Massachusetts History and Social Science

Grades 11, 12

Adopted 2018

Standards for History and Social Science Practice

1. **Demonstrate civic knowledge, skills, and dispositions.** HSSP.1
2. **Develop focused questions or problem statements and conduct inquiries.** HSSP.2
3. **Organize information and data from multiple primary and secondary sources.** HSSP.3
4. **Analyze the purpose and point of view of each source; distinguish opinion from fact.** HSSP.4
5. **Evaluate the credibility, accuracy, and relevance of each source.** HSSP.5
6. **Argue or explain conclusions, using valid reasoning and evidence.** HSSP.6
7. **Determine next steps and take informed action, as appropriate.** HSSP.7

History and Social Science and the Standards for Literacy (Grades 9-12)

Reading Standards for Literacy

Key Ideas and Details

1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. 11-12.RCA-H.1
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. 11-12.RCA-H.2
3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain. 11-12.RCA-H.3

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Craft and Structure

4. Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). 11-12.RCA-H.4
5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole. 11-12.RCA-H.5
6. Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. 11-12.RCA-H.6

Integration of Knowledge and Ideas

7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. 11-12.RCA-H.7
8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. 11-12.RCA-H.8
9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. 11-12.RCA-H.9

Range of Reading and Level of Text Complexity

10. Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. 11-12.RCA-H.10

Writing Standards

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Text Types and Purposes

1. Write arguments focused on discipline-specific content. 11-12.WCA.1
    a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims/critiques, reasons, and evidence. 11-12.WCA.1.A
    b. Develop claim(s) and counterclaims/critiques fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims/critiques in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. 11-12.WCA.1.B
    c. Use words, phrases, and clauses with precision as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims/critiques. 11-12.WCA.1.C
    d. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 11-12.WCA.1.D
    e. Provide a concluding statement or section that follows from or supports the argument presented. 11-12.WCA.1.E
2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. 11-12.WCA.2
    a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. 11-12.WCA.2.A
    b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. 11-12.WCA.2.B
    c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures. 11-12.WCA.2.C
    d. Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. 11-12.WCA.2.D
    e. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing. 11-12.WCA.2.E
    f. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). 11-12.WCA.2.F

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3. Narrative Writing 11-12.WCA.3

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11-12.WCA.4
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 11-12.WCA.5
6. Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. 11-12.WCA.6

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. 11-12.WCA.7
8. When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. 11-12.WCA.8
9. Draw evidence from informational texts to support analysis, interpretation, reflection, and research. 11-12.WCA.9

Range of Writing

10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. 11-12.WCA.10

Speaking and Listening Standards

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Comprehension and Collaboration

1. Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. 11-12.SCLA.1
    a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. 11-12.SCLA.1.A
    b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 11-12.SCLA.1.B
    c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. 11-12.SCLA.1.C
    d. Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions and critiques when possible; and determine what additional information or research is required to deepen the investigation or complete the task. 11-12.SCLA.1.D
2. Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data. 11-12.SCLA.2
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used. 11-12.SCLA.3

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. 11-12.SCLA.4
5. Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest. 11-12.SCLA.5
6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. 11-12.SCLA.6

High School United Sta

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Origins of the Revolution and the Constitution

Analyze the economic, intellectual, and cultural forces that contributed to the American Revolution. USI.T1.1

2. Explain the reasons for the French and Indian War (1754–1763), the North American component of the global Seven Years' War between Great Britain and France (1756–1763), and analyze how the war affected colonists and Native Peoples. USI.T1.2
3. Explain Britain's policies in the North American colonies (e.g., the Proclamation of 1763, the Sugar Act, the Stamp Act, the Townsend Duties, the Tea Act, and the Intolerable Acts) and compare the perspectives of the British Parliament, British colonists, and Native Peoples in North America on these policies. USI.T1.3
4. Describe Patriots' responses to increased British taxation (e.g., the slogan, "no taxation without representation," the actions of the Stamp Act Congress, the Sons of Liberty, the Boston Tea Party, the Suffolk Resolves) and the role of Massachusetts people (e.g., Samuel Adams, Crispus Attucks, John Hancock, James Otis, Paul Revere, John and Abigail Adams, Mercy Otis Warren, Judith Sargent Murray, Phillis Wheatley, Peter Salem, Prince Estabrook). USI.T1.4
5. Explain the main argument of the Declaration of Independence, the rationale for seeking independence, and its key ideas on equality, liberty, natural rights, and the rule of law. USI.T1.5
6. Describe the key battles of the Revolution (e.g., Lexington, Concord, Bunker Hill, Trenton, Saratoga, Yorktown); the winter encampment at Valley Forge; and key leaders and participants of the Continental Army. USI.T1.6
7. Explain the reasons for the adoption of the Articles of Confederation in 1781 and evaluate the weaknesses of the Articles as a plan for government, the reasons for their failure and how events such as Shays' Rebellion of 1786-1787 led to the Constitutional Convention. USI.T1.7
8. Describe the Constitutional Convention, the roles of specific individuals (e.g. Benjamin Franklin, Alexander Hamilton, James Madison, George Washington, Roger Sherman, Edmund Randolph), and the conflicts and compromises (e.g., compromises over representation, slavery, the executive branch, and ratification). USI.T1.8

Democratization and expansion

1. Evaluate the major policies and political developments of the presidencies of George Washington, John Adams, and Thomas Jefferson, and their implications for the expansion of Federal power and foreign policy (e.g., the origins of the Federalist and Democratic-Republican parties in the conflicting ideas of Thomas Jefferson and Alexander Hamilton on topics such as foreign policy, the Alien and Sedition Acts, and the National Bank; the establishment of the concept of judicial review in Marbury v. Madison). USI.T2.1
2. Evaluate the presidency of Andrew Jackson, including the spoils system, the National Bank veto, and the policy of Indian removal, and the Nullification Crisis. USI.T2.2

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3. Analyze the causes and long and short term consequences of America's westward expansion from 1800 to 1854 (e.g., the Louisiana Purchase, the War of 1812, growing diplomatic assertiveness after the Monroe Doctrine of 1823; the concept of Manifest Destiny and pan-Indian resistance, the establishment of slave states and free states in the West, the acquisition of Texas and the Southwestern territories as a consequence of the Mexican-American War in 1846–48, the California Gold Rush, and the rapid rise of Chinese immigration in California). USI.T2.3

Economic growth in the North, South, and West

1. Explain the importance of the Transportation Revolution of the 19th century (e.g., the introduction of steamboats, canals, roads, bridges, turnpikes, and railroad networks; the completion of the First Transcontinental Railroad and its stimulus to east/west trade, the growth of Midwestern towns and cities, and the strengthening of a market economy). USI.T3.1
2. Analyze the effects of industrial growth throughout antebellum America, and in New England, the growth of the textile and machinery industries and maritime commerce. USI.T3.2
    a. the technological improvements and inventions that contributed to industrial growth and maritime commerce USI.T3.2.A
    b. the impact of the cotton gin on the economics of Southern agriculture and slavery and the connection between cotton production by slave labor in the South and the economic success of Northern textile industries USI.T3.2.B
    c. the causes and impact of the wave of immigration from Northern Europe to the United States in the 1840s and 1850s (e.g., the impact of the English occupation of Ireland, the Irish famine, and industrial development in the U.S.) USI.T3.2.C
    d. the rise of a business class of merchants and manufacturers USI.T3.2.D
    e. the role of women as the primary workforce in New England textile factories and female workers' activism in advocating for reform of working conditions USI.T3.2.E
3. Describe the role of slavery in the economies of the industrialized North and the agricultural South, explain reasons for the rapid growth of slavery in southern states, the Caribbean islands, and South America after 1800, and analyze how banks, insurance companies, and other institutions profited directly or indirectly from the slave trade and slave labor. USI.T3.3
4. Research primary sources such as antebellum newspapers, slave narratives, accounts of slave auctions, and the Fugitive Slave Act, to analyze one of the following aspects of slave life and resistance (e.g., the Stono Rebellion of 1739, the Haitian Revolution of 1791–1804, the rebellion of Denmark Vesey of 1822, the rebellion of Nat Turner in 1831; the role of the Underground Railroad; the development of ideas of racial superiority; the African American Colonization Society movement to deport and resettle freed African Americans in a colony in West Africa). USI.T3.4

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ɔcial, political, and religious change

1. Describe important religious and social trends that shaped America in the 18th and 19th centuries (e.g., the First and Second Great Awakenings; the increase in the number of Protestant denominations; the concept of "Republican Motherhood;" hostility to Catholic immigration and the rise of the Native American Party, also known as the "Know-Nothing" Party). USI.T4.1
2. Using primary sources, research the reform movements in the United States in the early to mid-19th century, concentrating on one of the following and considering its connections to other aspects of reform: USI.T4.2
    a. the Abolitionist movement, the reasons individual men and women (e.g., Frederick Douglass, Abbey Kelley Foster, William Lloyd Garrison Angelina and Sarah Grimké, Charles Lennox Remond, Harriet Beecher Stowe, Sojourner Truth, Harriet Tubman, David Walker, Theodore Weld) fought for their cause, and the responses of southern and northern white men and women to abolitionism. USI.T4.2.A
    b. the women's rights and suffrage movements, their connections with abolitionism, and the expansion of women's educational opportunities (e.g., Susan B. Anthony, Margaret Fuller, Lucretia Mott, Elizabeth Cady Stanton, the 1848 Seneca Falls Convention, Mary Lyon and the founding of Mt. Holyoke Female Seminary, later Mt. Holyoke College). USI.T4.2.B
    c. Horace Mann's campaign for free compulsory public education, increased literacy rates, and the growth of newspaper and magazine publishing USI.T4.2.C
    d. the movement to provide supports for people with disabilities, such as the founding of schools for students with cognitive, hearing, or vision disabilities; and the establishment of asylums for people with mental illness USI.T4.2.D
    e. the Transcendentalist movement (e.g., the writings of Ralph Waldo Emerson, Henry David Thoreau and Margaret Fuller, and the concepts of materialism, liberty, appreciation of the natural world, self-reliance, abolitionism, and civil disobedience). USI.T4.2.E

The Civil War and Reconstruction: causes and consequences

1. Describe how the expansion of the United States to the Midwest contributed to the growing importance of sectional politics in the early 19th century and significantly influenced the balance of power in the federal government. USI.T5.1
2. Analyze critical policies and events leading to the Civil War and connections among them (e.g., 1820: the Missouri Compromise; 1831–2: the South Carolina Nullification Crisis 1840s: the Wilmot Proviso; the Mexican-American War; 1850s: the Compromise of 1850; the Kansas-Nebraska Act; the Supreme Court decision in Dred Scott v. Sandford; the Lincoln-Douglas debates; John Brown's raid on Harper's Ferry, the election of Abraham Lincoln). USI.T5.2
3. Analyze Abraham Lincoln's presidency (e.g., the effects on the South of the Union's naval blockade of trade with other countries, the Emancipation Proclamation, his views on slavery and national unity, and the political obstacles he encountered). USI.T5.3

