

**Tustin Unified School District**

# **History/Social Science Content Standards**

**Adopted by the Board of Education 6/28/99**

**The intellectual skills noted below are to be learned through, and applied to, the content standards for grades K-5. They are to be assessed only in conjunction with the content standards in grades K-5 and are not to be assessed in isolation.**

### **Historical and Social Sciences Analysis Skills**

*In addition to the standards for grades K-5, students demonstrate the following intellectual, reasoning, reflection and research skills:*

#### **Grades K-5**

##### **Chronological and Spatial Thinking**

1. Students place key events and people of the historical era they are studying both in a chronological sequence and within a spatial context. They interpret timelines.
2. Students apply terms related to time correctly, including past, present, future, decade, century, and generation.
3. Students explain how the present is connected to the past, identifying both similarities and differences between the two, and how some things change over time and some things stay the same.
4. Students use map and globe skills to determine the absolute locations of places and interpret information available through the map's legend, scale, and symbolic representations.
5. Students judge the significance of the relative location of a place (e.g., close to a harbor, trade routes) and analyze how those relative advantages or disadvantages can change over time.

##### **Research, Evidence and Point of View**

1. Students differentiate between primary and secondary sources.
2. Students pose relevant questions about events encountered in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photos, maps, art and architecture.
3. Students distinguish fact from fiction by comparing documentary sources on historical figures and events with fictionalized characters and events.

## **Historical Interpretation**

1. Students summarize the key events of the era they are studying and explain their historical contexts.
2. Students identify the human and physical characteristics of the places they are studying and explain how these features form the unique character of these places.
3. Students identify and interpret the multiple causes and effects of historical events.
4. Students conduct cost/benefit analyses of historical and current events.

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## **KINDERGARTEN**

### **LEARNING AND WORKING NOW AND LONG AGO**

Students in kindergarten are introduced to basic spatial, chronological and causal relationships, emphasizing the geographic and historical connections between the world today and the world long ago. The stories of ordinary and extraordinary people help describe the range and continuity of human experience and introduce the concepts of courage, self-control, justice, heroism, leadership, deliberation, and individual responsibility. Historical empathy for how people lived and worked long ago reinforces the concept of civic behavior: how we interact respectfully with each other, following rules, and respecting the rights of others.

- 1.0 Students demonstrate an understanding that being a good citizen involves acting in certain ways, in terms of:
  - 1.1 examples of rules, such as sharing and taking turns, and the consequences of breaking them
  - 1.2 examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history, in stories and in folklore
  - 1.3 the beliefs and related behavior of characters in stories from times past, and the consequences of their actions
- 2.0 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
- 3.0 Students match simple descriptions of work that people do and the names of those jobs with examples from the school, local community and historical accounts.
- 4.0 Students compare and contrast the locations of people, places, and environments and describe the human and physical characteristics of places by:
  - 4.1 determining the relative location of objects using near/far, left/right, behind/in front
  - 4.2 distinguishing between land and water and locating general areas referenced in historically-based legends and stories on maps and globes
  - 4.3 identifying traffic symbols and map symbols (legend references to land, water, roads, and cities)
  - 4.4 constructing maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines
  - 4.5 demonstrating familiarity with the school's layout, environs and the jobs people do there
- 5.0 Students put events in chronological order by using a calendar, placing days, weeks, and months in proper order.

- 6.0 Students understand that history relates to events, people, and places of other times, in terms of:
- 6.1 the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were behind the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, and Veterans Day)
  - 6.2 the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin
  - 6.3 the different ways people lived in earlier days and how their lives would be different today (e.g., the process of getting water from a well, growing food, making clothing, having fun, the type of organizations, rules and laws)

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## GRADE 1

### A CHILD'S PLACE IN TIME AND SPACE

Students in grade one continue a more detailed treatment of the broad concepts of rights and responsibilities in the contemporary world. The classroom serves as a microcosm of society in which decisions are made with respect for individual responsibility, for other people and for the rules by which we all must live: fair play, good sportsmanship, respect for the rights and opinions of others. Students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago. Students explore the varied backgrounds of American citizens and learn about the symbols, icons, and songs that reflect our common heritage.

