SOCIAL STUDIES

MICHIGAN Department of Education

# GRADE LEVEL CONTENT EXPECTATIONS

## GRADES K - 8

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# Welcome to Michigan's DRAFT Grade Level Content Expectations for Social Studies

## A Note from the K-8 Grade Level Content Expectations Work Group

The purpose of social studies instruction is to develop social understanding and civic efficacy. The draft Grade Level Content Expectations (GLCE) that you will review build disciplinary content and processes we believe contribute to responsible citizenship and form a foundation for high school social studies coursework.

The disciplinary knowledge found in this document can be used by students to construct meaning through understanding of powerful ideas drawn from the disciplines of history, geography, civics and government, and economics. We believe that these ideas can be best supported by assessment and instruction that focuses on the Standards for Assessment and the Standards for Teaching and Learning found in the Michigan Curriculum Framework.

Good social studies instruction and assessment incorporate methods of inquiry, involve public discourse and decision making, and provide opportunities for citizen involvement. Each year, students should receive instruction that allows them to think and act as historians, geographers, political scientists, and economists. For this type of thinking to occur, teachers should utilize the following disciplinary processes with their students:

- acquiring, organizing, and presenting social studies information
- conducting investigations on social studies questions
- analyzing public issues in our various communities
- engaging in constructive conversation around social studies topics
- composing cohesive essays expressing a position on public issues
- participating constructively as community members

Respect for the underlying values of a democratic society is developed through effective social studies education. In Michigan, our diverse communities expect that all students will have access to quality social studies instruction and assessment. Rigorous standards provide a framework for designing curriculum, assessment, and effective classroom instruction, that result in relevant learning experiences.

We recognize that these content expectations, when approved, will provide the necessary framework for deliberate professional development provided through the Michigan Department of Education, professional organizations, regional education service agencies, university teacher preparation programs, and publishing enterprises. Working collaboratively, teachers, administrators, university personnel, government officials, parents, community organizations, and businesses will prepare Michigan students to become productive 21st century citizens.

*The K-8 Social Studies GLCE were developed to meet the following criteria, which will be the basis for the field and national review.*

## RIGOR

**What is the level of intellectual demand of the expectations?**

- challenging enough to equip students to succeed at the next grade level
- represent the essential core content of a discipline – its key concepts and how they relate to each other

## CLARITY

**Are the expectations clearly written and presented in a logical, easy-to-use format?**

- more than just plain and jargon-free prose
- widely understood and accepted by teachers, parents, school boards, and others who have a stake in the quality of schooling
- provide guidance for university faculties who will prepare teachers to convey the expectations, and who later receive those teachers' students

## SPECIFICITY

**Are the expectations specific enough to convey the level of performance expected of students?**

- enough detail to guide districts in developing curricula and teachers in planning instruction
- address available time for instruction

## FOCUS

**Have tough choices been made about what content is the most important for students to learn?**

- prioritize facts, concepts, and skills that should be emphasized at each grade level

## PROGRESSION

**Do knowledge and skills build clearly and sensibly on previous learning and increase in intellectual demand from year to year?**

- move from simple to complex, from concrete to abstract
- delineate a progression of knowledge and skills, rather than repetition from grade to grade

## COHERENCE

**Do the expectations convey a unified vision of the discipline, and do they establish connections among the major areas of study?**

- reflect a coherent structure of the discipline and/or reveal significant relationships among the strands, and how the study of one complements the study of another
- represent a "back-mapping" from the high school expectations to a progression of benchmarks that middle and elementary school students would need to reach in order to be "on track" for success in college and work

## *The K-8 Social Studies GLCE development was guided by the following assumptions:*

- Existing grade level organization that uses the "expanding environments" or "expanding horizons" framework will be honored by the grade level content expectations, as it relates to the disciplinary ***rigor*** necessary for the next grade level.
- The grade level expectations will reflect the Michigan Curriculum Framework Social Studies Content Standards, as well as national history (U.S. and World), civics, and economics standards. These standards provide widely understood ***clarity*** in the social studies community.
- The grade level expectations will provide ***specificity,*** including examples that strongly convey the level of performance found in the expectation.
- Integration of disciplinary content (history, geography, civics and government, and economics) and disciplinary processes (inquiry, public discourse/decision-making, and citizen involvement) is necessary to ***focus*** instruction at each grade level. The focus will be provided through integrated units designed around essential questions, big ideas, key concepts, and enduring understandings.
- Vocabulary lists and clarification documents provide support for an entire set of K-12 expectations, enhancing ***progression*** and ***coherence.*** Relationships between content areas can be addressed in the format of the listing of expectations. The spiraling of content and processes from simple to complex, and concrete to abstract, should embrace the relevancy needed for school, work, and college.

We thank you in advance for reviewing this draft and for participating in the evaluation of the grade level focus and rigor, the clarity in the language, the specificity of the statements and examples, and the progression and coherence of concepts and skills within the document.

## *Understanding Temporary Coding for Social Studies GLCE*

**The draft K-5 Social Studies GLCE are coded using a three-part system.**

Kindergarten example – KH3 = Kindergarten, History Strand, 3rd Expectation

5th grade example – 5Q1 = Grade 5, Inquiry and Decision Making Strand, 1st Expectation

**The draft expectations for grade five, middle school, and high school are coded using a system that identifies the expectation in three parts.**

5th grade example – 3.3.1 = Era 3, Standard 3, 1st Expectation

6th grade example – 5.2.1 = Region 5, Standard 2, 1st Expectation

7th grade example – 4.2.3 = Region 4, Standard 2, 3rd Expectation

8th grade example – 5.3.6 = Era 5, Standard 3, 6th Expectation

## Understanding the Organizational Structure

The Grade Level Content Expectations for Grades 6-8 Social Studies are organized using the structure of the High School Social Studies Content Expectations. In addition to incorporating the Michigan Curriculum Framework Social Studies Content Standards and Benchmarks, the expectations address the national geography and history standards and build the general social studies knowledge, processes, and skills that form the foundation for high school social studies instruction. The structure is shown below. The skills and content addressed in these standards will, in practice, be woven together in a coherent integrated manner in the social studies curriculum. The expectations are meant to inform curriculum and assessment development.

### Grades 6-8 Social Studies Organizational Chart

| GRADE 6<br>Western Hemisphere Studies<br>Geography and History | GRADE 7<br>Eastern Hemisphere Studies<br>Geography and History | GRADE 8<br>Integrated<br>U.S. History |
|---|---|---|
| ***General Knowledge*** *[Imbedded in Grades 6-8 standards and expectations]* | | |
| **K1 General Knowledge** | | |
| K1.1 Understand and analyze historical, geographic, political, and economic relationships, patterns, and trends. | | |
| K1.2 Understand historical, geographic, political, and economic perspectives. | | |
| K1.3 Understand the diversity of human beings and human cultures. | | |
| K1.4 Analyze events and circumstances from diverse perspectives. | | |
| K1.5 Understand social problems, social structure, institutions, class, groups, and interaction. | | |
| K1.6 Apply social studies concepts to better understand major current local, national, and world events, issues, and problems. | | |
| K1.7 Integrate concepts from at least two different social studies disciplines. | | |
| K1.8 Understand significant concepts, principles, and theories of history, geography, civics, and economics as disciplines. | | |
| ***Processes and Skills*** *[Imbedded in Grades 6-8 standards and expectations]* | | |
| **P1 Reading and Communication** – read and communicate effectively. | | |
| P1.1 Use close and critical reading strategies to read and analyze texts pertaining to social science; attend to nuance, make connections to prior knowledge, draw inferences, and determine main idea and supporting details. | | |
| P1.2 Analyze point of view, context, and bias to interpret primary and secondary source documents. | | |
| P1.3 Understand that diversity of interpretation arises from frame of reference. | | |
| P1.4 Communicate clearly and coherently in writing, speaking, and visually expressing ideas pertaining to social science topics, acknowledging audience and purpose. | | |
| P1.5 Present a coherent thesis when making an argument, support with evidence, and present a concise, clear closing. | | |
| **P2 Inquiry, Research, and Analysis** – critically examine evidence, thoughtfully consider conflicting claims, and carefully weigh facts and hypotheses; engage in reasoned and informed decision making that should characterize each citizen's participation in American democracy. | | |
| P2.1 Understand the scientific method of inquiry to investigate social scientific and historical problems. | | |
| P2.2 Read and interpret data in tables and graphs. | | |
| P2.3 Know how to find and organize information from a variety of sources, analyze, interpret, support interpretations with evidence, critically evaluate, and present the information orally and in writing; report investigation results effectively. | | |
| P2.4 Use multiple perspectives and resources to identify and analyze issues appropriate to the social studies discipline being studied. | | |
| P2.5 Use deductive and inductive problem-solving skills as appropriate to the problem being studied. | | |

## Grades 6-8 Social Studies Organizational Chart

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|---|---|---|

***Processes and Skills (continued)***

**P3 Public Discourse and Decision Making**

P3.1 Clearly state an issue as a question of public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

P3.2 Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions.

