavery and opposition to slavery in Mississippi. 3. Trace the events that led to the secession of Mississippi from the Union in 1861 and subsequently entering the Civil War. 4. Determine roles of women on the home front and battle front during and after the Civil War.

E.4.2

Evaluate how geographic and economic factors influence life and work in Mississippi.

1. Compare the resources and scarcity of resources in a local region to other regions of Mississippi (e.g., Delta's rich soil vs. coastal waters).
2. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture).
3. Identify the opportunity cost of choices made within Mississippi (e.g., cotton farming vs. soy bean farming, pasture land vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.).
4. Explain the benefits and challenges of global trade for Mississippi.
5. Examine the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.).
6. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).

E.4.3

Identify economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates.

1. Trace the negative impact of the Civil War and Reconstruction on Mississippi.
2. Explain the use of sharecroppers as a response to the end of slavery.
3. Explore the role of Jim Crow in disenfranchising African Americans.

CIVIL RIGHTS

STANDARD	OBJECTIVE(S)
CR.4.1 Analyze the Civil Rights Movement to determine the social, political, and economic impact on Mississippi.	1. Name important people of the modern Civil Rights Movement, including Martin Luther King, Jr., Rosa Parks, Medgar Evers, James Meredith, Fannie Lou Hamer, Charles Evers, etc. 2. Identify and explain events of the modern Civil Rights Movement, including the Brown decision of 1954, Jim Crow laws, the Freedom Riders (Goodman, Chaney, Schwerner), the Ole Miss Riots (James Meredith). 3. Describe the benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and the Brown v. Board of Education Supreme Court Case of 1954. 4. Define vocabulary associated with the modern Civil Rights Movement including discrimination, prejudice, segregation, integration, suffrage, and rights.
CR.4.2 Examine how culture influences the way people modify and adapt to their environment.	1. Define culture in Mississippi. 2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.). 3. Analyze ways people celebrate their diverse cultural heritage.

GEOGRAPHY

STANDARD	OBJECTIVE(S)
G.4.1 Describe the physical geography of Mississippi.	1. Compare and contrast the ten geographical regions of Mississippi in terms of soil, landforms, etc. 2. Illustrate major natural resources and deposits throughout on a map. Ex. Oil, agricultural, etc.

G.4.2. Understand how geographic and environmental factors influence life and work.	1. Compare the resources and scarcity of resources in a local region to other regions of Mississippi (e.g., Delta's rich soil vs. coastal waters). 2. Describe the division of labor within Mississippi (e.g., government, industry, and agriculture). 3. Describe the opportunity cost of choices made within Mississippi (e.g., cotton farming vs. soy bean farming, pasture land vs. industrial development, beaches vs. casinos, landfills vs. parks, etc.). 4. Explain the benefits and challenges of global trade for Mississippi. 5. Examine the connections between Mississippi and other states (e.g., economic and political borders such as the Natchez Trace, the Mississippi River, Gulf of Mexico, etc.). 6. Describe the economic impact of natural disasters (e.g., hurricanes, tornadoes, earthquakes, etc.).
G.4.3 Recognize maps, graphs, and other representations of Mississippi.	1. Identify representations of Mississippi using technology, maps, and globes. 2. Distinguish between cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate Mississippi and the United States using maps and globes.

HISTORY

STANDARD	OBJECTIVE(S)
H.4.1 Recognize symbols, customs, and celebrations representative of our community, Mississippi and the United States.	1. Define symbols and customs. 2. Identify school, community, state and national symbols (e.g., school mascot, community logo, Mississippi state flag, United States flag, American eagle, etc.). 3. Identify the Pledge of Allegiance and other patriotic songs as expressions of patriotism. 4. Explain historically significant events that shaped America.
H.4.2 Distinguish reasons for European exploration and settlement in Mississippi and the impact of European explorers on trade, health, and land expansion in Mississippi.	1. Label on maps European settlements in early Mississippi, including Fort de Maurepas. 2. Outline on maps and globes, the routes of early explorers to the New World. 3. Describe reasons for conflicts between Europeans and Native Americans in Mississippi, including differing beliefs regarding land ownership, religion, and culture.

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H.4.3 Describe Mississippi Antebellum Society.	1. Explain the rise of Mississippi cotton culture. 2. Link cotton culture to the rise of slavery.
H.4.4 Explain how literature, the arts, architecture, and music distinguish Mississippi from other places.	1. Identify Mississippians known for their artwork, music, architecture, and literature. 2. Describe how literature, the arts, architecture, and music affect tourism within the state.
H.4.5 Describe the impact of significant historical figures and events in Mississippi.	1. Identify historical figures that are used as symbols of Mississippi culture (monuments, place names, etc.). 2. Examine historical events that are significant to Mississippi culture.
H.4.6 Compare and contrast between the different Mississippi Native American cultures: Choctaw, Chickasaw, and Natchez.	1. Identify the location of major tribes within Mississippi. 2. Describe the reason for Native American removal in Mississippi and the impact of the removal of Native Americans. 3. Examine how Native American tribes lived, including their homes, roles, beliefs, clothes, games, traditions, and food.

FIFTH GRADE

US HISTORY: PRE-COLUMBIAN TO AMERICAN REVOLUTION

CIVICS

STANDARD	OBJECTIVE(S)
CI.5.1 Explain how weaknesses of the Articles of Confederation led to the Constitution.	1. List the problems of the Articles of Confederation such as lack of executive branch, no taxation power, and weak central government. 2. Identify the contributions of the NorthWest Ordinance. 3. Identify the ideology of Federalists and Anti-Federalists facts. 4. Describe the plans and compromises that contributed to the creation of the Constitution. 5. Explain the features of the Bill of Rights.
CI.5.2 Demonstrate respect for the rights of others in discussion and classroom debates.	1. Participate in negotiating and compromising in the resolution of differences and conflict.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.5.1 Examine the various types of resources required to provide goods and services.	1. Identify the major resources of the US to determine the major industries of those countries in relation to available resources. 2. Examine why certain products are manufactured in particular places, taking into account the weight, transportation availability, costs, and markets.

E.5.2 Explain how currently makes exchange easier by comparing a bartering economy to a currency-based economy.	1. Explore the characteristics of a traditional economy. 2. Examine products that are imported into markets within the US based on demand for these products, noting how this affects the US economy. 3. Distinguish products that are exported from the US to other markets in the Western Hemisphere, noting how this affects the US economy. 4. Examine the meaning of unemployment, inflation, income, and economic growth in the economy.
CIVIL RIGHTS	
STANDARD	OBJECTIVE(S)
CR.5.1 Identify ways that people in roles of power can influence people's rights and freedom.	1. Examine at least one group of people, such as Native Americans, African Americans, women, or another cultural, ethnic, or racial minority in the Western Hemisphere, who have struggled for equality and civil rights.
CR.5.2 Describe and explain traditions and contributions of various cultures.	1. Define culture. 2. Recognize ways people celebrate their diverse cultural heritage (literature, language, games, songs, dances, holidays, etc.). 3. Analyze ways people celebrate their diverse cultural heritage.
GEOGRAPHY	
STANDARD	OBJECTIVE(S)
G.5.1 Locate on a map the physical features of America prior to Exploration.	1. Identify major landforms and bodies of water. 2. Locate on a map of North and South America pre-Columbian civilizations according to geography.
G.5.2 Describe physical features of the environment.	1. Differentiate between land forms and bodies of water. 2. Identify how physical features impact communities. 3. Describe different ways physical environments may change over time (erosion, hurricanes, etc.).

G.5.3 Recognize maps, graphs, and other representations of the earth.	1. Create representations of the earth using technology, maps, and globes. 2. Identify cardinal and intermediate directions (e.g., north, northeast, northwest, southeast, southwest, east, and west). 3. Locate the Mississippi and the United States using maps and globes.
HISTORY	
STANDARD	OBJECTIVE(S)
H.5.1 Recognize symbols, customs, and celebrations representative of the United States.	1. Define symbols and customs. 2. Identify school, community, state and national symbols (e.g., United States flag, American eagle, etc.). 3. Compare and contrast the Pledge of Allegiance and other patriotic songs as expressions of patriotism. 4. Explain historically significant events that shaped America.
H.5.2 Examine the reasons and impact for exploration of the New World.	1. Locate and label on a world map the “Old World” and the “New World” along with European countries of Spain, Great Britain or England, France, etc. 2. Identify significant European explorers. 3. Determine economic motivations for European exploration and settlement in the Americas. 4. Locate and label on maps of North and South America land claimed by Spain, France, England, and Portugal. 5. Explain the development and impact of the Columbian Exchange. 6. Analyze the relationship between early European settlers in America and the Native Americans they encountered.

H.5.3 Describe reasons for colonization of North America.	1. Identify influential leaders and groups responsible for founding colonial settlements (e.g., John Smith, Virginia; Roger Williams, Rhode Island; William Penn, Pennsylvania; Lord Baltimore, Maryland; William Bradford, Plymouth; John Winthrop, Massachusetts). 2. Trace the development of democratic ideas and discuss the structure of colonial governments that influenced the early colonies (e.g., Magna Carta, Mayflower Compact, representative government, town meetings, rule of law, legislative bodies). 3. Demonstrate an understanding of colonial economic life and labor systems in the Americas (Triangular Trade, indentured servitude, enslaved and free Africans).
H.5.4 Explain major events of the American Revolution and their outcomes.	1. Outline the principles contained in the Declaration of Independence. 2. Identify key battles of the American Revolution (e.g., Lexington and Concord, Bunker Hill, Saratoga, Cowpens, and Yorktown). 3. Describe the roles and contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American cause. 4. Discuss the contributions of ordinary citizens, including African Americans and women, to the American Revolution. 5. Examine efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress. 6. Cite reasons for colonial victory in the American Revolution. 7. Summarize the effect of the Treaty of Paris of 1783 on the development of the United States.
H.5.5 Chart the causes and events leading to the American Revolution. Cite the reasons for the establishment of early colonies in North America.	1. Explain the impact of the French and Indian War on the American Revolution. 2. Describe the colonial reaction to the British Stamp Act, Intolerable Acts, Boston Massacre, and Tea Act.
H.5.6 Differentiate among pre-Columbian civilizations.	1. Name and describe the different pre-Columbian civilizations. 2. Compare and contrast the social systems of pre-Columbian civilizations.

H.5.7

Describe the impact of significant historical figures and event.

1. Identify historical figures that are used as symbols of American culture (currency, monuments, and place names, etc.).
2. Examine historical events that are significant to American culture (July 4th, Thanksgiving, Presidents Day, etc.).

SIXTH GRADE

CIVICS AND THE WORLD

CIVICS

STANDARD	OBJECTIVE(S)
CI.6.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation.	1. Determine how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems. 2. Explore how citizenship roles vary based on the population, size, and geographic position of a state including but not limited to federal, confederate, and unitary systems. 3. Compare and contrast the many forms of citizenship including, but not limited to: responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources. 4. Examine basic human rights and liberties that are at the core of American culture and compare those rights to those listed in the Universal Declaration of Human Rights.
CI.6.2 Examine the challenges of civic engagement in the contemporary world.	1. Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world and the challenges posed by new media sources to obtaining reliable information upon which to make decisions. 2. Evaluate how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity. 3. Assess how growing concerns about security have impacted civil liberty protections.

ECONOMICS

STANDARD	OBJECTIVE(S)
E.6.1 Explain the concept of natural resources and how people use and value them.	1. Explain the difference between a “substance” that occurs in the natural environment and a “resource” that has valuable. 2. Identify and explain the characteristics of renewable and non-renewable resources. 3. Identify the locations and uses of important resources in the contemporary world.

E.6.2

Explain the geographic patterns of economic interactions.

1. Identify primary, secondary, and tertiary economic activities in the U.S. and other countries.
2. Distinguish between subsistence and commercial livelihoods.
3. Examine ways that economic interaction and globalization occur in the contemporary world and in the past.

CIVIL RIGHTS

STANDARD

OBJECTIVE(S)

CR.6.1

Identify physical and political factors that contribute to cooperation and conflict among people.

1. Locate and describe different types of territorial divisions.
2. Identify political boundaries that are based on physical and human factors.
3. Investigate how countries cooperate in managing and using Earth's surface.
4. Describe how conflict occurs at the local level because of disagreements over the division, control, and management of Earth's surface.

CR.6.2

Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and Sub-Saharan Africa and how they are influenced by a variety of factors.

1. Draw maps that reflect the physical environment of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa, and evaluate how that environment impacts local culture.
2. Draw a map that reflects the current political structure of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa, including countries, major population centers, significant natural features, and capital cities.
3. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and Identify the cultural and historical factors (ex. First Nations, colonization, war and conquest, and religion) that have shaped the civic identity of those cultures and the expectations they have for civic participation.
4. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and examine the participation of those countries in an increasingly globalized world and compare them to other nations in terms of metrics including GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, and Literacy Rates.
5. Compare human rights and liberties found in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and sub-Saharan Africa to core American civil values.

GEOGRAPHY

STANDARD

OBJECTIVE(S)

G.6.1

Describe the world using the tools of geography including maps, globes, and technological representations.

1. Explain the use of map essentials.
2. Use maps and geospatial technologies to acquire and process information from a spatial perspective.
3. Discuss how experiences and cultures influence perceptions and help people create mental maps.

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G.6.2 Explain the concept of place and the factors that give meaning to particular places.	1. Describe the distinguishing physical and human characteristics of different places within the U.S. and around the world. 2. Investigate how people create places as they live in a location and make meaning and build memories there that are unique. 3. Describe how personal, community, or national identities are based, in large part, on places. 4. Explain how place-based identities can sometimes result in stereotypes of people from specific place.
G.6.3 Identify geographic patterns in the environment that result from the processes of Earth's physical systems.	1. Distinguish between atmosphere, biosphere, lithosphere, and hydrosphere. 2. Describe how Earth-Sun relationships regulate seasonal changes in temperature, precipitation, vegetation, and weather patterns at various locations on Earth. 3. Explain major processes that shape the physical environment. 4. Investigate how natural phenomenon shaped the physical environment.
G.6.4 Determine how regions are used to describe the organization of Earth's surface.	1. Define formal, functional, and perceptual regions and identify physical and human features used as the criteria for establishing them. 2. Recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.
G.6.5 Describe the characteristics and causes of human population changes and migration.	1. Identify the spatial patterns of human population in terms of distribution and density. 2. Explain how physical and human factors impact the migration and population characteristics of a place. 3. Identify major migration patterns in the U.S. and the world and the push/pull factors that drive them.
G.6.6 Describe the patterns of human settlements and the factors that contribute to their formation.	1. Classify spatial patterns of settlement, including types, sizes, and models of settlement. 2. Explain why some locations are better for settlement than others. 3. Describe settlement patterns in association with the location of resources.

G.6.7

Compare and contrast ways that humans and the physical environment are impacted by the extraction of resources.

1. Identify and describe ways in which humans modify the physical environment.
2. Explain ways in which people use technology to access resources from the physical environment.
3. Describe examples of how the physical environment provides opportunities and constraints for human activities.
4. Identify and describe the locations of environmental hazards, proximity of human populations to them, and how people respond to natural hazards.

