Oklahoma Social Studies

Grades 9-12: All Courses

Adopted 2019

Social Studies Practices

1. **Students will understand the principles of government, the benefits of democratic systems, and their responsibilities as citizens.** P.1
   - A. demonstrate an understanding of the virtues that citizens should use when interacting with each other and the virtues that guide official government institutions. P.1.A
   - B. demonstrate an understanding of the important institutions of their society and the principles that these institutions are intended to reflect. P.1.B
   - C. demonstrate understanding of the processes and rules by which groups of people make decisions, govern themselves, and address public problems. P.1.C
2. **Students will determine the kinds of sources that will be helpful in answering essential, compelling, and supporting questions addressing authentic civic issues.** P.2
   - A. demonstrate the capability for developing essential, compelling, and supporting questions that address authentic civic issues. P.2.A
   - B. demonstrate the ability to investigate problems taking into consideration multiple points of view represented in arguments, structure of an explanation, and other sources. P.2.B
3. **Students will utilize interdisciplinary tools and master the basic concepts of the social studies in order to acquire and apply content understanding in all related fields of study.** P.3
   - A. develop skills and practices which demonstrate an understanding that historical inquiry is based on the analysis and evaluation of evidence and its credibility. P.3.A
   - B. demonstrate an understanding of geographic concepts and develop mastery of geographic tools and ways of thinking in order to become geographically informed. P.3.B
   - C. analyze the principles of economic systems and develop an understanding of the benefits of a market system in local, national, and global settings. P.3.C
4. **Students will engage in critical, active reading of grade-level appropriate primary and secondary sources related to key social studies concepts, including frequent analysis and interpretation of informational sources.** P.4
   - A. comprehend, evaluate, and synthesize textual sources to acquire and refine knowledge in the social studies. P.4.A

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B. apply critical reading and thinking skills to interpret, evaluate, and respond to a variety of complex texts from historical, ethnic, and global perspectives. P.4.B

5. **Students will apply effective communication skills by developing a variety of evidence-based written products designed for multiple purposes and tasks, in order to demonstrate their understandings of social studies concepts, ideas, and content.** P.5

A. summarize and paraphrase, integrate evidence, and cite sources to create written products, research projects, and presentations for multiple purposes related to social studies content. P.5.A

B. engage in authentic inquiry to acquire, refine, and share knowledge through written presentations related to social studies. P.5.B

Economics

1. **The student will develop and apply economic reasoning and decision-making skills.** E.1

1. Define and apply basic economic concepts of money supply, scarcity, surplus, choice, opportunity cost, cost/benefit analysis, risk/reward relationship, incentive, disincentive, and trade-off to a variety of economic situations. E.1.1
2. Determine appropriate courses of economic actions using a variety of economic reasoning and decision-making models. E.1.2
3. Examine how the decision-making process is impacted by the scope of the decision and the size of the decision-making entity. E.1.3
4. Explain that people tend to respond to fair treatment with fair treatment and to unfair treatment with retaliation, even when such reactions may not maximize their material wealth. E.1.4

2. **The student will evaluate how societies answer the three basic economic questions: what goods and services to produce, how to produce them and for whom are they produced.** E.2

1. Compare the world's basic economic systems of market (free enterprise), command, and mixed market economies identifying countries that have adopted each and comparing the results such economic systems have produced in those countries as measured by GDP, national prosperity, individual income, and wealth. E.2.1
2. Describe the role of the factors of production, land, labor, capital, entrepreneurship, and technology as well as the place of imports and exports in economic systems. E.2.2
3. Answer how the three basic economic questions affect personal income and in turn impact the economic system. E.2.3
4. Explain the costs and benefits of government fiduciary policy and regulations including the impact both have on competition. E.2.4
5. Describe the impact of comparative and absolute advantage upon the three basic economic questions. E.2.5

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3. **The student will explain how prices are set in a market economy and will determine how price provides incentives to buyers and sellers.** E.3
    1. Analyze how price and non-price factors affect the demand and supply of goods and services available in the marketplace. E.3.1
    2. Explain what causes shortages and surpluses including government-imposed price floors, price ceilings, and other government regulations and the impact they have on prices and people's decisions to buy or sell. E.3.2
    3. Evaluate the role of the government within the economy as to defining, establishing, and enforcing property rights. E.3.3
4. **The student will evaluate how changes in the level of competition in different markets affect prices.** E.4
    1. Explain how competition impacts the free market production and the allocation of goods and services to consumers. E.4.1
    2. Explain how people's own self-interest, incentives, and disincentives influence market decisions. E.4.2
5. **The student will describe the role of economic institutions including banks, credit unions, corporations, governments, and not-for-profits in a market economy.** E.5
    1. Evaluate the impact of government ensuring the protection of private property rights and the rule of law in a market economy. E.5.1
    2. Describe how banks allow people to pool their incomes and provide future income through investment in stocks. E.5.2
    3. Identify how credit unions, corporations, and not-for-profits influence a market economy. E.5.3
    4. Explain how successive deposits and loans made by commercial banks can cause the money supply to expand. E.5.4
6. **The student will analyze how money makes it easier to trade, borrow, save, invest, and compare the value of goods and services.** E.6
    1. Explain how individuals, businesses, and the overall economy benefit from the various uses of money, such as trading, borrowing, investing, and diversifying, versus saving money. E.6.1
    2. Identify the components of the money supply and the different functions of money; give examples of each. E.6.2
    3. Explain how the value of money is determined by the goods and services it can buy. E.6.3
7. **The student will evaluate how interest rates impact decisions in the market economy.** E.7
    1. Define interest rates and inflation; analyze the relationship between interest rates and inflation rates to both the borrower and the lender. E.7.1

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2. Determine how changes in real interest rates impact people's decisions to borrow money and purchase goods in a market economy. E.7.2

8. **The student will analyze the role of entrepreneurs and laborers within a market economy.** E.8

    1. Identify both an entrepreneur and a laborer and describe how their decisions affect job opportunities for others, such as profit-maximizing level of output, hiring the optimal number of workers, comparing marginal costs and benefits of producing more or less of a resource. E.8.1
    2. Analyze the potential risks and potential gains of entrepreneurs opening new businesses or inventing a new product; determine the financial and nonfinancial incentives that motivate entrepreneurs. E.8.2
    3. Evaluate the costs and benefits of incorporation including the expansion of resources and reduction of risks. E.8.3

9. **The student will evaluate the economic role of government in a free market and a mixed market economy.** E.9

    1. Explain the aspects of and differences between a free market and a mixed market economy. E.9.1
    2. Explain the purpose, costs, and benefits of government assistance programs and government funded services and projects. E.9.2
    3. Evaluate the impact of voters' decisions as they relate to governmental economic policy. E.9.3

10. **The student will examine current economic conditions in the United States.** E.10

    1. Determine how interest rates, unemployment, Consumer Price Index (CPI), individual savings and debt, government debt, government-enforced price ceilings, labor supply, and inflation impact current economic conditions in the United States. E.10.1
    2. Explain how these conditions have an impact on consumers, producers, and government policymakers. E.10.2
    3. Explain how changes in supply and demand cause prices to change and in turn, cause buyers and sellers to change, including changes in price of productive resources and technologies used to make the product, profit opportunities available to producers for selling other products, number of sellers in a market, consumer incomes, consumer options, and the number of consumers in a market. E.10.3

11. **The student will identify the basic measures of a nation's economic output and income.** E.11

    1. Explain GDP and GNP and how they are used to describe economic output over time; compare the GDP of various countries representing market, command, and mixed economic systems. E.11.1
    2. Describe the impact on the economy when GDP and GNP are growing or declining. E.11.2

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3. Evaluate the impact of self-interest, competition, collusion, technological advancement, standard of living, the business cycle and fluctuation to the GDP. E.11.3
4. Examine the differences between the nominal and the real GDP. E.11.4