P3.3 Write persuasive/argumentative essays expressing and justifying decisions on public policy issues.

**P4 Citizen Involvement** – Responsible Personal Conduct

P4.1 Act out of respect for the rule of law and hold others accountable to the same standard.

P4.2 Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.

| *Disciplinary Knowledge* | *Disciplinary Knowledge* | *Disciplinary Knowledge* |
|---|---|---|
| G1 Geographical and Historical Knowledge and Perspective<br>G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time<br>G3 Geographic Analysis of Culture and Global Issues by Regions<br>G4 Connections within the Western Hemisphere<br>• Tools and Uses of Geography<br>• Canada<br>• United States<br>• Mexico<br>• Central America<br>• South America<br>• Caribbean<br><br>C Civic Perspective<br>• Purposes of Government<br><br>E Economic Perspective<br>• Business Choices<br>• Economic Systems<br>• Economic Interdependence | G1 Geographical and Historical Knowledge and Perspective<br>G2 Geographical and Historical Analysis and Interpretation by and across Regions and Time<br>G3 Geographic Analysis of Culture and Global Issues by Region<br>G4 Connections within the Eastern Hemisphere<br>• Tools and Uses of Geography<br>• Peopling of the Eastern Hemisphere<br>• Africa<br>• Asia<br>• Europe<br>• Russia<br>• Australia and New Zealand<br>• Small Island Countries<br>• Antarctica<br><br>C Civic Perspective<br>• Purposes of Government<br><br>E Economic Perspective<br>• Business Choices<br>• Economic Systems<br>• Economic Interdependence | U1 Historical and Geographic Knowledge and Perspective<br>U2 Historical and Geographic Analysis and Interpretation<br>U3 Thematic Analysis of U.S. History Eras 3-5<br><br>Era 3 – The New Nation 1776-1800<br>Era 4 – Expansion and Reform 1792-1861<br>Era 5 – Civil War and Reconstruction 1850-1877<br><br>C Civic Perspective<br>• Conceptual Foundations<br>• Origins and Foundations of U.S. Government<br>• Functioning of U.S. Government<br>• U.S. in World Affairs<br><br>E Economic Perspective<br>• Business Choices<br>• Economic Systems<br>• Role of Government |

# 6TH GRADE GEOGRAPHY AND HISTORY - WESTERN HEMISPHERE

## 1 TOOLS AND USES OF GEOGRAPHY: THE WORLD IN SPATIAL TERMS

### 1.1 Spatial Perspective - Maps

*Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.*

**1.1.1 Use data in a variety of symbols and colors to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation of the Western Hemisphere.**

**1.1.2 Evaluate the advantages and disadvantages of using a map or a cartogram to illustrate a data set, such as population distribution, language use patterns, and energy consumption at different times of the year.**

**1.1.3 Use modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns in the Western Hemisphere.**

### 1.2 Spatial Perspective - Mental Maps

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**1.2.1 Locate with symbols on a map the major ocean currents, wind patterns, landforms, and climate regions of the Western Hemisphere.**

**1.2.2 Draw a sketch map from memory of the Western Hemisphere showing the major regions and validate the accuracy (relative size and location) of the sketch map using an atlas (Canada, United States, Mexico, Central America, South America, and Caribbean).**

**1.2.3 Locate with symbols/shading the general population distribution of the Western Hemisphere on a map and propose two generalizations about the location and density of the population.**

### 1.3 Early Civilizations

*Describe the characteristics of early Western Hemisphere civilizations.*

**1.3.1 Identify characteristics of civilizations using written and visual evidence: government, writing/record keeping, religion, social structure, technology, cities, specialized jobs, using historical records and accounts.**

**1.3.2 Identify and locate two early civilizations in the Western Hemisphere using historical and modern maps.**

## 2 CANADA

### 2.1 Places

*Describe the human and physical characteristics of places.*

**2.1.1 Use historical and modern maps and other sources to locate and describe the patterns of settlement for early people in Canada (pastoralism, coastal and river settlements).**

**2.1.2 Assess how variations in technology and perspectives affect human modification of landscapes over time and from place to place (mining, forestry, hydroelectric, Great Lakes uses, climatic limits to agriculture).**

**2.1.3 Explain how isolated communities have been changed by technology (cellular phones, air travel, snowmobiles).**

### 2.2 Cultural Mosaic

*Describe the characteristics, distribution, and complexity of Earth's cultural mosaics.*

**2.2.1 Identify and explain the factors that contribute to conflict within Canada (First Peoples, French/English cultural traditions, Quebec Province, recent immigrants).**

**2.2.2 Explain the overlapping and multiple cultural interactions between Canada and the United States (baseball, broadcasting, language, health care, consumer brands, currency, international border).**

### 2.3 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

**2.3.1 Compare and contrast representative government in the United States with the Parliamentary system in Canada (constitution, elections, rights and responsibilities of citizens, branches of government).**

### 2.4 Business Choices

*Explain how businesses and industries confront scarcity and choice when organizing, producing, and using resources to supply the market place.*

**2.4.1 Explain the importance of natural resources and their export to Canada's economy.**

**2.4.2 Explain that countries have different resources and some are of higher value or quality than others (Canada has iron ore, oil, natural gas, petroleum tar sands, forests, ocean resources).**

### 2.5 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

**2.5.1 Explain the separatist movement in Quebec, its history, current status, how it compares to secession in the United States.**

**2.5.2 Compare and contrast the changes in the Arctic environment of Canada in recent decades (report of the Intergovernmental Panel on Global Change, changes in the area and distribution of polar ice cap) by using GIS, remote sensing, and the World Wide Web.**

## 3 UNITED STATES

### 3.1 Economic Interdependence

*Describe the patterns and networks of economic interdependence on Earth's surface.*

**3.1.1 Diagram or map the movement of a consumer product from where it is manufactured to where it is sold (e.g., computers, athletic shoes, clothing, food).**

**3.1.2 Explain how communications innovations have affected economic interaction and where and how people work (Internet, home offices, World Wide Web, electronic work teams, new career opportunities, and the meaning of national and multinational companies).**

### 3.2 Resources

*Analyze the changes that occur in the meaning, use, distribution, and importance of resources.*

**3.2.1 Map the major present-day sources of key resources and locate the routes that link them to consumers in the United States (e.g., petroleum, coal, and copper).**

**3.2.2 Evaluate the effects of extracting and using resources in terms of the positive and negative impacts on the environment (drilling, mining, sustainable forestry, sustainable agriculture, conservation, recycling) by using GIS, remote sensing, and the World Wide Web.**

### 3.3 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

**3.3.1 Describe how people organize government, accomplish purposes, and assess effectiveness (local, state and national government; public policy and services).**

### 3.4 Economic Systems

*Explain the roles and responsibilities of various economic institutions which comprise the American economic system.*

**3.4.1 Explain how the market economy answers three basic questions: What should be produced? How will it be produced? How will it be distributed?**

**3.4.2 Identify, using a circular flow model, the roles of economic institutions (government, business firms, labor unions, financial institutions, and households).**

### 3.5 Uses of Geography

*Explain how to apply geography and history to interpret the present and plan for the future.*

**3.5.1 Analyze the economic and social impacts on a community when an economic activity leaves and moves to another place (for example, outsourcing of work, off-shoring of production).**

## 4 MEXICO

### 4.1 Physical Systems

*Describe the physical processes that shape the patterns on Earth's surface.*

**4.1.1 Account for topographic and human spatial patterns associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards) by using Geographic Information System (GIS), remote sensing, and the World Wide Web.**

**4.1.2 Construct and interpret climate graphs of major climatic regions of Mexico (northern, central, southern, and coastal).**

### 4.2 Human Migration

*Describe the characteristics, distribution, and migration of human populations on Earth's surface.*

**4.2.1 Describe the significance of the Aztec civilization on the development of agriculture, religion, and cultural developments in Mexico.**

**4.2.2 Find evidence that validates the cultural diffusion of ideas and products from Mexico to the United States in early and recent periods (architecture, Spanish language, restaurants, Spanish advertisements in newspapers, telephone and television in Spanish).**

### 4.3 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

**4.3.1 Compare and contrast representative government in the United States with the Federal Republic system in Mexico (constitution, elections, rights and responsibilities of citizens, branches of government).**

### 4.4 Economic Interdependence

*Explain how trade, economic development, and interdependence result in challenges and benefits for individuals, producers, and government.*

**4.4.1 Explain how international interdependence causes economic conditions and policies in one country that affect economic conditions and policies in other countries (North American Free Trade Agreement (NAFTA)).**