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4. Analyze the roles and policies of Civil War leaders Jefferson Davis, Robert E. Lee, and Ulysses S. Grant and evaluate the short- and long-term impact of important Civil War battles (e.g., the Massachusetts 54th Regiment at the Battle at Ft. Wagner, and the Battles of Bull Run, Shiloh, Fredericksburg, Antietam, Vicksburg, Gettysburg, and Appomattox). USI.T5.4
5. Using primary sources such as diaries, reports in newspapers and periodicals, photographs, and cartoons/illustrations, document the roles of men and women who fought or served troops in the Civil War. USI.T5.5
6. Analyze the consequences of the Civil War and Reconstruction (e.g., the physical and economic destruction of the South and the loss of life of both Southern and Northern troops; the increased role of the federal government; the impeachment of President Johnson; the13th, 14th, and 15th Amendments; the expansion of the industrial capacity of the Northern U.S.; the role of the Freedmen's Bureau and organizations such as the American League of Colored Laborers, the National Negro Labor Council, the Colored Farmers' National Alliance and Cooperative Union; the accomplishments and failures of Radical Reconstruction; the presidential election of 1876; and the end of Reconstruction). USI.T5.6
7. Analyze the long-term consequences of one aspect of the Jim Crow era (1870s–1960s) that limited educational and economic opportunities for African Americans (e.g., segregated public schools, white supremacist beliefs, the threat of violence from extra-legal groups such as the Ku Klux Klan, the 1896 Supreme Court decision in Plessy v. Ferguson, and the Court's 1954 decision in Brown v. the Board of Education of Topeka). USI.T5.7
8. Evaluate the impact of educational and literary responses to emancipation and Reconstruction (e.g., founding of black colleges to educate teachers for African American schools, the U.S. publication of The Adventures of Huckleberry Finn by Samuel Clemens in 1885, and the development of African American literature in the early 20th century). USI.T5.8

Rebuilding the United States: industry and immigration

1. Explain the various causes of the Industrial Revolution (e.g., the economic impetus provided by the Civil War; important technological and scientific advances, such as the expansion of the railroad system; the role of business leaders, entrepreneurs, and inventors such as Alexander Graham Bell, Andrew Carnegie, Thomas Edison, J.P. Morgan, John D. Rockefeller, and Cornelius Vanderbilt). USI.T6.1
2. Make connections among the important consequences of the Industrial Revolution (e.g., economic growth and the rise of big business; environmental impact of industries; the expansion of cities; the emergence of labor unions such as the Knights of Labor and the American Federation of Labor under Samuel Gompers; workers' distrust of monopolies; the rise of the Populist Party under the leadership of William Jennings Bryan or the rise of the Socialist Party under Eugene Debs). USI.T6.2

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3. Evaluate the effects of the entry of women into the workforce after the Civil War and analyze women's political organizations, researching one of the following topics: the opening of teaching and nursing professions to women; new employment opportunities in clothing manufacture as a result of the invention of the sewing machine; in office work as the result of the invention of the typewriter, and in retail sales as the result of the creation of department stores; the formation of the Women's Suffrage Association in 1869 and the Women's Christian Temperance Union in 1874. USI.T6.3
4. Using primary source images, data, and documents, describe the causes of the immigration of Germans, the Irish, Italians, Eastern Europeans, Chinese, Koreans, and Japanese to America in the late 19th and early 20th centuries, and the major roles of these immigrants in industrialization and the building of railroads. USI.T6.4
5. Analyze the consequences of the continuing westward expansion of the American people after the Civil War and evaluate the impact of the 14th Amendment on Native Peoples and Asian and European immigrant men and women. USI.T6.5

Progressivism and World War I

1. Explain what Progressivism meant in the early 20th century and analyze a text or images by a Progressive leader (e.g., Jane Addams, William Jennings Bryan, John Dewey, Robert La Follette, Theodore Roosevelt, Margaret Sanger, Upton Sinclair, Lewis Hine, William H. Taft, Ida Tarbell, Woodrow Wilson). USI.T7.1
2. Research and analyze one of the following governmental policies of the Progressive Period, determine the problem it was designed to solve, and assess its long and short-term effectiveness: bans against child labor, the development of Indian boarding schools, the Sherman Anti-Trust Act (1890), the Pure Food and Drug Act (1906), the Meat Packing Act (1906), the Federal Reserve Act (1913), the Clayton Anti-Trust Act (1914), the Indian Citizenship Act (1924). USI.T7.2
3. Analyze the campaign for, and the opposition to, women's suffrage in the late 19th and early 20th centuries; describe the role of leaders and organizations in achieving the passage of the 19th Amendment (e.g., Carrie Chapman Catt, Alice Paul, Ida B. Wells-Barnett the National Woman Suffrage Association, National Women's Party, League of Women Voters). USI.T7.3
4. Analyze the strategies of African Americans to achieve basic civil rights in the early 20th century, and determine the extent to which they met their goals by researching leaders and organizations (e.g., Ida B. Wells-Barnett, W. E. B. DuBois, Marcus Garvey, Booker T, Washington, and the National Association for the Advancement of Colored People). USI.T7.4

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5. Analyze the causes and course of growing role of the United States in world affairs from the Civil War to World War I, researching and reporting on one of the following ideas, policies, or events, and, where appropriate, including maps, timelines, and other visual resources to clarify connections among nations and events, USI.T7.5
    a. the purchase of Alaska from Russia (1867) USI.T7.5.A
    b. the influence of the United States in Hawaii leading to annexation (1898) USI.T7.5.B
    c. the Spanish-American War (1898) and resulting changes in sovereignty for Cuba, Guam, Puerto Rico and the Philippines; the Philippine-American War (1899–1902) USI.T7.5.C
    d. U.S. expansion into Asia beginning in 1899 under the Open Door policy USI.T7.5.D
    e. Theodore Roosevelt's Corollary to the Monroe Doctrine (1904) and his "big stick" diplomacy in the Caribbean USI.T7.5.E
    f. The Platt Amendment describing the role of the United States in Cuba (1901) and the subsequent occupation of Cuba (1903, 1906–1909) USI.T7.5.F
    g. the role of the United States in the building of the Panama Canal (1904–1914) USI.T7.5.G
    h. William Howard Taft's foreign policy of Dollar Diplomacy USI.T7.5.H
    i. United States involvement in the Mexican Revolution (1910–1920) USI.T7.5.I
    j. American entry of the United States into World War I (1917) USI.T7.5.J
    k. the global influenza pandemic (1918–1920) USI.T7.5.K
6. Explain the rationale and events leading to the entry of the U.S. into World War I (e.g., unrestricted submarine warfare, the sinking of the Lusitania, the Zimmerman telegram, the concept of "making the world safe for democracy." USI.T7.6
7. Analyze the role played by the U.S. in support of the Allies and in the conduct of the war USI.T7.7
8. Explain the course and significance of Woodrow Wilson's wartime diplomacy, including his Fourteen Points, the League of Nations, and the failure of the Versailles Treaty. USI.T7.8

High School United States History II

The role of economics in modern United States history

1. Describe how resources for the production of goods are limited, therefore people must make choices to gain some things and give up others. USII.T1.1
2. Explain that the goals of economic policy may be to promote freedom, efficiency, equity, security, growth, price stability, and full employment and that different economic systems place greater emphasis on some goals over others. USII.T1.2

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3. Define supply and demand and explain the role that supply and demand, prices, and profits play in determining production and distribution in a market economy. USII.T1.3
    a. the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure USII.T1.3.A
    b. factors that cause changes in market supply and demand and how these changes influence the price and quantity of goods and services USII.T1.3.B
    c. how financial markets, such as the stock market, channel funds from savers to investors and the function of investment in the economy USII.T1.3.C
4. Explain what a financial investment is (e.g., a bank deposit, stocks, bonds, mutual funds, real estate); explain why the value of investments fluctuate, and track the gains or losses in value of a financial investment over time (e.g., stocks, bonds, or mutual funds). USII.T1.4
5. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets. USII.T1.5
6. Explain the role of banks and other financial institutions in the market economy of the United States, and analyze the reasons for banking crises. USII.T1.6
7. Describe the organization and functions of the Federal Reserve System; explain the reason the government established it in 1913 and analyze how it uses monetary tools to promote price stability, full employment, and economic growth. USII.T1.7
8. Explain how a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households and firms, and that government measures such as Gross Domestic Product (GDP) describe these factors at the national level. USII.T1.8
9. Analyze the impact of events such as wars and technological developments on business cycles. Examples: USII.T1.9
    a. the impact of the Civil War USII.T1.9.A
    b. the impact of the expansion of canals and railroads in the 19th century and the invention of space-age technology and the Internet in the 20th century USII.T1.9.B
10. Explain and give examples of the roles that government may play in a market economy, including the provision of public goods and services, redistribution of income, protection of property rights, and resolution of market failures. USII.T1.10
11. Analyze how the government uses taxing and spending decisions (fiscal policy) and monetary policy to promote price stability, full employment, and economic growth. USII.T1.11

Modernity in the United States: ideologies and economies

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1. Analyze primary sources (e.g., documents, audio or film recordings, works of art and artifacts), to develop an argument about how the conflict between traditionalism and modernity manifested itself in the major societal trends and events in first two decades of the 20th century. Trends and events students might research include: USII.T2.1

    a. the arts, entrepreneurship and philanthropy of the Harlem Renaissance, including the work of individuals such as Langston Hughes, Zora Neale Hurston, Josephine Baker, Eubie Blake USII.T2.1.A

    b. exhibitions, such as the Armory Show in New York, of avant-garde modern art (e.g., cubism, futurism) from Europe USII.T2.1.B

    c. women serving in the military as nurses and telephone operators USII.T2.1.C

    d. the influx of World War I refugees leading to the Red Scare and the 1924 restrictions on immigration USII.T2.1.D

    e. racial and ethnic tensions, the resurgence of the Ku Klux Klan, white supremacy as a movement, and the first Great Migration of African Americans from the South to the North USII.T2.1.E

    f. the impact of the eugenics movement on segregation, immigration, and the legalization of involuntary sterilization in some states; and the Supreme Court case, Buck v. Bell (1927), in which the Court ruled that state statutes permitting involuntary sterilization did not violate the Due Process clause of the 14th Amendment USII.T2.1.F

    g. debates over the concept of evolution, such as the reporting of H. L. Mencken on the Scopes Trial (1925), which raised the debate over teaching evolution in public schools; Charles Darwin's book, On the Origin of Species (1859), and Christian fundamentalism USII.T2.1.G

    h. Prohibition of the manufacture, transport, or sale of alcoholic beverages under the 18th Amendment (1920–1933) and "the Jazz Age" USII.T2.1.H

    i. The growing prominence of same-sex relationships, especially in urban areas USII.T2.1.I

    j. The Bread and Roses Strike in Lawrence (1912), the Boston police strike (1919), and the Massachusetts trials, appeals and execution of Nicola Sacco and Bartolomeo Vanzetti (1921) USII.T2.1.J

2. Describe the multiple causes (e.g., fall in stock market and commodities prices, restrictive monetary and trade policies, post-war reparations and debt) and consequences of the global depression of the 1930s (e.g., widespread unemployment, decline of personal income, support for social and political reform, decline in trade, the rise of fascism), including consideration of competing economic theories that explain the crisis (e.g., insufficient demand for goods and services [Keynesianism] vs. insufficient supply of money [monetarism]). USII.T2.2

3. Gather, evaluate, and analyze primary sources (e.g., economic data, articles, diaries, photographs, audio and video recordings, songs, movies, and literary works) to create an oral, media, or written report on how Americans responded to the Great Depression. USII.T2.3

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4. Using primary sources such as campaign literature, news articles/analyses, editorials, and radio/newsreel coverage, analyze the important policies, institutions, trends, and personalities of the Depression era (e.g., Presidents Herbert Hoover and Franklin D. Roosevelt, Eleanor Roosevelt, Frances Perkins, Huey Long, Charles Coughlin, Charles Lindbergh). Students may research and complete a case study on any one of the following policies, institutions, or trends: USII.T2.4
    a. the Federal Deposit Insurance Corporation USII.T2.4.A
    b. the Securities and Exchange Commission USII.T2.4.B
    c. the Tennessee Valley Authority USII.T2.4.C
    d. the Social Security Act USII.T2.4.D
    e. the National Labor Relations Act USII.T2.4.E
    f. the Works Progress Administration USII.T2.4.F
    g. the Fair Labor Standards Act USII.T2.4.G
    h. the American Federation of Labor USII.T2.4.H
    i. the Congress of Industrial Organizations USII.T2.4.I
    j. the American Communist Party USII.T2.4.J
    k. the America First movement and anti-Semitism in the United States USII.T2.4.K
5. Evaluate the effectiveness of the New Deal programs enacted during the 1930s and the societal responses to those programs. USII.T2.5