12. The student will explain the role of inflation and unemployment in an economic system. E.12

1. Define inflation and determine how it is measured, including the impact inflation has on different sectors of the United States economy. E.12.1
2. Define the causes of unemployment, as well as the different types of unemployment; determine how unemployment is measured and the impact it has on different sectors of the United States economy. E.12.2

13. The student will identify the potential economic impact of policy changes by the Federal Reserve and the federal government. E.13

1. Compare fiscal and monetary policy and the impact each has on the economy. E.13.1
2. Explain the role of the Federal Reserve System within government economic policy. E.13.2
3. Evaluate the conditions under which the federal government and the Federal Reserve implement expansionary or contractionary policies. E.13.3

Oklahoma History

1. The student will describe the state's geography and the historic foundations laid by American Indian, European, and American cultures. OKH.1

1. Integrate visual information to identify and describe the significant physical and human features including major trails, railway lines, waterways, cities, ecological regions, natural resources, highways, and landforms. OKH.1.1
2. Summarize the accomplishments of pre-contact cultures including the Spiro Mound Builders. OKH.1.2
3. Compare the goals and significance of early Spanish, French, and American interactions with American Indians, including trade, the impact of disease, the arrival of the horse, and new technologies. OKH.1.3
4. Compare cultural perspectives of American Indians and European Americans regarding land ownership, structure of self-government, religion, and trading practices. OKH.1.4

2. The student will evaluate the major political and economic events that transformed the land and its people from early contact through Indian Removal and its aftermath. OKH.2

1. Summarize and analyze the role of river transportation to early trade and mercantile settlements including Chouteau's Trading Post at Three Forks. OKH.2.1
2. Describe the major trading and peacekeeping goals of early military posts including Fort Gibson. OKH.2.2

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3. Analyze the motivations for removal of American Indians and the passage of the Indian Removal Act of 1830; trace the forced removal of American Indian nations, including the impact on the tribal nations removed to present-day Oklahoma and tribal resistance to the forced relocations. OKH.2.3
4. Describe the consequences of Indian Removal on intertribal relationships with western nations, such as the Osage, Comanche, Kiowa, Cheyenne and Arapaho. OKH.2.4

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3. **The student will evaluate the major political and economic events that transformed the land and its people from the outbreak of the Civil War through allotment and land openings.** OKH.3
    1. Summarize the impact of the Civil War and Reconstruction Treaties on American Indian peoples, territories, and tribal sovereignty including: OKH.3.1
        A. required enrollment of the Freedmen OKH.3.1.A
        B. Second Indian Removal OKH.3.1.B
        C. significance of the Massacre at the Washita OKH.3.1.C
        D. reasons for the reservation system and the controversy regarding the reservation system as opposed to tribal lands. OKH.3.1.D
        E. establishment of the western military posts including the role of the Buffalo Soldiers OKH.3.1.E
        F. construction of railroads through Indian Territory OKH.3.1.F
    2. Assess the impact of the cattle and coal mining industries on the location of railroad lines, transportation routes, and the development of communities. OKH.3.2
    3. Analyze the influence of the idea of Manifest Destiny on the Boomer Movement. OKH.3.3
    4. Compare multiple points of view to evaluate the impact of the Dawes Act (General Allotment Act) which resulted in the loss of tribal communal lands through a transfer to individual property and the redistribution of lands, including the Unassigned Lands and the Cherokee Outlet, by various means. OKH.3.4
    5. Explain how American Indian nations lost control over tribal identity and citizenship through congressional action, including the Indian Reorganization Act. OKH.3.5

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4. **The student will analyze the formation of constitutional government in Oklahoma.** OKH.4
    1. Compare the governments among the American Indian nations and the movement for the state of Sequoyah. OKH.4.1
    2. Describe the proposal for an all-black state advocated by Edward McCabe. OKH.4.2
    3. Explain the impact of the Enabling Act on single statehood. OKH.4.3

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4. Describe and summarize attempts to create a state constitution joining Indian and Oklahoma Territories including the impact of the Progressive and Labor Movements resulting in statehood on November 16,1907. OKH.4.4
5. Compare Oklahoma's state government to the United States' national system of government including the branches of government, their functions, and powers. county, state and tribal. OKH.4.5
7. Identify major sources of local and state revenues and the services provided including education, health and human services, transportation, courts, corrections, and public safety. OKH.4.7
8. Describe state constitutional provisions including the direct primary, initiative petition, referendum, and recall. OKH.4.8

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5. **The student will examine the Oklahoma's political, social, cultural, and economic transformation during the early decades following statehood.** OKH.5
   1. Examine the policies of the United States and their effects on American Indian identity, culture, economy, tribal government and sovereignty including: OKH.5.1
      A. passage of the Indian Citizenship Act of 1924 OKH.5.1.A
      B. effects of the federal policy of assimilation including Indian boarding schools (1880s-1940s) OKH.5.1.B
      C. authority to select tribal leaders as opposed to appointment by the federal government OKH.5.1.C
      D. exploitation of American Indian resources, lands, trust accounts, head rights, and guardianship as required by the Bureau of Indian Affairs. OKH.5.1.D
   2. Examine multiple points of view regarding the evolution of race relations in Oklahoma, including: OKH.5.2
      A. growth of all-black towns (1865-1920) OKH.5.2.A
      B. passage of Senate Bill 1 establishing Jim Crow Laws OKH.5.2.B
      C. rise of the Ku Klux Klan OKH.5.2.C
      D. emergence of "Black Wall Street" in the Greenwood District OKH.5.2.D
      E. causes of the Tulsa Race Riot and its continued social and economic impact. OKH.5.2.E
      F. the role labels play in understanding historic events, for example "riot" versus "massacre". OKH.5.2.F
   3. Analyze how various segments of Oklahoma society including agriculture, mining, and state politics were influenced by the organized labor and socialist movements. OKH.5.3
   4. Examine how the economic cycles of boom and bust of the oil industry affected major sectors of employment, mining, and the subsequent development of communities, as well as the role of entrepreneurs, including J.J. McAlester, Frank Phillips, E.W. Marland and Robert S. Kerr, and the designation of Tulsa as the "Oil Capital of the World". OKH.5.4

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5. Evaluate the impact of the boom and bust cycle of Oklahoma's agricultural production due to mechanization and the needs of World War I, including its effect as a precursor of the Great Depression. OKH.5.5
6. Analyze William H. "Alfalfa Bill" Murray's response to the conditions created by the Great Depression. OKH.5.6
7. Describe the impact of environmental conditions and human mismanagement of resources resulting in the Dust Bowl and the migration of the "Okies", the national perceptions of Oklahomans, and the New Deal policies regarding conservation of natural resources. OKH.5.7
8. Describe the contributions of Oklahomans including African-American jazz musicians, the political and social commentaries of Will Rogers and Woody Guthrie's, Wiley Post's aviation milestones, and the artwork of the Kiowa Six. OKH.5.8
9. Summarize and analyze the impact of mobilization for World War II including the establishment of military bases, prisoner of war installations, and the contributions of Oklahomans to the war effort including the American Indian code talkers and the 45th Infantry Division. OKH.5.9

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6. **The student will investigate how post-war social, political, and economic events continued to transform the state of Oklahoma from the 1950s through the present.** OKH.6
    1. Evaluate the progress of race relations and actions of civil disobedience in the state including: OKH.6.1
        A. judicial interpretation of the equal protection clause of the 14th Amendment which ultimately resulted in the desegregation of public facilities and public schools and universities OKH.6.1.A
        B. landmark Supreme Court cases of Sipuel v. Board of Regents of the University of Oklahoma (1948) and McLaurin v. Oklahoma Board of Regents for Higher Education (1950) OKH.6.1.B
        C. lunch counter sit-ins organized by Clara Luper and the NAACP OKH.6.1.C
        D. leadership of Governor Gary in the peaceful integration of the public common and higher education systems. OKH.6.1.D

