



# Social Studies Standards

2007 TO 2018 SIDE-BY-SIDE COMPARISON

Office of Educational Supports

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# SOCIAL STUDIES CONTENT EXPECTATIONS: KINDERGARTEN

## HISTORY

### H2 Living and Working Together

Use historical thinking to understand the past.

Standard	2007	2018
K – H2.0.1	Distinguish among yesterday, today, tomorrow.	Distinguish among <del>yesterday, today, tomorrow</del> THE PAST, PRESENT, AND FUTURE.
K – H2.0.2	Create a timeline using events from their own lives (e.g., birth, crawling, walking, loss of first tooth, first day of school).	Create a timeline using events from their own lives ( <del>e.g., birth, crawling, walking, loss of first tooth, first day of school</del> ).
K – H2.0.3	Identify the beginning, middle, and end of historical narratives or stories.	<del>K – H2.0.3 Identify the beginning, middle, and end of historical narratives or stories.</del> Describe ways people learn about the past ( <del>e.g., photos, artifacts, diaries, stories, videos</del> ).
K – H2.0.4	Describe ways people learn about the past (e.g., photos, artifacts, diaries, stories, videos).	See K – H2.0.3

## GEOGRAPHY

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

Standard	2007	2018
K – G1.0.1	Recognize that maps and globes represent places.	Recognize that maps and globes represent places.
K – G1.0.2	Use environmental directions or positional words (up/down, in/out, above/below) to identify significant locations in the classroom.	Use <del>environmental</del> directions or positional words ( <del>up/down, in/out, above/below</del> ) to identify significant locations in the classroom.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

Standard	2007	2018
K – G2.0.1	Identify and describe places in the immediate environment (e.g., classroom, home, playground).	Identify and describe places in the immediate environment ( <del>e.g., classroom, home, playground</del> ).

## G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2018
K – G5.0.1	Describe ways people use the environment to meet human needs and wants (e.g., food, shelter, clothing).	Describe ways <del>people use</del> IN WHICH the environment <del>to meet</del> PROVIDES FOR BASIC human needs and wants <del>(e.g., food, shelter, clothing)</del> .

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Explain why people create governments.

Standard	2007	2018
K – C1.0.1		IDENTIFY AND EXPLAIN REASONS FOR RULES AT HOME AND IN SCHOOL.

### C2 Values and Principles of American Democracy

Understand values and principles of American constitutional democracy.

Standard	2007	2018
K – C2.0.1	Identify our country's flag as an important symbol of the United States.	Identify our country's flag <del>as an important</del> AND DESCRIBE ITS IMPORTANCE AS A symbol of the United States.
K – C2.0.2	Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).	<del>Explain why people do not have the right to do whatever they want (e.g., to promote fairness, ensure the common good, maintain safety).</del> Describe fair ways for groups to make decisions.
K – C2.0.3	Describe fair ways for groups to make decisions.	See K – C2.0.2

### C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~ CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
K – C5.0.1	Describe situations in which they demonstrated self-discipline and individual responsibility (e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns).	Describe situations in which they demonstrated self-discipline and individual responsibility <del>(e.g., caring for a pet, completing chores, following school rules, working in a group, taking turns)</del> .

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## ECONOMICS

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

Standard	2007	2018
K - E1.0.1	Describe economic wants they have experienced.	Describe economic wants they have experienced.
K - E1.0.2	Distinguish between goods and services.	Distinguish between goods and services.
K - E1.0.3	Recognize situations in which people trade.	Recognize situations in which people trade.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Standard	2007	2018
K – P3.1.1	Identify classroom issues.	Identify classroom issues.
K – P3.1.2	Use simple graphs to explain information about a classroom issue.	Use simple graphs to explain information about a classroom issue.
K – P3.1.3	Compare their viewpoint about a classroom issue with the viewpoint of another person.	Compare their viewpoint about a classroom issue with the viewpoint of another person.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2018
K – P3.3.1	Express a position on a classroom issue.	Express a position on a classroom issue.

### P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
K – P4.2.1	Develop and implement an action plan to address or inform others about a classroom issue.	Develop and implement an action plan to address or inform others about a classroom issue.
K – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE ONE

## HISTORY

### H2 Living and Working Together in Families and Schools

Use historical thinking to understand the past.

Standard	2007	2018
1 – H2.0.1	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.	Demonstrate chronological thinking by distinguishing among past, present, and future using family or school events.
1 – H2.0.2	Use a calendar to distinguish among days, weeks, and months.	Use a calendar to distinguish among days, weeks, and months.  Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.
1 – H2.0.3	Investigate a family history for at least two generations, identifying various members and their connections in order to tell a narrative about family life.	Use historical <del>records and artifacts (e.g., photos, diaries, oral histories, and videos)</del> SOURCES to draw possible conclusions about family or school life in the past
1 – H2.0.4	Retell in sequence important ideas and details from stories about families or schools.	Retell in sequence important ideas and details from stories about families or schools.  Compare life today with life in the past using the criteria of family, school, jobs, or communication.
1 – H2.0.5	Use historical records and artifacts (e.g., photos, diaries, oral histories, and videos) to draw possible conclusions about family or school life in the past.	Identify the events or people celebrated during United States national holidays and why we celebrate them <del>(e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day)</del> .
1 – H2.0.6	Compare life today with life in the past using the criteria of family, school, jobs, or communication.	1 – H2.0.4
1 – H2.0.7	Identify the events or people celebrated during United States national holidays and why we celebrate them (e.g., Independence Day, Constitution Day, Martin Luther King, Jr. Day; Presidents' Day).	1 – H2.0.5

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## GEOGRAPHY

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

Standard	2007	2018
1 – G1.0.1	Construct simple maps of the classroom to demonstrate aerial perspective.	Construct simple maps of the classroom to demonstrate aerial perspective.
1 – G1.0.2	Give examples of places that have absolute locations (e.g., home address, school address).	<del>Give examples of</del> DESCRIBE places <del>that have</del> USING absolute locations <del>(e.g., home address, school address).</del> OR RELATIVE LOCATION.
1 – G1.0.3	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment.	Use personal directions (left, right, front, back) to describe the relative location of significant places in the school environment  Distinguish between landmasses (CONTINENTS) and bodies of water (OCEANS) using maps and globes.
1 – G1.0.4	Distinguish between landmasses and bodies of water using maps and globes.	1 – G1.0.3

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

Standard	2007	2018
1 – G2.0.1	Distinguish between physical (e.g., clouds, trees, weather) and human (e.g., buildings, playgrounds, sidewalks) characteristics of places.	Distinguish between physical <del>(e.g., clouds, trees, weather)</del> and human <del>(e.g., buildings, playgrounds, sidewalks)</del> characteristics of places.
1 – G2.0.2	Describe the unifying characteristics and/or boundaries of different school regions (e.g., playground, reading corner, library, restroom).	Describe the unifying characteristics and/or boundaries of different school regions <del>(e.g., playground, reading corner, library, restroom).</del>

### G4 Human Systems

Understand how human activities help shape the Earth's surface.

Standard	2007	2018
1 – G4.0.1	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in family life.	Use components of culture <del>(e.g., foods, language, religion, traditions)</del> to describe diversity in family life.



## G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2018
1 – G5.0.1	Describe ways in which people modify (e.g., cutting down trees, building roads) and adapt to the environment (e.g., clothing, housing, transportation).	Describe ways in which people ARE PART OF, modify, <del>(e.g., cutting down trees, building roads)</del> and adapt to their physical environment <del>(e.g., clothing, housing, transportation)</del> .
1 – G5.0.2		DESCRIBE WAYS IN WHICH THE PHYSICAL ENVIRONMENT IN A PLACE OR REGION AFFECTS PEOPLE'S LIVES.

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Explain why people create governments.

Standard	2007	2018
1 – C1.0.1	Identify some reasons for rules in school (e.g., provide order, predictability, and safety).	<del>Identify some reasons for rules in school (e.g., provide order, predictability, and safety).</del> EXPLAIN THE NEED FOR, AND PURPOSES OF, RULES.
1 – C1.0.2	Give examples of the use of power with authority in school (e.g., principal, teacher or bus driver enforcing school rules).	Give examples of the use of power with authority AND POWER WITHOUT AUTHORITY in school <del>(e.g., principal, teacher, or bus driver enforcing school rules)</del> .
1 – C1.0.3	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).	Give examples of the use of power without authority in school (e.g., types of bullying, taking cuts in line).

### C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and principles of ~~American constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
1 – C2.0.1	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules).	Explain how decisions can be made or how conflicts might be resolved in fair and just ways (e.g., majority rules) FAIR WAYS TO MAKE DECISIONS AND RESOLVE CONFLICTS IN THE SCHOOL COMMUNITY
1 – C2.0.2	Identify important symbols of the United States of America (e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle).	Identify AND EXPLAIN HOW important symbols of the United States of America <del>(e.g., Statue of Liberty, Uncle Sam, White House, Bald Eagle)</del> REPRESENT CORE DEMOCRATIC VALUES AND COMPARE THEM TO OTHER CIVIC VALUES.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~-CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
1 – C5.0.1	Describe some responsibilities people have at home and at school (e.g., taking care of oneself, respect for the rights of others, following rules, getting along with others).	Describe some responsibilities people have at home and at school <del>(e.g., taking care of oneself, respect for the rights of others, following rules, and getting along with others).</del>
1 – C5.0.2	Identify situations in which people act as good citizens in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, honesty).	<del>Identify</del> -Describe situations in which people act as good citizens <del>in the school community (e.g., thoughtful and effective participation in the school decisions, respect for the rights of others, respect for rule of law, voting, volunteering, compassion, courage, and honesty).</del> AND EXPLAIN HOW THOSE ACTIONS DEMONSTRATE CORE <del>DEMOCRATIC</del> VALUES

## ECONOMICS

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

Standard	2007	2018
1 – E1.0.1	Distinguish between producers and consumers of goods and services.	Distinguish between producers and consumers of goods and services.
1 – E1.0.2	Describe ways in which families consume goods and services.	Describe ways in which families consume goods and services.
1 – E1.0.3	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).	Using examples, explain why people cannot have everything they want (scarcity) and describe how people respond (choice).
1 – E1.0.4	Describe reasons why people voluntarily trade.	Describe reasons why people voluntarily trade.
1 – E1.0.5	Describe ways in which people earn money (e.g., providing goods and services to others, jobs).	Describe ways in which people earn money <del>(e.g., providing goods and services to others, jobs).</del>
1 – E1.0.6	Describe how money simplifies trade.	Describe how money simplifies trade.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Standard	2007	2018
1 – P3.1.1	Identify public issues in the school community.	Identify public issues in the school community.
1 – P3.1.2	Use graphic data to analyze information about a public issue in the school community.	Use graphic data to analyze information about a public issue in the school community.
1 – P3.1.3	Identify alternative resolutions to a public issue in the school community.	Identify alternative resolutions to a public issue in the school community.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2018
1 – P3.3.1	Express a position on a public policy issue in the school community and justify the position with a reasoned argument	Express a position on a public policy issue in the school community and justify the position with a reasoned argument

### P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
1 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Develop and implement an action plan to address or inform others about a <del>public</del> SCHOOL issue.
1 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE TWO

### HISTORY

#### H2 Living and Working Together in Communities

Use historical thinking to understand the past.

Standard	2007	2018
2 – H2.0.1	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.	Demonstrate chronological thinking by distinguishing among years and decades using a timeline of local community events.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
2 – H2.0.2	Explain why descriptions of the same event in the local community can be different.	<del>Explain why</del> USE DIFFERENT descriptions of the same event in <del>the local</del> A community <del>can be</del> AND EXPLAIN HOW AND WHY THEY ARE different.
2 – H2.0.3	Use an example to describe the role of the individual in creating history.	<del>Use an example to describe the role of the individual in creating history</del> EXPLAIN HOW INDIVIDUALS AND GROUPS HAVE MADE A SIGNIFICANT HISTORICAL CHANGE.
2 – H2.0.4	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).	Describe changes in the local community over time (e.g., types of businesses, architecture and landscape, jobs, transportation, population).
2 – H2.0.5	Identify a problem in a community's past and describe how it was resolved.	Identify a problem in a community's past and describe how it was resolved DESCRIBE HOW COMMUNITY MEMBERS RESPONDED TO A PROBLEM IN THE PAST.
2 – H2.0.6	Construct a historical narrative about the history of the local community from a variety of sources (e.g., data gathered from local residents, artifacts, photographs).	Construct a historical narrative about the history of the local community from a variety of sources ( <del>e.g., data gathered from local residents, artifacts, photographs</del> ).

## GEOGRAPHY

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

Standard	2007	2018
2 – G1.0.1	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.	Construct maps of the local community that contain symbols, labels, and legends denoting human and natural characteristics of place.
2 – G1.0.2	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.	Use maps to describe the spatial organization of the local community by applying concepts including relative location and using distance, direction, and scale.
2 – G1.0.3		USE MAPS TO DESCRIBE THE LOCATION OF THE LOCAL COMMUNITY WITHIN THE STATE OF MICHIGAN IN RELATION TO OTHER SIGNIFICANT PLACES IN THE STATE.

## G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

Standard	2007	2018
2 – G2.0.1	Compare the physical and human characteristics of the local community with those of another community.	Compare the physical and human characteristics of the local community with those of another community.
2 – G2.0.2	Describe how the local community is part of a larger region (e.g., county, metropolitan area, state).	Describe how the local community is part of a larger region <del>(e.g., county, metropolitan area, state)</del> .

## G4 Human Systems

Understand how human activities help shape the Earth's surface.

Standard	2007	2018
2 – G4.0.1	Describe land use in the community (e.g., where people live, where services are provided, where products are made).	Describe land use in the community <del>(e.g., where people live, where services are provided, where products are made)</del> .
2 – G4.0.2	Describe the means people create for moving people, goods, and ideas within the local community.	Describe the means people create for moving people, goods, and ideas within the local community
2 – G4.0.3	Use components of culture (e.g., foods, language, religion, traditions) to describe diversity in the local community.	Use components of culture <del>(e.g., foods, language, religion, traditions)</del> to describe diversity in the local community.

## G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2018
2 – G5.0.1	Suggest ways people can responsibly interact with the environment in the local community.	Suggest ways people can responsibly interact with the environment in the local community
2 – G5.0.2	Describe positive and negative consequences of changing the physical environment of the local community.	Describe positive and negative consequences of changing the physical environment of the local community.

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Explain why people create governments.

Standard	2007	2018
2 – C1.0.1	Explain why people form governments.	Explain why people form governments.
2 – C1.0.2	Distinguish between government action and private action.	Distinguish between government action and private action.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and CONSTITUTIONAL principles of ~~American constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
2 – C2.0.1	Explain how local governments balance individual rights with the common good to solve local community problems.	Explain how local governments balance individual rights with the common good to solve local community problems.
2 – C2.0.2	Describe how the Pledge of Allegiance reflects the core democratic value of patriotism.	Describe <del>how the Pledge of Allegiance reflects the core democratic value of patriotism</del> THE PURPOSE OF THE PLEDGE OF ALLEGIANCE.

## C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

Standard	2007	2018
2 – C3.0.1	Give examples of how local governments make, enforce, and interpret laws (ordinances) in the local community.	Give examples of how local governments make, enforce and interpret laws <del>(ordinances)</del> in the local community.
2 – C3.0.2	Use examples to describe how local government affects the lives of its citizens.	Use examples to describe how local government affects the lives of its citizens.
2 – C3.0.3	Identify services commonly provided by local governments (e.g., police, fire departments, schools, libraries, parks).	Identify services commonly provided by local governments <del>(e.g., police, fire departments, schools, libraries, parks)</del> .

## C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~ A CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
2 – C5.0.1	Identify ways citizens participate in community decisions.	Identify ways citizens participate in community decisions.
2 – C5.0.2	Distinguish between personal and civic responsibilities and explain why they are important in community life.	Distinguish between personal and civic responsibilities and explain why they are important in community life.
2 – C5.0.3	Design and participate in community improvement projects that help or inform others. (See P4.2.2)	Design and participate in community improvement projects that help or inform others. <del>(See P4.2.2)</del>

## ECONOMICS

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

Standard	2007	2018
2 – E1.0.1	Identify the opportunity cost involved in a consumer decision.	Identify the opportunity cost involved in a consumer decision.
2 – E1.0.2	Identify businesses in the local community.	<del>Identify businesses in the local community.</del> Describe how businesses in the local community meet economic wants of consumers.
2 – E1.0.3	Describe how businesses in the local community meet economic wants of consumers.	Describe the natural, human, and capital resources needed for production of a good or service in a community.
2 – E1.0.4	Describe the natural, human, and capital resources needed for production of a good or service in a community.	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants (INTERDEPENDENCE).
2 – E1.0.5	Use examples to show that people cannot produce everything they want (specialization) and depend on trade with others to meet their wants.	IDENTIFY THE BENEFITS AND COSTS OF PERSONAL DECISION MAKING.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Standard	2007	2018
2 – P3.1.1	Identify public issues in the local community that influence the daily lives of its citizens.	Identify public issues in the local community that influence the daily lives of its citizens.
2 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.	Use graphic data and other sources to analyze information about a public issue in the local community and evaluate alternative resolutions.
2 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the local community.	Give examples of how conflicts over core <del>democratic</del> values lead people to differ on resolutions to a public policy issue in the local community.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2018
2 – P3.3.1	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.	Compose a statement expressing a position on a public policy issue in the local community and justify the position with a reasoned argument.

### P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
2 – P4.2.1	Develop and implement an action plan to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a <del>public</del> MICHIGAN issue.
2 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE THREE

### HISTORY

#### H3 History of Michigan (~~through~~ BEYOND Statehood)

Use historical thinking to understand the past.

Standard	2007	2018
3 – H3.0.1	Identify questions historians ask in examining the past in Michigan (e.g., What happened? When did it happen? Who was involved? How and why did it happen?)	Use historical inquiry questions to investigate the development of Michigan's major economic activities (AGRICULTURE, MINING, MANUFACTURING, LUMBERING, TOURISM, TECHNOLOGY, AND RESEARCH) FROM STATEHOOD TO PRESENT. <del>(G, E)</del>
3 – H3.0.2	Explain how historians use primary and secondary sources to answer questions about the past.	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. <del>(G)</del>
3 – H3.0.3	Describe the causal relationships between three events in Michigan's past (e.g., Erie Canal, more people came, statehood)	<del>Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected and continues to affect the location and growth of Michigan cities.</del> USE CASE STUDIES OR STORIES TO DESCRIBE THE IDEAS AND ACTIONS OF INDIVIDUALS INVOLVED IN THE UNDERGROUND RAILROAD IN MICHIGAN AND THE UNITED STATES. <del>(G, G, E)</del>



Standard	2007	2018
3 – H3.0.4	Draw upon traditional stories of American Indians (e.g., Anishinaabeg - Ojibway (Chippewa), Odawa (Ottawa), Potawatomi; Menominee; Huron Indians) who lived in Michigan in order to make generalizations about their beliefs.	<del>Draw upon stories, photos, etc., to compare the life of people in Michigan during a variety of time periods from 1837 to the present.</del> (G) DESCRIBE HOW THE RELATIONSHIP BETWEEN THE LOCATION OF NATURAL RESOURCES AND THE LOCATION OF INDUSTRIES (AFTER 1837) AFFECTED AND CONTINUES TO AFFECT THE LOCATION AND GROWTH OF MICHIGAN CITIES. (G, E)
3 – H3.0.5	Use informational text and visual data to compare how American Indians and settlers in the early history of Michigan adapted to, used, and modified their environment.	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)
3 – H3.0.6	Use a variety of sources to describe interactions that occurred between American Indians and the first European explorers and settlers in Michigan.	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)
3 – H3.0.7	Use a variety of primary and secondary sources to construct a historical narrative about daily life in the early settlements of Michigan (pre-statehood).	<del>Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and the Great Lakes region.</del> (G, C, E)  Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)
3 – H3.0.8	Use case studies or stories to describe how the ideas or actions of individuals affected the history of Michigan.	3 – H3.0.7
3 – H3.0.9	Describe how Michigan attained statehood.	<del>Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.</del>
3 – H3.0.10	Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).	<del>Create a timeline to sequence early Michigan history (American Indians, exploration, settlement, statehood).</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## GEOGRAPHY

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

Standard	2007	2018
3 – G1.0.1	Use cardinal directions (north, south, east, west) to describe the relative location of significant places in the immediate environment.	Use cardinal directions (north, south, east, west), SCALE, AND KEY OR LEGEND to describe the relative location <del>of significant</del> AND CHARACTERISTICS OF MAJOR places in the immediate environment.
3 – G1.0.2	Use thematic maps to identify and describe the physical and human characteristics of Michigan.	Use thematic maps to identify and describe the physical and human characteristics of Michigan.
3 – G1.0.3		USE A WORLD MAP TO DESCRIBE NORTH AMERICA WITH RESPECT TO THE EQUATOR AND OTHER CONTINENTS AND OCEANS, AND MICHIGAN WITHIN NORTH AMERICA.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

Standard	2007	2018
3 – G2.0.1	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.	Use a variety of visual materials and data sources to describe ways in which Michigan can be divided into regions.
3 – G2.0.2	Describe different regions to which Michigan belongs (e.g., Great Lakes Region, Midwest).	Describe different regions to which Michigan belongs <del>(e.g., Great Lakes Region, Midwest)</del> .

### G4 Human Systems

Understand how human activities help shape the Earth's surface.

Standard	2007	2018
3 – G4.0.1	Describe major kinds of economic activity in Michigan today, such as agriculture (e.g., corn, cherries, dairy), manufacturing (e.g., automobiles, wood products), services and tourism, research and development (e.g., Automation Alley, life sciences corridor, university communities), and explain the factors influencing the location of these economic activities. (E)	Describe major kinds of economic activity in Michigan today, such as agriculture <del>(e.g., corn, cherries, dairy)</del> , FORESTRY, manufacturing <del>(e.g., automobiles, wood products)</del> , services and tourism, and research and development <del>(e.g., Automation Alley, life sciences corridor, university communities)</del> , and explain the factors influencing the location of these economic activities. <del>(E)</del>
3 – G4.0.2	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). (H)	Describe diverse groups that have come into a region of Michigan and reasons why they came (push/pull factors). <del>(H)</del>
3 – G4.0.3	Describe some of the current movements of goods, people, jobs or information to,	Describe some of the current movements of goods, people, jobs or information to,

Standard	2007	2018
	from, or within Michigan and explain reasons for the movements. (E)	from, or within Michigan and explain reasons for the movements. <del>(E)</del>
3 – G4.0.4	Use data and current information about the Anishinaabeg and other American Indians living in Michigan today to describe the cultural aspects of modern American Indian life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.	Use data and current information about the Anishinaabeg and other <del>American Indians</del> INDIGENOUS PEOPLES living in Michigan today to describe the cultural aspects of modern <del>American Indian</del> INDIGENOUS PEOPLES' life; give an example of how another cultural group in Michigan today has preserved and built upon its cultural heritage.

## G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2018
3 – G5.0.1	Locate natural resources in Michigan and explain the consequences of their use.	Locate natural resources in Michigan and explain the consequences of their use.
3 – G5.0.2	Describe how people adapt to, use, and modify the natural resources of Michigan. (H)	Describe how people ARE A PART OF, adapt to, use, and modify the <del>natural resources</del> PHYSICAL ENVIRONMENT of Michigan. <del>(H)</del>

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Explain why people create governments.

Standard	2007	2018
3 – C1.0.1	Give an example of how Michigan state government fulfills one of the purposes of government (e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).	Give an example of how Michigan state government fulfills one of the purposes of government <del>(e.g., protecting individual rights, promoting the common good, ensuring equal treatment under the law).</del>

### C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and principles of ~~American constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
3 – C2.0.1	Describe how Michigan state government reflects the principle of representative government.	Describe how Michigan state government reflects the principle of representative government.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

Standard	2007	2018
3 – C3.0.1	Distinguish between the roles of state and local government.	Distinguish between the roles of state and local government.
3 – C3.0.2	Identify goods and services provided by the state government and describe how they are funded (e.g., taxes, fees, fines).	Identify <del>goods and</del> services provided by the state government and describe how they are funded ( <del>e.g., taxes, fees, fines</del> ).
3 – C3.0.3	Identify the three branches of state government in Michigan and the powers of each.	Identify the three branches of state government in Michigan and the powers of each.
3 – C3.0.4	Explain how state courts function to resolve conflict.	Explain how state courts function to resolve conflict.
3 – C3.0.5	Describe the purpose of the Michigan Constitution.	Describe the purpose of the Michigan Constitution.

### C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in ~~government~~ CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
3 – C5.0.1	Identify rights (e.g., freedom of speech, freedom of religion, right to own property) and responsibilities of citizenship (e.g., respecting the rights of others, voting, obeying laws).	Identify AND EXPLAIN THE rights ( <del>e.g., freedom of speech, freedom of religion, right to own property</del> ) and responsibilities of citizenship ( <del>e.g., respecting the rights of others, voting, obeying laws</del> ).

## ECONOMICS

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

Standard	2007	2018
3 – E1.0.1	Explain how scarcity, opportunity costs, and choices affect what is produced and consumed in Michigan.	USING A MICHIGAN EXAMPLE, explain how scarcity, choice, and opportunity cost affect what is produced and consumed in Michigan.
3 – E1.0.2	Identify incentives (e.g., sales, tax breaks) that influence economic decisions people make in Michigan.	Identify incentives ( <del>e.g., sales, tax breaks</del> ) that influence economic decisions people make in Michigan.
3 – E1.0.3	Analyze how Michigan's location and natural resources influenced its economic development (e.g., how waterways and other natural resources have influenced economic activities such as mining,	Analyze how Michigan's location and natural resources influenced its economic development ( <del>e.g., how waterways and other natural resources have influenced economic activities such as mining,</del>

Standard	2007	2018
	lumbering, automobile manufacturing, and furniture making). (H, G)	<del>lumbering, automobile manufacturing, and furniture making). (H, G)</del>
3 – E1.0.4	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. (H, G)	Describe how entrepreneurs combine natural, human, and capital resources to produce goods and services in Michigan. <del>(H, G)</del>
3 – E1.0.5	Explain the role of business development in Michigan’s economic future.	Explain the role of business development in Michigan’s economic future.

## E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

Standard	2007	2018
3 – E2.0.1	Using a Michigan example, describe how specialization leads to increased interdependence (cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).	Using a Michigan example, <del>describe</del> EXPLAIN how specialization leads to increased interdependence <del>(cherries grown in Michigan are sold in Florida; oranges grown in Florida are sold in Michigan).</del>

## E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

Standard	2007	2018
3 – E3.0.1	Identify products produced in other countries and consumed by people in Michigan.	Identify products produced in other countries and consumed by people in Michigan.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Standard	2007	2018
3 – P3.1.1	Identify public issues in Michigan that influence the daily lives of its citizens.	Identify public issues in Michigan that influence the daily lives of its citizens.
3 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.	Use graphic data and other sources to analyze information about a public issue in Michigan and evaluate alternative resolutions.
3 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in Michigan.	Give examples of how conflicts over core <del>democratic</del> values lead people to differ on resolutions to a public policy issue in Michigan.

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### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2018
3 – P3.3.1	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.	Compose a paragraph expressing a position on a public policy issue in Michigan and justify the position with a reasoned argument.

### P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
3 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a <del>public</del> MICHIGAN issue.
3 – P4.2.1	Participate in projects to help or inform others.	Participate in projects to help or inform others.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FOUR

### HISTORY

#### H3 History of Michigan (Beyond Statehood)

Use historical thinking to understand the past.

Standard	2007	2018
4 – H3.0.1	Use historical inquiry questions to investigate the development of Michigan's major economic activities (agriculture, mining, manufacturing, lumbering, tourism, technology, and research) from statehood to present. (C, E) <ul style="list-style-type: none"> <li>• What happened?</li> <li>• When did it happen?</li> <li>• Who was involved?</li> <li>• How and why did it happen?</li> <li>• How does it relate to other events or issues in the past, in the present, or in the future?</li> <li>• What is its significance?</li> </ul>	Use historical inquiry questions to investigate the development of Michigan's major economic activities (AGRICULTURE, MINING, MANUFACTURING, LUMBERING, TOURISM, TECHNOLOGY, AND RESEARCH) FROM STATEHOOD TO PRESENT. <del>(C, E)</del>
4 – H3.0.2	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. (G)	Use primary and secondary sources to explain how migration and immigration affected and continue to affect the growth of Michigan. <del>(G)</del>
4 – H3.0.3	Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected	<del>Describe how the relationship between the location of natural resources and the location of industries (after 1837) affected</del>

Standard	2007	2018
	and continues to affect the location and growth of Michigan cities. (G, E)	<del>and continues to affect the location and growth of Michigan cities.</del> USE CASE STUDIES OR STORIES TO DESCRIBE THE IDEAS AND ACTIONS OF INDIVIDUALS INVOLVED IN THE UNDERGROUND RAILROAD IN MICHIGAN AND THE UNITED STATES. <del>(G, C, E)</del>
4 – H3.0.4	Draw upon stories, photos, artifacts, and other primary sources to compare the life of people in towns and cities in Michigan and in the Great Lakes region during a variety of time periods from 1837 to the present (e.g., 1837-1900, 1900-1950, 1950-2000). (G)	<del>Draw upon stories, photos, etc., to compare the life of people in Michigan during a variety of time periods from 1837 to the present.</del> (G)-DESCRIBE HOW THE RELATIONSHIP BETWEEN THE LOCATION OF NATURAL RESOURCES AND THE LOCATION OF INDUSTRIES (AFTER 1837) AFFECTED AND CONTINUES TO AFFECT THE LOCATION AND GROWTH OF MICHIGAN CITIES. <del>(G, E)</del>
4 – H3.0.5	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. (E)	Use visual data and informational text or primary accounts to compare a major Michigan economic activity today with that same or a related activity in the past. <del>(E)</del>
4 – H3.0.6	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. (G, E)	Use a variety of primary and secondary sources to construct a historical narrative about the beginnings of the automobile industry and the labor movement in Michigan. <del>(G, E)</del>
4 – H3.0.7	Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and in the Great Lakes region. (See 8-U4.2.2; 8-U4.3.2; 8-U5.1.5; USHG 7.2.4) (G, C, E)	<del>Use case studies or stories to describe the ideas and actions of individuals involved in the Underground Railroad in Michigan and the Great Lakes region.</del> (G, C, E)  Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. <del>(G, C, E)</del>
4 – H3.0.8	Describe past and current threats to Michigan's natural resources; describe how Michigan worked in the past and continues to work today to protect its natural resources. (G, C, E)	4 – H3.0.7
4 – H3.0.9	Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.	<del>Create timelines (using decades after 1930) to sequence and describe important events in Michigan history; annotate with connections to the past and impact on the future.</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



## GEOGRAPHY

### G1 The World in Spatial Terms

Use geographic representations to acquire, process, and report information from a spatial perspective.

Standard	2007	2018
4 – G1.0.1	Identify questions geographers ask in examining the United States (e.g., Where is it? What is it like there? How is it connected to other places?).	Identify questions geographers ask in examining the United States <del>(e.g., Where is it? What is it like there? How is it connected to other places?).</del>
4 – G1.0.2	Use cardinal and intermediate directions to describe the relative location of significant places in the United States.	<del>Use cardinal and intermediate directions to describe the relative location of significant places in the United States.</del> Identify and describe the characteristics and purposes <del>(e.g., measure distance, determine relative location, classify a region)</del> of a variety of geographic tools and technologies <del>(e.g., globe, map, satellite image).</del>
4 – G1.0.3	Identify and describe the characteristics and purposes (e.g., measure distance, determine relative location, classify a region) of a variety of geographic tools and technologies (e.g., globe, map, satellite image).	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.
4 – G1.0.4	Use geographic tools and technologies, stories, songs, and pictures to answer geographic questions about the United States.	Use maps to describe elevation, climate, and patterns of population density in the United States.
4 – G1.0.5	Use maps to describe elevation, climate, and patterns of population density in the United States	USE HEMISPHERES, CONTINENTS, OCEANS AND MAJOR LINES OF LATITUDE TO DESCRIBE THE RELATIVE LOCATION OF THE UNITED STATES ON A WORLD MAP.

### G2 Places and Regions

Understand how regions are created from common physical and human characteristics.

Standard	2007	2018
4 – G2.0.1	Describe ways in which the United States can be divided into different regions (e.g., political regions, economic regions, landform regions, vegetation regions).	Describe ways in which the United States can be divided into different regions <del>(e.g., political regions, economic regions, landform regions, vegetation regions).</del>
4 – G2.0.2	Compare human and physical characteristics of a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.	<del>Compare</del> LOCATE AND DESCRIBE human and physical characteristics of <del>a region to which Michigan belongs (e.g., Great Lakes, Midwest) with those of another region in the United States.</del> MAJOR UNITED STATES REGIONS AND COMPARE THEM TO THE GREAT LAKES REGION.



## G4 Human Systems

Understand how human activities help shape the Earth's surface.

Standard	2007	2018
4 – G4.0.1	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. (H)	Use a case study or story about migration within or to the United States to identify push and pull factors (why they left, why they came) that influenced the migration. <del>(H)</del>
4 – G4.0.2	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States (e.g., forms of shelter, language, food). (H)	Describe the impact of immigration to the United States on the cultural development of different places or regions of the United States <del>(e.g., forms of shelter, language, food).</del> <del>(H)</del>
4 – G4.0.3		DESCRIBE SOME OF THE MOVEMENTS OF RESOURCES, GOODS, PEOPLE, JOBS AND INFORMATION TO, FROM, OR WITHIN THE UNITED STATES, AND EXPLAIN THE REASONS FOR THE MOVEMENTS.

## G5 Environment and Society

Understand the effects of human-environment interactions.

Standard	2007	2018
4 – G5.0.1	Assess the positive and negative effects of human activities on the physical environment of the United States.	Assess the CAUSES AND positive and negative <del>effects</del> -CONSEQUENCES of human activities <del>on the physical environment of the United States</del> -IN DIFFERENT PARTS OF THE COUNTRY.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## CIVICS AND GOVERNMENT

### C1 Purposes of Government

Explain why people create governments.

Standard	2007	2018
4 – C1.0.1	Identify questions political scientists ask in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).	Identify questions that political scientists ask, <del>in examining the United States (e.g., What does government do? What are the basic values and principles of American democracy? What is the relationship of the United States to other nations? What are the roles of the citizen in American democracy?).</del>
4 – C1.0.2	Explain probable consequences of an absence of government and of rules and laws.	<del>4 – C1.0.2 Explain probable consequences of an absence of government and of rules and laws.</del>  Describe the purposes of government as identified in the Preamble of the Constitution.
4 – C1.0.3	Describe the purposes of government as identified in the Preamble of the Constitution.	4 – C1.0.2

### C2 CORE Values and Principles of American Democracy, A CONSTITUTIONAL REPUBLIC

Understand THE CORE values and CONSTITUTIONAL principles of ~~American constitutional~~ OUR UNIQUE FORM OF democracy, CALLED A CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
4 – C2.0.1	Explain how the principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights (e.g., freedom of religion, freedom of expression, freedom of press) serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.	Explain how the CORE VALUES AND CONSTITUTIONAL principles of popular sovereignty, rule of law, checks and balances, separation of powers, and individual rights <del>(e.g., freedom of religion, freedom of expression, freedom of press)</del> serve to limit the powers of the federal government as reflected in the Constitution and Bill of Rights.
4 – C2.0.2	Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).	<del>Identify situations in which specific rights guaranteed by the Constitution and Bill of Rights are involved (e.g., freedom of religion, freedom of expression, freedom of press).</del> DESCRIBE HOW (1) RIGHTS GUARANTEED BY THE CONSTITUTION, <del>AND</del> INCLUDING THE BILL OF RIGHTS, AND (2) CORE <del>DEMOCRATIC</del> VALUES, ARE INVOLVED IN EVERYDAY SITUATIONS.

### C3 Structure and Functions of Government

Describe the structure of government in the United States and how it functions to serve citizens.

Standard	2007	2018
4 – C3.0.1	Give examples of ways the Constitution limits the powers of the federal government (e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).	Give examples of ways the Constitution limits the powers of the federal government <del>(e.g., election of public officers, separation of powers, checks and balances, Bill of Rights).</del>
4 – C3.0.2	Give examples of powers granted to the federal government (e.g., coining of money, declaring war) and those reserved for the states (e.g., driver's license, marriage license).	Give examples of WAYS THE CONSTITUTION LIMITS THE powers <del>granted</del> <del>to</del> OF the federal government <del>(e.g., coining of money, declaring war) and TRIBAL GOVERNMENT, and those reserved for</del> VERSUS the state GOVERNMENTS AND INDIVIDUAL RIGHTS <del>(e.g., driver's license, marriage license).</del>
4 – C3.0.3	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).	Describe the organizational structure of the federal government in the United States (legislative, executive, and judicial branches).
4 – C3.0.4	Describe how the powers of the federal government are separated among the branches.	Describe how the powers of the federal government are separated among the branches.
4 – C3.0.5	Give examples of how the system of checks and balances limits the power of the federal government (e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).	Give examples of how the system of checks and balances limits the power of the federal government <del>(e.g., presidential veto of legislation, courts declaring a law unconstitutional, congressional approval of judicial appointments).</del>
4 – C3.0.6	Describe how the President, members of the Congress, and justices of the Supreme Court come to power (e.g., elections versus appointments).	Describe how the president, members of the Congress, and justices of the Supreme Court come to power <del>(e.g., elections versus appointments).</del>
4 – C3.0.7	Explain how the federal government uses taxing and spending to serve the purposes of government.	Explain how the federal government uses taxing and spending to serve the purposes of government.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## C5 Role of the Citizen in American Democracy, A CONSTITUTIONAL REPUBLIC

Explain important rights and how, when, and where American citizens demonstrate their responsibilities by participating in a ~~government~~ CONSTITUTIONAL REPUBLIC.