### 4.5 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

**4.5.1 Evaluate multiple points of view used by Mexican people to analyze and evaluate the effects of push and pull factors when making the decision to migrate (economic pulls, pushes from limited opportunities, family traditions, and regional migration patterns in Mexico).**

## 5 CENTRAL AMERICA

### 5.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**5.1.1 Draw a sketch map from memory of Central America showing the countries and validate the accuracy (relative size and location) of the sketch map using an atlas.**

### 5.2 Environment and Scarcity

*Describe how human actions modify the physical environment.*

**5.2.1 Describe the impacts of farming on the physical environment of Central America (deforestation, plantation crops, soil erosion, disasters from flooding).**

**5.2.2 Analyze the reasons why people in Central America are attracted to the steep slopes of volcanoes to farm when natural disasters sometimes occur (flooding, volcanic mud or lava flows).**

### 5.3 Human Systems

*Describe the processes, patterns, and functions of human settlement.*

**5.3.1 Use geographic and historical sources to trace the emergence of agricultural societies in Central America (squash, corn, tomato, beans).**

### 5.4 Early Civilizations

*Describe the characteristics of early civilizations in Central America.*

**5.4.1 Describe the significance of the Mayan civilization on the development of agriculture, religion, and cultural developments in Mexico, Belize, Guatamala, and Honduras.**

**5.4.2 Use historical and modern maps and other sources (GIS, remote sensing, World Wide Web) to locate and describe the distribution and function of religious and early urban centers of Mayan people in Central America.**

**5.4.3 Use maps and other sources to locate and describe land uses that dominate in early times through present in Central America (plantation, small farm, urban, and forestry).**

### 5.5 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

**5.5.1 Compare and contrast the effects of recent governmental systems and the changes that have occurred in Central America (military dictatorship, representative democracy, parliamentary).**

**5.5.2 Identify the purpose and functions of major international organizations in Central America (Organization of American States (OAS), United Nations, Non-Governmental Organizations).**

**5.5.3 Explain the challenges to governments and the cooperation needed in order to address international issues in the region (drug traffic, migration, human rights, corruption, social inequity).**

### 5.6 Economic Systems

*Describe characteristics of different economic systems, institutions, and incentives.*

**5.6.1 Compare and contrast the incentives provided to workers by plantation agriculture, multinational industries, local handicrafts, and tourism in the region.**

**5.6.2 Explain the non-economic factors that influence patterns of economic behavior and decision making by businesses and individuals (such as cultural traditions, values, interests).**

### 5.7 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

**5.7.1 Integrate multiple points of view used by people in Central America to analyze and evaluate the effects of push and pull factors when making the decision to migrate from rural to urban areas (economic pulls, pushes from limited opportunities, family traditions, economic and educational incentives, and regional migration patterns).**

## 6 SOUTH AMERICA

### 6.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**6.1.1 Draw a sketch map from memory of South America showing the countries (relative size and location) and validate the accuracy of the sketch map using an atlas.**

### 6.2 Early Civilizations

*Describe the characteristics of early civilizations in South America.*

**6.2.1 Use historical and modern maps and other sources to locate and describe the territorial extent and defining characteristics of the Inca Civilization in South America.**

### 6.3 Ecosystem Distribution

*Describe the characteristics and spatial distribution of ecosystems on Earth's surface.*

**6.3.1 Use maps and other sources to locate and describe the ecosystems of South America.**

**6.3.2 Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances (location relative to the equator, effects of elevation, proximity to water bodies, effects of annual river flooding).**

### 6.4 Physical and Human Systems

*Describe how physical systems affect human systems.*

**6.4.1 Describe the effects that an undesirable change in the physical environment could have on human activities and suggest choices people would have in adjusting (drought, disappearance of vegetation, flooding, pollution from volcanic eruptions, and earthquakes).**

### 6.5 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

**6.5.1 Compare and contrast the effects of recent governmental systems and the changes that have occurred in South America (military dictatorship, representative democracy, parliamentary).**

**6.5.2 Identify the purpose and functions of major international organizations in South America (OAS, United Nations, Non-Governmental Organizations).**

### 6.6 Economic Systems

*Describe the characteristics of different economic systems, institutions, and incentives.*

**6.6.1 Compare and contrast market, traditional and mixed economies of South American countries regarding the basic economic questions (What should be produced? How will it be produced? How will it be distributed?).**

**6.6.2 Explain how governments make decisions that affect both the country and other countries that use its natural resources (Venezuela, Peru, Ecuador).**

### 6.7 Uses of Geography

*Apply geography and history to interpret the present and plan for the future.*

**6.7.1 Compare and contrast the forced and voluntary migrations of people in the past in order to explain the present cultural and social complexity of Brazil and the social and economic issues they present (voting rights, equal opportunity, gender equity).**

**6.7.2 Compare and contrast the changes in the tropical forest environments of South America in recent decades by using GIS, remote sensing, and the World Wide Web and write two generalizations that include environmental and economic implications.**

# 7 CARIBBEAN ISLANDS

## 7.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**7.1.1 Draw a sketch map from memory of the Greater Antilles showing the countries (relative size and location) and validate the accuracy of the sketch map using an atlas (Cuba, Puerto Rico, Jamaica, Hispaniola with Haiti and the Dominican Republic).**

**7.1.2 Draw a sketch map and use symbols or shade in the general locational pattern of the Lesser Antilles (smaller islands).**

## 7.2 Places and Regions

*Explain how culture and experience influence people's perception of places and regions.*

**7.2.1 Use data that reflect different points of view about the Caribbean Island countries and territories and analyze those data to identify different perspectives on the region (tourist view, islander view, governmental view).**

**7.2.2 Analyze the enduring impacts that different immigrant groups have had on the cultural characteristics of the Caribbean Region (Africans, South Asians, Europeans, Mestizos).**

## 7.3 Spatial Organization

*Analyze the spatial organization of people, places, and environments on Earth's surface.*

**7.3.1 Use historical and modern maps and other sources to analyze the changes in the Caribbean Islands from the colonial period to independence.**

## 7.4 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

**7.4.1 Compare and contrast the effects of recent governmental systems and the changes that have occurred in the Caribbean Region (colonial rule, military dictatorship, representative democracy, parliamentary).**

**7.4.2 Explain the geopolitical relationships between Caribbean countries, commonwealths, and colonies, and the United States (Cuba, U.S. Virgin Islands, Puerto Rico, Haiti, Granada).**

## 7.5 Economic Systems

*Describe the characteristics of different economic systems, institutions, and incentives.*

**7.5.1 Compare and contrast the command economy of Cuba with the market economies of Jamaica and one other Caribbean country.**

**7.5.2 Explain the importance of tourism to the island economies of the Caribbean.**

## 7.6 Uses of Geography

*Apply geography to interpret the present and plan for the future.*

**7.6.1 Evaluate the projected effects of global change and rising sea levels on the economies of the Caribbean Island countries and colonies and propose possible solutions in anticipation of issues and problems that will result.**

**7.6.2 Use GIS, remote sensing, and the World Wide Web to analyze the occurrence of hurricanes in the Caribbean Region during past decades, their impact, and the role of government and non-governmental organizations (Red Cross, OAS, United Nations (UN)) in preparing for and recovering from natural disasters.**

# 1 TOOLS AND USES OF GEOGRAPHY– THE WORLD IN SPATIAL TERMS

## 1.1 Spatial Perspective - Maps

*Use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.*

**1.1.1 Use data in a variety of symbols and colors to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation of the Eastern Hemisphere.**

**1.1.2 Evaluate the advantages and disadvantages of using a map or a cartogram to illustrate a data set, such as population distribution, language use patterns, and energy consumption at different times of the year.**

**1.1.3 Use modern technology such as Geographic Positioning System (GPS), Geographic Information System (GIS), and satellite remote sensing to locate information and process maps and data to analyze spatial patterns in the Eastern Hemisphere.**

## 1.2 Spatial Perspective - Mental Maps

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**1.2.1 Locate with symbols on a map the major ocean currents, wind patterns, landforms, and climate regions of the Eastern Hemisphere.**

**1.2.2 Draw a sketch map from memory of the world (Eastern and Western Hemispheres), showing the major regions, and validate the accuracy (relative size and location) of the sketch map using an atlas.**

**1.2.3 Locate with symbols/shading the general population distribution of the Eastern Hemisphere on a map and propose two generalizations about the location and density of the population.**

# 2 THE PEOPLING OF THE EASTERN HEMISPHERE

## 2.1 Chronology

*Use chronological periods to organize World History.*

**2.1.1 Identify major turning points in geological time.**

**2.1.2 Explain the ways and reasons that people periodize the world based on time, culture and historical interpretation.**

**2.1.3 Explain the use of archeological evidence to determine the migrations of people in the Eastern Hemisphere.**

## 2.2 Agricultural Revolution

*Use the Agricultural Revolution as a turning point in history.*

**2.2.1 Explain the importance of the transition from pastoralism to sedentary agriculture on societies.**

**2.2.2 Explain how the agricultural revolution resulted in societal and economic changes, and the importance of the natural environment in the development of agricultural settlements in different locations.**