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2. Analyze the impact of economic growth in various sectors including: OKH.6.2
   A. impact of rural to urban migration OKH.6.2.A
   B. development of wind, water, and timber resources OKH.6.2.B
   C. continuing role of agriculture OKH.6.2.C
   D. emergence of tourism as an industry OKH.6.2.D
   E. development of the aerospace and aviation industry including the FAA and the influence of weather research on national disaster preparedness OKH.6.2.E
   F. oil and gas boom and bust, including the discovery of new fossil fuel resources OKH.6.2.F
   G. improvement of the state's transportation infrastructures, such as the interstate highway system and the McClellan-Kerr Arkansas River Navigation System. OKH.6.2.G
3. Describe the artistic contributions of Oklahomans in the fields of music, art, literature, theater, and dance such as Ralph Ellison and the Five Indian Ballerinas. OKH.6.3
4. Summarize the impact of individual Oklahomans' leadership on state and national politics including political realignment. OKH.6.4
5. Analyze the evolving relationship between state and tribal governments impacting tribal self-determination and control over American Indian lands and resources including issues of jurisdiction, taxation, and gaming. OKH.6.5
6. Examine the migrations of major cultural and ethnic groups, including Asians, African Americans, American Indians, and Latinos to the state of Oklahoma and their impact on the social and economic transformation of the modern state of Oklahoma. OKH.6.6
7. Analyze the causes and effects of the domestic terrorist attack on the Murrah Federal Building in Oklahoma City including the responses of Oklahomans to the act, concept of the "Oklahoma Standard" and the creation of the Oklahoma City National Memorial and Museum. OKH.6.7
8. Describe the changing perceptions, both internal and external, of the state and its citizens, as reflected in the Grapes of Wrath, the musical Oklahoma!, Route 66, and the professional basketball team the Oklahoma City Thunder. OKH.6.8
9. Examine ongoing issues including immigration, criminal justice reform, employment, environmental issues, race relations, civic engagement, and education. OKH.6.9

Psychology

1. **The student will examine the foundations of psychology and its origins as a separate social science discipline.** PS.1
   1. Analyze the definition of psychology in the context of psychology as an empirical science and the major approaches to psychology including cognitive-behavioral, psychoanalytic, cognitive, and humanistic. PS.1.1
   2. Evaluate the origins of psychology based on significant historic figures including Wilhelm Wundt, William James, John B. Watson, and Karen Horney. PS.1.2

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3. Classify the various subfields in psychology including vocational applications such as counseling, industrial, clinical, experimental, and educational psychology. PS.1.3

2. **The student will examine the development of psychology as an empirical science by describing the scientific method, explaining research strategies, and identifying ethical issues.** PS.2

   1. Describe the scientific method as the framework for research and apply the principles of research design to an appropriate experiment. PS.2.1
   2. Compare quantitative and qualitative research strategies including experiments, surveys, focus groups, and narratives as the foundation of research in psychology. PS.2.2
   3. Identify ethical standards psychologists must address regarding research with human and non-human participants. PS.2.3
   4. Explore the various modes of psychological testing including personality, intelligence, and projective while assessing the reliability of each. PS.2.4

3. **The student will investigate the structure, biochemistry and circuitry of the brain and the nervous system to understand their roles in affecting behavior.** PS.3

   1. Identify and describe the structure and function of the brain including the hypothalamus, prefrontal lobe, corpus callosum, hemispheres, and amygdala. PS.3.1
   2. Examine the structure and function of the nervous and endocrine system and how they affect behavior. PS.3.2
   3. Identify the parts of a neuron and explain neurotransmission including the role and impact of various neurotransmitters. PS.3.3
   4. Explain the processes of sensation and perception, as well as the capabilities and limitations of sensory processes including the visual, auditory, kinesthetic, olfactory, and gustatory sensory systems. PS.3.4
   5. Describe the interaction of a person and the environment in determining perception including Gestalt principles and how one's experiences and expectations influence perception. PS.3.5
   6. Identify various states of consciousness including sleep and dreams, hypnosis, meditation, and psychoactive drugs. PS.3.6

4. **The student will analyze physical, social, emotional, moral and cognitive development from conception through the latter stages of adulthood.** PS.4

   1. Explain the interaction of environmental and biological factors in human development including the role of the brain in all aspects of development. PS.4.1
   2. Compare the theories of Jean Piaget, Sigmund Freud, Lawrence Kohlberg, Carl Jung, and Erik Erikson regarding human development. PS.4.2

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The student will understand how organisms adapt to their environment through learning and cognition. PS.5

1. Identify and explain the major theories of learning including Ivan Pavlov's classical conditioning, B.F. Skinner's and Albert Bandura's Operant conditioning, and Bandura's observational learning. PS.5.1
2. Describe the process, organization, and factors that influence memory and recall. PS.5.2
3. Analyze strategies and impediments involved in problem solving and decision making and how this knowledge could be applied to daily life. PS.5.3

6. **The student will understand the principles of motivation and emotion.** PS.6
   1. Compare the predominant theories of motivation and emotion including the biological, socialcognitive, humanistic, and cultural theories. PS.6.1
   2. Analyze the biological and environmental influences on positive and negative emotion. PS.6.2

7. **The student will understand how society and culture influence a person's behavior and mental processes.** PS.7
   1. Evaluate the factors that lead to conformity, obedience and nonconformity as demonstrated in experiments including the Stanford Prison Experiment, Milgram Experiment, or Solomon Asch's studies. PS.7.1
   2. Explain how bias, discrimination and use of stereotypes influence behavior with regard to gender, race, sexual orientation and ethnicity as demonstrated in the studies of the Brown Eyed/Blue Eyed Experiment and the Clark Doll Experiment. PS.7.2
   3. Examine influences on aggression and conflict including the factors associated with the bystander effect as demonstrated in such cases as the Kitty Genovese murder. PS.7.3

8. **The student will examine how psychological disorders are diagnosed, classified, and treated.** PS.8
   1. Analyze the methods of determining abnormal behavior and the tools used to diagnose and classify disorders. PS.8.1
   2. Describe symptoms and causes of major categories of psychological disorders including schizophrenia mood, anxiety, personality, somatoform, and dissociative disorders. PS.8.2
   3. Compare available treatment options and how they evolved through history and among different cultures. PS.8.3

9. **The student will evaluate the many factors that promote mental health.** PS.9
   1. Identify and explain potential sources of stress, effects of stress, and various coping strategies for dealing with stress. PS.9.1
   2. Describe the characteristics of and factors that promote resilience and optimism. PS.9.2
   3. Analyze the relationship between psychological health and physiological health. PS.9.3

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4. Identify mental health disorders such as eating disorders and obsessive compulsive disorders. PS.9.4

United States Government

1. **The student will compare the formation of contemporary governments in terms of access, use and justification of power.** USG.1
    1. Compare the essential characteristics of limited versus unlimited governments. USG.1.1
    2. Compare historic and contemporary examples of unlimited governments to examples of limited systems. USG.1.2
    3. Compare the advantages and disadvantages of the ways governmental power is distributed, shared and structured in unitary, federal and confederal systems in terms of effectiveness, prevention of abuse of power and responsiveness to the popular will. USG.1.3
    4. Compare the role of government in market and command economic systems. USG.1.4
2. **The student will describe the historical and philosophical foundations of the republican system of government in the United States.** USG.2
    1. Summarize the major documents contributing to the formation of constitutional government in the United States, including the Magna Carta, the Mayflower Compact and the English Bill of Rights. USG.2.1
    2. Identify the central ideas and importance of the concept of inalienable rights, including life, liberty and the pursuit of happiness, the social contract, and the grievances stated in the Declaration of Independence and reflected in the Constitution of the United States. USG.2.2
    3. Evaluate the necessity of a written constitution to set forth enumerated powers, to organize government, and to distribute powers among the three branches of government, the states, and the people. USG.2.3
    4. Compare the points of view toward the structure and powers of government as expressed in the Federalist Papers, authored by Madison, Hamilton and Jay, as well as the writings of the Anti-Federalists. USG.2.4
    5. Analyze the constitutional amendment process including the 27 amendments to the Constitution of the United States. USG.2.5
3. **The student will analyze the fundamental principles of the American system of government resulting in a republic, as established in the Constitution of the United States, the supreme law of the land.** USG.3
    1. Examine the American system of federalism and evaluate the changes that have occurred in the relationship between the states and the national government over time. USG.3.1