Standard	2007	2018
4 – C5.0.1	Explain responsibilities of citizenship (e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).	Explain responsibilities of citizenship <del>(e.g., initiating changes in laws or policy, holding public office, respecting the law, being informed and attentive to public issues, paying taxes, registering to vote and voting knowledgeably, serving as a juror).</del>
4 – C5.0.2	Describe the relationship between rights and responsibilities of citizenship.	<del>Describe the relationship between rights and responsibilities of citizenship.</del> EXPLAIN THE RIGHTS OF CITIZENSHIP, WHY RIGHTS HAVE LIMITS, AND THE RELATIONSHIP BETWEEN RIGHTS AND RESPONSIBILITIES.
4 – C5.0.3	Explain why rights have limits.	<del>Explain why rights have limits.</del> Describe ways citizens can work together to promote the CORE values and CONSTITUTIONAL principles of American democracy, A CONSTITUTIONAL REPUBLIC.
4 – C5.0.4	Describe ways citizens can work together to promote the values and principles of American democracy.	4 – C5.0.3

## ECONOMICS

### E1 Market Economy

Use fundamental principles and concepts of economics to understand economic activity in a market economy.

Standard	2007	2018
4 – E1.0.1	Identify questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).	Identify <del>questions economists ask in examining the United States (e.g., What is produced? How is it produced? How much is produced? Who gets what is produced? What role does the government play in the economy?).</del> A GOOD OR SERVICE MADE IN THE UNITED STATES AND ANSWER THE THREE ECONOMIC QUESTIONS ALL ECONOMIES MUST ADDRESS.
4 – E1.0.2	Describe some characteristics of a market economy (e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).	Describe <del>some</del> characteristics of a market economy <del>(e.g., private property rights, voluntary exchange, competition, consumer sovereignty, incentives, specialization).</del>

Standard	2007	2018
4 – E1.0.3	Describe how positive and negative incentives influence behavior in a market economy.	Describe how positive <del>(e.g., responding to a sale, saving money, earning money)</del> and negative <del>(e.g., library fines, overdue video rental fees)</del> incentives influence behavior in a market economy.
4 – E1.0.4	Explain how price affects decisions about purchasing goods and services (substitute goods).	Explain how price affects decisions about purchasing goods and services (substitute goods).
4 – E1.0.5	Explain how specialization and division of labor increase productivity (e.g., assembly line). (H)	Explain how specialization and division of labor increase productivity <del>(e.g., assembly line)</del> . (H)
4 – E1.0.6	Explain how competition among buyers results in higher prices and competition among sellers results in lower prices (e.g., supply, demand).	Explain how competition among buyers results in higher prices and competition among sellers results in lower prices <del>(e.g., supply, demand)</del> .
4 – E1.0.7	Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them.	<del>Demonstrate the circular flow model by engaging in a market simulation, which includes households and businesses and depicts the interactions among them</del> DESCRIBE THE EXCHANGE OF GOODS AND SERVICES AND THE ROLE OF MONEY.
4 – E1.0.8	Explain why public goods (e.g., libraries, roads, parks, the Mackinac Bridge) are not privately owned. (H)	<del>Explain why public goods (e.g., libraries, roads, parks) are not privately owned</del> -LIST GOODS AND SERVICES GOVERNMENTS PROVIDE IN A MARKET ECONOMY AND EXPLAIN HOW THESE GOODS AND SERVICES ARE FUNDED <del>PAID</del> . (H)

## E2 National Economy

Use fundamental principles and concepts of economics to understand economic activity in the United States.

Standard	2007	2018
4 – E2.0.1	Explain how changes in the United States economy impact levels of employment and unemployment (e.g., changing demand for natural resources, changes in technology, changes in competition). (H)	Explain how changes in the United States economy impact levels of employment and unemployment <del>(e.g., changing demand for natural resources, changes in technology, changes in competition)</del> . (H)

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### E3 International Economy

Use fundamental principles and concepts of economics to understand economic activity in the global economy.

Standard	2007	2018
4 – E3.0.1	Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).	<del>Describe how global competition affects the national economy (e.g., outsourcing of jobs, increased supply of goods, opening new markets, quality controls).</del> IDENTIFY THE ADVANTAGES AND DISADVANTAGES OF GLOBAL COMPETITION.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as a public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Standard	2007	2018
4 – P3.1.1	Identify public issues in the United States that influence the daily lives of its citizens.	Identify public issues in the United States that influence the daily lives of its citizens.
4 – P3.1.2	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.	Use graphic data and other sources to analyze information about a public issue in the United States and evaluate alternative resolutions.
4 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on resolutions to a public policy issue in the United States.	Give examples of how conflicts over core <del>democratic</del> values lead people to differ on resolutions to a public policy issue in the United States.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2018
4 – P3.3.1	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.	Compose a brief essay expressing a position on a public policy issue in the United States and justify the position with a reasoned argument.

## P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
4 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a <del>public</del> STATE OR NATIONAL issue.
4 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE FIVE

### U1 USHG ERA 1 – BEGINNINGS TO 1620

#### U1.1 ~~American Indian~~ INDIGENOUS PEOPLE'S Life in the Americas

Describe the life of peoples living in North America before European exploration.

Standard	2007	2018
5 – U1.1.1	Use maps to locate peoples in the desert Southwest, the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River (Eastern Woodland). (National Geography Standard 1, p. 144)	Use maps to locate peoples in the EASTERN WOODLAND (THE WOODLAND PEOPLES EAST OF THE MISSISSIPPI RIVER), desert Southwest, the Pacific Northwest, AND the nomadic nations of the Great Plains, <del>and the woodland peoples east of the Mississippi River (Eastern Woodland). (National Geography Standard 1, p.144) (G)</del>
5 – U1.1.2	Compare how American Indians in the desert Southwest and the Pacific Northwest adapted to or modified the environment. (National Geography Standard 14, p. 171)	Compare how <del>American Indians</del> INDIGENOUS PEOPLES in the <del>desert Southwest and the Pacific Northwest</del> EASTERN WOODLANDS AND ANOTHER TRIBAL REGION adapted to or modified the environment. <del>(National Geography Standard 14, p.171) (G)</del>
5 – U1.1.3	Describe Eastern Woodland American Indian life with respect to governmental and family structures, trade, and views on property ownership and land use. (National Geography Standard 11, p. 164, C, E)	Describe Eastern Woodland <del>American Indian</del> life with respect to governmental and family structures, trade, and views on property ownership and land use. <del>(National Geography Standard 11, p.164) (G, C, E)</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



## U1.2 European Exploration

Identify the causes and consequences of European exploration and colonization.

Standard	2007	2018
5 – U1.2.1	Explain the technological (e.g., invention of the astrolabe and improved maps), and political developments, (e.g., rise of nation-states), that made sea exploration possible. (National Geography Standard 1, p. 144, C)	Explain the technological <del>(e.g., invention of the astrolabe and improved maps)</del> and political developments <del>(e.g., rise of nation-states)</del> that made sea exploration possible. <del>(National Geography Standard 1, p.144) (G, C)</del>
5 – U1.2.2	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas (e.g., economic, political, cultural, and religious). (National Geography Standard 13, p. 169, C, E)	Use case studies of individual explorers and stories of life in Europe to compare the goals, obstacles, motivations, and consequences for European exploration and colonization of the Americas <del>(e.g., economic, political, cultural, and religious)</del> . <del>(National Geography Standard 13, p.169) (G, C, E)</del>

## U1.3 African Life Before the 16th Century

Describe the lives of peoples living in western Africa prior to the 16th century.

Standard	2007	2018
5 – U1.3.1	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). (National Geography Standard 1, p. 144)	Use maps to locate the major regions of Africa (northern Africa, western Africa, central Africa, eastern Africa, southern Africa). <del>(National Geography Standard 1, p.144)</del>
5 – U1.3.2	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. (National Geography Standard 10, p. 162)	Describe the life and cultural development of people living in western Africa before the 16th century with respect to economic (the ways people made a living) and family structures, and the growth of states, towns, and trade. <del>(National Geography Standard 10, p. 162)</del>

## U1.4 Three World Interactions

Describe the environmental, political, and cultural consequences of the interactions among European, African, and ~~American Indian~~ INDIGENOUS PEOPLES in the late 15th through the 17th century.

Standard	2007	2018
5 – U1.4.1	Describe the convergence of Europeans, American Indians and Africans in North America after 1492 from the perspective of these three groups. (National Geography Standard 10, p. 162)	Describe the convergence of Europeans, <del>American Indians</del> INDIGENOUS PEOPLES, and Africans in North America after 1492 from the perspective of these three groups. <del>(National Geography Standard 10, p.162) (G)</del>



Standard	2007	2018
5 – U1.4.2	Use primary and secondary sources (e.g., letters, diaries, maps, documents, narratives, pictures, graphic data) to compare Europeans and American Indians who converged in the western hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. (National Geography Standard 12, p. 167, C, E)	Use primary and secondary sources <del>(e.g., letters, diaries, maps, documents, narratives, pictures, graphic data)</del> to compare Europeans and <del>American Indians</del> INDIGENOUS PEOPLES who converged in the Western Hemisphere after 1492 with respect to governmental structure, and views on property ownership and land use. <del>(National Geography Standard 12, p.167)</del> (G, C, E)
5 – U1.4.3	Explain the impact of European contact on American Indian cultures by comparing the different approaches used by the British and French in their interactions with American Indians. (National Geography Standard 10, p. 162, C, E)	Explain the impact of European contact on <del>American Indian</del> THE cultures OF INDIGENOUS PEOPLES by comparing the different approaches used by the British and French in their interactions with <del>American Indians</del> INDIGENOUS PEOPLES. <del>(National Geography Standard 10, p.162)</del> (G, C, E)
5 – U1.4.4	Describe the Columbian Exchange and its impact on Europeans, American Indians, and Africans. (National Geography Standard 11, p. 164, E)	Describe the Columbian Exchange and its impact on Europeans, <del>American Indians</del> INDIGENOUS PEOPLES, and Africans. <del>(National Geography Standard 11, p.164)</del> (G, E)

## U2 USHG ERA 2 – COLONIZATION AND SETTLEMENT (1585-1763)

### U2.1 European Struggle for Control of North America

Compare the regional settlement patterns and describe significant developments in Southern, New England, and the mid-Atlantic colonies.

Standard	2007	2018
5 – U2.1.1	Describe significant developments in the Southern colonies, including <ul style="list-style-type: none"> <li>patterns of settlement and control including the impact of geography (landforms and climate) on settlement (National Geography Standard 12, p. 167)</li> <li>establishment of Jamestown (National Geography Standard 4, p. 150)</li> <li>development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) (National Geography Standard 11, p. 164)</li> <li>relationships with American Indians (e.g., Powhatan) (National Geography Standard 10, p. 162)</li> </ul>	Describe significant developments in the Southern colonies, including <ul style="list-style-type: none"> <li>patterns of settlement and control including the impact of geography (landforms and climate) on settlement <del>(National Geography Standard 12, p. 167)</del></li> <li>establishment of Jamestown <del>(National Geography Standard 4, p. 150)</del></li> <li>development of one-crop economies (plantation land use and growing season for rice in Carolinas and tobacco in Virginia) <del>(National Geography Standard 11, p. 164)</del></li> <li>relationships with <del>American Indians</del> (e.g., Powhatan) INDIGENOUS PEOPLES, INCLUDING THE TRADING OF GOODS, SERVICES, AND IDEAS</li> </ul>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
	<ul style="list-style-type: none"> <li>development of colonial representative assemblies (House of Burgesses) (<i>National Geography Standard 5, p. 152</i>)</li> <li>development of slavery</li> </ul>	<p>AMONG EUROPEAN AND INDIGENOUS PEOPLES (<i>National Geography Standard 10, p. 162</i>)</p> <ul style="list-style-type: none"> <li>development of colonial representative assemblies (House of Burgesses) (<del><i>National Geography Standard 5, p. 152</i></del>)</li> <li>development of slavery</li> </ul>
5 – U2.1.2	<p>Describe significant developments in the New England colonies, including</p> <ul style="list-style-type: none"> <li>patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>relations with American Indians (e.g., Pequot/King Phillip's War) (<i>National Geography Standard 10, p. 162</i>)</li> <li>growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<i>National Geography Standard 15, p. 173</i>)</li> <li>the development of government including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>)</li> <li>religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>)</li> </ul>	<p>Describe significant developments in the New England colonies, including:</p> <ul style="list-style-type: none"> <li>patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<del><i>National Geography Standard 12, p.167</i></del>) (G)</li> <li>relations with <del>American Indians (e.g., Pequot/King Phillip's War)</del> INDIGENOUS PEOPLES, INCLUDING THE TRADING OF GOODS, SERVICES, AND IDEAS AMONG EUROPEAN AND INDIGENOUS PEOPLES (<del><i>National Geography Standard 10, p.162</i></del>)</li> <li>growth of agricultural (small farms) and non-agricultural (shipping, manufacturing) economies (<del><i>National Geography Standard 15, p.173</i></del>) (G, E)</li> <li>the development of government, including establishment of town meetings, development of colonial legislatures and growth of royal government (<i>National Geography Standard 13, p. 169</i>)</li> <li>religious tensions in Massachusetts that led to the establishment of other colonies in New England (<i>National Geography Standard 13, p. 169 C, E</i>)</li> </ul>
5 – U2.1.3	<p>Describe significant developments in the Middle Colonies, including</p> <ul style="list-style-type: none"> <li>patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p. 167</i>)</li> <li>the growth of Middle Colonies economies (e.g., breadbasket) (<i>National Geography Standard 7, p. 156</i>)</li> <li>The Dutch settlements in New Netherlands, Quaker settlement in</li> </ul>	<p>Describe significant developments in the Middle Colonies, including:</p> <ul style="list-style-type: none"> <li>patterns of settlement and control including the impact of geography (landforms and climate) on settlement (<i>National Geography Standard 12, p.167</i>) (G)</li> <li>RELATIONS WITH INDIGENOUS PEOPLES, INCLUDING THE TRADING OF GOODS, SERVICES, AND IDEAS AMONG EUROPEAN AND INDIGENOUS PEOPLES</li> <li>the growth of Middle Colonies' economies (e.g., breadbasket)</li> </ul>

Standard	2007	2018
	<p>Pennsylvania, and subsequent English takeover of the Middle Colonies</p> <ul style="list-style-type: none"> <li>immigration patterns leading to ethnic diversity in the Middle Colonies (<i>National Geography Standard 10, p. 162, C, E</i>)</li> </ul>	<p>(National Geography Standard 7, p.156) (E)</p> <ul style="list-style-type: none"> <li>The Dutch settlement in New Netherlands, Quaker settlement in Pennsylvania, and subsequent English takeover of the Middle Colonies</li> <li>immigration patterns leading to ethnic diversity in the Middle Colonies (National Geography Standard 10, p.162) (G, C, E)</li> </ul>
5 – U2.1.4	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. ( <i>National Geography Standard 12, p. 167</i> )	Compare the regional settlement patterns of the Southern colonies, New England, and the Middle Colonies. ( <del>National Geography Standard 12, p.167</del> )
5 – U2.1.5		EXPLAIN THE ECONOMIC, POLITICAL, CULTURAL, AND RELIGIOUS CAUSES OF MIGRATION TO COLONIAL NORTH AMERICA. ( <del>G</del> )

## U2.2 European Slave Trade and Slavery in Colonial America

Analyze the development of the slave system in the Americas and its impact upon the life of Africans.

Standard	2007	2018
5 – U2.2.1	<p>Describe Triangular Trade including</p> <ul style="list-style-type: none"> <li>the trade routes</li> <li>the people and goods that were traded</li> <li>the Middle Passage</li> <li>its impact on life in Africa (<i>National Geography Standards 9, and 11; pp. 160 and 164 E</i>)</li> </ul>	<p>Describe Triangular Trade including:</p> <ul style="list-style-type: none"> <li>the trade routes (<del>E, G</del>)</li> <li>the people and goods that were traded (<del>E</del>)</li> <li>the Middle Passage</li> <li>its impact on life in Africa (<del>National Geography Standards 9, and 11; pp.160 and 164</del>) (<del>G</del>)</li> </ul>
5 – U2.2.2	Describe the life of enslaved Africans and free Africans in the American colonies. ( <i>National Geography Standard 5, p. 152</i> )	Describe the life of enslaved Africans and free Africans in the American colonies. ( <del>National Geography Standard 5, p. 152</del> )
5 – U2.2.3	Describe how Africans living in North America drew upon their African past (e.g., sense of family, role of oral tradition) and adapted elements of new cultures to develop a distinct African-American culture. ( <i>National Geography Standard 10, p. 162</i> )	Describe how Africans living in North America drew upon their African past ( <del>e.g., sense of family, role of oral tradition</del> ) and adapted elements of new cultures to develop a distinct African-American culture. ( <del>National Geography Standard 10, p. 162</del> )

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### U2.3 Life in Colonial America

Distinguish among and explain the reasons for regional differences in colonial America.

Standard	2007	2018
5 – U2.3.1	Locate the New England, Middle, and Southern colonies on a map. ( <i>National Geography Standard 3 p. 148</i> )	Locate the New England, Middle, and Southern colonies on a map. ( <del>National Geography Standard 3 p.148</del> ) (G)
5 – U2.3.2	Describe the daily life of people living in the New England, Middle, and Southern colonies. ( <i>National Geography Standards 14 and 15; pp. 171 and 173</i> )	Describe the daily life of people living in the New England, Middle, and Southern colonies. ( <del>National Geography Standards 14 and 15; pp.171 and 173</del> )
5 – U2.3.3	Describe colonial life in America from the perspectives of at least three different groups of people (e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians). ( <i>National Geography Standard 6, p. 154</i> )	Describe colonial life in America from the perspectives of at least three different groups of people. ( <del>e.g., wealthy landowners, farmers, merchants, indentured servants, laborers and the poor, women, enslaved people, free Africans, and American Indians</del> ). ( <del>National Geography Standard 6, p. 154</del> )
5 – U2.3.4	Describe the development of the emerging labor force in the colonies (e.g., cash crop farming, slavery, indentured servants). (E)	Describe the development of the emerging labor force in the colonies ( <del>e.g., cash crop farming, slavery, indentured servants</del> ). (E)
5 – U2.3.5	Make generalizations about the reasons for regional differences in colonial America. ( <i>National Geography Standard 6, p. 154</i> )	Make generalizations about the reasons for regional differences in colonial America. ( <del>National Geography Standard 6, p.154</del> ) (G)

## U3 USHG ERA 3 REVOLUTION AND THE NEW NATION (1754 - 1800)

### U3.1 Causes of the American Revolution

Identify the major political, economic, and ideological reasons for the American Revolution.

Standard	2007	2018
5 – U3.1.1	Describe the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775, and colonial dissatisfaction with the new policy. ( <i>National Geography Standard 13 p. 169 C, E</i> )	Describe <del>the role of the French and Indian War, how British policy toward the colonies in America changed from 1763 to 1775,</del> HOW THE FRENCH AND INDIAN WAR AFFECTED BRITISH POLICY TOWARD THE COLONIES and colonial dissatisfaction with the new policy. ( <del>National Geography Standard 13 p.169</del> ) (C, E)
5 – U3.1.2	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre.	Describe the causes and effects of events such as the Stamp Act, Boston Tea Party, the Intolerable Acts, and the Boston Massacre. (C)
5 – U3.1.3	Using an event from the Revolutionary era (e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures), explain how British	Using an event from the Revolutionary era ( <del>e.g., Boston Tea Party, quartering of soldiers, writs of assistance, closing of colonial legislatures</del> ), explain how British

Standard	2007	2018
	and colonial views on authority and the use of power without authority differed (views on representative government).	and colonial views on authority and the use of power without authority differed (views on representative government). <del>(C)</del>
5 – U3.1.4	Describe the role of the First and Second Continental Congress in unifying the colonies (addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation). (C)	Describe the role of the First and Second Continental Congresses in unifying the colonies <del>(addressing the Intolerable Acts, declaring independence, drafting the Articles of Confederation).</del> <del>(C)</del>
5 – U3.1.5	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. (C)	Use the Declaration of Independence to explain why the colonists wanted to separate from Great Britain and why they believed they had the right to do so. <del>(C)</del>
5 – U3.1.6	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.	Identify the role that key individuals played in leading the colonists to revolution, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, Samuel Adams, John Adams, and Thomas Paine.
5 – U3.1.7	Describe how colonial experiences with self-government (e.g., Mayflower Compact, House of Burgesses and town meetings) and ideas about government (e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government) influenced the decision to declare independence. (C)	Describe how colonial experiences with self-government <del>(e.g., Mayflower Compact, House of Burgesses and town meetings)</del> and ideas about government <del>(e.g., purposes of government such as protecting individual rights and promoting the common good, natural rights, limited government, representative government)</del> influenced the decision to declare independence. <del>(C)</del>
5 – U3.1.8	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.	Identify a problem confronting people in the colonies, identify alternative choices for addressing the problem with possible consequences, and describe the course of action taken.

### U3.2 The American Revolution and Its Consequences

Explain the multi-faceted nature of the American Revolution and its consequences.

Standard	2007	2018
5 – U3.2.1	Describe the advantages and disadvantages of each side during the American Revolution with respect to military leadership, geography, types of resources, and incentives. ( <i>National Geography Standard 4, p. 150, E</i> )	Describe the advantages and disadvantages each side had during the American Revolution with respect to military leadership, geography, types of resources, and motivations. <del>(National Geography Standard 4, p.150, E)</del> <del>(G, E)</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
5 – U3.2.2	Describe the importance of Valley Forge, Battle of Saratoga, and Battle of Yorktown in the American Revolution.	Describe the importance of Valley Forge, the Battle of Saratoga, and the Battle of Yorktown in the American Revolution.
5 – U3.2.3	Compare the role of women, African Americans, American Indians, and France in helping shape the outcome of the war.	Compare the role of women, African Americans, <del>American Indians</del> INDIGENOUS PEOPLES, and France in helping shape the outcome of the war.
5 – U3.2.4	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). ( <i>National Geography Standard 13, p. 169, C</i> )	Describe the significance of the Treaty of Paris (establishment of the United States and its boundaries). ( <del>National Geography Standard 13, p.169</del> ) (G, C)

### U3.3 Creating New Government(s) and a New Constitution

Explain some of the challenges faced by the new nation under the Articles of Confederation; and analyze the development of the Constitution as a new plan for governing.

Standard	2007	2018
5 – U3.3.1	Describe the powers of the national government and state governments under the Articles of Confederation. (C)	Describe the powers of the national government and state governments under the Articles of Confederation. <del>(C)</del>
5 – U3.3.2	Give examples of problems the country faced under the Articles of Confederation (e.g., lack of national army, competing currencies, reliance on state governments for money). ( <i>National Geography Standard 13, p. 169, C</i> )	Give examples of problems the country faced under the Articles of Confederation. <del>(e.g., lack of national army, competing currencies, reliance on state governments for money).</del> ( <del>National Geography Standard 13, p. 169, C</del> )
5 – U3.3.3	Explain why the Constitutional Convention was convened and why the Constitution was written. (C)	Explain why the Constitutional Convention was convened and why the Constitution was written. <del>(C)</del>
5 – U3.3.4	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution (Great Compromise, Three-Fifths Compromise). ( <i>National Geography Standard 9, p. 160, C</i> )	Describe the issues over representation and slavery the Framers faced at the Constitutional Convention and how they were addressed in the Constitution. <del>(Great Compromise, Three-Fifths Compromise).</del> ( <del>National Geography Standard 9, p. 160, C</del> )
5 – U3.3.5	Give reasons why the Framers wanted to limit the power of government (e.g., fear of a strong executive, representative government, importance of individual rights). (C)	Give reasons why the Framers wanted to limit the power of government. <del>(e.g., fear of a strong executive, representative government, importance of individual rights).</del> (C)
5 – U3.3.6	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution (e.g., enumerated and reserved powers). (C)	Describe the principle of federalism and how it is expressed through the sharing and distribution of power as stated in the Constitution. <del>(e.g., enumerated and reserved powers).</del> (C)



Standard	2007	2018
5 – U3.3.7	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. (C)	Describe the concern that some people had about individual rights and why the inclusion of a Bill of Rights was needed for ratification. <del>(C)</del>
5 – U3.3.8	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.	Describe the rights found in the First, Second, Third, and Fourth Amendments to the United States Constitution.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Public Issues

Clearly state a problem as public policy issue, analyze various perspectives, and generate and evaluate possible alternative resolutions.

Standard	2007	2018
5 – P3.1.1	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.	Identify contemporary public issues related to the United States Constitution and their related factual, definitional, and ethical questions.
5 – P3.1.2	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.	Use graphic data and other sources to analyze information about a contemporary public issue related to the United States Constitution and evaluate alternative resolutions.
5 – P3.1.3	Give examples of how conflicts over core democratic values lead people to differ on contemporary constitutional issues in the United States.	Give examples of how conflicts over core <del>democratic</del> values lead people to differ on contemporary constitutional issues in the United States.

### P3.3 Persuasive Communication About a Public Issue

Communicate a reasoned position on a public issue.

Standard	2007	2018
5 – P3.3.1	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.	Compose a short essay expressing a position on a contemporary public policy issue related to the Constitution and justify the position with a reasoned argument.

### P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
5 – P4.2.1	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.	Develop and implement an action plan and know how, when, and where to address or inform others about a public issue.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
5 – P4.2.2	Participate in projects to help or inform others.	Participate in projects to help or inform others.

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE SIX

### HISTORY

#### ~~H1—The World in Temporal Terms: Historical Habits of Mind (Ways of Thinking)~~

~~Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.~~

#### ~~H1.1—Temporal Thinking~~

~~Use historical conceptual devices to organize and study the past.~~

~~Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun and moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.~~

Standard	2007	2018
6 – H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	<del>Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</del>
6 – H1.1.2	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).	<del>Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Olmec and Mayan calendar systems, Aztec Calendar Stone, Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E. Note: in 7th grade Eastern Hemisphere the Chinese, Hebrew, and Islamic/Hijri calendars are included).</del>



## **~~H1.2 — Historical Inquiry and Analysis~~**

~~Use historical inquiry and analysis to study the past.~~

~~History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the Western Hemisphere.~~

Standard	2007	2018
6 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	<del>Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).</del>
6 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	<del>Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.</del>
6 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	<del>Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.</del>
6 – H1.2.4	Compare and evaluate competing historical perspectives about the past based on proof.	<del>Compare and evaluate competing historical perspectives about the past based on proof.</del>
6 – H1.2.5	Identify the role of the individual in history and the significance of one person's ideas.	<del>Identify the role of the individual in history and the significance of one person's ideas.</del>

## **~~H1.4 — Historical Understanding~~**

~~Use historical concepts, patterns, and themes to study the past.~~

~~Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.~~

Standard	2007	2018
6 – H1.4.1	Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).	<del>Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
6 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	<del>Describe and use themes of history to study patterns of change and continuity.</del>
6 – H1.4.3	Use historical perspective to analyze global issues faced by humans long ago and today	<del>Use historical perspective to analyze global issues faced by humans long ago and today</del>

### **~~W1 — WHG ERA 1 — The Beginnings of Human Society: Beginnings to 4000 B.C.E./B.C.~~**

~~Explain the basic features and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.~~

#### **~~W1.1 — Peopling of the Earth~~**

~~Describe the spread of people in the Western Hemisphere in Era 1.~~

~~In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments in the Americas.~~

Standard	2007	2018
6 – W1.1.1	Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).	<del>Describe the early migrations of people among Earth's continents (including the Beringa Land Bridge).</del>
6 – W1.1.2	Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).	<del>Examine the lives of hunting and gathering people during the earliest eras of human society (tools and weapons, language, fire).</del>

#### **~~W1.2 Agricultural Revolution~~**

~~Describe the Agricultural Revolution and explain why it is a turning point in history.~~

~~The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.~~

Standard	2007	2018
6 – W1.2.1	Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).	<del>Describe the transition from hunter-gatherers to sedentary agriculture (domestication of plants and animals).</del>
6 – W1.2.2	Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).	<del>Describe the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growing season).</del>
6 – W1.2.3	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	<del>Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).</del>

~~**W2 — WHG ERA 2 — EARLY CIVILIZATIONS AND CULTURES AND THE EMERGENCE OF PASTORAL PEOPLES, 4000 TO 1000 B.C.E./B.C.**~~

~~Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.~~

~~**W2.1 — Early Civilizations and Early Pastoral Societies**~~

~~Describe the characteristics of early Western Hemisphere civilizations and pastoral societies.~~

~~During this era, early agrarian civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed cultures that reflected the geography and resources that enabled them to inhabit the more challenging physical environments such as the tundra and semi-arid regions of North and South America.~~

<b>Standard</b>	<b>2007</b>	<b>2018</b>
6 – W2.1.1	Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.	<del>Explain how the environment favored hunter gatherer, pastoral, and small scale agricultural ways of life in different parts of the Western Hemisphere.</del>
6 – W2.1.2	Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).	<del>Describe how the invention of agriculture led to the emergence of agrarian civilizations (seasonal harvests, specialized crops, cultivation, and development of villages and towns).</del>
6 – W2.1.3	Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).	<del>Use multiple sources of evidence to describe how the culture of early peoples of North America reflected the geography and natural resources available (e.g., Inuit of the Arctic, Kwakiutl of the Northwest Coast; Anasazi and Apache of the Southwest).</del>
6 – W2.1.4	Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).	<del>Use evidence to identify defining characteristics of early civilizations and early pastoral nomads (government, language, religion, social structure, technology, and division of labor).</del>

~~**W3 — WHG ERA 3 — CLASSICAL TRADITIONS AND MAJOR EMPIRES, 1000 B.C.E./B.C. TO 300 C.E./A.D.**~~

~~(Note: Mayan, Aztec, and Incan societies had their beginnings in Era 3 but became more prominent as civilizations in Era 4.)~~

~~Analyze the civilizations and empires that emerged during this era, noting their political, economic, and social systems, and their changing interactions with the environment.~~

~~Analyze the innovations and social, political, and economic changes that occurred through the emergence of agrarian societies of Mesoamerica and Andean South America and the subsequent urbanization and trading economies that occurred in the region. (Grade 6)~~

~~**W3.1 — Classical Traditions and Major Empires in the Western Hemisphere**~~

~~Describe empires and agrarian civilizations in Mesoamerica and South America.~~

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

~~Civilizations and empires that emerged during this era were noted for their political, economic and social systems and their changing interactions with the environment and the agrarian civilizations that emerged in Mesoamerica and South America.~~

Standard	2007	2018
6 – W3.1.1	Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.	<del>Analyze the role of environment in the development of early empires, referencing both useful environmental features and those that presented obstacles.</del>
6 – W3.1.2	Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).	<del>Explain the role of economics in shaping the development of early civilizations (trade routes and their significance – Inca Road, supply and demand for products).</del>
6 – W3.1.3	Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.	<del>Describe similarities and difference among Mayan, Aztec, and Incan societies, including economy, religion, and role and class structure.</del>
6 – W3.1.4	Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.	<del>Describe the regional struggles and changes in governmental systems among the Mayan, Aztec, and Incan Empires.</del>
6 – W3.1.5	Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).	<del>Construct a timeline of main events on the origin and development of early and classic ancient civilizations of the Western Hemisphere (Olmec, Mayan, Aztec, and Incan).</del>

## GEOGRAPHY

### G1 The World in Spatial Terms: Geographical Habits of Mind

Describe relationships between people, places, and environments by using information that is in a geographic (spatial) context. Engage in mapping and analyzing information to explain the patterns and relationships among people, their cultures, and the natural environment. Explain and use key conceptual devices (places and regions, spatial patterns, and processes) that geographers use to organize information.

### G1.1 Spatial Thinking

Use maps and other geographic tools to acquire and process information from a spatial perspective.

~~World and regional maps made for specific purposes (population distribution, climate patterns, vegetation patterns) are used to present information so that it can be compared, contrasted, and examined to answer the questions "Where is something located?" and "Why is it located there?" and "What effect does this location have?"~~

Standard	2007	2018
6 – G1.1.1	Describe how geographers use mapping to represent places and natural and human phenomena in the world.	<del>Describe how geographers use mapping to represent places and natural and human phenomena in the world.</del> EXPLAIN AND USE A VARIETY OF MAPS, GLOBES, AND WEB BASED GEOGRAPHY TECHNOLOGY TO STUDY THE WORLD AT GLOBAL, REGIONAL, AND LOCAL SCALES.
6 – G1.1.2	Draw a sketch map from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean).	Draw a sketch map, <del>from memory of the Western Hemisphere showing the major regions (Canada, United States, Mexico, Central America, South America, and Caribbean)</del> OR ADD INFORMATION TO AN OUTLINE MAP, OF THE WORLD OR A WORLD REGION.

### G1.2 Geographical Inquiry and Analysis

Use SKILLS OF geographic inquiry and analysis to answer important questions about relationships between people, THEIR cultures, AND their environment, IN THEIR COMMUNITY and ~~relations~~ within the larger world context.

Students use information to make reasoned judgments based on the authenticity of the information, their skill at critically analyzing the information, and presenting the results.

Standard	2007	2018
6 – G1.2.1	Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.	<del>Locate the major landforms, rivers (Amazon, Mississippi, Missouri, Colorado), and climate regions of the Western Hemisphere.</del> APPLY THE SKILLS OF GEOGRAPHIC INQUIRY (ASKING GEOGRAPHIC QUESTIONS, ACQUIRING GEOGRAPHIC INFORMATION, ORGANIZING GEOGRAPHIC INFORMATION, ANALYZING GEOGRAPHIC INFORMATION, AND ANSWERING GEOGRAPHIC QUESTIONS) TO ANALYZE A GEOGRAPHIC PROBLEM OR ISSUE.
6 – G1.2.2	Explain why maps of the same place may vary, including cultural perspectives of the Earth and new knowledge based on science and modern technology.	Explain why maps of the same place may vary, including <del>cultural</del> THE perspectives <del>of the Earth and new knowledge based on science and modern technology</del> AND PURPOSES OF THE CARTOGRAPHERS.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
6 – G1.2.3	Use data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population.	Use, <del>data to create thematic maps and graphs showing patterns of population, physical terrain, rainfall, and vegetation, analyze the patterns and then propose two generalizations about the location and density of the population,</del> INTERPRET, AND CREATE MAPS AND GRAPHS REPRESENTING POPULATION CHARACTERISTICS, NATURAL FEATURES, AND LAND USE OF THE REGION UNDER STUDY
6 – G1.2.4	Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions	Use <del>observations from air photos, photographs (print and CD) and films (VCR and DVD)</del> IMAGES as the basis for answering geographic questions about the human and physical characteristics of places and major world regions.
6 – G1.2.5	Use information from 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 of the Western Hemisphere to answer geographic questions.	LOCATE AND use information from <del>modern technology, such as Geographic Positioning System (GPS),</del> Geographic Information Systems (GIS) and satellite remote sensing to <del>locate information and process maps and data to analyze spatial patterns of the Western Hemisphere to</del> answer geographic questions.
6 – G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.	<del>Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Western Hemisphere.</del> CREATE OR INTERPRET A MAP OF THE POPULATION DISTRIBUTION OF A REGION AND GENERALIZE ABOUT THE FACTORS INFLUENCING THE DISTRIBUTION OF THE POPULATION.

### G1.3 Geographical Understanding

THE PURPOSE OF MIDDLE SCHOOL GEOGRAPHY CURRICULUM IS TO DEVELOP CONTENT, THEMES, SKILLS, AND PERSPECTIVES THAT CAN HELP STUDENTS UNDERSTAND A DIVERSE AND INTERCONNECTED WORLD.

~~The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables student to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.~~

Standard	2007	2018
6 – G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.
6 – G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	<del>Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</del> USE MAPS OF PHYSICAL FEATURES, LAND USE, AND TRANSPORTATION TO GENERALIZE ABOUT THE REASONS FOR THE DISTRIBUTION OF POPULATION.
6 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.

### G2 Places and Regions

Describe the cultural groups and diversities among people that are rooted in particular places and in human constructs called regions. Analyze the physical and human characteristics of places and regions.

#### G2.1 Physical Characteristics of Place

Describe the physical characteristics of places.

Standard	2007	2018
6 – G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	LOCATE AND describe the <del>landform features</del> LANDFORMS, ECOSYSTEMS, and the climate of the CONTINENTS <del>region (within the Western or Eastern Hemispheres) under study.</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
6 – G2.1.2	Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.	<del>Account for topographic and human spatial patterns (where people live) associated with tectonic plates such as volcanoes, earthquakes, settlements (Ring of Fire, recent volcanic and seismic events, settlements in proximity to natural hazards in the Western Hemisphere) by using information from GIS, remote sensing, and the World Wide Web.</del> DESCRIBE THE BASIC PATTERNS AND PROCESSES OF PLATE TECTONICS.
6 – G2.1.3		DESCRIBE THE CHARACTERISTICS OF MAJOR WORLD CLIMATES AND ECOSYSTEMS.