- 2.0 Students describe the rights and individual responsibilities of citizenship, in terms of:
  - 1.0 the making of rules by direct democracy (everyone votes on the rules) and by representative democracy (a smaller elected group make the rules); examples of both in their classroom, school and community
  - 2.0 the elements of fair play and good sportsmanship, respect for the rights and opinions of others, and respect for rules by which we live, including the meaning of the "Golden Rule"
- 3.0 Students compare and contrast the absolute and relative locations of people and places and describe the physical and human characteristics of places by:
  - 3.1 using maps and globes to locate their local community, the State of California, the United States, the seven continents, and the four oceans
  - 3.2 comparing the information from a three-dimensional model to a picture of the same location
  - 3.3 constructing a simple map, using cardinal directions and map symbols
  - 3.4 describing how location, weather, and physical environments affect the way people live, including their food, clothing, shelter, transportation, and recreation
- 4.0 Students know and understand the symbols, icons, and traditions of the United States that provide continuity and a sense of community across time, in terms of:
  - 4.1 the Pledge of Allegiance, and the songs that express American ideals (e.g., My Country 'Tis of Thee)
  - 4.2 national holidays and the heroism and achievements of the people associated with them
  - 4.3 American symbols, landmarks and essential documents such as the flag, the bald eagle, the Statute of Liberty, the U.S. Constitution, and the Declaration of Independence; explain the people and events associated with them

- 5.0 Students compare and contrast everyday life in different times and places around the world and recognize that some aspects of people, places, and things change over time and others stay the same, in terms of:
  - 5.1 the structure of schools and communities in the past
  - 5.2 transportation methods of earlier days
  - 5.3 similarities and differences in the work (inside and outside the home), dress, manners, stories, games, and festivals of earlier generations, drawing from biographies, oral history, and folklore
- 6.0 Students describe the human characteristics of familiar places and the varied backgrounds of American citizens and residents, in terms of:
  - 6.1 the ways in which they are all part of the same community, sharing principles, goals, and traditions despite their varied ancestry; the forms of diversity in their school and community and the benefits and challenges of a diverse population
  - 6.2 the difficulties, successes and ways in which American Indian and immigrant populations have helped define Californian and American culture
  - 6.3 comparisons of the beliefs, customs, ceremonies, traditions and social practices of the varied cultures drawing from folklore
- 7.0 Students understand basic economic concepts and the role of individual choice in a free-market economy, in terms of:
  - 7.1 the concept of exchange and the use of money to purchase goods and services
  - 7.2 the specialized work that people do to manufacture, transport, and market goods and services and the contribution of those who work in the home

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## GRADE 2

### PEOPLE WHO MAKE A DIFFERENCE

Students in grade two explore the lives of actual people who make a difference in their everyday lives and learn the stories of extraordinary people from history whose achievements have touched them, directly or indirectly. The study of contemporary people who supply goods and services aids in understanding the complex interdependence in our free market system.

- 1.0 Students differentiate between those things that happened long ago and yesterday by:
  - 1.1 tracing the history of a family through the use of primary and secondary sources including artifacts, photographs, interviews, and documents
  - 1.2 comparing and contrasting their daily lives with those of parents and grandparents
  - 1.3 placing important events in their lives in the order in which they occurred (e.g., on a timeline or story board)
- 2.0 Students demonstrate map skills by describing the absolute and relative locations of people, places, and environments by:
  - 2.1 locating on a simple letter-number grid system the specific locations and geographic features in their neighborhood or community (e.g., map the classroom, the school)
  - 2.2 labeling a simple map from memory of the North American continent, including the countries, oceans, Great Lakes, major rivers, mountain ranges; identifying the essential map elements of title, legend, directional indicator, scale, and date
  - 2.3 locating on a map and globe where their ancestors live(d), describing when their family moved to the local community, and describing how and why they made their trip
  - 2.4 comparing and contrasting basic land use in urban, suburban and rural environments in California
- 3.0 Students explain the institutions and practices of governments in the United States and other countries, in terms of:
  - 3.1 the difference between making laws, carrying out laws, determining if laws have been violated and punishing wrongdoers
  - 3.2 the ways in which groups and nations interact with one another and try to resolve problems (e.g., trade, cultural contacts, treaties, diplomacy, military force developed through vocabulary, role play, etc.)