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2. Analyze the system of federalism including the USG.3.2
    A. enumerated (express) powers USG.3.2.A
    B. implied powers USG.3.2.B
    C. powers denied to the national government USG.3.2.C
    D. reserved powers to the states USG.3.2.D
    E. concurrent powers. USG.3.2.E
3. Summarize and explain the relationships and the responsibilities among national, state, tribal, and local governments. USG.3.3
4. Explain that tribal sovereignty is a tribal nation's inherent power to self-govern, such as challenges made regarding the Major Crimes Act. USG.3.4
5. Analyze how the Commerce Clause established the initial constitutional relationship between the Indian tribes and the United States government. USG.3.5
6. Explain how power is separated as well as shared under the American system including the USG.3.6
    A. system of separation of powers USG.3.6.A
    B. system of checks and balances USG.3.6.B
    C. principle of judicial review. USG.3.6.C
7. Evaluate the importance of the rule of law on the purposes and functions of government; explain how the rule of law provides for the protection of individual liberties, including due process and equality under the law. USG.3.7
8. Analyze the concept of popular sovereignty, including the government's responsibility to legitimize majority rule while protecting minority rights. USG.3.8
9. Analyze the rights and liberties guaranteed to all citizens in the Bill of Rights and how they are protected at the state level through the doctrine of incorporation using the 14th Amendment. USG.3.9
10. Analyze historic and contemporary examples of landmark Supreme Court decisions which have addressed and clarified individual rights under the First Amendment, including USG.3.10
    A. Gitlow v. New York (1925) USG.3.10.A
    B. West Virginia v. Barnette (1943) USG.3.10.B
    C. Engel v. Vitale (1962) USG.3.10.C
    D. Tinker v. Des Moines (1969) USG.3.10.D
    E. Texas v. Johnson (1989) USG.3.10.E

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11. Analyze historic and contemporary examples of landmark Supreme Court cases which have specified individual rights of due process under the Constitution, including: USG.3.11

    A. Mapp v. Ohio (1961) USG.3.11.A

    B. Gideon v. Wainwright (1963) USG.3.11.B

    C. Miranda v. Arizona (1966) USG.3.11.C

    D. Roe v. Wade (1973) USG.3.11.D

    E. Furman v. Georgia (1972). USG.3.11.E

4. **The student will examine the Constitution of the United States by comparing the legislative, executive, and judicial branches of government as they address the needs of the public.** USG.4

    1. Explain the purposes of government expressed in the Preamble and how the Constitution of the United States preserves the core principles of American society. USG.4.1

    2. Examine the structure, functions, and authority exercised by the executive, legislative, and judicial branches of government. USG.4.2

        A. Identify the constitutional qualifications for holding public office and the terms of office, including the composition of Congress, the Supreme Court, and the executive branch. USG.4.2.A

        B. Explain the steps of the legislative process, including the role of Congress and the president. USG.4.2.B

        C. Explain the role of the executive branch, including the function of the bureaucracy in implementing public policy. USG.4.2.C

        D. Identify the issues and describe the significance of landmark Supreme Court decisions including Marbury v. Madison (1803), McCulloch v. Maryland (1819), United States v. Nixon (1974), Bush v. Gore (2000), and Citizens United v. F.E.C. (2010) USG.4.2.D

        E. Examine how government exercises its authority in real world situations including current issues and events. USG.4.2.E

5. **The student will be able to evaluate the significance of civic participation in order to ensure the preservation of our constitutional government.** USG.5

    1. Define civic virtue and explain the individual's duty and responsibility to participate in civic life by voting, serving on juries, volunteering within the community, running for office, serving on a political campaign, paying state and federal taxes prior to the April 15th annual deadline, and respecting legitimate authority. USG.5.1

    2. Explain the naturalization process under the laws of the United States. USG.5.2

    3. Analyze how our system of government provides citizens opportunities to monitor and influence the actions of the government and hold elected officials accountable. USG.5.3

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4. Analyze factors affecting the political process and their role in government, including the role of political parties, interest groups, mass media, public opinion, and campaign funding. USG.5.4
5. Explain the steps of the electoral process including the components of local and national campaigns, the nominative process, and the Electoral College. USG.5.5

6. **The student will examine the United States public policy formation process.** USG.6
    1. Examine the budget process including significant policy issues and examples of economic tradeoffs that occur when addressing competing public needs. USG.6.1
    2. Examine how the government influences the economy using fiscal and monetary policy. USG.6.2
    3. Explain the role of the national government in formulating and carrying out domestic policy. USG.6.3
    4. Evaluate the role of the national government in formulating and carrying out foreign policy, national defense, and participation in international alliances and organizations. USG.6.4

United States History

1. **The student will analyze the transformation of the United States through its civil rights struggles, immigrant experiences, and settlement of the American West in the Post- Reconstruction Era, 1865 to the 1920s.** USH.1
    1. Explain the constitutional issues that arise in the post-Civil War era including federalism, separation of powers, and the system of checks and balances. USH.1.1
    2. Analyze the post-Reconstruction civil rights struggles. USH.1.2
        A. Identify the significance of Juneteenth in relation to emancipation and modern-day celebrations. USH.1.2.A
        B. Examine the purposes and effects of the 13th, 14th, and 15th Amendments. USH.1.2.B
        C. Assess the impact of the Black Codes, Jim Crow laws, and the actions of the Ku Klux Klan. USH.1.2.C

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3. Analyze the impact of westward expansion and immigration on migration, settlement patterns in American society, economic growth, and American Indians. USH.1.3

   A. Summarize the reasons for immigration, shifts in settlement patterns, the immigrant experience at immigrant processing centers such as Ellis Island and Angel Island, and the impact of Nativism and Americanization. USH.1.3.A

   B. Analyze the creation of federal immigration policies including the Chinese Exclusion Act, the Gentlemen's Agreement, federal court decisions, the Supreme Court's application of the 14th Amendment and the Immigration Act of 1924. USH.1.3.B

   C. Examine the rationale behind federal policies toward American Indians including the establishment of reservations, attempts at assimilation, the end of the Indian Wars at Wounded Knee, and the impact of the Dawes Act on tribal sovereignty and land ownership. USH.1.3.C

   D. Compare viewpoints of American Indian resistance to United States Indian policies as evidenced by Red Cloud in his Cooper Union speech, Quanah Parker, and Chief Joseph as expressed in his I Will Fight No More Forever speech. USH.1.3.D

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2. **The student will analyze the social, economic and political changes that occurred during the American Industrial Revolution, the Gilded Age, and significant reform movements from the 1870s to the 1920s.** USH.2

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1. Evaluate the transformation of American society, economy and politics during the American Industrial Revolution. USH.2.1

   A. Analyze the impact of capitalism, laissez- faire policy and the role of leading industrialists as robber barons, captains of industry and philanthropists including John D. Rockefeller and Andrew Carnegie and his Gospel of Wealth essay on American society. USH.2.1.A

   B. Identify the impact of new inventions and industrial production methods including new technologies by Thomas Edison, Alexander G. Bell, Henry Ford, and the Bessemer process. USH.2.1.B

