

**HISTORY/SOCIAL SCIENCE
ALIGNED STANDARDS OF LEARNING
CURRICULUM FRAMEWORK
GRADE 11**



STANDARD HS-H30**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H30 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

a) describing the rebuilding of Europe and Japan after World War II, the emergence of the United States as a superpower, and the establishment of the United Nations.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>Learning from the mistakes of the past, the United States accepted its role as a world superpower, helping to rebuild Europe and Japan and taking the leading role in establishing the United Nations.</p> | <p>How did the United States help rebuild postwar Europe and Japan?</p> | <p>Much of Europe was in ruins following World War II. Soviet forces occupied most of Eastern and Central Europe and the eastern portion of Germany. The United States felt it was in its best interest to help rebuild Europe and prevent political and economic instability.</p> <p>Rebuilding efforts</p> <ul style="list-style-type: none"> • The United States instituted George C. Marshall’s plan to rebuild Europe (the Marshall Plan), which provided massive financial aid to rebuild European economies and prevent the spread of communism. • Germany was partitioned into East and West Germany. West Germany became democratic and resumed self-government after a few years of American, British, and French occupation. East Germany remained under the domination of the Soviet Union and did not adopt democratic institutions. • Following its defeat, Japan was occupied by American forces. It soon adopted a democratic form of government, resumed self-government, and became a strong ally of the United States. <p>Establishment of the United Nations</p> <ul style="list-style-type: none"> • The United Nations was formed near the end of World War II to create a body for the nations of the world to try to prevent future global wars. | <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> |

STANDARD HS-H30**REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

HS-H30 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

c) identifying the role of America’s military and veterans in defending freedom during the Cold War, including the wars in Korea and Vietnam, the Cuban missile crisis, the collapse of communism in Europe, and the rise of new challenges.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p>The United States and the Soviet Union emerged from World War II as world powers, triggering a rivalry over ideology and national security.</p> <p>Since World War II, the United States has been directly involved in various conflicts that reflected the divisions created by Cold War tensions and hostilities.</p> <p>The tension between the free world and the communist world caused divisiveness at home and abroad.</p> <p>The Cold War was the central organizing principle in foreign affairs for 40 years.</p> | <p>How and why did the Cold War begin?</p> <p>What have been the major conflicts and confrontations involving America in the post-World War II era?</p> <p>How did Cold War tensions cause divisiveness at home?</p> <p>How did communism collapse in Europe?</p> <p>How were the challenges after the Cold War different from earlier challenges?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • Cold War: The state of tension without actual fighting between the United States and the Soviet Union, which divided the world into two camps <p>Origins of the Cold War</p> <ul style="list-style-type: none"> • Differences in goals and ideologies between the United States and the Soviet Union (the two superpowers). The United States was democratic and capitalist; the Soviet Union was dictatorial and communist. • The Soviet Union’s domination over Eastern European countries • American policy of containment (to stop the spread of communism) • North Atlantic Treaty Organization (NATO) versus Warsaw Pact <p>Major conflicts in the post-World War II era</p> <ul style="list-style-type: none"> • South Korea and the United States resisted Chinese and North Korean aggression. The conflict ended in a stalemate. • The Cuban Missile Crisis occurred when the Soviet Union placed missiles in Cuba. The Soviets removed the missiles in response to a U.S. blockade of Cuba. • The United States intervened to stop the spread of communism into South Vietnam (Domino Theory). Americans were divided over whether the United States should be involved militarily in Vietnam. The conflict ended in a cease-fire agreement in which U.S. troops withdrew. <p>Collapse of communism in Europe</p> <ul style="list-style-type: none"> • Breakup of the Soviet Union into independent countries • Destruction of the Berlin Wall <p>New challenges</p> <ul style="list-style-type: none"> • Role of United States military intervention • Environmental challenges • Global issues, including trade, jobs, diseases, energy | <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Analyze and interpret maps that include major physical features.</p> |

STANDARD HS-H30 REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

HS-H30 The student will demonstrate knowledge of the economic, social, and political transformation of the United States and the world between the end of World War II and the present by

d) describing the changing patterns of society, including expanded educational and economic opportunities for military veterans, women, and minorities.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>Changing patterns in American society since the end of World War II changed the way most Americans lived and worked.</p> | <p>What factors led to changing patterns of society in the post-World War II era?</p> <p>What policies and programs expanded educational and employment opportunities for the military, women, and minorities?</p> | <p>Factors leading to changing patterns in United States society</p> <ul style="list-style-type: none"> • Strong economy (healthy job market, increased productivity, increased demand for American products) • Greater investment in education • The “Baby Boom,” which led to changing demographics • Interstate highway system • Evolving role of women (expected to play a supporting role in the family while increasingly working outside the home) • Role of Eleanor Roosevelt in expanding human rights • African Americans’ aspirations for equal opportunities <p>Policies and programs expanding educational and employment opportunities</p> <ul style="list-style-type: none"> • G.I. Bill of Rights gave educational, housing, and employment benefits to veterans. • Truman desegregated the armed forces. • Civil Rights legislation led to increased educational, economic, and political opportunities for women and minorities. | <p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> <p>Interpret slogans and documents.</p> |

STANDARD HS-H31 REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

HS-H31 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

a) examining the Civil Rights Movement and the changing role of women.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|------------------|
| <p>The Civil Rights Movement resulted in legislation that ensured constitutional rights to all citizens of the United States regardless of race.</p> <p>Women activists were inspired by the achievements of the Civil Rights Movement and took action to gain equality for women, particularly in the workplace.</p> | <p>What were some effects of segregation on American society?</p> <p>How did the African American struggle for equality become a mass movement?</p> <p>How did the law support the struggle for equality for African Americans?</p> <p>How were women disadvantaged in the workplace?</p> <p>What actions were taken to improve conditions for women?</p> | <p>Some effects of segregation</p> <ul style="list-style-type: none"> • Separate educational facilities and resources for white and African American students • Separate public facilities (e.g., restrooms, drinking fountains, restaurants) • Social isolation of races <p>Civil Rights Movement</p> <ul style="list-style-type: none"> • Opposition to <i>Plessy v. Ferguson</i>: “Separate but equal” • <i>Brown v. Board of Education</i>: Desegregation of schools • Martin Luther King, Jr.: Passive resistance against segregated facilities; “I have a dream...” speech • Rosa Parks: Montgomery bus boycott • Organized protests, Freedom Riders, sit-ins, marches • Expansion of the National Association for the Advancement of Colored People (NAACP) • Civil Rights Act of 1964 • Voting Rights Act of 1965 <p>Changing role of women</p> <ul style="list-style-type: none"> • Workplace disadvantages: <ul style="list-style-type: none"> – Discrimination against women in hiring practices – Lower wages for women than for men doing the same job • Improved conditions: <ul style="list-style-type: none"> – National Organization for Women (NOW) – Federal legislation to force colleges to give women equal athletic opportunities • The Equal Rights Amendment, despite its failure, and a focus on equal opportunity employment created a wider range of options and advancement for women in business and public service. | |