Defending democracy: responses to fascism and communism

1. Develop an argument which analyzes the effectiveness of American isolationism and analyzes the impact of isolationism on U.S. foreign policy. USII.T3.1
2. Explain the rise of fascism and the forms it took in Germany and Italy, including ideas and policies that led to the Holocaust. USII.T3.2
3. Explain the reasons for American involvement in World War II and the key actions and events leading up to declarations of war against Japan and Germany. USII.T3.3
4. On a map of the world, locate the Allied powers at the time of World War II (Britain, France, the Soviet Union, and the United States) and Axis powers (Germany, Italy, and Japan). USII.T3.4

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5. Using primary sources such as news articles/analyses, editorials, and radio/newsreel coverage, analyze one of the events that led to World War II, one of the major battles of the war and its consequences, or one of the conferences of Allied leaders following the war: USII.T3.5
    a. German rearmament and militarization of the Rhineland USII.T3.5.A
    b. The Munich Conference and Germany's seizure of Austria and Czechoslovakia USII.T3.5.B
    c. the Nazi-Soviet Pact of 1939 and the invasion of Poland USII.T3.5.C
    d. Japan's invasion of China and the Nanjing Massacre USII.T3.5.D
    e. Pearl Harbor, Midway, D-Day, Okinawa, the Battle of the Bulge, Iwo Jima USII.T3.5.E
    f. the Yalta and Potsdam conferences USII.T3.5.F
6. Describe the Allied response to the persecution of the Jews by the Nazis before, during, and after the war. USII.T3.6
7. Explain the reasons the United States gave for the use of atomic bombs at Hiroshima and Nagasaki in Japan; and use primary and secondary sources to analyze how arguments for and against the use of nuclear weapons developed from the late 1940s to the early 1960s. USII.T3.7
8. Explain the long-term consequences of important domestic events during the war. USII.T3.8
    a. the War's stimulus to economic growth USII.T3.8.A
    b. the beginning of the second Great Migration of African Americans from the South to industrial cities of the North and to California USII.T3.8.B
    c. A. Philip Randolph and the efforts to eliminate employment discrimination on the basis of race USII.T3.8.C
    d. large numbers of women in the workforce of munitions industries and serving in non-combat jobs in the military, including as pilots, clerks, computer scientists, and nurses USII.T3.8.D
    e. the internment of West Coast Japanese Americans in the U.S. and Canada USII.T3.8.E
    f. how the two world wars led to greater demands for civil rights for women and African Americans. USII.T3.8.F
9. Analyze the factors that contributed to the Cold War and describe the policy of containment as a response by the United States to Soviet expansionist policies, using evidence from primary sources to explain the differences between the Soviet and American political and economic systems; Soviet aggression in Eastern Europe; the Korean War, United States support of anti-communist regimes in Latin America and Southeast Asia; the Truman Doctrine, the Marshall Plan, NATO, and the Warsaw Pact). USII.T3.9

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10. Explain what communism is as an economic system and analyze the sources of Cold War conflict; on a political map of the world, locate the areas of Cold War conflict between the U.S. and the Soviet Union in the 1950s to the 1980s. USII.T3.10
11. Analyze Dwight D. Eisenhower's response to the Soviet Union's launching of Sputnik (1957) and the nation's increased commitment to space exploration and education in science. USII.T3.11
12. Summarize the diplomatic and military policies on the War in Vietnam of Presidents Eisenhower, John F. Kennedy, Lyndon Johnson, and Richard Nixon and explain the intended and unintended consequences of the Vietnam War the Vietnamese and Americans. USII.T3.12

Defending democracy: the Cold War and civil rights at home

1. Research and analyze one the domestic policies of Presidents Truman and Eisenhower (e.g., Truman's Fair Deal, the Taft-Hartley Act of 1947, the Federal-Aid Highway Act of 1956 or the Social Security Disability Insurance Act of 1956). USII.T4.1
2. Analyze the roots of domestic communism and anti-communism in the 1950s, the origins and consequences of, and the resistance to McCarthyism, researching and reporting on people and institutions such as Whittaker Chambers, Alger Hiss, FBI Director J. Edgar Hoover, Senators Joseph McCarthy and Margaret Chase Smith, Julius and Ethel Rosenberg, the American Communist Party, the House Committee on Un-American Activities, and congressional investigations into the Lavender Scare). USII.T4.2
3. Analyze the causes and consequences of important domestic Cold War trends in the United States (e.g., economic growth and declining poverty, the G. I. Education bill, the decline in women's employment, climb in the birthrate, the growth of suburbs and home ownership, the increase in education levels, the impact of television and increased consumerism). USII.T4.3
4. Analyze the origins, evolution, and goals of the African American Civil Rights Movement, researching the work of people such as Martin Luther King, Jr., Thurgood Marshall, Rosa Parks, Malcolm X, John Lewis, Bayard Rustin, Robert F. Kennedy, and institutions such as the National Association for the Advancement of Colored People, the Student Nonviolent Coordinating Committee, and the Congress of Racial Equality. USII.T4.4

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5. Using primary sources such as news articles/analyses, editorials, and radio/television coverage, research and analyze resistance to integration in some white communities, protests to end segregation, and Supreme Court decisions on civil rights. USII.T4.5
    a. The 1954 Supreme Court decision in Brown v. Board of Education USII.T4.5.A
    b. the 1955-1956 Montgomery Bus Boycott, the 1957-1958 Little Rock School Crisis and Eisenhower's civil rights record USII.T4.5.B
    c. King's philosophy of non-violent civil disobedience, based on the ideas of Gandhi and the sit-ins and freedom rides of the early 1960s USII.T4.5.C
    d. the 1963 civil rights protest in Birmingham and the March on Washington USII.T4.5.D
    e. 1965 civil rights protest in Selma USII.T4.5.E
    f. the 1968 assassination of Martin Luther King, Jr. USII.T4.5.F
6. Evaluate accomplishments of the Civil Rights movement (e.g., the 1964 Civil Rights Act and the 1965 Voting Rights Act) and how they served as a model for later feminist, disability, and gender rights movements of the 20th and 21st centuries; collect and analyze demographic data to investigate trends from the 1964 to 2010 in areas such as voter registration and participation, median family income, or educational attainment among African American, Hispanic American, Asian American and white populations. USII.T4.6
7. Using primary sources such as news articles/analyses, editorials, and television coverage, research Massachusetts leaders for civil rights and the controversies over the racial desegregation of public schools in the 1960s and 1970s, including: USII.T4.7
    a. the establishment of the Metropolitan Council for Educational Opportunity (METCO) busing plan involving Boston, Springfield, and suburban school districts USII.T4.7.A
    b. Court-ordered desegregation and mandated busing in the public schools of Boston and other Massachusetts cities USII.T4.7.B

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8. Using primary and secondary sources, analyze the causes and course of one of the following social and political movements, including consideration of the role of protest, advocacy organizations, and active citizen participation. USII.T4.8

    a. Women's rights, including the writings on feminism by Betty Friedan, Gloria Steinem and others; the availability of the birth control pill; the activism of the National Organization for Women and opposition to the movement by conservative leaders such as Phyllis Schlafly; passage of the Equal Rights Amendment to the Constitution (1972), and its failure to achieve sufficient ratification by states; Title IX of the 1972 Education Amendments to the 1964 Civil Rights Act, the 1973 Supreme Court decision, Roe v. Wade, the appointment of Sandra Day O'Connor as the first woman Justice of the Supreme Court in 1981, and increasing numbers of women in elected offices in national and state government USII.T4.8.A

    b. the Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Civil Rights Movement, the impact of world wars on the demand for gay rights, the Stonewall Rebellion of 1969, the Gay Pride Movement, and activism and medical research to slow the spread of AIDS in the 1980s; the role of the Massachusetts Supreme Judicial Court in Goodridge v. Department of Public Health (2004) and the role of other state courts in providing equal protection for same sex marriage in advance of the United States Supreme Court decision in Obergefell v. Hodges (2015) USII.T4.8.B

    c. the disability rights movement such as deinstitutionalization, independent living, the Education for All Handicapped Children Act (1975), the Americans with Disabilities Act (1990), and the Individuals with Disabilities Education Act (1990) USII.T4.8.C

    d. the environmental protection movement (e.g., the 1962 publication of Rachel Carson's Silent Spring; the 1970 federal Clean Air Act; the 1972 Massachusetts Wetlands Protection Act; the 1972 Federal Water Pollution Control Act and subsequent amendments) USII.T4.8.D

    e. the movement to protect the health and rights of workers, and improve working conditions and wages (e.g., César Chávez and Dolores Huerta and the migrant farmworkers' movement, workplace protections against various forms of discrimination and sexual harassment) USII.T4.8.E

    f. the movement to protect the rights, self-determination, and sovereignty of Native Peoples (e.g., the Indian Civil Rights Act of 1968, the American Indian Movement, the Wounded Knee Incident at the Pine Ridge Reservation in South Dakota in 1973, the Indian Self Determination and Education Assistance Act of 1975, and the efforts of Native Peoples' groups to preserve Native cultures, gain federal or state recognition and raise awareness of Native American history USII.T4.8.F

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9. Research and analyze issues related to race relations in the United States since the passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965, including: the Fair Housing Act of 1968 and its impact on neighborhood integration; policies, court cases, and practices regarding affirmative action and their impact on diversity in the workforce and higher education; disparities and trends in educational achievement and attainment, health outcomes, wealth and income, and rates of incarceration; the election of the nation's first African American president, Barack Obama, in 2008 and 2012. USII.T4.9

United States and globalization

1. Using primary sources such as campaign literature and debates, news articles/analyses, editorials, and television coverage, analyze the important policies and events that took place during the presidencies of John F. Kennedy (e.g., the confrontation with Cuba over missile bases, the space exploration program, Kennedy's assassination), Lyndon Johnson (the Great Society programs, the Civil Rights and Voting Rights Acts, the Vietnam War and anti-war movements, the 1965 Immigration and Nationality Act, the assassinations of Martin Luther King, Jr., and Robert F. Kennedy), and Richard Nixon (the creation of the Environmental Protection Agency, diplomacy with China, détente with the Soviet Union, the Watergate scandal, and Nixon's resignation). USII.T5.1
2. Analyze and evaluate the impact of economic liberalism on mid-20th century society, including the legacy of the New Deal on post World War II America, the expansion of American manufacturing and unionism, social welfare programs, and the regulation of major industries such as transportation, energy, communications and finance. USII.T5.2
3. Analyze the presidency of Ronald Reagan (1981-1989) and the rise of the conservative movement in American politics, (e.g., policies such as tax rate cuts, anti-communist foreign and defense policies, replacement of striking air traffic controllers with non-union personnel. USII.T5.3
4. Analyze how the failure of communist economic policies and U.S.-sponsored resistance to Soviet military and diplomatic initiatives contributed to the fall of the Berlin Wall in 1989 the dissolution of the Soviet Union in 1991, and the end of the Cold War. USII.T5.4
5. Analyze some of the major technological and social trends and issues of the late 20th and early 21st centuries (e.g., the computer and technological revolution beginning in the 1980s, scientific and medical discoveries such as DNA research, major immigration and demographic changes such as the rise in Asian and Hispanic immigration). USII.T5.5
6. Evaluate the effectiveness of the federal government's response to international terrorism in the 21st century, including the 2001 terrorist attack on the World Trade Center in New York City and the Pentagon near Washington, D.C., the Homeland Security Act, the Foreign Intelligence Surveillance Act, and the Afghanistan and Iraq Wars. USII.T5.6