   C. Evaluate the contributions of muckrakers, including Ida Tarbell, Jacob Riis and Upton Sinclair, in changing government policies regarding child labor, working conditions and regulation of big business. USH.2.1.C

   D. Analyze major social reform movements including the Women's Suffrage and Temperance Movement and the leadership of Susan B. Anthony, Alice Paul, and Jane Addams. USH.2.1.D

   E. Evaluate the significance of the Labor Movement on the organization of workers including the impact of the Pullman strikes, the Haymarket Riot, and the leadership of Eugene V. Debs. USH.2.1.E

   F. Assess and summarize changing race relations as exemplified in the Plessy v. Ferguson case. USH.2.1.F

   G. Compare early civil rights leadership including the viewpoints of Booker T. Washington, and W.E.B. DuBois in response to rising racial tensions, the anti-lynching work of Ida B. Wells, and the use of poll taxes and literacy tests to disenfranchise blacks. USH.2.1.G

2. Evaluate the rise and reforms of Populism and the Progressive Movement including: USH.2.2

   A. direct primary, initiative petition, referendum, and recall intended to limit the corrupting influence of political machines USH.2.2.A

   B. impact of William Jennings Bryan and his Cross of Gold speech on the political landscape USH.2.2.B

   C. series of events leading to and the effects of the 16th, 17th, 18th, 19th, and 21st Amendments to the Constitution of the United States. USH.2.2.C

3. Analyze and summarize the key personalities, actions and policies of Presidents Theodore Roosevelt, William Howard Taft, and Woodrow Wilson by: USH.2.3

   A. comparing the policies of Roosevelt and Taft on environmental conservation and trust busting, USH.2.3.A

   B. evaluating the 1912 presidential election including the role of Roosevelt's Bull Moose Party and Eugene V. Debs Socialist Party. USH.2.3.B

   C. describing the policies of Wilson on the issue of women's right to vote. USH.2.3.C

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The student will analyze the expanding role of the United States in international affairs as America was transformed into a world power in the late 19th and early

20th centuries, 1890 to 1920. USH.3

1. Evaluate the impact of American imperialism on international relations and explain its impact on developing nations. USH.3.1

   A. Compare the economic, religious, social, and political rationales for American imperialism including the concept of "white man's burden," the annexation of Hawaii, the impact of Admiral Alfred T. Mahan, and the actions of the Anti-Imperialist League. USH.3.1.A

   B. Assess the role of yellow journalism and jingoism in inciting the desire of Americans to go to war with Spain. USH.3.1.B

   C. Examine how the Spanish-American War resulted in the rise of the United States as a world power and led to new territorial acquisitions and national insurrections in Cuba and the Philippines. USH.3.1.C

   D. Compare the foreign policies of Presidents Roosevelt, Taft, and Wilson including Big Stick Diplomacy, Dollar Diplomacy, Missionary Diplomacy, the Roosevelt Corollary, military interventionism, and the territorial acquisition and construction of the Panama Canal. USH.3.1.D

2. Evaluate the long-term impact of America's entry into World War I on national politics, the economy, and society. USH.3.2

   A. Summarize the transformation of the United States from a position of neutrality to engagement in World War I including the Zimmermann Telegram and the threats to international trade caused by unrestricted submarine warfare. USH.3.2.A

   B. Analyze the impact of the war on the home front including the use of propaganda, women's increased role in industry, the marshaling of industrial production, and the Great Migration. USH.3.2.B

   C. Analyze the institution of a draft and the suppression of individual liberties resulting in the First Red Scare, including the Palmer Raids and the Sacco-Vanzetti trials. USH.3.2.C

   D. Evaluate Wilson's foreign policy as proposed in his Fourteen Points and the reasons for the nation's return to isolationism highlighted by the Senate's rejection of the League of Nations. USH.3.2.D

4. **The student will analyze the cycles of boom and bust of the 1920s and 1930s on the transformation of American government, the economy and society.** USH.4

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1. Examine the economic, political, and social transformations between the World Wars. USH.4.1

    A. Describe modern forms of cultural expression including the significant impact of people of African descent on American culture as exhibited by the Harlem Renaissance and the Jazz Age. USH.4.1.A

    B. Describe the rising racial tensions in American society including the resurgence of the Ku Klux Klan, increased lynchings, race riots as typified by the Tulsa Race Riot, the rise of Marcus Garvey and black nationalism, and the use of poll taxes and literacy tests to disenfranchise blacks. USH.4.1.B

    C. Assess the impact of the Indian Citizenship Act of 1924 on the American Indian nations. USH.4.1.C

    D. Examine growing labor unrest and industry's reactions, including the use of sit-down strikes and court injunctions, and why socialism and communism appealed to labor. USH.4.1.D

    E. Describe the booming economy based upon access to easy credit through installment buying of appliances and inventions of modern conveniences including the automobile. USH.4.1.E

2. Analyze the effects of the destabilization of the American economy. USH.4.2

    A. Identify causes contributing to an unstable economy including the overproduction of agriculture products, greater speculation and buying on margin in the Stock Market, and the government's probusiness and laissez-faire policies. USH.4.2.A

    B. Examine the role of the Stock Market Crash and bank failures in weakening both the agricultural and manufacturing sectors of the economy leading to the Great Depression. USH.4.2.B

    C. Analyze how President Herbert Hoover's financial policies and massive unemployment as exemplified by the Bonus Army March and Hoovervilles impacted the presidential election of 1932. USH.4.2.C

    D. Compare points of view regarding the economic and social impact of the Great Depression on individuals, families, and the nation. USH.4.2.D

3. Analyze the impact of the New Deal in transforming the federal government's role in domestic economic policies. USH.4.3

    A. Assess changing viewpoints regarding the expanding role of government as expressed in President Franklin Roosevelt's First Inaugural Address. USH.4.3.A

    B. Examine how national policies addressed the economic crisis including John Maynard Keynes' theory of deficit spending, Roosevelt's court packing plan, and the new federal agencies of the Social Security Administration, Federal Deposit Insurance Corporation (FDIC), Works Progress Administration (WPA), Civilian Conservation Corps (CCC), and the Tennessee Valley Authority (TVA). USH.4.3.B

    C. Summarize the causes and impact of the Dust Bowl including the government's responses. USH.4.3.C

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5. **The student will analyze the United States role in international affairs by examining the major causes, events and effects of the nation's involvement in World War II, 1933 to 1946.** USH.5

    1. Describe the transformations in American society and government policy as the nation mobilized for entry into World War II. USH.5.1

        A. Examine the roles of appeasement and isolationism in the United States' reluctance to respond to Fascist military aggression in Europe and Asia including the Neutrality Acts and the Lend-Lease program. USH.5.1.A

        B. Evaluate the industrial mobilization for war and the psychological preparation for war as reflected in President Franklin Roosevelt's Four Freedoms speech. USH.5.1.B

        C. Examine President Franklin Roosevelt's Day Which Will Live in Infamy speech and America's conduct of the war, including the role of women and minorities in the war effort, rationing, the internment of Americans of Japanese descent, and the treatment of Americans of German, and Italian descent, including the Korematsu v. United States decision. USH.5.1.C

    2. Analyze the series of events affecting the outcome of World War II including major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation including Pearl Harbor, the D-Day Invasion, development and use of the atomic bomb, the island-hopping strategy, the Allied conferences at Yalta and Potsdam, and the contributions of Generals MacArthur and Eisenhower. USH.5.2

    3. Summarize American reactions to the events of the Holocaust resulting in United States participation in the Nuremberg Trials which held Nazi leaders accountable for war crimes. USH.5.3

6. **The student will analyze the origins of international alliances and efforts at containment of Communism following World War II.** USH.6

    1. Analyze the origins of international alliances and efforts at containment of Communism following World War II. USH.6.1