### 2.3 Early Civilizations

*Explain ways that Early Civilizations represented major changes for people and the environment.*

**2.3.1 Identify characteristics of civilizations using written and visual evidence (e.g., government, written language, religion, social structure, technology, cities, specialized jobs, keeping historical records and accounts).**

**2.3.2 Use historical and modern maps and other sources to identify and locate major river system civilizations in the Eastern Hemisphere (Tigris, Euphrates, Huang He, Nile, and Indus).**

**2.3.3 Explain the role of economics in shaping the development of early civilizations (trade routes and their significance, supply and demand for products).**

**2.3.4 Use historical and modern maps to analyze the movements and patterns of populations throughout the Eastern Hemisphere from early to modern times.**

### 2.4 Agricultural Revolution

*Analyze the Agricultural Revolution as the most significant change in human history.*

**2.4.1 Make an evidentiary-based argument to demonstrate that the agricultural revolution made all subsequent growth in culture possible.**

## 3 AFRICA – SUB-SAHARAN REGION

### 3.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**3.1.1 Draw a sketch map from memory of the climate regions of Africa (tropical, savannah, steppe, desert, Mediterranean) mirrored north and south of the equator, their relative size and location; validate its accuracy using an atlas.**

### 3.2 Places

*Describe the human and physical characteristics of places.*

**3.2.1 Use historical and modern maps and other sources to locate and describe the patterns of migration for early people in Sub-Saharan Africa (Bantu, San) and the subsequent locations where they reside today using indicators such as language (Swahili), indigenous technologies, and economic systems.**

**3.2.2 Assess how variations in perceptions of the environment and technology affect human modification of landscapes over time and from place to place in the region (mining, agriculture, pastoralism, urbanization).**

**3.2.3 Explain how European countries colonized, introduced new ideas and products, and had major cultural impacts that affect the region in present times.**

### 3.3 Cultural Mosaic

*Describe the characteristics, distribution, and complexity of Earth's cultural mosaics.*

**3.3.1 Identify and explain the factors that contribute to conflict within Sub-Saharan Africa (ethnic groups, territorial rivalries, control of natural resources, migration).**

**3.3.2 Explain the overlapping and multiple cultural interactions that have occurred in the region as a result of trade and language connections (Swahili as a language of trade).**

### 3.4 Human Systems

*Explain the growth of empires, towns, and trade in Sub-Saharan Africa.*

**3.4.1 Use historical and modern maps and other sources to compare and contrast the locations, political, economic, and religious characteristics of the Mali and Songhay.**

### 3.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**3.5.1 Explain the independence movement in Sub-Saharan Africa and the development of newly independent countries, their problems and promises.**

**3.5.2 Use examples from Sub-Saharan Africa to compare and contrast different forms of government (representative democracy, dictatorship, one-party and multi-party political systems).**

**3.5.3 Explain the development of apartheid in South Africa, its colonial roots, and the events that resulted in the success of the African National Congress Party in establishing a representative constitutional government.**

### 3.6 Business Choices

*Explain that businesses and industries confront scarcity and choice when organizing, producing, and using resources to supply the market place.*

**3.6.1 Explain the importance of natural resources and their export to global markets by Sub-Saharan countries.**

**3.6.2 Explain that countries in Sub-Saharan Africa have different resources and some are of higher value or quality than others; explain how the integration of resource use would help economic development in the region (iron ore, diamonds, oil, natural gas, forests, ocean resources).**

### 3.7 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**3.7.1 Use modern maps and other sources to locate where violations of human rights have occurred in contemporary times in Sub-Saharan Africa; compare and contrast those violations using the United Nations Declaration of Human Rights and Core Democratic Values found in the United States.**

**3.7.2 Compare and contrast the standard of living among countries in Sub-Saharan Africa by preparing a series of maps and graphs; use indicators (such as Gross Domestic Product, availability of potable water, access to health care, medical facilities, infant mortality, diseases) using computer mapping and graphing.**

**3.7.3 Compare and contrast pre- with post-Apartheid South Africa and the emerging international relationships the changes had for other Sub-Saharan Africa countries (economic, political, trade, migration).**

## 4 AFRICA – NORTH AFRICAN REGION

### 4.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**4.1.1 Draw a sketch map from memory of the population distribution of North Africa showing the population pattern (Nile Valley, Mediterranean coast) and validate the accuracy (location and distribution) of the sketch map using an atlas.**

## 4.2 Places

*Analyze the human and physical characteristics of places.*

**4.2.1 Assess how the desert environment of the region has necessitated innovative ways to use the land, and technology has enabled the human modification of landscapes over time and from place to place in the region (oasis agriculture, pastoralism, urbanization).**

**4.2.2 Use remote sensing and modern population distribution maps to describe and analyze the agricultural importance of the Nile River valley to present day Egypt and the dependence on irrigation.**

**4.2.3 Explain how European countries colonized North Africa (with the exception of Egypt), introduced new ideas and products that conflicted with traditional cultural patterns, and had major cultural and economic impacts that affect the region in present times.**

## 4.3 Resources

*Describe the changes that occur in the meaning, use, distribution, and importance of resources.*

**4.3.1 Use modern maps and other sources to locate and describe the patterns of natural resources (oil, natural gas, fresh water) in the region.**

**4.3.2 Draw maps that show where major present-day products (oil, natural gas, and agricultural products) are produced and locate the routes that link them to consumers in Europe and other parts of the world.**

**4.3.3 Describe the natural hazards that affect the region (drought, desertification, desert locusts) and use GIS, remote sensing, and the World Wide Web to demonstrate their effects on the North African environment and people.**

## 4.4 Human Systems

*Explain the role of empires, towns, and trade in North Africa.*

**4.4.1 Use historical and modern maps and other sources to locate major places and explain the system of government and social class in ancient Egypt.**

**4.4.2 Use historical and modern maps and other sources to locate and analyze the places in North Africa where Islam and traditional African religions overlapped and the consequences for modern times (Sudan, Chad, Mali, Nigeria, and Burkina Faso).**

## 4.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**4.5.1 Describe the political processes experienced within North African countries in changing from traditional political organizations based on ethnic groups to another form of government, with one being representative democracy (Egypt, Ethiopia, Chad, and Morocco).**

**4.5.2 Analyze how governments in North Africa respond to political dissent by minority and ethnic groups (represent both the positive and negative responses; Morocco, Egypt, Sudan, Burkina Faso).**

## 4.6 Economic Systems

*Analyze the roles and responsibilities of various economic institutions and organizations in North Africa.*

**4.6.1 Identify current and potential contributions of North Africa to global trade (oil and natural gas trade).**

**4.6.2 Describe the economic role of international non-governmental organizations in providing financial and technical assistance to North African countries to address persistent environmental problems, social issues and ethnic conflicts (Sudan, Chad, Mali, Nigeria, Somalia, and Burkina Faso).**

## 4.7 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**4.7.1 Use maps, remote sensing, GIS, and data tables to analyze the economic and social impacts of population change and distribution on potable water resources in North Africa and the reasons for and consequences of decreasing water supplies for the region and how problems might be addressed.**

## 5 ASIA – SOUTHWEST AND CENTRAL ASIA REGION

(Southwest Asia includes the eastern region of the Mediterranean, the Arabian Peninsula, Turkey, Iraq, Iran, Afghanistan, and Pakistan. Central Asia includes the "stan" countries - meaning land of - that includes Kazakhstan, Kirgizstan, Uzbekistan, Turkmenistan, and Tajikistan.)