## G2.2 Human Characteristics of Place

Describe the human characteristics of places.

Standard	2007	2018
6 – G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).
6 – G2.2.2	Explain that communities are affected positively or negatively by changes in technology (e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).	Explain how communities are affected positively or negatively by changes in technology <del>(e.g., Canada with regard to mining, forestry, hydroelectric power generation, agriculture, snowmobiles, cell phones, air travel).</del>
6 – G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).	<del>Analyze</del> EXPLAIN how culture and experience influence people's perception of places and regions. <del>(e.g., the Caribbean Region that presently displays enduring impacts of different immigrant groups – Africans, South Asians, Europeans – and the differing contemporary points of view about the region displayed by islanders and tourists).</del>
6 – G2.2.4		INTERPRET POPULATION PYRAMIDS FROM DIFFERENT COUNTRIES INCLUDING BIRTH RATES, DEATH RATES, MALE-FEMALE DIFFERENCES, AND THE CAUSES AND CONSEQUENCES OF THE AGE STRUCTURE OF THE POPULATION.



### G3 Physical Systems

Describe the physical processes that shape the Earth's surface which, along with plants and animals, are the basis for both sustaining and modifying ecosystems. Identify and analyze the patterns and characteristics of the major ecosystems on Earth.

#### G3.1 Physical Processes

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

Standard	2007	2018
6 – G3.1.1	Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).	<del>Construct and analyze climate graphs for two locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns. (e.g., compare and contrast Buenos Aires and La Paz; Mexico City and Guatemala City; Edmonton and Toronto).</del> INTERPRET AND COMPARE CLIMOGRAPHS FROM DIFFERENT LATITUDES AND LOCATIONS.
6 – G3.1.2		EXPLAIN THE FACTORS THAT CAUSE DIFFERENT TYPES OF CLIMATES.

#### G3.2 Ecosystems

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

Standard	2007	2018
6 – G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, effects of annual flooding on vegetation along river flood plains such as the Amazon).	<del>Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., South America's location relative to the equator, effects of elevations on temperature and growing season, proximity to bodies of water and the effects on temperature and rainfall, and the effects of annual flooding on vegetation along river flood plains such as the Amazon).</del> LOCATE MAJOR ECOSYSTEMS AND EXPLAIN HOW AND WHY THEY ARE SIMILAR OR DIFFERENT AS A CONSEQUENCE OF LATITUDE, ELEVATION, LANDFORMS, LOCATION, AND HUMAN FACTORS.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
6 – G3.2.2	Identify ecosystems and explain why some are more attractive for humans to use than are others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones).	Identify MAJOR ecosystems OF THE REGION UNDER STUDY and explain why some <del>are more attractive</del> PROVIDE GREATER OPPORTUNITIES (FERTILE SOIL, LENGTH OF GROWING SEASON, PRECIPITATION) for humans <del>to use than others (e.g., mid-latitude forest in North America, high latitude of Peru, tropical forests in Honduras, fish or marine vegetation in coastal zones)</del> AND HOW LAND USE CHANGES WITH TECHNOLOGY.

#### G4 Human Systems

Explain that human activities may be seen on Earth's surface.

Human systems include the way people divide the land, decide where to live, develop communities that are part of the larger cultural mosaic, and engage in the cultural diffusion of ideas and products within and among groups.

##### G4.1 Cultural Mosaic

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

Standard	2007	2018
6 – G4.1.1	Identify and explain examples of cultural diffusion within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration).	<del>Identify and explain examples of</del> DEFINE culture AND DESCRIBE EXAMPLES OF CULTURAL CHANGE THROUGH diffusion, <del>within the Americas (e.g., baseball, soccer, music, architecture, television, languages, health care, Internet, consumer brands, currency, restaurants, international migration)</del> , INCLUDING WHAT HAS DIFFUSED, WHY AND WHERE IT HAS SPREAD, AND CONSEQUENCES.
6 – G4.1.2		COMPARE THE ROLES OF MEN AND WOMEN IN DIFFERENT SOCIETIES.
6 – G4.1.3		DESCRIBE CULTURES OF THE REGION BEING STUDIED INCLUDING THE MAJOR LANGUAGES AND RELIGIONS.
6 – G4.1.4		EXPLAIN HOW CULTURAL PATTERNS INFLUENCE ENVIRONMENTS AND THE DAILY LIVES OF PEOPLE.

##### G4.2 Technology Patterns and Networks

Describe how technology creates patterns and networks that connect people, products, and ideas.

Standard	2007	2018
6 – G4.2.1	List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).	<del>List</del> IDENTIFY and describe the advantages, <del>and</del> disadvantages, AND IMPACT OF different technologies used to move people, products, and ideas throughout the world ( <del>e.g., call centers in the Eastern Hemisphere that service the Western Hemisphere; the United States and Canada as hubs for the Internet; transport of people and perishable products; and the spread of individuals' ideas as voice and image messages on electronic networks such as the Internet).</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### G4.3 Patterns of Human Settlement

Describe patterns, processes, and functions of human settlement.

Standard	2007	2018
6 – G4.3.1	Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).	<del>Identify places in the Western Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Vancouver in Canada; irrigated agriculture; or clearing of forests for farmland).</del> EXPLAIN HOW PEOPLE HAVE MODIFIED THE ENVIRONMENT AND USED TECHNOLOGY TO MAKE PLACES MORE SUITABLE FOR HUMANS.
6 – G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of megacities – modern cities over 5 million, such as Mexico City, and patterns of agricultural settlements in South and North America).	<del>Describe patterns of settlement by using historical and modern maps (e.g., coastal and river cities and towns in the past and present, locations of mega cities, modern cities over 5 million such as Mexico City, and patterns of agricultural settlements in South and North America).</del> AND EXPLAIN WHY PEOPLE SETTLE WHERE THEY DO AND HOW THEY MAKE THEIR LIVING.
6 – G4.3.3		EXPLAIN THE PATTERNS, CAUSES, AND CONSEQUENCES OF MAJOR HUMAN MIGRATIONS.

### G4.4 Forces of Cooperation and Conflict

Explain how forces of conflict and cooperation among people influence the division of the Earth's surface and its resources.

Standard	2007	2018
6 – G4.4.1	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).	Identify factors that contribute to conflict and cooperation between and among cultural groups (control/use of natural resources, power, wealth, and cultural diversity).
6 – G4.4.2	Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.	<del>Describe the cultural clash of First Peoples, French and English in Canada long ago, and the establishment of Nunavut in 1999.</del> EVALUATE EXAMPLES OF COOPERATION AND CONFLICT WITHIN THE REGION UNDER STUDY FROM DIFFERENT PERSPECTIVES.

### G5 Environment and Society

Explain that the physical environment is modified by human activities, which are influenced by the ways in which human societies value and use Earth's natural resources, and by Earth's physical features and processes. Explain how human action modifies the physical environment and how physical systems affect human systems.

### G5.1 Humans and the Environment

Describe how human actions modify the environment.

Standard	2007	2018
6 – G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).	<del>Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water), (e.g., changes in the tropical forest environments in Brazil, Peru, and Costa Rica).</del> DESCRIBE EXAMPLES OF HOW HUMANS HAVE IMPACTED AND ARE CONTINUING TO IMPACT THE ENVIRONMENT IN DIFFERENT PLACES AS A CONSEQUENCE OF POPULATION SIZE, LEVEL OF CONSUMPTION, AND TECHNOLOGY.
6 – G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining the Kentucky and West Virginia).	<del>Describe how variations in technology affect human modifications of the landscape (e.g., clearing forests for agricultural land in South America, fishing in the Grand Banks of the Atlantic, expansion of cities in South America, hydroelectric developments in Canada, Brazil and Chile, and mining coal in Kentucky and West Virginia).</del> EXPLAIN HOW DIFFERENT TECHNOLOGIES CAN HAVE POSITIVE AND NEGATIVE IMPACTS ON THE ENVIRONMENT.
6 – G5.1.3	Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).	Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places. <del>(e.g., cutting forests in one region may result in river basin flooding elsewhere; building a dam floods land upstream and may permit irrigation in another region).</del>

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## G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

Standard	2007	2018
6– G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean and earthquakes in Mexico City and Colombia).	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change <del>(e.g., drought in northern Mexico, disappearance of forest vegetation in the Amazon, natural hazards and disasters from volcanic eruptions in Central America and the Caribbean, and earthquakes in Mexico City and Colombia).</del>
6– G5.2.2		DESCRIBE HOW COMBINATIONS OF HUMAN DECISIONS AND NATURAL FORCES CAN LEAD TO (OR HELP PEOPLE AVOID) A NATURAL DISASTER.

## G6 Global Issues ~~(H1.4.3, G1.2.6~~ G1.2.1)

~~Throughout the school year the students are introduced to topics that address global issues that integrate time and place. Included are capstone projects that entail the investigation of historical and contemporary global issues that have significance for the student and are clearly linked to the world outside the classroom. The topics and issues are developed as capstone projects within units and at the end of the course. Regular experiences with those topics and issues are necessary during each grade in order to build the background students will require to complete in-depth capstone projects.~~

## G6.1 Global Topic Investigation and Issue Analysis (P2)

~~Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p. 179 and 181)~~

Standard	2007	2018
6 – G6.1.1	<p>Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p> <p><i>Contemporary Investigation Topics</i></p> <p>Global Climate Change – Investigate the impact of global climate change and describe the significance for human/environment relationships.</p> <p>Globalization – Investigate the significance of globalization and describe its impact on international economic and political relationships.</p> <p>Migration – Investigate issues arising from international movement of people and the economic, political, and cultural consequences.</p> <p>Human-Environmental Interactions – Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.</p> <p>Natural Disasters – Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.</p>	<p>Contemporary Investigations - <del>Conduct research on</del> INVESTIGATE A contemporary global <del>topics and</del> issue, <del>s compose persuasive essays,</del> BY APPLYING THE SKILLS OF GEOGRAPHIC INQUIRY (ASKING GEOGRAPHIC QUESTIONS; ACQUIRING, ORGANIZING, AND ANALYZING GEOGRAPHIC INFORMATION; AND ANSWERING GEOGRAPHIC QUESTIONS) and, WHEN PRACTICAL, develop a plan for action (<del>H1.4.3, G1.2.6, See P3 and P4</del>). <i>Contemporary Investigation Topics</i></p> <p><del>Global Climate Change—Investigate the impact of global climate change and describe the significance for human/ environment relationships.</del></p> <p><del>Globalization—Investigate the significance of globalization and describe its impact on international economic and political relationships.</del></p> <p><del>Migration—Investigate issues arising from international movement of people and the economic, political, and cultural consequences.</del></p> <p><del>Human-Environmental Interactions— Investigate how policies from the past and their implementation have had positive or negative consequences for the environment in the future.</del></p> <p><del>Natural Disasters—Investigate the significance of natural disasters and describe the effects on human and physical systems, and the economy, and the responsibilities of government.</del></p>
6 – G6.1.2	<p>Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</p>	<p><del>6—G6.1.2 Investigations Designed for Ancient World History Eras—Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</del></p>

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## CIVICS AND GOVERNMENT

### C1 Purposes of Government

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

#### C1.1 Nature of Civic Life, Politics, and Government

Describe Civic Life, Politics, and Government and explain their relationships.

Standard	2007	2018
6 – C1.1.1	Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).	<del>Analyze competing ideas about the purposes government should serve in a democracy and in a dictatorship (e.g., protecting individual rights, promoting the common good, providing economic security, molding the character of citizens, or promoting a particular religion).</del> COMPARE AND CONTRAST COMPETING IDEAS ABOUT THE PURPOSES OF GOVERNMENT IN DIFFERENT COUNTRIES.
6 – C1.1.2		EXAMINE WHAT IT MEANS TO BE A CITIZEN IN DIFFERENT COUNTRIES.

### C3 Structure and Functions of Government

Describe the major activities of government, including making and enforcing laws, providing services and benefits to individuals and groups, assigning individual and collective responsibilities, generating revenue, and providing national security.

#### C3.6 Characteristics of Nation-States

Describe the characteristics of nation-states and how they may interact.

Standard	2007	2018
6 – C3.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.	Define the characteristics of <del>a</del> MODERN nation-states. <del>(a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government), and how Western Hemisphere nations interact.</del>
6 – C3.6.2	Compare and contrast a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada.	Compare and contrast <del>a military dictatorship such as Cuba, a presidential system of representative democracy such as the United States, and a parliamentary system of representative democracy such as Canada</del> VARIOUS FORMS OF GOVERNMENT AROUND THE WORLD.

### C4 Relationship of United States to Other Nations and World Affairs

Explain that nations interact with one another through trade, diplomacy, treaties and agreements, humanitarian aid, economic sanctions and incentives, and military force, and threat of force.



### C4.3 Conflict and Cooperation Between and Among Nations

Explain the various ways that nations interact both positively and negatively.

Standard	2007	2018
6 – C4.3.1	Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).	<del>Explain the geopolitical relationships between countries (e.g., petroleum and arms purchases in Venezuela and Ecuador; foreign aid for health care in Nicaragua).</del> EXPLAIN HOW GOVERNMENTS ADDRESS NATIONAL AND INTERNATIONAL ISSUES AND FORM POLICIES, AND HOW THE POLICIES MAY NOT BE CONSISTENT WITH THOSE OF OTHER COUNTRIES.
6 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues in the Western Hemisphere (e.g., migration and human rights).	Explain the challenges to governments and the cooperation needed to address international issues <del>in the Western Hemisphere (e.g., migration and human rights).</del>
6 – C4.3.3	Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).	<del>Give examples of how countries work together for mutual benefits through international organizations (e.g. North American Free Trade Agreement (NAFTA), Organization of American States (OAS), United Nations (UN)).</del> ANALYZE THE IMPACT OF TREATIES, AGREEMENTS, AND INTERNATIONAL ORGANIZATIONS ON GLOBAL ISSUES.

## ECONOMICS

### E1 The Market Economy

Describe the market economy in terms of the relevance of limited resources, how individuals and institutions make and evaluate decisions, the role of incentives, how buyers and sellers interact to create markets, how markets allocate resources, and the economic role of government in a market economy.

#### E1.1 Individual, Business, and Government Choices

Describe how individuals, businesses and government make economic decisions when confronting scarcity in the market economy.

Standard	2007	2018
6 – E1.1.1	Explain how incentives vary in different economic systems (e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).	Explain how incentives in different economic systems can change the decision-making process <del>(e.g. acquiring money, profit, goods, wanting to avoid loss in position in society, job placement).</del>

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## E2 The National Economy

Use economic concepts, terminology, and data to identify and describe how a national economy functions and to study the role of government as a provider of goods and services within a national economy.

### E2.3 Role of Government

Describe how national governments make decisions that affect the national economy.

Standard	2007	2018
6 – E2.3.1	Describe the impact of governmental policy (sanctions, tariffs, treaties) on that country and on other countries that use its resources.	Describe the impact of <del>governmental policy</del> sanctions, tariffs, treaties, QUOTAS, AND SUBSIDIES on a country and on other countries that use its resources.

## E3 International Economy

Analyze reasons for individuals and businesses to specialize and trade, why individuals and businesses trade across international borders, and the comparisons of the benefits and costs of specialization and the resulting trade for consumers, producers, and governments.

### E3.1 Economic Interdependence

Describe patterns and networks of economic interdependence, including trade.

Standard	2007	2018
6 – E3.1.1	Use charts and graphs to compare imports and exports of different countries in the Western Hemisphere and propose generalizations about patterns of economic interdependence.	Use charts and graphs to compare imports and exports of different countries in the <del>Western Hemisphere</del> WORLD and propose generalizations about patterns of economic interdependence.
6 – E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	Diagram or map <del>the movement of a consumer product from where it is manufactured to where it is sold to demonstrate</del> the flow of materials, labor, and capital <del>(e.g., global supply chain for computers, athletic shoes, and clothing)</del> USED TO PRODUCE A CONSUMER PRODUCT.
6 – E3.1.3	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet-based home offices, international work teams, international companies).	Explain how communication innovations have affected economic interactions and where and how people work <del>(e.g., internet-based home offices, international work teams, international companies).</del>

### E3.3 Economic Systems

Describe how societies organize to allocate resources to produce and distribute goods and services.

Standard	2007	2018
6 – E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)	Explain and compare how economic systems (traditional, command, market) answer the <del>four</del> THREE basic economic questions: <del>What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., compare United States and Cuba, or Venezuela and Jamaica.)</del> WHAT GOODS AND SERVICES WILL BE PRODUCED? HOW WILL THEY BE PRODUCED? FOR WHOM WILL THEY BE PRODUCED?
6 – E3.3.2		COMPARE THE ECONOMIC AND ECOLOGICAL COSTS AND BENEFITS OF DIFFERENT KINDS OF ENERGY PRODUCTION.

### PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

#### P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

Standard	2007	2018
6 – P3.1.1	<p>Clearly state an issue as a question or public policy, trace the origins of an issue, analyze various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> <li>Identify public policy issues related to global topics and issues studied.</li> <li>Clearly state the issue as a question of public policy orally or in written form.</li> <li>Use inquiry methods to acquire content knowledge and appropriate data about the issue.</li> <li>Identify the causes and consequences and analyze the impact, both positive and negative.</li> </ul>	<p>Clearly state a GLOBAL issue as a question of public policy, trace the origins of <del>an</del> THE issue, analyze various perspectives, and generate and evaluate alternative resolutions. <del>Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/ argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</del></p> <ul style="list-style-type: none"> <li>Identify public policy issues related to global topics and issues studied.</li> <li><del>Clearly state the issue as a question of public policy orally or in written form.</del></li> <li>Use inquiry methods to acquire content knowledge and appropriate data about the issue.</li> <li>Identify the causes and consequences and analyze the impact, both positive and negative.</li> <li>Share and discuss findings of research and issue analysis in group discussions and debates.</li> </ul>

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Standard	2007	2018
	<ul style="list-style-type: none"> <li>Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>Develop an action plan to address or inform others about the issue at the local to global scales.</li> </ul>	<ul style="list-style-type: none"> <li>Compose a persuasive essay justifying a position with a reasoned argument.</li> <li>Develop an action plan to address or inform others about the issue, at local to global scales.</li> </ul>

## P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
6 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
6 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	Engage in activities intended to contribute to solving a national or international problem studied.
6 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others. <del>(e.g., service learning projects).</del>

# SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE SEVEN

## HISTORY

### H1 The World in Temporal Terms: Historical Habits of Mind

Evaluate evidence, compare and contrast information, interpret the historical record, and develop sound historical arguments and perspectives on which informed decisions in contemporary life can be based.

#### H1.1 Temporal Thinking

Use historical conceptual devices to organize and study the past.

~~Historians use conceptual devices (eras, periods, calendars, time lines) to organize their study of the world. Chronology is based on time and reflects cultural and historical interpretations, including major starting points, and calendars based on different criteria (religious, seasonal, Earth-sun and moon relationships). Historians use eras and periods to organize the study of broad developments that have involved large segments of world's population and have lasting significance for future generations and to explain change and continuity.~~

Standard	2007	2018
7 – H1.1.1	Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.	<del>Explain why and how historians use eras and periods as constructs to organize and explain human activities over time.</del> COMPARE AND CONTRAST SEVERAL DIFFERENT CALENDAR SYSTEMS USED IN THE

Standard	2007	2018
		PAST AND PRESENT AND THEIR CULTURAL SIGNIFICANCE.
7 – H1.1.2	Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).	<del>Compare and contrast several different calendar systems used in the past and present and their cultural significance (e.g., Sun Dial, Gregorian calendar – B.C./A.D.; contemporary secular – B.C.E./C.E.; Chinese, Hebrew, and Islamic/Hijri calendars).</del>

## H1.2 Historical Inquiry and Analysis

Use historical inquiry and analysis to study the past.

~~History is a process of reasoning based on evidence from the past. Historians use and interpret a variety of historical documents (including narratives), recognize the difference between fact and opinion, appreciate multiple historical perspectives while avoiding present mindedness (judging the past solely in term of norms and values of today), and explain that historical events often are the result of multiple causation. Students will conduct their own inquiry and analysis in their studies about the ancient history of the world.~~

Standard	2007	2018
7 – H1.2.1	Explain how historians use a variety of sources to explore the past (e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/mathematical quantitative data, radiocarbon dating, DNA analysis).	Explain how historians use a variety of sources to explore the past <del>(e.g., artifacts, primary and secondary sources including narratives, technology, historical maps, visual/ mathematical quantitative data, radiocarbon dating, DNA analysis).</del>
7 – H1.2.2	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.	Read and comprehend a historical passage to identify basic factual knowledge and the literal meaning by indicating who was involved, what happened, where it happened, what events led to the development, and what consequences or outcomes followed.
7 – H1.2.3	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.	Identify the point of view (perspective of the author) and context when reading and discussing primary and secondary sources.
7 – H1.2.4	Compare and evaluate competing historical perspectives about the past based on proof.	Compare and evaluate differing historical perspectives based on <del>proof</del> EVIDENCE.
7 – H1.2.5	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.	Describe how historians use methods of inquiry to identify cause effect relationships in history noting that many have multiple causes.
7 – H1.2.6	Identify the role of the individual in history and the significance of one person's ideas.	Identify the role of the individual in history and the significance of one person's ideas.

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### H1.4 Historical Understanding

Use historical concepts, patterns, and themes to study the past.

~~Historians apply temporal perspective, historical inquiry, and analysis to spheres of human society to construct knowledge as historical understandings. These understandings are drawn from the record of human history and include human aspirations, strivings, accomplishments, and failures in spheres of human activity.~~

Standard	2007	2018
7 – H1.4.1	Describe and use cultural institutions to study an era and a region (political, economic, religion/ belief, science/technology, written language, education, family).	Describe and use cultural institutions to study an era and a region. <del>(political, economic, religion/ belief, science/technology, written language, education, family).</del>
7 – H1.4.2	Describe and use themes of history to study patterns of change and continuity.	Describe and use themes of history to study patterns of change and continuity.
7 – H1.4.3	Use historical perspectives to analyze global issues faced by humans long ago and today.	Use historical perspectives to analyze global issues faced by humans long ago and today.

### W1 WHG Era 1 – The Beginnings of Human Society: Beginnings to 4000 BCE/CE

Explain the basic features of and differences between hunter-gatherer societies and pastoral nomads. Analyze and explain the geographic, environmental, biological, and cultural processes that influenced the rise of the earliest human communities, the migration and spread of people throughout the world, and the causes and consequences of the growth of agriculture.

#### W1.1 Peopling of Earth

Describe the spread of people during Era 1.

~~In the first era of human history, people spread throughout the world. As communities of hunters, foragers, or fishers, they adapted creatively and continually to a variety of contrasting, changing environments.~~

Standard	2007	2018
7 – W1.1.1	Explain how and when human communities populated major regions of the Eastern Hemisphere (Africa, Australia, Europe, Asia) and adapted to a variety of environments.	Explain how and when human communities populated major regions of the <del>Eastern Hemisphere (Africa, Australia, Europe, Asia)</del> WORLD and adapted to a variety of environments. <del>(G)</del>
7 – W1.1.2	Explain what archaeologists have learned about Paleolithic and Neolithic patterns of living in Africa, Western Europe, and Asia.	Explain what archaeologists have learned about Paleolithic and Neolithic <del>patterns of living in Africa, Western Europe, and Asia</del> SOCIETIES.

#### W1.2 Agricultural Revolution

Describe the Agricultural Revolution and explain why it was a turning point in history.

~~The Agricultural Revolution was a major turning point in history that resulted in people and civilizations viewing and using the land in a systematic manner to grow food crops, raise animals, produce food surpluses, and the development of sedentary settlement.~~

Standard	2007	2018
7 – W1.2.1		DESCRIBE THE TRANSITION FROM HUNTER GATHERERS TO SEDENTARY AGRICULTURE (DOMESTICATION OF PLANTS AND ANIMALS).
7 – W1.2.12	Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).	Explain the importance of the natural environment in the development of agricultural settlements in different locations (e.g., available water for irrigation, adequate precipitation, and suitable growth season).
7 – W1.2.23	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).	Explain the impact of the Agricultural Revolution (stable food supply, surplus, population growth, trade, division of labor, development of settlements).
7 – W1.2.34	Compare and contrast the environmental, economic, and social institutions of two early civilizations from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).	Compare and contrast the environmental, economic, and social institutions of two early civilizations <del>from different world regions (e.g., Yangtze, Indus River Valley, Tigris/Euphrates, and Nile).</del> (G, C, E)

## W2 WHG Era 2 – Early Civilizations and Cultures and the Emergence of Pastoral Peoples, 4000 to 1000 BCE/CE

Describe and differentiate defining characteristics of early civilization and pastoral societies, where they emerged, and how they spread.

### W2.1 Early Civilizations and Major Empires

Analyze early Eastern Hemisphere civilizations and pastoral societies.

~~During this era early civilizations and pastoral societies emerged. Many of the world's most fundamental institutions, discoveries, inventions, and techniques appeared. Pastoral societies developed the herding of animals as a primary food source that enabled them to inhabit the semi-arid steppes of Eurasia and Africa. This era introduces students to one of the most enduring themes in history: the dynamic interplay between herding and agrarian societies involving both conflict and mutual dependence.~~

Standard	2007	2018
7 – W2.1.1	Describe the importance of the development of human language, oral and written, and its relationship to the development of culture <ul style="list-style-type: none"> <li>• verbal vocalizations</li> <li>• standardization of physical (rock, bird) and abstract (love, fear) words</li> <li>• pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)</li> </ul>	Describe the importance of the development of human language, oral and written, and its relationship to the development of culture <ul style="list-style-type: none"> <li><del>• verbal vocalizations</del></li> <li>• standardization of physical (rock, bird) and abstract (love, fear) words</li> </ul> pictographs to abstract writing (governmental administration, laws, codes, history and artistic expressions)

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Standard	2007	2018
7 – W2.1.2		DESCRIBE HOW THE INVENTION OF AGRICULTURE LED TO THE EMERGENCE OF AGRARIAN CIVILIZATIONS (SEASONAL HARVESTS, SPECIALIZED CROPS, CULTIVATION, AND DEVELOPMENT OF VILLAGES AND TOWNS).
7 – W2.1.23	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).	Use historical and modern maps and other sources to locate, describe, and analyze major river systems and discuss the ways these physical settings supported permanent settlements, and development of early civilizations (Tigris and Euphrates Rivers, Yangtze River, Nile River, Indus River).
7 – W2.1.34	Examine early civilizations to describe their common features (ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).	Examine early civilizations to describe their common features. <del>(ways of governing, stable food supply, economic and social structures, use of resources and technology, division of labor and forms of communication).</del>
7 – W2.1.45	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another (e.g., plants, crops, plow, wheel, bronze metallurgy).	Define the concept of cultural diffusion and how it resulted in the spread of ideas and technology from one region to another. <del>(e.g., plants, crops, plow, wheel, bronze metallurgy).</del>
7 – W2.1.56	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.	Describe pastoralism and explain how the climate and geography of Central Asia were linked to the rise of pastoral societies on the steppes.

### W3 WHG Era 3 – Classical Traditions, World Religions, and Major Empires, 1000 BCE to 300 CE

Analyze classical civilizations and empires and the emergence of major world religions and large-scale empires.

During this era, innovations and social, political, and economic changes occurred through emergence of classical civilizations in Africa and Eurasia. Africa and Eurasia moved in the direction of forming a single world of human interchange as a result of trade, empire building, and the diffusion of skills and ideas. Six of the world's major faiths and ethical systems emerged and classical civilizations established institutions, systems of thought, and cultural styles that would influence neighboring peoples and endure for centuries.

#### W3.1 Classical Traditions

Analyze classical civilizations and empires and their lasting impact ~~on institutions, political thought, structures, technology and art forms that grew in India, China, the Mediterranean basin, Africa, and Southwest and Central Asia during this era.~~

Standard	2007	2018
7 – W3.1.1	Describe the characteristics that classical civilizations share (institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).	Describe the characteristics that classical civilizations share <del>(institutions, cultural styles, systems of thought that influenced neighboring peoples and have endured for several centuries).</del>



Standard	2007	2018
7 – W3.1.2	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.	Using historic and modern maps, locate three major empires of this era, describe their geographic characteristics including physical features and climates, and propose a generalization about the relationship between geographic characteristics and the development of early empires.
7 – W3.1.3	Compare and contrast the defining characteristics of a city-state, civilization, and empire.	Compare and contrast the defining characteristics of a city-state, civilization, and empire.
7 – W3.1.4	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.	Assess the importance of Greek ideas about democracy and citizenship in the development of Western political thought and institutions.
7 – W3.1.5	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy	Describe major achievements from Indian, Chinese, Mediterranean, African, and Southwest and Central Asian civilizations <del>in the areas of art, architecture and culture; science, technology and mathematics; political life and ideas; philosophy and ethical beliefs; and military strategy.</del>
7 – W3.1.6	Use historic and modern maps to locate and describe trade networks among empires in the classical era.	Use historic and modern maps to locate and describe trade networks among empires in the classical era.
7 – W3.1.7	Use a case study to describe how trade integrated cultures and influenced the economy within empires (e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).	Use a case study to describe how trade integrated cultures and influenced the economy within empires <del>(e.g., Assyrian and Persian trade networks or networks of Egypt and Nubia/Kush; or Phoenician and Greek networks).</del>
7 – W3.1.8	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires (e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).	Describe the role of state authority, military power, taxation systems, and institutions of coerced labor, including slavery, in building and maintaining empires <del>(e.g., Han Empire, Mauryan Empire, Egypt, Greek city-states and the Roman Empire).</del>
7 – W3.1.9	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.	Describe the significance of legal codes, belief systems, written languages and communications in the development of large regional empires.
7 – W3.1.10	Create a time line that illustrates the rise and fall of classical empires during the classical period.	Create a time line that illustrates the rise and fall of classical empires during the classical period.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
7 – W3.1.11		EXPLAIN THE ROLE OF ECONOMICS IN SHAPING THE DEVELOPMENT OF CLASSICAL CIVILIZATIONS AND EMPIRES.

### W3.2 Growth and Development of World Religions

~~Explain how world religions or belief systems of Judaism, Hinduism, Buddhism, Confucianism, Islam, DAOISM, and Christianity, grew and their significance (Islam is included here even though it came after 300 C.E./A.D.).~~ EXPLAIN HOW SIX OF THE WORLD'S MAJOR FAITHS AND ETHICAL SYSTEMS EMERGED, ESTABLISHING INSTITUTIONS AS WELL AS SYSTEMS OF THOUGHT AND CULTURE.

Standard	2007	2018
7 – W3.2.1	Identify and describe the beliefs of the five major world religions.	Identify and describe the CORE beliefs of <del>the five major world religions</del> THE WORLD'S FAITH AND ETHICAL SYSTEMS, INCLUDING BUDDHISM, CHRISTIANITY, CONFUCIANISM, HINDUISM, DAOISM, AND JUDAISM.
7 – W3.2.2	Locate the geographical center of major religions and map the spread through the 3rd century C.E./A.D.	Locate the geographical center of major religions and map the spread through the 3rd century CE/AD. <del>(G)</del>
7 – W3.2.3	Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.  (National Geography Standard 6, p. 73)	<del>Identify and describe the ways that religions unified people's perceptions of the world and contributed to cultural integration of large regions of Afro-Eurasia.</del>

### W4 WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300 TO 1500

#### W4.1 CROSS-TEMPORAL OR GLOBAL EXPECTATIONS

ANALYZE IMPORTANT HEMISPHERIC INTERACTIONS AND TEMPORAL DEVELOPMENTS DURING AN ERA OF INCREASING REGIONAL POWER, RELIGIOUS EXPANSION, AND THE COLLAPSE OF SOME EMPIRES.

Standard	2007	2018
7 – W4.1.1		CRISIS IN THE CLASSICAL WORLD -- ANALYZE THE ENVIRONMENTAL, ECONOMIC, AND POLITICAL CRISES IN THE CLASSICAL WORLD THAT LED TO THE COLLAPSE OF CLASSICAL EMPIRES AND THE CONSOLIDATION OF BYZANTIUM. <del>(C,G,E)</del>
7 – W4.1.2		WORLD RELIGIONS -- USING HISTORICAL DOCUMENTS AND HISTORICAL AND CURRENT MAPS, ANALYZE THE RISE OF ISLAM, AS WELL AS THE SPREAD AND INTERACTIONS OF MAJOR WORLD RELIGIONS FROM 300-1500 CE. <del>(G)</del>
7 – W4.1.3		TRADE NETWORKS AND CONTACTS – ANALYZE THE DEVELOPMENT, INTERDEPENDENCE, SPECIALIZATION, AND IMPORTANCE OF INTERREGIONAL TRADING SYSTEMS, BOTH WITHIN AND BETWEEN SOCIETIES. <del>(G)</del>

#### W4.2 INTERREGIONAL OR COMPARATIVE EXPECTATIONS

ANALYZE AND COMPARE IMPORTANT HEMISPHERIC INTERACTIONS AND CROSS-REGIONAL DEVELOPMENTS, INCLUDING THE GROWTH AND CONSEQUENCES OF AN INTERREGIONAL SYSTEM OF COMMUNICATION, TRADE, AND CULTURE EXCHANGE DURING AN ERA OF INCREASING REGIONAL POWER AND RELIGIOUS EXPANSION.

Standard	2007	2018
7 – W4.2.1		GROWTH OF ISLAM AND DAR AL-ISLAM (A COUNTRY, TERRITORY, LAND, OR ABODE WHERE MUSLIM SOVEREIGNTY PREVAILS) – IDENTIFY AND EXPLAIN THE ORIGINS AND EXPANSION OF ISLAM AND THE CREATION OF THE ISLAMIC EMPIRE.
7 – W4.2.2		UNIFICATION OF EURASIA UNDER THE MONGOLS – USING HISTORICAL AND MODERN MAPS, LOCATE AND DESCRIBE THE GEOGRAPHIC PATTERNS OF MONGOL CONQUEST AND EXPANSION, AND DESCRIBE THE CHARACTERISTICS OF THE PAX MONGOLICA.
7 – W4.2.3		THE PLAGUE — USE HISTORICAL AND MODERN MAPS AND OTHER EVIDENCE TO EXPLAIN THE CAUSES AND CONSEQUENCES OF THE PLAGUE

#### W4.3 REGIONAL EXPECTATIONS

SOME REGIONAL EXPECTATIONS ARE INCLUDED TO SET THE STAGE FOR THE EMERGENCE OF THE FIRST GLOBAL AGE AND THE COLUMBIAN EXCHANGE.

Standard	2007	2018
7 – W4.3.1		AFRICA TO 1500 — DESCRIBE THE DIVERSE CHARACTERISTICS OF EARLY AFRICAN SOCIETIES. <del>(G)</del>
7 – W4.3.2		THE AMERICAS TO 1500 — DESCRIBE THE DIVERSE CHARACTERISTICS OF EARLY CIVILIZATIONS IN THE AMERICAS.
7 – W4.3.3		CHINA TO 1500 — IDENTIFY MAJOR CHINESE DYNASTIES AND DESCRIBE WAYS THEY RESPONDED TO INTERNAL AND EXTERNAL CHALLENGES.
7 – W4.3.4		THE EASTERN EUROPEAN SYSTEM AND THE BYZANTINE EMPIRE TO 1500 — ANALYZE RESTRUCTURING OF THE EASTERN EUROPEAN SYSTEM.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
7 – W4.3.5		WESTERN EUROPE TO 1500 — EXPLAIN THE WORKINGS OF FEUDALISM, MANORIALISM, AND THE GROWTH OF CENTRALIZED MONARCHIES AND CITY-STATES IN EUROPE. <del>(FOUNDATIONAL EXPECTATIONS ADDRESSED IN GRADE 6)</del> <del>STUDY THE RELATIONSHIPS BETWEEN PEOPLE, PLACES, AND ENVIRONMENTS BY USING INFORMATION THAT IS IN A GEOGRAPHIC (SPATIAL) CONTEXT. ENGAGE IN MAPPING AND ANALYZING THE INFORMATION TO EXPLAIN THE PATTERNS AND RELATIONSHIPS THEY REVEAL BOTH BETWEEN AND AMONG PEOPLE, THEIR CULTURES, AND THE NATURAL ENVIRONMENT IN A HISTORICAL CONTEXT.</del>

### G1.12 Spatial Thinking-Geographical Inquiry and Analysis

~~Use maps and other geographic tools to acquire and process information from a spatial perspective.~~  
Use geographic inquiry and analysis to answer important questions about relationships between people, cultures, their environment, and relations within the era under study.