        A. Identify the origins of Cold War confrontations between the Soviet Union and the United States including the leadership of President Harry Truman, the postwar division of Berlin, the Berlin Blockade and Airlift, the Iron Curtain, and the Marshall Plan. USH.6.1.A

        B. Describe the roles and consequences of the spheres of influence created by the formation of the United Nations and NATO by the United States and the formation of the Warsaw Pact by the Soviet Union. USH.6.1.B

        C. Assess the impact and successes of the Truman Doctrine including the American military response to the invasion of South Korea. USH.6.1.C

        D. Evaluate the Kennedy administration's international goals as expressed in his Inaugural Address in light of the subsequent building of the Berlin Wall, the Bay of Pigs Invasion, the Cuban Missile Crisis, NASA, and the establishment of the Peace Corps. USH.6.1.D

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2. Describe domestic events related to the Cold War and its aftermath. USH.6.2

    A. Summarize the reasons for the public fear of communist influence within the United States and how politicians capitalized on this fear including the leadership of President Dwight D. Eisenhower, the Army-McCarthy hearings, the Second Red Scare, the Alger Hiss controversy, and the Rosenbergs' spy trials. USH.6.2.A

    B. Examine the impact of the proliferation of nuclear weapons and the resulting nuclear arms race, the concept of brinkmanship, the doctrine of mutually assured destruction (MAD), the launching of Sputnik and the space race. USH.6.2.B

    C. Evaluate the continuing role of radio, television and other mass media in relationship to the Nixon and Kennedy debates as part of the 1960 and subsequent elections. USH.6.2.C

3. Analyze the series of events and long term foreign and domestic consequences of the United States' military involvement in Vietnam including the Domino Theory, the Gulf of Tonkin Resolution, the Tet Offensive, the presidential election of 1968, university student protests led by the counterculture movement, expanded television coverage of the war, the War Powers Resolution Act, and the 26th Amendment. USH.6.3

4. Analyze the political and economic impact of President Nixon's foreign policies including détente and the opening of China. USH.6.4

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7. **The student will analyze the cause and effects of significant domestic events and policies from 1945 to 1975.** USH.7

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1. Analyze the major events, personalities, tactics and effects of the Civil Rights Movement. USH.7.1

    A. Assess the effects of President Truman's decision to desegregate the United States armed forces and the legal attacks on segregation by the NAACP and Thurgood Marshall, the United States Supreme Court decisions in the cases of Oklahomans Ada Lois Sipuel Fisher and George McLaurin, and the differences between de jure and de facto segregation. USH.7.1.A

    B. Evaluate the events arising from separate but equal, policies, such as poll taxes and literacy tests, violent responses such as the Birmingham church bombing and the assassination of Dr. Martin Luther King, Jr., and conflicts over segregation including: USH.7.1.B

        1. Brown v. Board of Education, Topeka, Kansas decision USH.7.1.B.1
        2. Montgomery Bus Boycott USH.7.1.B.2
        3. desegregation of Little Rock Central High School USH.7.1.B.3
        4. Oklahoma City lunch counter sit-ins led by Clara Luper USH.7.1.B.4
        5. Freedom Rides USH.7.1.B.5
        6. Marches on Washington and Selma to Montgomery USH.7.1.B.6
        7. adoption of the 24th Amendment USH.7.1.B.7
        8. passage of the Civil Rights Act of 1964 and the Voting Rights Act of 1965. USH.7.1.B.8

    C. Compare the viewpoints and the contributions of civil rights leaders and organizations linking them to events of the movement, including Dr. Martin Luther King, Jr. and his I Have a Dream speech, the leadership of Malcolm X, the role of organizations such as the Black Panthers; describe the tactics used at different times including civil disobedience, non-violent resistance, sit-ins, boycotts, marches, and voter registration drives. USH.7.1.C

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2. Analyze the ongoing social and political transformations within the United States. USH.7.2

    A. Summarize and examine the United States Supreme Court's use of the 14th Amendment incorporation doctrine in applying the Bill of Rights to the states, thereby securing and further defining individual rights and civil liberties. USH.7.2.A

    B. Assess the rise of liberalism in the 1960s and the lasting impact of President Lyndon Johnson's civil rights initiatives, the war on poverty, and the Great Society. USH.7.2.B

    C. Describe the goals and effectiveness of the American Indian movements on tribal identity and sovereignty including the American Indian Movement (AIM) and mismanagement by the federal government causing the occupations at Wounded Knee and Alcatraz. USH.7.2.C

    D. Describe the goals and effectiveness of the social movement of the United Farm Workers and César Chávez. USH.7.2.D

    E. Compare the changing roles of women from the post-war era through the 1970s including the goals of the Women's Liberation Movement and the National Organization of Women under the leadership of Betty Friedan, various debates on the Equal Rights Amendment, and the United States Supreme Court's ruling in Roe v. Wade. USH.7.2.E

    F. Evaluate the impact of the Watergate Scandal on executive powers including the role of the media, the Pentagon Papers, the first use of the 25th Amendment, and President Ford's decision to pardon former President Nixon. USH.7.2.F

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8. **The student will analyze the impact foreign and domestic policies from 1977 to 2001.** USH.8

    1. Evaluate President Jimmy Carter's foreign policy in the Middle East including the Camp David Accords, the OPEC oil embargo, and the response to the 1979 Iranian hostage crisis. USH.8.1

    2. Analyze the economic and political impact of the rise of conservatism and President Reagan's domestic and foreign policies including Reaganomics, the Iran-Contra Scandal and Reagan's Tear Down This Wall speech in West Berlin. USH.8.2

    3. Summarize the series of events leading to the emergence of the United States as the sole superpower following the fall of the Berlin Wall and the collapse of the Soviet Empire. USH.8.3

    4. Describe the goal of President George H.W. Bush's foreign policy in forming an international coalition to counter Iraqi aggression in the Persian Gulf. USH.8.4

    5. Describe and evaluate the influence of William J. Clinton's presidency, including the USH.8.5

        A. continuing global influence of the United States including NAFTA and the NATO interventions to restore stability to the former Yugoslav republics. USH.8.5.A

        B. political impact of Clinton's impeachment. USH.8.5.B

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6. Evaluate the rise of terrorism and its impact on the United States including the 1995 bombing of the Murrah Federal Building, the first attack on the World Trade Center Towers in 1993, the attacks on September 11, 2001, the USA PATRIOT Act, and the creation of the Department of Homeland Security. USH.8.6

9. **The student will examine contemporary challenges and successes in meeting the needs of the American citizen and society, 2002 to the present.** USH.9

    1. Assess George W. Bush's presidency, including the causes, conduct and consequences of the United States led wars in Afghanistan and Iraq, efforts to counter and combat terrorism, and domestic issues such as the FEMA response to Hurricane Katrina and the Great Recession. USH.9.1
    2. Assess Barack Obama's presidency, including the significance of his election, the wars in Afghanistan and Iraq, handling of economic conditions, establishment of DACA, and reforms to healthcare. USH.9.2
    3. Examine the ongoing issues to be addressed by the Donald Trump and subsequent administrations, including taxation, immigration, employment, climate change, race relations, religious discrimination and bigotry, civic engagement, and perceived biases in the media. USH.9.3

World Human Geography

1. **The student will use maps and other geographic representations, tools and technologies to acquire, research, process, and solve problems from a spatial perspective.** WG.1

    1. Analyze key concepts underlying the geographical perspectives of location, space, place, scale, pattern, regionalization, and globalization. WG.1.1
    2. Utilize geographic skills to understand and analyze the spatial organization of people, places, and environments on the Earth's surface. WG.1.2
    3. Define regions and evaluate the regionalization process to characterize and analyze changing interconnections among places. WG.1.3
    4. Utilize geographic technologies of GIS, remote sensing and GPS sources of geographical data including census data, population pyramids, cartograms, and satellite imagery. WG.1.4

2. **The student analyze how human population is organized geographically in order to understand the cultural, political, and economic systems of the world.** WG.2