STANDARD HS-H31 REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

HS-H31 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

b) describing the development of new technologies in communication, entertainment, and business and their impact on American life.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>After the war, Americans turned their energies to the development of peacetime technologies.</p> <p>New technologies in communication, entertainment, and business have dramatically affected American life.</p> | <p>Which industries benefited the most from the new technologies?</p> <p>What impact did new technologies have on American life?</p> <p>How have new technologies in communication, entertainment, and business affected American life?</p> | <p>Industries benefiting from new technologies</p> <ul style="list-style-type: none"> • Airline industry (jet engine) • Automobile industry and interstate highway system • Entertainment and news media industries • Exploration of space • Computer industry • Satellite systems, telecommunications (pagers, cell phones, television) • Internet <p>Impact of new technologies on American life</p> <ul style="list-style-type: none"> • Increased domestic and international travel for business and pleasure • Greater access to news and other information • Cheaper and more convenient means of communication • Greater access to heating and air-conditioning improved the quality of life and encouraged population growth in certain areas of the country. • Decreased regional variation resulting from nationwide access to the same entertainment and information provided by national television and radio programming, Internet services, and computer games | <p>Make connections between the past and the present.</p> <p>Sequence events in United States history.</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p> |

STANDARD HS-H31**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H32 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

c) **identifying representative citizens from the time period who have influenced America scientifically, culturally, academically, and economically.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|------------------|
| <p>Representative citizens have influenced America scientifically, culturally, academically, and economically.</p> | <p>How have representative citizens influenced America scientifically, culturally, academically, and economically?</p> | <p>Science</p> <ul style="list-style-type: none"> • Charles Drew: Medicine (plasma) • J. Robert Oppenheimer: Physics (Manhattan Project team) <p>Culture</p> <ul style="list-style-type: none"> • Frank Lloyd Wright: Architecture • Martha Graham: Dance <p>Academics</p> <ul style="list-style-type: none"> • Henry Louis Gates: History • Maya Angelou: Literature <p>Economics</p> <ul style="list-style-type: none"> • Bill Gates: Computer technology (Microsoft) • Ray Kroc: Franchising (McDonald's) | |

HS-H31 The student will demonstrate knowledge of the key domestic and international issues during the second half of the twentieth and early twenty-first centuries by

d) examining American foreign policy, immigration, the global environment, and other emerging issues.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>American foreign policy, immigration policies, energy policies, and environmental policies affect people both in the United States and in other countries.</p> | <p>How have American foreign policy, immigration policies, energy policies, and environmental policies affected people both in the United States and in other countries?</p> | <p>Foreign policy</p> <ul style="list-style-type: none"> • Increase in terrorist activities • Conflicts in the Middle East • Changing relationships with nations <p>Immigration</p> <ul style="list-style-type: none"> • Changing immigration patterns (e.g., Hispanic Americans, Asian Americans) • More people want to immigrate to the United States than are allowed by law. <p>Global environment</p> <ul style="list-style-type: none"> • Policies to protect the environment • Global climate change • Conservation of water and other natural resources <p>Other issues</p> <ul style="list-style-type: none"> • Energy issues (dependence on foreign oil) • World health issues (global pandemics) | <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p> |

STANDARD HS-H32**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H32 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
b) listing characteristics of hunter-gatherer societies, including their use of tools and fire.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|---|
| Early human societies, through the development of culture, began the process of overcoming the limits set by the physical environment. | What were the characteristics of hunter-gatherer societies? | Hunter-gatherer societies during the Paleolithic Era (Old Stone Age) <ul style="list-style-type: none">• were nomadic, migrating in search of food, water, shelter• invented the first tools, including simple weapons• learned how to make and use fire• lived in clans• developed oral language• created “cave art.” | Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past. Analyze the impact of economic forces, including taxation, government spending, trade, resources, and monetary systems on events. |

STANDARD HS-H32**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H33 The student will demonstrate knowledge of early development of humankind from the Paleolithic Era to the agricultural revolution by
 c) **describing technological and social advancements that gave rise to stable communities.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The beginning of agriculture, including permanent settlements, was a major step in the advance of civilization.</p> | <p>How did the beginning of agriculture and the domestication of animals promote the rise of settled communities?</p> | <p>Societies during the Neolithic Era (New Stone Age)</p> <ul style="list-style-type: none"> • developed agriculture (domesticated plants) • domesticated animals • used advanced tools • made pottery • developed weaving skills. | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-H33**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H33 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

c) explaining the development of religious traditions.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>Religion was a major part of life in all early civilizations.</p> | <p>What religious traditions developed in ancient civilizations?</p> | <p>Development of religious traditions</p> <ul style="list-style-type: none"> • Polytheism was practiced by most early civilizations. • Monotheism was practiced by the Hebrews. | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-H33**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H33 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

d) describing the origins, beliefs, traditions, customs, and spread of Judaism.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>The monotheism of Abraham became the foundation of Judaism, Christianity, and Islam—religions that changed the world. The Hebrews were the first to become monotheists.</p> | <p>What were the essential beliefs of Judaism?</p> <p>How did Judaism influence Western civilization?</p> | <p>Origins of Judaism</p> <ul style="list-style-type: none"> • Abraham • Moses • Jerusalem <p>Beliefs, traditions, and customs of Judaism</p> <ul style="list-style-type: none"> • Belief in one God (monotheism) • Torah, which contains the written records and beliefs of the Jews • Ten Commandments, which state moral and religious conduct <p>Spread of Judaism</p> <ul style="list-style-type: none"> • Exile • Diaspora | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-H33**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H33 The student will demonstrate knowledge of ancient river valley civilizations, including those of Mesopotamia, Egypt, the Indus River Valley, and China and the civilizations of the Hebrews, Phoenicians, and Nubians, by

e) explaining the development of language and writing.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>Language and writing were important cultural innovations.</p> | <p>What forms of language and writing existed in early civilizations?</p> | <p>Language and writing</p> <ul style="list-style-type: none"> • Pictograms: Earliest written symbols • Hieroglyphics: Egypt • Cuneiform: Sumer • Alphabet: Phoenicia | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p> |