Standard	2007	2018
7 – G1.1.1	Explain and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales.	7 – G1.12.1 Explain <del>and use a variety of maps, globes, and web based geography technology to study the world, including global, interregional, regional, and local scales</del> WHY MAPS OF THE SAME PLACE MAY VARY AS A RESULT OF NEW KNOWLEDGE AND/OR ADVANCES IN SCIENCE AND TECHNOLOGY.
7 – G1.1.2	Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).	<del>Draw an accurate sketch map from memory of the Eastern Hemisphere showing the major regions (Africa, Asia, Europe, Australia/Oceania, Antarctica).</del>
7 – G1.2.1	Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.	<del>Locate the major landforms, rivers and climate regions of the Eastern Hemisphere.</del>
7 – G1.2.2	Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.	<del>Explain why maps of the same place may vary as a result of the cultural or historical background of the cartographer.</del>
7 – G1.2.3	Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.	<del>Use observations from air photos, photographs (print and CD), films (VCR and DVD) as the basis for answering geographic questions about the human and physical characteristics of places and regions.</del>

Standard	2007	2018
7 – G1.2.4	Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.	<del>Draw the general population distribution of the Eastern Hemisphere on a map, analyze the patterns, and propose two generalizations about the location and density of the population.</del>
7 – G1.2.5	Use information from 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 of the Eastern Hemisphere to answer geographic questions.	<del>Use information from 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 of the Eastern Hemisphere to answer geographic questions.</del>
7 – G1.2.6	Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.	<del>Apply the skills of geographic inquiry (asking geographic questions, acquiring geographic information, organizing geographic information, analyzing geographic information, and answering geographic questions) to analyze a problem or issue of importance to a region of the Eastern Hemisphere.</del>

### **~~G1.3—Geographical Understanding~~**

~~Use geographic themes, knowledge about processes and concepts to study the Earth.~~

~~The nature and uses of geography as a discipline and the spatial perspective require that students observe, interpret, assess, and apply geographic information and skills. The uses of the subject and content of geography are essential in the development of geographical understanding. A spatial perspective enables students to observe, describe, and analyze the organizations of people, places, and environments at different scales and is central to geographic literacy.~~

Standard	2007	2018
7 – G1.3.1	Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.	<del>Use the fundamental themes of geography (location, place, human environment interaction, movement, region) to describe regions or places on earth.</del>
7 – G1.3.2	Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.	<del>Explain the locations and distributions of physical and human characteristics of Earth by using knowledge of spatial patterns.</del>
7 – G1.3.3	Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.	<del>Explain the different ways in which places are connected and how those connections demonstrate interdependence and accessibility.</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

**G2.1—Physical Characteristics of Place**~~Describe the physical characteristics of places.~~

Standard	2007	2018
7 – G2.1.1	Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.	<del>Describe the landform features and the climate of the region (within the Western or Eastern Hemispheres) under study.</del>
7 – G2.1.2	Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.	<del>Use information from GIS, remote sensing and the World Wide Web to compare and contrast the surface features and vegetation of the continents of the Eastern Hemisphere.</del>

**G2.2—Human Characteristics of Place**~~Describe the human characteristics of places.~~

Standard	2007	2018
7 – G2.2.1	Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).	<del>Describe the human characteristics of the region under study (including languages, religion, economic system, governmental system, cultural traditions).</del>
7 – G2.2.2	Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).	<del>Explain that communities are affected positively or negatively by changes in technology (e.g., increased manufacturing resulting in rural to urban migration in China, increased farming of fish, hydroelectric power generation at Three Gorges, pollution resulting from increased manufacturing and automobiles).</del>
7 – G2.2.3	Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).	<del>Analyze how culture and experience influence people's perception of places and regions (e.g., that beaches are places where tourists travel, cities have historic buildings, northern places are cold, equatorial places are very warm).</del>

**G3.1—Physical Processes**~~Describe the physical processes that shape the patterns of the Earth's surface.~~

Standard	2007	2018
7 – G3.1.1	Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).	<del>Construct and analyze climate graphs for locations at different latitudes and elevations in the region to answer geographic questions and make predictions based on patterns (e.g., compare and contrast Norway and France; Nairobi and Kilimanjaro; Mumbai and New Delhi).</del>

### ~~G3.2—Ecosystems~~

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

~~The characteristics of major ecosystems on Earth's surface include forests, deserts, grasslands, mountains, high latitude/polar and the temperature and precipitation patterns that cause them.~~

Standard	2007	2018
7 – G3.2.1	Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).	<del>Explain how and why ecosystems differ as a consequence of differences in latitude, elevation, and human activities (e.g., effects of latitude on types of vegetation in Africa, proximity to bodies of water in Europe, and effects of annual river flooding in Southeast Asia and China).</del>
7 – G3.2.2	Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).	<del>Identify ecosystems of a continent and explain why some provide greater opportunities (fertile soil, precipitation) for humans to use than do other ecosystems and how that changes with technology (e.g., China's humid east and arid west and the effects of irrigation technology).</del>

### ~~G4.1—Cultural Mosaic~~

~~Describe the characteristics, distribution and complexity of Earth's cultural mosaic.~~

~~People are central to the study of geography. The characteristics, distribution, and complexity of human cultures create a cultural mosaic.~~

Standard	2007	2018
7 – G4.1.1	Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).	<del>Identify and explain examples of cultural diffusion within the Eastern Hemisphere (e.g., the spread of sports, music, architecture, television, Internet, Bantu languages in Africa, Islam in Western Europe).</del>
7 – G4.1.2	Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.	<del>Compare roles of women in traditional African societies in the past with roles of women as modern micro-entrepreneurs in current economies.</del>

### ~~G4.2—Technology Patterns and Networks~~

~~Describe how technology creates patterns and networks that connect people, products and ideas.~~

~~Technology affects the patterns and networks that develop on Earth and that enable people, products, and ideas to be exchanged.~~

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
7 – G4.2.1	List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).	<del>List and describe the advantages and disadvantages of different technologies used to move people, products, and ideas throughout the world (e.g., opportunities for employment, entrepreneurial and educational opportunities using the Internet; the effects of technology on reducing the time necessary for communications and travel; the uses and effects of wireless technology in developing countries; and the spread of group and individual's ideas as voice and image messages on electronic networks such as the Internet).</del>

### **~~G4.3—Patterns of Human Settlement~~**

~~Describe patterns, processes and functions of human settlement.~~

~~Human settlements have a powerful influence in shaping the world's different cultural mosaics and political and economic systems. Patterns of settlement are shaped by trade, the movement of raw materials, finished products, people, and ideas (scientific, technological, religious).~~

Standard	2007	2018
7 – G4.3.1	Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).	<del>Identify places in the Eastern Hemisphere that have been modified to be suitable for settlement by describing the modifications that were necessary (e.g., Nile River irrigation, reclamation of land along the North Sea, planting trees in areas that have become desertified in Africa).</del>
7 – G4.3.2	Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).	<del>Describe patterns of settlement by using historical and modern maps (e.g., the location of the world's mega cities, other cities located near coasts and navigable rivers, regions under environmental stress such as the Sahel).</del>

### **G4.4.2.1 Forces of Cooperation and Conflict**

Explain how forces of conflict and cooperation among people influence the division and control of the Earth's surface.

~~Forces of cooperation and conflict divide Earth's space and involve the control of land, resources, strategic routes, and domination of other peoples.~~



Standard	2007	2018
7 – G42.41.1	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups (e.g., natural resources, power, culture, wealth).	Identify and explain factors that contribute to conflict and cooperation between and among cultural groups <del>(e.g., natural resources, power, culture, wealth).</del>
7 – G42.41.2	Describe examples of cooperation and conflict within the European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).	Describe examples of cooperation and conflict within the ERA UNDER STUDY. <del>European Union (e.g., European Parliament, Euro as currency in some countries but not others, open migration within the European Union, free trade, and cultural impacts such as a multi-lingual population).</del>

### **G5.1 — Humans and the Environment**

~~Describe how human actions modify the environment.~~

Standard	2007	2018
7 – G5.1.1	Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).	<del>Describe the environmental effects of human action on the atmosphere (air), biosphere (people, animals, and plants), lithosphere (soil), and hydrosphere (water) (e.g., desertification in the Sahel Region of North Africa, deforestation in the Congo Basin, air pollution in urban center, and chemical spills in European Rivers).</del>
7 – G5.1.2	Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).	<del>Describe how variations in technology affect human modifications of the landscape (e.g., clearing of agricultural land in Southeast Asia, fish factories in North Atlantic and Western Pacific Ocean, and damming rivers to meet needs for electricity).</del>
7 – G5.1.3	Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).	<del>Identify the ways in which human-induced changes in the physical environment in one place can cause changes in other places (e.g., cutting forests in one region may result in river basin flooding elsewhere as has happened historically in China; building dams floods land upstream and permits irrigation downstream as in Southern Africa, the Aswan Dam flooded the upper Nile Valley and permitted irrigation downstream).</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## G5.2 Physical and Human Systems

Describe how physical and human systems shape patterns on the Earth's surface.

Standard	2007	2018
7 – G5.2.1	Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).	<del>Describe the effects that a change in the physical environment could have on human activities and the choices people would have to make in adjusting to the change (e.g., drought in Africa, pollution from volcanic eruptions in Indonesia, earthquakes in Turkey, and flooding in Bangladesh).</del>

## G3 GLOBAL TOPIC INVESTIGATION AND ANALYSIS (P2)

THROUGHOUT THE SCHOOL YEAR THE STUDENTS ARE INTRODUCED TO TOPICS THAT ADDRESS GLOBAL ISSUES THAT INTEGRATE TIME AND PLACE. INCLUDED ARE CAPSTONE PROJECTS THAT ENTAIL THE INVESTIGATION OF HISTORICAL AND CONTEMPORARY GLOBAL ISSUES THAT HAVE SIGNIFICANCE FOR THE STUDENT AND ARE CLEARLY LINKED TO THE WORLD OUTSIDE THE CLASSROOM. THE TOPICS AND ISSUES ARE DEVELOPED AS POSSIBLE CAPSTONE PROJECTS WITHIN UNITS AND AT THE END OF THE COURSE.

### G6.3.1 Public Discourse, Decision Making, and Citizen Involvement (P3, P4)

~~Capstone projects require the student to use geography, history, economics, and government to inquire about major contemporary and historical issues and events linked to the world outside the classroom. The core disciplines are used to interpret the past and plan for the future. During the school year the students will complete at least three capstone projects. (National Geography Standards 17 and 18, p.179 and 181)~~

Standard	2007	2018
7 – G6.3.1.1	Contemporary Investigations – Conduct research on contemporary global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)	<del>Contemporary Investigations-</del> INVESTIGATIONS DESIGNED FOR WORLD HISTORY ERAS 1-4 – Conduct research on <del>contemporary</del> global topics and issues, compose persuasive essays, and develop a plan for action. <del>(H1.4.3, G1.2.6, See P3 and P4)</del>
7 – G6.1.2	Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)	<del>Investigations Designed for Ancient World History Eras – Conduct research on global topics and issues, compose persuasive essays, and develop a plan for action. (H1.4.3, G1.2.6, See P3 and P4)</del>

### ~~C1.1—Nature of Civic Life, Politics, and Government~~

~~Describe civic life, politics and government and explain their relationships.~~

Standard	2007	2018
7 – C1.1.1	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, theocracies, dictatorships, and representative governments.	<del>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, theocracies, dictatorships, and representative governments.</del>

### ~~C3.6—Characteristics of Nation-States~~

~~Describe the characteristics of nation-states and how nation-states may interact.~~

Standard	2007	2018
7 – C3.6.1	Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.	<del>Define the characteristics of a nation-state (a specific territory, clearly defined boundaries, citizens, and jurisdiction over people who reside there, laws, and government) and how Eastern Hemisphere nations interact.</del>

### ~~C4.3—Conflict and Cooperation Between and Among Nations~~

~~Explain the various ways that nations interact both positively and negatively.~~

Standard	2007	2018
7 – C4.3.1	Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).	<del>Explain how governments address national issues and form policies, and how the policies may not be consistent with those of other countries (e.g., population pressures in China compared to Sweden; international immigration quotas, international aid, energy needs for natural gas and oil and military aid).</del>
7 – C4.3.2	Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).	<del>Explain the challenges to governments and the cooperation needed to address international issues (e.g., migration and human rights).</del>
7 – C4.3.3	Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).	<del>Explain why governments belong to different types of international and regional organizations (e.g., United Nations (UN), North Atlantic Treaty Organization (NATO), Organization of the Petroleum Exporting Countries (OPEC), European Union (EU), and African Union (AU), G-8 countries (leading economic/political)).</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### ~~E1.1—Individual, Business, and Government Choices~~

~~Describe how individuals, businesses, and governments make economic decisions when confronting scarcity in the market economy.~~

Standard	2007	2018
7 – E1.1.1	Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement)	<del>Explain the role of incentives in different economic systems (acquiring money, profit, goods, wanting to avoid loss, position in society, job placement)</del>
7 – E1.1.2	Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).	<del>Describe the circular flow model (that businesses get money from households in exchange for goods and services and return that money to households by paying for the factors of production that households have to sell) and apply it to a public service (e.g., education, health care, military protection).</del>

### ~~E2.3—Role of Government~~

~~Describe how national governments make decisions that affect the national economy.~~

Standard	2007	2018
7 – E2.3.1	Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).	<del>Explain how national governments make decisions that impact both that country and other countries that use its resources (e.g., sanctions and tariffs enacted by a national government to prevent imports, most favored trade agreements, the impact China is having on the global economy and the U.S. economy in particular).</del>

### E3.1 Economic Interdependence

~~Describe patterns and networks of economic interdependence, including trade.~~

Standard	2007	2018
7 – E3.1.1	Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).	<del>Explain the importance of trade (imports and exports) on national economies in the Eastern Hemisphere (e.g., natural gas in North Africa, petroleum Africa, mineral resources in Asia).</del>
7 – E3.1.2	Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).	<del>Diagram or map the movement of a consumer product from where it is manufactured to where it is sold to demonstrate the flow of materials, labor, and capital (e.g., global supply chain for computers, athletic shoes, and clothing).</del>

Standard	2007	2018
7 – E3.1.3	Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.	<del>Determine the impact of trade on a region of the Eastern Hemisphere by graphing and analyzing the gross Domestic Product of the region for the past decade and comparing the data with trend data on the total value of imports and exports over the same period.</del>
7 – E3.1.4	Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).	<del>Explain how communications innovations have affected economic interactions and where and how people work (e.g., internet home offices, international work teams, international companies).</del>

### ~~E3.3 — Economic Systems~~

~~Describe how societies organize to allocate resources to produce and distribute goods and services.~~

Standard	2007	2018
7 – E3.3.1	Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).	<del>Explain and compare how economic systems (traditional, command, and market) answer four basic questions: What should be produced? How will it be produced? How will it be distributed? Who will receive the benefits of production? (e.g., market economies in Africa, Europe; command economy in North Korea; and the transition to market economies in Vietnam and China).</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

Standard	2007	2018
7 – P3.1.1	<p>Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> <li>Identify public policy issues related to global topics and issues studied.</li> <li>Clearly state the issue as a question of public policy orally or in written form.</li> <li>Use inquiry methods to acquire content knowledge and appropriate data about the issue.</li> <li>Identify the causes and consequences and analyze the impact, both positive and negative.</li> <li>Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>Develop an action plan to address or inform others about the issue at the local to global scales.</li> </ul>	<p>Clearly state an issue as a question or public policy, trace the origins of an issue, analyze and synthesize various perspectives, and generate and evaluate alternative resolutions. Deeply examine policy issues in group discussions and debates to make reasoned and informed decisions. Write persuasive/argumentative essays expressing and justifying decisions on public policy issues. Plan and conduct activities intended to advance views on matters of public policy, report the results, and evaluate effectiveness.</p> <ul style="list-style-type: none"> <li>Identify public policy issues related to global topics and issues studied.</li> <li>Clearly state the issue as a question of public policy orally or in written form.</li> <li>Use inquiry methods to acquire content knowledge and appropriate data about the issue.</li> <li>Identify the causes and consequences and analyze the impact, both positive and negative.</li> <li>Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>Compose a persuasive essay justifying the position with a reasoned argument.</li> </ul> <p>Develop an action plan to address or inform others about the issue at the local to global scales.</p>

### P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
7 – P4.2.1	<p>Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>	<p>Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.</p>

Standard	2007	2018
7 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	Engage in activities intended to contribute to solving a national or international problem studied.
7 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others (e.g., service learning projects).

## SOCIAL STUDIES CONTENT EXPECTATIONS: GRADE EIGHT

### FOUNDATIONS IN UNITED STATES HISTORY AND GEOGRAPHY ERAS 1-32

These foundational expectations are included to help students draw upon their previous study of American history and connect 8th grade United States history with the history studied in 5th grade.

To set the stage for the study of U.S. history that begins with the ~~creation~~ DEVELOPMENT of the U.S. Constitution, students should be able to draw upon an understanding of these ~~politics~~ PHILOSOPHIES and intellectual ~~understandings~~ FOUNDATIONS.

#### F1 Political and Intellectual Transformations

F1.1 Describe the ideas, experiences, and interactions that influenced the colonists' decisions to declare independence by analyzing:

- THE CORE VALUES DECLARED AS ~~the~~ self-evident truths ("core principles") held by the founding fathers (~~Equality, CORE VALUES Rule of Law, Unalienable Rights, Limited Government, Social Compact Theory, and the Right of Revolution~~)
- experiences with self-government (e.g., House of Burgesses and town meetings) (~~C2~~)
- changing interactions with the royal government of Great Britain after the French and Indian War (~~C2~~)

F1.2 USING THE DECLARATION OF INDEPENDENCE, INCLUDING GRIEVANCES, UNIFYING PRINCIPLES, AND CORE VALUES ~~DESCRIBE THE ROLE THIS DOCUMENT ANALYZE THE DECLARATION OF INDEPENDENCE PLAYED IN EXPRESSING:~~

- COLONISTS' VIEWS OF GOVERNMENT
- THEIR REASONS FOR SEPARATING FROM GREAT BRITAIN (~~C2~~)

F1.3 DESCRIBE THE CONSEQUENCES OF THE AMERICAN REVOLUTION BY ANALYZING AND EVALUATING THE RELATIVE INFLUENCES OF:

- BIRTH OF AN INDEPENDENT REPUBLICAN GOVERNMENT (~~C2~~)
- CREATION OF THE ARTICLES OF CONFEDERATION (~~C2~~)
- CHANGING VIEWS ON FREEDOM AND EQUALITY (~~C2~~)
- CONCERNS OVER DISTRIBUTION OF POWER WITHIN GOVERNMENTS, BETWEEN GOVERNMENT AND THE GOVERNED, AND AMONG PEOPLE (~~C2~~)

### U3 USHG ERA 3 – REVOLUTION AND THE NEW NATION

#### U3.3 Creating New Government(s) and a New Constitution

Explain 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 U3.3.1–U3.3.5 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. (~~U3.3.6~~)

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
8 – U3.3.1	Explain the 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). (C2)	Explain the reasons for the adoption and subsequent failure of the Articles of Confederation. <del>(e.g., why its drafters created a weak central government, challenges the nation faced under the Articles, Shays’ Rebellion, disputes over western lands).</del> (C2)
8 – U3.3.2	Identify economic and political questions facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. (E1.4)	Identify economic <del>and</del> , political, AND CULTURAL <del>questions</del> ISSUES facing the nation during the period of the Articles of Confederation and the opening of the Constitutional Convention. <del>(E1.4)</del>
8 – U3.3.3	Describe the major issues debated at the Constitutional Convention including the 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.	Describe the major issues debated at the Constitutional Convention, including the distribution of political power AMONG THE STATES AND WITHIN THE FEDERAL GOVERNMENT, the conduct of foreign affairs, COMMERCE WITH TRIBES, rights of individuals, <del>rights of states</del> , election of the executive, and slavery as a regional and federal issue.
8 – U3.3.4	Explain how the new constitution resolved (or compromised) the major issues including sharing, separating, and checking of power among federal government institutions, dual sovereignty (state-federal power), rights of individuals, the Electoral College, the Three-Fifths Compromise, and the Great Compromise.	Explain how the new constitution resolved (or compromised) the major issues, including sharing and separation of power, and checking of power among federal government institutions; dual sovereignty (state-federal power); rights of individuals; the Electoral College; the Three-Fifths Compromise; the Great Compromise; AND RELATIONSHIPS AND AFFAIRS WITH INDIGENOUS NATIONS.
8 – U3.3.5	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti-Federalists and describe how the states ratified the Constitution. (C2) (National Geography Standard 3, p. 148)	Analyze the debates over the ratification of the Constitution from the perspectives of Federalists and Anti- Federalists and describe how the states ratified the Constitution. <del>(National Geography Standard 3, p.148)</del> (C2)
8 – U3.3.6	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear of many Americans of a strong central government. (C3)	Explain how the Bill of Rights reflected the concept of limited government, protections of basic freedoms, and the fear among many Americans of a strong central government. <del>(C3)</del>

Standard	2007	2018
8 – U3.3.7		EXPLAIN HOW THE CORE VALUES <del>PRINCIPLES</del> (EQUALITY, RULE OF LAW, UNALIENABLE RIGHTS, LIMITED GOVERNMENT, SOCIAL COMPACT THEORY, AND THE RIGHT OF REVOLUTION) ARE EMBODIED IN THE CONSTITUTION THROUGH CONSTITUTIONAL <del>FEATURES</del> PRINCIPLES SUCH AS REPRESENTATIVE GOVERNMENT, SEPARATION OF POWERS, CHECKS AND BALANCES, FEDERALISM, ENUMERATED POWERS, BICAMERALISM, BILL OF RIGHTS, AND POPULAR SOVEREIGNTY.
8 – U3.3. <del>7</del> 8	Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers), describe the historical and philosophical origins of constitutional government in the United States using the ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government. (C2)	<del>Using important documents (e.g., Mayflower Compact, Iroquois Confederacy, Common Sense, Declaration of Independence, Northwest Ordinance, Federalist Papers),</del> Describe the <del>historical and</del> philosophical origins of constitutional government in the United States using the CORE VALUES. <del>ideas of social compact, limited government, natural rights, right of revolution, separation of powers, bicameralism, republicanism, and popular participation in government</del> FROM JOHN LOCKE, THOMAS HOBBES, THE MAYFLOWER COMPACT, "COMMON SENSE," THE DECLARATION OF INDEPENDENCE, AND THE NORTHWESTERN ORDINANCE.

## U4 USHG ERA 4 – EXPANSION AND REFORM (1792-1861)

### U4.1 Challenges to an Emerging Nation

Analyze the challenges the new government faced and the role of political and social leaders in meeting these challenges.

Standard	2007	2018
8 – U4.1.1	Washington's Farewell – Use Washington's Farewell Address to analyze the most significant challenges the new nation faced and the extent to which subsequent Presidents heeded Washington's advice. (C4)	WASHINGTON'S FAREWELL – Use Washington's Farewell Address to analyze WASHINGTON'S PERSPECTIVE ON the most significant challenges the new nation faced. <del>and the extent to which subsequent Presidents heeded Washington's advice. (C4)</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
8 – U4.1.2	Establishing America's Place in the World – Explain the changes in America's relationships with other nations by analyzing treaties with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p. 169)	ESTABLISHING AMERICA'S PLACE IN THE WORLD – <del>Explain</del> Assess the changes in America's relationships with other nations by analyzing THE ORIGINS, INTENTS, AND PURPOSES OF treaties <del>with American Indian nations, Jay's Treaty (1795), French Revolution, Pinckney's Treaty (1795), Louisiana Purchase, War of 1812, Transcontinental Treaty (1819), and the Monroe Doctrine. (C4) (National Geography Standard 13, p.161).</del>
8 – U4.1.3	Challenge of Political Conflict – Explain how political parties emerged out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over <ul style="list-style-type: none"> <li>relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) and of the executive branch (e.g., during the Jacksonian era) (C3) (National Geography Standard 13, p. 169)</li> <li>foreign relations (e.g., French Revolution, relations with Great Britain) (C3) (National Geography Standard 13, p. 169)</li> <li>economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)</li> </ul>	CHALLENGE OF POLITICAL CONFLICT – <del>Explain how</del> EXAMINE THE ORIGINS AND INTENTIONS OF EARLY AMERICAN political parties, INCLUDING HOW THEY emerged, WHO PARTICIPATED, AND WHAT INFLUENCED THEIR IDEOLOGIES. <del>out of the competing ideas, experiences, and fears of Thomas Jefferson and Alexander Hamilton (and their followers), despite the worries the Founders had concerning the dangers of political division, by analyzing disagreements over</del> <ul style="list-style-type: none"> <li><del>relative power of the national government (e.g., Whiskey Rebellion, Alien and Sedition Acts) (C3)</del></li> <li><del>foreign relations (e.g., French Revolution, relations with Great Britain) (C3)</del></li> <li><del>economic policy (e.g., the creation of a national bank, assumption of revolutionary debt) (C3, E2.2)</del></li> </ul>
8 – U4.1.4	Establishing a National Judiciary and Its Power – Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)	<del>Explain the development of the power of the Supreme Court through the doctrine of judicial review as manifested in Marbury v. Madison (1803) and the role of Chief Justice John Marshall and the Supreme Court in interpreting the power of the national government (e.g., McCulloch v. Maryland, Dartmouth College v. Woodward, Gibbons v. Ogden). (C3, E1.4, 2.2)</del> ESTABLISHING A NATIONAL JUDICIARY AND ITS POWER – USE MARBURY V. MADISON TO EXPLAIN THE DEVELOPMENT OF THE POWER OF THE SUPREME COURT THROUGH THE DOCTRINE OF JUDICIAL REVIEW.

## U4.2 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.

Standard	2007	2018
8 – U4.2.1	<p>Comparing Northeast and the South – Compare and contrast the social and economic systems of the Northeast and the South with respect to geography and climate and the development of</p> <ul style="list-style-type: none"> <li>• agriculture, including changes in productivity, technology, supply and demand, and price (E1.3,1.4) (National Geography Standard 14, p. 171)</li> <li>• industry, including entrepreneurial development of new industries, such as textiles (E1.1)</li> <li>• the labor force including labor incentives and changes in labor forces (E1.2)</li> <li>• transportation including changes in transportation (steamboats and canal barges) and impact on economic markets and prices (E1.2,1.3) (National Geography Standard 3, p. 148)</li> <li>• immigration and the growth of nativism (National Geography Standard 9, p. 160)</li> <li>• race relations</li> <li>• class relations</li> </ul>	<p>Comparing the Northeast and the South – Compare and contrast the social and economic systems of the Northeast, <del>and the</del> the South, AND THE WESTERN FRONTIER (KENTUCKY, OHIO VALLEY, ETC.), with respect to geography and climate and the development of:</p> <p>agriculture, including changes in productivity, technology, supply and demand, and price <del>(E1.3,1.4) (National Geography Standard 14, p.171)</del></p> <p>industry, including entrepreneurial development of new industries, such as textiles <del>(E1.1)</del></p> <p>the labor force, including labor incentives and changes in labor forces <del>(E1.2)</del></p> <p>transportation, including changes in transportation (steamboats and canal barges) and the impact on economic markets and prices <del>(E1.2,1.3) (National Geography Standard 3, p.148)</del></p> <p>immigration and the growth of nativism <del>(National Geography Standard 9, p.160)</del></p> <p>race relations</p> <p>class relations</p>
8 – U4.2.2	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.	The Institution of Slavery – Explain the ideology of the institution of slavery, its policies, and consequences.
8 – U4.2.3	Westward Expansion – Explain the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of American Indians (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, the Mexican-American War, and the idea of Manifest Destiny. (E2.1) (National Geography Standard 6, p. 154)	Westward Expansion – <del>Explain</del> ANALYZE the expansion, conquest, and settlement of the West through the Louisiana Purchase, the removal of <del>American Indians</del> INDIGENOUS PEOPLES (Trail of Tears) from their native lands, the growth of a system of commercial agriculture, <del>the Mexican-American War,</del> and the idea of Manifest Destiny. <del>(E2.1, G6) (National Geography Standard 6, p.154)</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
8 – U4.2.4	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on American Indians, the institution of slavery, and the relations between free and slaveholding states. (C2)  (National Geography Standard 13, p. 169)	Consequences of Expansion – Develop an argument based on evidence about the positive and negative consequences of territorial and economic expansion on <del>American Indians</del> INDIGENOUS PEOPLES, the institution of slavery, and the relations between free and slaveholding states. <del>(C2, G13) (National Geography Standard 13, p.169)</del>

### U4.3 Reform Movements

Analyze the growth of antebellum American reform movements.

Standard	2007	2018
8 – U4.3.1	Explain the origins of the American education system and Horace Mann’s campaign for free compulsory public education. (C2)	Explain the origins of the American Education system <del>and Horace Mann’s campaign for free compulsory public education.</del> (C2)
8 – U4.3.2	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders (e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass), and the response of southerners and northerners to the abolitionist movement. (C2)  (National Geography Standard 6, p. 154)	Describe the formation and development of the abolitionist movement by considering the roles of key abolitionist leaders <del>(e.g., John Brown and the armed resistance, Harriet Tubman and the Underground Railroad, Sojourner Truth, William Lloyd Garrison, and Frederick Douglass)</del> and the response of southerners and northerners to the abolitionist movement. <del>(C2, G6) (National Geography Standard 6, p.154)</del>
8 – U4.3.3	Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders (e.g., Susan B. Anthony and Elizabeth Cady Stanton) and comparing the Seneca Falls Resolution with the Declaration of Independence. (C2)	Analyze the antebellum women’s rights (and suffrage) movement by discussing the goals of its leaders <del>(e.g., Susan B. Anthony and Elizabeth Cady Stanton)</del> and comparing <del>the Seneca Falls Resolution</del> PRIMARY SOURCE DOCUMENTS FROM THIS ERA to the Declaration of Independence.
8 – U4.3.4	Analyze the goals and effects of the antebellum temperance movement. (C2)	Analyze the goals and effects of the antebellum temperance movement. <del>(C2)</del>
8 – U4.3.5	Evaluate the role of religion in shaping antebellum reform movements. (C2)	<del>Evaluate</del> INVESTIGATE the role of religion in shaping antebellum reform movements. <del>(C2)</del>

## U5 USHG ERA 5 – CIVIL WAR AND RECONSTRUCTION (1850-1877)

### U5.1 The Coming of the Civil War

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

Standard	2007	2018
8 – U5.1.1	Explain the differences in the lives of free blacks (including those who escaped from slavery) with the lives of free whites and enslaved peoples. (C2)	<del>Explain</del> COMPARE the differences in the lives of free black people (including those who escaped from slavery) with the lives of free white people and enslaved persons. (C2)
8 – U5.1.2	Describe the role of the Northwest Ordinance and its effect on the banning of slavery (e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p. 167)	Describe the role of the Northwest Ordinance and its effect on the banning of slavery. <del>(e.g., the establishment of Michigan as a free state). (National Geography Standard 12, p.167) (G12)</del>
8 – U5.1.3	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states (e.g., sectionalism, nationalism, federalism, state rights). (C3)	Describe the competing views of Calhoun, Webster, and Clay on the nature of the union among the states. <del>(e.g., sectionalism, nationalism, federalism, state rights). (C3)</del>
8 – U5.1.4	Describe how the following increased sectional tensions <ul style="list-style-type: none"> <li>the Missouri Compromise (1820)</li> <li>the Wilmot Proviso (1846)</li> <li>the Compromise of 1850 including the Fugitive Slave Act</li> <li>the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>the Dred Scott v. Sandford decision (1857)</li> <li>changes in the party system (e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p. 169)</li> </ul>	<del>Describe how</del> DRAW CONCLUSIONS ABOUT WHY the following increased sectional tensions: <ul style="list-style-type: none"> <li>the Missouri Compromise (1820)</li> <li>the Wilmot Proviso (1846)</li> <li>the Compromise of 1850 including the Fugitive Slave Act</li> <li>the Kansas-Nebraska Act (1854) and subsequent conflict in Kansas</li> <li>the Dred Scott v. Sandford decision (1857)</li> <li>changes in the party system <del>(e.g., the death of the Whig party, rise of the Republican party and division of the Democratic party) (C2; C3) (National Geography Standard 13, p.169)</del></li> </ul>
8 – U5.1.5	Describe the resistance of enslaved people (e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad) and effects of their actions before and during the Civil War. (C2)	Describe the resistance of enslaved persons <del>(e.g., Nat Turner, Harriet Tubman and the Underground Railroad, John Brown, Michigan's role in the Underground Railroad)</del> and effects of their actions before and during the Civil War. (C2)

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
8 – U5.1.6	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. (C2) ( <i>National Geography Standard 13, p. 169</i> )	Describe how major issues debated at the Constitutional Convention such as disagreements over the distribution of political power, rights of individuals (liberty and property), rights of states, election of the executive, and slavery help explain the Civil War. <del>(C2, G13)</del>

## U5.2 Civil War

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

Standard	2007	2018
8 – U5.2.1	Explain the reasons (political, economic, and social) why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South. (C3, E1.2) (National Geography Standard 6, p. 154)	<del>Explain the reasons</del> DISCUSS THE <del>(social, IDEOLOGICAL, political, economic, AND CULTURAL REASONS FOR SECESSION.)</del> <del>why Southern states seceded and explain the differences in the timing of secession in the Upper and Lower South.</del> (C3, E1.2) ( <i>National Geography Standard 6, p.154</i> )
8 – U5.2.2	Make an argument to explain the reasons why the North won the Civil War by considering the <ul style="list-style-type: none"> <li>critical events and battles in the war</li> <li>the political and military leadership of the North and South</li> <li>the respective advantages and disadvantages, including geographic, demographic, economic and technological (E1.4)</li> </ul> (National Geography Standard 15, p. 173)	Make an argument to explain the reasons why the North won the Civil War by considering the <ul style="list-style-type: none"> <li>critical events and battles in the war</li> <li>the political and military leadership of the North and South</li> <li>the respective advantages and disadvantages, including geographic, demographic, economic and technological <del>(E1.4)</del> (<i>National Geography Standard 15, p. 173</i>)</li> </ul>
8 – U5.2.3	Examine Abraham Lincoln's presidency with respect to <ul style="list-style-type: none"> <li>his military and political leadership</li> <li>the evolution of his emancipation policy (including the Emancipation Proclamation)</li> <li>and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence (C2)</li> </ul>	Examine Abraham Lincoln's presidency with respect to <ul style="list-style-type: none"> <li>his military and political leadership</li> <li>the evolution of his emancipation policy (including the Emancipation Proclamation)</li> <li>and the role of his significant writings and speeches, including the Gettysburg Address and its relationship to the Declaration of Independence <del>(C2)</del></li> </ul>
8 – U5.2.4	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.	Describe the role of African Americans in the war, including black soldiers and regiments, and the increased resistance of enslaved peoples.



Standard	2007	2018
8 – U5.2.5	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. (National Geography Standard 14, p. 171)	Construct generalizations about how the war affected combatants, civilians (including the role of women), the physical environment, and the future of warfare, including technological developments. <del>(National Geography Standard 14, p. 171)</del>

### U5.3 Reconstruction

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

Standard	2007	2018
8 – U5.3.1	Describe the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, and African Americans.	<del>Describe</del> COMPARE the different positions concerning the reconstruction of Southern society and the nation, including the positions of President Abraham Lincoln, President Andrew Johnson, Republicans, DEMOCRATS, and African Americans.
8 – U5.3.2	Describe the early responses to the end of the Civil War by describing the <ul style="list-style-type: none"> <li>policies of the Freedmen's Bureau (E2.2)</li> <li>restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes (C2, C5)</li> </ul>	Describe the early responses to the end of the Civil War by describing the <ul style="list-style-type: none"> <li>policies of the Freedmen's Bureau <del>(E2.2)</del></li> </ul> restrictions placed on the rights and opportunities of freedmen, including racial segregation and Black Codes <del>(C2, C5)</del>
8 – U5.3.3	Describe the new role of African Americans in local, state and federal government in the years after the Civil War and the resistance of Southern whites to this change, including the Ku Klux Klan. (C2, C5) (National Geography Standard 10, p. 162)	Describe the new role of African Americans in local, state, and federal governments in the years after the Civil War and the resistance <del>of Southern whites</del> to this change, including the Ku Klux Klan. <del>(C2, C5, G10)</del>
8 – U5.3.4	Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.	Analyze the intent and the effect of the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution.
8 – U5.3.5	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.	Explain the decision to remove Union troops in 1877 and describe its impact on Americans.