- 4.0 Students understand basic economic concepts and their individual roles in the economy, and demonstrate basic economic reasoning skills, in terms of:
  - 4.1 food production and consumption long ago and today including the role of farmers, processors, distributors, weather, and land and water resources
  - 4.2 the role and interdependence of buyers (consumers) and sellers (producers) of goods and services
  - 4.3 how limits on resources require people to choose what to produce and what to consume
- 5.0 Students understand the importance of individual action and character and explain how heroes from long ago and the recent past make a difference in others' lives (e.g., biographies of Abraham Lincoln, Louis Pasteur, Sitting Bull, George Washington Carver, Marie Curie, Albert Einstein, Golda Meir, Jackie Robinson, Sally Ride, Cesar Chavez). Also include biographies of people who are representative of the cultural diversity in the classroom.

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## GRADE 3

### CONTINUITY AND CHANGE

Students in grade three learn more about our connections to the past and the ways in which particularly local, but also regional and national, government and traditions have developed and left their marks on current society, providing common memories. Emphasis is on the physical and cultural landscape of California, including the study of American Indians, the subsequent arrival of immigrants and the impact they have had in forming the character of our contemporary society.

- 1.0 Students describe the physical and human geography and use maps, globes, tables, graphs, photographs, and charts to organize information about people, places and environments in a spatial context by:
  - 1.1 identifying geographical features found in their local region (e.g., deserts, mountains, valleys, hills, coastal areas, oceans, lakes)
  - 1.2 tracing the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline)
- 2.0 Students describe the American Indian nations in their local region long ago and in the recent past, in terms of:
  - 2.1 the national identities, religious beliefs, customs, and various folklore traditions
  - 2.2 how physical geography including climate influenced the way the local Indian nation(s) adapted to their natural environment (e.g., how they obtained their food, clothing, tools)
  - 2.3 the economy and systems of government, particularly those with tribal constitutions, and their relationship to federal and state governments
  - 2.4 the interaction of new settlers with the already established Indians of the region
- 3.0 Students draw from historical and community resources to organize the sequence of events in local history and describe how each period of settlement left its mark on the land, in terms of:
  - 3.1 the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their cultural and religious traditions and contributions
  - 3.2 the economies established by settlers and their influence on the present-day economy, with emphasis on the importance of private property and entrepreneurship
  - 3.3 why their community was established, how individuals and families contributed to its founding and development, and how the community has changed over time, drawing upon primary sources (e.g., maps, photographs, oral histories, letters, newspapers)

- 4.0 Students understand the role of rules and laws in our daily lives, and the basic structure of the United States government, in terms of:
  - 4.1 why we have rules, laws, and the U.S. Constitution; the role of citizenship in promoting rules and laws; the consequences for violating rules and laws
  - 4.2 the importance of public virtue and the role of citizens, including how to participate in a classroom, community and in civic life
  - 4.3 the stories behind important local and national landmarks, symbols and essential documents that create a sense of community among citizens and exemplify cherished ideals (e.g., the U.S. flag, the bald eagle, the Statue of Liberty, the U.S. Constitution, the Declaration of Independence, the U.S. Capitol)
  - 4.4 the three branches of federal government
  - 4.5 local government
  - 4.6 how California, the other states, and sovereign tribes combine to make the nation and participate in the federal system
  - 4.7 the lives of American heroes who took risks to secure freedoms (e.g., biographies of Anne Hutchinson, Benjamin Franklin, Thomas Jefferson, Abraham Lincoln, Frederick Douglass, Harriet Tubman, Martin Luther King, Jr.)
- 5.0 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region, in terms of:
  - 5.1 how local producers have used natural resources, human resources and capital resources to produce goods and services in the past and the present
  - 5.2 how some things are made locally, some elsewhere in the U.S., and some abroad
  - 5.3 how individual economic choices involve tradeoffs and the evaluation of benefits and costs
  - 5.4 how pupils' "work" in school develops their personal human capital

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## GRADE 4

### CALIFORNIA: A CHANGING STATE

Students learn the story of their home state, unique in American history in terms of its vast and varied geography, its many waves of immigration beginning with pre-Columbian societies, its continuous diversity, economic energy, and rapid growth. In addition to the specific treatment of milestones in California history, students examine the state in the context of the rest of the nation, with an emphasis on the U.S. Constitution and the relationship between state and federal government.