HISTORY

STANDARD

OBJECTIVE(S)

H.6.1

Explain the characteristics and development of culture.

1. Describe the major aspects of culture (religion/belief systems, language, ethnicity, institutions, technology, art, architecture, dress, foods, traditions, etc.).
2. Explain how culture changes as it is passed from one generation to the next.
3. Identify major culture regions of the world and explain how the characteristics of each set it apart from the others.

SEVENTH GRADE**EARLY WORLD HISTORY****STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY**

STANDARD	OBJECTIVE(S)
7.1 Illustrate an understanding of the development of civilization in the Nile River Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Inspect how the physical features of Egypt Influenced the development of civilization. 2. Investigate how religion affected the lives of the ancient Egyptians including such aspects as architecture, the afterlife, and mummification. 3. Describe the unique features of ancient Egyptian culture and social class structure. 4. Explain the power structure of the ancient Egyptian government. 5. Determine the significance of the discovery of the Rosetta Stone. 6. Trace the influence of trade on the development of Egypt.
7.2 Examine an understanding of the development of civilization in the river valleys of China. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize the Influence of geographical features on the development of Ancient China. 2. Compare and contrast the origins, foundational beliefs and spread of Confucianism and Taoism. 3. Describe various aspects of culture, including language, art, architecture, and social class. 4. Explain the evolution of imperial government of China. 5. Discuss the development of the Great Wall. 6. Trace the influence of trade on the development of China.
7.3 Demonstrate an understanding of the development of civilization in Indus Valley. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the influence of geographical features on the development of Ancient Indus River Valley. 2. Analyze the influence of Hinduism on the Indian culture and social practices. 3. Describe various aspects of culture, including language, art, architecture. 4. Analyze the power held by each class of the Indian caste system. 5. Trace the influence of trade on the development of Indus River Valley.

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7.4 Analyze the development of civilizations in ancient Greece. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the influence of geographical features on the development of the civilizations of ancient Greece. 2. Explain how the polytheistic belief system of the ancient Greeks influenced their daily lives. 3. Describe various aspects of Greek culture to include the development of language, art, architecture, social class, and philosophy. 4. Debate the various forms of government to develop in ancient Greece from monarchy, to oligarchy, to democracy. 5. Compare and contrast the civilizations of Athens and Sparta. 6. Trace the influence of trade on the development of Greece.
7.5 Inspect the development Roman Civilization. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how the geographical features of the Italian Peninsula influenced the development of Ancient Rome. 2. Compare and contrast how religion affected the daily lives of the Romans describe various aspects of Roman culture, including art, language, social class, and recreation. 3. Compare the government structure of Rome in the Monarchy, Republic and the Empire. 4. Trace the influence of trade on the development of Rome.
7.6 Explore and evaluate the development of sub-Saharan civilizations in East, South and West Africa. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how the geographical features of sub-Saharan Africa. 2. influenced the development of civilization. 3. Inspect the origins and foundational beliefs of traditional African religions as well as the influence of Islam on the civilizations of sub-Saharan Africa. 4. Describe various aspects of culture, including art, architecture, and class structure in the civilizations that developed south of the Sahara. 5. Explain how the civilizations of sub-Saharan Africa were governed. 6. Trace the influence of trade on the development of sub-Saharan Africa.
7.7 Compare and contrast the developments of early world religions and philosophies. (Strands: Civics, Civil Rights, History)	1. Compare and contrast animism, monotheism, and polytheism. 2. Explain the origins and foundational beliefs of the spread of Christianity, Islam, and Judaism. 3. Inspect the origins and foundational beliefs of the spread of Buddhism and Hinduism.

7.8 Assess the Middle Ages and the emergence of nation-states in Europe. (Strands: Civics, Geography, History, Economics)	1. Explain the system of feudalism and its relationship to the development of European monarchies and nation-states, including feudal relationships, the daily life of peasants and serfs, and the manor economy. 2. Debate the effects of the Magna Carta on the feudal system and how it leads to the development of a representative government in England. 3. Summarize the events of the Crusades and explain their lasting effects on Europe. 4. Explain the role and influence of the Roman Catholic Church in medieval Europe. 5. Analyze the economic, political and social effects of the plague on Europe.
7.9 Investigate the impact of the Renaissance and the Reformation on Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the influence of the idea of humanism on the development of the Renaissance. 2. Identify key figures of the Renaissance throughout Europe to include their accomplishments in the arts, music, literature, and architecture. 3. Explain the causes, events and points of contention of both the Reformation and the Counter Reformation. 4. Trace how the Renaissance encouraged the development of trade.

*****SEVENTH GRADE COMPACTED*****

**US HISTORY FROM EXPLORATION TO RECONSTRUCTION/
CIVICS AND THE WORLD**

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
7C.1 Understand the various roles and expectations of citizens throughout the world and apply that understanding to their role as a citizen of their community, state, and nation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast how citizenship roles vary within different political structures including but not limited to democratic, totalitarian, and monarchical systems. 2. Investigate how citizenship roles vary based on the population, size, and geographic position of a state including but not limited to federal, confederate, and unitary systems. 3. Determine that citizenship takes many forms including but not limited to responsible financial activity, active and passive participation in government, being aware of important issues and challenges, and the responsible use of resources. 4. Develop understanding of basic human rights and liberties that are at the core of American culture and compare those rights to those listed in the Universal Declaration of Human Rights.
7C.2 Examine the challenges of civic engagement in the contemporary world. (Strands: Civics, Civil Rights, History)	1. Compare the positive and negative impacts of changing technologies on expanding the role of citizens throughout the world and the challenges posed by new media sources to obtaining reliable information upon which to make decisions. 2. Evaluate how globalization has changed the rights and responsibilities of citizens in relation to economic disparity and equity. 3. Assess how growing concerns about security have impacted civil liberty protections.

7C.3 Formulate an understanding of citizenship roles in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East and North Africa and Sub-Saharan Africa and how they are influenced by a variety of factors. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Construct maps that reflect the physical environment of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa and evaluate how that environment impacts local culture. 2. Create a map that reflects the current political structure of Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa including countries, major population centers, significant natural features, and capital cities. 3. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and identify the cultural and historical factors (ex. First Nations, colonization, war and conquest, and religion) that have shaped the civic identity of those cultures and the expectations they have for civic participation. 4. Select three Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa countries and examine the participation of those countries in an increasingly globalized world and compare them to other nations in terms of metrics including GDP per capita, Human Misery Index, Gross National Happiness, Infant and Child Mortality Rates, Life Expectancy, and Literacy Rates. 5. Compare human rights and liberties found in Western Europe, Eastern Europe, Latin America, South Asia, East Asia, Middle East, North Africa and sub-Saharan Africa to core American civil values.
7C.4 Interpret how regions are used to describe the organization of Earth's surface. (Strands: Civil Rights, Geography)	1. Contrast formal, functional, and perceptual regions and identify physical and human features used as the criteria for establishing them. 2. Recognize major world regions as formal regions and describe the main characteristics that distinguish them as different from one another.
7C.5 Describe the characteristics and causes of human population changes and migration. (Strands: Geography, History, Economics)	1. Distinguish between the spatial patterns of human population in terms of distribution and density. 2. Explain how physical and human factors impact the migration and population characteristics of a place. 3. Trace major migration patterns in the U.S. and the world and the push/pull factors that drive them.

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7C.6 Differentiate major aspects of the development of the United States from Exploration to 1754. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Create explorers' routes to the New World. 2. Formulate items involved in the Columbian Exchange. 3. Construct the beginning of the Atlantic slave trade with Spaniards in South/Central America. 4. Examine the diversity that emerged with the establishment of colonial America. 5. Contrast how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. Describe the social structures that formed in the various colonies. 6. Describe the relationships between the various Native American and colonial groups.
7C.7 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain colonists' roles in the French and Indian War. 2. Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.) 3. Identify key figures in the early Revolutionary Era and their contributions (George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.)
7C.8 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic. (Strands: Civics, History)	1. Describe the powers given to the Continental Congress by the Articles of Confederation. 2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution. 3. Contrast the major compromises at the Constitutional Convention. 4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches. 5. Trace the process of a bill becoming a law. 6. Debate the compromises between Federalists and Anti-Federalists that lead to the Bill of Rights.
7C.9 Analyze the challenges and central ideas involved in creating the new nation. (Strands: Civics, History)	1. Evaluate the differences in political opinions of the new federal government that lead to the formation of political parties. 2. Assess the importance of George Washington's Presidency and his Farewell Address on the American Presidency. 3. Analyze the significance of early Supreme Court cases and explain impacts on the United States (e.g., <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Worcester v. Georgia</i>).

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7C.10 Interpret the geographical, social, and political causes, challenges, and effects of westward expansion. (Strands: Civics, Geography, History, Economics)	1. Identify the reasons that the United States purchased Louisiana from France. 2. Evaluate the significance of the Lewis and Clark Expedition. 3. Analyze the purpose, challenges, political, racial, religious and economic incentives associated with the concept of Manifest Destiny.
7C.11 Interpret the causes, challenges, and effects of the Industrial Revolution. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize how the Industrial Revolution began in the United States. 2. Identify key people and their contributions in the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution.
7C.12 Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom. 2. Evaluate abolitionists' roles in bringing the reality of slavery to the nation (e.g., Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc.). 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments (e.g., phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights").
7C.13 Examine the social and economic conflicts between the North and South, that would eventually lead to the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North. 2. Trace the origins and development of slavery; its impact on the nation's political, social, religious, economic, and cultural development. 3. Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi. 4. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife (Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers' influence, etc.).

7C.14 Identify and evaluate the key events and people involved in the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the reasons that the North and the South waged war against one another, including: slavery, states' rights. 2. Examine key early battles and plans which shaped decisions in the North and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc. 3. Identify key Northern and Southern political and military leaders. 4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, including: Clara Barton, 54th Massachusetts Regiment, Native Americans. 5. Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages. 6. Analyze key documents and actions (North and South) during the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.
7C.15 Analyze the Reconstruction efforts in post-Civil War America. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare congressional and presidential reconstruction plans. 2. Trace the economic changes in the post-Civil War South, including: Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction. 3. Distinguish the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty. 4. Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim Crow Laws, Ku Klux Klan, etc.

EIGHTH GRADE

US HISTORY: EXPLORATION TO 1877

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
8.1 Examine major aspects of the development of the United States from Exploration to 1754. (Strands: Civics, Civil Rights, Geography, History, Economics)	- Trace explorers' routes to the New World. - Give examples of items involved in the Columbian Exchange. - Identify the beginning of the Atlantic slave trade with Spaniards in South/Central America. - Examine the diversity that emerged with the establishment of colonial America. - Describe how the English Bill of Rights, The Mayflower Compact, and The Virginia House of Burgesses led to the English Colonial idea of self-government. Describe the social structures that formed in the various colonies. - Describe the relationships between the various Native American and colonial groups.
8.2 Evaluate the key people, factors and events which led to the American Revolution and establishment of United States government. (Strands: Civics, Civil Rights, Geography, History, Economics)	- Explain colonists' roles in the French and Indian War. - Recognize and trace the major reasons for English taxes after the French and Indian War and colonial responses from 1763-1774 (Proclamation of 1763, Sugar Act, Stamp Act, Townshend Acts, Boston Massacre, Tea Act, Boston Tea Party, Intolerable Acts, etc.). - Identify key figures in the early Revolutionary Era (George Washington, Samuel Adams, Crispus Attucks, John Adams, John Hancock, Mercy Otis Warren, etc.). - Compare and contrast the decisions that the First Continental Congress and Second Continental Congress made. - Examine the immediate events that led to the first shot of the Revolutionary War and the significance of major battles and places (Bunker Hill/Breeds Hill, Long Island, Trenton/Princeton, Saratoga, Valley Forge, Monmouth, Cowpens, Yorktown, Morristown, etc.). - Recognize key people's roles during the Revolutionary War (George Washington, Benedict Arnold, Horatio Gates, Nathanael Greene, Henry Knox, Charles Cornwallis, Abigail Adams, Mercy Otis Warren, Deborah Sampson, Loyalists, Patriots, etc.). - Summarize the terms of the Treaty of Paris, 1783.

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8.3 Identify and evaluate the people, places, and documents that caused the founding of the nation and relate their significance to the development of the American constitutional republic. (Strands: Civics, Civil Rights, History)	1. Describe the powers given to the Continental Congress by the Articles of Confederation. 2. Analyze the weaknesses of the Articles of Confederation that led to a call for a new constitution. 3. Identify the major compromises at the Constitutional Convention. 4. Describe the framework of the United States Constitution, including powers of the Legislative, Executive, and Judicial branches. 5. Describe the process of a bill becoming a law. 6. Describe the compromises between Federalists and Anti-Federalists that lead to the Bill of Rights.
8.4 Analyze the challenges and central ideas involved in creating the new nation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the differences in political opinions of the new federal government that lead to the formation of political parties. 2. Distinguish the importance of George Washington’s Presidency and his Farewell Address on the American Presidency. 3. Analyze the significance of early Supreme Court cases and explain impacts on the United States, including: <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, <i>Dartmouth College v. Woodward</i>, <i>Worcester v. Georgia</i>. 4. Assess the United States’ development and impact of foreign policy, including: response to the French Revolution, Neutrality Proclamation, Alien and Sedition Acts, XYZ Affair, Embargo Act, impressment, War of 1812, Era of Good Feelings, etc.
8.5 Interpret the geographical, social, and political causes, challenges, and effects of westward expansion. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the reasons that the United States purchased Louisiana from France. 2. Discuss the significant of the Lewis and Clark Expedition. 3. Analyze the purpose, challenges, political, racial, religious and economic incentives associated with the concept of Manifest Destiny. 4. Summarize Andrew Jackson’s roles in the growing United States, including: Jacksonian Era, “Corrupt Bargain”, Democratic Party, Bank War, Nullification Crisis, Indian Removal, etc. 5. Trace Indian Removal including the Cherokees’ “Trail of Tears.” 6. Explain the causes and effects of Texas Independence and Mexican-American War.

8.6 Interpret the causes, challenges, and effects of the Industrial Revolution. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Summarize how the Industrial Revolution began in the United States. 2. Identify key people and their contributions in the Industrial Revolution. 3. Trace the development of transportation and communication systems during the Industrial Revolution. 4. Compare and contrast the cultural, religious and social impact in American life that resulted from the Industrial Revolution. 5. Assess how geography that led to the location of factories, including: rivers, urban areas, etc.
8.7 Evaluate the impact of the American social and political reforms on developing American society during the first half of the nineteenth century. (Strands: Civics, Civil Rights, History)	1. Summarize the works of formerly enslaved African Americans who worked to lead others to freedom. 2. Evaluate abolitionists' roles in bringing the reality of slavery to the nation, including, Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, etc. 3. Compare and contrast the philosophies of natural rights expressed in the Declaration of Independence and the Declaration of Sentiments, including: phrases such as "all men are created equal, that they are endowed by their Creator with certain unalienable Rights". 4. Examine leaders in the women suffrage movement, including: biographies, writings, and speeches of Dorothea Dix, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, and their influence on women's rights.
8.8 Interpret the social and economic conflicts between the North and South, that would eventually lead to the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Synthesize prior knowledge of the geography of the Northern states and the Industrial Revolution to explain why slavery did not grow in the North. 2. Trace the origins and development of slavery and its impact on the nation's political, social, religious, economic, and cultural development. 3. Analyze the impact of the cotton gin on all social classes and the importance of agriculture in antebellum Mississippi. 4. Identify major legislation and Supreme Court decisions that strived to both overturn and preserve slavery resulting in sectional strife, including: Missouri Compromise, Compromise of 1850, Fugitive Slave Acts, Kansas-Nebraska Act, Bleeding Kansas, Dred Scott Decision, Underground Railroad, Quakers' influence, etc.