### U5.4 INVESTIGATION TOPICS AND ISSUE ANALYSIS (P2)

USE THE HISTORICAL PERSPECTIVE TO INVESTIGATE A SIGNIFICANT HISTORICAL TOPIC FROM UNITED STATES HISTORY ERAS 3-6 THAT ALSO HAS SIGNIFICANCE AS AN ISSUE OR TOPIC IN THE UNITED STATES TODAY.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
8 – U5.4.1		UNITED STATES HISTORY INVESTIGATION TOPIC AND ISSUE ANALYSIS, PAST AND PRESENT – USE HISTORICAL PERSPECTIVES TO ANALYZE ISSUES IN THE UNITED STATES FROM THE PAST AND THE PRESENT; CONDUCT RESEARCH ON A HISTORICAL ISSUE OR TOPIC; IDENTIFY A CONNECTION TO A CONTEMPORARY ISSUE, AND PRESENT FINDINGS; INCLUDE CAUSES AND CONSEQUENCES OF THE HISTORICAL ACTION; AND PREDICT POSSIBLE CONSEQUENCES OF THE CONTEMPORARY ACTION. <del>(G9, 10)</del>

### **U6.1—America in the Last Half of the 19th Century**

~~Analyze the major changes in communication, transportation, demography, and urban centers, including the location and growth of cities linked by industry and trade, in last half of the 19th century. The purpose of this section is to introduce some of the major changes in American society and the economy in the last part of the 19th Century. This era will be addressed in depth and with greater intellectual sophistication in the high school United History and Geography content expectations.~~

Standard	2007	2018
8 – U6.1.1	<p>America at Century's End – Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</p> <ul style="list-style-type: none"> <li>territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196)</li> <li>population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12, pp. 160 and 167)</li> <li>systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164)</li> <li>governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176)</li> <li>economic change, including industrialization, increased global competition, and their impact on</li> </ul>	<p><del>America at Century's End—Compare and contrast the United States in 1800 with the United States in 1898 focusing on similarities and differences in</del></p> <ul style="list-style-type: none"> <li><del>territory, including the size of the United States and land use (National Geography Standards 1 and 16, pp. 144 and 196)</del></li> <li><del>population, including immigration, reactions to immigrants, and the changing demographic structure of rural and urban America (E3.2) (National Geography Standards 9 and 12, pp. 160 and 167)</del></li> <li><del>systems of transportation (canals and railroads, including the Transcontinental Railroad), and their impact on the economy and society (E1.4, 3.2) (National Geography Standard 11, p. 164)</del></li> <li><del>governmental policies promoting economic development (e.g., tariffs, banking, land grants and mineral rights, the Homestead Act) (E.2.2) (National Geography Standard 16, p. 176)</del></li> <li><del>economic change, including industrialization, increased global competition, and their impact on conditions of farmers and industrial</del></li> </ul>

Standard	2007	2018
	<p>conditions of farmers and industrial workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164)</p> <ul style="list-style-type: none"> <li>the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</li> <li>the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169)</li> </ul>	<p><del>workers (E1.4, 2.1, 3.2) (National Geography Standard 11, p. 164)</del></p> <ul style="list-style-type: none"> <li><del>the treatment of African Americans, including the rise of segregation in the South as endorsed by the Supreme Court's decision in Plessy v. Ferguson, and the response of African Americans</del></li> <li><del>the policies toward American Indians, including removal, reservations, the Dawes Act of 1887, and the response of American Indians (National Geography Standard 13, p. 169)</del></li> </ul>

### U6.21 Investigation Topics and Issue Analysis (P2)

Use the historical perspective to investigate a significant historical topic from United States History Eras 3-6 that also has significance as an issue or topic in the United States today.

Standard	2007	2018
8 – U6.21.1	<p>United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. (National Geography Standards 9 and 10, pp. 160 and 162)</p>	<p>United States History Investigation Topic and Issue Analysis, Past and Present – Use historical perspectives to analyze issues in the United States from the past and the present; conduct research on a historical issue or topic, identify a connection to a contemporary issue, and present findings (e.g., oral, visual, video, or electronic presentation, persuasive essay, or research paper); include causes and consequences of the historical action and predict possible consequences of the contemporary action. <del>(National Geography Standards 9 and 10, pp. 160 and 162)</del></p>

## PUBLIC DISCOURSE, DECISION MAKING, AND CITIZEN INVOLVEMENT (P3, P4)

### P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Citizen Involvement

Standard	2007	2018
8 – P3.1.1	<p>Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> <li>Identify a national public policy issue.</li> <li>Clearly state the issue as a question of public policy orally or in written form.</li> </ul>	<p>Identify, research, analyze, discuss, and defend a position on a national public policy issue.</p> <ul style="list-style-type: none"> <li>Identify a national public policy issue.</li> <li>Clearly state the issue as a question of public policy orally or in written form.</li> </ul>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
	<ul style="list-style-type: none"> <li>Use inquiry methods to trace the origins of the issue and to acquire data about the issue.</li> <li>Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.</li> <li>Identify and apply core democratic values or constitutional principles.</li> <li>Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>Compose a persuasive essay justifying the position with a reasoned argument.</li> <li>Develop an action plan to address or inform others about the issue</li> </ul>	<ul style="list-style-type: none"> <li>Use inquiry methods to trace the origins of the issue and to acquire data about the issue.</li> <li>Generate and evaluate alternative resolutions to the public issue and analyze various perspectives (causes, consequences, positive and negative impact) on the issue.</li> <li>Identify and apply core <del>democratic</del> values or constitutional principles.</li> <li>Share and discuss findings of research and issue analysis in group discussions and debates.</li> <li>Compose a persuasive essay justifying the position with a reasoned argument.</li> </ul> <p>Develop an action plan to address or inform others about the issue</p>

#### P4.2 Citizen Involvement

Act constructively to further the public good.

Standard	2007	2018
8 – P4.2.1	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.	Demonstrate knowledge of how, when, and where individuals would plan and conduct activities intended to advance views in matters of public policy, report the results, and evaluate effectiveness.
8 – P4.2.2	Engage in activities intended to contribute to solving a national or international problem studied.	Engage in activities intended to contribute to solving a national or international problem studied.
8 – P4.2.3	Participate in projects to help or inform others (e.g., service learning projects).	Participate in projects to help or inform others (e.g., service learning projects).

## MICHIGAN'S GRADE LEVEL CONTENT EXPECTATIONS FOR SOCIAL STUDIES (9-12)

### WORLD HISTORY AND GEOGRAPHY

~~WHG ERA 4: Expanding and Intensified Hemispheric Interactions, 300 TO 1500 C.E./A.D.~~

#### ~~4.1 — Cross-temporal or Global Expectations~~

~~Analyze important hemispheric interactions and temporal developments during an era of increasing regional power, religious expansion, and the collapse of some empires.~~

Standard	2007	2018
4.1.1	Crisis in the Classical World – Explain the responses to common forces of change that led to the ultimate collapse of classical empires and discuss the	<del>Crisis in the Classical World — Explain the responses to common forces of change that led to the ultimate collapse of classical</del>

Standard	2007	2018
	consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)	<del>empires and discuss the consequences of their collapse. (See 4.3.3; 4.3.4; 4.3.5)</del>
4.1.2	<p>World Religions – Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</p> <ul style="list-style-type: none"> <li>• Islam and Christianity (Roman Catholic and Orthodox) – increased trade and the Crusades</li> <li>• Islam and Hinduism in South Asia (See 5.3.3)</li> <li>• continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203)</li> </ul>	<p><del>World Religions—Using historical and modern maps and other documents, analyze the continuing spread of major world religions during this era and describe encounters between religious groups including</del></p> <ul style="list-style-type: none"> <li><del>• Islam and Christianity (Roman Catholic and Orthodox)—increased trade and the Crusades</del></li> <li><del>• Islam and Hinduism in South Asia (See 5.3.3)</del></li> </ul> <p><del>continuing tensions between Catholic and Orthodox Christianity (National Geography Standard 10, p. 203)</del></p>
4.1.3	<p>Trade Networks and Contacts – Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including</p> <ul style="list-style-type: none"> <li>• land-based routes across the Sahara, Eurasia and Europe</li> <li>• water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206)</li> </ul>	<p><del>Trade Networks and Contacts—Analyze the development, interdependence, specialization, and importance of interregional trading systems both within and between societies including</del></p> <ul style="list-style-type: none"> <li><del>• land-based routes across the Sahara, Eurasia and Europe</del></li> </ul> <p><del>water-based routes across Indian Ocean, Persian Gulf, South China Sea, Red and Mediterranean Seas (National Geography Standard 11, p. 206)</del></p>

#### ~~4.2—Interregional or Comparative Expectations~~

~~Analyze and compare important hemispheric interactions and cross-regional developments, including the growth and consequences of an interregional system of communication, trade, and culture exchange during an era of increasing regional power and religious expansion.~~

Standard	2007	2018
4.2.1	<p>Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails] – Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</p> <ul style="list-style-type: none"> <li>• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society</li> <li>• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi</li> </ul>	<p><del>Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails]—Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</del></p> <ul style="list-style-type: none"> <li><del>• The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society</del></li> <li><del>• diverse religious traditions of Islam — Sunni, Shi'a/Shi'ite, Sufi</del></li> </ul>

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Standard	2007	2018
	<ul style="list-style-type: none"> <li>role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia</li> <li>the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (National Geography Standard 10, p. 203)</li> </ul>	<ul style="list-style-type: none"> <li><del>role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia</del></li> </ul> <p><del>the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (National Geography Standard 10, p. 203)</del></p>
4.2.2	Unification of Eurasia under the Mongols – Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)	<del>Unification of Eurasia under the Mongols—Using historical and modern maps, locate and describe the geographic patterns of Mongol conquest and expansion and describe the characteristics of the Pax Mongolica (particularly revival of long-distance trading networks between China and the Mediterranean world). (National Geography Standard 11, p. 206)</del>
4.2.3	The Plague – Using historical and modern maps and other evidence, explain the causes and spread of the Plague and analyze the demographic, economic, social, and political consequences of this pandemic. (See 4.3.5) (National Geography Standard 15, p. 215)	<p><del>Growth of Islam and Dar al-Islam [A country, territory, land, or abode where Muslim sovereignty prevails]—Identify and explain the origins and expansion of Islam and the creation of the Islamic Empire including</del></p> <ul style="list-style-type: none"> <li><del>The founding geographic extent of Muslim empires and the artistic, scientific, technological, and economic features of Muslim society</del></li> <li><del>diverse religious traditions of Islam—Sunni, Shi'a/Shi'ite, Sufi</del></li> <li><del>role of Dar al-Islam as a cultural, political, and economic force in Afro-Eurasia</del></li> </ul> <p><del>the caliphate as both a religious and political institution, and the persistence of other traditions in the Arab World including Christianity (National Geography Standard 10, p. 203)</del></p>

### 4.3 ~~Regional Expectations~~

~~Analyze important regional developments and cultural changes, including the growth of states, towns, and trade in Africa south of the Sahara, Europe, the Americas, and China.~~

Standard	2007	2018
4.3.1	Africa to 1500 – Describe the diverse characteristics of early African societies and the significant changes in African society by	<del>Africa to 1500—Describe the diverse characteristics of early African societies and the significant changes in African society by</del>



Standard	2007	2018
	<ul style="list-style-type: none"> <li>comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208)</li> <li>using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201)</li> <li>analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 11, p. 206)</li> <li>analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190)</li> <li>analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203)</li> </ul>	<ul style="list-style-type: none"> <li><del>comparing and contrasting at least two of the major states/civilizations of East, South, and West Africa (Aksum, Swahili Coast, Zimbabwe, Ghana, Mali, Songhai) in terms of environmental, economic, religious, political, and social structures (National Geography Standard 12, p. 208)</del></li> <li><del>using historical and modern maps to identify the Bantu migration patterns and describe their contributions to agriculture, technology and language (National Geography Standard 9, p. 201)</del></li> <li><del>analyzing the African trading networks by examining trans-Saharan trade in gold and salt and connect these to interregional patterns of trade (National Geography Standard 11, p. 206)</del></li> <li><del>analyzing the development of an organized slave trade within and beyond Africa (National Geography Standard 4, p. 190)</del></li> <li><del>analyzing the influence of Islam and Christianity on African culture and the blending of traditional African beliefs with new ideas from Islam and Christianity (National Geography Standard 10, p. 203)</del></li> </ul>
4.3.2	The Americas to 1500 – Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)	<del>The Americas to 1500—Describe the diverse characteristics of early American civilizations and societies in North, Central, and South America by comparing and contrasting the major aspects (government, religion, interactions with the environment, economy, and social life) of American Indian civilizations and societies such as the Maya, Aztec, Inca, Pueblo, and/or Eastern Woodland peoples. (National Geography Standard 10, p. 203)</del>
4.3.3	China to 1500 – Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic prosperity, and technological	<del>China to 1500—Explain how Chinese dynasties responded to the internal and external challenges caused by ethnic diversity, physical geography, population growth and Mongol invasion to achieve relative political stability, economic</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
	innovation. (National Geography Standard 4, p. 190)	<del>prosperity, and technological innovation. (National Geography Standard 4, p. 190)</del>
4.3.4	<p>The Eastern European System and the Byzantine Empire to 1500 – Analyze restructuring of the Eastern European system including</p> <ul style="list-style-type: none"> <li>the rise and decline of the Byzantine Empire</li> <li>the region's unique spatial location</li> <li>the region's political, economic, and religious transformations emerging tensions between East and West (National Geography Standard 3, p. 188)</li> </ul>	<p><del>The Eastern European System and the Byzantine Empire to 1500—Analyze restructuring of the Eastern European system including</del></p> <ul style="list-style-type: none"> <li><del>the rise and decline of the Byzantine Empire</del></li> <li><del>the region's unique spatial location</del></li> <li><del>the region's political, economic, and religious transformations emerging tensions between East and West (National Geography Standard 3, p. 188)</del></li> </ul>
4.3.5	<p>Western Europe to 1500 – Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including</p> <ul style="list-style-type: none"> <li>the role and political impact of the Roman Catholic Church in European medieval society</li> <li>how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212)</li> <li>the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)</li> <li>the cultural and social impact of the Renaissance on Western and Northern Europe</li> </ul>	<p><del>Western Europe to 1500—Explain the workings of feudalism, manoralism, and the growth of centralized monarchies and city-states in Europe including</del></p> <ul style="list-style-type: none"> <li><del>the role and political impact of the Roman Catholic Church in European medieval society</del></li> <li><del>how agricultural innovation and increasing trade led to the growth of towns and cities (National Geography Standard 14, p. 212)</del></li> <li><del>the role of the Crusades, 100 Years War, and the Bubonic Plague in the early development of centralized nation-states (See 4.2.3)</del></li> <li><del>the cultural and social impact of the Renaissance on Western and Northern Europe</del></li> </ul>

## WHG ERA 5: The Emergence of the First Global Age, 15th to 18th Centuries

### 5.1 Cross-temporal or Global Expectations

Analyze the global impact and significant developments caused by transoceanic travel and the linking of all the major areas of the world by the 18th century.

Standard	2007	2018
5.1.1	Emerging Global System – Analyze the impact of increased oceanic travel including changes in the global system of trade, migration, and political power as compared to the previous era. (See 4.1.3; 5.3.6) (National Geography Standard 11, p. 207)	EMERGING GLOBAL SYSTEM – Analyze the impact of increased oceanic travel, including changes in the global system of trade, migration, and political power as compared to the previous era. <del>(See 4.1.3; 5.3.6) (National Geography Standard 11)</del>
5.1.2	World Religions – Use historical and modern maps to analyze major territorial transformations and movements of	<del>Use historical and modern maps to analyze major territorial transformations and movement of world religions including the</del>

Standard	2007	2018
	world religions including the expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9, pg. 202)	<del>expulsion of Muslims and Jews from Spain, Christianity to the Americas, and Islam to Southeast Asia, and evaluate the impact of these transformations/movements on the respective human systems. (See 4.1.2) (National Geography Standard 9d, p.202)</del> WORLD RELIGIONS – ANALYZE THE IMPACT OF THE DIFFUSION OF WORLD RELIGIONS ON SOCIAL, POLITICAL, CULTURAL, AND ECONOMIC SYSTEMS.

## 5.2 Interregional or Comparative Expectations

Analyze the impact of oceanic travel on interregional interactions.

Standard	2007	2018
5.2.1	<p>European Exploration/Conquest and Columbian Exchange – Analyze the demographic, environmental, and political consequences of European oceanic travel and conquest and of the Columbian Exchange in the late 15th and 16th centuries by</p> <p>describing the geographic routes used in the exchange of plants, animals, and pathogens among the continents in the late 15th and the 16th centuries (National Geography Standard 11, p. 206)</p> <p>explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies (See 5.3.5) (National Geography Standard 14, p. 212)</p>	<p>EUROPEAN EXPLORATION/CONQUEST AND COLUMBIAN EXCHANGE – <del>Analyze</del> EXPLAIN the demographic, environmental, and political consequences of European oceanic travel and conquest <del>and of the Columbian Exchange in the late 15th and 16th centuries by: describing;</del> DESCRIBE the geographic routes <del>used</del> TAKEN in the exchange of PEOPLE, plants, animals and pathogens <del>among the continents in the late 15th and 16th centuries explaining how forced and free migrations of peoples (push/pull factors) and the exchange of plants, animals, and pathogens impacted the natural environments, political institutions, societies, and commerce of European, Asian, African, and the American societies. (See 5.3.5) (National Geography Standard 14d, p.212);</del> AND EVALUATE THE IMPACT OF THESE EXCHANGES IN THE LATE 15TH AND 16TH CENTURIES.</p>
5.2.2	<p>Trans-African and Trans-Atlantic Slave Systems – Analyze the emerging trans-Atlantic slave system and compare it to other systems of labor existing during this era by</p> <ul style="list-style-type: none"> <li>using historical and modern maps and other data to analyze the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South America),</li> </ul>	<p>TRANS-AFRICAN AND TRANS-ATLANTIC SLAVE SYSTEMS – Analyze the emerging trans-Atlantic slave system <del>and compare</del> BY COMPARING it to other systems of labor <del>existing during this era by: using historical and modern maps and other data to analyze</del> WITH RESPECT TO the causes and development of the Atlantic trade system, including economic exchanges, the diffusion of Africans in the Americas (including the Caribbean and South</p>

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Standard	2007	2018
	<p>and the Middle Passage (National Geography Standard 11, p. 206)</p> <ul style="list-style-type: none"> <li>comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g., serfdom, indentured servitude, corvee labor, wage labor) (See 5.3.5; 5.3.6) (See 4.3.1)</li> </ul>	<p>America), and the Middle Passage.;</p> <p><del>comparing and contrasting the trans-Atlantic slave system with the African slave system and another system of labor existing during this era (e.g. serfdom, indentured servitude, corvee labor, wage labor). (See 5.3.5; 5.3.6) (See 4.3.1).</del></p>
5.2.3		<p>GROWTH OF CHRISTIANITY—ANALYZE THE SPREAD OF CHRISTIANITY, INCLUDING:</p> <p>THE GEOGRAPHIC EXTENT OF CHRISTIANITY AND THE ARTISTIC, SCIENTIFIC, TECHNOLOGICAL, AND ECONOMIC FEATURES OF CHRISTIAN SOCIETIES</p> <p>THE ROLE OF CHRISTIANITY AS A CULTURAL, POLITICAL, AND ECONOMIC FORCE</p> <p>THE ROLE OF CHRISTIANITY AS BOTH A POLITICAL AND RELIGIOUS INSTITUTION</p>

### 5.3—~~Regional Content Expectations~~

~~Analyze the important regional developments and cultural changes in Asia, Russia, Europe and the Americas.~~

Standard	2007	2018
5.3.1	<p>Ottoman Empire through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by</p> <ul style="list-style-type: none"> <li>using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210)</li> <li>analyzing the impact of the Ottoman rule</li> </ul>	<p><del>Ottoman Empire through the 18th Century –Analyze the major political, religious, economic, and cultural transformations in the Ottoman Empire by</del></p> <ul style="list-style-type: none"> <li><del>using historical and modern maps to describe the empire’s origins (Turkic migrations), geographic expansion, and contraction (National Geography Standard 13, p. 210)</del></li> </ul> <p><del>analyzing the impact of the Ottoman rule</del></p>
5.3.2	<p><b>East Asia through the 18th Century –</b> Analyze the major political, religious, economic, and cultural transformations in East Asia by</p> <ul style="list-style-type: none"> <li>analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil</li> </ul>	<p><del>East Asia through the 18th Century—</del> Analyze the major political, religious, economic, and cultural transformations in East Asia by</p> <ul style="list-style-type: none"> <li><del>analyzing the major reasons for the continuity of Chinese society under the Ming and Qing dynasties, including the role of Confucianism, the civil service, and</del></li> </ul>

Standard	2007	2018
	<p>service, and Chinese oceanic exploration (See 4.3.3) (<i>National Geography Standard 5, p. 192</i>)</p> <ul style="list-style-type: none"> <li>analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (<i>National Geography Standard 4, p. 190</i>)</li> </ul>	<p><del>Chinese oceanic exploration (See 4.3.3) (<i>National Geography Standard 5, p. 192</i>) analyzing the changes in Japanese society by describing the role of geography in the development of Japan, the policies of the Tokugawa Shogunate, and the influence of China on Japanese society (<i>National Geography Standard 4, p. 190</i>)</del></p>
5.3.3	<p>South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (<i>National Geography Standard 4, p. 190</i>)</p>	<p><del>South Asia/India through the 18th Century – Analyze the global economic significance of India and the role of foreign influence in the political, religious, cultural, and economic transformations in India and South Asia including the Mughal Empire and the beginnings of European contact. (See 4.1.2) (<i>National Geography Standard 4, p. 190</i>)</del></p>
5.3.4	<p>Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including</p> <ul style="list-style-type: none"> <li>Russian imperial expansion and top-down westernization/modernization (<i>National Geography Standard 13, p. 210</i>)</li> <li>the impact of its unique location relative to Europe and Asia (<i>National Geography Standard 3, p. 188</i>)</li> <li>the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (<i>National Geography Standard 10, p. 203</i>)</li> </ul>	<p><del>Russia through the 18th Century – Analyze the major political, religious, economic, and cultural transformations in Russia including</del></p> <ul style="list-style-type: none"> <li><del>Russian imperial expansion and top-down westernization/modernization (<i>National Geography Standard 13, p. 210</i>)</del></li> <li><del>the impact of its unique location relative to Europe and Asia (<i>National Geography Standard 3, p. 188</i>)</del></li> <li><del>the political and cultural influence (e.g., written language) of Byzantine Empire, Mongol Empire, and Orthodox Christianity (<i>National Geography Standard 10, p. 203</i>)</del></li> </ul>
5.3.5	<p>Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by</p> <ul style="list-style-type: none"> <li>explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (<i>National Geography Standard 13, p. 210</i>)</li> </ul>	<p><del>Europe through the 18th Century – Analyze the major political, religious, cultural and economic transformations in Europe by</del></p> <ul style="list-style-type: none"> <li><del>explaining the origins, growth, and consequences of European overseas expansion, including the development and impact of maritime power in Asia and land control in the Americas (See 5.2.1) (<i>National Geography Standard 13, p. 210</i>)</del></li> <li><del>analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist</del></li> </ul>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
	<ul style="list-style-type: none"> <li>analyzing transformations in Europe's state structure, including the rising military, bureaucratic, and nationalist power of European states including absolutism</li> <li>analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society</li> <li>analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)</li> </ul>	<p><del>power of European states including absolutism</del></p> <p><del>analyzing how the Renaissance, Reformation, Scientific Revolution, and the Enlightenment contributed to transformations in European society</del></p> <p><del>analyzing the transformation of the European economies including mercantilism, capitalism, and wage labor (See 5.2.2)</del></p>
5.3.6	<p>Latin America through the 18th Century – Analyze colonial transformations in Latin America, including</p> <ul style="list-style-type: none"> <li>the near-elimination of American Indian civilizations and peoples</li> <li>social stratifications of the population (e.g., peninsulares, creoles, mestizos)</li> <li>the regional and global role of silver and sugar</li> <li>resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208)</li> </ul>	<p><del>Latin America through the 18th Century – Analyze colonial transformations in Latin America, including</del></p> <ul style="list-style-type: none"> <li><del>the near-elimination of American Indian civilizations and peoples</del></li> <li><del>social stratifications of the population (e.g., peninsulares, creoles, mestizos)</del></li> <li><del>the regional and global role of silver and sugar</del></li> </ul> <p><del>resource extraction and the emerging system of labor (e.g., mita, slavery) (See 5.1.1, 5.2.2) (National Geography Standard 12, p. 208)</del></p>

## WHG ERA 6: An Age of Global Revolutions, 18th Century-1914

### 6.1 Global or Cross-temporal Expectations

Evaluate the causes, characteristics, and consequences of revolutions of the intellectual, political and economic structures in an era of increasing global trade and consolidations of power.

Standard	2007	2018
6.1.1	Global Revolutions – Analyze the causes and global consequences of major political and industrial revolutions focusing on changes in relative political and military power, economic production, and commerce. (See 6.2.1; 6.2.3; 6.3.1; 6.3.2) (National Geography Standard 13, p. 210)	GLOBAL REVOLUTIONS – Analyze the causes and global consequences of major political and industrial revolutions, focusing on changes in relative political and military power, economic production, and commerce. <del>(See 6.2.1; 6.2.3; 6.3.1; 6.3.2)</del> <del>(National Geography Standard 13)</del>
6.1.2	World-wide Migrations and Population Changes – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations of Europeans, Africans, and Asians during this era, including the impact of industrialism,	WORLD-WIDE MIGRATIONS AND POPULATION CHANGES – Analyze the causes and consequences of shifts in world population and major patterns of long-distance migrations <del>of Europeans, Africans, and Asians during this era</del> , including the impact of industrialism, imperialism,



Standard	2007	2018
	imperialism, changing diets, and scientific advances on worldwide demographic trends. (National Geography Standard 9, p. 201)	changing diets, and scientific advances. <del>on worldwide demographic trends.</del> <del>(National Geographic Standard 9, p.201).</del>
6.1.3	<p>Increasing Global Interconnections – Describe increasing global interconnections between societies, through the emergence and spread of ideas, innovations, and commodities including</p> <ul style="list-style-type: none"> <li>constitutionalism, communism and socialism, republicanism, nationalism, capitalism, human rights, and secularization (National Geography Standard 10, p. 203)</li> <li>the global spread of major innovations, technologies, and commodities via new global networks (National Geography Standard 11, p. 206)</li> </ul>	<p>INCREASING GLOBAL INTERCONNECTIONS – Describe the increasing global interconnections <del>between societies,</del> <del>through the emergence and spread of</del> <del>ideas, innovations, and commodities</del> <del>including: constitutionalism, communism</del> <del>and socialism, republicanism, nationalism,</del> <del>capitalism, human rights, and secularization</del> <del>(National Geographic Standard 10, p.203</del> AND NEW GLOBAL NETWORKS THAT RESULTED IN the <del>global</del>-SPREAD OF MAJOR INNOVATIONS IN GOVERNANCE, ECONOMIC SYSTEMS, technologies, and commodities <del>via new global</del> <del>networks. (National Geography Standards</del> <del>10 and 11)</del></p>
6.1.4	Changes in Economic and Political Systems – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). (See 5.3.5)	CHANGES IN ECONOMIC AND POLITICAL SYSTEMS – Compare the emerging economic and political systems (industrialism and democracy) with the economic and political systems of the previous era (agriculture and absolutism). <del>(See 5.3.5)</del>
6.1.5	Interpreting Europe's Increasing Global Power – Describe Europe's increasing global power between 1500 and 1900; and evaluate the merits of the argument that this rise was caused by factors internal to Europe (e.g., Renaissance, Reformation, demographic, economic, and social changes) or factors external to Europe (e.g., decline of Mughal and Ottoman empires and the decreasing engagement of China and Japan in global interactions). (See 6.3.1; 6.3.2; 5.3.2) (National Geography Standard 13, p. 210)	INTERPRETING EUROPE'S INCREASING GLOBAL POWER – Describe Europe's increasing global power between 1500 and 1900, and evaluate the merits of the argument that this rise was caused by factors internal to Europe <del>(e.g. Renaissance,</del> <del>Reformation, demographic, economic,</del> <del>and social changes)</del> or factors external to Europe <del>(e.g. decline of Mughal and</del> <del>Ottoman empires and the decreasing</del> <del>engagement of China and Japan in global</del> <del>interactions). (See 6.3.1; 6.3.2; 5.3.2)</del> <del>(National Geography Standard 13)</del>

## 6.2 Interregional or Comparative Expectations

Analyze and compare the interregional patterns of nationalism, state-building, and social reform and imperialism.

Standard	2007	2018
6.2.1	Political Revolutions – Analyze the Age of Revolutions by comparing and	POLITICAL REVOLUTIONS – Analyze the Age of Revolutions by comparing and

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Standard	2007	2018
	contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions)  (National Geography Standard 13, p. 210)	<del>contrasting the political, economic, and social causes and consequences of at least three political and/or nationalistic revolutions (American, French, Haitian, Mexican or other Latin American, or Chinese Revolutions)</del> AMERICAN REVOLUTION, THE FRENCH REVOLUTION, AND ONE OTHER REVOLUTION THAT OCCURRED IN A REGION EXTERNAL TO EUROPE FROM THE STANDPOINT OF POLITICAL, ECONOMIC, AND SOCIAL CAUSES AND CONSEQUENCES. <del>(National Geography Standard 13, p.210)</del>
6.2.2	Growth of Nationalism and Nation-states – Compare and contrast the rise of the nation-states in a western context (e.g., Germany, Italy) and non-western context (e.g., Meiji Japan). (See 6.1.1; 6.3.1; 6.3.2) (National Geography Standard 10, p. 203)	GROWTH OF NATIONALISM AND NATION-STATES – Compare and contrast the rise of nation-states in a western context <del>(e.g. German, Italy)</del> and non-western context <del>(e.g. Meiji Japan)</del> . <del>(See 6.1.1; 6.3.1; 6.3.2)</del> <del>(National Geography Standard 10)</del>
6.2.3	Industrialization – Analyze the origins, characteristics and consequences of industrialization across the world by <ul style="list-style-type: none"> <li>comparing and contrasting the process and impact of industrialization in Russia, Japan, and one of the following: Britain, Germany, United States, or France</li> <li>describing the social and economic impacts of industrialization, particularly its effect on women and children, and the rise of organized labor movements (National Geography Standard 11, p. 206)</li> <li>describing the environmental impacts of industrialization and urbanization (National Geography Standard 14, p. 212)</li> </ul>	INDUSTRIALIZATION – <del>Analyze the</del> COMPARE AND CONTRAST the <del>origins, characteristics and</del> consequences of industrialization in <del>Russia, Japan, and one of the following: Britain, Germany, United States, or France</del> DIFFERENT REGIONS BY: <ul style="list-style-type: none"> <li>describing the social and economic impacts of industrialization, particularly its effect on women and children and the rise of organized labor movements <del>(National Geography Standard 11)</del></li> <li>describing the environmental impacts of industrialization and urbanization <del>(National Geography Standard 14)</del></li> </ul>
6.2.4	Imperialism – Analyze the political, economic, and social causes and consequences of imperialism by <ul style="list-style-type: none"> <li>using historical and modern maps and other evidence to analyze and explain the causes and global consequences of nineteenth-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East</li> </ul>	IMPERIALISM– Analyze the political, economic, and social causes and consequences of imperialism by: <ul style="list-style-type: none"> <li>using historical <del>and modern maps and other</del> evidence to analyze and explain the causes and global consequences of 19th-century imperialism, including encounters between imperial powers (Europe, Japan) and local peoples in India, Africa, Central Asia, and East Asia <del>(National Geography Standard 16)</del>.</li> </ul>



Standard	2007	2018
	<p>Asia (National Geography Standard 16, p. 216)</p> <ul style="list-style-type: none"> <li>describing the connection between imperialism and racism, including the social construction of race</li> <li>comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p. 210)</li> <li>analyze the responses to imperialism by African and Asian peoples (See 6.6.3) (National Geography Standard 13, p. 210)</li> </ul> <p>Note: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1)</p>	<ul style="list-style-type: none"> <li>describing the connection between imperialism and racism, including the social construction of race</li> <li><del>comparing British policies in South Africa and India, French policies in Indochina, and Japanese policies in Asia (See 7.3.3) (National Geography Standard 13, p.212).</del></li> <li>analyze the responses to imperialism by African and Asian peoples <del>(See 6.6.3)</del></li> </ul> <p><del>NOTE: Teachers might also include the expansion of the United States in studying Imperialism (See for example, U.S. History and Geography expectation 6.2.1).</del></p>

### ~~6.3 — Regional Content Expectations~~

~~Analyze the important regional developments and political, economic, and social transformations in Europe, Japan, China, and Africa.~~

Standard	2007	2018
6.3.1	<p>Europe – Analyze the economic, political, and social transformations in Europe by</p> <ul style="list-style-type: none"> <li>analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206)</li> <li>explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women</li> <li>using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210)</li> </ul>	<p><del>Europe — Analyze the economic, political, and social transformations in Europe by</del></p> <ul style="list-style-type: none"> <li><del>analyzing and explaining the impact of economic development on European society (National Geography Standard 11, p. 206)</del></li> <li><del>explaining how democratic ideas and revolutionary conflicts influenced European society, noting particularly their influence on religious institutions, education, family life, and the legal and political position of women</del></li> <li><del>using historical and modern maps to describe how the wars of the French Revolutionary and Napoleonic periods and growing nationalism changed the political geography of Europe and other regions (e.g., Louisiana Purchase) (National Geography Standard 13, p. 210)</del></li> </ul>

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Standard	2007	2018
6.3.2	<p>East Asia – Analyze the political, economic, and social transformations in East Asia by</p> <ul style="list-style-type: none"> <li>explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210)</li> <li>describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions</li> </ul>	<p><del>East Asia – Analyze the political, economic, and social transformations in East Asia by</del></p> <ul style="list-style-type: none"> <li><del>explaining key events in the modernization of Japan (Meiji Restoration) and the impact of the Russo-Japanese War (National Geography Standard 13, p. 210)</del></li> <li><del>describing key events in the decline of Qing China, including the Opium Wars and the Taiping and Boxer Rebellions</del></li> </ul>
6.3.3	<p>Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)</p>	<p><del>Africa – Evaluate the different experiences of African societies north and south of the Sahara with imperialism (e.g., Egypt, Ethiopia and the Congo). (National Geography Standard 16, p. 216)</del></p>

## WHG ERA 7: Global Crisis and Achievement, 1900-1945

### 7.1 Global or Cross-temporal Expectations

Analyze changes in global balances of military, political, economic, and technological power and influence in the first half of the 20th century.

Standard	2007	2018
7.1.1	<p>Increasing Government and Political Power – Explain the expanding role of state power in managing economies, transportation systems, and technologies, and other social environments, including its impact of the daily lives of their citizens. (See 7.3.2) (National Geography Standard 13, p. 210)</p>	<p>INCREASING GOVERNMENT AND POLITICAL POWER – Explain the expanding role of state power in managing economies, transportation systems, technologies, and other social environments, including its impact of the daily lives of their citizens. <del>(See 7.3.2) (National Geography Standard 13)</del></p>
7.1.2	<p>Comparative Global Power – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). (National Geography Standard 13, p. 210)</p>	<p>COMPARATIVE GLOBAL POWER – Use historical and modern maps and other sources to analyze and explain the changes in the global balance of military, political, and economic power between 1900 and 1945 (including the changing role of the United States and those resisting foreign domination). <del>(National Geography Standard 13)</del></p>
7.1.3	<p>Twentieth Century Genocide – Use various sources including works of journalists, journals, oral histories, films, interviews, and writings of participants to analyze the causes and consequences</p>	<p>TWENTIETH CENTURY GENOCIDE – Use <del>various</del> PRIMARY AND SECONDARY sources <del>including works of journalists, journals, oral histories, films, interviews, and writings of participants</del> to analyze the causes and</p>

Standard	2007	2018
	of the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)	consequences of <del>the genocides of Armenians, Romas (Gypsies), and Jews, and the mass exterminations of Ukrainians and Chinese. (See 7.2.3)</del> genocide in the 20th century. <del>(National Geography Standard 9)</del>
7.1.4	Global Technology – Describe significant technological innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they both benefited and imperiled humanity. (National Geography Standard 11, p. 206)	GLOBAL TECHNOLOGY – <del>Describe</del> EVALUATE HOW significant technological <del>innovations and scientific breakthroughs in transportation, communication, medicine, and warfare and analyze how they</del> innovations both benefited and imperiled humanity. <del>(National Geography Standard 11)</del>
7.1.5	Total War – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. (See 7.2.1; 7.2.3)  (National Geography Standard 13, p. 210)	TOTAL WAR – Compare and contrast modern warfare and its resolution with warfare in the previous eras; include analysis of the role of technology and civilians. <del>(See 7.2.1; 7.2.3) (National Geography Standard 13)</del>

## 7.2 Interregional or Comparative Expectations

Assess the interregional causes and consequences of the global wars and revolutionary movements during this era.