STANDARD HS-H34**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H34 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

b) describing artistic, literary, and intellectual ideas of the Renaissance.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|---|--|
| <p>New intellectual and artistic ideas that developed during the Renaissance marked the beginning of the modern world.</p> | <p>What were the artistic, literary, and intellectual ideas of the Renaissance?</p> | <p>Renaissance</p> <ul style="list-style-type: none"> • “Rebirth” of classical knowledge; “birth” of the modern world • Spread of the Renaissance from the Italian city-states to northern Europe <p>Contributions of the Renaissance</p> <ul style="list-style-type: none"> • Accomplishments in the visual arts: Michelangelo, Leonardo da Vinci • Accomplishments in literature (sonnets, plays, essays): Shakespeare • Accomplishments in intellectual ideas (humanism): Erasmus | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-H34**REPORTING CATEGORY: HISTORY****HISTORY AND SOCIAL STUDIES**

HS-H34 The student will demonstrate an understanding of the political, cultural, geographic, and economic conditions in the world about 1500 A.D. (C.E.) by

e) **citing major technological and scientific exchanges in the Eastern Hemisphere.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>By 1500 A.D. (C.E.), technological and scientific advancements had been exchanged among cultures of the world.</p> | <p>What technological and scientific advancements had been made and exchanged by 1500 A.D. (C.E.)?</p> | <p>Advancements exchanged along trade routes</p> <ul style="list-style-type: none"> • Paper, compass, silk, porcelain (China) • Textiles, numeral system (India and Middle East) • Scientific knowledge—medicine, astronomy, mathematics | <p>Analyze trends in human migration and cultural interaction.</p> |

HS-H35 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

a) explaining the roles and economic motivations of explorers and conquistadors.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
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| <p>The expanding economies of European states stimulated increased trade with markets in Asia. With the loss of Constantinople in 1453, European nations fronting the Atlantic sought new maritime routes for trade.</p> | <p>Why were Europeans interested in discovering new lands and markets?</p> <p>Who were some important explorers?</p> | <p>Factors contributing to the European discovery of lands in the Western Hemisphere</p> <ul style="list-style-type: none"> • Demand for gold, spices, and natural resources in Europe • Support for the diffusion of Christianity • Political and economic competition between European empires • Innovations of European and Islamic origins in navigational arts • Pioneering role of Prince Henry the Navigator <p>Establishment of overseas empires and decimation of indigenous populations</p> <ul style="list-style-type: none"> • Portugal: Vasco da Gama • Spain: Christopher Columbus, Hernando Cortez, Francisco Pizarro, Ferdinand Magellan • England: Francis Drake • France: Jacques Cartier | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p> <p>Identify geographic features important to the study of world history.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-H35 REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

HS-H35 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

b) describing the influence of religion.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
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| One motive for exploration was to spread the Christian religion. | How did the expansion of European empires into the Americas, Africa, and Asia affect religion in those areas? | Means of diffusion of Christianity <ul style="list-style-type: none">• Migration of colonists to new lands• Influence of Catholic and Protestant colonists, who carried their faith, language, and cultures to new lands• Conversion of indigenous peoples | Analyze trends in human migration and cultural interaction. |

HS-H36 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

a) describing the Scientific Revolution and its effects.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>With its emphasis on reasoned observation and systematic measurement, the Scientific Revolution changed the way people viewed the world and their place in it.</p> | <p>What were some new scientific theories and discoveries?</p> <p>What were some of the effects of these new theories?</p> | <p>Pioneers of the scientific revolution</p> <ul style="list-style-type: none"> • Nicolaus Copernicus developed heliocentric theory. • Johannes Kepler discovered planetary motion. • Galileo Galilei used telescope to support heliocentric theory. • Isaac Newton formulated law of gravity. • William Harvey discovered circulation of the blood. <p>Importance of the scientific revolution</p> <ul style="list-style-type: none"> • Emphasis on reason and systematic observation of nature • Formulation of the scientific method • Expansion of scientific knowledge | <p>Analyze trends in cultural interaction.</p> |

HS-H36 The student will demonstrate knowledge of scientific, political, economic, and religious changes during the sixteenth, seventeenth, and eighteenth centuries by

f) describing the expansion of the arts, philosophy, literature, and new technology.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|--|
| <p>The sixteenth, seventeenth, and eighteenth centuries brought many changes in the arts, literature, and political philosophy.</p> <p>The Age of Reason witnessed inventions and innovations in technology that stimulated trade and transportation.</p> | <p>Who were some composers, artists, philosophers, and writers of the period?</p> <p>What improved technologies and institutions were important to European economies?</p> | <p>Representative composers, artists, philosophers, and writers</p> <ul style="list-style-type: none"> • Johann Sebastian Bach: Baroque composer • Wolfgang Amadeus Mozart: Classical composer • Voltaire: Philosopher • Miguel de Cervantes: Novelist • Eugène Delacroix: Painter (transition to the Romantic School of the nineteenth century) <p>New schools of art and forms of literature</p> <ul style="list-style-type: none"> • Painting depicted classical subjects, public events, natural scenes, and living people (portraits). • New forms of literature evolved, such as the novel (e.g., Cervantes' <i>Don Quixote</i>). <p>Technologies</p> <ul style="list-style-type: none"> • All-weather roads improved year-round transport and trade. • New designs in farm tools increased productivity (agricultural revolution). • Improvements in ship design lowered the cost of transport. | <p>Use artifacts and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-H37 REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES

HS-H37 The student will demonstrate knowledge of the worldwide impact of World War II by
b) examining the Holocaust and other examples of genocide in the twentieth century.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
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| <p>There had been a climate of hatred against Jews in Europe and Russia for centuries.</p> <p>Various instances of genocide occurred throughout the twentieth century.</p> | <p>Why did the Holocaust occur?</p> <p>What are other examples of genocide in the twentieth century?</p> | <p>Terms to know</p> <ul style="list-style-type: none"> • genocide: The systematic and purposeful destruction of a racial, political, religious, or cultural group <p>Elements leading to the Holocaust</p> <ul style="list-style-type: none"> • Totalitarianism combined with nationalism • History of anti-Semitism • Defeat in World War I and economic depression blamed on German Jews • Hitler’s belief in the master race • Final solution: Extermination camps, gas chambers <p>Other examples of genocide</p> <ul style="list-style-type: none"> • Armenians by leaders of the Ottoman Empire • Peasants, government and military leaders, and members of the elite in the Soviet Union by Joseph Stalin • Artists, technicians, former government officials, monks, minorities, and other educated individuals by Pol Pot in Cambodia • Tutsi minority by Hutu in Rwanda | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-H38**REPORTING CATEGORY: HISTORY HISTORY AND SOCIAL STUDIES**

HS-H38 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

a) describing their beliefs, sacred writings, traditions, and customs.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>Five world religions have had a profound impact on culture and civilization.</p> | <p>What are some characteristics of the five major world religions?</p> | <p>Judaism</p> <ul style="list-style-type: none"> • Monotheism • Ten Commandments of moral and religious conduct • Torah: Written records and beliefs of the Jews <p>Christianity</p> <ul style="list-style-type: none"> • Monotheism • Jesus as Son of God • Life after death • New Testament: Life and teachings of Jesus • Establishment of Christian doctrines by early church councils <p>Islam</p> <ul style="list-style-type: none"> • Monotheism • Muhammad, the prophet • Qur'an (Koran) • Five Pillars of Islam • Mecca and Medina <p>Buddhism</p> <ul style="list-style-type: none"> • Founder: Siddhartha Gautama (Buddha) • Four Noble Truths • Eightfold Path to Enlightenment • Spread of Buddhism from India to China and other parts of Asia, resulting from Asoka's missionaries and their writings <p>Hinduism</p> <ul style="list-style-type: none"> • Many forms of one God • Reincarnation: Rebirth based upon karma • Karma: Knowledge that all thoughts and actions result in future consequences | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> |

STANDARD HS- G16 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES

HS-G16 The student will demonstrate knowledge of how life changed after the Civil War by
a) identifying the reasons for westward expansion, including its impact on American Indians.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>New opportunities and technological advances led to westward migration following the Civil War.</p> | <p>Why did westward expansion occur after the Civil War?</p> <p>How did the lives of American Indians change with western expansion?</p> | <p>Reasons for increase westward expansion</p> <ul style="list-style-type: none"> • Opportunities for land ownership • Technological advances, including the Transcontinental Railroad • Possibility of obtaining wealth, created by the discovery of gold and silver • Desire for adventure • Desire for a new beginning for former enslaved African Americans <p>Impact on American Indians</p> <ul style="list-style-type: none"> • Opposition by American Indians to westward expansion (Battle of Little Bighorn, Sitting Bull, Geronimo) • Forced relocation from traditional lands to reservations (Chief Joseph, Nez Percé) • Reduced population through warfare and disease (Battle of Wounded Knee) • Assimilation attempts and lifestyle changes (e.g., reduction of buffalo population) • Reduced their homelands through treaties that were broken | <p>Analyze and interpret primary and secondary source documents to increase understanding of events and life in United States history.</p> <p>Interpret ideas and events from different historical perspectives.</p> |

STANDARD HS-G17**REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES**

HS-G17 The student will use maps, globes, satellite images, photographs, or diagrams to
b) apply the concepts of location, scale, map projection, or orientation.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>Latitude and longitude define absolute location.</p> <p>Relative location describes the spatial relationships between and among places.</p> <p>Areas can be represented using a variety of scales.</p> <p>The amount of detail shown on a map is dependent on the scale used.</p> <p>A directional indicator (e.g., compass rose) identifies map orientation.</p> <p>Maps, unlike the globe, distort spatial relationships.</p> | <p>What are some uses of latitude and longitude?</p> <p>How is relative location used to describe places?</p> <p>Why are different scales necessary for developing map representations?</p> <p>Why is a directional indicator (e.g., compass rose) necessary on a map?</p> <p>How do maps distort spatial relationships when compared with the globe?</p> | <p>Concepts</p> <ul style="list-style-type: none"> • Scale • Absolute location <ul style="list-style-type: none"> – Latitude – Longitude • Relative location • Orientation • Map distortion • Map projections <ul style="list-style-type: none"> – Mercator – Robinson – Polar | <p>Use a compass rose to identify and use cardinal directions.</p> <p>Locate places, using latitude/longitude, on maps and globes.</p> <p>Compare maps of different scales.</p> <p>Gather, classify, and interpret information.</p> |

STANDARD HS-G17 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES

HS-G17 The student will use maps, globes, satellite images, photographs, or diagrams to
c) develop and refine mental maps of world regions.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|---|
| <p>Mental maps are based on objective knowledge and subjective perceptions.</p> <p>People develop and refine their mental maps through both personal experience and learning.</p> <p>Mental maps serve as indicators of how well people know the spatial characteristics of certain places.</p> | <p>How do people use mental maps to organize information?</p> <p>How are perceptions reflected in mental maps?</p> <p>How can mental maps be developed and refined?</p> | <p>Uses of mental maps</p> <ul style="list-style-type: none"> • Carry out daily activities (e.g., route to school, for shopping) • Give directions to others • Understand world events <p>Ways mental maps can be developed and refined</p> <ul style="list-style-type: none"> • Comparing sketch maps to maps in atlases or other resources • Describing the location of places in terms of reference points (e.g., the equator, prime meridian) • Describing the location of places in terms of geographic features and land forms (e.g., west of the Mississippi River, north of the Gulf of Mexico) • Describing the location of places in terms of the human characteristics of a place (e.g., languages; types of housing, dress, recreation, customs and traditions) | <p>Locate places on maps and globes.</p> <p>Interpret maps and globes.</p> <p>Draw maps from memory.</p> <p>Evaluate information.</p> |