8.9 Identify and evaluate the key events and people involved in the American Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the reasons that the North and the South waged war against one another, including: slavery, states' rights. 2. Examine key early battles and plans which shaped decisions in the North and South, including: First Bull Run, Shiloh, Antietam, Vicksburg, Gettysburg, Sherman March, Anaconda Plan, etc. 3. Identify key Northern and Southern political and military leaders and their contributions. 4. Evaluate the contributions of women, African Americans and other minority groups to the war effort, including: Clara Barton, 54th Massachusetts Regiment, Native Americans. 5. Trace the events that led to northern victory in the Civil War, including: total war, industrial, population, resources, and technological advantages. 6. Analyze key documents and actions (North and South) during the Civil War, including: Emancipation Proclamation, Gettysburg Address, draft laws, income tax.
8.10 Analyze the Reconstruction efforts in post-Civil War America. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare congressional and presidential reconstruction plans. 2. Trace the economic changes in the post- Civil War South, including: Lincoln's Plan, Wade-Davis Bill, Johnson's Plan, Radical Reconstruction. 3. Distinguish the roles of the Thirteenth, Fourteenth, and Fifteenth Amendments in expanding liberty. 4. Examine the Southern resistance to Reconstruction reforms, including: Black Codes, Jim Crow Laws, Ku Klux Klan, etc.

MISSISSIPPI STUDIES

½ CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
MS.1 Examine the geographic features of Mississippi. (Strands: Geography, History, Economics)	1. Identify the physical features of Mississippi, including landforms and soil regions. 2. Differentiate between various geographic regions. 3. Identify and assess the geographic and physical features that set Mississippi apart from others states. 4. Explain how the features of Mississippi contribute to the social and economic development of the state. 5. Evaluate the effects of geographic features (Mississippi River, Gulf Coast) on technological and economic development in Mississippi. 6. Assess the political, economic, and social effects of geographic processes (Great Flood of 1927, Hurricanes Camille and Katrina) on technological and economic development in Mississippi.
MS.2 Compare and contrast the indigenous cultures in Mississippi and assess their lasting impact on its history and traditions. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the impact of Mississippi's geography on the cultural development of its First Nations. 2. Trace the relationships between the various indigenous groups in Mississippi, including their alliances with the Europeans who settled in what would become the Mississippi Territory. 3. Evaluate the impact of native cultures on Mississippi, past and present.
MS.3 Examine the motivations and the effects of European settlement in Mississippi. (Strands: Civics, Geography, History, Economics)	1. Compare and contrast the first French, Spanish and English settlements in Mississippi. 2. Assess the results of European exploration and settlement on the cultural development of Mississippi (e.g. Code Noir). 3. Evaluate the impact of European cultures on modern Mississippi.

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MS.4 Explain the development of the Mississippi Territory and its evolution to statehood. (Strands: Civics, Geography, History, Economics)	1. Investigate Mississippi in the colonial and revolutionary periods. 2. Examine the conflicts, treaties, and subsequent removal of indigenous Mississippians. 3. Trace the events and legislative processes necessary for Mississippi to gain statehood. 4. Analyze government and political influences throughout the state of Mississippi. 5. Analyze the constitutions of Mississippi and make comparisons to the United States Constitution.
MS.5 Analyze the characteristics of antebellum Mississippi, with an emphasis on the plantation system and the evolution of slavery. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the evolution of slavery in Mississippi. 2. Discuss the conditions that drove the plantation economy in antebellum Mississippi. 3. Contrast the culture and social structure that developed in Mississippi during the antebellum period.
MS.6 Recognize the role of Mississippi during the Civil War and evaluate the effects of Reconstruction within the state. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine the roles and contributions of women and minorities in the Civil War. 2. Analyze the military actions that took place in Mississippi during the Civil War. 3. Detail the effects of the Civil War on Mississippi's economy. 4. Trace the various attempts at reconstruction in Mississippi and the responses to them. 5. Examine the lasting cultural effects of the Civil War and Reconstruction on Mississippi.
MS.7 Examine the economic, political and social changes in post Reconstruction Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the impact of Reconstruction on Mississippi's social structure. 2. Trace the changes in Mississippi's economy and technology in the decades following Reconstruction. 3. Analyze Reconstruction reforms that contributed to the social and economic realities for African Americans during the Jim Crow Era in Mississippi. 4. Examine the changes of the Mississippi Constitution from Reconstruction to 1890.
MS.8 Evaluate the role of Mississippi in the Civil Rights Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the significant figures, groups, events, and strategies of the Civil Rights Movement in Mississippi. 2. Examine the conflict between the Federal and State governments during the Civil Rights Era. 3. Evaluate the lasting impact of the Civil Rights movement on Mississippi.

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MS.9 Evaluate the economic characteristics of modern Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe Mississippi's modern economy. 2. Analyze the economic development of major industries in Mississippi. 3. Trace Mississippi's global economic relationships. 4. Analyze the current trends and historic record of poverty and wealth distribution in Mississippi.
MS.10 Analyze the structure and function of local and state government in Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the rights and responsibilities of Mississippi citizenship. 2. Identify and describe the duties of three branches of state government. 3. Examine the various forms of local governments and evaluate how they meet the needs of local communities. 4. Compare types of services offered by local and state government to meet the needs of Mississippians.
MS.11 Examine the cultural impact of Mississippi artists, musicians, and writers on the state, nation, and world. (Strands: Civil Rights, Geography, History, Economics)	1. Describe the accomplishments of important Mississippi artists. 2. Analyze how Mississippi's history has impacted artists, musicians, and writers. 3. Examine the role of cultural diversity in the artistic, musical, and literary traditions of Mississippi. 4. Analyze the impact of religious traditions on artistic expressions of Mississippians. 5. Identify locations in Mississippi that have artistic significance.
MS.12 Examine the contributions of various ethnic groups in Mississippi. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Identify the various ethnic groups in Mississippi. 2. Cite evidence of the growing ethnic diversity of Mississippi's populations. 3. Analyze the push and pull factors of migrating to Mississippi. 4. Describe the contributions of various ethnic groups to Mississippi.

INTRODUCTION TO GEOGRAPHY

½ CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
ITG.1 Investigate the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (Strands: Geography, History, Economics)	1. Evaluate the advantages and disadvantages of using different maps and geospatial technologies for analyzing spatial distributions and patterns on Earth. 2. Utilize maps and geospatial technologies to explain relationships among peoples, places, and environments. 3. Categorize the geographic organization of people, places, and environments using spatial models.
ITG.2 Assess the nature, genesis, evolution, and meaning of places. (Strands: Geography, History, Economics)	1. Distinguish the physical and human characteristics of different places contribute to different personal, community, and national identities. 2. Contrast the ways that places change as a result of physical and human processes. 3. Investigate how culture and experience influence people's perceptions of places.
ITG.3 Contrast how regions are used to describe the organization of Earth's surface. (Strands: Geography, History, Economics)	1. Utilize formal, functional, and perceptual delineations of regions to highlight the different understandings they produce. 2. Interpret processes and reasons for regional change. 3. Analyze interactions among regions to show transnational relationships, including the flow of commodities and internet connectivity. 4. Trace how globalization processes produce variable impact on peoples, places, and environments in different regions of the world. 5. Contrast how perceptions of places and regions are based on direct and indirect experiences and that those perceptions can change.

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ITG.4 Compare and contrast geographic patterns in the environment that result from the processes of Earth’s physical systems (atmosphere, biosphere, lithosphere, and hydrosphere). (Strands: Geography, History, Economics)	1. Formulate how the Inter Tropical Convergence Zone migrates seasonally because of Earth-Sun relationships and the effects produced by this on places around the Earth. 2. Illustrate how processes that shape the physical environment produce different conditions in different places on Earth. 3. Compare how ecosystems vary from place to place and over time as a result of physical processes.
ITG.5 Identify and describe the characteristics and processes of human population and migration on Earth. (Strands: Civil Rights, Geography, History, Economics)	1. Analyze the demographic structure of human populations on Earth and the implications of different demographic structures. 2. Trace the changes in human populations that result from changes in the rate of natural increase. 3. Create the major migration streams in the U.S. and the world at present and in the past in terms of time, distance, and cause. 4. Contrast the consequences of migration for people as well as on the origin and destination places.
ITG.6 Apply the complex, multifaceted concept of culture to places on Earth. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate contact between differing cultures. 2. Compose the diffusion of ideas and technologies causes change in the characteristics and distributions of cultures. 3. Justify how cultural landscapes exist and vary across space and time.
ITG.7 Trace the patterns and networks of economic interdependence on Earth’s surface. (Strands: Civics, Geography, History, Economics)	1. Investigate how and why the ratio of primary, secondary, and tertiary livelihoods differs from country to country around the world and has changed over time. 2. Compare and contrast the advantages and disadvantages of subsistence and commercial livelihoods and how people move from one to the other and what the changes have been over time. 3. Analyze the impact of economic interdependence and globalization on places and their populations and environments. 4. Illustrate how integrated transportation and communication networks provide the infrastructure essential to economic interdependence at local to global scales.

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ITG.8 Analyze boundaries and territorially delimited entities and the cooperation and conflicts that occur among them. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze how different types of territories manage and control Earth's surface in different ways. 2. Compare the advantages and disadvantages of political and other boundaries that are based on physical and human factors. 3. Debate how countries and organizations make agreements to cooperate in managing and using Earth's surface. 4. Estimate how conflict occurs at the international level because of disagreements over the division, control, and management of Earth's surface.
ITG.9 Interpret how human actions modify the physical environment. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Interpret how human-induced changes in one place can affect the physical environment in other places. 2. Measure how the use of technology has changed the scale at which people can modify the physical environment. 3. Debate how the physical environment can accommodate and be endangered by human activities.
ITG.10 Analyze the patterns of human settlements and explain their processes of development and operation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Diagram the different types of urban land uses and analyze how they are systematically arranged. 2. Compare how human activities have contributed to the development of settlements at particular locations. 3. Contrast how the number and types of services differ for settlements of various sizes (small to large).
ITG.11 Illustrate how human systems develop in response to physical environment conditions. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare how characteristics of the physical environment are can be both opportunities and constraints depending on people's knowledge, technology, and choices. 2. Explain the processes that produce various environmental hazards. 3. Formulate how people perceive, prepare, and cope with environmental hazards in different ways, or fail to do so.
ITG.12 Examine the cultural concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and by location. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Categorize how cultures differ in their definition and use of resources. 2. Analyze the current use of renewable, nonrenewable, and flow resources with respect to suitability, viability, and sustainability. 3. Inspect the processes by which the main resources needed in the contemporary world are formed, extracted, refines, and transported.

WORLD HISTORY: AGE OF ENLIGHTENMENT TO PRESENT

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
WH.1 Investigate the important ideas and achievements of scientists and philosophers in the Scientific Revolution and the Age of Enlightenment. (Strands: Geography, History, Economics)	1. Identify the new theories of cosmology as described by Nicolaus Copernicus, Galileo Galilei, and Sir Isaac Newton. 2. Compare and contrast the new methods of reasoning as demonstrated by Francis Bacon (inductive reasoning and the scientific method) and Rene Descartes (deductive reasoning). 3. Contrast the opposing views of the Thomas Hobbes and John Locke concerning the domination of absolute governments. 4. Differentiate the influences of developing democratic ideals as perceived by Charles de Montesquieu, Voltaire, and Jean-Jacques Rousseau.
WH.2 Analyze the causes of the French Revolution and its impact on Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine various opinions concerning the development of democratic ideals amidst the economic troubles of the French social classes. 2. Explain the impact of the successful American Revolution on the French call for social equality as expressed in the "Declaration of the Rights of Man and the Citizen" (1789). 3. Examine the geographic and political influence of Napoleon on the concepts of liberalism and nationalism that spread across Europe. 4. Analyze the impact of the revolutionary period on the abolition of the Atlantic slave trade, the emancipation of Spanish America, and the issuance of the Monroe Doctrine by the United States. 5. Evaluate the attempt to return Europe to the rule of absolutism as prescribed by the Congress of Vienna and the creation of the Concert of Europe.

WH.3 Examine the origins, impact, and spread of the Agricultural and Industrial Revolutions. (Strands: Civics, Geography, History, Economics)	1. Contrast the important factors that contributed to the beginnings of the Industrial Revolution in England, including a supportive government, inventive people, access to raw materials, and investment wealth. 2. Examine important concepts and inventors during the Agricultural Revolution including Charles Townshend (crop rotation), John Deere (steel plow), Cyrus McCormick (mechanical reaper), and the Enclosure Movement. 3. Evaluate important concepts and inventors during the Industrial Revolution including James Hargreaves (spinning jenny), Eli Whitney (cotton gin), and James Watt (steam engine), Thomas Edison (electrical innovations), and the Bessemer Process. 4. Contrast factors that enhanced or impeded the spread of Industrial Revolution into Eastern Europe and the Far East.
WH.4 Analyze capitalism as the economic philosophy that developed as a result of the Industrial Revolution and compare economic reactions to capitalism including socialism and Marxism. (Strands: Civics, Geography, History, Economics)	1. Compare and contrast the principles of capitalism as developed by economists Adam Smith, Thomas Malthus, and David Ricardo. 2. Examine socialist responses to the Industrial Revolution and the dominance of capitalism including the ideas of Henri Saint-Simon, Charles Fourier, Robert Owen, and the influence of unionism. 3. Compare the development of “scientific socialism” by Karl Marx and Frederick Engels to utopian socialism and capitalism.
WH.5 Analyze the emergence of nationalism and its role in the nineteenth century revolutions, unification movements, and the emergence of multinational empires. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Debate the failure of European monarchs to reestablish absolutism in the wake of the French Revolution during of the revolutionary period of 1848. 2. Examine the shift in the European balance of power that emerged due to Italy’s unification, led by Count Camillo Cavour, and Germany’s unification, led by Otto von Bismarck. 3. Analyze the characteristics that defined Russia, Austria-Hungary, and the Ottoman Empire as multinational empires. 4. Illustrate events in Russian history that propelled it into the twentieth century including the reign of the Romanov dynasty, Russian expansionism, and emancipation of the serfs. 5. Examine the creation of the dual-monarchy of Austria-Hungary and the ethnic complexity of the Ottoman Empire in Asia and the on the European Balkan Peninsula. 6. Compare the impact of modern societal changes that improved urban development during the nineteenth century.