1. Explain different ways in which societies interact across regions (e.g., trade; cultural, religious, linguistic, and technological exchange and diffusion; migration; exploration; diplomatic alliances; colonization and conquests). WHI.T1.1
2. Give examples of exchanges of ideas and goods among ancient complex societies to c. 500 CE. WHI.T1.2
3. Explain how interactions among societies are affected by geographical factors such as the location of bodies of water, mountains, and deserts, climate, the presence or scarcity of natural resources, and human factors such as population size and density, mortality rates, or migration patterns. WHI.T1.3
4. Demonstrate the ability to analyze primary sources, including texts, maps, diagrams, works of art and architecture. WHI.T1.4
5. Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies. WHI.T1.5
    a. different kinds of maps to show physical features, political boundaries and forms of interaction (e.g., trade routes, invasions, cultural diffusion) WHI.T1.5.A
    b. timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires) WHI.T1.5.B
    c. charts or graphs to convey comparative information (e.g., size of population in different periods and places, value of goods traded between different locations) WHI.T1.5.C

Development and diffusion of religions and systems of belief c. 500 BCE–1200 CE

1. Map how the Buddhist, Christian, and Islamic religions spread from their places of origin to other parts of Eurasia and Africa to c. 1400 CE, and explain some of the means by which religions spread (e.g., by official government decree, missionary work, pilgrimages, translations of texts, the diffusion of religious imagery and the construction of buildings such as temples, churches, cathedrals, monasteries, and mosques for religious purposes). WHI.T2.1
2. Describe the central tenets of Hinduism, Judaism, Buddhism, Confucianism, Christianity, and Islam; create a timeline that shows when and where each religion or belief system began. WHI.T2.2
3. Describe the historic commonalities among monotheistic religions (e.g., Zoroastrianism, Judaism, Christianity, Islam) and how they differed from polytheistic religions. WHI.T2.3
4. Describe indigenous religious practices in Africa and explain how these practices survived and shaped African Christian and Islamic religions. WHI.T2.4

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5. Locate on a map and analyze relationships between political power, religion, and cultural achievement in one empire that flourished between c.100 and 1000 CE. WHI.T2.5

    a. the Kushan Empire (c. 1st–5th centuries) with its fusion of Greco-Roman and Buddhist culture and imagery in Gandharan sculpture; the Gupta Empire (c. 320–600 CE), uniting multiple kingdoms of North, Central, and Southeast India, religious tolerance for Hinduism, Buddhism and Jainism; highly developed Hindu and Buddhist sculpture and literature WHI.T2.5.A

    b. the early period of the Byzantine Empire (4th–6th century CE), the founding of Constantinople, the adoption of Christianity as an officially sanctioned religion, the building of the Hagia Sophia, and the development of the Code of Justinian WHI.T2.5.B

    c. the Abbasid Caliphate in western Asia and North Africa (750–1258 CE) and the flourishing of Islamic arts, science, and learning WHI.T2.5.C

Interactions of kingdoms and empires c. 1000–1500

1. Explain the concepts of hereditary rule, kingdom, empire, feudal society, and dynasty and explain why these concepts are important in the analysis of political power and governments in different historical periods and in different places. WHI.T3.1

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2. Map the geographical extent of one of the following kingdoms or empires; explain its central political, economic, cultural developments and its role in trade, diplomatic alliances, warfare, and exchanges with other parts of the world. Kingdoms and empires based in Africa WHI.T3.2

    a. the West African empires of ancient Ghana (c. 700–1240 CE), Mali (c.1230–1670 CE), and Songhai (15th-17th centuries CE), the importance of Timbuktu as a center of trade and learning, the gold-salt and slave trade WHI.T3.2.A

    b. the East African Sub-Saharan kingdoms of Axum (c. 100–940 CE) and the Swahili city-states (c. 8th–17th centuries CE) Kingdoms and empires based in Western, Central, and East Asia WHI.T3.2.B

    c. the Song Dynasty in China (960–1279 CE), the development of the concepts of the scholar-official, landscape painting and calligraphy, and the merging of Buddhist, Taoist, and Confucian beliefs WHI.T3.2.C

    d. The Mongol Empire (1206–1368 CE), its role in the Silk Routes, the rule of Genghis Khan and Kublai Khan, contacts with Europeans, and the cultural achievements of the Yuan Dynasty (1221–1368) and early years of the Ming Dynasty (1368–1644) in China WHI.T3.2.D

    e. The Ottoman Empire from its beginnings in 1299 CE, its capture of the city of Constantinople in 1453, through the reign of Sultan Süleiman I (1566 CE) WHI.T3.2.E

    f. The Kamakura Shogunate (c. 1185–1333 CE) in Japan, feudal military rule, invasions of the Mongol Empire, restoration of temples destroyed in war, Buddhist sculpture, calligraphy influenced by Zen Buddhism WHI.T3.2.F

    g. The early period of the Mughal Empire in India (1527–1857 CE) and its development as a major textile, shipbuilding, and firearms manufacturer and exporter and a major center of illustrated manuscripts Kingdoms and empires based in the Americas WHI.T3.2.G

    h. The Mayan civilization of the Classic period (c. 250–950 CE), cities such as Teotihuacán, Tikal, and Copán, pyramid building, long-distance trade between inland sites and sites near the Gulf of Mexico and the Caribbean WHI.T3.2.H

    i. The Aztec regional empire (c.1345–1521 CE), the capital of Tenochtitlan, conquests of neighboring states, monumental sculpture WHI.T3.2.I

    j. The Inca regional empire (c. 13th century–1572 CE), extensive networks of roads, conquests of neighboring states, monumental architecture at sites such as Machu Picchu and Cusco WHI.T3.2.J

    k. Kingdoms and feudal societies in England, France, Germany, Rome, the Netherlands, Russia, and Spain, including the Holy Roman Empire (c. 5th century–1492 CE) WHI.T3.2.K

    l. Italian city-states such as Venice, Milan, Florence, and Genoa (c. 800–1500 CE), the development of banking, capitalism, education, patronage of the arts, commerce with the Byzantine and Ottoman Empires and Asia WHI.T3.2.L

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Describe the goods and commodities traded east, west, north and south along the Silk Roads connecting Europe, Africa and Asia, including horses, grain, wood, furs, timber, spices, silk, and other luxury goods. WHI.T3.3

4. Explain how travelers' accounts and maps contributed to knowledge about the world. WHI.T3.4
5. Explain the widespread practice in Europe, Africa, Asia and the Americas of enslaving captives of war and of buying and selling slaves from the 5th to the 18th centuries CE. WHI.T3.5
6. Describe coexistence, tolerance, and trade between Arab and Christian kingdoms in the 8th to early 10th centuries CE. WHI.T3.6
7. Explain the consolidation of wealth of the Catholic Church and the power struggles within the church in the 11th century CE, the development of the practices of feudalism, knighthood, and chivalry in Europe, and the emergence of the concept of rights in England. WHI.T3.7
8. Evaluate the causes, course, and consequences of the European Crusades in the Mediterranean region in the 11th, 12th, and 13th centuries CE. WHI.T3.8
9. Explain the global consequences of diseases, focusing on the Bubonic plague and its spread through the Eurasian and African trade routes several times, in particular the severity of the impact of the disease on mortality rates in Europe, Africa, and Asia in the 15th century CE. WHI.T3.9

Philosophy, the arts, science and technology c. 1200 to 1700

1. Explain how classical learning survived into the medieval world. WHI.T4.1
    a. the role of Islamic scholars in preserving Greek, Roman, and Arabic texts after the collapse of the Roman Empire and the role of Christian monasteries housing libraries and making manuscript copies of Christian and pagan texts WHI.T4.1.A
    b. the development of Islamic and European universities from the 9th to the 13th centuries WHI.T4.1.B
2. Explain the global spread and consequences of Chinese inventions and technologies (e.g., gunpowder, the compass, printing, and papermaking). WHI.T4.2
3. Analyze the Agricultural Revolution (Arab or Green Revolution) in Africa, Europe, and Asia, including the diffusion of plants from Asia and Africa into medieval Spain and the construction of large-scale systems of irrigation (e.g., canals, windmills, and aqueducts). WHI.T4.3
4. Describe the importance to India's medieval economy of textile technologies (e.g., processes to improve the growing, processing, spinning, weaving, printing, and dyeing of cotton), and the importance of cotton cloth as an export to Africa and Europe. WHI.T4.4
5. Describe the origins and development of the European Renaissance, the emerging concept of humanism, and the influence and accomplishments of key artists, writers, and inventors of the Italian and Northern European Renaissance. WHI.T4.5
6. Describe the political and religious origins of the Protestant Reformation and its effects on European society, including. the reasons for the growing discontent with the Catholic Church; the main ideas of Martin Luther and John Calvin; the importance of Gutenberg's invention of the printing press and its adoption by others in the spread of Protestantism across Europe, and the formation of the Anglican Church. WHI.T4.6

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7. Explain the purposes and policies of the Catholic Counter-Reformation, including the influence and ideas of Ignatius Loyola. WHI.T4.7
8. Identify the role that the Protestant Reformation and Catholic Counter-Reformation played on shifting political power in Europe, the persecution of religious minorities, and wars among European nations in the 15th and 16th centuries CE. WHI.T4.8
9. Explain the emergence of a wealthy Protestant middle class in the 17th century Northern Europe, its involvement in global trade, and its patronage of the arts and sciences. WHI.T4.9
10. Summarize how the scientific method and new technologies such as the telescope and microscope, led to new theories of the universe; describe the accomplishments of at least two figures of the Scientific Revolution (e.g., Nicolaus Copernicus, Galileo Galilei, René Descartes, Johannes Kepler, Robert Hooke, Antoni von Leeuwenhoek, Isaac Newton, Carolus Linnaeus); explain how advances in shipbuilding contributed to European exploration and conquest. WHI.T4.10

Global exploration, conquest, colonization, c. 1492–1800

1. Describe the expulsion of Jews and Muslims from the Iberian Peninsula after the Treaty of Granada (1492), the rise of Spanish and Portuguese Kingdoms, the Spanish Inquisition, and the Spanish expeditions to conquer and Christianize the Americas and the Philippines, and Portuguese conflicts with Muslim states. WHI.T5.1
2. Explain the motivations for European nations to find a sea route to Asia. WHI.T5.2
3. Identify the major economic, political, demographic, and social effects of the European colonial period in the Americas and the Caribbean Islands, the so-called "Columbian Exchange" (the transmission of foodstuffs, plants, bacteria, animal species, etc., across the Atlantic for the first time and its environmental and agricultural implications); the impact of Christian missionaries on existing religious and social structures in the Americas, and the expansion of the trans-Atlantic slave trade. WHI.T5.3
4. Map the extent of the Ottoman, Chinese, Portuguese, Dutch, Spanish, and British Empires in the 17th century and research and report on an account of travel, trade or diplomacy of the 17th century. WHI.T5.4

Philosophies of government and society

1. Identify the origins and the ideals of the European Enlightenment, such as happiness, reason, progress, liberty, and natural rights, and how intellectuals of the movement (e.g., Denis Diderot, Emmanuel Kant, John Locke, Charles de Montesquieu, Jean-Jacques Rousseau, Mary Wollstonecraft, Cesare Beccaria, Voltaire, or social satirists such as Molière and William Hogarth) exemplified these ideals in their work and challenged existing political, economic, social, and religious structures. WHI.T6.1

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2. Explain historical philosophies of government, giving examples from world history: WHI.T6.2
    a. the Chinese doctrine of the Mandate of Heaven, in which a ruler must be worthy of the right to rule WHI.T6.2.A
    b. absolute monarchy, in which a monarch holds unlimited power with no checks and balances (e.g., in France of Louis XIV, Spain, Prussia, and Austria) WHI.T6.2.B
    c. enlightened absolutism (e.g., in Russia under Czars Peter the Great and Catherine the Great, in which ideas of the Enlightenment temper absolutism) WHI.T6.2.C
    d. constitutional monarchy, in which a ruler is limited by a written or unwritten constitution (e.g., English traditions beginning with Magna Carta). WHI.T6.2.D
3. Explain why England was the exception to the growth of absolutism in Europe. WHI.T6.3
    a. the causes, essential events, and effects of the English Civil War and the Glorious Revolution of 1688 WHI.T6.3.A
    b. the English Bill of Rights and its limits on the power of the monarch to act without the consent of Parliament WHI.T6.3.B
4. Explain the development of constitutional democracy following the American Revolution, the United States Constitution (1787), and the Bill of Rights (1791). WHI.T6.4