Standard	2007	2018
7.2.1	World War I – Analyze the causes, characteristics, and long-term consequences of World War I by <ul style="list-style-type: none"> <li>analyzing the causes of the war including nationalism, industrialization, disputes over territory, systems of alliances, imperialism, and militarism</li> <li>analyzing the distinctive characteristics and impacts of the war on the soldiers and people at home (See 7.1.5)</li> <li>explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe (National Geography Standard 13, p. 210)</li> </ul>	WORLD WAR I – <del>Analyze</del> EXPLAIN the causes, characteristics, and long-term consequences of World War I by: <del>analyzing the causes of the war including</del> CONSIDERING MULTIPLE PERSPECTIVES ON THE EFFECTS OF nationalism, industrialization, disputes over territory, systems of alliances, imperialism, <del>and militarism</del> , the role of colonial peoples, and militarism <del>analyzing</del> DESCRIBING the distinctive characteristics and impacts of the war on the soldiers and people at home, INCLUDING THE USE OF PROPAGANDA <del>(See 7.1.5)</del> explaining the major decisions made in the Versailles Treaty and analyzing its spatial and political consequences, including the mandate system, reparations, and national self-determination around the globe <del>(National Geography Standard 13)</del>

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Standard	2007	2018
7.2.2	<p>Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by</p> <ul style="list-style-type: none"> <li>examining the causes and consequences of the economic depression on different regions, nations, and the globe</li> <li>describing and explaining the rise of fascism and the spread of communism in Europe and Asia (See 7.3.1 and 7.3.2)</li> <li>comparing and contrasting the rise of nationalism in China, Turkey, and India (National Geography Standard 10, p. 203)</li> </ul>	<p>Inter-war Period – Analyze the transformations that shaped world societies between World War I and World War II by: examining the causes and consequences of the economic depression on different regions, nations, and the globe describing and explaining the rise of fascism and the spread of communism in Europe and Asia <del>(See 7.3.1 and 7.3.2)</del> comparing and contrasting the rise of nationalism in China, Turkey, and India <del>(National Geography Standard 10)</del></p>
7.2.3	<p>World War II – Analyze the causes, course, characteristics, and immediate consequences of World War II by</p> <ul style="list-style-type: none"> <li>explaining the causes of World War II, including aggression and conflict appeasement that led to war in Europe and Asia (e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria &amp; Sudetenland) (National Geography Standard 13, p. 210)</li> <li>explaining the Nazi ideology, policies, and consequences of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p. 203)</li> <li>analyzing the major turning points and unique characteristics of the war (See 7.1.5) (National Geography Standard 17, p. 219)</li> <li>explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world (See 8.1.4) (National Geography Standard 13, p. 210)</li> <li>analyzing the immediate consequences of the war's end including the devastation, effects on population, dawn of the atomic age, the occupation of Germany and Japan (See 7.1.5; 8.1) (National Geography Standard 6, p.195)</li> <li>describing the emergence of the United States and the Soviet Union as</li> </ul>	<p>WORLD WAR II – Analyze the causes, course, characteristics, and immediate consequences of World War II by: explaining the causes of World War II, including the aggression and conflict appeasement that led to war in Europe and Asia <del>(e.g., Versailles Treaty provisions, Italian invasion of Ethiopia, Spanish Civil War, rape of Nanjing, annexation of Austria &amp; Sudetenland)</del> (National Geography Standard 13) explaining the Holocaust (OR SHOAH), including Nazi ideology, policies, <del>and</del> consequences, AND RESPONSES BY THE ALLIES, INTERNATIONAL ORGANIZATIONS, AND INDIVIDUALS <del>of the Holocaust (or Shoah) (See 7.3.2) (National Geography Standard 10, p.203)</del> investigating the development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the United States government, international organizations, and individuals analyzing the major turning points and unique characteristics of the war <del>(See 7.1.5) (National Geography Standard 17)</del> explaining the spatial and political impact of the Allied negotiations on the nations of Eastern Europe and the world <del>(See 8.1.4) (National Geography Standard 13)</del> analyzing the immediate consequences of the war's end, including the devastation, effects on population, dawn of the atomic age, AND the occupation of Germany and</p>

Standard	2007	2018
	global superpowers (See 7.1.5; 8.1) (National Geography Standard 6, p. 195)	Japan <del>(See 7.1.5; 8.1) (National Geography Standard 6)</del> describing the emergence of the United States and the Soviet Union as global superpowers <del>(See 7.1.5; 8.1) (National Geography Standard 6)</del>
7.2.4	Revolutionary and/or Independence Movements – Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (National Geography Standard 13, p. 210)	<del>Revolutionary and/or Independence Movements—Compare two revolutionary and/or Independence movements of this era (Latin America, India, China, the Arab World, and Africa) with at least one from the previous era. (See 6.2.1). (National Geography Standard 13, p. 210)</del>

### 7.3—Regional Content Expectations

~~Explain regional continuity and change in Russia, Asia, the Americas, the Middle East, and Africa.~~

Standard	2007	2018
7.3.1	Russian Revolution – Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges. (National Geography Standard 6, p. 195)	<del>Russian Revolution—Determine the causes and results of the Russian Revolution from the rise of Bolsheviks through the conclusion of World War II, including the five-year plans, collectivization of agriculture, and military purges. (National Geography Standard 6, p. 195)</del>
7.3.2	Europe and Rise of Fascism and Totalitarian States – Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)	<del>Europe and Rise of Fascism and Totalitarian States—Compare the ideologies, policies, and governing methods of at least two 20th-century dictatorial regimes (Germany, Italy, Spain, and the Soviet Union) with those absolutist states in earlier eras. (See 5.3.5; 7.2.3)</del>
7.3.3	Asia – Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210) <ul style="list-style-type: none"> <li>Japanese imperialism</li> <li>Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)</li> <li>Indian independence struggle</li> </ul>	<del>Asia—Analyze the political, economic, and social transformations that occurred in this era, including (National Geography Standard 13, p. 210)  <ul style="list-style-type: none"> <li>Japanese imperialism</li> <li>Chinese nationalism, the emergence of communism, and civil war (See 7.2.2)</li> </ul> Indian independence struggle</del>

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Standard	2007	2018
7.3.4	<p>The Americas – Analyze the political, economic and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> <li>• economic imperialism (e.g., dollar diplomacy)</li> <li>• foreign military intervention and political revolutions in Central and South America</li> <li>• nationalization of foreign investments (National Geography Standard 13, p. 210)</li> </ul>	<p><del>The Americas – Analyze the political, economic and social transformations that occurred in this era, including</del></p> <ul style="list-style-type: none"> <li><del>• economic imperialism (e.g., dollar diplomacy)</del></li> <li><del>• foreign military intervention and political revolutions in Central and South America</del></li> <li><del>nationalization of foreign investments (National Geography Standard 13, p. 210)</del></li> </ul>
7.3.5	<p>Middle East – Analyze the political, economic, and social transformations that occurred in this era, including</p> <ul style="list-style-type: none"> <li>• the decline of the Ottoman Empire</li> <li>• changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples</li> <li>• the role of the Mandate system</li> <li>• the discovery of petroleum resources (National Geography Standard 13, p. 210)</li> </ul>	<p><del>Middle East – Analyze the political, economic, and social transformations that occurred in this era, including</del></p> <ul style="list-style-type: none"> <li><del>• the decline of the Ottoman Empire</del></li> <li><del>• changes in the Arab world including the growth of Arab nationalism, rise of Arab nation-states, and the increasing complexity (e.g., political, geographic, economic, and religious) of Arab peoples</del></li> <li><del>• the role of the Mandate system</del></li> <li><del>the discovery of petroleum resources (National Geography Standard 13, p. 210)</del></li> </ul>

## WHG ERA 8: The Cold War and Its Aftermath: the 20th Century Since 1945

### 8.1 Global and Cross-temporal Expectations

Analyze the global reconfigurations and restructuring of political and economic relationships in the Post-World War II era.

Standard	2007	2018
8.1.1	<p>Origins of the Cold War – Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3) (National Geography Standard 13, p. 210)</p>	<p>Origins of the Cold War – <del>Describe</del> <del>Describe the factors that contributed to the Cold War including the differences in ideologies and policies of the Soviet bloc and the West; political, economic, and military struggles in the 1940s and 1950s; and development of Communism in China. (See 7.2.3).</del> EXPLAIN THE ECONOMIC, POLITICAL, AND MILITARY ORIGINS OF THE COLD WAR. <del>(National Geography Standard 13)</del></p>
8.1.2	<p>Cold War Conflicts – Describe the major arenas of conflict, including</p> <ul style="list-style-type: none"> <li>• the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam</li> </ul>	<p>Cold War Conflicts – <del>Describe the major arenas of conflict, including: the ways the Soviet Union and the United States attempted to expand power and influence in Korea and Vietnam; ideological and military competition in THREE of the following areas: Congo, Cuba,</del></p>

Standard	2007	2018
	<ul style="list-style-type: none"> <li>ideological and military competition in THREE of the following areas: Congo, Cuba, Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin</li> <li>the arms and space race (National Geography Standard 13, p. 210)</li> </ul>	<del>Mozambique, Angola, Nicaragua, Guatemala, Bolivia, Chile, Indonesia, and Berlin; the arms and space race (National Geography Standard 13, p.210).</del> COMPARE AND CONTRAST THE CAUSES AND CONSEQUENCES OF MAJOR COLD WAR CONFLICTS, INCLUDING THE ARMS RACE AND SPACE RACE, AND CONFLICTS IN ASIA, AFRICA, AND CENTRAL AMERICA. <del>(National Geography Standard 13)</del>
8.1.3	End of the Cold War – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bi-polar to multi-polar center(s) of power. (National Geography Standard 13, p. 210)	END OF THE COLD WAR – Develop an argument to explain the end of the Cold War and its significance as a 20th-century event, and the subsequent transitions from bipolar to multipolar center(s) of power. <del>(National Geography Standard 13)</del>
8.1.4	Mapping the 20th Century – Using post-WWI, post-WWII, height of Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the World Wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). (See 7.2.3) (National Geography Standard 13, p. 210)	MAPPING THE 20TH CENTURY – Using post-World War I, post-World War II, height of the Cold War, and current world political maps, explain the changing configuration of political boundaries in the world caused by the world wars, the Cold War, and the growth of nationalist sovereign states (including Israel, Jordan, Palestine). <del>(See 7.2.3) (National Geography Standard 1)</del>

## 8.2 Interregional or Comparative Expectations

Assess and compare the regional struggles for and against independence, decolonization, and democracy across the world.

Standard	2007	2018
8.2.1	<p>The Legacy of Imperialism – Analyze the complex and changing legacy of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural).</p> <p>(National Geography Standards 11 and 16, pp. 206 and 216)</p>	<p>THE LEGACY OF IMPERIALISM – <del>Analyze the complex and changing legacy</del> EXPLAIN THE IMPACT of imperialism in Africa, Southeast Asia, and Latin America during and after the Cold War, <del>such as apartheid, civil war in Nigeria, Vietnam, Cuba, Guatemala, and the changing nature of exploitation of resources (human and natural)</del> INCLUDING THE IMPORTANCE OF THE MASSIVE RESISTANCE AND NON-VIOLENT PHILOSOPHY OF MAHATMA GANDHI COMPARED TO OTHER PHILOSOPHIES USED IN THE STRUGGLE FOR INDEPENDENCE. <del>(National Geography Standards 13 and 17)</del></p>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
8.2.2	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. (National Geography Standards 13 and 17, pp. 210 and 219)	Independence, Decolonization, and Democratization Movements – Compare the independence movements and formation of new nations in the Indian Subcontinent, Africa, Eastern Europe, and Southeast Asia during and after the Cold War. <del>(National Geography Standards 13 and 17, pp. 210 and 219)</del>
8.2.3	Middle East – Analyze the interregional causes and consequences of conflicts in the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict. (National Geography Standards 13 and 17, pp. 210 and 219)	SOUTHWEST ASIA – Analyze the <del>interregional</del> causes and consequences of conflicts in <del>the Middle East, including the development of the state of Israel, Arab-Israeli disputes, Palestine, the Suez crisis, and the nature of the continuing conflict</del> Southwest Asia. <del>(National Geography Standards 13 and 17)</del>

### Contemporary Global Issues

Evaluate the events, trends and forces that are increasing global interdependence and expanding global networks, and evaluate the events, trends and forces that are attempting to maintain or expand autonomy of regional or local networks.

#### CG1 Population

Explain the causes and consequences of population changes ~~over the past 50 years~~ SINCE 1945 by analyzing the:

- population change (including birth rate, death rate, life expectancy, growth rate, doubling time, aging population, changes in science and technology)
- distributions of population (including relative changes in urban-rural population, gender, age, patterns of migrations, and population density)
- relationship of the population changes to global interactions, and their impact on three regions of the world ~~(National Geography Standards 9 and 17)~~

#### CG2 Resources

Explain the changes ~~over the past 50 years~~ SINCE 1945 in the use, distribution, and importance of natural resources (including land, water, energy, food; and renewable, non-renewable, and flow resources) on human life, settlement, and interactions by describing and evaluating:

- change in spatial distribution and use of natural resources
- the differences in ways societies have been using and distributing natural resources
- social, political, economic, and environmental consequences of the development, distribution, and use of natural resources
- major changes in networks for the production, distribution, and consumption of natural resources, including the growth of multinational corporations and governmental and non-governmental organizations
- the impact of humans on the global environment ~~(National Geography Standard 16)~~

#### CG3 Patterns of Global Interactions

Define the process of globalization and evaluate the merit of this concept to describe the contemporary world by analyzing:

- economic interdependence of the world's countries, world trade patterns, and the impact on those who labor

- the exchanges of scientific, technological, and medical innovations
- cultural diffusion and the different ways cultures/societies respond to “new” cultural ideas
- the comparative economic advantages and disadvantages of regions, regarding cost of labor, natural resources, location, and tradition
- distribution of wealth and resources and efforts to narrow the inequitable distribution of resources (~~National Geography Standards 6 and 11~~)

#### CG4 Conflict, Cooperation, and Security

Analyze the causes and challenges of continuing and new conflicts by describing:

- tensions resulting from ethnic, territorial, religious, and/or nationalist differences
- causes of and responses to ethnic cleansing/genocide/mass extermination
- local and global attempts at peacekeeping, security, democratization, and administration of international justice and human rights
- the type of warfare used in these conflicts, including terrorism, private militias, and new technologies (~~National Geography Standards 10 and 13~~)

## UNITED STATES HISTORY AND GEOGRAPHY

### Foundations in United States History and Geography: Eras 1-5

These foundational expectations are included to help students draw upon their previous study of ~~American history~~ INTEGRATED UNITED STATES HISTORY and to connect high school United States History with the history studied in AND GEOGRAPHY WITH 5th and 8th grade content.

#### F1 Political and Intellectual Transformations of America to 1877

Standard	2007	2018
F1.1	<p>Identify the core ideals of American society as reflected in the documents below and analyze the ways that American society moved toward and/or away from its core ideals</p> <ul style="list-style-type: none"> <li>• Declaration of Independence</li> <li>• the U.S. Constitution (including the Preamble)</li> <li>• Bill of Rights</li> <li>• the Gettysburg Address</li> <li>• 13th, 14th, and 15th Amendments</li> </ul>	<p><del>Describe the self-evident truths (“core principles”) held by the founding fathers: Equality, Rule of Law, Unalienable Rights, Limited Government, Social Compact Theory, and the Right of Revolution; and explain how they are reflected in the following documents.</del> IDENTIFY THE CORE DEMOCRATIC-VALUES OF AMERICAN SOCIETY AS REFLECTED IN THE DOCUMENTS BELOW AND ANALYZE THE WAYS THAT AMERICAN SOCIETY MOVED TOWARD AND/OR AWAY FROM ITS CORE IDEALS</p> <p>the Declaration of Independence the ORIGINAL United States Constitution (including the Preamble) the Bill of Rights the Gettysburg Address the 13th, 14th, and 15th Amendments</p>
F1.2	<p>Using the American Revolution, the creation and adoption of the Constitution, and the Civil War as touchstones, develop an argument/narrative about the changing</p>	<p><del>Explain how the core principles and the changing relationship between the colonists and Great Britain (salutary neglect to British oppression)</del></p>

NOTE: Most 2018 examples have not been removed from the document; they’ve been relocated to the Examples column.

Standard	2007	2018
	<p>character of American political society and the roles of key individuals across cultures in prompting/supporting the change by discussing</p> <ul style="list-style-type: none"> <li>the birth of republican government, including the rule of law, inalienable rights, equality, and limited government</li> <li>the development of governmental roles in American life</li> <li>and competing views of the responsibilities of governments (federal, state, and local)</li> <li>changes in suffrage qualifications</li> <li>the development of political parties</li> <li>America's political and economic role in the world (National Geography Standard 13, p. 210)</li> </ul>	<p><del>caused the colonists to declare independence as expressed in the Declaration of Independence and influenced the creation of the U.S. Constitution.</del></p> <p>USING THE AMERICAN REVOLUTION, THE CREATION AND ADOPTION OF THE CONSTITUTION, AND THE CIVIL WAR AS TOUCHSTONES, DEVELOP AN ARGUMENT ABOUT THE CHANGING CHARACTER OF AMERICAN POLITICAL SOCIETY AND THE ROLES OF KEY INDIVIDUALS ACROSS CULTURES IN PROMPTING/ SUPPORTING THE CHANGE.</p>
F1.3		<p><del>Explain how competing views led to political conflicts and change through 1877, including the Civil War and Reconstruction with respect to:</del></p> <ul style="list-style-type: none"> <li><del>the responsibilities of governments (federal, state, local)</del></li> <li><del>principles of life, liberty, and the pursuit of happiness</del></li> <li><del>equality.</del></li> </ul> <p>ANALYZE HOW THE CHANGING CHARACTER OF AMERICAN POLITICAL SOCIETY FROM 1791 TO 1877 HAD SIGNIFICANT IMPACT ON THE RESPONSIBILITIES OF GOVERNMENTS THROUGH THE PRINCIPLE OF FEDERALISM. <del>FEDERALISM AND ENUMERATED POWERS</del></p>

## ~~F2 — Geographic, Economic, Social, and Demographic Trends in America to 1877~~

~~Note to teacher: This foundational expectation might be taught in stand-alone lessons or integrated with Standard 6.1.~~

Standard	2007	2018
F2.1	Describe the major trends and transformations in American life prior to 1877 including	<del>Describe the major trends and transformations in American life prior to 1877 including</del>

Standard	2007	2018
	<ul style="list-style-type: none"> <li>changing political boundaries of the United States (<i>National Geography Standard 13, p. 210</i>)</li> <li>regional economic differences and similarities, including goods produced and the nature of the labor force (<i>National Geography Standard 11, p. 206</i>)</li> <li>changes in the size, location, and composition of the population (<i>National Geography Standard 9, p. 201</i>)</li> <li>patterns of immigration and migration (<i>National Geography Standard 9, p. 201</i>)</li> <li>development of cities (<i>National Geography Standard 12, p. 208</i>)</li> <li>changes in commerce, transportation, and communication (<i>National Geography Standard 11, p. 206</i>) <ul style="list-style-type: none"> <li>major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War</li> </ul> </li> </ul>	<del>changing political boundaries of the United States (National Geography Standard 13, p. 210)</del> <del>regional economic differences and similarities, including goods produced and the nature of the labor force (National Geography Standard 11, p. 206)</del> <del>changes in the size, location, and composition of the population (National Geography Standard 9, p. 201)</del> <del>patterns of immigration and migration (National Geography Standard 9, p. 201)</del> <del>development of cities (National Geography Standard 12, p. 208)</del> <del>changes in commerce, transportation, and communication (National Geography Standard 11, p. 206)</del> <del>major changes in Foreign Affairs marked by such events as the War of 1812, the Mexican-American War, and foreign relations during the Civil War</del>

## USHG ERA 6: The Development of an Industrial, Urban, and Global United States (1870-1930)

### 6.1 Growth of an Industrial and Urban America

Explain the causes and consequences – both positive and negative – of the Industrial Revolution and America’s growth from a predominantly agricultural, commercial, and rural nation to a more industrial and urban nation between 1870 and 1930.

Standard	2007	2018
6.1.1	<p>Factors in the American Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including</p> <ul style="list-style-type: none"> <li>gains from trade (<i>National Geography Standard 11, p. 206</i>)</li> <li>organizational “revolution” (e.g., development of corporations and labor organizations)</li> <li>advantages of physical geography (<i>National Geography</i></li> </ul>	<p>Factors in the American Second Industrial Revolution – Analyze the factors that enabled the United States to become a major industrial power, including:</p> <ul style="list-style-type: none"> <li><del>gains from trade (National Geography Standard 11, p. 206)</del></li> <li><del>the organizational “revolution” (e.g., development of corporations and labor organizations)</del></li> <li><del>the economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)</del></li> </ul>

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Standard	2007	2018
	<p>Standards 4, 7, and 15; pp. 190, 197, and 214)</p> <ul style="list-style-type: none"> <li>increase in labor through immigration and migration (National Geography Standard 9, p. 201)</li> <li>economic policies of government and industrial leaders (including Andrew Carnegie and John D. Rockefeller)</li> <li>technological advances</li> </ul>	<ul style="list-style-type: none"> <li>the advantages of physical geography (<del>National Geography Standards 4, 7, and 15; pp.190, 197, and 214</del>)</li> <li>the increase in labor through immigration and migration (<del>National Geography Standard 9, p.201</del>)</li> <li><del>technological advances</del></li> <li>THE GROWING IMPORTANCE OF THE AUTOMOBILE INDUSTRY</li> </ul>
6.1.2	<p>Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change including</p> <ul style="list-style-type: none"> <li>development of organized labor, including the Knights of Labor, American Federation of Labor, and the United Mine Workers</li> <li>southern and western farmers' reactions, including the growth of populism and the populist movement (e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech) (National Geography Standard 6, p. 195)</li> </ul>	<p>Labor's Response to Industrial Growth – Evaluate the different responses of labor to industrial change, including the development of organized labor <del>including Knights of Labor, American Federation of Labor, and the United Mine Workers</del> and <del>southern and western farmers' reactions</del>, the growth of populism and the populist movement (<del>e.g., Farmers Alliance, Grange, Platform of the Populist Party, Bryan's "Cross of Gold" speech</del>) (<del>National Geography Standard 6, p.195</del>),.</p>
6.1.3	<p>Urbanization – Analyze the changing urban and rural landscape by examining</p> <ul style="list-style-type: none"> <li>the location and expansion of major urban centers (National Geography Standard 12, p. 208)</li> <li>the growth of cities linked by industry and trade (National Geography Standard 11, p. 206)</li> <li>the development of cities divided by race, ethnicity, and class (National Geography Standard 10, p. 203)</li> <li>resulting tensions among and within groups (National Geography Standard 13, p. 210)</li> <li>different perspectives about immigrant experiences in the urban setting (National</li> </ul>	<p>Urbanization – <del>Analyze the changing urban and rural landscape by examining</del> EXPLAIN THE CAUSES AND CONSEQUENCES OF URBANIZATION, INCLUDING:</p> <ul style="list-style-type: none"> <li>the location and expansion of major urban centers (<del>National Geography Standard 12, p.208</del>) AND THEIR LINK TO INDUSTRY AND TRADE (<del>National Geographic Standards 11 and 12</del>)</li> <li><del>the growth of cities linked by industry and trade (National Geography Standard 11, p.206)</del></li> <li>INTERNAL MIGRATION, INCLUDING THE GREAT MIGRATION</li> <li>the development of cities divided by race, ethnicity, and class (<del>National Geography Standard 10, p.203</del>)</li> </ul>

Standard	2007	2018
	Geography Standards 9 and 12, pp. 201 and 208)	<ul style="list-style-type: none"> <li>the resulting tensions among and within groups (<del>National Geography Standard 13</del>)</li> <li>different perspectives about the immigrant experience (<del>National Geography Standards 9 and 12, pp.201 and 208</del>)</li> </ul>
6.1.4	Population Changes – Use census data from 1790-1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 9 and 12, pp. 201 and 208)	<p>GROWTH AND CHANGE– <del>Use census data from 1790–1940 to describe changes in the composition, distribution, and density of the American population and analyze their causes, including immigration, the Great Migration, and urbanization. (National Geography Standard 12, p.208).</del> EXPLAIN THE SOCIAL, POLITICAL, ECONOMIC, AND CULTURAL SHIFTS TAKING PLACE IN THE UNITED STATES AT THE END OF THE 19TH CENTURY AND BEGINNING OF THE 20TH CENTURY, BY:</p> <ul style="list-style-type: none"> <li>DESCRIBING THE DEVELOPING SYSTEMS OF TRANSPORTATION (CANALS AND RAILROADS, INCLUDING THE TRANSCONTINENTAL RAILROAD), AND THEIR IMPACT ON THE ECONOMY AND SOCIETY</li> <li>DESCRIBING GOVERNMENTAL POLICIES PROMOTING ECONOMIC DEVELOPMENT</li> <li>EVALUATING THE TREATMENT OF AFRICAN AMERICANS, INCLUDING THE RISE OF SEGREGATION IN THE SOUTH AS ENDORSED BY THE SUPREME COURT’S DECISION IN PLESSY V. FERGUSON, AND DESCRIBING THE RESPONSE OF AFRICAN AMERICANS TO THIS INEQUALITY</li> <li>DESCRIBING THE POLICIES TOWARD <del>AMERICAN INDIANS</del> INDIGENOUS PEOPLES, INCLUDING REMOVAL, RESERVATIONS, THE DAWES ACT OF 1887, AND THE RESPONSE OF AMERICAN INDIANS TO THESE POLICIES</li> </ul>

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Standard	2007	2018
6.1.5	<p>A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining</p> <ul style="list-style-type: none"> <li>the impact of resource availability (National Geography Standard 16, p. 216)</li> <li>entrepreneurial decision making by Henry Ford and others</li> <li>domestic and international migrations (National Geography Standard 9, p. 201)</li> <li>the development of an industrial work force</li> <li>the impact on Michigan</li> <li>the impact on American society</li> </ul>	<p><del>6.1.5 A Case Study of American Industrialism – Using the automobile industry as a case study, analyze the causes and consequences of this major industrial transformation by explaining</del></p> <p><del>the impact of resource availability (National Geography Standard 16, p.216)</del></p> <p><del>entrepreneurial decision making by Henry Ford and others</del></p> <p><del>domestic and international migrations (National Geography Standard 9, p.201)</del></p> <p><del>the development of an industrial work force</del></p> <p><del>the impact on Michigan</del></p> <p><del>the impact on American society</del></p>

## 6.2 Becoming a World Power

Describe and analyze the major changes – both positive and negative – in the role the United States played in world affairs after the Civil War, and explain the causes and consequences of this changing role.

Standard	2007	2018
6.2.1	<p>Growth of U.S. Global Power – Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p.184 and 188)</p>	<p><del>Locate on a map the territories (Cuba, Puerto Rico, Philippines, Hawaii, Panama Canal Zone) acquired by the United States during its emergence as an imperial power between 1890 and 1914, and analyze the role the Spanish American War, the Philippine Revolution, the Panama Canal, the Open Door Policy, and the Roosevelt Corollary played in expanding America's global influence and redefining its foreign policy. (National Geography Standards 1 and 3; p.184 and 188).</del>–GROWTH OF U.S.GLOBAL POWER – DESCRIBE HOW AMERICA REDEFINED ITS FOREIGN POLICY BETWEEN 1890 AND 1914 AND ANALYZE THE CAUSES AND CONSEQUENCES OF THE UNITED STATES EMERGENCE AS AN IMPERIAL POWER IN THIS TIME PERIOD, USING RELEVANT EXAMPLES OF TERRITORIAL EXPANSION AND INVOLVEMENT IN FOREIGN CONFLICTS.</p>
6.2.2	<p>WWI – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and</p>	<p>World War I – Explain the causes of World War I, the reasons for American neutrality and eventual entry into the war, and</p>



Standard	2007	2018
	America's role in shaping the course of the war.	America's role in shaping the course of the war
6.2.3	Domestic Impact of WWI – Analyze the domestic impact of WWI on the growth of the government (e.g., War Industries Board), the expansion of the economy, the restrictions on civil liberties (e.g., Sedition Act, Red Scare, Palmer Raids), and the expansion of women's suffrage.	DOMESTIC IMPACT OF WORLD WAR I – Analyze the domestic impact of World War I on the growth of the government <del>(e.g., War Industries Board)</del> , the expansion of the economy, the restrictions on civil liberties <del>(e.g., Sedition Act, Red Scare, Palmer Raids)</del> , and the expansion of women's suffrage, AND ON INTERNAL MIGRATION.
6.2.4	Wilson and His Opponents – Explain how Wilson's "Fourteen Points" differed from proposals by others, including French and British leaders and domestic opponents, in the debate over the Versailles Treaty, United States participation in the League of Nations, the redrawing of European political boundaries, and the resulting geopolitical tensions that continued to affect Europe. (National Geography Standards 3 and 13; p. 188 and 210)	WILSON AND HIS OPPONENTS – Explain how President Woodrow Wilson's <del>"Fourteen Points"</del> differed from proposals by others, including French and British leaders and domestic opponents, in the debate over: <ul style="list-style-type: none"> <li>• the Versailles Treaty</li> <li>• United States participation in the League of Nations</li> <li>• the redrawing of European political boundaries and the resulting geopolitical tensions that continued to affect Europe <del>(National Geography Standards 3 and 13; p.188 and 210)</del></li> </ul>

### 6.3 ~~Progressivism and Reform~~ Progressive Era

Select and evaluate major public and social issues emerging from the changes in industrial, urban and global America during this period; analyze the solutions or resolutions developed by America~~n~~ and their consequences (positive/negative – anticipated/ unanticipated). ~~including but not limited to the following Social Issues, Causes and Consequences of Progressive Reform, Women's Suffrage:~~

Standard	2007	2018
6.3.1	Social Issues – Describe at least three significant problems or issues created by America's industrial and urban transformation between 1895 and 1930 (e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).	SOCIAL ISSUES – Describe <del>at least three</del> the significant problems or issues created by America's industrial and urban transformations between the 1890s and 1930s <del>(e.g., urban and rural poverty and blight, child labor, immigration, political corruption, public health, poor working conditions, and monopolies).</del>
6.3.2	Causes and Consequences of Progressive Reform – Analyze the causes, consequences, and limitations of Progressive reform in the following areas	<del>Causes and Consequences of Progressive Reform—Analyze the causes, consequences, and limitations of Progressive reform in the following areas</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
	<ul style="list-style-type: none"> <li>major changes in the Constitution, including 16th, 17th, 18th, and 19th Amendments</li> <li>new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)</li> <li>the Supreme Court's role in supporting or slowing reform</li> <li>role of reform organizations, movements and individuals in promoting change (e.g., Women's Christian Temperance Union, settlement house movement, conservation movement, and the National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p. 212)</li> <li>efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standards 9 and 10; pp. 201 and 203)</li> </ul>	<ul style="list-style-type: none"> <li><del>major changes in the Constitution, including 16th, 17th, 18th,</del></li> <li><del>and 19th Amendments</del></li> <li><del>new regulatory legislation (e.g., Pure Food and Drug Act, Sherman and Clayton Anti-Trust Acts)</del></li> <li><del>the Supreme Court's role in supporting or slowing reform</del></li> <li><del>role of reform organizations, movements and individuals in promoting change (e.g., Women's</del></li> <li><del>Christian Temperance Union, settlement house movement, conservation movement, and the</del></li> <li><del>National Association for the Advancement of Colored People, Jane Addams, Carrie Chapman</del></li> <li><del>Catt, Eugene Debs, W.E.B. DuBois, Upton Sinclair, Ida Tarbell) (National Geography Standard 14, p.212)</del></li> <li><del>efforts to expand and restrict the practices of democracy as reflected in post-Civil War struggles of African Americans and immigrants (National Geography Standards 9 and 10; pp.201 and 203)</del></li> </ul> <p>POLITICAL AND SOCIAL TENSIONS – USE THE CORE VALUES AND CONSTITUTIONAL PRINCIPLES AS SET FORTH IN THE DECLARATION OF INDEPENDENCE AND THE UNITED STATES CONSTITUTION TO EVALUATE THE POST-CIVIL WAR POLITICAL, ECONOMIC, AND SOCIAL TENSIONS: <del>MARGINALIZATION OF RACIAL AND ETHNIC GROUPS.</del></p> <ul style="list-style-type: none"> <li>EVALUATE THE POLITICAL PLATFORMS OF THE REPUBLICAN AND DEMOCRATIC POLICIES</li> <li>EVALUATE CONSERVATIVE AND PROGRESSIVE ECONOMIC POLICIES</li> <li>IDENTIFY MAJOR SOCIAL TENSIONS AND EVALUATE THEIR IMPACT ON POLITICAL AND ECONOMIC POLICIES</li> </ul>

Standard	2007	2018
6.3.3	Women's Suffrage – Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.	<p><del>Analyze the successes and failures of efforts to expand women's rights, including the work of important leaders (e.g., Susan B. Anthony, Elizabeth Cady Stanton) and the eventual ratification of the 19th Amendment.</del> CAUSES AND CONSEQUENCES OF PROGRESSIVE POLICIES – ANALYZE THE CAUSES, CONSEQUENCES AND LIMITATIONS OF PROGRESSIVE POLICIES IN THE FOLLOWING AREAS</p> <ul style="list-style-type: none"> <li>• MAJOR CHANGES IN THE CONSTITUTION AND THE ROLE OF THE SUPREME COURT IN SUPPORTING OR SLOWING REFORM</li> <li>• THE RISE OF THE ADMINISTRATIVE STATE</li> <li>• THE ROLE OF REFORM ORGANIZATIONS, MOVEMENTS AND INDIVIDUALS IN PROMOTING CHANGE.</li> </ul>
6.3.4		<p>CONSERVATIVE POLICIES - ANALYZE THE ORIGINS, CONSEQUENCES AND LIMITATIONS OF CONSERVATIVE POLICIES IN THE FOLLOWING AREAS: <del>CONSERVATIVE REACTION TO PROGRESSIVE POLICIES—DISCUSS THE ROLE OF FISCAL RESTRAINT AS AN APPROACH TO ADDRESSING ECONOMIC ISSUES IN THIS ERA.</del></p> <ul style="list-style-type: none"> <li>• CONSTITUTIONAL RESTRAINTS</li> <li>• FISCAL RESTRAINT</li> </ul>
6.3.5		CONSTITUTIONAL CHANGES - ANALYZE AMENDMENTS 16, 17, 18, AND 19 AND THE MOVEMENTS THAT LED TO THEIR RATIFICATION IN THE PROGRESSIVE ERA, INCLUDING THE WOMEN'S SUFFRAGE MOVEMENT.

## USHG ERA 7: The Great Depression and World War II (1920-1945)

### 7.1 Growing Crisis of Industrial Capitalism and Responses

Evaluate the key events and decisions surrounding the causes and consequences of the global depression of the 1930s and World War II.

Standard	2007	2018
7.1.1	The Twenties – Identify and explain the significance of the cultural changes and	The Twenties – Identify and explain the significance of the <del>cultural changes and</del>

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Standard	2007	2018
	<p>tensions in the “Roaring Twenties” including</p> <ul style="list-style-type: none"> <li>• cultural movements, such as the Harlem Renaissance and the “lost generation”</li> <li>• the struggle between “traditional” and “modern” America (e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption) (National Geography Standard 10, p. 203)</li> </ul>	<p><del>tensions</del> STRUGGLE BETWEEN TRADITIONAL AND MODERNIZING TRENDS in the “Roaring Twenties,” including:</p> <ul style="list-style-type: none"> <li>• cultural movements, such as the Harlem Renaissance and the <del>“Lost Generation”</del></li> <li>• the struggle between <del>“traditional” and “modern”</del> America <del>(e.g., Scopes Trial, immigration restrictions, Prohibition, role of women, mass consumption)</del> <del>(National Geography Standard 10, p.203)</del></li> <li>• NAACP LEGAL STRATEGY TO ATTACK SEGREGATION</li> </ul>
7.1.2	<p>Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing</p> <ul style="list-style-type: none"> <li>• the political, economic, environmental, and social causes of the Great Depression including fiscal policy, overproduction, under consumption, and speculation, the 1929 crash, and the Dust Bowl (National Geography Standards 14 and 15; p. 212 and 214)</li> <li>• the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families (National Geography Standard 15, p. 214)</li> <li>• Hoover’s policies and their impact (e.g., Reconstruction Finance Corporation)</li> </ul>	<p>Causes and Consequences of the Great Depression – Explain and evaluate the multiple causes and consequences of the Great Depression by analyzing:</p> <ul style="list-style-type: none"> <li>• the political, economic, environmental, and social causes of the Great Depression, including fiscal policy, overproduction, underconsumption, speculation, the 1929 crash, and the Dust Bowl <del>(National Geography Standards 14 and 15)</del></li> <li>• the economic and social toll of the Great Depression, including unemployment and environmental conditions that affected farmers, industrial workers and families <del>(National Geography Standard 15)</del></li> <li>• President Herbert Hoover’s policies and their impact <del>(e.g., Reconstruction Finance Corporation)</del></li> </ul>
7.1.3	<p>The New Deal – Explain and evaluate Roosevelt’s New Deal Policies including</p> <ul style="list-style-type: none"> <li>• expanding the federal government’s responsibilities to protect the environment (e.g., Dust Bowl and the Tennessee Valley), meet challenges of unemployment, address the needs of workers, farmers, poor, and elderly (National Geography Standard 14, p. 212)</li> </ul>	<p>The New Deal – Explain and evaluate President Franklin Roosevelt’s New Deal policies, including:</p> <ul style="list-style-type: none"> <li>• expanding the federal government’s responsibilities to protect the environment <del>(e.g., Dust Bowl and the Tennessee Valley)</del>, meet challenges of unemployment, address the needs of workers, farmers, the poor, and the elderly</li> </ul>

Standard	2007	2018
	<ul style="list-style-type: none"> <li>• opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li> <li>• consequences of New Deal policies (e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies) (National Geography Standard 16, p. 216)</li> </ul>	<del>(National Geography Standard 14, p.212)</del> <ul style="list-style-type: none"> <li>• opposition to the New Deal and the impact of the Supreme Court in striking down and then accepting New Deal laws</li> <li>• consequences of New Deal policies <del>(e.g., promoting workers' rights, development of Social Security program, and banking and financial regulation conservation practices, crop subsidies)</del> <del>(National Geography Standard 16, p.216)</del></li> </ul>

## 7.2 World War II

Examine the causes and course of World War II, and the effects of the war on United States society and culture, including the consequences for United States involvement in world affairs. Draw conclusions about the causes and the course of World War II, and the effects of the war on United States society and culture, and its role in world affairs.