WH.6 Investigate the mass movement of rural-to-urban migration as a result of industrialization. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Appraise government reactions to social problems including Britain and Germany's passage of labor laws, early welfare, and insurance programs. 2. Investigate major social problems and solutions caused by urban overcrowding and lack of environmental control, including the contributions of Baron Haussmann (city redesign), Edwin Chadwick (sanitary conditions), Louis Pasteur, and Joseph Lister (germ theory). 3. Inspect modern intellectual movements and contributions that had international impact, including the ideas Charles Darwin (natural selection), Emmeline Pankhurst (women's suffrage), Marie Curie (radium), Sigmund Freud (psychoanalysis), and Albert Einstein (Atomic Theory of Relativity).
WH.7 Evaluate western imperialism as a force of global change, emphasizing its positive and negative impact on colonized peoples and lands. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Appraise various social justifications for imperialism including the spread of Christianity, democratic ideals, education, and medical advances. 2. Formulate various economics factors for imperialism including raw material / markets, employment for governing countries, and the concept of Social Darwinism as a justification for subjugation over imperial claims. 3. Trace important events in Asian imperialism including the establishment of Chinese spheres of influence by western powers, British colonization of India, Opium War, Hawaiian annexation by the United States, U.S.-Filipino War, Boxer Rebellion, U. S. Open Door Policy, and Russo-Japanese War. 4. Compare important events in the partition of Africa by European powers such as the French occupation of Algeria, Belgium's claim to the Congo, construction of the Suez Canal, defeat of Italy by Ethiopia, Anglo-Boer Wars, and development of "apartheid" in South Africa. 5. Inspect important events in Latin American imperialism by the United States including the Spanish-American War, issuance of the Roosevelt Corollary, and construction of the Panama Canal.

WH.8 Examine the causes, effects, and significant events of World War I. (Strands: Civics, Geography, History, Economics)	1. Contrast the primary causes of World War I, including the rise of militarism, alliance systems, nationalism, imperialism, and assassination of Archduke Franz Ferdinand. 2. Examine the role of propaganda as a means to mobilize civilian populations during World War I, particularly evaluating the effect of prolonged trench-warfare (of attrition). 3. Analyze the major geopolitical shift of United States' foreign policy during World War I in order to "make the world safe for democracy," marking the transition from a policy of isolation to an increased role in international affairs. 4. Investigate the issues created by the Treaty of Versailles (1919), including its punitive stance toward Germany, the creation of the League of Nations, the mandate system, and the geopolitical changes that occurred following World War I. 5. Evaluate the physical and economic destruction caused by World War I.
WH.9 Contrast the challenges of the interwar period, emphasizing the rise of totalitarian states. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the Treaty of Versailles as an agent for unrest. 2. Identify how the economic crisis of the Great Depression led to the rise of totalitarian dictators in Italy, Germany, and the U.S.S.R. 3. Justify how the effects of the Great Depression impacted the relationships between the United States and foreign nations, including: the Dawes Plan in Germany and soured relations in Latin America. 4. Evaluate the world-wide decolonization movement, addressing nationalism, democracy, and religious influences pertaining to international conflicts, including: the independence movements within the British Empire, the French Algerian War, and Arab-Israeli conflicts. 5. Examine how civil wars in Russia and China led to the growth and spread of Communism, including: the rise of Vladimir Lenin and the Bolsheviks in Russia and Mao Zedong in China. 6. Analyze Japanese militarism and territorial expansion, including: Manchuria and the Rape of Nanjing.

WH.10 Compare and contrast the causes, effects, and significant events of World War II. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze totalitarian aggression by Germany, Italy, Japan, and the Soviet Union, and examine how the administrations of Hitler, Mussolini, Hirohito, and Stalin prompted the outbreak of war. 2. Illustrate the major turning points of World War II in both the European and Pacific theatres, including: the German invasion of Poland, North African Campaign, Battle of Midway, Battle of Stalingrad, D-Day Invasion, and Battle of the Bulge. 3. Trace the geopolitical shifts following World War II, including the bi-polarization of Europe, the creation of Israel, and anti-Semitic responses. 4. Explain how ongoing political and geographic disputes necessitated the creation of the United Nations to successfully maintain global order during periods of international unrest, including: the Atomic Era and the prevention of war crimes and “crimes against humanity”.
WH.11 Analyze the period of post-World War II recovery and realignment, emphasizing the social, economic, and political effects of the Cold War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Investigate the international development of the post-World War II world by analyzing various economic, political, and military shifts of the Cold War era, including: effects of the Truman Doctrine and the Marshall Plan in Europe and Southeast Asia, nationalism in Africa and the Middle East, détente in China, and the fall of Communism in the Soviet Union. 2. Formulate the development of the two Cold War superpowers--the United States and the Soviet Union; trace the origin of the Cold War through the Yalta and Potsdam Conferences, Marshall Plan, Truman Doctrine, "Iron Curtain," NATO (North Atlantic Treaty Organization), and Warsaw Pact. 3. Analyze how American democracy and Soviet communism differed in their methods of ideological expansion, including: expansionist efforts of the Soviet Union versus America's policy of containment in Greece and Turkey, Eastern Europe, Germany, South Korea, Vietnam, etc. 4. Trace the political movements of various nationalist groups and their leaders in Latin America, the Middle East, French-Indochina, and Africa, including: Fidel Castro in Cuba, Ho Chi Minh in Vietnam, Gamal Abdel Nasser in Egypt, etc. 5. Illustrate the collapse of the Soviet Union; identify Russia's struggle for democracy, including the impact of liberalism, perestroika (free markets), glasnost (openness), and economic recovery brought on by Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin.

WH.12

Debate the changing role of globalization in the contemporary world. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Examine issues that helped advance civil and human rights, including the role of Nelson Mandela in South Africa and Martin Luther King Jr. in the United States; also address the impact of humanitarian military engagements such as the Balkan Wars in Kosovo and Bosnia.
2. Examine OPEC's dominance over the world's oil market and its influence in determining the foreign policies of Middle Eastern nations, including: oil embargos, the Iranian Hostage Crisis, and the Gulf Wars.
3. Analyze the aspects of modern domestic and global terrorism including the September 11th attack, the War in Afghanistan, and the rise of ISIS.
4. Assess the impact of global reactions to immigration, national deficits, and anti-austerity movements, including the Arab Spring, British Brexit Movement, and the election of Donald Trump as President of the United States.
5. Debate the impact of modern technology as a prompter of immediate reactions to government policies and discuss the influence of social media on various facets of society and culture.

US HISTORY: 1877 TO PRESENT

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
US.1 Westward Expansion: Trace how economic developments and the westward movement impacted regional differences and democracy in the post Reconstruction era. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Illustrate the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including: mining, the cattle industry, and the transcontinental railroad. 2. Compare the changing role of the American farmer, including: establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues. 3. Evaluate the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians. 4. Explain the impact of the Populist movement on the role of the federal government in American society.

US.2 Industrialization: Analyze industrialization and its impact on the United States in the late 19th and early 20th century. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Interpret the impact of change from workshop to factory on workers' lives, including: The New Industrial Age from 1870 to 1900, the American Federation of Labor of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison. 2. Compare population percentages, motives, and settlement patterns of immigrants from Asia, Europe, and including: Chinese Exclusion Act regarding immigration quotas. 3. Interpret the impact of the New Industrial Age on life in urban areas, including: working and living conditions, the Labor Union movement, "New Immigrants," Knights of Labor, American Federation of Labor, and the Industrial Workers of the World, the Pullman Strike and the Haymarket Square Riot, Samuel Gompers, Eugene V. Debs, Jane Addams and the Social Gospel. 4. Analyze the effects of laissez-faire economics on business practices in the United States and their effects, including: John D. Rockefeller, Andrew Carnegie, JP Morgan, and Bessemer Process, horizontal and vertical integration, Sherman Anti-trust Act. 5. Trace the evolution from the power of the political machines to Civil Service reform, including: Spoils/patronage system, Tweed Ring, Thomas Nast, and Pendleton Civil Service Act.
US.3 Progressive Movement: Evaluate causes goals and outcomes of the Progressive Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the impact of media on public opinion during the Progressive Movement, including: Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell, women's suffrage and Temperance Movement. 2. Trace the development of political, social, and cultural movements and subsequent reforms, including: Jim Crow laws, Plessy vs. Ferguson, women's suffrage, temperance movement, Niagara movement, public education, the National Association for the Advancement of Colored People (NAACP), and Marcus Garvey. 3. Compare and contrast presidential domestic policies, including: Theodore Roosevelt, William Taft, and Woodrow Wilson; Trustbusting, Pure Food and Drug act, Meat Inspection Act, Federal Reserve, Conservation, the Hepburn Act, and the Federal Trade Commission. 4. Trace national legislation resulting from and affecting the Progressive Movement, including: the Sherman Antitrust Act and the Clayton Antitrust Act.

US.4

Imperialism/WWI:

Assess the domestic and foreign developments that contributed to the emergence of the United States as a world power in the twentieth century.

(Strands: Civics, Civil Rights, Geography, History, Economics)

1. Investigate causes of the Spanish-American War, including: yellow journalism, the sinking of the Battleship *USS Maine*, and economic interest in Cuba.
2. Evaluate the role of the Rough Riders on the iconic status of President Theodore Roosevelt.
3. Analyze consequences of the Spanish-American War, including: The Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and the Caribbean.
4. Trace the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests.
5. Evaluate the role of the Open-Door policy and the Roosevelt Corollary on America's expanded economic and geographic interests.
6. Compare the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy.
7. Evaluate the factors that led to US involvement in World War I.
8. Investigate controversies over the Treaty of Versailles of 1919, Woodrow Wilson's Fourteen points, and the League of Nations.

US.5 1920s: Debate the impact of social changes and the conflict between traditionalism and modernism in the 1920s. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Debate radio, cinema, and print media for their impact on the creation of mass culture. 2. Analyze works of major American artists and writers, including: F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H.L. Mecken, to characterize the era of the 1920s. 3. Determine the relationship between technological innovations and the creation of increased leisure time. 4. Assess effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis. 5. Compare and contrast the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression. 6. Analyze the impact of the changes in the 1920s on the economy, society, and culture, including: mass production, the role of credit, the effect of radio in creating a mass culture, and the cultural changes exemplified by the Harlem Renaissance. 7. Debate the causes and effects of the social change and conflict between traditional and modern culture that took place during the 1920s, including: the role of women, the Red Scare, immigration quotas, Prohibition, and the Scopes trial. 8. Examine notable authors of the 1920s, including: John Steinbeck, William Faulkner, and Zora Neale Hurston. 9. Analyze the Great Depression for its impact on the American family, including: Bonus Army, Hooverville's, Dust Bowl, Dorothea Lange. 10. Investigate conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression.
US.6 Great Depression/New Deal: Analyze the causes and effects of the Great Depression and New Deal. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare the causes of the Great Depression, including: the uneven distribution of wealth; rampant stock market speculation; the collapse of the farm economy; policies of the federal government and the Federal Reserve System; overproduction of industry; and the impact of the Smoot-Hawley Tariff Act. 2. Investigate how President Hoover's initial conservative response to the Great Depression failed. 3. Analyze President Franklin Roosevelt's New Deal as a response to the economic crisis of the Great Depression, including: the effectiveness of New Deal programs in relieving suffering, achieving economic recovery, and promoting organized labor. 4. Evaluate the impact of Franklin D. Roosevelt on the presidency and the New Deal's impact on the expansion of federal power.

US.7

WWII at home:

Examine the nation's role in World War II and the impacts on domestic affairs.

(Strands: Civics, Civil Rights, Geography, History, Economics)

1. Explain the isolationist debate as it evolved from the 1920s to the bombing Pearl Harbor and the subsequent change in United States' foreign policy.
2. Examine roles of significant World War II leaders, including: Franklin D. Roosevelt, Harry S Truman, Dwight D Eisenhower, and George S Patton.
3. Describe military strategies of World War II, including: blitzkrieg, island-hopping, and amphibious landings.
4. Analyze how war crimes committed during World War II, including: The Holocaust, the Bataan Death March, the Nuremberg Trials, including: the post-war Universal Declaration of Human Rights, and the Genocide Convention.
5. Analyze the reasons for and results of dropping atomic bombs on Japan.
6. Describe the mobilization of various industries to meet war needs.
7. Explain how the US expanded the US military through the use of selective service.
8. Trace the way in which the US government took control of the economy through rationing, price controls, limitations on labor unions, the sale of bonds and wage controls.
9. Identify ways in which the roles of women and minorities changed during the war.
10. Summarize the discrimination the Japanese Americans faced during WWII. Include the *Korematsu v. US* supreme court case.

US.8

Post WWII to 1960s:

Assess changes in the United States including the domestic impact on national security, individual freedoms, and changing culture. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Distinguish between cold war and a conventional war.
2. Locate areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China.
3. Analyze the breakdown of relations between the US and USSR after WWII.
4. Identify and explain the steps the US took to contain communism during the Truman and Eisenhower administration.
5. Describe how the Truman doctrine and the Marshall plan deepened the tensions between the US and USSR.
6. Identify the importance of the following on cold war tensions, including: Berlin Blockade, berlin Airlift, NATO, Warsaw Pact, and Iron Curtain.
7. Evaluate the role, function, and purpose of the United Nations (UN).
8. Examine United States reaction to Communist takeover in China.
9. Summarize the Korean War and its impact on the Cold War.
10. Describe US government efforts to control the spread of communism within the United States and its impact on individual freedoms.
11. Discuss the role of the space race in the cold war taking into account Sputnik, the U-2 incident, and NASA.

US.9 Kennedy, Johnson, Nixon: Demonstrate an understanding of domestic and international issues each administration. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the domestic policies and events during the presidencies of Presidents Kennedy, Johnson, and Nixon, including: The New Frontier, Great Society, “the silent majority”, the anti-war and counter-cultural movements, the Watergate scandal, including the Supreme Court case, U.S. v. Nixon. 2. Debate the reasons for the nation’s changing immigration policy, with emphasis on how the Immigration Act of 1965 and successor acts have transformed American society. 3. Cite and analyze the impact of other minority groups to those of the Civil Rights Movement led predominantly by African Americans, including: AIM, UFW, American Disabilities Act. 4. Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure, including Equal Pay Act. 5. Analyze the impact of the environmental movement and the development of environmental protection laws. 6. Explain how the federal, state, and local governments have responded to demographic and social changes, including: population shifts to the suburbs, racial concentrations in the cities, Rustbelt-to-Sunbelt migration, international migration, decline of family farms, increases in out-of-wedlock births, and drug abuse.
US.10 Explain the reaction to the Carter’s Administration and the emergence of the Conservative movement and its impact on domestic and international issues from 1874 to 1992. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Appraise the influence of the conservative movement on social, economic and environmental issues from 1974 to 1992, including: Moral Majority, Roe vs. Wade, Bakke Case, Love Canal, Three Mile Island, Reaganomics, PACTO, etc. 2. Analyze Regan’s and Bush’s pro-active international policies, including: Invasion of Granada, Iran-Contra, SDI, End of the Cold War, Invasion of Panama, and Persian Gulf War.

