

Current Standard:

Family, School, and Community—Primary

A student shall demonstrate knowledge of the interaction of location, family, school, and community, including an understanding of:

- A. how wants and needs are responsibly met in the home, school, and community;
- B. the reasons for location of communities or features of communities;
- C. the ethnic and national backgrounds of community members;
- D. the location of major places and geographic features of the earth's surface by creating mental maps of the local community and country in relation to larger geographic units;
- E. how different people may respond differently to the same event;
- F. how a personal history has changed over time;
- G. how the student's home region has changed over time; and
- H. how to work to improve the school, community, or environment.

Social Studies

Family, School, and Community-Primary

Purpose: Understand the interaction of the individual, family, school, community, and place

- A. A student shall demonstrate an understanding of:
 1. how individuals and groups responsibly meet wants and needs when resources, for example, food, shelter, and clothing, are scarce;
 2. how citizens responsibly makes choices by considering the needs of the individual, home, school, and community;
 3. the location of the local community and country in relation to larger geographic areas;
 4. the location of major geographic features of the earth's surface;
 5. the physical features of communities, for example, climate, vegetation, land forms, or bodies of water;
 6. human features of communities, for example, population distribution, settlement patterns, or cultural diversity;
 7. the reason for location of communities or features of communities;
 8. the ethnic and national backgrounds of various community members; and
 9. how different individuals respond differently to the same event.

- B. A student shall demonstrate the ability to:
 1. explain how the student's home region has changed over time;
 2. create a timeline of personal history using simple historical research based on primary sources, for example, photos, personal artifacts, or family interviews;

3. create maps, including mental maps that show an understanding of the relative location of the community in relation to larger geographic areas; and
4. identify, investigate, discuss and plan, based on wants and needs, how to improve the school, community, or environment.

DRAFT

Current Standard:

Historical Events Intermediate

A student shall demonstrate knowledge of historical events and contributions of key people from different time periods through reading and constructing time lines of key events and the actions of important people, the contributions of key historical people, and cause and effect relationships of events over an extended period of time to:

- A. describe a past event from the point of view of local community member;
- B. reconstruct a historical account of an event using primary and secondary sources;
- C. describe how technology has changed the lives of people in the home, at work, in transportation, and communication; and
- D. give examples of conflict, cooperation, and interdependence among individuals, groups, and nations.

Social Studies

Historical Events-Intermediate

Purpose: Understand that historical events are influenced by multiple factors including the contributions of key people, the influence of technology, and conflict, cooperation, and interdependence among people

- A. A student shall demonstrate an understanding of:
 1. the multiple causes and effects of a historical event, for example, the causes of the American Revolution and the results of the conflict;
 2. how technology influences historical change, for example, the influence of railroads on the growth of the United States, the changes in sailing ships that allowed European exploration, or the development of irrigation systems in ancient cultures;
 3. the contribution of individuals to historical events, for example, the signers of the Declaration of Independence or modern civil rights leaders; and
 4. conflict, cooperation, and interdependence among individuals, groups, and nations through time, for example, the relationship between American Indians and Europeans in the early colonial period.

- B. A student shall demonstrate the ability to:
 1. create a brief historical narrative from the point of view of a community member by gathering primary and secondary historical information through interviews, photos, or other sources; and
 2. construct, read, and interpret timelines of key people and events from a variety of time periods.

Current Standard:

Geography and Citizenship—Intermediate

A student shall demonstrate an understanding of:

- 1) the interaction of people, places, and locations;
- 2) how to locate regions of the United States and selected regions of the world and identify geographic features and cultural characteristics of regions;
- 3) characteristics of various world regions by:
 - a) interpreting and using information based on maps and graphic representations;
 - b) creating mental maps or graphic representations showing knowledge of location; and
 - c) comparing ways that people from different cultures deal with their physical environment; and
- 4) characteristics of the student's local community by:
 - a) describing how local resources and products are used in the region or the world;
 - b) researching the origins of groups represented in the local community; and
 - c) participating in an activity that contributes to the improvement of the student's community.

Social Studies

Geography and Citizenship-Intermediate

Purpose: Understand the role of citizens in their own communities and the interaction of people, places, and regions

A. A student shall demonstrate an understanding of:

1. location and physical characteristics, for example, climate or natural resources, of US and selected world regions;
2. human characteristics, for example cultural, economic, political, or technological characteristics, of US and selected world regions;
3. interactions of people in US and selected world regions;
4. how local resources and products are moved throughout the world;
5. how people of different regions and cultures interact with the environment;
6. geographic origins of groups in the local community; and
7. local community needs, for example, laws, rights and responsibilities, resource needs, or health and safety issues.