- 1.0 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California by:
  - 1.1 explaining and using the coordinate grid system of latitude and longitude to determine absolute locations of places in California and on Earth
  - 1.2 distinguishing between the two poles; the equator and the prime meridian; the tropics; and the hemispheres using coordinates to plot locations
  - 1.3 identifying the state capital and describing the basic regions of California, including how their characteristics and physical environment affect human activity (e.g., water, landforms, vegetation, climate)
  - 1.4 identifying the location of and explaining the reasons for the growth of towns in relation to the Pacific Ocean, rivers, valleys, and mountain passes
  - 1.5 using maps, charts and pictures to describe how communities in California vary in land use, vegetation, wildlife, climate, population density, architecture, services, and transportation
- 2.0 Students describe the social, political, cultural and economic life and interactions among people of California from the pre-Columbian societies to the Spanish mission and Mexican rancho periods, in terms of:
  - 2.1 the major nations of California Indians, their geographic distribution, economic activities, legends, and religious beliefs; and how they depended upon, adapted to and modified the physical environment by cultivation of land and sea resources
  - 2.2 the early land and sea routes to, and European settlements in, California with a focus on the exploration of the North Pacific, noting the physical barriers of mountains, deserts, ocean currents, and wind patterns (e.g., Captain Cook, Valdez, Vitus Bering, Juan Cabrillo)
  - 2.3 the Spanish exploration and colonization of California, including the relationships among soldiers, missionaries and Indians (e.g., biographies of Juan Crespi, Junipero Serra, Gaspar de Portola)
  - 2.4 the mapping, geographic basis of, and economic factors in the placement and function of the Spanish

- missions; how the mission system expanded the influence of Spain and Catholicism throughout New Spain and Latin America
- 2.5 the daily lives of the people, native and non-native, who occupied the presidios, missions, ranchos, and pueblos
  - 2.6 the role of the Franciscans in the change of California from a hunter-gatherer economy to an agricultural economy
  - 2.7 the effects of the Mexican War for Independence on Alta California, including the territorial boundaries of North America
  - 2.8 the period Mexican rule and its attributes, including land grants, secularization of the missions and the rise of the rancho economy
- 3.0 Students explain the economic, social, and political life of California from the establishment of the Bear Flag Republic through the Mexican-American War, the Gold Rush and California statehood, in terms of:
- 3.1 the location of Mexican settlements in California and other settlements including Ft. Ross and Sutter's Fort
  - 3.2 comparisons of how and why people traveled to California and the routes they traveled (e.g., biographies and legends of James Beckwourth, Jedediah Smith, John C. Fremont, Juan Cabrillo)
  - 3.3 the effect of the Gold Rush on settlements, daily life, politics, and the physical environment (e.g., biographies of John Sutter, Mariano Guadalupe Vallejo, Phoebe Apperson Hearst)
  - 3.4 the immigration and migration to California between 1850 and 1900; its diverse composition, the countries of origin and their relative locations, and the conflicts and accords among diverse groups (e.g., the 1882 Exclusion Act)
  - 3.5 the lives of women who helped build early California (e.g., biographies of Bernarda Ruiz, Bidy Mason)
  - 3.6 how California became a state and how its new government differed from those during the Spanish and Mexican periods
- 4.0 Students explain how California became an agricultural and industrial power by tracing the transformation of the California economy and its political and cultural development since the 1850's, in terms of:
- 4.1 the story and lasting influence of the Pony Express, Overland Mail Service, Western Union, and the building of the Transcontinental Railroad, including the contributions of the Chinese workers to its construction
  - 4.2 how the Gold Rush transformed the economy of California, including the type of products produced and consumed, changes in towns (e.g., Sacramento, San Francisco) and economic conflicts between diverse groups of people
  - 4.3 rapid American immigration, internal migration, settlement, and the growth of towns and cities (e.g., Los Angeles)
  - 4.4 the effects of the Great Depression, the Dust Bowl and World War II on California