Standard	2007	2018
7.2.1	<p>Causes of WWII – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war including</p> <ul style="list-style-type: none"> <li>• the political and economic disputes over territory (e.g., failure of Versailles Treaty, League of Nations, Munich Agreement) (National Geography Standard 13, p. 210)</li> <li>• the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan</li> <li>• United States neutrality</li> <li>• the bombing of Pearl Harbor (National Geography Standard 13, p. 210)</li> </ul>	<p>Causes of World War II – Analyze the factors contributing to World War II in Europe and in the Pacific region, and America's entry into war, including:</p> <ul style="list-style-type: none"> <li>• political and economic disputes over territory <del>(e.g., failure of Versailles Treaty, League of Nations, Munich Agreement)</del> <del>(National Geography Standard 13, p.210)</del></li> <li>• the differences in the civic and political values of the United States and those of Nazi Germany and Imperial Japan</li> <li>• United States neutrality</li> <li>• the bombing of Pearl Harbor <del>(National Geography Standard 13, p.210)</del></li> </ul>
7.2.2	<p>U.S. and the Course of WWII – Evaluate the role of the U.S. in fighting the war militarily, diplomatically and technologically across the world (e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).</p>	<p>UNITED STATES AND THE COURSE OF WORLD WAR II – Evaluate the role of the U.S. in fighting the war militarily, diplomatically, and technologically across the world <del>(e.g., Germany First strategy, Big Three Alliance and the development of atomic weapons).</del></p>

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Standard	2007	2018
7.2.3	<p>Impact of WWII on American Life – Analyze the changes in American life brought about by U.S. participation in World War II including</p> <ul style="list-style-type: none"> <li>• mobilization of economic, military, and social resources</li> <li>• role of women and minorities in the war effort</li> <li>• role of the home front in supporting the war effort (e.g., rationing, work hours, taxes)</li> <li>• internment of Japanese-Americans (National Geography Standard 10, p. 203)</li> </ul>	<p>Impact of World War II on American Life – Analyze the changes in American life brought about by United States participation in World War II, including:</p> <ul style="list-style-type: none"> <li>• the mobilization of economic, military, and social resources</li> <li>• the role of women and minorities in the war effort, INCLUDING THE WORK OF A.PHILLIP RANDOLPH AND THE INTEGRATION OF UNITED STATES MILITARY FORCES</li> <li>• the role of the home front in supporting the war effort (<del>e.g., rationing, work hours, taxes</del>)</li> <li>• the internment of Japanese Americans (<del>National Geography Standard 10, p.203</del>)</li> </ul>
7.2.4	<p>Responses to Genocide – Investigate development and enactment of Hitler's "final solution" policy, and the responses to genocide by the Allies, the U.S. government, international organizations, and individuals (e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel). (National Geography Standard 13, p. 210)</p>	<p>RESPONSES TO GENOCIDE – Investigate the <del>development and enactment of</del> RESPONSES TO Hitler's Final Solution policy <del>and the responses to genocide</del> by the Allies, the United States government, international organizations, and individuals. <del>e.g., liberation of concentration camps, Nuremberg war crimes tribunals, establishment of state of Israel).</del> (<del>National Geography Standard 13, p.210</del>).</p>

## USHG ERA 8: Post-World War II United States (1945 -1989)

### 8.1 Cold War and the United States

Identify AND analyze ~~and explain~~ the causes, conditions, and impact of the Cold War Era on the United States.

Standard	2007	2018
8.1.1	<p>Origins and Beginnings of Cold War – Analyze the factors that contributed to the Cold War including</p> <ul style="list-style-type: none"> <li>• differences in the civic, ideological and political values, and the economic and governmental institutions of the U.S. and U.S.S.R.</li> <li>• diplomatic decisions made at the Yalta and Potsdam Conferences (1945)</li> </ul>	<p>Origins and Beginnings of the Cold War – <del>Analyze</del> DESCRIBE the factors that contributed to the Cold War, including:</p> <ul style="list-style-type: none"> <li>• differences in the civic, ideological, and political values, and in the economic and governmental institutions, of the UNITED STATES (U.S.) and THE SOVIET UNION (U.S.S.R.)</li> <li>• <del>diplomatic decisions made at the Yalta and Potsdam Conferences (1945)</del></li> </ul>



Standard	2007	2018
	<ul style="list-style-type: none"> <li>actions by both countries in the last years of and years following World War II (e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p. 210)</li> </ul>	<ul style="list-style-type: none"> <li>DIPLOMATIC AND POLITICAL actions by both <del>countries</del> THE U.S. AND U.S.S.R. in the last years of and the years following World War II. <del>(e.g., the use of the atomic bomb, the Marshall Plan, the Truman Doctrine, North American Treaty Alliance (NATO), and Warsaw Pact) (National Geography Standard 13, p.210)</del></li> </ul>
8.1.2	<p>Foreign Policy during the Cold War – Evaluate the origins, setbacks, and successes of the American policy of “containing” the Soviet Union, including</p> <ul style="list-style-type: none"> <li>the development of a U.S. national security establishment, composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p. 210)</li> <li>the armed struggle with Communism, including the Korean conflict (National Geography Standard 13, p. 210)</li> <li>direct conflicts within specific world regions including Germany and Cuba (National Geography Standards 5 and 13; pp. 192 and 210)</li> <li>U.S. involvement in Vietnam, and the foreign and domestic consequences of the war (e.g., relationship/conflicts with U.S.S.R. and China, U.S. military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p. 210)</li> <li>indirect (or proxy) confrontations within specific world regions (e.g., Chile, Angola, Iran, Guatemala) (National Geography Standards 5 and 13; pp. 192 and 210)</li> <li>the arms race (National Geography Standards 13, p. 210)</li> </ul>	<p>Foreign Policy during the Cold War – <del>Evaluate the origins</del>, COMPARE THE CAUSES AND CONSEQUENCES OF THE setbacks and successes of the American policy of <del>“containing”</del> the Soviet Union, including:</p> <ul style="list-style-type: none"> <li>the development of a United States national security establishment <del>composed of the Department of Defense, the Department of State, and the intelligence community (National Geography Standard 13, p.210)</del></li> <li>the DIRECT AND/OR armed <del>struggle</del> CONFLICTS with Communism <del>including the Korean conflict (National Geography Standard 13, p.210)</del> (FOR EXAMPLE, BUT NOT LIMITED TO, BERLIN, KOREA, CUBA, VIETNAM)</li> <li><del>direct conflicts within specific world regions including Germany and Cuba (National Geography Standards 5 and 13; pp.192 and 210)</del></li> <li>U.S.involvement in Vietnam, and the foreign and domestic consequences of the war <del>(e.g., relationship/conflicts with U.S.S.R.and China, U.S.military policy and practices, responses of citizens and mass media) (National Geography Standard 13, p.210)</del></li> <li>indirect (or proxy) confrontations within specific world regions <del>(e.g., Chile, Angola, Iran, Guatemala) (National Geography Standards 5 and 13; pp.192 and 210)</del></li> </ul>

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Standard	2007	2018
		<ul style="list-style-type: none"> <li>the arms race <del>(National Geography Standard 13, p.210)</del></li> </ul>
8.1.3	End of the Cold War – Evaluate the factors that led to the end of the cold war including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.	End of the Cold War – <del>Evaluate</del> DESCRIBE the factors that led to the end of the Cold War <del>including détente, policies of the U.S. and U.S.S.R. and their leaders (President Reagan and Premier Gorbachev), the political breakup of the Soviet Union, and the Warsaw Pact.</del>

## 8.2 Domestic Policies

~~Examine, analyze, and explain~~ INVESTIGATE demographic changes, domestic policies, conflicts, and tensions in Post-World War II America.

Standard	2007	2018
8.2.1	Demographic Changes – Use population data to produce and analyze maps that show the major changes in population distribution, spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” (National Geography Standards 1,3, 5, 9, 10; p. 184, 188, 192, 201, 203)	DEMOGRAPHIC CHANGES – Use population data to produce and analyze maps that show the major changes in population distribution and spatial patterns and density, including the Baby Boom, new immigration, suburbanization, reverse migration of African Americans to the South, and the flow of population to the “Sunbelt.” <del>(National Geography Standards 1,3, 5, 9, 10; p.184, 188, 192, 201, 203).</del>
8.2.2	<p>Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges by</p> <ul style="list-style-type: none"> <li>describing issues challenging Americans such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment (National Geography Standards 9 and 14; pp. 201 and 212)</li> <li>evaluating policy decisions and legislative actions to meet these challenges (e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970)</li> </ul>	<p>Policy Concerning Domestic Issues – Analyze major domestic issues in the Post-World War II era and the policies designed to meet the challenges, by:</p> <ul style="list-style-type: none"> <li>describing issues challenging Americans, such as domestic anticommunism (McCarthyism), labor, poverty, health care, infrastructure, immigration, and the environment <del>(National Geography Standards 9 and 14; pp.201 and 212)</del></li> <li>evaluating policy decisions and legislative actions to meet these challenges <del>(e.g., G.I. Bill of Rights (1944), Taft-Hartley Act (1947), Twenty-Second Amendment to the U.S. Constitution (1951), Federal Highways Act (1956), National Defense Act (1957), E.P.A. (1970) (National Geography</del></li> </ul>

Standard	2007	2018
	(National Geography Standards 12 and 14; pp. 208 and 212)	<del>Standards 12 and 14; pp. 208 and 212</del>
8.2.3	Comparing Domestic Policies – Focusing on causes, programs, and impacts, compare and contrast Roosevelt’s New Deal initiatives, Johnson’s Great Society programs, and Reagan’s market-based domestic policies. (National Geography Standard 14, p. 212)	COMPARING DOMESTIC POLICIES – Focusing on causes, programs, and impacts, compare and contrast President Franklin Roosevelt’s New Deal initiatives, President Lyndon Johnson’s Great Society programs, and President Ronald Reagan’s market-based domestic policies. <del>(National Geography Standard 14, p. 212)</del>
8.2.4	Domestic Conflicts and Tensions – Using core democratic values, analyze and evaluate the competing perspectives and controversies among Americans generated by U.S. Supreme Court decisions (e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood), the Vietnam War (anti-war and counter-cultural movements), environmental movement, women’s rights movement, and the constitutional crisis generated by the Watergate scandal. (National Geography Standard 16, p. 216)	DOMESTIC CONFLICTS AND TENSIONS – <del>Using core democratic values,</del> Analyze and evaluate the competing perspectives and controversies among Americans generated by United States Supreme Court decisions <del>(e.g., Roe v Wade, Gideon, Miranda, Tinker, Hazelwood),</del> the Vietnam War (anti-war and counter-cultural movements), the environmental movement, the women’s rights movement, and the constitutional crisis generated by the Watergate scandal. <del>(National Geography Standard 16, p. 216)</del>

### 8.3 Civil Rights in the Post-World War II Era

Examine and analyze the Civil Rights Movement using key events, people, and organizations.

Standard	2007	2018
8.3.1	<p>Civil Rights Movement – Analyze the key events, ideals, documents, and organizations in the struggle for civil rights by African Americans including</p> <ul style="list-style-type: none"> <li>the impact of WWII and the Cold War (e.g., racial and gender integration of the military)</li> <li>Supreme Court decisions and governmental actions (e.g., Brown v. Board (1954), Civil Rights Act (1957), Little Rock schools desegregation, Civil Rights Act (1964), Voting Rights Act (1965))</li> <li>protest movements, organizations, and civil actions (e.g., integration of baseball, Montgomery Bus Boycott (1955–1956), March on Washington (1963), freedom rides, National</li> </ul>	<p>Civil Rights Movement – <del>USING FUNDAMENTAL PRINCIPLES,</del> USING CORE VALUES analyze the key events, ideals, documents, and organizations in the struggle for <del>civil rights by</del> African American CIVIL RIGHTS, including:</p> <ul style="list-style-type: none"> <li>the impact of World War II and the Cold War <del>(e.g., racial and gender integration of the military)</del></li> <li>RESPONSES TO Supreme Court decisions and governmental actions, INCLUDING: <del>(e.g., Brown v. Board of Education (1954), Civil Rights Act (1957), Little Rock schools desegregation,</del> AND THE Civil Rights Act (1964), <del>Voting Rights Act (1965))</del></li> <li>protest movements rights, organizations, and civil actions <del>(e.g., integration of baseball, Montgomery Bus Boycott (1955–</del></li> </ul>

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Standard	2007	2018
	<p>Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</p> <ul style="list-style-type: none"> <li>resistance to Civil Rights (National Geography Standard 6, p. 195) (National Geography Standard 10, p. 203)</li> </ul>	<p><del>1956), March on Washington (1963), freedom rides, National Association for the Advancement of Colored People (NAACP), Southern Christian Leadership Conference (SCLC), Student Non-violent Coordinating Committee (SNCC), Nation of Islam, Black Panthers)</del></p> <ul style="list-style-type: none"> <li><del>resistance to Civil Rights (National Geography Standard 6, p.195) (National Geography Standard 10, p.203)</del></li> </ul>
8.3.2	Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.	Ideals of the Civil Rights Movement – Compare and contrast the ideas in Martin Luther King’s March on Washington speech to the ideas expressed in the Declaration of Independence, the Seneca Falls Resolution, and the Gettysburg Address.
8.3.3	<p>Women’s Rights – Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including role of population shifts, birth control, increasing number of women in the work force, National Organization for Women (NOW), and the Equal Rights Amendment (ERA)).</p> <p>(National Geography Standard 10, p. 203)</p>	<p>Women’s Rights – USING CORE VALUES <del>USING CORE PRINCIPLES</del>, Analyze the causes and course of the women’s rights movement in the 1960s and 1970s (including the roles of population shifts, birth control, the increasing number of women in the work force, the National Organization for Women [NOW], and the Equal Rights Amendment [ERA]). <del>(National Geography Standard 10, p.203).</del></p>
8.3.4	Civil Rights Expanded – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century including American Indians, Latinos/Latinas, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p. 203)	<p>CIVIL RIGHTS EXPANDED – Evaluate the major accomplishments and setbacks in civil rights and liberties for American minorities over the 20th century, <del>including American Indians, Latinos/as, new immigrants, people with disabilities, and gays and lesbians. (National Geography Standard 10, p.203).</del> AND HOW THE EXPANSION OF RIGHTS FOR SOME GROUPS CAN BE VIEWED AS AN INFRINGEMENT OF <del>RELIGIOUS</del> RIGHTS AND FREEDOMS OF OTHERS.</p>
8.3.5	Tensions and Reactions to Poverty and Civil Rights – Analyze the causes and consequences of the civil unrest that occurred in American cities by comparing the civil unrest in Detroit with at least one other American city (e.g., Los Angeles, Cleveland, Chicago, Atlanta, Newark).	<p>TENSIONS AND REACTIONS TO POVERTY AND CIVIL RIGHTS – Analyze the causes and consequences of the civil unrest that occurred in American cities, by comparing the civil unrest in Detroit with at least one other American city <del>(e.g., Los Angeles, Cleveland, Chicago, Atlanta,</del></p>

Standard	2007	2018
	(National Geography Standard 12, p. 208)	<del>Newark). (National Geography Standard 12, p.208).</del>

## USHG ERA 9: America in a New Global Age

### 9.1 The Impact of Globalization on the United States

Explain the impact of globalization on the United States' economy, politics, society and role in the world.

Standard	2007	2018
9.1.1	Economic Changes – Using the changing nature of the American automobile industry as a case study, evaluate the changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. (National Geography Standard 11, p. 206)	ECONOMIC CHANGES – Using the changing nature of the American automobile industry as a case study, evaluate changes in the American economy created by new markets, natural resources, technologies, corporate structures, international competition, new sources and methods of production, energy issues, and mass communication. <del>(National Geography Standard 11, p.206).</del>
9.1.2	Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries including <ul style="list-style-type: none"> <li>• growth of the conservative movement in national politics, including the role of Ronald Reagan</li> <li>• role of evangelical religion in national politics (National Geography Standards 3 and 6; pp.188 and 195)</li> <li>• intensification of partisanship</li> <li>• partisan conflict over the role of government in American life</li> <li>• role of regional differences in national politics (National Geography Standard 6, p. 195)</li> </ul>	Transformation of American Politics – Analyze the transformation of American politics in the late 20th and early 21st centuries, including: <ul style="list-style-type: none"> <li>• the growth of the conservative movement in national politics, including the role of Ronald Reagan</li> <li>• the role of evangelical religion in national politics <del>(National Geography Standards 3 and 6; pp.188 and 195)</del></li> <li>• the intensification of partisanship</li> <li>• the partisan conflict over the role of government in American life</li> <li>• the role of regional differences in national politics <del>(National Geography Standard 6, p.195)</del></li> </ul>

### 9.2 Changes in America's Role in the World

Examine the shifting role of United States on the world stage during the period from 1980 to the present.

Standard	2007	2018
9.2.1	U.S. in the Post-Cold War World – Explain the role of the United States as a super-	United States in the Post-Cold War World – Explain the role of the United States as a

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Standard	2007	2018
	power in the post-Cold War world, including advantages, disadvantages, and new challenges (e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War). (National Geography Standard 13, p. 210)	superpower in the Post-Cold War world, including advantages, disadvantages, and new challenges. <del>(e.g., military missions in Lebanon, Somalia, Haiti, Bosnia, Kosovo, and the Gulf War).</del> (National Geography Standard 13, p.210).
9.2.2	9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies (including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO). (National Geography Standard 13, p. 210)	9/11 and Responses to Terrorism – Analyze how the attacks on 9/11 and the response to terrorism have altered American domestic and international policies <del>(including e.g., the Office of Homeland Security, Patriot Act, wars in Afghanistan and Iraq, role of the United States in the United Nations, NATO).</del> (National Geography Standard 13, p.210).

### 9.3 Policy Debates

Standard	2007	2018
9.3.1	<p>Compose a persuasive essay on a public policy issue, and justify the position with a reasoned argument based upon historical antecedents and precedents, and core democratic values or constitutional principles.</p> <ul style="list-style-type: none"> <li>• role of the United States in the world</li> <li>• national economic policy</li> <li>• welfare policy</li> <li>• energy policy</li> <li>• health care</li> <li>• education</li> <li>• civil rights (National Geography Standard 17, p. 216)</li> </ul>	<p><del>Compose</del> MAKE a persuasive <del>essay</del> ARGUMENT on a public policy issue, and justify the position <del>with a reasoned argument based upon</del> WITH EVIDENCE FROM historical antecedents and precedents, and core <del>democratic</del> values or constitutional principles.</p> <ul style="list-style-type: none"> <li>• <del>role of the United States in the world</del></li> <li>• <del>national economic policy</del></li> <li>• <del>welfare policy</del></li> <li>• <del>energy policy</del></li> <li>• <del>health care</del></li> <li>• <del>education</del></li> <li>• <del>civil rights (National Geography Standard 17, p.216)</del></li> </ul>

## CIVICS

### C1 Conceptual Foundations of Civic and Political Life

#### 1.1 Nature of Civic Life, Politics, and Government

Explain the meaning of civic life, politics, and government through the investigation of such questions as: What is civic life? What are politics? What is government? What are the purposes of politics and government?

Standard	2007	2018
1.1.1	Identify roles citizens play in civic and private life, with emphasis on leadership.	<del>Identify roles citizens play in civic and private life, with emphasis on leadership.</del>

Standard	2007	2018
		ANALYZE COMPETING POLITICAL PHILOSOPHIES (LOCKE, HOBBS, MONTESQUIEU, ARISTOTLE, ROUSSEAU) ABOUT THE NECESSITY AND PURPOSES OF GOVERNMENT
1.1.2	Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."	<del>Explain and provide examples of the concepts "power," "legitimacy," "authority," and "sovereignty."</del>
1.1.3	Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)	<del>Identify and explain competing arguments about the necessity and purposes of government (such as to protect inalienable rights, promote the general welfare, resolve conflicts, promote equality, and establish justice for all). (See USHG F1.1; F1.2; 8.3.2)</del>
1.1.4	Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)	<del>Explain the purposes of politics, why people engage in the political process, and what the political process can achieve (e.g., promote the greater good, promote self-interest, advance solutions to public issues and problems, achieve a just society). (See USHG F1.1; F1.2; 6.3.2; 8.3.1)</del>

## 1.2 Alternative Forms of Government

Describe constitutional government and contrast it with other forms of government through the investigation of such questions as: What are essential characteristics of limited and unlimited government? What is constitutional government? What forms can a constitutional government take?

Standard	2007	2018
1.2.1	Identify, distinguish among, and provide examples of different forms of governmental structures including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states.	Identify, distinguish among, and provide examples of different forms of governmental structures, <del>including anarchy, monarchy, military junta, aristocracy, democracy, authoritarian, constitutional republic, fascist, communist, socialist, and theocratic states</del> BY ANALYZING SIMILARITIES AND DIFFERENCES IN SOVEREIGNTY, POWER, LEGITIMACY, AND AUTHORITY.
1.2.2	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power (e.g., Nazi Germany and Stalinist Soviet Union) and successful	Explain the purposes and uses of constitutions in defining and limiting government, distinguishing between historical and contemporary examples of constitutional governments that failed to limit power <del>(e.g., Nazi Germany and Stalinist Soviet Union)</del> and successful

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
	constitutional governments (e.g., contemporary Germany and United Kingdom). (See USHG 7.2.1; WHG 7.3)	constitutional governments <del>(e.g., contemporary Germany and United Kingdom).</del> (See USHG 7.2.1; WHG 7.3).
1.2.3	Compare and contrast parliamentary, federal, confederal, and unitary systems of government by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. (See USHG F1.1; F1.2)	Compare and contrast parliamentary, federal, <del>nonfederal</del> CONFEDERAL, and unitary systems of government, by analyzing similarities and differences in sovereignty, diffusion of power, and institutional structure. <del>(See USHG F1.1; F1.2)</del>
1.2.4	Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)	<del>Compare and contrast direct and representative democracy. (See USHG F1.1; F1.2)</del> EVALUATE DIFFERENT FORMS OF DEMOCRACIES, INCLUDING CONSTITUTIONAL REPUBLIC, DIRECT, PARLIAMENTARY, PRESIDENTIAL, REPRESENTATIVE.

## C2 Origins and Foundations of Government of the United States of America

### 2.1 Origins of American Constitutional Government

~~(Note: Much of this content should have been an essential feature of students' 5th and 8th grade coursework. High School U.S. History and Geography teachers, however, revisit this in USHG Foundational Expectations 1.1, 1.2, and 2.1.)~~

Explain the CORE VALUES AND ~~fundamental ideas and~~ principles of American constitutional government and their philosophical and historical origins through investigation of such questions as: What are the philosophical and historical roots of the ~~foundational~~ CORE values of American constitutional government? What are the ~~fundamental~~ principles of American constitutional government?

Standard	2007	2018
2.1.1	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.	Explain the historical and philosophical origins of American constitutional government and evaluate the influence of ideas found in the Magna Carta, English Bill of Rights, Mayflower Compact, Iroquois Confederation, Northwest Ordinance, Virginia Statute for Religious Freedom, Declaration of Independence, Articles of Confederation, and selected Federalist Papers (the 10th, 14th, 51st), John Locke's Second Treatise, Montesquieu's Spirit of Laws, Paine's Common Sense.
2.1.2	Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists,	Explain the significance of the major debates and compromises underlying the formation and ratification of American constitutional government including the Virginia and New Jersey plans, the Great Compromise, debates between Federalists and Anti-Federalists, debates over slavery,



Standard	2007	2018
	debates over slavery, and the promise for a bill of rights after ratification.	and the promise for a bill of rights after ratification.
2.1.3	Explain how the Declaration of Independence, Constitution and Bill of Rights reflected political principles of popular sovereignty, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism.	Explain how the Declaration of Independence AND THE Constitution, INCLUDING THE <del>and</del> Bill of Rights, reflected <del>political</del> <del>FUNDAMENTAL</del> principles of <del>(popular sovereignty, LIMITED GOVERNMENT, rule of law, checks and balances, separation of powers, social compact, natural rights, individual rights, separation of church and state, republicanism and federalism)</del> AND CORE VALUES <del>(LIFE, LIBERTY, PURSUIT OF HAPPINESS, JUSTICE, EQUALITY, UNALIENABLE RIGHTS, CONSENT OF THE GOVERNED, GENERAL WELFARE AND THE RIGHT TO ALTER OR ABOLISH GOVERNMENT)</del> AND HOW THOSE CORE VALUES BECAME EMBEDDED IN THE CONSTITUTION.
2.1.4	Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.	Explain challenges and modifications to American constitutional government as a result of significant historical events such as the American Revolution, the Civil War, expansion of suffrage, the Great Depression, and the civil rights movement.

## 2.2 ~~Foundational~~ CORE Values and ~~Constitutional~~ ~~FUNDAMENTAL~~ Principles of American Government

Explain how the American idea of constitutional government has shaped a distinctive American society through the investigation of such questions as: How have the ~~fundamental~~ CORE values and ~~FUNDAMENTAL~~ principles of American constitutional government shaped American society?

Standard	2007	2018
2.2.1	Identify and explain the fundamental values of America's constitutional republic (e.g., life, liberty, property, the pursuit of happiness, the common good, justice, equality, diversity, authority, participation, and patriotism) and their reflection in the principles of the United States Constitution (e.g., popular sovereignty, republicanism, rule of law, checks and balances, separation of powers, and federalism).	<del>Identify and explain the fundamental CORE values of America's constitutional republic (LIFE, LIBERTY, PURSUIT OF HAPPINESS, JUSTICE, EQUALITY, UNALIENABLE RIGHTS, CONSENT OF THE GOVERNED, GENERAL WELFARE AND THE RIGHT TO ALTER OR ABOLISH GOVERNMENT) and their reflection in the FUNDAMENTAL principles of the United States Constitution (POPULAR SOVEREIGNTY, LIMITED GOVERNMENT, RULE OF LAW, CHECKS AND BALANCES, SEPARATION OF POWERS, SEPARATION OF CHURCH AND STATE, AND FEDERALISM).</del>
2.2.21	Explain and evaluate how Americans, either through individual or collective	Explain and evaluate how Americans, either through individual or collective

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
	actions, use constitutional principles and fundamental values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. (See USHG 6.1.2; 6.3.2; 7.1.3; 8.3)	actions, use constitutional <del>FUNDAMENTAL</del> principles and <del>fundamental</del> -CORE values to narrow gaps between American ideals and reality with respect to minorities, women, and the disadvantaged. ( <del>See USHG 6.1.2; 6.3.2; 7.1.3; 8.3</del> )
2.2. <del>3</del> 2	Use past and present policies to analyze conflicts that arise in society due to competing constitutional principles or fundamental values (e.g., liberty and authority, justice and equality, individual rights, and the common good). (See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2)	Using <del>past and present policies to</del> BOTH ABSTRACT AND CONCRETE EXAMPLES, analyze HOW conflicts MAY <del>that</del> arise FROM TENSION BETWEEN <del>in society due to</del> COMPETING INTERPRETATIONS OF, AND DIFFERING PRIORITIES OF, <del>constitutional</del> <del>FUNDAMENTAL</del> principles or <del>fundamental</del> CORE values. ( <del>See USHG 6.3.2; 8.2.4; 8.3.1; 9.2.2</del> )
2.2. <del>4</del> 3	Analyze and explain ideas about fundamental values like liberty, justice, and equality found in a range of documents (e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act). (See USHG F1.1; 8.3.2; 9.2.2)	Analyze and explain ideas about <del>fundamental</del> -CORE values like liberty, justice, and equality found in a range of documents. ( <del>e.g., Martin Luther King's "I Have a Dream" speech and "Letter from Birmingham City Jail," the Universal Declaration of Human Rights, the Declaration of Sentiments, the Equal Rights Amendment, and the Patriot Act).</del> ( <del>See USHG F1.1; 8.3.2; 9.2.2</del> )
2.2. <del>5</del> 4	Use examples to investigate why people may agree on constitutional principles and fundamental values in the abstract, yet disagree over their meaning when they are applied to specific situations. (See USHG 8.2.4)	Use examples to investigate why people may agree on <del>constitutional</del> <del>FUNDAMENTAL</del> principles and <del>fundamental</del> -CORE values in the abstract, yet disagree over their meaning when they are applied to specific situations. ( <del>See USHG 8.2.4</del> )

### C3 Structure and Functions of Government in the United States of America

#### 3.1 Structure, Functions, and Enumerated Powers of National Government

Describe how the ~~national~~-FEDERAL government is organized and what it does through the investigation of such questions as: What is the structure of the ~~national~~-FEDERAL government? What are the functions of the ~~national~~-FEDERAL government? What are its enumerated powers?

Standard	2007	2018
3.1.1	Analyze the purposes, organization, functions, and processes of the legislative branch as enumerated in Article I of the Constitution.	Analyze the purposes, organization, <del>functions</del> -POWERS, and processes of the legislative branch as enumerated in Article I of the Constitution.
3.1.2	Analyze the purposes, organization, functions, and processes of the executive branch as enumerated in Article II of the Constitution.	Analyze the purposes, organization, <del>functions</del> -POWERS, and processes of the executive branch as enumerated in Article II of the Constitution.

Standard	2007	2018
3.1.3	Analyze the purposes, organization, functions, and processes of the judicial branch as enumerated in Article III of the Constitution.	Analyze the purposes, organization, <del>functions</del> -POWERS, and processes of the judicial branch as enumerated in Article III of the Constitution.
3.1.4	Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)	<del>Identify the role of independent regulatory agencies in the federal bureaucracy (e.g., Federal Reserve Board, Food and Drug Administration, Federal Communications Commission). (See USHG 6.3.2)</del>
3.1. <del>5</del> 4	Use case studies or examples to examine tensions between the three branches of government (e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review).	Use case studies or examples to examine tensions between the three branches of government ( <del>e.g., powers of the purse and impeachment, advise and consent, veto power, and judicial review</del> ).
3.1. <del>6</del> 5	Evaluate major sources of revenue for the national government, including the constitutional provisions for taxing its citizens.	Evaluate major sources of revenue AND MAJOR EXPENDITURES of the national government <del>including the constitutional provisions for taxing its citizens</del> .
3.1. <del>7</del> 6	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.	Explain why the federal government is one of enumerated powers while state governments are those of reserved powers.
3.1.7		ANALYZE THE WAYS THE UNITED STATES CONSTITUTION MAY BE AMENDED BY THE FEDERAL GOVERNMENT OR BY THE STATES.

### 3.2 Powers and Limits on Powers

Identify how power and responsibility are distributed, shared, and limited in American constitutional government through the investigation of such questions as: How are power and responsibility distributed, shared, and limited in the government established by the United States Constitution?

Standard	2007	2018
3.2.1	Explain how the principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty serve to limit the power of government.	Explain how the <del>principles of enumerated powers, federalism, separation of powers, bicameralism, checks and balances, republicanism, rule of law, individual rights, inalienable rights, separation of church and state, and popular sovereignty</del> CONSTITUTIONAL PRINCIPLES FEATURES serve to limit the power of THE FEDERAL government.
3.2.2	Use court cases to explain how the Constitution is maintained as the supreme law of the land (e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland).	Use HISTORICAL AND CONTEMPORARY court cases to explain how the Constitution is maintained as the supreme law of the land ( <del>e.g., Marbury v. Madison, Gibbons v. Ogden, McCulloch v. Maryland</del> ).

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
3.2.3	Identify specific provisions in the Constitution that limit the power of the federal government.	<del>Identify</del> EXPLAIN specific provisions in the Constitution, SUCH AS ENUMERATED POWERS, FEDERALISM, SEPARATION OF POWERS, AND CHECKS AND BALANCES, that limit the power of the federal government.
3.2.4	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. (See USHG F1.1)	Explain the role of the Bill of Rights and each of its amendments in restraining the power of government over individuals. <del>(See USHG F1.1)</del>
3.2.5	Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction Amendments and those expanding suffrage. (See USHG F1.1)	Analyze the role of subsequent amendments to the Constitution in extending or limiting the power of government, including the Civil War/Reconstruction amendments and those expanding suffrage. <del>(See USHG F1.1)</del>

### 3.3 Structure and Functions of State and Local Governments

Describe how state and local governments are organized and what they do through the investigation of such questions as: What are the structures and functions of state and local government?

Standard	2007	2018
3.3.1	Describe limits the U.S. Constitution places on powers of the states (e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments) and on the federal government's power over the states (e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states).	Describe the limits the United States Constitution places on powers of the states <del>(e.g., prohibitions against coining money, impairing interstate commerce, making treaties with foreign governments)</del> and on the federal government's power over the states <del>(e.g., federal government cannot abolish a state, Tenth Amendment reserves powers to the states)</del> by analyzing Article IV and the 10th Amendment to the Constitution.
3.3.2	Identify and define states' reserved and concurrent powers.	<del>Identify and define states' reserved and concurrent powers.</del>
3.3. <del>3</del> 2	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.	Explain the tension among federal, state, and local governmental power using the necessary and proper clause, the commerce clause, and the Tenth Amendment.
3.3. <del>3</del> 43	Describe how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens.	Describe <del>how state and local governments are organized, their major responsibilities, and how they affect the lives of citizens</del> AND EVALUATE THE CORE VALUES AND CONSTITUTIONAL PRINCIPLES UNDERLYING THE MICHIGAN CONSTITUTION.

Standard	2007	2018
3.3. <del>54</del>	Describe the mechanisms by which citizens monitor and influence state and local governments (e.g., referendum, initiative, recall).	Describe AND EVALUATE the mechanisms, SUCH AS REFERENDUM, INITIATIVE, AND RECALL, THAT citizens can use to monitor and influence state and local government.
3.3. <del>65</del>	Evaluate the major sources of revenue for state and local governments.	Evaluate the major sources of revenue for state and local governments.
3.3.7	Explain the role of state constitutions in state governments.	<del>Explain the role of state constitutions in state governments.</del>

### 3.4 System of Law and Laws

Explain why the rule of law has a central place in American society through the investigation of such questions as: What is the role of law in the American political system? ~~What is the importance of law in the American political system?~~

Standard	2007	2018
3.4.1	Explain why the rule of law has a central place in American society (e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law). (See USHG F1.1, 8.2.4)	Explain why the rule of law has a central place in American society ( <del>e.g., Supreme Court cases like Marbury v. Madison and U.S. v. Nixon; practices such as submitting bills to legal counsel to ensure congressional compliance with the law</del> ) AND WHAT CAN HAPPEN IN THE ABSENCE OR BREAKDOWN OF THE RULE OF LAW. ( <del>See USHG F1.1, 8.2.4</del> )
3.4.2	Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)	<del>Describe what can happen in the absence or breakdown of the rule of law (e.g., Ku Klux Klan attacks, police corruption, organized crime, interfering with the right to vote, and perjury). (See USHG 8.3.5)</del>
3.4. <del>32</del>	Explain the meaning and importance of equal protection of the law (e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation).	Explain the meaning and importance of equal protection of the law ( <del>e.g., the 14th Amendment, Americans with Disabilities Act, equal opportunity legislation</del> ) AND OF THE 14TH AMENDMENT.
3.4. <del>43</del>	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights (e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity).	Describe considerations and criteria that have been used to deny, limit, or extend protection of individual rights ( <del>e.g., clear and present danger, time, place and manner restrictions on speech, compelling government interest, security, libel or slander, public safety, and equal opportunity</del> ).
3.4. <del>54</del>	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.	Analyze the various levels and responsibilities of courts in the federal and state judicial system and explain the relationships among them.

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### 3.5 Other Actors in the Policy Process

Describe the roles of political parties, interest groups, the media, and individuals in determining and shaping public policy through the investigation of such questions as: What roles do political parties, interest groups, the media, and individuals play in the development of public policy?

Standard	2007	2018
3.5.1	Explain how political parties, interest groups, the media, and individuals can influence and determine the public agenda.	Explain how <del>political parties</del> interest groups, the media, POLITICAL ACTION COMMITTEES, VOLUNTARY AND CIVIC ASSOCIATIONS, PROFESSIONAL ORGANIZATIONS, and individuals can influence and determine the public agenda.
3.5.2	Describe the origin and the evolution of political parties and their influence. (See Grade 5 SS; USHG 9.1.2)	Describe the <del>origin and</del> evolution of political parties and their CONTEMPORARY influence ON PUBLIC POLICY. ( <del>See Grade 5 SS; USHG 9.1.2</del> )
3.5.3	Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).	<del>Identify and explain the roles of various associations and groups in American politics (e.g., political organizations, political action committees, interest groups, voluntary and civic associations, professional organizations, unions, and religious groups).</del>
3.5.43	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.	Explain the concept of public opinion, factors that shape it, and contrasting views on the role it should play in public policy.
3.5.5	Evaluate the actual influence of public opinion on public policy.	<del>Evaluate the actual influence of public opinion on public policy.</del>
3.5.64	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.	Explain the significance of campaigns and elections in American politics, current criticisms of campaigns, and proposals for their reform.
3.5.75	Explain the role of television, radio, the press, and the internet in political communication.	<del>Explain the role of television, radio, the press, and the internet in political communication.</del> Analyze various forms of political communication to help develop an opinion on a public issue, using criteria such as reliability of source, factual accuracy, omission, distorted evidence, and emotional appeals.
3.5.86	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.	Evaluate, take, and defend positions about the formation and implementation of a current public policy issue, and examine ways to participate in the decision making process about the issue.