STANDARD HS-G18 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES

HS-G18 The student will analyze how selected physical and ecological processes shape the Earth’s surface by
b) describing how humans influence the environment and are influenced by it.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>Physical and ecological processes shape the Earth’s surface.</p> <p>Humans both influence and are influenced by their environment.</p> | <p>How have physical and ecological processes shaped the Earth’s surface?</p> <p>What are some ways humans influence their environment?</p> <p>How are humans influenced by their environment?</p> | <p>Physical and ecological processes</p> <ul style="list-style-type: none"> • Earthquakes • Floods • Volcanic eruptions • Erosion • Deposition <p>Human impact on environment</p> <ul style="list-style-type: none"> • Water diversion/management <ul style="list-style-type: none"> – Aral Sea – Colorado River – Aswan High Dam – Canals – Reservoirs – Irrigation • Landscape changes <ul style="list-style-type: none"> – Agricultural terracing (e.g., in China, Southeast Asia) – Polders (e.g., in The Netherlands) – Deforestation (e.g., in Nepal, Brazil, Malaysia) – Desertification (e.g., in Africa, Asia) • Environmental changes <ul style="list-style-type: none"> – Acid rain (e.g., forests in Germany, Scandinavia, China, Eastern North America) – Pollution (e.g., in Mexico City, Chernobyl; oil spills) | <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Explain cause-and-effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> |

STANDARD HS-G18 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES

HS-G18 The student will analyze how selected physical and ecological processes shape the Earth’s surface by
 c) explaining how technology affects one’s ability to modify the environment and adapt to it.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>Technology has expanded people’s ability to modify and adapt to their physical environment.</p> | <p>How has the use of technology expanded the ability of people to modify and adapt to their environment?</p> | <p>Influence of technology</p> <ul style="list-style-type: none"> • Agriculture (e.g., fertilizers, mechanization) • Energy usage (e.g., fossil fuels, nuclear) • Transportation (e.g., road building, railways) • Automobiles (e.g., parking lots, suburbs) • Airplanes (e.g., airport expansion, noise) <p>Environmental impact on humans</p> <ul style="list-style-type: none"> • Settlement patterns • Housing materials • Agricultural activity • Types of recreation • Transportation patterns | <p>Draw conclusions and make inferences about data.</p> <p>Gather, classify, and interpret information.</p> <p>Explain cause-and-effect relationships.</p> <p>Identify and interpret regional patterns on maps.</p> |

STANDARD HS-G19 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES

HS-G19 The student will apply geography to interpret the past, understand the present, and plan for the future by
b) relating current events to the physical and human characteristics of places and regions.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p>Current events are shaped by the physical and human characteristics of the places and regions where they occur.</p> | <p>How are current events connected to the geographical characteristics of places and regions?</p> | <p>Geographic relationships</p> <ul style="list-style-type: none"> • Physical characteristics that influence current events: <ul style="list-style-type: none"> – Natural hazards (e.g, flooding, earthquakes, volcanoes, drought) – Climate, vegetation • Human characteristics that influence current events: <ul style="list-style-type: none"> – Population distribution – Geographic patterns of ethnic diversity – A sense of place (emotional attachment to specific locations) – Geographic patterns of trade and interdependence (e.g., oil) – Geographic patterns of wealth and poverty (developed and developing nations) | <p>Compare maps and make inferences.</p> <p>Identify and interpret regional patterns on maps.</p> <p>Identify primary ideas expressed in graphic data.</p> <p>Gather, classify, and interpret information.</p> <p>Draw conclusions and make inferences about data.</p> <p>Examine cause-and-effect relationships.</p> |

STANDARD HS-G20 REPORTING CATEGORY: GEOGRAPHY HISTORY AND SOCIAL STUDIES

HS-G20 The student will demonstrate knowledge of the influence of Judaism, Christianity, Islam, Buddhism, and Hinduism in the contemporary world by

b) locating the geographic distribution of religions in the contemporary world.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|---|
| <p>Five world religions have had a profound impact on culture and civilization. These religions are found worldwide, but their followers tend to be concentrated in certain geographic areas.</p> | <p>Where are the followers of the five world religions concentrated?</p> | <p>Geographic distribution of world’s major religions</p> <ul style="list-style-type: none"> • Judaism: Concentrated in Israel and North America • Christianity: Concentrated in Europe and North and South America • Islam: Concentrated in the Middle East, Africa, and Asia • Hinduism: Concentrated in India • Buddhism: Concentrated in East and Southeast Asia | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-E21 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

HS-E21 The student will demonstrate knowledge of ancient Greece in terms of its impact on Western civilization by

c) identifying the social structure and role of slavery, explaining the significance of citizenship and the development of democracy, and comparing the city-states of Athens and Sparta.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>Classical Athens developed the most democratic system of government the world had ever seen, although not everyone could participate in decision making. It became a foundation of modern democracies.</p> <p>Contrasting philosophies of government divided the Greek city-states of Athens (democracy) and Sparta (oligarchy).</p> | <p>How did democracy develop in Athens?</p> <p>How did Sparta differ from Athens?</p> | <p>Social structure and citizenship in the Greek polis</p> <ul style="list-style-type: none"> • Citizens (free adult males) had political rights and the responsibility of civic participation in government. • Women and foreigners had no political rights. • Slaves had no political rights. <p>Athens</p> <ul style="list-style-type: none"> • Stages in the evolution of Athenian government: Monarchy, aristocracy, tyranny, democracy • Tyrants who worked for reform: Draco, Solon • Origin of democratic principles: Direct democracy, public debate, duties of the citizen <p>Sparta</p> <ul style="list-style-type: none"> • Oligarchy (rule by a small group) • Rigid social structure • Militaristic and aggressive society | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms.</p> |