### 5.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**5.1.1 Draw a sketch map from memory of the generalized language distribution of Southwest and Central Asia and describe the patterns (Arabic, Farsi, Turkic, and Hebrew) and validate the accuracy (location and distribution) of the sketch map using an atlas.**

### 5.2 Human Systems

*Describe the characteristics, distribution, and migration of human populations on Earth's surface.*

**5.2.1 Describe the significance of the crossroads at the hub of land connecting Africa, Asia, and Europe in the development and exchange of ideas about agriculture, religion, and language.**

**5.2.2 Locate the places where three major religions developed (Islam, Christianity, and Judaism) and contrast and compare the beliefs of each.**

**5.2.3 Use the World Wide Web to access data bases and develop maps and graphs to compare and contrast the total population of adherents and their distributions within the region.**

### 5.3 Early Civilizations

*Describe early civilizations and pastoral nomads.*

**5.3.1 Use historical and modern maps to describe how the three religions in the region spread geographically.**

**5.3.2 Locate and identify the territorial overlaps between the three major religions (Islam, Christianity, and Judaism) in the region and the political and cultural consequences of the territorial overlaps (Israel and the Palestinians claim the same land; conflict over control of religious sites; forced and voluntary migrations).**

**5.3.3 Use historical and modern maps and other sources to locate and describe the major land and maritime routes that became trade networks, sites for merchant communities, migration routes, and linkages to systems of production in Europe, Asia, and Africa (Silk Road, Damascus Road, routes to Mesopotamia, Red Sea, Arabian Sea, Mediterranean Sea).**

**5.3.4 Use historical and modern maps and other sources to locate and describe how the natural environment, including the Tigris, Euphrates, and Indus Rivers, helped shape the early development of civilizations of Mesopotamia, the Indus Valley and Persia.**

**5.3.5 Use historical and modern maps and other sources to locate and explain the importance of water resources and the physical geography of the Fertile Crescent on the development of trade and urban centers (Babylon, Jerusalem, Damascus, Beirut).**

### 5.4 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**5.4.1 Explain that governments are formal institutions that have the right to make and implement binding decisions about such matters as the distribution of resources, allocations of benefits and burdens, and the management of conflicts (treaties, agreements, and allocations).**

**5.4.2 Explain how the purposes served by government affect relationships between the individual, government, and society as a whole and the differences that occur in monarchies, dictatorships, and representative governments.**

### 5.5 Economic Interdependance

*Explain that trade, economic development, and interdependence result in challenges and benefits for individuals, producers, and government.*

**5.5.1 Explain how international interdependence causes economic conditions and policies in one country that affect economic conditions and policies in other countries (oil, Organization of the Petroleum Exporting Countries (OPEC)).**

### 5.6 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**5.6.1 Use GIS, remote sensing, and the World Wide Web to research the way that petroleum has defined the region for people living there as well as those outside the region.**

**5.6.2 Use data banks from the World Wide Web (OPEC, the United Nations, and countries) to determine which countries would be affected most by a global change to other sources of energy.**

## 6 SOUTH ASIA – INDIA, BANGLADESH, NEPAL, BHUTAN, SRI LANKA, MALDIVES

### 6.1 Spatial Perspectives

*Use mental maps to organize information about people, places and environments in a spatial context.*

**6.1.1 Draw a sketch map from memory of South Asia showing the countries and validate the accuracy (relative size and location) of the sketch map using an atlas.**

**6.1.2 Locate and map the rivers, adjacent water bodies, and the major topographic features of the region.**

### 6.2 Physical and Human Systems

*Explain how physical systems affect human systems.*

**6.2.1 Describe the monsoon climate of South Asia and its importance to farming and food production.**

**6.2.2 Use population maps to analyze the patterns of population and their densities in South Asia and explain the importance of river valleys (Ganges, Brahmaputra) and their deltas.**

### 6.3 Human Systems

*Analyze the processes, patterns, and functions of human settlement.*

**6.3.1 Use modern and historical maps to analyze the urban pattern in South Asia and the changing number of mega cities (larger than 5 million population) in the region.**

**6.3.2 Explain why people would choose to migrate from a rural, farming form of settlement to a concentrated, urban form of settlement (employment, education, health services, housing, upward mobility in society).**

### 6.4 Early Civilizations

*Describe the characteristics of early civilizations in South Asia.*

**6.4.1 Describe the development of Indian civilization including the rise and fall of the Maura Empire and the Golden Age of classical India (ideas, institutions, art forms, social structures, divisions of labor).**

**6.4.2 Use historical and modern maps and other sources to locate and describe the development and impact of Hinduism and Buddhism and the diffusion of Buddhism within and outside the region.**

**6.4.3 Use maps and other sources to locate and describe the use of military power, state bureaucracy, legal codes, belief systems, communications including writing, and trade routes in the integration and control over large regions (empires).**

### 6.5 Purposes of Government

*Describe how people identify, organize, and accomplish the purposes of government.*

**6.5.1 Compare and contrast the countries in the region regarding their types of government (representative government, constitutional monarchy).**

**6.5.2 Explain the role of Mahatma Gandhi, his vision of an independent, democratic India and the role of education and economic progress in the development of the world's largest democracy.**

**6.5.3 Explain the challenges to the governments in the region of large populations, conflicts (India and Pakistan; Tamils and Sinhalese in Sri Lanka; separatist movements in India; Jammu-Kashmir) and how those issues are being addressed.**

### 6.6 Economic Systems

*Explain the characteristics of different economic systems, institutions, and incentives.*

**6.6.1 Compare and contrast the factors that provide countries with a comparative advantage in the global market place for jobs and services (outsourcing in India; Bangalore as a technological center; call centers).**

**6.6.2 Explain non-economic factors that influence patterns of economic behavior and decision making by businesses and individuals (such as cultural traditions, values, interests).**

### 6.7 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**6.7.1 Using the World Wide Web and other sources, research the gross domestic product (GDP) per capita for the countries in South Asia and compare and contrast the GDP with other information (educational level, life expectancy, infant mortality, etc.) in order to show possible cause and effect relationships.**

## 7 EAST ASIA - CHINA

### 7.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**7.1.1 Draw a sketch map from memory of China showing the major climatic regions (dry and humid, tropical and mid latitude) and validate the accuracy of the sketch map using an atlas.**

**7.1.2 Locate and map the rivers, adjacent water bodies, and the major topographic features of the region.**

### 7.2 Early Civilizations

*Describe the characteristics of early Chinese civilizations.*

**7.2.1 Use historical and modern maps and other sources to describe the historical origins of the Zhou and Han dynasties.**

**7.2.2 Describe the importance of the environmental conditions of the Huang He civilization, its citizens and government, and how it compares with the conditions in Mesopotamia.**

**7.2.3 Describe the role of technology, tools, and weapons, including bronze casting, and the development of the plow, bow, gun powder and pottery in the development of Chinese civilization.**

**7.2.4 Describe the importance of the written language, its importance in recording history, and its diffusion in East Asia.**

## 7.3 Ecosystem Distribution

*Explain the characteristics and spatial distribution of ecosystems on Earth's surface.*

**7.3.1 Use modern maps and other sources to locate and describe the ecosystems of China, with emphasis on the dry west and the more humid east.**

**7.3.2 Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances (location relative to the equator, effects of elevation, proximity to water bodies, effects of annual river flooding).**

## 7.4 Physical and Human Systems

*Describe how physical systems affect human systems.*

**7.4.1 Describe ways that the physical environment in China has impacted human systems, such as flooding with annual loss of life and property and the response (Three Gorges Dam) and drought and desertification and the response (reforestation of much of western China).**

## 7.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**7.5.1 Describe the role of the government of China in addressing population growth and the policies they have implemented to contain growth (one family – one child; effects of urban middle class).**

**7.5.2 Describe the communist government of China and the regimentation it imposes on the population, including policies regarding religion, political parties, Internet usage, public demonstrations, and anti-government publications).**

## 7.6 Economic Systems

*Explain the characteristics of different economic systems, institutions, and incentives.*

**7.6.1 Analyze the impact that China is having on the global economy in general, and the United States economy in particular (balance of trade, imports, exports, tariffs, most favored trade agreements, education).**

**7.6.2 Explain why the government of China approved policies permitting a mix of command and market economies within a communist system.**

## 7.7 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**7.7.1 Describe the major economic and political connections between the United States and China and analyze their causes and consequences (production of consumer goods in China; competition for global markets; and the global political power of China (Security Council member of the United Nations; nuclear military power).**

**7.7.2 Analyze the changing population structure of China (population diagram/pyramid) with fewer younger people and more people in their later years of life, the need for labor and service workers, the overall impact on the gross domestic product, and the demands of funding retirement and health care.**

## 8 EAST ASIA – JAPAN AND THE KOREAN PENINSULA

### 8.1 Spatial Perspective

*Use mental maps to organize information about people, places and environments in a spatial context.*

**8.1.1 Draw a sketch map from memory of the Japanese Archipelago showing the islands (relative size and location) and validate the accuracy of the sketch map using an atlas (Hokkaido, Honshu, Shikoku, and Kyushu).**

**8.1.2 Draw a sketch map from memory of the Korean Peninsula, showing North and South Korea, and validate the accuracy of the sketch map using an atlas.**

**8.1.3 Draw a sketch map and use symbols or shade in the coastal lowlands, mountainous regions and nearby water bodies of both Japan and Korea.**

### 8.2 Early Civilizations

*Describe the characteristics of early civilizations.*

**8.2.1 Use historical and modern maps and other sources to describe the influence of China in the historical origins of Japanese and Korean culture.**

**8.2.2 Describe the importance of the environmental conditions of coastal plain settlements and early agricultural economies and the emergence of political control at Nikko in Japan.**

**8.2.3 Describe Japan's defining and unique historical characteristics that result in part from its proximity to the Asian mainland and its isolation from the mainland.**

**8.2.4 Describe the historical origins of the Korean Peninsula and its subsequent division into two countries with different political and economic systems.**