High School World History II

Absolute power, political revolutions, and the growth of nation states, c. 1700–1900

1. Describe the growing consolidation of political power in Europe from 1500 to 1800 as manifested in the rise of nation states ruled by monarchs. WHII.T1.1
    a. the Thirty Years War in central Europe (1618–1648) and the Peace of Westphalia (1648) WHII.T1.1.A
    b. the rise of the French monarchy, the policies and influence of Louis XIV (1638–1718), and the design of the Château de Versailles as a symbol of royal power WHII.T1.1.B
    c. the growing power of Russian czars, including the attempts at Westernization by Peter the Great (1682–1785), the growth of serfdom, and Russia's rise as an important force in Eastern Europe and Asia; and the rise of Prussia, Poland, and Sweden in the 17th and 18th centuries WHII.T1.1.C
2. Explain the reasons for the Glorious Revolution in England and why England was the main exception to the growth of absolutism in royal power in Europe. WHII.T1.2
3. Analyze the various political, social, intellectual, and economic causes of the French Revolution (e.g., the influence of Enlightenment philosophy, the development of a middle class, the excesses and growing economic struggles of the French monarchy, the incompetence and corruption of the monarchy and government officials). WHII.T1.3

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4. Summarize the main events of the French Revolution and analyze whether the revolution achieved its desired goals. WHII.T1.4
    a. the Estates General and the National Assembly WHII.T1.4.A
    b. the storming of the Bastille on July 14, 1789 and the Declaration of the Rights of Man and Citizen WHII.T1.4.B
    c. the execution of Louis XVI in 1793 WHII.T1.4.C
    d. Robespierre and the Reign of Terror (c. 1793–1794) WHII.T1.4.D
    e. the rise and fall of Napoleon and the French Empire (1804–1815) WHII.T1.4.E
    f. the Congress of Vienna (1814–1815) WHII.T1.4.F
5. Compare the causes, goals, and outcomes of the American Revolution (1776–1787), the French Revolution (1789-1799), and the Haitian Revolution (1791–1804), and analyze the short-term and long-term impact of these revolutions on world history. WHII.T1.5
    a. the revolutions' contributions to modern nationalism WHII.T1.5.A
    b. the abolition of theocratic absolutism and remaining feudal restrictions and obligations in France WHII.T1.5.B
    c. the revolutions' support for the ideas of popular sovereignty, religious tolerance, and legal equality WHII.T1.5.C
6. Analyze the causes and methods of the unification of both Italy and Germany, including the respective roles of Cavour and Bismarck, and the effect that such unification had on the balance of power in 19th century Europe. WHII.T1.6
7. Identify the major political, social, and economic developments of Central and South American and Mexican history in the 19th century and analyze how these developments were similar to or different from those in Europe during the same time period. WHII.T1.7
    a. the wars for independence that led to the creation of Latin America's modern nation-states, including the influence and ideas of Simón Bolívar, José de San Martin, and their connections to the Haitian, American, and French Revolutions WHII.T1.7.A
    b. economic and social stratification WHII.T1.7.B
    c. the role of the Catholic Church WHII.T1.7.C
    d. the 19th century wars between Liberals and Conservatives over whether to maintain or destroy the legacies of Spanish colonialism WHII.T1.7.D
    e. the Mexican-American War of 1846-1848 and Mexico's resulting loss of half of its territory to the United States WHII.T1.7.E
    f. the growing power of the United States and its economic and political impact on Central America and the Caribbean, especially in the period before the Spanish-American War of 1898 WHII.T1.7.F
    g. the persistence of slavery in Cuba, Puerto Rico, and Brazil until the end of the 19th century WHII.T1.7.G

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The Agricultural and Industrial Revolutions in Europe and social and political reactions in Europe

1. Analyze the economic, political, social, and technological factors that led to the Agricultural and Industrial Revolutions. WHII.T2.1
    a. technological advancements in agricultural practices during the 18th century and their impact on productivity of farms WHII.T2.1.A
    b. the presence of coal that could be relatively easily mined in Britain for use in coal-fired furnaces and engines WHII.T2.1.B
    c. the technological advancements of the textile, energy, and transportation industries in the 18th and 19th centuries WHII.T2.1.C
    d. the transatlantic slave trade and its role in supplying Europe with cheap raw materials such as cotton from North American Southern states and products such as sugar from South American and the Caribbean Islands WHII.T2.1.D
    e. the expanding markets for manufactured goods in the Americas and Africa, and the decision of China to withdraw from Indian Ocean trade, opening the way for the British East India Company and similar trading companies of other European nations to trade in Southeast Asia WHII.T2.1.E
    f. the impact of Adam Smith's economic theories and the investment of capital by entrepreneurs on the development of new industries WHII.T2.1.F
2. Evaluate the economic and social impact of the Agricultural and Industrial Revolutions in England, including population growth and the migration of workers from rural areas to new industrial cities, the emergence of a large middle class, the growing inequity in wealth distribution, the environmental impact of industrialization, and the harsh working and living conditions for the urban poor. WHII.T2.2
3. Analyze how the Industrial Revolution gave rise to new social, political, and economic philosophies such as feminism, socialism and communism, including ideas and influence of Robert Owen and Karl Marx. WHII.T2.3
4. Explain the impact of British economic and political reform movements such as labor unions on creating political reforms during the 19th century. WHII.T2.4
    a. the expansion of suffrage for men throughout the 19th century through various popular movements and the emergence of political liberalism, and the movement for women's suffrage WHII.T2.4.A
    b. the development of labor laws and social reform laws such as the Factory Act of 1833 and the Mines Act of 1842 WHII.T2.4.B
    c. the development of government-provided social welfare programs such as unemployment insurance and old age pensions WHII.T2.4.C
5. Explain how industrialization spread from Great Britain to continental Europe and the United States and how industrial development affected the political balance of power among nations. WHII.T2.5

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ıe global effects of 19th century imperialism

1. Locate on a map key locations outside of Europe controlled by the European countries in the 19th century (e.g., India, Canada, Australia, and much of Africa by Britain; the Philippines, western and southwestern parts of North and South America, and the Caribbean Islands by Spain; Cape Verde, Brazil, and parts of India by Portugal; North and West Africa by France; parts of central Africa by Belgium and Germany). WHII.T3.1
2. Describe the causes of 19th century European global imperialism. WHII.T3.2
    a. competition among England, Spain, Portugal, France, the Netherlands, and Belgium beginning in the 15th century for economic gain, resources, and strategic advantage WHII.T3.2.A
    b. the importance of slavery and slave-generated capital to the Industrial Revolution; the role of European traders, merchants, and buyers in making the slave trade profitable in North and South America and the Caribbean Islands WHII.T3.2.B
    c. the integration of political, religious, and economic goals in the Spanish and Portuguese empires in the Americas, including the conversion of indigenous peoples by Jesuit and Franciscan missionaries, the spread of Spanish and Portuguese languages and the imposition of European political structures. WHII.T3.2.C
    d. the writings of 18th and 19th century European race theorists that posited differences among races and the superiority of the "Caucasian race" as scientific fact, including the concept of Social Darwinism, thus justifying European attitudes toward colonialism and slavery. WHII.T3.2.D
3. Analyze the impact of Western imperialism in Asia, Africa, and Latin America:
India
the economic and political relationship between India and Britain
the role of the British East India Company in India
development of new railway infrastructure in India
the Indian Rebellion of 1857
the rise of Indian nationalism and the influence and ideas of Mahatma Gandhi in the 20th century for an independent India
China
the spheres of influence and extraterritorial rights for European nations
the role of the British East India Company in controlling the opium trade between India and China and the impact of the opium trade on Chinese society and politics
the rise of anti-Western and nationalist movements during the 19th century
Japan
the Meiji Restoration and the opening of Japan to the West
the rapid modernization and industrialization of Japan
the emergence of a growing Japanese empire in Asia by the early 20th century
Africa
the impact of European direct and indirect control of the existing political structure of African countries
the exploitation of African people for European economic gain in a variety of industries
agricultural changes and new patterns of employment
interactions between India and East Africa
the effects of assimilation on the people of Africa
Latin America
Spanish control of Cuba and Puerto Rico; Portuguese colonial rule in Brazil
the drive by the United States to annex Mexico's northern territories, the Dominican Republic, Nicaragua, Cuba, and other Caribbean territories
the Spanish-American War of 1898 WHII.T3.3

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4. Analyze the cultural impact of colonial encounters and trade on people in Western nations, drawing on examples such as WHII.T3.4
    a. Asian furniture, porcelain, and cloth made for export WHII.T3.4.A
    b. the introduction of new foods into Europe and the United States WHII.T3.4.B
    c. emerging academic fields of archaeology and cultural anthropology WHII.T3.4.C
    d. collections of art and artifacts from around the world exhibited in international expositions and museums WHII.T3.4.D
    e. the influence of Japanese and African art on European art styles of impressionism and cubism WHII.T3.4.E
    f. colonialism portrayed in literature and journalism by writers such as Rudyard Kipling, Edward. D. Morel, Joseph Conrad, Robert Louis Stevenson, and Isak Dinesen (Karen Blixen) WHII.T3.4.F

The Great Wars, 1914–1945

1. Analyze the factors that led to the outbreak of World War I (e.g., the emergence of Germany as a great power, the rise of nationalism and weakening of multinational empires, industrial and colonial competition, militarism, and Europe's complex alliance systems. WHII.T4.1
2. Evaluate the ways in which World War I was a total war and its impact on the warring countries and beyond. WHII.T4.2
    a. the use of industrial weapons and prolonged trench warfare and how they led to massive casualties and loss of life WHII.T4.2.A
    b. the expansion of World War I beyond Europe into a global conflict (including the mobilization of Asian and African colonial subjects as troops to support military efforts and the reasoning for and impact of United States involvement; the impact on various nationalities, religious and ethnic groups) WHII.T4.2.B
    c. the impact of war on the home front in Europe, including the conscription, war propaganda, rationing, and government control of wartime industries WHII.T4.2.C

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3. Analyze the political, social, economic, and cultural developments following World War I. WHII.T4.3
    a. the vast economic destruction resulting from the war WHII.T4.3.A
    b. the emergence of a "Lost Generation" in European countries WHII.T4.3.B
    c. the collapse of the Russian, Ottoman, and Austrian Empires WHII.T4.3.C
    d. the modernization of Turkey under President Kemal Atatürk WHII.T4.3.D
    e. the establishment of European mandates in the Middle East and the creation of modern state boundaries in the region WHII.T4.3.E
    f. the Armenian genocide WHII.T4.3.F
    g. the proceedings of the Paris Peace Conference and the Treaty of Versailles WHII.T4.3.G
    h. the global influenza pandemic of 1918–1920 WHII.T4.3.H
    i. the development of modernism in the arts, in the works by composers, visual artists, writers, choreographers, and playwrights such as Igor Stravinsky, Pablo Picasso, Max Ernst, René Magritte, James Joyce, Gertrude Stein, Virginia Woolf, Ruth St. Denis, Martha Graham, Bertolt Brecht, Luigi Pirandello WHII.T4.3.I
4. Evaluate the negotiation of the Treaty of Versailles and how the treaty did or did not address the various issues caused by World War I. WHII.T4.4
5. Analyze the various developments of early 20th century Russian history including the Russian Revolution within the context of World War I, the growing political and social unrest under Czar Nicholas II, the emergence of the Bolshevik movement, the political revolutions of 1917, and the Russian Civil War. WHII.T4.5
6. Analyze later developments in Russian history, including the creation of the Union of Soviet Socialist Republics (USSR) in 1922, the New Economic Plan (NEP) and the creation of a Soviet economy, artistic and cultural experimentation, the death of Lenin and the cult of his personality, and the power struggle that resulted in Stalin's leadership. WHII.T4.6
7. Identify the various causes and consequences of the global economic collapse of the 1930s and evaluate how governments responded to the effects of the Great Depression. WHII.T4.7
    a. restrictive monetary policies WHII.T4.7.A
    b. unemployment and inflation WHII.T4.7.B
    c. political instability in weak democracies such as Germany WHII.T4.7.C
    d. the influence of the ideas of John Maynard Keynes, Ludwig von Mises, Friedrich von Hayek, and Milton Friedman WHII.T4.7.D
8. Identify the characteristics of fascism and totalitarianism as exhibited in the rise of the authoritarian regimes in Italy, Germany, and the Soviet Union during the 1920s and 1930s. WHII.T4.8