US.11

Civil Rights Movement:

Evaluate the impact of the Civil Rights Movement on social and political change in the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Explain the importance of President Truman's order to integrate the U.S. military and the federal government.
2. Trace the federal government's involvement in the modern Civil Rights Movement, including: the abolition of the poll tax, the nationalization of state militias, *Brown versus Board of Education* in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965.
3. Explain contributions of individuals and groups to the modern Civil Rights Movement, including: Martin Luther King, Jr., James Meredith, Medgar Evers, Thurgood Marshall, the Southern Christian Leadership Conference (SCLC), the Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), the National Association for the Advancement of Colored People (NAACP), and the civil rights foot soldiers.
4. Describe the development of a Black Power movement, including: the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement.
5. Describe the significance of Martin Luther King, Jr.'s *Letter from a Birmingham Jail* and his *I Have a Dream Speech*.
6. Describe the accomplishments of the modern civil rights movement, including: the growth of the African American middle class, increased political power, and declining rates of African American poverty.

US.12

1992 to Present:

Explain key domestic issues as well as America's role in the changing world from 1992 to present. (Strands: Civics, Civil Rights, Geography, History, Economics)

1. Examine the Contract with America, Impeachment Trial of William "Bill" Clinton, Eminent Domain issues, No Child Left Behind, Hurricane Katrina, and Affordable Care Act of 2010.
2. Describe Global trade agreements, terrorist attack of September 11, 2001, Operation Iraqi Freedom and the War in Afghanistan, and the Patriot Act, global terrorism, global climate concerns, immigration, national debt and technological trends.
3. Discuss the Election of 2008 and Barack Obama as the first African-American President and the unconventional Election of 2016 and the advent of Donald Trump.
4. Describe Global trade agreements, Contract with America, impeachment trial of William "Bill" Clinton, terrorist attack of September 11, 2001, Operation Iraqi Freedom, war in Afghanistan, Patriot Act, election of the first African-American President Barack Obama, Affordable Care Act of 2010, domestic and global terrorism, global climate concerns, immigration, election of Donald Trump, national debt and technological trends.

US Government

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
USG.1 Compare and contrast knowledge and application of the basic concepts of democracy. (Strands: Civics, Civil Rights, History, Economics)	1. Evaluate the fundamental worth and dignity of the individual. 2. Examine the equality of all citizens under the law. 3. Compare and contrast majority rule and minority rights. 4. Debate the necessity of compromise. 5. Contrast the meaning of the freedom of the individual. 6. Compare and contrast the difference private and civic life. 7. Evaluate the relationship between politics and government.

USG.2

Evaluate the foundational American political principles and the historical events, documents and philosophical ideas that shaped the formation of the United States. (Strands: Civics, Civil Rights, History, Economics)

1. Trace the development of Athenian democracy and the Roman republic.
2. Compare and contrast the influence of the Magna Carta, the English Petition of Rights, and the English Bill of Rights.
3. Compare the writings of Hobbes, Locke, and Montesquieu.
4. Describe the guarantee of the “rights of Englishmen” that had been violated by the British government through statutory regulation.
5. Analyze the natural rights philosophies expressed in the Declaration of Independence.
6. Evaluate the Articles of Confederation as a ruling document.
7. Examine the importance of Shay’s Rebellion in the formation of the Constitution.
8. Compare the backgrounds of the Founding Fathers at the Constitutional Convention.
9. Debate how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights and discuss how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence as “self-evident truths”.
10. Trace how the Founding Fathers’ realistic view of human nature led directly to the establishment of a constitutional system that limited the power of the governors and the governed as articulated in the Federalist Papers.
11. Investigate the systems of separated and shared powers, the role of organized interests (Federalist Paper Number 10), checks and balances (Federalist Paper Number 51), the importance of an independent judiciary (Federalist Paper Number 78), enumerated powers, rule of law, federalism, and civilian control of the military.
12. Contrast that the Bill of Rights limits the powers of the federal government and state governments.
13. Critique James Madison’s leadership role in securing adoption of the Bill of Rights by the First Congress and its evolution from that time.
14. Debate how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems, and constitutional liberal democracies influence economic policies, social welfare policies, and human rights practices.
15. Compare the various ways in which power is distributed, shared, and limited in systems of shared powers and in parliamentary systems.
16. Compare the advantages and disadvantages of federal, confederal, and unitary systems of government.

USG.3

Differentiate the basic organization of the US government and explain the function of each branch of the US government. (Strands: Civics, Civil Rights, History, Economics)

1. Differentiate the functions of the legislative, executive, and judicial branches.
2. Analyze the relationships among the three branches in a system of checks and balances.
3. Investigate different perspectives on the role of government.
4. Examine how the national government influences the public agenda and shapes public policy, including the setting of the public agenda and implementation of it through regulations and executive orders.
5. Debate how public policy is formed compare the processes of lawmaking at each of the three levels of government, including the role of lobbying and the media.
6. Identify the organization and jurisdiction of federal, state, and local courts and the interrelationships among them.
7. Assess the scope of presidential power and decision making through examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War, and Bosnia.
8. Trace the process by which policy is implemented by the bureaucracy at each level.
9. Contrast the organization, jurisdiction, and proceedings of federal courts.
10. Evaluate how John Marshall established the Supreme Court as an independent, co-equal branch of government through his opinion in *Marbury v. Madison*.
11. Analyze how the Supreme Court decides cases by comparing the philosophies of judicial activism and judicial restraint.
12. Evaluate how the judiciary influences public policy by delineating the power of government and safeguarding the rights of the individual.

USG.4 Analyze of the role of federalism in addressing the distribution of power between the national, states and local governments. (Strands: Civics, Civil Rights, History, Economics)	1. Explain the relationship of the state governments to the national government. 2. Trace the extent to which power is shared. 3. Identify the powers denied state and national governments. 4. Evaluate the ongoing debate that focuses on the balance of power between state and national governments, especially in terms of funding. 5. Investigate how the amendment process protects both the national and state government. 6. Explain how conflicts between levels of government and branches of government are resolved. 7. Compare the major responsibilities and sources of revenue for state and local governments. 8. Contrast reserved powers and concurrent powers of state governments. 9. Compare and contrast the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power.
USG.5 Compare and contrast civil rights and civil liberties and explain how each have been interpreted and amended throughout American history. (Strands: Civics, Civil Rights, History, Economics).	1. Investigate the Bill of Rights, with emphasis on First Amendment freedoms. 2. Analyze the concept of due process of law as expressed in the 5th and 14th Amendments. 3. Trace selective incorporation of the Bill of Rights. 4. Evaluate the balance between individual liberties and the public interest of order. 5. Assess the statement "It is every citizen's right to be treated equally under the law". 6. Trace the changing interpretations of the Bill of Rights over time, including interpretations of the basic freedoms, including: religion, speech, press, petition, and assembly, articulated in the First Amendment and the due process and equal-protection-of-the law clauses of the Fourteenth Amendment. 7. Analyze judicial activism and judicial restraint and the effects of each policy over the decades, including: the Warren and Rehnquist courts. 8. Evaluate the effects of the Court's interpretations of the Constitution in <i>Marbury v. Madison</i>, <i>McCulloch v. Maryland</i>, and <i>United States v. Nixon</i>, with emphasis on the arguments espoused by each side in these cases. 9. Investigate the controversies that have resulted over changing interpretations of civil rights, including: <i>Plessy v. Ferguson</i>, <i>Brown v. Board of Education</i>, <i>Miranda v. Arizona</i>, <i>Regents of the University of California v. Bakke</i>, <i>Adarand Constructors, Inc. v. Peña</i>, and <i>United States v. Virginia (VMI)</i>.

USG.6

Describe the role and function of linkage institutions such as the media, interest groups, political parties, and political action committee, on the citizens and federal government. (Strands: Civics, Civil Rights, History, Economics)

1. Compare and contrast the role and function of the media, interest groups, political parties, political action committees in a democracy.
2. Analyze the origin, development, and role of political parties, noting those occasional periods in which there was only one major party or were more than two major parties.
3. Trace the history of the nomination process for presidential candidates and the increasing importance of primaries in general elections.
4. Evaluate the roles of polls, campaign advertising, and the controversies over campaign funding.
5. Examine how linkage groups impact primary and general elections, and citizen involvement in campaigns.
6. Identify major interest groups, including: AARP, NRA, ACLU, American Bar Association, American Medical Association, National Chamber of Commerce, and Sierra Club, in terms of their major agenda messages.
7. Evaluate the responsibility of the citizens to thoughtfully evaluate evidence presented by media and interest groups in order to form their political opinions.
8. Evaluate the role of journalism including internet vs. traditional media on the political process.
9. Debate the history and role of Political Action Committees and interest groups on the electoral process.
10. Evaluate the decision *Citizens United v. Federal Election Commission* on campaign financing.

USG.7

Describe and evaluate the role, rights, and responsibility of a citizen in the American democracy. (Strands: Civics, Civil Rights, History, Economics)

1. Evaluate the effectiveness of citizen efforts to influence decisions of state and local governments by examining historical or contemporary events.
2. Analyze how individuals, interest groups, and the media influence public policy.
3. Compare the means that citizens use to participate in the political process, including: voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, and running for political office.
4. Develop and practicing a course of action to address local and/or state issues.
5. Analyze trends in voter turnout, the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities, and the function of the Electoral College.
6. Contrast the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured, including: freedom of religion, speech, press, assembly, petition, privacy.
7. Debate how economic rights are secured and their importance to the individual and to society, including: the right to acquire, use, transfer, and dispose of property, the right to choose one's work, the right to join or not join labor unions, copyright and patent.
8. Discuss the individual's legal obligations to obey the law, serve as a juror, and pay taxes.
9. Trace the obligations of civic-mindedness, including: voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service.
10. Describe the reciprocity between rights and obligations, that is, why enjoyment of one's rights entails respect for the rights of others.
11. Explain how one becomes a citizen of the United States, including the process of naturalization, including: literacy, language, and other requirements.

Economics

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
E.1 Explain the concepts of scarcity, choice, decision making, and opportunity cost. (Strands: Civics, History, Economics)	1. Identify that scarcity is the condition of not being able to have all of the goods and services that one wants. It exists because human wants for goods and services exceed the quantity of goods and services that can be produced using all available resources. 2. Explain that scarcity is experienced by individuals, governments, and societies. 3. Illustrate that making good choices should involve trading off the expected value of one opportunity against the expected value of its best alternative. 4. Explain the choices people make have both present and future consequences and differs across individuals and societies. 5. Identify choices made by individuals, firms, or government officials are constrained by the resources to which they have access. 6. Discuss ways that decisions made by individuals, firms, or government officials often have long run unintended consequences that can partially or entirely offset or supplement the initial effects of the decision. 7. Explain the concept of marginal benefit and marginal cost in relationship to choose. 8. Evaluate the role that risk takes in decision making and that risk can be reduced by diversification.

E.2

Describe different economic systems and how people work individually or collectively to allocate goods and services. (Strands: Civics, History, Economics)

1. Explain that scarcity requires the use of some distribution method to allocate goods, services, and resources, whether the method is selected explicitly or not.
2. Describe the differences between a market economy, in which allocations result from individuals making decisions as buyers and sellers, and a command economy, in which resources are allocated according to central authority.
3. Identify the three major economic questions: What goods and services will be produced? How will these goods and services be produced? Who will consume them?
4. Compare and contrast how various economics system vary in the extent to which they rely on government directives (central planning) and signals (prices) from private markets to allocate scarce goods, services, and productive resources.
5. Compare the benefits and costs of different allocation methods in order to choose the method that is most appropriate for some specific problem can result in more effective allocations and a more effective overall allocation system.

E.3

Illustrate how voluntary exchanges and trade are reflections of negative and positive incentives resulting in gain for both parties and that specialization in trade can lead to lower costs of production and increased production and consumption. (Strands: Civics, History, Economics)

1. Describe how consumers, producers, workers, savers, investors, and citizens, people respond to incentives in order to allocate their scarce resources in ways that provide them the highest possible net benefits.
2. Explain how free trade increases worldwide material standards of living.
3. Evaluate gains from free trade and recognize that they are not distributed equally, and some individuals or groups may lose more than they gain when trade barriers are reduced.
4. Explain why even though there are mutual benefits from trade among people in different countries, many nations employ trade barriers to restrict free trade for national defense reasons, to protect key industries, or because some companies and workers are hurt by free trade.
5. Explain why import restrictions by public policies result in consumers paying higher prices and job opportunities and profits in exporting firms may decrease.
6. Explain that labor productivity is output per worker.
7. Evaluate how growing international economic interdependence causes economic conditions and policies in one nation to be increasingly affected by economic conditions and policies in other nations.
8. Describe how individuals and nations have a comparative advantage in the production of goods or services if they can produce a product at a lower opportunity cost than other individuals or nations.
9. Demonstrate that international trade stems mainly from factors that confer comparative advantage, including international differences in the availability of productive resources and differences in relative prices.
10. Explain that transaction costs are costs (not to be confused with the price of the good or service) that are associated with the purchase of a good or service, such as the cost of locating buyers or sellers, negotiating the terms of an exchange, and ensuring that the exchange occurs on the agreed upon terms. When transaction costs decrease, trade increases.
11. Illustrate that an individual, region, or nation can produce at lowest opportunity cost depend on many factors (which may vary over time), including available resources, technology, and political and economic institutions.

E.4

Analyze the role of price on the market, the buyer and the seller. (Strands: Civics, History, Economics)

1. Demonstrate that market prices are determined through the buying and selling decisions made by buyers and sellers.
2. Explain that the term 'relative price' refers to the price of one good or service compared to the prices of other goods and services. Relative prices are the basic measures of the relative scarcity of products when prices are set by market forces (supply and demand).
3. Demonstrate that the market clearing or equilibrium price for a good or service is the price at which quantity supplied equals quantity demanded.
4. Explain that if a price is above the market clearing price, it will eventually fall, causing sellers to produce less and buyers to purchase more; if it is below the market clearing price, it will eventually rise, causing sellers to produce more and buyers to purchase less.
5. Explain that market outcomes depend on the resources available to buyers and sellers, and on government policies.
6. Demonstrate that a shortage occurs when buyers want to purchase more than producers want to sell at the prevailing price and that a surplus occurs when producers want to sell more than buyers want to purchase at the prevailing price.
7. Explain that shortages of a product usually result in price increases in a market economy; surpluses usually result in price decreases.
8. Relate the concept of market price to exchange rates which are set in the foreign exchange market. When the exchange rate between two currencies changes, the relative prices of the goods and services traded among countries using those currencies change; as a result, some groups gain, and others lose.
9. Recognize that demand for a product changes when there is a change in consumers' incomes, preferences, the prices of related products, or in the number of consumers in a market.
10. Recognize that the supply of a product changes when there are changes in either the prices of the productive resources used to make the product, the technology used to make the product, the profit opportunities available to producers from selling other products, or the number of sellers in a market.
11. Illustrate that changes in supply or demand cause relative prices to change; in turn, buyers and sellers adjust their purchase and sales decisions.
12. Illustrate how government-enforced price ceilings set below the market-clearing price and government-enforced price floors set above the market-clearing price distort price signals and incentives to producers and consumers. Price ceilings can cause persistent shortages, while price floors can cause persistent surpluses.