B. A student shall demonstrate the ability to:

1. interpret and use information from maps and graphic representations;
2. read a variety of different kinds of maps;
3. create maps, including mental maps, showing the relative location of the community to the nation and the world;
4. compare ways people of different cultures and regions interact with the physical environment;
5. discuss, develop, participate in, and evaluate an activity that contributes to the improvement of the community; and
6. describe ways to promote the values and principles of American democracy.

Current Standard:

Current Issue Analysis-Middle

A student shall defend a position concerning a current event or issue by demonstrating understanding of the history, facts, controversy, values, beliefs, and emotions surrounding the issue by:

- A. identifying specific events or situations illustrating the impact of the issue;
- B. describing a range of opinions or positions on the issue;
- C. selecting and defending a position based on information;
- D. describing the responsibilities of citizens involved with the issues; and
- E. summarizing the findings in a written, oral, or role-play presentation.

Social Studies

Current Issue Analysis-Middle

Purpose: Defend a position concerning a current event or issue

- A. A student shall demonstrate an understanding of:
 - 1. the history, facts, controversy, values, beliefs, and emotions surrounding a current event or issue;
 - 2. the range of positions and opinions surrounding a current event or issue; and
 - 3. the responsibility of citizens involved in the event or issue.
- B. A student shall demonstrate the ability to:
 - 1. summarize in an oral, written, or role-play form the central facts and opinions surrounding an issue;
 - 2. describe the impact of the issue on current or future events; and
 - 3. select and defend a position based on information and reasoning.

Current Standard:

Geography and Culture-Middle

A student shall demonstrate understanding of how regions of the world are defined in terms of location, resources, people and culture, and physical features; and how global systems are interconnected by:

- A. identifying current or historical issues or conflicts that involve a particular region;
- B. using mental maps to show location or region;
- C. describing the physical and cultural characteristics;
- D. describing the economic development; and
- E. describing how the issue or conflict is influenced by location and physical and cultural geography.

Social Studies

Geography and Culture-Middle

Purpose: Understand how events, the interactions of people, the development of culture, and economic development are influenced by physical and human geography

- A. A student shall demonstrate an understanding of:
 1. how regions of the world are defined in terms of location, natural resources, people and cultures, and physical features;
 2. the physical and cultural characteristics of selected regions;
 3. how regions and global systems are interconnected and interdependent;
 4. the economic development of regions, for example, the use of resources, the development of technology, or an increase in trade; and
 5. the impact of human and physical geography on current or historical issues that involve particular regions.

- B. A student shall demonstrate an ability to:
 1. construct and interpret maps, including mental maps, and other graphic representations that show the location of regions and the change of regions over time;
 2. construct and interpret maps, including mental maps, and other graphic representations that show the interaction of regions through the movement of people, ideas, or resources; and
 3. compare differences and similarities between world regions in, for example, their forms of government, topography, resource use, or ethnicity.

Current Standard:

History and Citizenship-Middle

A student shall demonstrate knowledge of the facts and sequences of historical events, the origins and shaping influences of various points of view, and historical events in relationship to themes of change and migration by:

- A. analyzing historical events from the point of view of participants;
- B. illustrating a theme of change or migration that encompasses historical events;
- C. constructing a history of a local community, institution, or the role of individuals to illustrate a continuum of change; and
- D. describing how citizens contribute to a changing community through participation.

Social Studies

History & Citizenship – Middle Level

Purpose: Understand the role of individuals and groups in influencing historical events

- A. A student shall demonstrate an understanding of:
 - 1. the origin and influences of diverse ideas and beliefs in history, for example, the competing interests that lead to the formation of the Bill of Rights;
 - 2. the facts, sequences, and patterns within a historical period, for example, colonization patterns and the response of the American Indians;
 - 3. themes of change, for example, significant immigration periods in United States history and their impact on society;
 - 4. a continuum of change in a local community or institution;
 - 5. the role of individuals and groups in influencing change through political processes, legal processes, or other means; and
 - 6. how people become citizens and how citizens contribute to a changing community through participation.

- B. A student shall demonstrate the ability to:
 - 1. create a historical narrative, based on primary and secondary sources, that draws conclusions about historical events and participants and shows an understanding of chronology;
 - 2. construct and interpret thematic or multi-tiered timelines to compare eras or to compare different ideas or places within the same era; and
 - 3. use civic dialogue and an actual or simulated political process to examine issues involving rights, roles, and responsibilities.

Current Standard:

Themes of United States History-High School

A student shall:

- A. demonstrate understanding of the Declaration of Independence, the United States Constitution, and themes related to key events, concepts, and people in the historical development of the United States, including the convergence of people, colonization, settlement, and the American Revolution; expansion, the Civil War, and the Reconstruction; tribal sovereignty and the relationship between American Indian tribal governments and federal and state government; industrialization, the emergence of modern America, and the Great Depression; World War II; and post-war United States to the present; and
- B. illustrate the influence of diverse ideas or beliefs on a theme or an event in the historical development of the United States.