STANDARD HS-E22**REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES**

HS-E22 The student will demonstrate knowledge of ancient Rome from about 700 B.C. (B.C.E.) to 500 A.D. (C.E.) in terms of its impact on Western civilization by

c) explaining the social structure and role of slavery, significance of citizenship, and the development of democratic features in the government of the Roman Republic.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|--|--|
| <p>Although women, most aliens (non-Romans living in the Republic), and slaves were excluded from the governing process, the Roman Republic made major strides in the development of representative democracy, which became a foundation of modern democracy.</p> | <p>How did the government of the Roman Republic become more democratic in its decision making?</p> | <p>Social structure in the Roman Republic</p> <ul style="list-style-type: none"> • Patricians: Powerful nobility (few in number) • Plebeians: Majority of population • Slaves: Not based on race <p>Citizenship</p> <ul style="list-style-type: none"> • Patrician and plebeian men • Selected foreigners • Rights and responsibilities of citizenship (e.g., taxes, military service) <p>Features of democracy</p> <ul style="list-style-type: none"> • Representative democracy • Assemblies • The Senate • Consuls • Laws of Rome codified as Twelve Tables | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and interpret the past.</p> <p>Identify and compare political boundaries with the locations of civilizations, empires, and kingdoms.</p> |

STANDARD HS-E23**REPORTING CATEGORY: ECONOMICS****HISTORY AND SOCIAL STUDIES**

HS-E23 The student will demonstrate knowledge of civilizations and empires of the Eastern Hemisphere and their interactions through regional trade patterns by

b) identifying technological advances and transfers, networks of economic interdependence, and cultural interactions.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|--|
| <p>Regional trade networks and long-distance trade routes in the Eastern Hemisphere aided the diffusion and exchange of technology and culture among Europe, Africa, and Asia.</p> | <p>How did trade facilitate the diffusion of goods and ideas among different cultures?</p> | <p>Goods</p> <ul style="list-style-type: none"> • Gold from West Africa • Spices from lands around the Indian Ocean • Textiles from India, China, the Middle East, and later Europe • Porcelain from China and Persia • Amber from the Baltic region <p>Technology</p> <ul style="list-style-type: none"> • Paper from China through the Muslim world to Byzantium and Western Europe • New crops from India (e.g., for making sugar) • Waterwheels and windmills from the Middle East • Navigation: Compass from China, lateen sail from Indian Ocean region <p>Ideas</p> <ul style="list-style-type: none"> • Spread of religions across the hemisphere <ul style="list-style-type: none"> – Buddhism from China to Korea and Japan – Hinduism and Buddhism from India to Southeast Asia – Islam into West Africa, Central and Southeast Asia • Printing and paper money from China | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-E24 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

HS-E24 The student will demonstrate knowledge of the impact of the European Age of Discovery and expansion into the Americas, Africa, and Asia by

f) describing the impact of precious metal exports from the Americas.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>The European nations established a trade pattern known as the triangular trade and exported precious metals from the Americas.</p> | <p>What was the triangular trade?</p> <p>What was the impact of precious metal exports from the Americas?</p> | <p>The triangular trade linked Europe, Africa, and the Americas. Slaves, sugar, and rum were traded.</p> <p>Export of precious metals</p> <ul style="list-style-type: none"> • Gold and silver exported to Europe and Asia • Impact on indigenous empires of the Americas • Impact on Spain and international trade | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p> |

STANDARD HS-E25 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

HS-E25 The student will demonstrate knowledge of the status and impact of global trade on regional civilizations of the world after 1500 A.D. (C.E.) by

d) describing Africa and its increasing involvement in global trade.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|---|--|---|
| <p>The exportation of slaves and demand for imported goods began to alter traditional economic patterns in Africa.</p> | <p>How did Africa become involved in foreign trade?</p> | <p>African exports</p> <ul style="list-style-type: none"> • Slaves (triangular trade) • Raw materials (ivory, gold) <p>African imports</p> <ul style="list-style-type: none"> • Manufactured goods from Europe, Asia, and the Americas • New food products (corn, peanuts) | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-E26 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

HS-E26 The student will demonstrate knowledge of the effects of the Industrial Revolution during the nineteenth century by
b) explaining the emergence of capitalism as a dominant economic pattern, and the subsequent development of socialism and communism.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|---|--|
| <p>Capitalism and market competition fueled the Industrial Revolution. Wealth increased the standard of living for some.</p> <p>Social dislocations associated with capitalism produced a range of economic and political ideas, including socialism and communism.</p> | <p>What was the role of capitalism and market competition in the Industrial Revolution?</p> <p>What were some theories opposed to capitalism?</p> | <p>Capitalism</p> <ul style="list-style-type: none"> • Adam Smith’s <i>The Wealth of Nations</i> • Role of market competition and entrepreneurial abilities • Impact on standard of living and the growth of the middle class • Dissatisfaction with poor working conditions and the unequal distribution of wealth in society <p>Socialism and communism</p> <ul style="list-style-type: none"> • Karl Marx’s <i>The Communist Manifesto</i> (written with Friedrich Engels) and <i>Das Kapital</i> • Response to the injustices of capitalism • Importance to communists of redistribution of wealth | <p>Identify, analyze, and interpret primary and secondary sources to make generalizations about events and life in world history.</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-E27 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

HS-E27 The student will demonstrate knowledge of cultural, economic, and social conditions in developed and developing nations of the contemporary world by

b) **assessing the impact of economic development and global population growth on the environment and society, including an understanding of the links between economic and political freedom.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|--|---|---|
| <p>Developed and developing nations are characterized by different levels of economic development, population characteristics, and social conditions.</p> <p>Economic development and the rapid growth of population are having an impact on the environment.</p> <p>Sound economic conditions contribute to a stable democracy, and political freedom helps foster economic development.</p> | <p>How does the developing world compare with the developed world in terms of economic, social, and population characteristics?</p> <p>What impact are economic development and rapid population growth having on the environment?</p> <p>What are the links between economic and political freedom?</p> | <p>Contrasts between developed and developing nations</p> <ul style="list-style-type: none"> • Geographic locations of major developed and developing countries • Economic conditions • Social conditions (literacy, access to health care) • Population size and rate of growth <p>Factors affecting environment and society</p> <ul style="list-style-type: none"> • Economic development • Rapid population growth <p>Environmental challenges</p> <ul style="list-style-type: none"> • Pollution • Loss of habitat • Global climate change <p>Social challenges</p> <ul style="list-style-type: none"> • Poverty • Poor health • Illiteracy • Famine • Migration <p>Relationship between economic and political freedom</p> <ul style="list-style-type: none"> • Free market economies produce rising standards of living and an expanding middle class, which produces growing demands for political freedoms and individual rights. Recent examples include Taiwan and South Korea. | <p>Use maps, globes, artifacts, and pictures to analyze the physical and cultural landscapes of the world and to interpret the past.</p> <p>Identify and compare contemporary political boundaries with the locations of civilizations, empires, and kingdoms.</p> <p>Analyze trends in human migration and cultural interaction.</p> |