E.5

Analyze and evaluate the impact the market structures, entrepreneurship and institutions have on the market economy, competition and income. (Strands: Civics, History, Economics)

1. Describe how pursuit of self-interest in competitive markets usually leads to choices and behavior that also promote the national level of well-being.
2. Evaluate the level of competition in an industry is affected by the ease with which new producers can enter the industry, and by consumers' information about the availability, price and quantity of substitute goods and services.
3. Evaluate how market structures which are dominated by large firms, often competing against only a few other firms cause prices to be higher than they would be in more competitive markets.
4. Explain how collusion among buyers or sellers reduces the level of competition in a market and that collusion is more difficult in markets with large numbers of buyers and sellers.
5. Identify the household as a major institution in which consumption and production take place. Recognize that banks and other financial institutions channel funds from savers to borrowers and investors.
6. Describe how labor unions have influenced laws created in market economies and, through the process of collective bargaining with employers, labor unions represent some workers in negotiations involving wages, fringe benefits, and work rules.
7. Identify the role that not-for-profit organizations have and that they are established primarily for religious, health, educational, civic, or social purposes and are exempt from certain taxes.
8. Evaluate the role that property rights, contract enforcement, standards for weights and measures, incorporation and liability rules affect incentives for people to produce and exchange goods and services have in regulating price and market security.
9. Discuss how entrepreneurs organize resources to produce goods and services because they expect to earn profits.
10. Demonstrate that entrepreneurs (as well as other sellers) earn profits when the revenues they receive from selling the products they sell are greater than the costs of production.
11. Demonstrate that entrepreneurs (as well as other sellers) incur losses when the revenues they receive from selling the products they sell do not cover the costs of production.
12. Compare and contrast positive and negative aspects of entrepreneurship.
13. Evaluate how entrepreneurial decisions are influenced by tax, regulatory, education, and research support policies.

14. Explain and define the different forms of getting income: labor, capital, natural resources, and entrepreneurial talents.
 15. Analyze how peoples' incomes, in part, reflect choices they have made about education, training, skill development, and careers.
 16. Demonstrate how changes in the structure of the economy, including technology, government policies, the extent of collective bargaining and discrimination, can influence personal income.
 17. Illustrate how in a labor market, in the absence of other changes, a higher wage increases the reward for work and reduces the willingness of employers to hire workers.
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E.6

Evaluate the role of money and its relationship to inflation, unemployment and interest rates in the market economy.
(Strands: Civics, History, Economics)

1. Describe the three functions of money: a store of value, a unit of account, and a medium of exchange.
2. Explain how money encourages specialization by decreasing the costs of exchange.
3. Identify Inflation and its impact on the value of money.
4. Compare and contrast M-1 and M-2 money in the United States.
5. Explain why deposits in checking accounts are considered money but assets such as stocks and bonds are not. Explain why a credit card should not be considered money.
6. Given a chart, the student will determine in which years inflation occurred given the prices of a market basket of goods and services for three different years.
7. The consumer price index (CPI) is the most commonly used measure of price-level changes. It can be used to compare the price level in one year with price levels in earlier or later periods.
8. The annual inflation rate is the percentage change in the average prices of goods and services over a twelve-month period.
9. Explain how in the long-run, inflation results from increases in a nation's money supply that exceed increases in its output of goods and services.
10. Define an interest rate as the price of money that is borrowed or saved which are determined by the forces of supply and demand.
11. Distinguish between real and nominal interest rates.
12. Evaluate the impact of higher real interest rates on business investment spending and consumer spending on housing, cars, and other major purchases.
13. Describe how expectations of increased inflation may lead to higher interest rates.
14. Examine the types of unemployment.
15. Evaluate why unemployment statistics are an imperfect methods of measuring unemployment.
16. Compare and contrast how unexpected inflation imposes costs on many people and benefits others.

E.7 Describe economic growth and the causes and effects of economic fluctuations. (Strands: Civics, History, Economics)	1. Describe the characteristics of economic growth in the long and short term. Trace and illustrate how economic growth has been a vehicle for alleviating poverty and raising standards of living. 2. Explain the importance of investing in new physical or human capital on future productivity and consumption, but such investments require the sacrifice of current consumption and entail economic risks. 3. Investigate how lower interest rates encourage investment. 4. Trace how the rate of productivity increase in an economy is strongly affected by the incentives that reward successful innovation and investments (in research and development, and in physical and human capital). 5. Define and explain GDP, its components, and how it can be calculated. 6. Compare and contrast GDP and GDP per capita. 7. Compare and contrast real and nominal GDP. 8. Evaluate the business cycle in terms of fluctuations in real GDP around its potential level.
E.8 Evaluate the role of the government in correcting market failures. (Strands: Civics, History, Economics)	1. Describe the reasons for a market failure. 2. Explain the role for government in the economy is to define, establish, and enforce property rights. 3. Compare and contrast positive and negative externalities on the market. 4. Identify methods the United States government can use to help correct for insufficient output of a positive and excess production of negative externalities, including: such as subsidies, laws, government ownership, income redistribution through tax laws, and price controls. 5. Evaluate the pros and cons of market intervention by the government to correct market failures.

E.9

Compare and contrast fiscal and monetary policy. (Strands: Civics, History, Economics)

1. Discuss how fiscal policies are decisions to change spending and taxation levels by the federal government to influence national levels of output, employment, and prices.
2. Describe the short-term and long-term benefits and costs of fiscal policy.
3. Discuss how monetary policy by the Federal Reserve Bank influences the overall levels of employment, output, and prices.
4. Distinguish between a budget deficit, a budget surplus and a balanced budget.
5. Describe why a government debt is created.
6. Evaluate how monetary policies lead to changes in the supply of money, short term interest rates, and the availability of credit.
7. Describe the Federal Reserve System's three major monetary policy tools.
8. Distinguish between the federal funds rate, the discount rate, and the prime rate.
9. Describe the reasons the Federal Reserve would increase interest rate targets.

Advanced World Geography

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
AWG.1 Describe and explain the world using spatial terms, concepts, and thinking and employing maps and other geographic representations, tools, and technologies. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the development of geographic tools from early representations of the earth to modern geospatial technologies. 2. Evaluate how different types of geographic tools express the relationships among people, places, and environments. 3. Utilize spatial models to explain the geographic organization of people, places, and environments.
AWG.2 Appraise the nature, origins, evolution, and meaning of places. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Determine how the physical and human characteristics of a place contribute to personal, community, and national identities. 2. Examine the ways that places change as a result of physical and human processes. 3. Distinguish the relative impact of culture and experience in influencing people's perceptions of places.
AWG.3 Determine how regions are used to describe the organization of the Earth's surface. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Distinguish formal, functional, and perceptual designations of regions. 2. Explain the factors that impact the characteristics of a region. 3. Examine the characteristics and role of globalization on regions of the world in terms of economics, culture, and technology. 4. Explain how perceptions of regions and the cultures that inhabit them change as a result of direct and indirect experiences.
AWG.4 Compare and contrast geographic patterns in the environment that result from the processes of Earth's physical systems. (Strands: Civics, History, Economics)	1. Explain how processes that shape the physical environment produce different conditions in different places on Earth. 2. Distinguish the impact of physical processes on different types of ecosystems over time.

AWG.5 Evaluate the characteristics and processes of human population and migration on Earth. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Utilize concepts including the crude birth rate, crude death rate, infant mortality rate, fertility rate, natural increase rate, and demographic transition model to explain the characteristics of a population over time. 2. Explain the relationship between the status of women and population patterns in a society. 3. Trace the major migration patterns in the United States and the world in terms of distance, origin, cause, and time. 4. Examine the various ways that nations manage intraregional, interregional, and international population flows. 5. Assess the conditions which produce refugees, asylum seekers, and internally displaced persons and the processes countries utilize to meet their needs.
AWG.6 Examine the characteristics and development of culture. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the characteristics that come to define a culture over time. 2. Explain the impact of religion on the development and values of a culture. 3. Distinguish characteristics of folk culture and pop culture and examine the role of each in societies. 4. Examine the economic and political factors that affect how and where cultures spread.
AWG.7 Explain the patterns and networks of economic interdependence on Earth's surface. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Categorize economic activities as primary, secondary, or tertiary. 2. Distinguish subsistence and commercial livelihoods and trace how people groups move from one to the other over time. 3. Identify economic globalization and explain its impact on places, populations, and environments. 4. Examine the role of technologies including communications, transportation, and infrastructure in the emergence of global economic interdependence.
AWG.8 Analyze the patterns of human settlements and explain their development and operation. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how human activities have contributed to the development of settlements at particular locations. 2. Distinguish the various types of settlements and explain differences in the number and types of services they provide. 3. Examine patterns of urban land use and development including organizational models and drivers of expansion, decline, and rejuvenation.

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AWG.9 Describe and analyze boundaries and political entities and the cooperation and conflicts that occur among them. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the advantages and disadvantages of political and other boundaries that are based on physical and human factors. 2. Explain how countries and organizations make agreements to cooperate in managing natural resources. 3. Describe how conflict occurs at the international level because of disagreements over the division, control, and management of natural resources.
AWG.10 Explain how human actions modify the physical environment. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe how human-induced changes in one place can affect the physical environment in other places. 2. Explain how the use of technology has changed the scale at which people can modify the physical environment. 3. Describe how the physical environment can accommodate and be endangered by human activities.
AWG.11 Explain how human systems develop in response to physical environmental conditions. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how characteristics of the physical environment can both hinder and advance development. 2. Explain how processes carried out by humans threaten environmental sustainability. 3. Describe how people perceive, prepare, and cope with environmental hazards and disasters
AWG.12 Evaluate the concept of natural resources and the changes in the spatial distribution, quantity, and quality of resources through time and location. (Strands: Civics, Geography, History, Economics)	1. Describe the role of culture in perceptions and uses of resources. 2. Distinguish and analyze renewable and nonrenewable resources with respect to suitability, viability, and sustainability. 3. Assess how the most common resources of the contemporary world are extracted, refined, and transported.

Problems in American Democracy

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
PAD.1 Examine the historical, economic, and political factors that played a role in the shaping of the U.S. Constitution. (Strands: Civics, Geography, History, Economics)	1. Compare and contrast the concepts of state and national sovereignty as illustrated in the Articles of Confederation and the Constitution. 2. Describe the monetary and trade practices of U.S. states in the 1780s and their consequences. 3. Connect the enumerated powers given to the federal government under the Constitution to the national problems that emerged in the 1780s they were meant to address. 4. Analyze the use of the separation of powers as a mechanism for federal accountability and limited powers.
PAD.2 Describe the patterns of conflict and cooperation between the emerging United States and Native Americans from colonial times through the antebellum period. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the major interactions between early American settlers and indigenous tribes during the colonial period that impacted the relationships between the U.S. and native groups following the revolution. 2. Explain the various treaties between the United States and native groups under the Articles of Confederation and the U.S. Constitution and the political and practical limitations to their enforcement. 3. Identify and describe major events and turning points in the relationship between the United States and Native Americans in the early nineteenth century. 4. Assess the impact of westward expansion on Native American populations.

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PAD.3 Trace the historical factors and institutions that gave rise to the current financial policies, practices, and systems of the U.S. government. (Strands: Civics, Geography, History, Economics)	1. Compare the arguments of Alexander Hamilton, James Madison, and Thomas Jefferson in the debate over the establish of the Bank of the United States in 1791. 2. Outline the key economic processes and events that shaped the emerging banking systems in the United States in the early 1800s including the Second Bank of the United States and the Panic of 1837. 3. Analyze the economic factors that led to the Panic of 1907 and the Federal Reserve Act of 1913. 4. Describe the economic conditions that led to the Great Depression and the federal interventions and safety net programs that developed as a result. 5. Compare and contrast the mechanisms of governance and response of the Federal Reserve to periods of financial instability in the late 1900s and early 2000s.
PAD.4 Assess the development of a system of public education in the United States and its role in facilitating civic, political, and economic engagement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the origins and development of early public education in New England from the Colonial Period to the mid-1800s. 2. Explain the conditions and prevailing perspectives in New York State leading up to the passage of the Free Schools Law in 1849. 3. Trace the spread and development of public education throughout the U.S. through the late 1800s and 1900s. 4. Examine the impact of contemporary policies on public education in the U.S., including the No Child Left Behind Act and the emergence of charter schools.
PAD.5 Examine the political, economic, and cultural conditions that led to the U.S. Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the economic characteristics of the North and South in the early-to-mid-nineteenth century that contributed to sectional political conflict. 2. Trace measures taken during the early 1800s to maintain the balance of power between free and slave states including policies related to the admittance of states into the Union and the management of the western territories. 3. Assess the response of the U.S. government to the secession of southern states following the election of Abraham Lincoln as president.

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PAD.6 Analyze the effectiveness of Reconstruction policies in the United States following the Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the efforts to rebuild the Union and restore southern states during Reconstruction. 2. Identify and describe the significance of the 13th, 14th, and 15th amendments to the U.S. Constitution. 3. Assess efforts by former Confederate states to disenfranchise black voters during the late 1800s including the use of poll taxes and literacy tests. 4. Assess economic and cultural conditions in the North that impacted Reconstruction policies.
PAD.7 Evaluate the impact of industrialization of the living conditions of U.S. citizens. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain the geographic and social changes that resulted from industrialization in the U.S. in the late 1800s and early 1900s. 2. Assess challenges faced by workers, especially immigrants, in factories during the early twentieth century. 3. Define muckraker and describe the role of journalism in bringing awareness to concerns and abuses related to industrialization. 4. Identify and explain federal policies created in the early 1900s and then again in the mid-twentieth century to regulate domestic food and drug safety.
PAD.8 Examine how and under what circumstances state governments and the federal government have expanded or constrained the civil and political rights of African-Americans and other groups since the Civil War. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace accomplishments and setbacks related to the enfranchisement of African-Americans during Reconstruction. 2. Describe the social, economic, and political disenfranchisement of African-Americans under the Jim Crow laws. 3. Examine the rise of the Civil Rights Movement in the 1950s and the goals, strategies, and accomplishments of the movement.

PAD.9 Describe the major events in U.S. history related to the rights and status of women. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Survey the rights of women in the United States during the Revolutionary Period and the role of women in the war effort. 2. Trace the major accomplishments of the Women’s Rights Movement in the mid-nineteenth century and identify the contributions of the movement’s leaders including Lucretia Mott, Elizabeth Cady Stanton, Susan B. Anthony, and Sojourner Truth. 3. Trace the events and conditions that led to the ratification of the 19th amendment to the Constitution in 1920 and the efforts of the Women’s Rights Movement to address other social and economic inequalities in the years that followed. 4. Describe the rationale for the Equal Rights Amendment (ERA) and trace the efforts to pass the ERA throughout the 1900s.
PAD.10 Examine contemporary challenges faced by American democracy as a result of political, economic, and technological changes. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze how developments in communication technologies including radio, television, and the internet offer challenges in American democracy and how American society and government have responded to those challenges. 2. Trace the development of campaign finance laws from 1907 to present and explain the significance of the Citizens United decision in 2010. 3. Survey problems in American society related to socioeconomic stratification, immigration, and ethnic and religious strife, and evaluate competing perspectives on those problems. 4. Assess the historic impact of journalism and the media on the development of American democracy and describe the role of citizens in determining the reliability and utility of various forms of journalism in civil discourse.

HISTORY OF THE ANCIENT MIDDLE EAST, 2000 B.C. TO 1000 A.D.