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Evaluate the economic, social, and political conditions that allowed the rise of Hitler, Mussolini, and Stalin in their respective countries, and how each dictator repressed dissention and persecuted minorities. WHII.T4.9

10. Analyze the aggression of Germany, Italy, and Japan in the 1930s and early 1940s and the lack of response by the League of Nations and Western democracies. WHII.T4.10
    a. Italy's invasion of Ethiopia (1935) WHII.T4.10.A
    b. the Spanish Civil War (1936–39) WHII.T4.10.B
    c. the Japanese invasion of China (1931), the Manchukuo State and the Nanjing Massacre (1937), and the Japanese invasion of the Philippines (1941–42) WHII.T4.10.C
    d. Germany's militarization of the Rhineland, annexation of Austria, and aggression against Czechoslovakia, the Nazi-Soviet Pact of 1939, the German attack on Poland, and the changing responses of Great Britain and the United States to Hitler's strategies WHII.T4.10.D
11. Analyze the effects of one of the battles of World War II on the outcome of the war and the countries involved:
1940: the Battles of Britain and Dunkirk;
1941: the attack on Pearl Harbor
1942: the Battles of Midway and, Corregidor
1943: Stalingrad and the Allied invasion of Italy
1944–1945: the invasion of Normandy, D-Day, the Battle of the Bulge, Battle of Berlin, Battle of Bataan and the subsequent Bataan Death March, the Battles of Iwo Jima, Okinawa, Manila and Corregidor WHII.T4.11
12. Identify the goals, leadership, strategies, and post-war plans of the Allied leaders (i.e., Winston Churchill, Franklin D. Roosevelt, Joseph Stalin) and how wartime diplomacy affected the outcome of the war and the emergence of the Cold War. WHII.T4.12
13. Describe the Holocaust, including its roots in Christian anti-Semitism, 19th century ideas about race and nation, and the Nazi dehumanization and planned extermination of the Jews and persecution of LGBT and Gypsy/Roma people. WHII.T4.13
14. Analyze the decision of the United States to drop atomic bombs on Hiroshima and Nagasaki in order to bring the war with Japan to a swift conclusion and its impact on relations with the Soviet Union. WHII.T4.14

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15. Evaluate the global political, economic, and social consequences of World War II. WHII.T4.15
    a. the physical and economic destruction through the bombing of population centers WHII.T4.15.A
    b. enormous disruption of societies and the deaths of millions of soldiers, civilians, colonial subjects, political opponents, and ethnic minorities WHII.T4.15.B
    c. support in Europe for political reform and decolonization WHII.T4.15.C
    d. the emergence of the U.S. and the Soviet Union as the world's two superpowers WHII.T4.15.D
    e. the nuclear arms race between the U.S and the Soviet Union WHII.T4.15.E
    f. the establishment of the United Nations in 1945, the promulgation of the Universal Declaration of Human Rights, the adoption of the Nuremberg Principles to guide the Nuremberg Tribunal of 1945 and the expansion of the Geneva Conventions in 1949 WHII.T4.15.F

The Cold War Era, 1945–1991

1. Identify the differences in worldview between the United States and the Union of Soviet Socialist Republics (USSR) and analyze how tensions between the USSR and the West led to the division of Europe. WHII.T5.1
2. Analyze the impact of transnational organizations and alliances such as the United Nations (UN), the European Economic Community (EEC), the North Atlantic Treaty Organization (NATO, 1949), the Warsaw Pact (1955), and the non-alignment movement on the developments of the Cold War. WHII.T5.2

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3. Evaluate the importance of key military and political developments on the outcome of the Cold War. Students may use one the following examples to address this standard. WHII.T5.3
    a. The partition of Germany and the Berlin Crises of 1948 and 1961 WHII.T5.3.A
    b. The Marshall Plan and the revival of Western Europe's economy WHII.T5.3.B
    aa. the policy of containment and its relation to the Korean War and the Vietnam War WHII.T5.3.AA
    bb. the emergence of the People's Republic of China as a major power WHII.T5.3.BB
    c. life in the USSR after Stalin's death in 1953, the rule of Nikita Khrushchev, popular uprisings in Soviet-controlled countries such as the 1956 uprising in Hungary and the "Prague Spring" of 1968 WHII.T5.3.C
    d. the United States backing for the overthrow of Mossadegh in Iran (1953) and Arbenz in Guatemala (1954), demonstrating the stakes of the Cold War in non-Great Power countries WHII.T5.3.D
    e. Soviet-U.S. competition in the Middle East and the Soviet War in Afghanistan WHII.T5.3.E
    f. The Cuban Revolution and the Cuban Missile Crisis WHII.T5.3.F
    g. the arms race and arms control agreements (including the ABM and SALT treaties) WHII.T5.3.G
    h. détente and diplomatic efforts between the USSR and the West WHII.T5.3.H
4. Analyze the major developments in Chinese history during the second half of the 20th century, including the Chinese Civil War and the triumph of the Communist Revolution in China, the rise of Mao Tse-Tung and political, social, and economic upheavals under his leadership, such as the Great Leap Forward and the Cultural Revolution, the Tiananmen Square student protests in Beijing in 1989 and economic reforms under the leadership of Deng Xiaoping. WHII.T5.4
5. Analyze the development and goals of nationalist movements in Africa, Asia, Central and South America, and the Middle East, and evaluate how one of these movements and its leader brought about decolonization and independence in the second half of the 20th century (e.g., Fidel Castro in Cuba, Patrice Lumumba in Congo, Ho Chi Minh in Vietnam, Gamel Abdul Nasser in Egypt, Jawaharlal Nehru in India, Salvador Allende in Chile). WHII.T5.5
6. Explain the defense of and resistance to the official South African government policy of apartheid (legalized racial segregation) between 1948 and 1991, and analyze how opposition by the African National Congress, including resistance leader Nelson Mandela, and international organizations such as the United Nations, contributed to the downfall of apartheid. WHII.T5.6

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7. Explain the background for the establishment of the modern state of Israel in 1948, and subsequent military and political conflicts. WHII.T5.7
    a. the growth of Zionism, and 19th and early 20th century immigration by Eastern European Jews to Palestine WHII.T5.7.A
    b. anti-Semitism and the Holocaust WHII.T5.7.B
    c. the United Nations (UN) vote in 1947 to partition the western part of the Palestine Mandate into two independent countries WHII.T5.7.C
    d. Palestinian loss of land and the creation of refugees by Israeli military action WHII.T5.7.D
    e. the rejection of surrounding Arab countries of the UN decision and the invasion of Israel by Arab countries WHII.T5.7.E
    f. the various wars between Israel and neighboring Arab states since 1947, (e.g., the Six Day War and the Yom Kippur War) WHII.T5.7.F
    g. the diverse mix of cultures (e.g., Jews, Palestinians, and Arabs of Christian, Jewish, Muslim, and Druze backgrounds) in the region in the late 20th and early 21st centuries WHII.T5.7.G
    h. attempts to secure peace between Palestinians and Israelis, including the proposal of a two-state solution WHII.T5.7.H
8. Analyze the causes for the decline and collapse of the Soviet Union and the communist regimes of Eastern Europe, including the increasingly costly geopolitical competition with the United States, the growing gap between the economies of Western and Eastern Europe, the impact on people's lives of the weakness of the Soviet economy, the toll of extended military conflict in Afghanistan, and the weakening popular support for communism in the Soviet Union and Eastern Europe. WHII.T5.8
9. Evaluate the consequences of the breakup of the Soviet Union on the development of market economies, political and social stability, the spread of nuclear technology and other technologies of mass destruction to rogue states and terrorist organizations, and analyze how these consequences led to the consolidation of political power in the hands of an oligarchy during the first and second decades of the 21st century. WHII.T5.9
10. Analyze the contributing factors to and the effects of the global surge in economic productivity, the rise in living standards in Western Europe and Japan, such as the long postwar peace between democratic nations, the role of migrant workers in rebuilding postwar nations, and the policies of international economic organizations. WHII.T5.10

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11. Evaluate how scientific developments of the 20th century altered understanding of the natural world, changed the lives of the general populace, and led to further scientific research. Students may use one of the following examples to address this standard:
Albert Einstein and the theory of relativity
Niels Bohr and quantum theory
Marie and Pierre Curie and radioactivity
Enrico Fermi, J. Robert Oppenheimer, Edward Teller, and nuclear energy
Wernher von Braun and space exploration
Jonas Salk, the polio vaccine, and other medical breakthroughs
Rosalind Franklin, Maurice Wilkins, James Watson and Francis Crick, the discovery of DNA, and the Human Genome Project
The development of the first integrated circuit in 1958
The invention of the ARPAnet and its evolution into the Internet
Sylvia Earle and oceanography
Jane Goodall and the study of primates and ecology WHII.T5.11
12. Analyze how various social and intellectual movements of the second half of the 20th century changed traditional assumptions about race, ethnicity, class, gender, the environment, and religion (e.g., the modern feminist movement, the LGBTQ rights movement; the environmentalist movement and emergence of Green parties). WHII.T5.12

The era of globalization 1991–present

1. Analyze reasons for globalization – an international network of economic systems—and explain its consequences for workers in highly developed and less developed countries. WHII.T6.1
2. Analyze the major forces in the Middle East since 1980, including the rise of Islamic fundamentalism; the bulge in the youth population, rivalry between Saudi Arabia and Iran, struggle for autonomy by the Kurds, the political challenges of the oil-rich Persian Gulf states, the Iranian Revolution of 1978–1979 and the Iran-Iraq War, the Persian Gulf War, the Iraq War, Arab uprisings, the growth of the Islamic State of Iraq and Syria (ISIS). WHII.T6.2
3. Explain the role of populist political movements, their strength in European political parties in the early 21st century. WHII.T6.3
4. Analyze the rise in political and economic power of China and its increasingly critical role in global affairs (e.g., North Korea, the World Trade Organization). WHII.T6.4
5. Evaluate the impact of international efforts to address global issues. WHII.T6.5
    a. environmental efforts to slow climate change, preserve wildlife habitat, and increase agricultural production WHII.T6.5.A
    b. humanitarian efforts to slow the spread of the Acquired Immunodeficiency Syndrome (AIDS), lower rates of disease and childhood mortality, provide solutions to recurring refugee crises, increase the availability of education for girls and women, and develop local rural economies WHII.T6.5.B