STANDARD HS-E28 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

HS-E28 The student will demonstrate knowledge of key domestic events of the 1920s and 1930s by

d) describing how Franklin D. Roosevelt’s New Deal relief, recovery, and reform measures addressed the Great Depression and expanded the government’s role in the economy.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>The New Deal permanently altered the role of American government in the economy. It also fostered changes in people’s attitudes toward government’s responsibilities. Organized labor acquired new rights, as the New Deal set in place legislation that reshaped modern American capitalism.</p> | <p>How did the New Deal attempt to address the causes and effects of the Great Depression?</p> <p>What impact did the New Deal have on the role of the federal government?</p> | <p>New Deal (Franklin Roosevelt)</p> <ul style="list-style-type: none"> • This program changed the role of the government to a more active participant in solving problems. • Roosevelt rallied a frightened nation in which one in four workers was unemployed. (“We have nothing to fear, but fear itself.”) • Relief measures provided direct payment to people for immediate help (Works Progress Administration—WPA). • Recovery programs were designed to bring the nation out of the depression over time (Agricultural Adjustment Administration—AAA). • Reform measures corrected unsound banking and investment practices (Federal Deposit Insurance Corporation—FDIC). • Social Security Act offered safeguards for workers. <p>The legacy of the New Deal influenced the public’s belief in the responsibility of government to deliver public services, to intervene in the economy, and to act in ways that promote the general welfare.</p> | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.</p> <p>Formulate historical questions and defend findings, based on inquiry and interpretation.</p> <p>Develop perspectives of time and place.</p> <p>Interpret the significance of excerpts from famous speeches and other documents.</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p> |

STANDARD HS-E29 REPORTING CATEGORY: ECONOMICS HISTORY AND SOCIAL STUDIES

**HS-E29 The student will demonstrate knowledge of economic, social, cultural, and political developments in recent decades and today by
e) assessing the role of government actions that impact the economy.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|---|---|--|--|
| <p>The federal government has the ability to influence the United States economy. It bases its decisions on economic indicators such as Gross Domestic Product (GDP), exchange rates, rate of inflation, and unemployment rate.</p> | <p>What are the roles that government plays in the United States economy?</p> | <p>Government promotes a healthy economy characterized by full employment and low inflation through the actions of</p> <ul style="list-style-type: none"> • the Federal Reserve: Monetary policy decisions control the supply of money and credit to expand or contract economic growth. • the president and Congress: Fiscal policy decisions determine levels of government taxation and spending; government regulates the economy. | <p>Formulate historical questions and defend findings, based on inquiry and interpretation.</p> <p>Develop perspectives of time and place.</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p> |

STANDARD HS-C19**REPORTING CATEGORY: CIVICS HISTORY AND SOCIAL STUDIES**

HS-C19 The student will describe how the values and institutions of European economic and political life took root in the colonies and how slavery reshaped European and African life in the Americas.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|---|---|
| <p>Economic and political institutions in the colonies developed in ways that were either typically European or were distinctively American, as climate, soil conditions, and natural resources shaped regional economic development.</p> <p>The African slave trade and the development of a slave-labor system in many of the colonies resulted from plantation economies and labor shortages.</p> | <p>How did the economic activity and political institutions of the three colonial regions reflect the resources and/or the European origins of their settlers?</p> <p>Why was slavery introduced into the colonies?</p> <p>How did the institution of slavery influence European and African life in the colonies?</p> | <p>Economic characteristics of the Colonial Period</p> <ul style="list-style-type: none"> • The New England colonies developed an economy based on shipbuilding, fishing, lumbering, small-scale subsistence farming, and eventually, manufacturing. The colonies prospered, reflecting the Puritans’ strong belief in the values of hard work and thrift. • The middle colonies of New York, New Jersey, Pennsylvania, and Delaware developed economies based on shipbuilding, small-scale farming, and trading. Cities such as New York and Philadelphia began to grow as seaports and/or commercial centers. • Southern colonies developed economies in the eastern coastal lowlands based on large plantations that grew “cash crops” such as tobacco, rice, and indigo for export to Europe. Farther inland, however, in the mountains and valleys of the Appalachian foothills, the economy was based on small-scale subsistence farming, hunting, and trading. • A strong belief in private ownership of property and free enterprise characterized colonial life everywhere. <p>Social characteristics of the colonies</p> <ul style="list-style-type: none"> • New England’s colonial society was based on religious standing. The Puritans grew increasingly intolerant of dissenters who challenged the Puritans’ belief in the connection between religion and government. Rhode Island was founded by dissenters fleeing persecution by Puritans in Massachusetts. • The middle colonies were home to multiple religious groups who generally believed in religious tolerance, including Quakers in Pennsylvania, Huguenots and Jews in New York, and Presbyterians in New Jersey. These colonies had more flexible social structures and began to develop a middle class of skilled artisans, entrepreneurs (business owners), and small farmers. | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.</p> <p>Formulate historical questions and defend findings, based on inquiry and interpretation.</p> <p>Develop perspectives of time and place.</p> <p>Apply geographic skills and reference sources to understand how relationships between humans and their environment have changed over time.</p> <p>Identify the costs and benefits of specific choices made, including the consequences, both intended and unintended, of the decisions and how people and nations responded to positive and negative incentives.</p> |