**8.2.5 Describe the importance of the diffusion of the written Chinese language to Japan and Korea.**

### 8.3 Places and Regions

*Explain how culture and experience influence people's perception of places and regions.*

**8.3.1 Describe the different points of view that people in Japan and South Korea have as a result of their transition from traditional to modern societies (education, popular culture, changing gender roles, traditional and modern lifestyle).**

### 8.4 Spatial Organization

*Analyze the spatial organization of people, places, and environments on Earth's surface.*

**8.4.1 Use historical and modern maps and other sources to analyze the location of Japan's industrial and commercial activities and its success in the global economy.**

### 8.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**8.5.1 Compare and contrast the governments of North and South Korea with regard to human rights, political choices, individual rights, nuclear armaments, military.**

### 8.6 Economic Systems

*Explain the characteristics of different economic systems, institutions, and incentives.*

**8.6.1 Compare and contrast the command economy of North Korea with the market economy of South Korea using the questions: What should be produced? How will it be produced? How will it be distributed?**

### 8.7 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**8.7.1 Describe the contemporary political and economic connections between Japan and the United States and analyze the consequences for the future economic and political policies of each country (balance of trade, tariffs, quotas, World Trade Organization (WTO)).**

**8.7.2 Describe the influences Japan has had on global trade with particular reference to automobiles and electronic equipment such as computers.**

## 9 SOUTHEAST ASIA

### 9.1 Spatial Perspectives

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**9.1.1 Draw a sketch map from memory of Southeast Asia and the Archipelago showing the largest and most populated islands (relative size and location) and validate the accuracy of the sketch map using an atlas.**

**9.1.2 Draw a sketch map, using symbols or shading to identify the natural hazards in the region (tsunamis, earthquakes, volcanoes, typhoons).**

### 9.2 Early Civilizations

*Describe the characteristics of early civilizations.*

**9.2.1 Use historical and modern maps and other sources to describe the political and economic empires that influenced the diverse cultural development (religion and language) in the region.**

**9.2.2 Describe the importance of the environmental conditions that permitted population growth and settlement in the region, with particular reference to the relationship between people and the oceans.**

**9.2.3 Describe Southeast Asia's defining and unique historical characteristics that result in part from its proximity to China and the heavily traveled ocean routes of South and Southeast Asia.**

**9.2.4 Describe the historical origins of Vietnam, its subsequent division into two countries with different political and economic systems, the role of the United States in the region, and the reunification of the country.**

### 9.3 Places and Regions

*Explain how culture and experience influence people's perception of places and regions.*

**9.3.1 Describe the different points of view that people in Southeast Asia have as a result of their colonial experience (except Thailand) and describe the transition from traditional to modern societies (education, popular culture, changing gender roles, traditional and modern lifestyle).**

### 9.4 Spatial Organization

*Analyze the spatial organization of people, places, and environments on Earth's surface.*

**9.4.1 Use historical and modern maps and other sources to analyze the location of Southeast Asia's industrial and commercial activities and its success in the global economy (the Tiger economies, off-shoring, and outsourcing in the region).**

### 9.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**9.5.1 Identify the religious and cultural diversity of Thailand (Islamic, Buddhist, Christian, Indigenous) with regard to the establishment of a Constitutional Monarchy and the issues it presents.**

### 9.6 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**9.6.1 Describe the contemporary political and economic connections between Southeast Asia and the United States and analyze the consequences for the future economic and political policies within the region (balance of trade, tariffs, quotas, WTO, Association of Southeast Asian Nations (ASEAN)).**

**9.6.2 Describe the influences of Southeast Asia on global trade with particular reference to the production of consumer goods (e.g., tennis shoes, clothing, small appliances).**

## 10 EUROPE

### 10.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**10.1.1 Draw a sketch map from memory of Europe showing the countries and validate the accuracy (size and location) of the sketch map using an atlas.**

**10.1.2 Draw a sketch map from memory of Europe showing the major climatic regions (based on the major effects of proximity to large bodies of water and latitude) and validate the accuracy of the sketch map using an atlas.**

**10.1.3 Locate and map the rivers, adjacent bodies of water, and the major topographic features of the region.**

### 10.2 Early Civilizations

*Describe the characteristics of early civilizations.*

**10.2.1 Use historical and modern maps and other sources to describe the historical origins of Aegean City States and the role of Greek City States in the development of classical civilizations and democratic principles of governance.**

**10.2.2 Use historical and modern maps and other sources to describe the major phases in the expansion of the Roman Empire to unify the Mediterranean Basin.**

**10.2.3 Describe the development and geographic spread of Judaism, Christianity, and Islam in the geographic and historical context of the Mediterranean Basin and their influence on adjacent regions.**

## 10.3 Economic Interdependence

*Analyze the patterns and networks of economic interdependence on Earth's surface.*

**10.3.1 Use modern maps from the World Wide Web and other sources to locate the countries in Europe that are members of the European Union (EU) and those that are not (27 members in 2007; 11 were not in 2007) and the role of the EU as a supranational political entity.**

**10.3.2 Compare and contrast the past conditions that have resulted in World Wars in Europe (centrifugal forces = divides) with the current conditions as exemplified by the European Union, its Parliament, and Court System (centripetal forces = cooperation).**

**10.3.3 Describe the economic success of the European Union as a result of a large population needed for a domestic market, absence of trade barriers between members, and open internal migration for employment.**

## 10.4 Cultural Mosaic

*Explain the characteristics, distribution, and complexity of Earth's cultural mosaics.*

**10.4.1 Compare and contrast the cultural diversity in the EU in language, religion, and ethnicity with the cultural characteristics of the United States and the impact of cultural cohesiveness in both places.**

## 10.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**10.5.1 Compare and contrast the democracy and citizenship ideas, values, and institutions of classical Greece and western political thought and institutions, with special attention to civic participation, voting rights, legislative bodies, constitution writing, the rule of law, and the role of the Polis.**

## 10.6 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**10.6.1 Analyze the demographic patterns of age structure (population diagrams) in both EU and non-EU countries in Europe (all except European Russia); predict issues regarding labor force, educational services, aging of the population, and the funding of services such as state-sponsored retirement programs.**

# 11 RUSSIA

## 11.1 Spatial Perspective

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**11.1.1 Draw a sketch map from memory of Russia shading the general population distribution and check the accuracy of the sketch map using an atlas.**

**11.1.2 Locate and map the rivers, adjacent bodies of water, and the major topographic features of the region.**

## 11.2 Early Civilizations

*Describe the characteristics of early civilizations.*

**11.2.1 Use historical and modern maps and other sources to describe the historical origins of the Russian Colonial Empire, including its control of Siberia, Alaska, and Central Asia.**

**11.2.2 Describe the importance of the environmental conditions that represented challenges for invaders (the Huns, Mongols, Nazi Germany) of Russia's northern location.**

**11.2.3 Describe the historic importance of Russia's size and location in Eastern Europe and northern Asia and the impact on its identity, and its relationship to social, scientific, and economic change in Western Europe (serfdom, absolute monarchy, democratic principles, and industrial revolution).**

## 11.3 Ecosystem Distribution

*Explain the characteristics and spatial distribution of ecosystems on Earth's surface.*

**11.3.1 Use modern maps and other sources to locate and describe the ecosystems of Russia, with emphasis on the northern climates and continental effects on climatic conditions.**

**11.3.2 Explain how and why ecosystems differ from place to place as a consequence of differences in soils, climates, and human and natural disturbances (location relative to the equator, effects of elevation, proximity to bodies of water, effects of annual river flooding, and regional water resources).**

## 11.4 Physical and Human Systems

*Describe how physical systems affect human systems.*

**11.4.1 Describe ways that the physical environment in Russia has impacted human systems, such as the effect of a short growing season on crops, difficulty in exploring for minerals, oil, and gas in cold climates, and drought in the steppes agriculture regions in Southern Russia.**

## 11.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**11.5.1 Describe the Bolshevik Revolution, the change from a monarchy to a communist form of government in Russia (became the Soviet Union in 1917), and the characteristics of the communist state with regard to freedom of religion, speech, and assembly.**

**11.5.2 Describe the Soviet Union (Russia and 14 other republics) as the world's longest experiment with a communist government (ended in 1991).**

### 11.6 Economic Systems

*Explain the characteristics of different economic systems, institutions, and incentives.*

**11.6.1 Describe the changes that occurred in the command economy when Russia became an independent country in 1991 and began the transition to a market economy.**

### 11.7 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**11.7.1 Use maps from the World Wide Web and other sources to locate Russia and Europe and identify their oil and natural gas reserves, production and consumption patterns; test student-generated hypotheses about the geographic, economic, and political influences Russia may have over Europe in the future.**

## 12 AUSTRALIA AND NEW ZEALAND

### 12.1 Spatial Perspectives

*Use mental maps to organize information about people, places, and environments in a spatial context.*