Social Studies

Themes of United States History-High School

Purpose: Understand the development of United States history through the study of foundational documents, historical themes, historical eras, and diverse perspectives

- A. A student shall demonstrate an understanding of:
 1. the historical influence of foundational primary documents including, the Declaration of Independence and the United States Constitution;
 2. cultural, political, social, scientific, or economic themes, related to key people, events, and concepts in historical eras of the United States, for example, the convergence of people, Civil War and Reconstruction, the Great Depression, or contemporary United States; and
 3. how diverse ideas or beliefs have influenced different eras of United States history including tribal sovereignty and the relationship between American Indian tribal governments and federal and state government in earlier eras or in recent times.
- B. A student shall demonstrate the ability to:
 1. formulate historical questions and defend historical positions using evidence from primary and secondary sources representing a variety of perspectives;
 2. analyze historical issues and evaluate the impact of historical decisions; and
 3. think chronologically, for example, through developing historical narrative or through constructing and interpreting thematic and multi-tiered timelines.

Current Standard:

United States Citizenship-High School

A student shall demonstrate understanding of the foundations, rights, and responsibilities of United States citizenship including how the United States government, as established by the Constitution, embodies the principles and ideals of a democratic republic; the rights and responsibilities of United States citizens, non citizens, and dual citizens; and the formal and informal structures within which interest groups exercise power, by:

- A. examining the foundational documents, including the United States Constitution and the Bill of Rights relating to citizen rights and responsibilities,
- B. examining persisting issues involving rights, roles, and status of individuals in relation to the general welfare of society;
- C. analyzing how citizens can affect public policy; and
- D. observing, analyzing, and interacting with an actual or simulated governmental process.

Social Studies

United States Citizenship-High School

Purpose: Understands the foundations, rights and responsibilities of United States citizenship

- A. A student shall demonstrate an understanding of:
 1. the foundations, rights, and responsibilities of US citizenship;
 2. how the US Constitution and other foundational documents embody the principles and ideals of a democratic republic;
 3. the rights and responsibilities of citizens, non citizens, and dual citizens;
 4. the formal and informal structures of government, including how interest groups exercise power; and
 5. how citizens affect local, national, and foreign policy.
- B. A student shall demonstrate the ability to:
 1. use research and civic dialogue to examine issues involving rights, roles, and the status of individuals in relation to the general welfare of society; and
 2. observe, analyze, and interact with an actual or simulated governmental process.

Current Standard:

Diverse Perspectives-High School

A student shall evaluate events and actions from diverse United States and world perspectives by identifying:

- A. how race, culture, gender, and disability may influence beliefs, actions, and world view;
- B. how data and experiences may be interpreted differently; and
- C. issues, topics, or concepts around which disagreement or ambiguity exists, including describing points of view concerning the issue, investigating reasons for identified points of view, investigating reasons for alternate viewpoints, and analyzing how the interpretation of an issue is affected by omitted viewpoints.

Social Studies

Diverse Perspectives-High School

Purpose: Evaluate events and actions from diverse U.S. and world perspectives

- A. A student shall demonstrate an understanding of:
 - 1. how race, culture, gender, and disability may influence beliefs, actions, and world view;
 - 2. how the same data can be interpreted differently depending upon perspectives, goals, attitudes, personal history, culture, or other factors;
 - 3. issues, topics, or concepts around which disagreement or ambiguity exist; and
 - 4. two or more alternative points of view for one issue, topic, event, or concept around which disagreement or ambiguity exists.

- B. A student shall demonstrate the ability to:
 - 1. describe, explain, and compare points of view concerning an issue including the reasons for alternative points of view;
 - 2. evaluate events and actions from diverse United States and world perspectives; and
 - 3. analyze how interpretation is affected by omitting viewpoints.

Current Standard:

Human Geography-High School

A student shall demonstrate understanding of human geography by:

- A. identifying the location of major places and geographic features on the surface of the earth, the physical and cultural characteristics of places, the physical processes that shape patterns on the earth's surface, how movement of cultural characteristics interconnects various places, and how the physical environment is modified by and modifies human activities;
- B. interpreting and communicating geographic information through maps and other forms of graphic tools and geographic information systems;
- C. analyzing the effects of alterations on cultural landscapes, physical landscapes, or both;
- D. analyzing the relationship between geography and a dispute about land use versus ownership or political control; and
- E. analyzing the relationship between geography and culture.