STANDARD HS-C19 (continued) REPORTING CATEGORY: CIVICS HISTORY AND SOCIAL STUDIES

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--------------------------|---------------------|--|------------------|
| | | <ul style="list-style-type: none"> • Virginia and the other Southern colonies had a social structure based on family status and the ownership of land. Large landowners in the eastern lowlands dominated colonial government and society and maintained an allegiance to the Church of England and closer social ties to Britain than did those in the other colonies. In the mountains and valleys further inland, however, society was characterized by small subsistence farmers, hunters, and traders of Scots-Irish and English descent. • The “Great Awakening” was a religious movement that swept both Europe and the colonies during the mid-1700s. It led to the rapid growth of evangelical religions, such as Methodist and Baptist, and challenged the established religious and governmental orders. It laid one of the social foundations for the American Revolution. <p>Political life in the colonies</p> <ul style="list-style-type: none"> • New England colonies used town meetings (an “Athenian” direct democracy model) in the operation of government. • Middle colonies incorporated a number of democratic principles that reflected the basic rights of Englishmen. • Southern colonies maintained stronger ties with Britain, with planters playing leading roles in representative colonial legislatures. <p>The development of indentured servitude and slavery</p> <ul style="list-style-type: none"> • The growth of a plantation-based agricultural economy in the hot, humid coastal lowlands of the Southern colonies required cheap labor on a large scale. Some of the labor needs, especially in Virginia, were met by indentured servants, who were often poor persons from England, Scotland, or Ireland who agreed to work on plantations for a period of time in return for their passage from Europe or relief from debts. • Most plantation labor needs eventually came to be satisfied by the forcible importation of Africans. Although some Africans worked as indentured servants, earned their freedom, and lived as free citizens during the Colonial Era, over time larger and larger numbers of enslaved Africans were forcibly brought to the Southern colonies (the “Middle Passage”). • The development of a slavery-based agricultural economy in the Southern colonies eventually led to conflict between the North and South and the American Civil War. | |

STANDARD HS-C20**REPORTING CATEGORY: CIVICS HISTORY AND SOCIAL STUDIES**

HS-C20 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
|--|--|--|---|
| <p>New political ideas about the relationship between people and their government helped to justify the Declaration of Independence.</p> <p>The revolutionary generation formulated the political philosophy and laid the institutional foundations for the system of government under which American's live.</p> <p>The American Revolution was inspired by ideas concerning natural rights and political authority, and its successful completion affected people and governments throughout the world for many generations.</p> | <p>How did the ideas of John Locke and Thomas Paine influence Jefferson's writings in the Declaration of Independence?</p> | <p>The ideas of John Locke The period known as the "Enlightenment" in Europe during the seventeenth and eighteenth centuries saw the development of new ideas about the rights of people and their relationship to their rulers. John Locke was an Enlightenment philosopher whose ideas, more than any other's, influenced the American belief in self-government. Locke wrote the following:</p> <ul style="list-style-type: none"> • All people are free, equal, and have "natural rights" of life, liberty, and property that rulers cannot take away. • All original power resides in the people, and they consent to enter into a "social contract" among themselves to form a government to protect their rights. In return, the people promise to obey the laws and rules established by their government, establishing a system of "ordered liberty." • Government's powers are limited to those the people have consented to give to it. Whenever government becomes a threat to the people's natural rights, it breaks the social contract, and the people have the right to alter or overthrow it. <p>Locke's ideas about the sovereignty and rights of the people were radical and challenged the centuries-old practice throughout the world of dictatorial rule by kings, emperors, and tribal chieftains.</p> <p>Thomas Paine and <i>Common Sense</i></p> <ul style="list-style-type: none"> • Thomas Paine was an English immigrant to America who produced a pamphlet known as <i>Common Sense</i> that challenged the rule of the American colonies by the King of England. <i>Common Sense</i> was read and acclaimed by many American colonists during the mid-1700s and contributed to a growing sentiment for independence from Great Britain. | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.</p> <p>Formulate historical questions and defend findings, based on inquiry and interpretation.</p> <p>Develop perspectives of time and place.</p> <p>Interpret the significance of excerpts from famous speeches and other documents.</p> |

STANDARD HS-C20 (continued) REPORTING CATEGORY: CIVICS HISTORY AND SOCIAL STUDIES

HS-C20 The student will demonstrate knowledge of events and issues of the Revolutionary Period by

a) analyzing how the political ideas of John Locke and those expressed in *Common Sense* helped shape the Declaration of Independence.

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
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| | | <p>The Declaration of Independence The eventual draft of the Declaration of Independence, authored by Thomas Jefferson of Virginia, reflected the ideas of Locke and Paine. Jefferson wrote:</p> <ul style="list-style-type: none"> • “We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness. • “That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. • “That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or abolish it, and to institute new Government....” <p>Jefferson then went on to detail many of the grievances against the King of England that Paine had earlier described in <i>Common Sense</i>.</p> | |

STANDARD HS-C20**REPORTING CATEGORY: CIVICS HISTORY AND SOCIAL STUDIES****HS-C20 The student will demonstrate knowledge of events and issues of the Revolutionary Period by****b) evaluating how key principles in the Declaration of Independence grew in importance to become unifying ideas of American democracy.**

| Essential Understandings | Essential Questions | Essential Knowledge | Essential Skills |
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| <p>The ideals expressed in the Declaration of Independence contradicted the realities of slavery and the undemocratic nature of political participation in the early decades of the new republic.</p> | <p>How did the Declaration of Independence become a road map for the new republic as it extended the franchise, provided for equality of opportunity, and guaranteed “unalienable rights”?</p> | <p>The key principles of the Declaration of Independence increased political, social, and economic participation in the American experience over a period of time.</p> <ul style="list-style-type: none"> • Political participation (equality) <ul style="list-style-type: none"> – Extending the franchise – Upholding due process of law – Providing free public education • Social participation (liberty) <ul style="list-style-type: none"> – Abolishing slavery – Extending civil rights to women and other groups • Economic participation (pursuit of happiness) <ul style="list-style-type: none"> – Regulating the free enterprise system – Promoting economic opportunity – Protecting property rights | <p>Identify, analyze, and interpret primary and secondary source documents, records, and data to increase understanding of events and life in the United States.</p> <p>Formulate historical questions and defend findings, based on inquiry and interpretation.</p> <p>Develop perspectives of time and place.</p> |