**12.1.1 Draw a sketch map from memory of Australia and New Zealand (relative size and location) and validate the accuracy of the sketch map using an atlas.**

**12.1.2 Draw a sketch map from memory of Australia and New Zealand shading in the general population distribution for each country and validate the accuracy of the sketch map using an atlas.**

**12.1.3 Draw a sketch map using symbols or shading to identify the coastal lowlands, mountainous regions, desert environments, and nearby oceans of both Australia and New Zealand.**

### 12.2 Early Civilizations

*Describe the characteristics of early civilizations.*

**12.2.1 Use historical and modern maps and other sources to describe the location of Aboriginal settlements in Australia and the Maori in New Zealand and describe the importance of the Asian-Australian Land Bridge and ocean navigation.**

**12.2.2 Use historical and modern maps and other sources to locate and describe the arrival of the early European explorers and settlers in Australia and New Zealand.**

**12.2.3 Compare and contrast the clash of cultures that occurred between the Europeans and indigenous hunter-gatherer peoples of Australia and New Zealand with the arrival of Europeans in the Americas.**

### 12.3 Economic Interdependence

*Explain the patterns and networks of economic interdependence on Earth's surface.*

**12.3.1 Use historical and modern maps and other sources to locate the initial patterns of trade and the commodities traded between Australia/New Zealand, England (the United Kingdom), and Ireland to the 1980s.**

**12.3.2 Use modern maps and the World Wide Web and other sources to identify the post-1980 patterns of trade between Australia/New Zealand and Asian countries and the reasons for those changes (location, Asian immigration to Australia, geopolitical influence, and the needs of Asian countries for mineral resources, food, and fiber – cotton, wool).**

### 12.4 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**12.4.1 Use the reparations that have been made to Aboriginal and Maori peoples in the last two decades as an example of one means for governments to address past injustices to a cultural or ethnic population.**

### 12.5 Economic Systems

*Explain the characteristics of different economic systems, institutions, and incentives.*

**12.5.1 Identify the similarities in and importance of the natural resources export economy of Australia with that of Canada (both are developed countries that have a major dependence on natural resources exports).**

### 12.6 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**12.6.1 Use modern maps, the World Wide Web, and other sources to analyze the past climatic conditions and predict the possible impact that global climate change will have on Australia's interior, coastal populations, and Great Barrier Reef.**

## 13 SMALL ISLAND COUNTRIES

### 13.1 Places

*Explain the unique physical and human characteristic of places.*

**13.1.1 Identify the number of small island countries in the world.**

**13.1.2 Explain that island countries usually have an ecological niche that they rely on to provide for their population, or they are dependent on other places for their survival.**

### 13.2 Early Civilizations

*Describe the characteristics of early civilizations.*

**13.2.1 Explain that small island cultures may have significant evidence of historical prominence (Easter Island, Samoa, Comorros).**

### 13.3 Physical and Human Systems

*Explain how physical systems affect human systems.*

**13.3.1 Describe the consequences of sea level rise as a result of global climate change on the environments, size, and viability of many small island countries (Maldives, Fiji, Vanuatu, and others).**

### 13.4 Places and Regions

*Explain how culture and experience influence people's perception of places and regions.*

**13.4.1 Compare and contrast the points of view that people on small islands may have of the threat of global warming to views of people on the world's continents.**

### 13.5 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**13.5.1 Explain that the governments of small island countries that are members of the United Nations have one vote on issues that come before the UN General Assembly (all members have one vote; the Security Council's five permanent members each have veto power).**

**13.5.2 Explain why small island countries sometimes decide to vote as a block on issues before the United Nations.**

### 13.6 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**13.6.1 Describe why the culture of small islands is a pull factor for young adults to remain while the economic opportunities are a push factor encouraging young adults to migrate.**

## 14 ANTARCTICA AND NORTH POLAR CAP

### 14.1 Places

*Describe the human and physical characteristics of place.*

**14.1.1 Use a diagram or model to explain why the land north and south of 66.5 degrees latitude has two seasons based on length of day (short days and long days or daylight) and the consequences for climatic conditions.**

**14.1.2 Explain that human activity in the polar regions (scientific study, mineral exploration, hunting) requires adaptations and adjustments to the severe environmental conditions (special clothing, housing, transportation, communications).**

**14.1.3 Describe the endurance difficulties of exploration parties led by Byrd, Perry, Amundsen, Henson, and Shackleton relative to the conditions in both Polar Regions.**

### 14.2 Early Civilizations

*Describe the characteristics of early peoples.*

**14.2.1 Describe the absence of permanent settlement in the Antarctic and the presence of early nomadic peoples (migrant or permanent) in the Arctic regions (Bering Land Bridge, Canadian Archipelago) who lived by hunting, fishing, and trading.**

### 14.3 Physical Systems

*Explain the physical processes that shape the patterns on Earth's surface.*

**14.3.1 Construct and analyze early and more recent climate graphs (climographs) from polar weather stations and compare and contrast them to determine changes, and evaluate the consequences of those changes – either warming or cooling – on the Polar Regions.**

**14.3.2 Explain the consequences of climate change in the Polar Regions, how it is expected to affect sea level, and the consequences for coastal and areas low in elevation near coastal regions (housing, industry, fishing, tourism, health, potable water).**

**14.3.3 Identify the mega cities (more than 5 million population) of the world that will likely be affected by sea level rise if the evidence and predictions of 2007 are realized.**

## 14.4 Purposes of Government

*Explain how people identify, organize, and accomplish the purposes of government.*

**14.4.1 Describe the advantages and possible problems resulting from the special protections of the International Antarctica Treaty that reserves the continent and its ice shelf for scientific research and prohibits natural resource exploitation.**

## 14.5 Uses of Geography

*Apply knowledge of geography and history to interpret the present and plan for the future.*

**14.5.1 Use historical and geographical evidence from ice cores, satellite images, and scientific reports to take and support a position on the issue of global climate change and its consequences for Earth's physical and human systems.**

**USHG ERA 1 – BEGINNINGS TO 1620** *(See 5th Grade Expectations)*
American Indian Life in the Americas
European Exploration and Conquest
Three World Interactions

**USHG ERA 2 - COLONIZATION AND SETTLEMENT (1585-1763)**
*(See 5th Grade Expectations)*
European Struggle for Control of North America
Sub-Saharan African Life, Atlantic Slave Trade, and Origins of Black America
Comparative Life in Colonial America

**United States History Eras Addressed in Grade 8**

**USHG ERA 3 – REVOLUTION AND THE NEW NATION (1754-1800s)**
Causes of the American Revolution *(See 5th Grade Expectations)*
The American Revolution and Its Consequences (*See 5th Grade Expectations)*
Creating New Government(s) and a New Constitution *(Introduced in 5th Grade; Begins 8th Grade Expectations)*

**USHG ERA 4 – EXPANSION AND REFORM (1792-1861)**
Political Growth and Challenges to an Emerging Nation
Regional and Economic Growth
Reform Movements

**USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)**
Abolition and Anti-Slavery
Civil War
Reconstruction

## FOUNDATIONAL ISSUES IN UNITED STATES HISTORY AND GEOGRAPHY

### Foundational Expectation 1:
### Geographic, Economic and Demographic Transformations of America (to 1791)

To set the stage for the study of the U.S. history that begins with the creation of the U. S. Constitution, students should be able to draw upon an understanding of the growth and settlement patterns from pre-Columbian times through 1791, and should be able to discuss the *similarities and differences* among the various regions of the United States focusing upon geographic, economic (including agricultural and industrial development), demographic (including changes in urban and rural landscape, immigration and migrations), and social changes (including ethnic, religious, and racial relationships), and explain how these influenced American life.

### Foundational Expectation 2:
### Political, Intellectual and Social Transformations of America (to 1791)

To set the stage for the study of the U.S. history that begins with the creation of the U. S. Constitution, students should be able to draw upon an understanding of **major political, intellectual, and social changes and accomplishments** of American society by analyzing the way that American society defined and moved toward and/or away from its core ideals as reflected in the Declaration of Independence, the U.S. Constitution (including the Preamble), and the Bill of Rights.

Using the American Revolution as a touchstone, students will develop an argument/narrative about the changing character of American political society by discussing the birth and subsequent developments of republican government over time, competing views of the role and responsibilities of governments (federal, state and local), and America's role in the world. Over this time period, students will also explain the changes or continuity in race and ethnic relations (conflict and cooperation), role of women, and conditions of labor.