    1. Analyze geographic data measuring population including density, distribution, patterns of composition (age, sex, race, and ethnicity), and population trends and projections. WG.2.1
    2. Describe and summarize the push and pull theory of migration and its impact on human capital and demographic transitions including the research of major voluntary and involuntary migrations. WG.2.2
    3. Compare and contrast the impact of population policies on the patterns of fertility, mortality, and health. WG.2.3

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The student will analyze the components and regional variations of cultural patterns and processes. WG.3

1. Assess the spatial dimensions of culture as defined by language, religion, ethnicity, and gender. WG.3.1
2. Analyze and summarize the role the environment plays in determining a region's culture. WG.3.2
3. Explain the processes of cultural diffusion, acculturation, assimilation, and globalization regarding their impact on defining a region. WG.3.3
4. Compare the world's major cultural landscapes to analyze cultural differences, cultural identity, social mores, and sets of beliefs which determine a sense of place. WG.3.4
5. Explain how cultural characteristics, such as language, ethnicity, and religion impact different regions. WG.3.5

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4. **The student will explain the political organization of space.** WG.4
    1. Describe and summarize the different forces that shape the evolution of the world's contemporary political map including the rise of nation-states. WG.4.1
    2. Analyze the concept of territoriality, the nature and meaning of boundaries, and their influence on identity, interaction, and exchange. WG.4.2
    3. Compare the world's political patterns of organization including federal and unitary states. WG.4.3
    4. Examine changes and challenges to political/territorial arrangements, the changing nature of sovereignty, and evolution of contemporary political patterns. WG.4.4
    5. Evaluate how the forces of cooperation and conflict among people influence the division and control of territory and resources. WG.4.5

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5. **The student will analyze agricultural and commercial land use.** WG.5
    1. Examine the origin and diffusion of agriculture including the Agricultural Revolutions and the Green Revolution. WG.5.1
    2. Describe and summarize the characteristics of modern commercial agriculture including major production regions, variations within major zones, and effects of markets. WG.5.2
    3. Analyze settlement patterns associated with major agricultural regions and linkages among regions of food production and consumption. WG.5.3
    4. Describe the impact of agricultural practices including irrigation, conservation, desertification, deforestation, organic farming, pesticides and herbicides, and genetic modification on the environment and the quality of life. WG.5.4
    5. Examine common characteristics of rural communities including the impact of the environment on location, the political, economic and cultural functions of rural communities, the types of transportation, communication and trade linkages among rural areas, and the impact of modern migration to urban centers. WG.5.5

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The student will analyze the impact of industrialization on economic development. WG.6

1. Examine the changing roles of natural resources, energy, and technology that resulted in the Industrial Revolution. WG.6.1
2. Evaluate the impact of industrialization and government policies of both market and command economic systems on the availability and use of natural resources, environmental concerns, and sustainable development. WG.6.2
3. Compare contemporary patterns of industrialization and development in selected regions of the world including the Pacific Rim, Central Asia, and the Arabian Peninsula. WG.6.3
4. Analyze why some economies achieve rapid growth while other economies with similar resources struggle to reach developed status. WG.6.4
5. Summarize common characteristics of developed nations including variations in levels of development, modern patterns of deindustrialization, and economic restructuring, globalization, and international division of labor. WG.6.5

7. **The student will evaluate specific textual and visual evidence to analyze cities and urban land use.** WG.7
    1. Examine the origin, development and character of cities including the impact of the environment on location, the political, economic, and cultural functions of cities, historical distribution of cities, and the types of transportation, communication, and trade linkages among cities. WG.7.1
    2. Analyze contemporary patterns of rural migration on urban development including the concept of suburbanization, edge cities, megacities, and global cities. WG.7.2
    3. Describe the factors that impact cities over time including uneven development, changing economic and demographic structures, transportation and infrastructure, housing and urban planning. WG.7.3

World History

1. **The student will analyze and summarize the impact of the major patterns of political, economic, and cultural change over time to 1450 CE and their long-term influences.** WH.1
    1. Evaluate the impact of geography and trade on the development of culture in Africa, Asia, and Europe including religion, philosophy, and political belief. WH.1.1
    2. Describe the origins, major beliefs, spread and lasting impact of the world's major religions and philosophies, including Judaism, Hinduism, Buddhism, Christianity, Islam, Confucianism, and Sikhism. WH.1.2
    3. Compare the contributions of Greek and Roman philosophers, including Plato, Aristotle and Cicero including their impact on Western society. WH.1.3
    4. Evaluate the economic, political, and cultural impact of interregional trade networks. WH.1.4
    5. Describe the institution of slavery around the world prior to the 15th century as a widespread result of warfare and economic practices. WH.1.5

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The student will analyze patterns of social, economic, political, and cultural changes during the rise of Western civilization and the Global Age (1400-1750 CE). WH.2

1. Assess the significance of the Renaissance on politics, economics, and artistic creativity, including the works of Machiavelli, Michelangelo, and daVinci. WH.2.1
2. Summarize the causes of and influence of the theological movements of the Reformation and how those movements subsequently transformed society. WH.2.2
3. Analyze migration, settlement patterns, cultural diffusion, and the transformations caused by the competition for resources among European nations during the Age of Exploration. WH.2.3
4. Explain how slavery and the slave trade was used for the development and growth of colonial economies. WH.2.4
5. Compare the various forms of government established by: WH.2.5
    A. divine right rule, such as the Mandate of Heaven in China and absolutism in England and France WH.2.5.A
    B. Magna Carta in England, the English Civil War, and the Glorious Revolution WH.2.5.B
    C. enlightened monarchs such as Catherine the Great and Frederick the Great. WH.2.5.C
6. Compare how scientific theories and technological discoveries brought about social and cultural changes, including those made by Copernicus, Galileo, and Newton; describe the impact of Islamic learning. WH.2.6
7. Analyze the impact of the Enlightenment on modern government and economic institutions, including the theories of Hobbes, Locke, Voltaire, Rousseau, Montesquieu, and Adam Smith. WH.2.7

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3. **The student will analyze the political, economic, and social transformations brought about by the events of the age of revolutions and imperialism (1750-1900 CE).** WH.3
    1. Analyze the causes and global impact of WH.3.1
        A. England's Glorious Revolution WH.3.1.A
        B. the American Revolution WH.3.1.B
        C. the French Revolution including the Napoleonic Wars WH.3.1.C
        D. the Congress of Vienna. WH.3.1.D
    2. Summarize the influence and global impact of emerging democratic ideals on the Latin American and Caribbean revolutions including Haiti and Mexico and the leadership of Simon Bolivar. WH.3.2
    3. Evaluate the economic and social impact of the Industrial Revolution. WH.3.3
    4. Analyze how the Industrial Revolution gave rise to socialism and communism, including ideas and influence of Karl Marx. WH.3.4
    5. Explain the rationales for and consequences of imperialism on Asia, Africa, and the Americas, such as colonization and the exploitation of natural resources and peoples; summarize various efforts to resist imperialism. WH.3.5

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4. **The student will evaluate the global transformation created by the World Wars (1900-1945 CE).** WH.4
    1. Explain the complex and multiple causes of World War I, including militarism, nationalism, imperialism, systems of alliances, and other significant causes. WH.4.1
    2. Describe the significant events of World War I, including key strategies, advancements in technology, the war's significant turning points, and its' lasting impact. WH.4.2
    3. Analyze the immediate and long-term global consequences of the Treaty of Versailles. WH.4.3
    4. Analyze socialism, communism, and the Bolshevik Revolution as responses to capitalism. WH.4.4
    5. Describe the economic, social, and political conditions that caused WWII including WH.4.5
        A. failure of the Treaty of Versailles WH.4.5.A
        B. impact of global depression WH.4.5.B
        C. rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan WH.4.5.C
    6. Examine the significant events of World War II from a global perspective, such as campaigns in Africa, Asia, and the Pacific. WH.4.6
    7. Evaluate the effects of World War II including military and economic power shifts, purposes of the United Nations and NATO, and the origins and escalation of the Cold War. WH.4.7
    8. Examine the causes, series of events and effects of the Holocaust through eyewitnesses such as inmates, survivors, liberators, and perpetrators. WH.4.8
    9. Summarize world responses to the Holocaust, resulting in the Nuremberg Trials, the move to establish a Jewish homeland, and the creation of the of the Universal Declaration of Human Rights and its impact on human rights today. WH.4.9