The politics of difference among people: conflicts, genocide, and terrorism

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1. Distinguish between the concepts of genocide and mass atrocity and analyze the causes of genocide and mass atrocities in the modern world (e.g., conflicts over political power, historical grievances, manipulation of ideas about difference and fear by political forces). Students may use one the following events to address this standard: WHII.T7.1
    a. conflict between Catholics and Protestants in Northern Ireland WHII.T7.1.A
    b. the Bosnian War and the persecution of ethnic Albanians in Kosovo WHII.T7.1.B
    c. the Cambodian genocide carried out by the Khmer Rouge WHII.T7.1.C
    d. the Rwandan Genocide and ethnic conflicts in the Democratic Republic of Congo WHII.T7.1.D
    e. the Darfur crisis and South Sudan WHII.T7.1.E
    f. conflict between India and Pakistan in Kashmir WHII.T7.1.F
    g. ethnic tension in Sri Lanka WHII.T7.1.G
    h. mass atrocities in Guatemala and Syria WHII.T7.1.H
    i. conflict between Shi'a and Sunni Muslims WHII.T7.1.I
    j. the treatment of Rohingya people in Myanmar WHII.T7.1.J
2. Analyze the events, people and conditions that have given rise to international terrorism including the emergence of the global terror network Al-Qaeda, the Taliban in Afghanistan, and ISIS, and evaluate responses by governments and societies to international terrorist activity. WHII.T7.2

United States Government and Politics

Foundations of government in the United States

1. Define the terms citizenship, politics, and government, and give examples of how political solutions to public policy problems are generated through interactions of citizens, civil associations, and government. T1.1
2. Describe the purposes and functions of government. T1.2
3. Define and provide examples of different forms of government, including direct democracy, representative democracy, republic, monarchy, oligarchy, and autocracy. T1.3
4. Analyze theoretical perspectives related to the Constitution such as theories on democratic government, republicanism, pluralism, and elitism. T1.4
5. Analyze perspectives on the functions and values of voluntary participation by citizens in the civil associations that constitute civil society. T1.5
6. Using founding documents of the United States and Massachusetts, research, analyze and interpret central ideas on government, including popular sovereignty, constitutionalism, republicanism, federalism, individual rights, the social contract and natural rights. T1.6
7. Compare and contrast ideas on government of the Federalists and the Anti-Federalists during their debates on ratification of the U.S. Constitution. T1.7

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8. Research, analyze, and present orally, in writing or through a multimedia presentation how the principles of U.S. democracy (e.g., liberty, the common good, justice, equality, tolerance, law and order, rights of individuals, diversity, civic unity, patriotism, constitutionalism, popular sovereignty, representative democracy) are embodied in founding-era documents and how the perspectives on these principles have evolved, as described in core documents of subsequent periods of United States history. Cite textual evidence to summarize key ideas, provide historical context for the particular documents cited. T1.8
9. Identify and explain historical and contemporary efforts to narrow discrepancies between foundational ideas and values of American democracy and realities of American political and civic life. T1.9
10. Argue and defend positions on issues in which foundational ideas or values are in tension or conflict (e.g., liberty in conflict with equality or authority, individual rights in conflict with national or community interests or perceptions of the common good, or majority rule in conflict with minority rights). T1.10

Purposes, principles, and institutions of government in the United States

1. Compare and contrast governments that are unitary, confederate, and federal. T2.1
2. Identify and describe provisions of the United States Constitution and the Massachusetts Constitution that define and distribute powers and authority of the federal or state government. T2.2
3. Explain the difference between a town and a city form of government in Massachusetts, including the difference between a representative and an open-town meeting. T2.3
4. Explain the legal, fiscal, and operational relationships between state and local governments in Massachusetts. T2.4
5. Distinguish among the enumerated and implied powers in the United States Constitution and the Massachusetts Constitution. T2.5
6. Explain the functions of the courts of law in the governments of the United States and the state of Massachusetts with emphasis on the principles of judicial review and an independent judiciary. T2.6
7. Explain the role, checks on the other two branches, and the powers particular to the President, including the implications of the authority to issue executive orders and the authority to appoint Federal judges. T2.7

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8. Explain the functions of executive branch departments or agencies in the United States or the state of Massachusetts; conduct research on one governmental agency to determine the reasons that it was established and give a contemporary example of the function it serves. Examples include: T2.8
    a. United States Department of Defense T2.8.A
    b. United States Environmental Protection Agency T2.8.B
    c. United States Department of the Treasury T2.8.C
    d. Massachusetts Executive Office of Education T2.8.D
    e. Massachusetts Executive Office of Labor and Workforce Development T2.8.E
    f. Massachusetts Executive Office of Health and Human Services T2.8.F
9. Examine the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty. Analyze and evaluate one United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government. T2.9
10. Examine the relationships among the three main branches of the U.S. government in the current system of government, Congress, the Presidency, and the Federal Courts, as well as the Federal bureaucracy and the various balances of power between them. Evaluate historical challenges to the checks and balances among the branches of government and what they reveal about the relationship between the branches. Examples may include: T2.10
    a. the Judicial Procedures Reform Bill (1937), President Franklin Delano Roosevelt's attempt to alter the political balance of the Supreme Court T2.10.A
    b. the so called "Saturday Night Massacre" (1973), President Richard Nixon's firing of independent special prosecutor Archibald Cox during the Watergate Scandal T2.10.B
    c. historical attempts to make use of the "reconciliation" process (a congressional legislative process that allows expedited passage of certain budgetary legislation on spending, revenues, and the federal debt limit with a simple majority vote) in order to pass legislation with larger policy implications T2.10.C
    d. the debate over the shared authority to declare and prosecute war T2.10.D
11. Research the course of the movement to constrain and reduce the size of government since the 1980s and make an argument, supported by credible evidence and responses to possible counter-arguments, that makes the case for or against this movement. The argument may be presented in writing, orally, as in a debate, or in a multimedia presentation. T2.11
12. Construct an argument about the relevance of the United States Constitution in the 21st century, analyzing the effectiveness of its concepts of the separation of powers, checks and balances, federalism, and the rule of law; support the argument with examples from recent political history. T2.12

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Civil rights, human rights, and civil liberties

1. Compare core documents associated with the protection of individual rights (e.g., the U.S. Bill of Rights, the 14th Amendment to the United States Constitution, Article I of the Massachusetts Constitution, the Universal Declaration of Human Rights, the International Covenant on Civil and Political Rights, the Convention on the Elimination of All Forms of Racial Discrimination). T3.1
2. Research, analyze, and present orally, in writing or through a multimedia presentation the historical context of two Supreme Court decisions on a topic related to individual rights and what the respective decisions demonstrate about how the protection of individual rights has evolved over time. Cite textual evidence to summarize key perspectives in the decisions and provide historical context for the particular decisions cited. Cases may include: Whitney v. California (1927), Stromberg v. California (1931), Near v. Minnesota (1931), Brandenburg v. Ohio (1969), Texas v. Johnson (1989), and Reno v. American Civil Liberties Union (1997) T3.2

Political parties, interest groups, media, and public policy

1. Trace the evolution of political parties in the U.S. governmental system, analyze their organization, functions in elections and government at national and state levels, and evaluate examples of current methods used to promote candidates and issues. T4.1
2. Research the platforms of political parties and candidates for state or national government and analyze data on campaign financing, advertising, and voter demographics, to draw conclusions about how citizens in the United States participate in public elections. T4.2
3. Trace the evolution of interest groups, including political action committees (PACs); analyze the range of interests represented, the strategies used, the unique characteristics and roles of PACs in the political process, and the effects of interest groups on the political process. Evaluate perspectives on the role of interest groups since the founding of the U.S. (e.g. Federalist 10, current perspectives). T4.3
4. Evaluate the benefits and disadvantages of new technologies in politics, including how they broaden the influence of media and public interest groups. T4.4
5. Analyze current research on the impact of media on civic discourse and the importance of an informed citizenry that determines the credibility of sources and claims and exercises other sound media literacy skills. T4.5

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6. Compare the debate over a public policy issue from the past and a contemporary one and evaluate the role of political parties, interest groups and media in influencing public opinion. Historical and current examples may include: T4.6
    a. Labor—reforms to improve workplace safety, workers' hours, and limit child labor T4.6.A
    b. Environment—the establishment of the National Parks System, legislation to promote clean air and water T4.6.B
    c. Disability rights—independent living, deinstitutionalization, right to education T4.6.C
    d. Voting—women's suffrage T4.6.D
    e. Consumer protection—food and drug safety T4.6.E
7. Use a variety of sources, including newspapers and digital sources, to identify a current local, state or national public policy issue and evaluate the influence on the legislative process of political parties, interest groups, grass roots organizations, lobbyists, public opinion, media, and individual voters. T4.7
8. With other students, identify a significant public policy issue in the community, gather information about that issue, fairly evaluate the various points of view and competing interests, discuss policy options as a group and seek to arrive at a consensus or compromise agreement, examine ways of participating in the decision-making process about the issue, and draft one or more position papers, oral or multimedia presentations on how the issue may be resolved. T4.8

The relationship of the United States to other nations in world affairs

1. Give examples of the ways nation states interact, including trade, tourism, diplomacy, treaties and agreements, and military action. T5.1
2. Analyze reasons for conflict among nation states, such as competition for resources and territory, differences in systems of government, and religious or ethnic conflicts. T5.2
3. Identify and explain powers that the United States Constitution gives to the President and Congress in the area of foreign affairs. T5.3
4. Describe the tools used to carry out United States foreign policy. Examples: diplomacy, economic aid, military aid, humanitarian aid, treaties, sanctions, covert action, and military intervention. T5.4
5. Examine the different forces that influence U.S. foreign policy, including business and labor organizations, interest groups, public opinion, and ethnic and religious organizations. T5.5
6. Differentiate among various governmental and nongovernmental international organizations, and describe their purposes and functions. (e.g., major governmental international organizations such as the North Atlantic Treaty Organization (NATO), the World Court, and the Organization of American States (OAS); non-governmental entities such as the International Red Cross and the Catholic Relief Services). T5.6

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Explain and evaluate participation by the United States government in international organizations such as the United Nations. T5.7

8. Use a variety of sources, including newspapers, magazines, and the Internet to identify a significant world political, demographic, or environmental issue. Analyze how this issue may affect United States foreign policy in specific regions of the world, and make and argument, orally, in writing, or in a multimedia presentation that addresses the issue and acknowledges and refutes competing perspectives. T5.8

Economics

Scarcity and economic reasoning

1. Define each of the productive resources (natural, human, capital) and explain why they are necessary for the production of goods and services. ET1.1
2. Explain how consumers and producers confront the condition of scarcity, by making choices that involve opportunity costs and tradeoffs. ET1.2
3. Identify and explain the broad goals of economic policy such as freedom, efficiency, equity, security, growth, price stability, and full employment. ET1.3
4. Describe how people respond predictably to positive and negative incentives. ET1.4
5. Predict how interest rates act as an incentive for savers and borrowers. ET1.5
6. Recognize that voluntary exchange occurs when all participating parties expect to gain. ET1.6
7. Compare and contrast how the various economic systems (traditional, market, command, mixed) try to answer the questions: What to produce? How to produce it? And for whom to produce it? ET1.7
8. Describe how clearly defined and enforced property rights are essential to a market economy. ET1.8
9. Use a production possibilities curve to explain the concepts of choice, scarcity, opportunity cost, tradeoffs, unemployment, productivity, and growth. ET1.9

Supply and Demand

1. Define supply and demand. ET2.1
2. Describe the role of buyers and sellers in determining the equilibrium price. ET2.2
3. Describe how prices send signals to buyers and sellers. ET2.3
4. Recognize that consumers ultimately determine what is produced in a market economy (consumer sovereignty). ET2.4
5. Explain the function of profit in a market economy as an incentive for entrepreneurs to accept the risks of business failure. ET2.5
6. Demonstrate how supply and demand determine equilibrium price and quantity in the product, resource, and financial markets. ET2.6
7. Identify factors that cause changes in market supply and demand. ET2.7
8. Demonstrate how changes in supply and demand influence equilibrium price and quantity in the product, resource, and financial markets. ET2.8

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Demonstrate how government wage and price controls, such as rent controls and minimum wage laws, create shortages and surpluses. ET2.9