## USHG ERA 3 – REVOLUTION AND THE NEW NATION

### 3.3 Creating New Government(s) and a New Constitution

*Explain some of the challenges faced by the new nation and analyze the development of the Constitution as a new plan for governing. [Foundations for Civics HSCE Standard 2.2.]*

*Note: Expectations 3.3.1 – 3.3.5 address content that was introduced in Grade 5, but ask for explanation and analysis at a higher level than expected in Grade 5. They are included here to support in-depth discussion of the historical and philosophical origins of constitutional government in the United States. (CE 3.3.6).*

**3.3.1 Explain the geographic and political reasons for the adoption and subsequent failure of the Articles of Confederation (e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays' Rebellion, disputes over western lands).**

**3.3.2 Analyze the developments of new state constitutions and explain how these embodied the ideas of the American Revolution.**

**3.3.3 Analyze the major debates that occurred at the Constitutional Convention including but not limited to debates over the regional (north to south) distribution of political power, conduct of foreign affairs, rights of individuals, rights of states, election of the executive, and slavery as a regional and federal issue.**

**3.3.4 Explain how the new constitution resolved (or compromised) these debates including but not limited to sharing of power among institutions, dual sovereignty (state-federal power), rights of individuals, Electoral College and its relationship to population, the recognition of American Indian land claims and rights, and the geographic and numerical distribution of enslaved people.**

**3.3.5 Analyze the shifts in population that began during colonial times, with emphasis upon the urban settlements along the fall line (physical geography); the opportunities for developing water power for grist mills, sawmills, and other industries; and the significance of river navigation on the coastal plain.**

**3.3.6 Explain the reasons for the passage of the Bill of Rights and how it reflected the concept of limited government and protections of basic freedoms.**

**3.3.7 Explain the historical and philosophical origins of constitutional government in the United States using ideas found in the Magna Carta, John Locke's Second Treatise, Montesquieu's Spirit of Laws, English Bill of Rights, Mayflower Compact, Thomas Paine's Common Sense, Northwest Ordinance, Virginia Statute of Religious Liberty, Declaration of Independence, Articles of Confederation, selected Federalist Papers.**

## USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

### 4.1 Political Growth and Challenges to an Emerging Nation

*Using documents, maps, and historical evidence, analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.*

**4.1.1 Washington's Farewell - Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the success of subsequent presidents, including John Adams, Thomas Jefferson and Andrew Jackson, to heed Washington's advice.**

**4.1.2 Ethnic and Regional Diversity - Using maps and charts, describe and explain the growing regional, religious, and ethnic diversity of the emerging nation, and the challenges this presented to the new government, particularly the waves of immigration from Northern Europe and the growth of cities.**

**4.1.3 Religious Diversity - Describe important religious trends that shaped antebellum America including the increase in the number of Protestant denominations, the Second Great Awakening, and the influence of these trends on the reaction of Protestants to the growth of Catholic immigration.**

**4.1.4 International Policy - Analyze the international challenges the new nation faced in the early 19th century, including**

- the political, economic and military consequences of the French Revolution, Napoleonic Wars, and War of 1812, particularly the war in the Great Lakes
- the wars with American Indians, the major treaties with the American Indian nations, Trail of Tears, development of the American Indian Reservation System, the Termination Policy, and subsequent outcomes of treaties with American Indian nations

**4.1.5 Political Parties - Explain how political parties emerged out of competing ideas reflected in the various positions of Thomas Jefferson and Alexander Hamilton concerning relative power of the national government, foreign policy, economic policy, including the creation of a national bank and assumption of revolutionary debt.**

**4.1.6 Presidential Policies - Summarize the major policies and political developments that took place during the presidencies of George Washington (1789-1797), John Adams (1797-1801), Thomas Jefferson (1801-1809), and Andrew Jackson (1829-1837).**

**4.1.7 Supreme Court Action - Trace the influence and ideas of Supreme Court Chief Justice John Marshall and the importance of the doctrine of judicial review as manifested in Marbury v. Madison (1803) and Jackson's response to judicial review.**

### 4.2 Regional and Economic Growth

*Describe and analyze the nature and impact of the territorial, demographic, and economic growth in the first three decades of the new nation using maps, charts, and other evidence.*

**4.2.1 Northeast - Explain the significance of the growth of the textile industry, "new" immigration, the rise of the business class, and the transportation revolution (e.g., canals, roads, turnpikes, steamboats and railroads).**

**4.2.2 South - Describe the development of Southern aristocracy (e.g., "slavocracy"), class diversity in Southern society, and the rapid growth of slavery generated by the impact of the cotton gin.**

**4.2.3 Westward Expansion - Using a map of North America, explain the expansion and settlement of the West, the Louisiana Purchase, including the removal of American Indians from their native lands and the growth of a system of commercial agriculture.**

**4.2.4 Manifest Destiny - Using primary and secondary sources, evaluate the impact of the idea of Manifest Destiny on U.S. expansion and control of North America.**

**4.2.5 Consequences - Using geographic and historical evidence, develop an evidentiary-based argument about the positive and negative consequences of territorial and economic expansion.**

- Identify instances of disparities (e.g., slavery, human conditions, including treatment of American Indians and African Americans) between the American ideal of equality and reality; identify decisions to reduce these disparities.

### 4.3 Reform movements

*Analyze the growth of antebellum American reform movements.*

**4.3.1 Summarize the growth of the American education system and Horace Mann's campaign for free compulsory public education.**

**4.3.2 Describe the formation of the abolitionist movement, the roles of various abolitionists, and the response of southerners and northerners to abolitionism, including Frederick Douglass, William Lloyd Garrison, Sojourner Truth, and Harriet Tubman.**

**4.3.3 Analyze the goals and effect of the antebellum women's suffrage movement (e.g., the 1848 Seneca Falls Convention and Declaration, Susan B. Anthony, and Elizabeth Cady Stanton).**

## USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

### 5.1 Abolition and Anti-Slavery

*Analyze and evaluate the early attempts to abolish or contain slavery and to realize the ideals of the Declaration of Independence.*

**5.1.1 Describe growth of the abolitionist movement prior to the Civil War by considering the role of religion and of key abolitionist leaders (e.g., John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Theodore Weld, William Lloyd Garrison, and Frederick Douglass).**

**5.1.2 Evaluate gradual abolition of slavery in early state constitutions, and the role of the Northwest Ordinance in banning of slavery in new states north of the Ohio River.**

**5.1.3 Discuss the importance of the slavery issue raised by the annexation of Texas and by California's admission to the union as a free state under the Compromise of 1850.**

**5.1.4 Analyze the significance of the States' Rights Doctrine, the Missouri Compromise (1820), the Wilmot Proviso (1846), the Compromise of 1850, the Kansas-Nebraska Act (1854), the Dred Scott v. Sandford decision (1857), the Lincoln-Douglas debates (1858), and the Free Soil Movement.**

**5.1.5 Describe the lives of free blacks and escaped slaves, and analyze the Fugitive Slave Act's impact on freedom and economic opportunities.**

**5.1.6 Analyze the slave resistance and its role in the coming of the Civil War.**

### 5.2 Civil War

*Evaluate the multiple causes, key events, and complex consequences of the Civil War.*

**5.2.1 Using maps, identify the expansion of slavery in new territories and the points of dispute over this expansion.**

**5.2.2 Compare the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesmen such as Daniel Webster and John C. Calhoun.**

**5.2.3 Using maps, trace the boundaries constituting the North and the South; describe the geographical differences between the two regions, and the differences between agrarians and industrialists.**

**5.2.4 Identify the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine.**

## 5.2 Civil War — continued

**5.2.5 Discuss Abraham Lincoln's presidency, his significant writings and speeches, and their relationship to the Declaration of Independence, e.g., his "House Divided" speech (1858), Gettysburg Address (1863), Emancipation Proclamation (1863), and inaugural addresses (1861 and 1865).**

**5.2.6 Compare and contrast the advantages and disadvantages of Union and Confederate diplomatic and military strategies, including views of key leaders (e.g., Ulysses S. Grant, Jefferson Davis, Robert E. Lee).**

**5.2.7 Describe critical developments and events in the war, including the major battles, geographical advantages and obstacles, technological advances, surrender at Appomattox, and lives of soldiers, including those of black soldiers and regiments.**

**5.2.8 Explain how the war affected combatants, civilians, the physical environment, and future warfare.**

## 5.3 Reconstruction

*Using evidence, develop an argument regarding the character and consequences of Reconstruction.*

**5.3.1 List the original aims of Reconstruction and describe its effects on the political and social structures of different regions.**

**5.3.2 Identify the push-pull factors in the movement of formerly enslaved people to the cities in the North and to the West and their differing experiences in those regions (e.g., the experiences of Buffalo Soldiers).**

**5.3.3 Analyze the effects of the Freedmen's Bureau and the restrictions placed on the rights and opportunities of freedmen, including racial segregation, Black Codes.**

**5.3.4 Trace the rise of the first Ku Klux Klan and describe the Klan's impact on American life.**

**5.3.5 Analyze the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution and explain their connection to Reconstruction.**

**5.3.6 Evaluate the decision to remove Union troops in 1877 and its impact on the end of Reconstruction.**

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