5. **The student will evaluate post World War II regional events leading to the transformations of the modern world (1945-1990 CE).** WH.5
    1. Describe the creation of the modern state of Israel and ongoing territorial disputes, including the impact of significant regional leaders. WH.5.1
    2. Evaluate the ongoing regional disputes of the Middle East, including the Iranian Revolution, the Iran- Iraq conflict, and the invasion of Kuwait. WH.5.2

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3. Analyze the major developments in Chinese history during the second half of the 20th century including the WH.5.3
    A. Chinese Civil War and the Communist Revolution in China WH.5.3.A
    B. rise of Mao Zedong and the political, social, and economic upheavals under his leadership WH.5.3.B
    C. student protests of Tiananmen Square WH.5.3.C
    D. economic reforms under the leadership of Deng Xiaoping. WH.5.3.D
4. Examine the origins of India and Pakistan as independent nations, including the WH.5.4
    A. struggle for independence achieved through Mohandas Gandhi's non-violent civil disobedience movement WH.5.4.A
    B. development of India's industrial economy WH.5.4.B
    C. ongoing struggles in the region. WH.5.4.C
5. Evaluate the people, events, and conditions leading to the end of the Cold War including the WH.5.5
    A. effects of Poland's Solidarity Movement WH.5.5.A
    B. policies of the perestroika and glasnost WH.5.5.B
    C. fall of the Berlin Wall WH.5.5.C
    E. breakup of the Soviet Union WH.5.5.E
6. Assess the impact of African independence movements on human rights and the global expansion of democracy including the WH.5.6
    A. effects of Pan-Africanism on changing political boundaries WH.5.6.A
    B. the struggle for self-government in Ghana, including the influence of Kwame Nkrumah WH.5.6.B
    C. creation and dismantling of South Africa's apartheid system, including the influence of Nelson Mandela and Desmond Tutu. WH.5.6.C
7. Compare multiple perspectives to examine the religious, ethnic, and political origins, as well as the lasting impact of modern genocide and conflicts including WH.5.7
    A. actions of the Khmer Rouge in Cambodia WH.5.7.A
    B. Northern Ireland's Troubles WH.5.7.B
    C. ethnic-cleansing in the Balkans WH.5.7.C
    D. Rwanda's mass murders WH.5.7.D
    E. crisis in Darfur WH.5.7.E

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6. **The student will evaluate contemporary global issues and challenges.** WH.6
    1. Describe the ongoing impact of interdependence on the world's economies resulting in the creation and growth of multinational organizations, international trade agreements, and the challenges faced by the global economy. WH.6.1

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2. Examine contemporary issues that impact the new global era such as the WH.6.2
   A. changing patterns of population WH.6.2.A
   B. cycle of disease and poverty WH.6.2.B
   C. status of women WH.6.2.C
   D. environmental issues. WH.6.2.D
3. Describe the impact of trade and interdependence on cultural diffusion. WH.6.3
4. Analyze responses by world governments concerning the rise and impact of international terrorism and their responses to regional disputes such as Syria. WH.6.4

Sociology

1. **The student will recognize sociology as a social science, identify methods and strategies of research, and examine the contributions of sociology to the understanding of social issues.** S.1
   1. Describe the development of the field of sociology as a social science. S.1.1
   2. Identify the contributions of leading theorists within sociology including Auguste Comte, Emile Durkheim, Harriet Martineau, Herbert Spencer, Max Weber, C. Wright Mills, Karl Marx, and W.E.B. Dubois. S.1.2
   3. Evaluate different sociological research methods including participant observation, natural observation, library research, questionnaires, experiments, interviews, and case studies. S.1.3
   4. Conduct research on an issue using the scientific method of inquiry including developing a hypothesis, gathering and interpreting data, and drawing conclusions. S.1.4

2. **The student will examine the influence of culture and the way cultural transmission is accomplished.** S.2
   1. Examine how relationships, structures, patterns and processes influence culture. S.2.1
   2. Recognize the key components of a culture including knowledge, language and communication, customs, values, and physical artifacts. S.2.2
   3. Explain the differences between a culture and a society. S.2.3
   4. Analyze the influences of genetic inheritance and culture on human behavior including the debate over nature versus nurture. S.2.4
   5. Compare various subcultures including counter cultures, pop cultures, ethnic cultures, and religious cultures. S.2.5
   6. Describe factors that have led to cultural diversity within the United States. S.2.6

3. **The student will identify how social status influences individual and group behaviors.** S.3
   1. Describe how social status affects social order including upper class, middle class, lower class, white collar professionals, blue-collar workers, and the unemployed. S.3.1

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2. Recognize how role expectations can lead to conflict including gender, age, racial groups, and ethnic groups within different societies. S.3.2

4. **The student will examine how social groups are composed of people who share common characteristics including interests, beliefs, behaviors, and feelings.** S.4
    1. Examine why individuals become members of or associate with different social groups. S.4.1
    2. Compare various types of norms including folkways, mores, laws, and taboos; explain why rules of behavior are considered important to society. S.4.2
    3. Evaluate the characteristics of primary groups including small size intimate settings and enduring relationships and how members' behaviors are influenced by the primary group. S.4.3
    4. Evaluate the characteristics of secondary groups including less permanence, less personal, and having a special purpose; explain how members' behaviors are influenced by the secondary groups. S.4.4
    5. Investigate stereotypes of different groups including gangs, generational groups, immigrants, and the homeless. S.4.5

5. **The student will identify the effects of social institutions on individual and group behavior and explain how these institutions influence the development of the individual.** S.5
    1. Analyze the impact of social institutions on individuals, groups and organizations within society; explain how these institutions transmit the values of society including familial, religious, educational, economic, and political. S.5.1
    2. Examine rites of passage within various social institutions such as religious ceremonies, school proms, quinceañeros, graduation, marriage, and retirement. S.5.2
    3. Define ethnocentrism and xenophobia; analyze how they can be beneficial or destructive to a culture. S.5.3

6. **The student will examine social change over time and the various factors that lead to these changes.** S.6
    1. Examine environmental, political, economic, scientific, and technological influences upon immediate and long-term social change. S.6.1
    2. Describe how collective behavior can influence and change society including sit-ins, organized demonstrations, and the use of social media. S.6.2

7. **The student will analyze social problems that affect large numbers of people or result from imbalances within a social system.** S.7
    1. Distinguish between characteristics of a social problem as compared to an individual problem. S.7.1
    2. Analyze patterns of behavior found within social problems and their implications for society including juvenile crime, drug addiction, and long-term unemployment. S.7.2

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3. Examine individual and group response and potential resolutions to social problems as well as the consequences of such solutions. S.7.3

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8. **The student will explore both individual and collective behavior.** S.8

    1. Describe the traditions, roles, and expectations necessary for a society to continue and flourish. S.8.1
    2. Examine factors that can lead to the breakdown and disruption of a society. S.8.2
    3. Differentiate the impact of individual leaders of different social and political movements including Mohandas Gandhi, Dr. Martin Luther King Jr., and Susan B. Anthony. S.8.3
    4. Interpret how social behavior is influenced by propaganda, the news media, and advertising. S.8.4
    5. Investigate the impact of rumor, gossip, and other inaccurate communications upon group behavior. S.8.5