10. Use concepts of price elasticity of demand and supply to explain and predict changes in quantity as price changes. ET2.10
11. Explain how financial markets, such as the stock market, channel funds from savers to investors. ET2.11

Market structures

1. Compare and contrast the following forms of business organization: sole proprietorship, partnership, and corporation. ET3.1
2. Identify the three basic ways that firms finance operations (retained earnings, stock issues, and borrowing), and explain the advantages and disadvantages of each. ET3.2
3. Recognize the role of economic institutions, such as labor unions and nonprofit organizations in market economies. ET3.3
4. Identify the basic characteristics of monopoly, oligopoly, and pure competition. ET3.4
5. Explain how competition among many sellers lowers costs and prices and encourages producers to produce more. ET3.5
6. Explain how firms with market power can determine price and output through marginal analysis. ET3.6
7. Explain ways that firms engage in price and nonprice competition. ET3.7
8. Illustrate how investment in research and development, equipment and technology, and training of workers increases productivity. ET3.8
9. Describe how the earnings of workers are determined by the market value of the product produced and workers' productivity. ET3.9

The role of government

1. Explain how government responds to perceived social needs by providing public goods and services. ET4.1
2. Describe major revenue and expenditure categories and their respective proportions of local, state, and federal budgets. ET4.2
3. Identify laws and regulations adopted in the United States to promote competition among firms. ET4.3
4. Describe the characteristics of natural monopolies and the purposes of government regulation of these monopolies, such as utilities. ET4.4
5. Define progressive, proportional, and regressive taxation. ET4.5
6. Describe how the costs of government policies may exceed their benefits because social or political goals other than economic efficiency are being pursued. ET4.6
7. Predict how changes in federal spending and taxation would affect budget deficits and surpluses and the national debt. ET4.7

Define and explain fiscal and monetary policy. ET4.8

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9. Analyze how the government uses taxing and spending decisions (fiscal policy) to promote price stability, full employment, and economic growth. ET4.9
10. Analyze how the Federal Reserve uses monetary tools to promote price stability, full employment, and economic growth. ET4.10

National economic performance

1. Define aggregate supply and demand, Gross Domestic Product (GDP), economic growth, unemployment, and inflation. ET5.1
2. Explain how Gross Domestic Product (GDP), economic growth, unemployment, and inflation are calculated. ET5.2
3. Analyze the impact of events in United States history, such as wars and technological developments, on business cycles. ET5.3
4. Identify the different causes of inflation, and explain who gains and loses because of inflation. ET5.4
5. Recognize that a country's overall level of income, employment, and prices are determined by the individual spending and production decisions of households, firms, and government. ET5.5
6. Illustrate and explain how the relationship between aggregate supply and aggregate demand is an important determinant of the levels of unemployment and inflation in an economy. ET5.6

Money and the role of financial institutions

1. Explain the basic functions of money (e.g., medium of exchange, store of value, unit of account). ET6.1
2. Identify the composition of the money supply of the United States. ET6.2
3. Explain the role of banks and other financial institutions in the economy of the United States. ET6.3
4. Describe the organization and functions of the Federal Reserve System. ET6.4
5. Compare and contrast credit, savings, and investment services available to the consumer from financial institutions. ET6.5
6. Research and monitor financial investments such as stocks, bonds, and mutual funds. ET6.6

Trade

1. Explain the benefits of trade among individuals, regions, and countries. ET7.1
2. Define and distinguish between absolute and comparative advantage and explain how most trade occurs because of a comparative advantage in the production of a particular good or service. ET7.2
3. Define trade barriers, such as quotas and tariffs. ET7.3
4. Explain why countries sometimes erect barriers to trade. ET7.4
5. Explain the difference between balance of trade and balance of payments. ET7.5

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6. Compare and contrast labor productivity trends in the United States and other developed countries. ET7.6
7. Explain how changes in exchange rates impact the purchasing power of people in the United States and other countries. ET7.7
8. Evaluate the arguments for and against free trade. ET7.8

Personal Financial Literacy

Earning and spending income

1. Explain that people choose jobs for which they are qualified based on a variety of factors, such as job satisfaction, independence, salary, opportunities to learn and grow, benefits such as health insurance coverage, retirement plans, and location. PF1.1
2. Explain why wages and salaries are determined by the labor market, and how changes in economic conditions (such as a recession) or the labor market (such as business shift from coal to oil or natural gas) can affect changes in a worker's income or may cause unemployment. PF1.2
3. Analyze the impact of federal income tax rates on people of different income levels in the United States from 1950 to the present. PF1.3
4. Describe the impact of advertising and social media on purchasing decisions; use data to research the effects of media sources on purchases of durable goods (such as cars or appliances) or more temporary goods and services (such as shoes, clothes, cosmetics, or transportation). PF1.4
5. Give examples of ways people can pay for goods, services, or charitable donations (e.g., cash, credit or debit card, check, mobile phone payment, layaway plan, rent-to-own) and analyze the costs and benefits of each method of payment. PF1.5
6. Explain the state and federal governments' roles in consumer protection. PF1.6

Saving money

1. Recognize that banks and other financial institutions are businesses that loan funds received from depositors to borrowers. PF2.1
2. Explain the relationship between principal (the initial amount of money deposited in a bank by a person), interest (the amount earned from a bank, usually annually), and compound interest (interest earned on the principal and the interest already earned). PF2.2
3. Explain the difference between the real interest rate of return on savings (adjusted for inflation) and the nominal interest rate. PF2.3
4. Research and report on government policies such as individual retirement accounts and educational savings plans, analyzing their effectiveness as incentives for saving. PF2.4
5. Analyze the effectiveness of government agencies such as the Federal Reserve System, the Consumer Financial Protection Bureau, the Federal Deposit Insurance Corporation and state banking departments in protecting the safety of the nation's banking system and consumer interests. PF2.5

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6. Formulate a savings or financial investment plan for a future goal (e.g., college or retirement). PF2.6

Using credit and making investments

1. Recognize that a credit card purchase is a type of loan from the financial institution that issued the credit card, that financial institutions may charge a fee for credit card use, and that credit card interest rates tend to be higher than those for other types of loans. PF3.1
2. Explain why some banks offer credit at low introductory rates that increase when a consumer makes a late payment or misses a payment. PF3.2
3. Explain what a credit bureau does, what a credit rating is and the factors from an individual's credit history that may lead to denial of credit; explain the potential uses of credit reports and scores (e.g., in hiring or renting decisions or the setting of insurance premium rates). PF3.3
4. Research and report on the long-term consequences for borrowers of failure to repay loans, such as negative entries in a credit report, repossession of property, garnishment of wages, the inability to obtain loans in the future, and bankruptcy. PF3.4
5. Explain a consumer's rights for full disclosure of credit terms for a loan and for a free copy of his or her own credit report so that the consumer can verify it. PF3.5
6. Formulate a credit plan for purchasing a major item such as a car or home, comparing different interest rates. PF3.6
7. Explain what a financial asset is (e.g., bank deposit, stocks, bonds, mutual funds, real estate) is and explain why the worth of assets can go up or down over time. PF3.7
8. Explain how buyers and sellers in financial markets determine the prices of financial assets and therefore influence the rate of return on those assets. PF3.8
9. Analyze the role of diversification – having an investment portfolio with different kinds of assets – in lowering risk for the individual investor. PF3.9
10. Analyze the role of the Securities and Exchange Commission in regulating financial markets. PF3.10

Protecting and insuring assets

1. Explain the purpose of various types of insurance (e.g., health, disability, life, property and casualty); research the costs and coverage of a particular type of insurance from several different companies and analyze which company provides the best option for a particular type of consumer (e.g., a young family, a retiree). PF4.1
2. Explain the problems associated with identity theft and ways to protect sensitive personal information, particularly in online transactions, email scams, and telemarketing. PF4.2

1. Evaluate the importance of a free flow of information in a democratic society. NML1.1
2. Explain why freedom of the press was included as a right in the First Amendment to the United States Constitution and in Article 16 of the Massachusetts Constitution; explain that freedom of the press means the right to express and publish views on politics and other topics without government sponsorship, oversight, control, or censorship. NML1.2
3. Give examples of how a free press can provide competing information and views about government, policies, and politics. NML1.3
4. Provide examples of government control of information or government censorship from history or the present. NML1.4
5. Differentiate between news and opinion and explain the different functions of news articles, editorials, editorial cartoons, and "op-ed" commentaries. NML1.5

History of journalism

1. Explain the ways in which the dissemination of information has changed over time, noting the impact of some of the key technological developments that have driven those changes(e.g., the invention of papermaking, the printing press, moveable type, wood engraving, the typewriter, mechanical typesetting, high –speed printing, photography, film, video, the telegraph, telephone, radio, television and the Internet). NML2.1
2. Analyze an aspect of journalism in the United States, focusing a case study on one of the topics below:
the role of newspapers in influencing support for the American Revolution and in the debates over ratifying the Constitution
the connections among the expansion of public education in the 19th and 20th centuries, increased literacy rates, and the rise of weekly newspapers and magazines with mass national circulation (e.g., Harper's Weekly, the Atlantic, Life, Time)
the impact of newspapers and magazines owned, written and published by and for African Americans in the 19th and 20th centuries in uniting the African American community and supporting the movement for equal rights
the role of foreign language newspapers, radio, and television in the United States in serving immigrant communities and preserving language and culture
The influence of newspapers on public opinion during the Civil War, World War I, and the Progressive Era
The combined influence of print, radio, and film as news media in the 1930s–1950s
The impact of broadcast journalism on television in the 1950s–1990s, and the Internet and social media from the 1990s–21st century NML2.2

The challenges of news/media literacy in contemporary society

1. Evaluate the benefits and challenges of digital news and social media to a democratic society (e.g. weighing such factors as the availability of information, the speed with which it is available, the volume of information and the diversity and number of media outlets). NML3.1
2. Explain the conventions investigative journalists use and the steps they take in developing and checking the facts in news articles. NML3.2

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3. Explain how new technologies broaden the influence of the media and corporate or public interest groups. NML3.3
4. Explain how structural changes in the news industry (e.g., the consolidation of ownership of news outlets, the transition from print to digital journalism) affect news consumers. NML3.4
5. Explain how becoming a discerning news consumer can change individual lives and have an impact on the integrity of a democratic system of government. NML3.5

Analyzing the news and other media

1. Explain the importance of determining the sources of information on a website (e.g., partisan or non-partisan groups, sponsors, signed or anonymous authors), potential biases, what evidence is available, and what perspectives other sources offer. NML4.1
2. Explain methods for evaluating information and opinion in print and online media (e.g., determining the credibility of news articles including the use of such websites as Factcheck.org; analyzing the messages of editorials and "op-ed" commentaries; assessing the validity of claims and sufficiency of evidence). NML4.2
3. Analyze how assertion differs from verification, evidence differs from inference. NML4.3
4. Evaluate and deconstruct news reports, social media posts, editorials, editorial cartoons, or op-ed commentaries on a public policy issue at the local, state, or national level, reviewing them for the quality of evidence presented, the reliability of sources, and perspectives available from other sources. NML4.4

Gathering and reporting information, using digital media

1. Gather, organize, analyze, and synthesize information using a variety of digital tools; perform advanced searches to locate information and/or design a data-collection approach to gather original data (e.g., qualitative interviews, surveys). NML5.1
2. Write an accurate factual report and an editorial about a public event or policy (e.g., a decision made at a School Committee meeting); explain how the two types of writing differ. NML5.2
3. Use digital tools (e.g., drawing, photography, and editing software, video production tools) to communicate visually in reporting or opinion pieces. NML5.3
4. Use digital tools to design and produce a significant digital artifact (e.g., multipage website, online portfolio, podcast). NML5.4
5. Collaborate on a substantial project with outside experts and others through online digital tools (e.g., public policy debate, community service learning project, capstone project. NML5.5