Social Studies

Human Geography-High School

Purpose: Understand how people interact with the environment, how people of different regions interact with each other, and how conflict or change results from these interactions

- A. A student shall demonstrate an understanding of:
 1. the location of major places, regions, and geographic features on the surface of the earth;
 2. the physical processes that shape patterns on the earth's surface;
 3. the physical and cultural characteristics of places and regions;
 4. how the environment is modified by and modifies human activity;
 5. how changing relationships between humans and the physical environment influences the characteristics of places;
 6. how places, regions, and global systems are interconnected through the movement of people, ideas, resources and other cultural characteristics; and
 7. how changes in the patterns of human interaction result in changes in the cultural landscape.
- B. A student shall demonstrate the ability to:
 1. interpret and communicate geographic information through maps and other graphic tools and geographic information systems;
 2. predict changes or trends in physical or cultural landscape based on changes in spatial patterns or other geographic information; and
 3. use a geographic perspective in the analysis of a dispute over land use, resource utilization, or political control of territory.

Current Standard:

Institutions, and Traditions in Society-High School

A student shall demonstrate understanding of institutions and traditions in society by:

- A. identifying societal concepts that influence the interaction among individuals, groups, and institutions :in society; how societal concepts and institutions develop and change over time; and how cultural diversity affects conflict and cohesion within and across groups and institutions;
- B. examining tension between individuality and conformity;
- C. examining how roles, status, and social class affect interaction in groups and institutions;
- D. describing how institutions change over time; and analyzing how institutions affect continuity and change

Social Studies

Institutions and Traditions in Society – High School

Purpose: Understand the interaction and development of individuals, groups and institutions

- A. A student shall demonstrate an understanding of:
 1. institutions, for example, family, religion, educational, economic, or political institutions, and the traditions of those institutions;
 2. societal concepts that influence the interaction among individuals, groups, and society;
 3. how societal concepts and institutions develop and change over time;
 4. how cultural diversity affects conflict and cohesion within and across groups and institutions; and
 5. tensions between individuality and conformity and the groups that influence the tensions, for example family, peer groups, or the media.
- B. A student shall demonstrate the ability to:
 1. use observation, surveys, sampling, or other research to analyze how roles, status, and societal class affect interaction in groups and institutions; and
 2. analyze how institutions affect continuity and change.

Current Standard:

Community Interaction-High School

A student shall demonstrate an understanding of the relationships between organizations and the communities the organizations serve through direct service or experience, by:

- A. assessing and evaluating the impact of an issue, event, or service on a target population; and
- B. suggesting, applying, and evaluating strategies designed to improve the community through direct service or other authentic experience.

Social Studies

Community Interaction-High School

Purpose: Understand the relationships between organizations and the communities they serve through direct service or experience

- A. A student shall demonstrate an understanding of:
 - 1. the types of organizations that serve the community and the types of assistance they offer;
 - 2. how organizations assess community needs; and
 - 3. how individuals can work to improve the community.
- B. A student shall demonstrate the ability to:
 - 1. conduct a needs assessment to determine the impact of an issue, event, or service on the community; and
 - 2. suggest, apply, and evaluate strategies designed to improve the community through direct service or other authentic experience.

Current Standard:

World History and Cultures-High School

A student shall:

- A. demonstrate understanding of the significance of key people, events, places, concepts, and themes in the historical development of one or more world cultures by:
 - 1) a survey of world history including early civilizations, classical traditions, major empires, and institutions; expansions of exchange and encounter, intensified hemispheric interactions, and the first global age; the age of revolutions; and the twentieth century; **or**
 - 2) a comprehensive, in-depth focus on a single culture, nation, movement, or time period;
- B. investigate and analyze cause and effect relationships among issues, events, and major historical developments in at least one culture, nation, movement, or time period: and
- C. investigate and describe the impact of at least one theme on other cultures, nations, movements or time periods.

(The World History and Cultures standard may be repeated for elective credit if students complete both a world history survey and a comprehensive in-depth study).

Social Studies

World History and Cultures-High School

Purpose: Understand historical developments that gave rise to human societies

- A. A student shall demonstrate an understanding of:
 - 1. processes that influence the formation of human societies, for example, the development of agriculture or the development of institutions;
 - 2. characteristics of emerging and spreading civilizations, for example, increased influence through trade or conquest;
 - 3. processes of change within societies including, reform and revolution;
 - 4. causes and effects of political, social, or cultural exchanges and encounters, for example, the contact between Mesoamerican civilizations and the Spanish;
 - 5. patterns of global transformations and the rise of an interdependent world; and
 - 6. unifying themes across historical eras or across world regions in the same era.

B. A student shall demonstrate the ability to:

1. formulate a historical question about an event, issue, era, region, or culture;
2. evaluate a historical question for research feasibility;
3. gather information from secondary sources and original primary or translated sources; and
4. present research findings including, conclusions about the historical question, bias and perspective in sources, limitations of the investigation because of time or distance from sources, and possible questions for further research.

DRAFT