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
HAME.1 Contrast how geography, economics, and politics have influenced the development of the ancient Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine the advantages of living in a river valley or coastal region as compared to inland areas of the Middle East. 2. Describe major events in the development and decline of regional empires, including: Egyptian, Assyrian, Babylonian, Medo-Persian, Greek and Roman. 3. Examine the development of Israel as a civilization.
HAME.2 Trace the relationship of people, places, and environments throughout time. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the accomplishments and failures of key people of the Middle East from 2000 B.C. to 100 A.D. 2. Critique the conflicts over the land of Palestine from 2000 B.C. to 100 A.D. 3. Analyze the movements and interactions of various groups of people in the ancient Middle East. 4. Discuss the impact of war and conflict on different groups from 2000 B.C. to 100 A.D.
HAME.3 Examine the contributions made by archaeological work in the Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define the science of archaeology. 2. Review archaeological finds in the Middle East. 3. Critique the impact of archaeology related to various documents, including: Hammurabi's Code, the Bible, Dead Sea scrolls, etc.
HAME.4 Describe the impact of science and technology on the historical development of the Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how technological development transformed agriculture and customs of the ancient Middle East. 2. Describe the transition from the barter system to monetary system, including: coinage, etc.

HAME.5 Demonstrate the ability to apply and interpret social studies tools, including: timelines, maps, globes, graphs, compass, technology, political cartoons, primary and secondary documents, charts, etc. (Strands: Geography, History, Economics)	1. Locate and label selected physical features of the Middle East. 2. Compare and contrast ancient political boundaries with those of modern independent nations.
HAME.6 Debate the similarities and differences of ancient Middle Eastern cultures. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast the religious practices, rituals, and traditions of ancient Middle Eastern cultures. 2. Analyze examples of cultural contributions made by various ancient civilizations of the Middle East. 3. Examine the roles, status, and interaction of diverse groups of people, including: parents, children, men, women, slaves, etc. within various ancient Middle Eastern societies. 4. Analyze selected examples of ancient Middle Eastern literature, including: legends, poetry, prophecy, and wisdom literature, etc.
HAME.7 Analyze the development of social and political systems in the ancient Middle East. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare/contrast political systems of the ancient Middle East. 2. Discuss major political movements from 2000 B.C. to 100 A.D. 3. Describe the warfare, weaponry, and resolution of conflicts in the ancient Middle East. 4. Analyze the development and expansion of various legal systems, including: Hebrew, Roman, Sumerian, Egyptian, etc. 5. Show the impact of various empires on developing social structures of the ancient Middle East. 6. Summarize the effects of early religious teachings on ancient and modern social structures, including: Hebrew, Christian, Roman, Persian, and Egyptian.

African American Studies

1 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
AAS.1 Examine the influence of geography on the economic, political, and social development of slavery in the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the economic, political, and social reasons for focusing the slave trade on Africa, including the role of Africans, Europeans, and colonists. 2. Assess the role of geography on the growth and development of slavery. 3. Analyze the impact of the slave trade on Africa and the colonies. 4. Identify and explain the Middle Passage as one of the largest forced migrations in human history.
AAS.2 Analyze the justifications and ramifications of slavery between 1619 and 1860. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the economic, social, religious, and legal justifications for the establishment and continuation of slavery. 2. Identify and evaluate the various ways Africans in America resisted slavery. 3. Analyze the role slavery played in the development of nationalism and sectionalism. 4. Assess the development of the abolitionist movement and its impact on slavery and the nation.
AAS.3 Differentiate between African American life and cultural contributions through 1860. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast African American urban and rural communities in the North and the South. 2. Analyze the African American family in antebellum America. 3. Trace the development of African American institutions, including: religion, education, and benevolent organizations. 4. Identify and explain the contributions of African Americans in science and the arts.
AAS.4 Evaluate the roles of African Americans during the Civil War and Reconstruction. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze President Lincoln's views on slavery and the status of freed slaves in the United States. 2. Identify and explain the roles of African American soldiers, spies, and slaves to the war effort in both the North and the South, including the 13th U.S. Colored Troops. 3. Analyze the effects of Reconstruction on the legal, political, social, cultural, educational, and economic life of freedmen. 4. Assess the successes and failures of Reconstruction as they relate to African Americans.

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AAS.5 Analyze the rise of Jim Crow and its effects on the life experiences of African Americans in the late nineteenth and early twentieth centuries. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the economic and social impact of Jim Crow laws on African Americans. 2. Analyze the legal ramifications of segregation laws and court decisions on American society. 3. Compare and contrast the political movements that developed in response to Jim Crow laws, including the Niagara Movement, the NAACP, the Urban League, The Atlanta Compromise, The Farmers' Union Movement, Brotherhood of Sleeping Car Porters, and the Anti-Lynching Crusade. 4. Compare and contrast the African American political and legal personalities of the time period and their impact on American society, including Samuel McElwee, Robert Church Sr., Ida B. Wells, Randolph Miller, and James Napier. 5. Describe the development of African American institutions such as religion, education, and benevolent organizations. 6. Evaluate the economic, cultural, political, and social impact of African American migration within and from the South, including the Exodusters, Benjamin Pap Singleton, and 2nd Great Migration. 7. Describe the impact of African American regiments on the western campaigns, the Spanish American War, and World War I, including Buffalo Soldiers and George Jordan.
AAS.6 Trace the cultural contributions made by African Americans during the Harlem Renaissance. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the literary contributions made by African Americans. 2. Describe the contributions of African Americans to the performing arts, including Fisk Jubilee Singers, W.C. Handy, John Work III, and DeFord Bailey. 3. Describe the contributions of African Americans to the visual arts, including Edmondson Williams. 4. Evaluate the impact of the African American media on American life. 5. Analyze reactions of Americans to the Harlem Renaissance.
AAS.7 Analyze the conditions and contributions of African Americans during the Great Depression and World War II. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Analyze the impact of the Great Depression and the New Deal on the lives of African Americans. 2. Evaluate the continued quest for civil rights in America. 3. Describe the effects of African American "pop" culture of the 1930s and 1940s. 4. Analyze the impact of racism in America during World War II. 5. Evaluate the contributions of African Americans during World War II. 6. Explain how World War II laid the groundwork for the modern Civil Rights Movement.

AAS.8 Analyze the successes and failures of the Civil Rights Movement in the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explain how legal victories prior to 1954 inspired and propelled the Civil Rights Movement. 2. Describe the impact of Brown v. Board of Education of Topeka, Kansas and evaluate the resistance and reaction to it. 3. Define various methods used to obtain civil rights. 4. Identify various organizations and their role in the Civil Rights Movement, including the Highlander Folk School. 5. Assess the extent to which the Civil Rights Movement transformed American politics and society. 6. Determine the impact of the Vietnam War on the Civil Rights Movement.
AAS.9 Debate the issues confronting contemporary African Americans in the continuing struggle for equality. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Identify and analyze how the changing political environment has impacted civil rights. 2. Describe how African Americans have responded to or engaged in political conservatism. 3. Compare and contrast the responses of African Americans to the economic, social, and political challenges of contemporary America. 4. Identify and evaluate major contemporary African American issues confronting society, including affirmative action, the educational achievement gap, the wealth gap, poverty, AIDS, and crime. 5. Analyze the impact of immigration and migration on the lives of African Americans in contemporary America. 6. Identify the major contributions of contemporary African Americans in business, education, the arts, politics, sports, science, technology, and society in general, including Wilma Rudolph, Tina Turner, and Oprah Winfrey.

Psychology

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
PSY.1 Describe the historical traditions, perspectives, career opportunities, and modern empirical nature of psychological inquiry. (Strands: Civics, Civil Rights, History)	1. Identify the major historical traditions in psychology including structuralism, functionalism, behaviorism, Gestalt psychology, psychodynamics, and humanistic psychology. 2. Explain the influence of various perspectives, including: biological, social, behavioral, cognitive, etc. on approaches to empirical investigation in psychology. 3. Distinguish modern psychological science from historical perspectives on the mind and contemporary and historical examples of pseudo psychology.
PSY.2 Distinguish the various methods and tools employed by researchers to explain human mental and behavioral processes. (Strands: Civics, Civil Rights, History)	1. Explain the scientific method and the role of experimental research in determining cause and effect relationships. 2. Describe and distinguish experimental and non-experimental methods of inquiry in psychological research including controlled experiments, surveys, naturalistic observations, correlational studies, longitudinal studies, and case studies.
PSY.3 Appraise the biological structures and processes that give rise to and influence human behavior and cognitive experiences. (Strands: Civics, Civil Rights, History)	1. Illustrate the structures of a neuron and the process of neural transmission. 2. Identify the role of neurotransmitters on human behavior and cognitive experiences. 3. Sketch the major structures of the brain including the cerebellum, brain stem, limbic system, and cortex, and describe their functions.
PSY.4 Explain the ways in which human sensory and perceptual systems translate and interpret information from the environment. (Strands: Civics, Civil Rights, History)	1. Explain the concept of transduction and outline the ways in which stimuli in the environment are translated into sensory experiences. 2. Demonstrate absolute and difference thresholds as they relate to vision, hearing, smell, taste, and touch. 3. Differentiate between sensation and perception. 4. Examine the factors that influence perception including top-down and bottom-up processing, priming forces, expectancy bias, environmental factors, perceptual sets, and change blindness.

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PSY.5 Describe the various states of consciousness including sleeping and dreaming and the impact on consciousness of both internal and external factors. (Strands: Civics, Civil Rights, History)	1. Diagram the stages of the sleep cycle and the characteristics and brain wave patterns of each. 2. Examine the major disorders associated with sleep including insomnia, night terrors, sleep apnea, and narcolepsy. 3. Distinguish the impacts of various drugs, including: depressants, stimulants, opiates, and hallucinogens, on consciousness and mental and physical health.
PSY.6 Describe the processes through which humans learn, including behavioral and cognitive learning processes. (Strands: Civics, Civil Rights, History)	1. Interpret the major elements of classical conditioning including conditioned and unconditioned stimuli, conditioned and unconditioned responses, neutral stimuli, acquisition, and stimulus generalization. 2. Explain the development of operant conditioning and evaluate the usefulness of reward versus punishment as it relates to learning. 3. Examine cognitive and observational learning processes.
PSY.7 Combine the elements of memory and concept formation to examine how those cognitive processes contribute to perception and judgment. (Strands: Civics, Civil Rights, History)	1. Diagram the stages of memory formation including the processes of sensory memory, working memory, and long-term memory. 2. Distinguish between concepts, concept hierarchies, schemas, and prototypes.
PSY.8 Distinguish the elements that give rise to emotional experience, explain the various theories of emotion, and summarize the significance of emotional intelligence on mental wellness. (Strands: Civics, Civil Rights, History)	1. Explain the universal nature of emotions and emotional expression including the work of Paul Ekman and Robert Plutchik and the concept of display rules. 2. Compare and contrast theories of emotion, including: James-Lange, Canon-Bard, Shachter-Singer (Two Factor), Cognitive Appraisal, and Opponent Process theories. 3. Discuss emotional intelligence and its impact on mental wellness and interpersonal relationships.
PSY.9 Discuss the role of biological drives and motivations on human behavior and cognitive processes. (Strands: Civics, Civil Rights, History)	1. Distinguish between intrinsic and extrinsic sources of motivation. 2. Describe the concept of need for achievement and its significance in understanding motivational differences among people. 3. Employ Maslow's Hierarchy of Needs to understand human behavioral priorities.

PSY.10 Breakdown the various theories of human cognitive and social development. (Strands: Civics, Civil Rights, History)	1. Recall biological concepts related to human development including genetic structure, prenatal development, and infancy. 2. Trace the physical development and the development of motor skills through early childhood. 3. Diagram Piaget’s Stages of Cognitive Development and describe the characteristics of each stage. 4. Compare and contrast cognitive and social perspectives of an individual through Erikson’s Psychosocial Stages of Development. 5. Examine theories of moral development including Kohlberg’s Stages of Moral Reasoning.
PSY.11 Outline the major personality theories, assessments, and practices of type and trait theorists and justify the practical applications of their work. (Strands: Civics, Civil Rights, History)	1. Compare and contrast Freudian and Neo-Freudian perspectives on personality, including: the Freudian model of the mind, the unconscious mind, psychosexual development, archetypes, neuroticism, basic anxiety, and the inferiority complex. 2. Explain behavioral, social-cognitive, and humanistic concepts related to personality including reciprocal determinism, locus of control, unconditional positive regard, and the fully functioning person. 3. Describe the five-factor model of personality. 4. Explain methods used by researchers to assess personality, including: projective tests and personality inventories.
PSY.12 Outline the historical progression of intelligence research and explain the major theories of intelligence including the work of Charles Spearman, Robert Sternberg, and Howard Gardner. (Strands: Civics, Civil Rights, History)	1. Appraise theories of intelligence including Spearman’s g factor, Sternberg’s triarchic theory, and Gardner’s theory of multiple intelligences. 2. Describe historical and contemporary tools for measuring intelligence, including: the intelligence quotient and the roles they play in categorizing intellectual ability (normal range, intellectual disability, giftedness). 3. Examine the history of cultural bias in intelligence measures and the sociocultural underpinnings of those processes.

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PSY.13 Formulate the conditions that lead to mental wellness, including a positive self-concept, healthy cognitive processes, and edifying interpersonal relationships. (Strands: Civics, Civil Rights, History)	1. Examine the role of the stress response and its contribution to physical and psychological health. 2. Describe the field of positive psychology and its application of psychological concepts to improve mental well-being. 3. Appraise the role of sleep, self-concept, need for achievement, and interpersonal relationships in establishing healthy cognitive and emotional processes.
PSY.14 Describe major psychological disorders, their symptoms, and classifications. (Strands: Civics, Civil Rights, History)	1. Differentiate the different types of mental illness including mood disorders, dissociative disorders, personality disorders, anxiety disorders, somatoform disorders, and schizophrenia. 2. Employ the DSM-V as a tool for diagnosing mental disorders as illustrated in case studies.
PSY.15 Explain the methods used by mental health professionals to treat people living with mental illness. (Strands: Civics, Civil Rights, History)	1. Distinguish between the work of a psychiatrist and psychologist in treating mental illness. 2. Examine the role of stigma in preventing people from accessing adequate mental healthcare. 3. Compare and contrast psychodynamic, humanistic, and behavioral therapies in the treatment of mental disorders. 4. Describe the usefulness of cognitive therapy, cognitive-behavioral therapy, and group therapies in the treatment of mental disorders.

PSY.16

Describe the influence of social factors on individual cognition and behavior including conformity, obedience, the bystander effect, bias, and polarization. (Strands: Civics, Civil Rights, History)

1. Describe the concept of social role and conformity as illustrated in the Stanford Prison Experiment and other studies.
2. Explain the findings of research into obedience and conformity as illustrated in the work of Stanley Milgram and Solomon Asch.
3. Examine the concepts of bias, polarization, and the bystander effect.
4. Identify the major elements of behavioral economics as evidenced by the research of Amos Tversky, Daniel Kahneman, and Dan Ariely.