Standard	2007	2018
3.5. <del>9</del> 7	In making a decision on a public issue, analyze various forms of political communication (e.g., political cartoons, campaign advertisements, political speeches, and blogs) using criteria like logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice.	In making a decision on a public issue, analyze various forms of political communication ( <del>e.g., political cartoons, campaign advertisements, political speeches, and blogs</del> ) using criteria such as logical validity, factual accuracy and/or omission, emotional appeal, distorted evidence, and appeals to bias or prejudice. <del>Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?</del>

#### C4 The United States of America and World Affairs

##### 4.1 Formation and Implementation of U.S. Foreign Policy

Describe the formation and implementation of U.S. foreign policy through such questions as: How is foreign policy formed and implemented in American constitutional government?

Standard	2007	2018
4.1.1	Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).	<del>Identify and evaluate major foreign policy positions that have characterized the United States' relations with the world (e.g., isolated nation, imperial power, world leader) in light of foundational values and principles, provide examples of how they were implemented and their consequences (e.g., Spanish-American War, Cold War containment) (See USHG 6.2; 7.2; 8.1.2; 9.2.1).</del>
4.1. <del>2</del> 1	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.	Describe the process by which United States foreign policy is made, including the powers the Constitution gives to the president; Congress and the judiciary; and the roles federal agencies, domestic interest groups, the public, and the media play in foreign policy.
4.1. <del>3</del> 2	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues (e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action).	Evaluate the means used to implement U.S. foreign policy with respect to current or past international issues. ( <del>e.g., diplomacy, economic, military and humanitarian aid, treaties, sanctions, military intervention, and covert action</del> ).
4.1.4	Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully.	<del>Using at least two historical examples, explain reasons for, and consequences of, conflicts that arise when international disputes cannot be resolved peacefully.</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.



Standard	2007	2018
	(See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)	<del>(See USHG 6.2.2; 7.2; 8.1.2; 9.2.2; WHG 7.2.1; 7.2.3; 8.1.2)</del>

#### 4.2 U.S. Role in International Institutions and Affairs

Identify the roles of the United States of America in international institutions and affairs through the investigation of such questions as: What is the role of the United States in international institutions and affairs?

Standard	2007	2018
4.2.1	Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)	<del>Describe how different political systems interact in world affairs with respect to international issues. (See USHG 6.2.4)</del>
4.2. <del>2</del> 1	Analyze the impact of American political, economic, technological, and cultural developments on other parts of the world (e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film). (See USHG 6.1.4; 8.2.1)	Analyze the impact of <del>American political, economic, technological, and cultural developments</del> UNITED STATES FOREIGN POLICY on other parts of the world <del>(e.g., immigration policies, economic, military and humanitarian aid, computer technology research, popular fashion, and film).</del> (See USHG 6.1.4; 8.2.1)
4.2. <del>3</del> 2	Analyze the impact of political, economic, technological, and cultural developments around the world on the United States (e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy). (See USHG 6.1.1; 9.1.1; 9.2.1)	Analyze the impact of <del>political, economic, technological, and cultural developments around the world</del> EVENTS on <del>the</del> United States <del>(e.g., terrorism, emergence of regional organizations like the European Union, multinational corporations, and interdependent world economy)</del> FOREIGN POLICY <del>(See USHG 6.1.1; 9.1.1; 9.2.1).</del>
4.2. <del>4</del> 3	Identify the purposes and functions of governmental and non-governmental international organizations, and the role of the United States in each (e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).	<del>Identify the purposes and functions</del> DISTINGUISH THE POWERS AND RESPONSIBILITIES of governmental and non-governmental international organizations (NGOs), and the role of the United States in each <del>(e.g., the United Nations, NATO, World Court, Organization of American States, International Red Cross, Amnesty International).</del>
4.2. <del>5</del> 4	Evaluate the role of the United States in important bilateral and multilateral agreements (e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).	Evaluate the role of the United States in important bilateral and multilateral agreements <del>(e.g., NAFTA, Helsinki Accords, Antarctic Treaty, Most Favored Nation Agreements, and the Kyoto Protocol).</del>
4.2.6	Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles	<del>Evaluate the impact of American political ideas and values on other parts of the world (e.g., American Revolution, fundamental values and principles</del>

Standard	2007	2018
	expressed in the Declaration of Independence and the Constitution).	<del>expressed in the Declaration of Independence and the Constitution).</del>

## C5 Citizenship in the United States of America

### 5.1 The Meaning of Citizenship in the United States of America

Describe the meaning of citizenship in the United States through the investigation of such questions as: What is the meaning of citizenship in the United States? What are the rights, responsibilities, and characteristics of citizenship in the United States?

Standard	2007	2018
5.1.1	Using examples, explain the idea and meaning of citizenship in the United States of America, and the rights and responsibilities of American citizens (e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).	Using examples, explain the idea and meaning of citizenship in the United States, and the rights and responsibilities of American citizens <del>(e.g., people participate in public life, know about the laws that govern society, respect and obey those laws, participate in political life, stay informed and attentive about public issues, and voting).</del>
5.1.2	Compare the rights of citizenship Americans have as a member of a state and the nation.	<del>Compare the rights of citizenship Americans have as a member of a state and the nation.</del>

### 5.2 Becoming a Citizen

Describe how one becomes a citizen in the United States through birth or naturalization by investigating the question: How does one become a citizen in the United States?

Standard	2007	2018
5.2.1	Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.	<del>Explain the distinction between citizens by birth, naturalized citizens, and non-citizens.</del> DESCRIBE AND EVALUATE THE CRITERIA AND PROCESS FOR ADMISSION TO CITIZENSHIP IN THE UNITED STATES.
5.2.2	Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.	<del>Describe the distinction between legal and illegal immigration and the process by which legal immigrants can become citizens.</del> EXPLAIN HOW THE UNITED STATES EXPANDED CITIZENSHIP OVER TIME.
5.2.3	Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).	<del>Evaluate the criteria used for admission to citizenship in the United States and how Americans expanded citizenship over the centuries (e.g., removing limitations of suffrage).</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

### 5.3 Rights of Citizenship

Identify the rights of citizenship by investigating the question: What are the personal, political, and economic rights of citizens in the United States?

Standard	2007	2018
5.3.1	Identify and explain personal rights (e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law).	Identify and explain personal rights <del>(e.g., freedom of thought, conscience, expression, association, movement and residence, the right to privacy, personal autonomy, due process of law, free exercise of religion, and equal protection of the law)</del> , POLITICAL RIGHTS, AND ECONOMIC RIGHTS, AND HOW THEY SOMETIMES CONFLICT.
5.3.2	Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).	<del>Identify and explain political rights (e.g., freedom of speech, press, assembly, and petition; and the right to vote and run for public office).</del>
5.3.3	Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).	<del>Identify and explain economic rights (e.g., the right to acquire, use, transfer, and dispose of property, choose one's work and change employment, join labor unions and professional associations, establish and operate a business, copyright protection, enter into lawful contracts, and just compensation for the taking of private property for public use).</del>
5.3.4	Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.	<del>Describe the relationship between personal, political, and economic rights and how they can sometimes conflict.</del>
5.3.5	Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.	<del>Explain considerations and criteria commonly used in determining what limits should be placed on specific rights.</del>
5.3.62	Describe the rights protected by the First Amendment, and using case studies and examples, explore the limit and scope of First Amendment rights.	Describe the rights protected by the First Amendment and, using COURT caseS <del>studies</del> and examples, explore the limit and scope of First Amendment rights.
5.3.73	Using the Fourth, Fifth, Sixth, Seventh and Eighth Amendments, describe the rights of the accused; and using case studies and examples, explore the limit and scope of these rights.	Using the Fourth, Fifth, Sixth, Seventh, and Eighth Amendments, describe the rights of the accused; and using caseS <del>studies</del> and examples, explore the limit and scope of these rights.
5.3.84	Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.	<del>Explain and give examples of the role of the Fourteenth Amendment in extending the protection of individual rights against state action.</del> EXPLORE ATTEMPTS TO DEFINE THE SCOPE OF THE RIGHTS GUARANTEED IN THE FOURTEENTH, FIFTEENTH, NINETEENTH,

Standard	2007	2018
		AND TWENTY-FIRST AMENDMENTS AND OF ACTIONS DESIGNED TO SOLIDIFY AND STRENGTHEN THEM (INCLUDING THE CIVIL RIGHTS ACT OF 1964 AND THE VOTING RIGHTS ACT OF 1965) BY EXTENDING THE PROTECTION OF THE RIGHT OF INDIVIDUAL CITIZENS TO VOTE.
5.3.9	Use examples to explain why rights are not unlimited and absolute.	<del>Use examples to explain why rights are not unlimited and absolute.</del>

#### 5.4 Responsibilities of Citizenship

Identify the responsibilities associated with citizenship in the United States and the importance of those responsibilities in a democratic society through the investigation of questions such as: What are the responsibilities associated with citizenship in the United States? Why are those experiences considered important to the preservation of American constitutional government?

Standard	2007	2018
5.4.1	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.	Distinguish between personal and civic responsibilities and describe how they can sometimes conflict with each other.
5.4.2	Describe the importance of citizens' civic responsibilities including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service.	<del>Describe the importance of</del> IDENTIFY citizens' PERSONAL AND civic responsibilities <del>including obeying the law, being informed and attentive to public issues, monitoring political leaders and governmental agencies, assuming leadership when appropriate, paying taxes, registering to vote and voting knowledgeably on candidates and issues, serving as a juror, serving in the armed forces, performing public service</del> AND EXPLAIN HOW THEY ARE IMPORTANT TO THE PRESERVATION AND IMPROVEMENT OF AMERICAN CONSTITUTIONAL REPUBLIC.
5.4.3	Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.	<del>Explain why meeting personal and civic responsibilities is important to the preservation and improvement of American constitutional democracy.</del>

#### 5.5 Dispositions of Citizenship

Explain why particular dispositions in citizens are considered important to the preservation of American constitutional government by investigating the question: What dispositions or character traits are considered important to the preservation of American constitutional government?

Standard	2007	2018
5.5.1	Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of	<del>Describe dispositions people think lead citizens to become independent members of society (e.g., self-discipline, self-governance, and a sense of individual</del>

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
	individual responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).	<del>responsibility) and thought to foster respect for individual worth and human dignity (e.g., respect for individual rights and choice, and concern for the well-being of others).</del> DESCRIBE THE DISPOSITIONS THOUGHT TO ENCOURAGE CITIZEN INVOLVEMENT IN PUBLIC AFFAIRS AND TO FACILITATE THOUGHTFUL AND EFFECTIVE PARTICIPATION IN PUBLIC AFFAIRS.
5.5.2	Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).	<del>Describe the dispositions thought to encourage citizen involvement in public affairs (e.g., "civic virtue" or attentiveness to and concern for public affairs; patriotism or loyalty to values and principles underlying American constitutional democracy) and to facilitate thoughtful and effective participation in public affairs (e.g., civility, respect for the rights of other individuals, respect for law, honesty, open-mindedness, negotiation and compromise; persistence, civic mindedness, compassion, patriotism, courage, and tolerance for ambiguity).</del>
5.5.3	Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.	<del>Explain why the development of citizens as independent members of society who are respectful of individual worth and human dignity, inclined to participate in public affairs, and are thoughtful and effective in their participation, is important to the preservation and improvement of American constitutional democracy.</del>

## C6 Citizenship in Action

### 6.1 Civic Inquiry and Public Discourse

Use forms of inquiry and construct reasoned arguments to engage in public discourse around policy and public issues by investigating the question: How can citizens acquire information, solve problems, make decisions, and defend positions about public policy issues?

Standard	2007	2018
6.1.1	Identify and research various viewpoints on significant public policy issues.	<del>Identify and research various viewpoints on significant public policy issues.</del> ADDRESS A PUBLIC ISSUE BY SUGGESTING ALTERNATIVE SOLUTIONS OR COURSES OF ACTION, EVALUATING THE CONSEQUENCES OF EACH, AND PROPOSING AN ACTION TO ADDRESS THE ISSUE OR RESOLVE THE PROBLEM.

Standard	2007	2018
6.1.2	Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents (e.g., Constitutions, court decisions, state law), non-text based information (e.g., maps, charts, tables, graphs, and cartoons), and other forms of political communication (e.g., oral political cartoons, campaign advertisements, political speeches, and blogs).	Locate, analyze, and use various forms of evidence, information, and sources about a significant public policy issue, including primary and secondary sources, legal documents ( <del>e.g., Constitutions, court decisions, state law</del> ), non-text based information ( <del>e.g., maps, charts, tables, graphs, and cartoons</del> ), and other forms of political communication ( <del>e.g., oral political cartoons, campaign advertisements, political speeches, and blogs</del> ).
6.1.3	Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.	<del>Develop and use criteria (e.g., logical validity, factual accuracy and/or omission, emotional appeal, credibility, unstated assumptions, logical fallacies, inconsistencies, distortions, and appeals to bias or prejudice, overall strength of argument) in analyzing evidence and position statements.</del>  EVALUATE AND ANALYZE THE CREDIBILITY OF A SOURCE USING CRITERIA.
6.1.4	Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.	<del>Address a public issue by suggesting alternative solutions or courses of action, evaluating the consequences of each, and proposing an action to address the issue or resolve the problem.</del>
6.1.54	Make a persuasive, reasoned argument on a public issue and support using evidence (e.g., historical and contemporary examples), constitutional principles, and fundamental values of American constitutional democracy; explain the stance or position.	Make a persuasive, reasoned argument on a public issue and support using evidence, ( <del>e.g., historical and contemporary examples</del> ) SUCH AS CORE VALUES AND PRINCIPLES <del>constitutional principles, and fundamental values</del> of the American constitutional <del>democracy</del> REPUBLIC; explain the stance or position.

## 6.2 Participating in Civic Life

Describe multiple opportunities for citizens to participate in civic life by investigating the question: How can citizens participate in civic life?

Standard	2007	2018
6.2.1	Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).	<del>Describe the relationship between politics and the attainment of individual and public goals (e.g., how individual interests are fulfilled by working to achieve collective goals).</del>

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Standard	2007	2018
6.2.2	Distinguish between and evaluate the importance of political participation and social participation.	<del>Distinguish between and evaluate the importance of political participation and social participation.</del>
6.2. <del>3</del> 1	Describe how, when, and where individuals can participate in the political process at the local, state, and national levels (including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees); evaluate the effectiveness of these methods of participation.	Describe <del>how, when, and where</del> AND EVALUATE THE WAYS individuals can participate in the political process at the local, state, and national levels ( <del>including, but not limited to voting, attending political and governmental meetings, contacting public officials, working in campaigns, community organizing, demonstrating or picketing, boycotting, joining interest groups or political action committees</del> ); <del>evaluate the effectiveness of these methods of participation.</del>
6.2. <del>4</del> 2	Participate in a real or simulated election, and evaluate the results, including the impact of voter turnout and demographics.	Participate in <del>a real or simulated election</del> , and evaluate the results <del>including the impact of voter turnout and demographics</del> OF, A REAL OR SIMULATED ELECTION OR CAMPAIGN.
6.2. <del>5</del> 3	Describe how citizen movements seek to realize fundamental values and principles of American constitutional democracy	Describe how citizen movements seek to realize fundamental values and principles of American constitutional <del>democracy</del> REPUBLIC.
6.2. <del>6</del> 4	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take (e.g., violent and non-violent) and their impact.	Analyze different ways people have used civil disobedience, the different forms civil disobedience might take, ( <del>e.g., violent and non-violent</del> ) and its impact.
6.2. <del>7</del> 5	Participate in a service-learning project, reflect upon experiences, and evaluate the value of the experience to the American ideal of participation. <sup>1</sup>	Participate in a CIVIC ACTIVITY SUCH AS A service-learning project OR A REAL OR SIMULATED PUBLIC HEARING, and reflect <del>upon experiences, and evaluate the value of the experience to the American ideal of participation</del> ON THE IMPORTANCE OF PARTICIPATING IN CIVIC LIFE.
6.2. <del>8</del> 6	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.	Describe various forms and functions of political leadership and evaluate the characteristics of an effective leader.
6.2. <del>9</del> 7	Evaluate the claim that constitutional democracy requires the participation of an attentive, knowledgeable, and competent citizenry.	Evaluate the claim that a constitutional <del>democracy</del> REPUBLIC requires the participation of an attentive, knowledgeable, and competent citizenry.
6.2.10	Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.	<del>Participate in a real or simulated public hearing or debate and evaluate the role of deliberative public discussions in civic life.</del>



Standard	2007	2018
6.2.11	Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.	<del>Identify typical issues, needs, or concerns of citizens (e.g., seeking variance, zoning changes, information about property taxes), and actively demonstrate ways citizens might use local governments to resolve issues or concerns.</del>

## ECONOMICS

### E1 The Market Economy

#### 1.1 Individual, Business, and Government Decision Making

Explain and demonstrate how individuals confront scarcity, and how market forces influence how they organize, produce, use, and allocate resources in its presence.

Standard	2007	2018
1.1.1	Scarcity, Choice, Opportunity Costs, and Comparative Advantage – Using examples, explain how scarcity, choice, opportunity costs affect decisions that households, businesses, and governments make in the market place and explain how comparative advantage creates gains from trade.	Scarcity, Choice, Opportunity Costs, Incentives – Using examples, explain how scarcity, choice, opportunity costs, AND INCENTIVES affect decisions MADE BY <del>the</del> households, businesses, and governments <del>make in the market place and explain how comparative advantage creates gains from trade.</del>
1.1.2	Entrepreneurship – Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.	Entrepreneurship – <del>Identify the risks, returns and other characteristics of entrepreneurship that bear on its attractiveness as a career.</del> ANALYZE THE RISKS AND REWARDS OF ENTREPRENEURSHIP AND ASSOCIATE THE FUNCTIONS OF ENTREPRENEURS WITH ALLEVIATING PROBLEMS ASSOCIATED WITH SCARCITY.
1.1.3		MARGINAL BENEFITS AND COSTS – WEIGH MARGINAL BENEFITS AND MARGINAL COSTS IN DECISION MAKING.

#### 1.2 Competitive Markets

Analyze how the functions and constraints of business structures, the role of price in the market, and relationships of investment to productivity and growth, impact competitive markets.

Standard	2007	2018
1.2.1	Business Structures – Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.	Institutions – <del>Compare and contrast the functions and constraints facing economic institutions including small and large businesses, labor unions, banks, and households.</del> DESCRIBE THE ROLES OF VARIOUS ECONOMIC INSTITUTIONS AND

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Standard	2007	2018
		PURPOSES THEY SERVE IN A MARKET ECONOMY.
1.2.2	Price in the Market – Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.	Market Structures– <del>Analyze how prices send signals and provide incentives to buyers and sellers in a competitive market.</del> IDENTIFY THE CHARACTERISTICS OF THE VARIOUS MARKET STRUCTURES.
1.2.3	Investment, Productivity and Growth – Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.	<del>Investment, Productivity and Growth– Analyze the role investments in physical (e.g., technology) and human capital (e.g., education) play in increasing productivity and how these influence the market.</del>

### 1.3 Prices, Supply, and Demand

Compare how supply, demand, price, equilibrium, and ~~incentives~~ elasticity affect the workings of a market.

Standard	2007	2018
1.3.1	Law of Supply – Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.	Supply and Demand – <del>Explain the law of supply and analyze the likely change in supply when there are changes in prices of the productive resources (e.g., labor, land, capital including technology), or the profit opportunities available to producers by selling other goods or services, or the number of sellers in a market.</del> USE THE LAWS OF SUPPLY AND DEMAND TO EXPLAIN HOUSEHOLD AND BUSINESS BEHAVIOR.
1.3.2	Law of Demand – Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.	<del>Law of Demand– Explain the law of demand and analyze the likely change in demand when there are changes in prices of the goods or services, availability of alternative (substitute or complementary) goods or services, or changes in the number of buyers in a market created by such things as change in income or availability of credit.</del>
1.3.32	Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.	Price, Equilibrium, Elasticity, and Incentives – Analyze how prices change through the interaction of buyers and sellers in a market including the role of supply, demand, equilibrium, elasticity, and explain how incentives (monetary and non-monetary) affect choices of households and economic organizations.

## 1.4 Role of Government in the Market

Describe the varied ways in which government impacts ~~the market~~ HOUSEHOLDS AND BUSINESSES through policy decisions, ~~protection of consumers, and as a producer and consumer of goods and services, and explain how economic incentives affect government decisions~~ REGULATORY LAWS, AND ORDINANCES. APPLY KEY ECONOMIC ELEMENTS TO HOW GOVERNMENTS AND MARKETS ALLOCATE RESOURCES DIFFERENTLY AND EXPLAIN WHY THESE DIFFERENCES MATTER IN TERMS OF GROWTH AND PROSPERITY ACROSS THE MASS POPULATION.

Standard	2007	2018
1.4.1	Public Policy and the Market – Analyze the impact of a change in public policy (such as an increase in the minimum wage, a new tax policy, or a change in interest rates) on consumers, producers, workers, savers, and investors.	Public Policy and the Market – Analyze the impact of a change in public policy <del>(such as an increase in the minimum wage, a new tax policy, or a change in interest rates)</del> on consumers, producers, workers, savers, and investors.
1.4.2	Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.	Government and Consumers – Analyze the role of government in protecting consumers and enforcing contracts, (including property rights), and explain how this role influences the incentives (or disincentives) for people to produce and exchange goods and services.
1.4.3	Government Revenue and Services – Analyze the ways in which local and state governments generate revenue (e.g., income, sales, and property taxes) and use that revenue for public services (e.g., parks and highways).	Government Revenue and Services - Analyze the ways in which local and state governments generate revenue <del>(e.g., income, sales, and property taxes)</del> and use that revenue to supply public services <del>(e.g., parks and highways)</del> .
1.4.4	Functions of Government – Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.	Market Failure– <del>Explain the various functions of government in a market economy including the provision of public goods and services, the creation of currency, the establishment of property rights, the enforcement of contracts, correcting for externalities and market failures, the redistribution of income and wealth, regulation of labor (e.g., minimum wage, child labor, working conditions), and the promotion of economic growth and security.</del> EXPLAIN THE ROLE FOR GOVERNMENT IN DEALING WITH BOTH NEGATIVE AND POSITIVE EXTERNALITIES.
1.4.5	Economic Incentives and Government – Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.	<del>Government Failure—Identify and explain how monetary and non-monetary incentives affect government officials and voters and explain how government policies affect the behavior of various people including consumers, savers, investors, workers, and producers.</del> CONSEQUENCES OF

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Standard	2007	2018
		GOVERNMENTAL POLICY - ASSESS THE INCENTIVES FOR POLITICAL LEADERS TO IMPLEMENT POLICIES THAT DISPERSE COSTS WIDELY OVER LARGE GROUPS OF PEOPLE AND BENEFIT SMALL, AND POLITICALLY POWERFUL GROUPS.
1.4.6		PRICE CONTROLS – ANALYZE THE IMPACT OF GOVERNMENT PRICE CONTROLS ON THE QUANTITY OF A GOOD OR SERVICE SUPPLIED AND DEMANDED IN A MARKET.

## E2 The National Economy of The Unites States of America

### 2.1 Understanding National Markets

~~Describe~~ EXPLAIN WHY inflation, unemployment, output, and growth ~~and the factors that cause changes in those conditions, and describe the role of money and interest rates in national markets.~~ IN POTENTIAL OUTPUT MATTER TO CONSUMERS AND PRODUCERS. ASSOCIATE STABLE MONEY AND INTEREST RATES WITH ECONOMIC PROSPERITY.

Standard	2007	2018
2.1.1	Income – Describe how individuals and businesses earn income by selling productive resources.	Circular Flow and the National Economy – <del>Describe how individuals and businesses earn income by selling productive resources.</del> USING THE CONCEPT OF CIRCULAR FLOW, ANALYZE THE ROLES OF AND RELATIONSHIP BETWEEN HOUSEHOLDS, BUSINESS FIRMS, AND GOVERNMENT IN THE ECONOMY OF THE UNITED STATES.
2.1.2	Circular Flow and the National Economy – Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and non-government agencies in the economy of the United States.	Economic Indicators – <del>Using the concept of circular flow, analyze the roles of and the relationships between households, business firms, financial institutions, and government and nongovernmental agencies in the economy of the United States.</del> USING A NUMBER OF INDICATORS, SUCH AS GDP, PER CAPITA GDP, UNEMPLOYMENT RATES, AND CONSUMER PRICE INDEX, ANALYZE THE CURRENT AND FUTURE STATE OF AN ECONOMY.
2.1.3	Financial Institutions and Money Supply – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.	<del>Financial Institutions and Money Supply – Analyze how decisions by the Federal Reserve and actions by financial institutions (e.g., commercial banks, credit unions) regarding deposits and loans, impact the expansion and contraction of the money supply.</del>
2.1.4	Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.	<del>Money Supply, Inflation, and Recession – Explain the relationships between money supply, inflation, and recessions.</del>

Standard	2007	2018
2.1.5	Gross Domestic Product (GDP) and Economic Growth – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth	<del>Gross Domestic Product (GDP) and Economic Growth – Use GDP data to measure the rate of economic growth in the United States and identify factors that have contributed to this economic growth</del>
2.1.6	Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.	<del>Unemployment – Analyze the character of different types of unemployment including frictional, structural, and cyclical.</del>
2.1.7	Economic Indicators – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.	<del>Economic Indicators – Using a number of indicators, such as GDP, per capita GDP, unemployment rates, and Consumer Price Index, analyze the characteristics of business cycles, including the characteristics of peaks, recessions, and expansions.</del>
2.1.8	Relationship Between Expenditures and Revenue (Circular Flow) – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.	<del>Relationship Between Expenditures and Revenue (Circular Flow) – Using the circular flow model, explain how spending on consumption, investment, government and net exports determines national income; explain how a decrease in total expenditures affects the value of a nation's output of final goods and services.</del>
2.1.9	American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy. (National Geography Standard 11, p. 206)	<del>American Economy in the World – Analyze the changing relationship between the American economy and the global economy including, but not limited to, the increasing complexity of American economic activity (e.g., outsourcing, off-shoring, and supply-chaining) generated by the expansion of the global economy. (National Geography Standard 11, p. 206)</del>

## 2.2 Role of Government in the United States Economy

Analyze the role of government in the United States economy by identifying macroeconomic goals; comparing perspectives on government roles; analyzing fiscal and monetary policy; ASSESSING THE PROTECTIVE ROLE OF GOVERNMENT; and describing the role of government as a producer and consumer of public goods and services. Analyze how governmental decisions on taxation, spending, protections, and regulation impact macroeconomic goals.

Standard	2007	2018
2.2.1	Federal Government and Macroeconomic Goals – Identify the three macroeconomic goals of an	Government Involvement in the Economy – <del>Identify</del> EVALUATE the three macroeconomic goals of an economic

NOTE: Most 2018 examples have not been removed from the document; they've been relocated to the Examples column.

Standard	2007	2018
	economic system (stable prices, low unemployment, and economic growth).	system (stable prices, low unemployment, and economic growth).
2.2.2	Macroeconomic Policy Alternatives – Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.	Government Revenue and Services – <del>Compare and contrast differing policy recommendations for the role of the Federal government in achieving the macroeconomic goals of stable prices, low unemployment, and economic growth.</del> EVALUATE THE WAYS IN WHICH GOVERNMENTS GENERATE REVENUE ON CONSUMPTION, INCOME, AND WEALTH, AND USE THAT REVENUE TO SUPPLY GOVERNMENT SERVICES AND PUBLIC GOODS, AND PROTECT PROPERTY RIGHTS.
2.2.3	Fiscal Policy and its Consequences – Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	<del>Fiscal Policy and its Consequences – Analyze the consequences – intended and unintended – of using various tax and spending policies to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</del>
2.2.4	Federal Reserve and Monetary Policy – Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.	<del>Federal Reserve and Monetary Policy – Explain the roles and responsibilities of the Federal Reserve System and compare and contrast the consequences – intended and unintended – of different monetary policy actions of the Federal Reserve Board as a means to achieve macroeconomic goals of stable prices, low unemployment, and economic growth.</del>
2.2.5	Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).	<del>Government Revenue and Services – Analyze the ways in which governments generate revenue on consumption, income and wealth and use that revenue for public services (e.g., parks and highways) and social welfare (e.g., social security, Medicaid, Medicare).</del>

### E3 The International Economy

#### 3.1 Economic Systems

Explain how different economic systems, including free market, command, and mixed systems, coordinate and facilitate the exchange, production, distribution, and consumption of goods and services.

Standard	2007	2018
3.1.1	Major Economic Systems – Give examples of and analyze the strengths	<del>Major Economic Systems – Give examples of and analyze the strengths and</del>



Standard	2007	2018
	and weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations).  (National Geography Standard 11, p. 206)	<del>weaknesses of major economic systems (command, market and mixed), including their philosophical and historical foundations (e.g., Marx and the Communist Manifesto, Adam Smith and the Wealth of Nations).</del>  <del>(National Geography Standard 11, p. 206)</del>
3.1. <del>2</del> 1	Developing Nations – Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights and free trade can affect economic growth in developing nations. (National Geography Standards 1 and 4, pp. 184 and 190)	Assess how factors such as availability of natural resources, investments in human and physical capital, technical assistance, public attitudes and beliefs, property rights, and free trade can affect economic growth in developing nations. <del>(National Geography Standards 1 and 4, pp.184 and 190)</del>
3.1. <del>3</del> 2	International Organizations and the World Economy – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and the developed economies of the United States and Western Europe. (National Geography Standard 11, p. 206)	International Organizations and the World Economy – Evaluate the diverse impact of trade policies of the World Trade Organization, World Bank, or International Monetary Fund on developing economies of Africa, Central America, or Asia, and on the developed economies of the United States and Western Europe. <del>(National Geography Standard 11, p.206)</del>
3.1. <del>4</del> 3	GDP and Standard of Living – Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living. (National Geography Standard 11, p. 206)	<del>GDP and Standard of Living—Using current and historical data on real per capita GDP for the United States, and at least three other countries (e.g., Japan, Somalia, and South Korea) construct a relationship between real GDP and standard of living.</del> <del>(National Geography Standard 11, p. 206)</del>  COMPARING ECONOMIC SYSTEMS – COMPARE AND CONTRAST THE EXTENT TO WHICH NATIONAL ECONOMIES RELY ON GOVERNMENT DIRECTIVES (CENTRAL PLANNING) AND SIGNALS (PRICES) FROM FREE MARKETS TO ALLOCATE SCARCE GOODS, SERVICES, AND PRODUCTIVE RESOURCES.
3.1.5	Comparing Economic Systems – Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba)	<del>Comparing Economic Systems—Using the three basic economic questions (e.g., what to produce, how to produce, and for whom to produce), compare and contrast a socialist (command) economy (such as North Korea or Cuba) with the Capitalist as</del>

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Standard	2007	2018
	with the Capitalist as a mixed, free market system of the United States. (National Geography Standard 11, p. 206)	<del>a mixed, free market system of the United States.</del> <del>(National Geography Standard 11, p. 206)</del>
3.1.64	Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. (National Geography Standard 11, p. 206)	Impact of Transitional Economies – Analyze the impact of transitional economies, such as in China and India, on the global economy in general and the American economy in particular. <del>(National Geography Standard 11, p. 206)</del>

### 3.2 Economic Interdependence – Trade

Describe how ~~FREE AND VOLUNTARY~~ trade generates economic development and interdependence, and analyze the ~~resulting challenges and~~ benefits AND COSTS for individuals, producers, and governments ~~PROSPERITY AND WEALTH ACROSS THE MASS POPULATION REGARDLESS OF INCOME LEVELS, RACE, GENDER, OR CREED, INDIVIDUALS WORK HARMONIOUSLY AND COOPERATIVELY TO SERVE OTHERS IN FASHIONS THAT OTHERS VALUE AND TRADE FOR THE REST.~~

Standard	2007	2018
3.2.1	Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. (National Geography Standard 11, p. 206)	Absolute and Comparative Advantage – Use the concepts of absolute and comparative advantage to explain why goods and services are produced in one nation or locale versus another. <del>(National Geography Standard 11, p. 206)</del>
3.2.2	Domestic Activity and World Trade – Assess the impact of trade policies (i.e. tariffs, quotas, export subsidies, product standards and other barriers), monetary policy, exchange rates, and interest rates on domestic activity and world trade. (National Geography Standard 11, p. 206)	Domestic Activity and World Trade – Assess the impact of trade policies <del>(i.e. tariffs, quotas, export subsidies, product standards and other barriers)</del> , monetary policy, exchange rates, and interest rates on domestic activity and world trade. <del>(National Geography Standard 11, p. 206)</del>
3.2.3	Exchange Rates and the World Trade – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets. (National Geography Standard 11, p. 206)	<del>Exchange Rates and the World Trade – Describe how interest rates in the United States impact the value of the dollar against other currencies (such as the Euro), and explain how exchange rates affect the value of goods and services of the United States in other markets. (National Geography Standard 11, p. 206)</del>
3.2.43	Monetary Policy and International Trade – Analyze how the decisions made by a country's central bank (or the Federal Reserve) impact a nation's international	Exchange Rates and the World Trade – Analyze <del>how the decisions made by a country's central bank (or the Federal Reserve)</del> impact a nation's international trade. <del>(National Geography Standard 13,</del>

Standard	2007	2018
	trade. (National Geography Standard 13, p. 210)	<del>p.210</del> THE EFFECTS ON TRADE OF A CHANGE IN EXCHANGE RATES BETWEEN TWO CURRENCIES.
3.2.54	The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers, such as in the automobile industry.  (National Geography Standard 13, p. 210)	The Global Economy and the Marketplace – Analyze and describe how the global economy has changed the interaction of buyers and sellers <del>such as in the automobile industry.</del> (National Geography Standard 13, p.210).

## E4 Personal Finance

### 4.1 Decision Making

Describe and demonstrate how the economic forces of scarcity and opportunity costs impact individual and household choices.

Standard	2007	2018
4.1.1	Scarcity and Opportunity Costs – Apply concepts of scarcity and opportunity costs to personal financial decision making.	Earning Income – <del>Apply concepts of scarcity and opportunity costs to personal financial decision making.</del> CONDUCT RESEARCH REGARDING POTENTIAL INCOME AND EMPLOYEE BENEFIT PACKAGES, NON-INCOME FACTORS THAT MAY INFLUENCE CAREER CHOICE, BENEFITS AND COSTS OF OBTAINING THE NECESSARY EDUCATION OR TECHNICAL SKILLS, TAXES A PERSON IS LIKELY TO PAY, AND OTHER POSSIBLE SOURCES OF INCOME.
4.1.2	Marginal Benefit and Cost – Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.	Buying Goods and Services – <del>Use examples and case studies to explain and evaluate the impact of marginal benefit and marginal cost of an activity on choices and decisions.</del> DESCRIBE THE FACTORS THAT CONSUMERS MAY CONSIDER WHEN PURCHASING A GOOD OR SERVICE, INCLUDING THE COSTS, BENEFITS, AND THE ROLE OF GOVERNMENT IN OBTAINING THE INFORMATION.
4.1.3	Personal Finance Strategy – Develop a personal finance strategy for earning, spending, saving and investing resources.	Saving – <del>Develop a personal finance strategy for earning, spending, saving and investing resources.</del> IDENTIFY THE INCENTIVES PEOPLE HAVE TO SET ASIDE INCOME FOR FUTURE CONSUMPTION, AND EVALUATE THE IMPACT OF TIME, INTEREST RATES, AND INFLATION UPON THE VALUE OF SAVINGS.
4.1.4	Key Components of Personal Finance – Evaluate key components of personal	Using Credit – Evaluate <del>key components of personal finance including, money</del>

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Standard	2007	2018
	finance including, money management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.	<del>management, saving and investment, spending and credit, income, mortgages, retirement, investing (e.g., 401K, IRAs), and insurance.</del> THE BENEFITS, COSTS, AND POTENTIAL IMPACTS OF USING CREDIT TO PURCHASE GOODS AND SERVICES.
4.1.5	Personal Decisions – Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.	Financial Investing – <del>Use a decision-making model (e.g., stating a problem, listing alternatives, establishing criteria, weighing options, making the decision, and evaluating the result) to evaluate the different aspects of personal finance including careers, savings and investing tools, and different forms of income generation.</del> ANALYZE THE RISKS, EXPECTED RATE OF RETURN, TAX BENEFITS, IMPACT OF INFLATION, ROLE OF GOVERNMENT AGENCIES, AND IMPORTANCE OF DIVERSIFICATION WHEN INVESTING IN FINANCIAL ASSETS.
4.1.6	Risk Management Plan – Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).	Protecting and Insuring – <del>Develop a risk management plan that uses a combination of avoidance, reduction, retention, and transfer (insurance).</del> ASSESS THE FINANCIAL RISK OF LOST INCOME, ASSETS, HEALTH, OR IDENTITY, AND DETERMINE IF A PERSON SHOULD ACCEPT THE RISK EXPOSURE, REDUCE RISK, OR TRANSFER THE RISK TO OTHERS BY PAYING A FEE NOW TO AVOID THE POSSIBILITY OF A LARGER LOSS LATER.