SOCIOLOGY

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
SOC.1 Explain the development of sociology as a scientific field of study and the methods used by sociologists to study human social systems. (Strands: Civics, Civil Rights, History)	1. Explore the sociological perspective and the methods used by sociologists to explore that perspective. 2. Identify patterns related to social structures and interactions and the role of the individual in participating in those structures. 3. Trace the growth of sociology from Weber to modern day sociology and explain how theoretical perspectives changed over time. 4. Collect and display various tools used by sociologists to examine aspects of social systems and explain their usefulness in offering insights into social institutions.
SOC.2 Evaluate the role of culture throughout the world. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define culture. 2. Distinguish the components of symbolic culture. 3. Differentiate between subcultures and countercultures. 4. Identify elements that are culturally universal. 5. Describe the impact of modern technology on cultures throughout the world.

SOC.3 Apply theories on life cycle development to explain differences in social interactions and relationships at different points in the life cycle of a human being based on cultural socialization in response to those developmental changes. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define human nature. 2. Identify major patterns of life cycle change, including: Erikson's Stages of Psychosocial Development, Piaget's Stages of Cognitive Development, and Kohlberg's Stages of Moral Reasoning. 3. Compare the life cycle patterns to human interactions that are common among various social groups composed of diverse demographic patterns. 4. Differentiate the role of women in a variety of cultural and historical contexts, specifically noting the impact of those roles on the greater culture and the historical movements to reduce gender inequality. 5. Explain the various types of family units, the roles of each family member, and the impact of cultural and economic factors on family functioning. 6. Describe societal institutions including schools, churches, non-profit, media, and government organizations, and their impacts on communities and families. 7. Interpret the ways in which cultural and social forces impact an individual's values, behaviors, self-concept, and temperament. 8. Compare how various cultures deal with death and dying.
SOC.4 Examine human behaviors that deviate from social norms including antisocial behavior, violence, criminal activity, and rehabilitative strategies, and their effectiveness. (Strands: Civics, Civil Rights, History, Economics)	1. Define deviance and conformity. 2. Compare various perspectives on deviance including Symbolic Interactionist, Functionalist, and Conflict Perspectives. 3. Examine society's reaction to deviance.
SOC.5 Appraise the role of group dynamics on the behavior of an individual and the impact of group dynamics on the effectiveness and efficiency of work groups in commercial, governmental, and non-profit organizations. (Strands: Civics, Civil Rights, History)	1. Define bureaucracy. 2. Compare the views of Marx and Weber on bureaucracies. 3. Identify the characteristics of a bureaucracy. 4. Explore the problems that exist within bureaucracies that are universal.

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SOC.6 Describe theories and processes related to human social networks. (Strands: Civics, Civil Rights, History)	1. Trace the development of various types of social groups from hunter-gathering cultures to modern day. 2. Identify various groups within society and their functions including family, secondary groups, reference groups, and social networks. 3. Explain the various dynamics that exist within a group.
SOC.7 Breakdown the economic and social factors that play a role in socioeconomic stratification. (Strands: Civics, Civil Rights, History)	1. Explore the levels of socioeconomic stratification that exist within the United States and globally and compare. 2. Explain how the institutions of society perpetuate social status and hinder social mobility. 3. Identify the consequences of social class on social mobility and access to healthcare, education, and other resources.
SOC.8 Describe the methods by which individuals and groups establish and maintain a sense of identity and their impacts. (Strands: Civics, Civil Rights, History)	1. Examine the role of race in creating an individual's sense of identity. 2. Distinguish between race and ethnicity as defining characteristics. 3. Compare the role of age in various cultures as a measurement of social value.
SOC.9 Describe the roles of various social institutions on maintaining societal norms. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Explore the role of the economic systems in various cultures. 2. Explain the role of education systems in perpetuating societal norms or promoting social mobility. 3. Explain the role of marital and family structures as the basic units of culture. 4. Explore the types and roles of religious institutions and beliefs in various cultures. 4. Distinguish the challenges faced by modern society in providing access to quality healthcare.
SOC.10 Analyze the impacts of various forms of significant social change on society. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Compare and contrast significant social movements, their methods, and their impacts. 2. Explain the historical and modern development of urban spaces and the challenges posed by those spaces including environmental concerns, crime, poverty, and social justice issues. 3. Formulate and explain the values associated with global citizenship in regard to environmental, civic, social, economic, and political action.

LAW RELATED EDUCATION

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
LRE.1 Assess the changes in the legal system and recognize the dynamic natures of the law in the United States over time. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Define justice and law and trace its development in the United States. 2. Discuss the functions of the Law, including lawmaking, advocacy, and settling disputes. 3. Describe how Court decisions have dynamically altered the American political landscape.
LRE.2 Identify the characteristics of the civil and criminal justice systems; analyze their operations and assess their effectiveness. (Strands: Civics, Civil Rights, History, Economics)	1. Compare and contrast criminal law and civil law. 2. Describe the various types of criminal law, including crimes against the person, crimes against property, and defenses. 3. Illustrate the Criminal Justice Process: the investigation, proceedings before trial, the trial and sentencing and corrections. 4. Identify juvenile justice concerns and differences in the due process procedures. 5. Define civil law and the procedure for a civil case. 6. Identify the differences of various types of civil cases, including: civil wrongs, intentional torts, negligence, strict liability, torts and public policy. 7. Summarize issues and problems confronting the civil and criminal justice systems and assess the effectiveness of each system in resolving these problems.
LRE.3 Compare and contrast the state and federal judicial systems and analyze the relationships between them. (Strands: Civics, Civil Rights, History, Economics)	1. Illustrate the court system on the federal level. 2. Describe the Mississippi judicial system. 3. Contrast the various functions of lawyers in both systems. 4. Compare and Contrast the two systems and the role of the citizen and lawyer in each. Analyze the state's right position (e.g. 10th amendment) v. the federal position (e.g. Elastic Clause, etc.).

LRE.4 Describe the roles and responsibilities of local, state and federal law enforcement agencies. (Strands: Civics, Civil Rights, History, Economics)	1. Understand the traditional democratic assumptions as they apply to law and law enforcement. 2. Compare and contrast the functions, responsibilities, and jurisdiction of local, state and federal law enforcement agencies. 3. Describe the obligations of the law enforcement communities and the courts in the pre-trial process, including: booking and initial appearance, bail and pretrial release, preliminary hearing, grand jury, felony arraignment and pleas, pretrial motions, and plea bargaining. 4. Describe the obligations of the law enforcement communities and the courts in the trial phase of a case.
LRE.5 Assess the effectiveness of correctional systems in deterring criminal behavior. (Strands: Civics, Civil Rights, History, Economics)	1. Demonstrate and understanding of sentencing and corrections on the state and federal level. 2. Describe the sentencing options available to the courts. 3. Compare and contrast punishment and rehabilitation as functions of the correctional system. 4. Evaluate the function of parole. 5. Discuss the arguments for and against capital punishment. 6. Evaluate data on recidivism to determine the effectiveness of the correctional system on deterring criminal behaviors.
LRE.6 Explain the various ways that the legal system insures civil rights and liberties. (Strands: Civics, Civil Rights, History, Economics)	1. Distinguish between statutory and Constitutional Law. 2. Explain the ways that the state and federal courts have protected freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law. 3. Identify major supreme court cases that protected the following rights: freedom of speech, freedom of the press, freedom of religion, due process, the right to privacy, discrimination, responsibilities in the workplace, and immigration law.

LRE.7

Summarize and evaluate the conflicts resulting from competing interests, conflicting laws and conflicting interpretations of the Constitution. (Strands: Civics, Civil Rights, History, Economics)

1. Investigate conflicts that arose because of differing opinions on civil rights.
2. Trace conflicts that arose because of differing opinions on property rights.
3. Debate conflicts that arose because of differing opinions on issues of liberty v. order such as Red Scare, Patriot Act, rights of labor unions to strike.
4. Evaluate conflicts that arose because of differing opinions on family values, housing and business v. consumer rights.

Minority Studies

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
MIN.1 Evaluate the characteristics that may come define a minority group including distinguishing physical or cultural traits, unequal treatment, involuntary group membership, awareness of subordination, and a strong sense of group solidarity. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Investigate minority groups and determine the underlying factors that result in their marginalization. 2. Compare and contrast the plight of women and the plight of ethnic minorities at various points in history. 3. Identify and describe prominent groups associated with protecting and broadening protections for minority groups including the National Association for the Advancement of Colored People, Southern Poverty Law Center and the American Civil Liberties Union. 4. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century. 5. Appraise the concept of minority group as it relates to ethnic minorities, religious minorities, and women.
MIN.2 Trace the group dynamics that play a role in the marginalization of minority groups. (Strands: Civics, Civil Rights, History, Economics)	1. Describe the various causes of prejudice including social distance, economic competition, scapegoating, conflicting social and religious norms, and stereotypes. 2. Describe political and cultural factors that may serve to maintain inequalities experienced by minority groups.
MIN.3 Examine the experiences of Native American populations from the age of exploration to present day. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the historical perspectives on Native American populations by European settlers from the age of exploration to the period of westward expansion. 2. Describe the status of Native Americans during the early history of the United States, westward expansion, and through the twentieth century. 3. Analyze the lasting impact of the historical treatment of Native American populations on their cultures.

MIN.4 Examine the Women’s Rights Movement from 1848 to present day. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Identify and describe the origins and early leaders of the Women’s Rights Movement in the mid-nineteenth century. 2. Trace the major events, achievements, and leaders of the women’s suffrage movement leading to the 19th amendment in 1920. 3. Survey the accomplishments of women in the United States during the twentieth century who took on roles and offices that had been traditionally held by men. 4. Analyze the current status of women in the United States with respect to political representation, economic opportunities, healthcare, and shifting social norms.
MIN.5 Describe discrimination faced by Asian-Americans in the late nineteenth and mid-twentieth century. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the migration of ethnic Chinese to the United States in the 19th century and the economic, social, legal, and political factors that contributed to discrimination against them. 2. Investigate the internment of Japanese-Americans during World War II.
MIN.6 Examine the major events, methods, and leaders of the Civil Rights Movement. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Describe the conditions during the mid-twentieth century that led to the Civil Rights Movement including Jim Crow laws and systemic inequality throughout the United States. 2. Evaluate the prominent methods, leaders, and events of the Civil Rights movements culminating in the Civil Rights Act of 1964. 3. Analyze the impact of the Civil Rights Movement on the status of African-Americans and on the American social and political culture in the late twentieth and early twenty-first centuries.
MIN.7 Compare and contrast historically significant events and cultural characteristics related to the plight of minority groups outside of the United States. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Illustrate the major events, minority groups, and people associated with the Holocaust and its global impact. 2. Trace the historical context and major events and people associated with the rise and fall of Apartheid in South Africa. 3. Explain the caste system in India and trace the changes that have occurred in attitudes towards various castes through much of the twentieth century.

MIN.8 Examine contemporary issues related to the treatment of minority groups. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Assess the lasting impact of slavery and historic discrimination on economic opportunities and social conditions of African-Americans in the United States in the twenty-first century. 2. Examine contemporary concepts related to the treatment of minority groups including microaggressions and concerns about cultural appropriation. 3. Explain significant events during the early twenty-first century that have resulted in rising tensions between minority populations and law enforcement in some areas of the United States and the significance of technology in the impact of those events.
MIN.9 Assess modern movements to broaden protections for minority groups. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Examine social and political factors and events that have impacted attitudes and discrimination towards American Muslims and Hispanic Americans in the early twenty-first century. 2. Describe significant events of the early twenty-first century related to the expansion and protection of civil liberties for members of the LGBTQ community.

HUMANITIES

1/2 CARNEGIE CREDIT

STRANDS: CIVICS, ECONOMICS, CIVIL RIGHTS, GEOGRAPHY, AND HISTORY

STANDARD	OBJECTIVE(S)
HUM.1 Examine the ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Trace the development of social, political, citizen responsibility, and economic patterns of early Mesopotamia, Egypt, China and Indus River Valley in their emergence of power. 2. Explain the development of language, writing, technology, and arts of early civilizations, including: Neolithic pottery, Epic of Gilgamesh, Book of Songs, etc. 3. Explain the role of religious traditions, origin of beliefs and customs of early civilizations such as cave art and the Zuni emergence tale.
HUM.2 Examine the location of Greek, political structure, arts and religious traditions influences in Greek society. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and recognize the importance of climate and geography on the emergence of civilization in Greece. 2. Trace the development and legacy of social, political, citizen responsibility, and economic patterns of Greece while examining the rise of city-states. 3. Explain the development of language, writing, technology, and arts of Greece through the work of Homer, philosophers, poetry of Sappho, Athenian pottery, Hellenistic culture, and Greek architectural traditions. 4. Explain the role of religious traditions of the Greek gods, origin of mythology, and customs of Greece through the Golden Age.
HUM.3 Analyze ancient Rome by assessing the influence of geography, mythology and development of the Roman Republic. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and recognize the importance of climate and geography on the emergence of civilization in Rome. 2. Trace the development and legacy of social, political, and citizen responsibility of Roman citizens while analyzing Roman Republic, Roman imperialism, Cicero and the politics of rhetoric. 3. Explain the development of language, writing, and arts of Greece through Virgil, Horace and Ovid while observing various Roman architecture and sculptures during that time period. 4. Explain the role of religious traditions of the Roman gods, origin of mythology, and spread of Roman Culture.

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HUM.4 Students will analyze the social, economic, military conquest and cultural achievements during the medieval time period. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and describe the evolution of nation-states England, France, Spain, and Russia. 2. Discuss the political and social impact of the Crusades, the Mongo conquests, and the fall of Constantinople. 3. Identify the role of Greek, Roman, and Arabic philosophy, medicine, and science during the medieval time period. 4. Trace the emergence of pagan and Christian traditions through the discussion of medieval monastery.
HUM.5 Students will analyze the social, economic, and political changes and cultural achievements during the Renaissance in Europe. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Evaluate the economic infrastructure of the Italian Renaissance. 2. Trace the events related to the rise and political development city-states while examining the Humanistic movement impact on society. 3. Contrast the arts, literary, architecture, and philosophical ideologies with the medieval time period including Shakespeare, Leonardo da Vinci, Michelangelo and Petrarch. 4. Identify the Roman Catholic role on society and summarize religious reforms associated with Martin Luther, John Calvin, Henry VIII, and their impact on the Reformation.
HUM.6 Students will understand the impact of the Age of Discovery and exploration into Africa, Asia and the Americas. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate the triangle trade, migration patterns, and cultural diffusion in colonized areas. 2. Identify the development of social, political, and economic motivation of explorers and conquistadors while analyzing their impact on indigenous peoples. 3. Describe the impact that religion had on the Age of Exploration and the effect that it had on colonized areas.
HUM.7 Students will examine the impact of global trade on various civilizations of the world. (Strands: Civics, Civil Rights, Geography, History, Economics)	1. Locate and explain the development of the Ottoman Empire. 2. Identify the development of social, political, and economic impact on Africa, India, and growth of European nations.

Support Documents and Resources

The MDE will develop support documents for the MSCCRS for the Social Studies. Local districts, schools, and teachers may use these documents to construct standards-based social studies curriculum, allowing them to customize content to fit their students' needs and match available instructional materials. The support documents will include suggested resources, instructional strategies, and essential knowledge.

Professional development efforts will be aligned with the standards and delivered in accord with teacher resources to help expand expertise in delivering student-centered lessons. For more information, please contact the Office of Secondary Education at 601-359-3461, or visit the MDE website at www.mdek12.org.