- 4.5 the development and location of new industries since the turn of the 20<sup>th</sup> century, such as aerospace, electronics, large scale commercial agriculture and irrigation projects, the oil and automobile industries, communications and defense, and important trade links with the Pacific Basin
- 4.6 California's water system and how it evolved over time into a network of dams, aqueducts and reservoirs
- 4.7 the history and development of California's public education system, including universities and community colleges
- 4.8 the impact of 20th century Californians on the nation's artistic and cultural development, including the rise of the entertainment industry (e.g., biographies of Louis B. Meyer, Walt Disney, John Steinbeck, Ansel Adams, Dorothea Lange, John Wayne)
- 5.0 Students understand the structure, functions, and powers of the United States local, state and federal governments as described in the U.S. Constitution, in terms of:
  - 5.1 what the U.S. Constitution is and why it is important (i.e., a written document that defines the structure and purpose of the U.S. government; describes the shared powers of federal, state, and local governments)
  - 5.2 the purpose of the state constitution, its key principles, and its relationship to the U.S. Constitution (with an emphasis on California's Constitution)
  - 5.3 the similarities (e.g., written documents, rule of law, consent of the governed, three separate branches) and differences (e.g., scope of jurisdiction, limits on government powers, use of military) among federal, state, and local governments
  - 5.4 the structure and function of state governments, including the roles and responsibilities of their elected officials
  - 5.5 the components of California's governance structure (i.e., cities and towns, Indian rancherias and reservations, counties, school districts)

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## GRADE 5

### UNITED STATES HISTORY AND GEOGRAPHY: MAKING A NEW NATION

Students in grade five study the development of the nation up to 1850 with an emphasis on the population: who was already here, when and from where others arrived, and why people came. Students learn about the colonial government founded on Judeo-Christian principles, the ideals of the Enlightenment, and the English traditions of self-government. They recognize that ours is a nation that has a constitution that derives its power from the people, that has gone through a revolution, that once sanctioned slavery, that experienced conflict over land with the original inhabitants, and that experienced a westward movement that took its people across the continent. Studying the cause, course and consequences of the early explorations through the War for Independence and western expansion is central to students' fundamental understanding of how the principles of the American republic form the basis of a pluralistic society in which individual rights are secured.

- 1.0 Students describe the major pre-Columbian settlements including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River, in terms of:
  - 1.1 how geography and climate influenced the way various nations lived and adjusted to the natural environment, including locations of villages, the distinct structures that were built, and how food, clothing, tools and utensils were obtained
  - 1.2 the varied customs and folklore traditions
  - 1.3 the varied economies and systems of government
- 2.0 Students trace the routes and describe the early explorations of the Americas, in terms of:
  - 2.1 the entrepreneurial characteristics of early explorers (e.g., biographies of Columbus, Coronado) and the technological developments that made sea exploration by latitude and longitude possible (e.g., compass, sextant, astrolabe, seaworthy ships, chronometers, gunpowder)
  - 2.2 the aims, obstacles, and accomplishments of the explorers, sponsors, and leaders of key European expeditions, and the reasons Europeans chose to explore and colonize the world (e.g., the Protestant Reformation, the Spanish Reconquista)
  - 2.3 the routes of the major land explorers of the United States; the distances traveled by early explorers; and the Atlantic trade routes that linked Africa, the West Indies, the British colonies, and Europe
  - 2.4 land claimed by Spain, France, England, Portugal, the Netherlands, Sweden, and Russia on maps of North and South America
- 3.0 Students describe the cooperation and conflict that existed among the American Indians and between the American Indian nations and the new settlers, in terms of:

- 3.1 the competition among the English, French, Spanish, Dutch, and American Indian nations for control of North America
  - 3.2 the cooperation that existed between the colonists and American Indians during the 1600s and 1700s (e.g., agriculture, the fur trade, military alliances, treaties, cultural interchanges)
  - 3.3 the conflicts before the Revolutionary War (e.g., the Pequot and King Philip's Wars in New England, the Powhatan Wars in Virginia, the French and Indian War)
  - 3.4 the role of broken treaties and massacres and the factors that led to the American Indians' defeat, including the resistance of American Indian nations to encroachments and assimilation (e.g., the story of the Trail of Tears )
  - 3.5 the destructive American Indian conflicts, including the competing claims for control (e.g., actions of the Iroquois, Huron, Lakota (Sioux))
  - 3.6 the influence and achievements of significant leaders of the time (e.g., biographies of Abraham Lincoln, John Marshall, Andrew Jackson, Chief Tecumseh, Chief Logan, Chief John Ross, Sequoyah)
- 4.0 Students understand the political, religious, social, and economic institutions that evolved in the colonial era, in terms of:
- 4.1 the influence of location and physical setting on the founding of the original 13 colonies, their location on a map along with the location of the American Indian nations already inhabiting these areas
  - 4.2 the major individuals and groups responsible for the founding of the various colonies and the reasons for their founding (e.g., John Smith and Virginia, Roger Williams and Rhode Island, William Penn and Pennsylvania, Lord Baltimore and Maryland, William Bradford and Plymouth, John Winthrop and Massachusetts)
  - 4.3 the religious aspects of the earliest colonies (e.g., Puritanism in Massachusetts, Anglicanism in Virginia, Catholicism in Maryland, Quakerism in Pennsylvania)
  - 4.4 the significance and leaders of the First Great Awakening that marked a shift in religious ideas, practices and allegiances in the colonial period; the growth of religious toleration and free exercise
  - 4.5 how the British colonial period created the basis for the development of political self-government and a free market economic system, unlike Spanish and French colonial rule
  - 4.6 the introduction of slavery into America, the responses of slave families to their condition, the ongoing struggle between proponents and opponents of slavery, and the gradual institutionalization of slavery in the South
  - 4.7 the early democratic ideas and practices that emerged during the colonial period, including the significance of representative assemblies and town meetings
- 5.0 Students explain the causes of the American Revolution, in terms of:
- 5.1 how political, religious, and economic ideas and interests brought about the Revolution (e.g., resistance to imperial policy, Stamp Act, Townshend Acts, tax on tea, Coercive Acts)

- 5.2 the significance of the first and second Continental Congress and the Committees of Correspondence
- 5.3 the people and events associated with the drafting and signing of the Declaration of Independence and the document's significance, including the key political concepts it embodies, the origins of those concepts, and its role in severing ties with Great Britain
- 5.4 the views, lives, and impact of key individuals during this period (e.g., biographies of King George III, Patrick Henry, Thomas Jefferson, George Washington, Benjamin Franklin, John Adams)
- 6.0 Students understand the course and consequences of the American Revolution, in terms of:
  - 6.1 identifying and mapping the major military battles, campaigns and turning points of the Revolutionary War, the roles of the American and British leaders, and the American Indian leaders' alliances on both sides
  - 6.2 the contributions of France and other nations and individuals to the outcome of the Revolution (e.g., Benjamin Franklin's negotiations with the French, the French navy, the Treaty of Paris, The Netherlands, Russia, Marquis de Lafayette, Kosciuszko, Baron von Steuben,)
  - 6.3 the different roles women played during the Revolution (e.g., Abigail Adams, Martha Washington, Molly Pitcher, Phillis Wheatley, Mercy Otis Warren)
  - 6.4 the personal impact and economic hardship on families, problems of financing the war, wartime inflation, and laws against hoarding and profiteering
  - 6.5 how state constitutions established after 1776 embodied the ideals of the American Revolution and helped serve as models for the U.S. Constitution
  - 6.6 the significance of land policies developed under the Continental Congress (e.g., sale of western lands, the Northwest Ordinance of 1787) and their impact on American Indian land
  - 6.7 how the ideals of the Declaration of Independence changed the way people viewed slavery
- 7.0 Students relate the narrative of the people and events associated with the development of the U.S. Constitution and analyze its significance as the foundation of the American republic, in terms of:
  - 7.1 the shortcomings set forth by the Articles of Confederation's critics
  - 7.2 the significance of the new Constitution of 1787, including the struggles over its ratification and the reasons for the addition of the Bill of Rights
  - 7.3 the fundamental principles of American constitutional democracy including how the government derives its power from the people and the primacy of individual liberty
  - 7.4 how the Constitution is designed to secure our liberty by both empowering and limiting central government; the powers granted to the citizens, Congress, the President, the Supreme Court, those reserved to the states
  - 7.5 the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the Constitution
  - 7.6 the songs that express American ideals (e.g., know America the Beautiful, The Star Spangled Banner)

- 8.0 Students trace the colonization, immigration and settlement patterns of the American people from 1789 to the mid-1800's, with emphasis on the defining role of economic incentives and the effects of the physical and political geography and transportation systems, in terms of:
- 8.1 the waves of immigrants from Europe between 1789 and 1850 and their modes of transportation as they advanced into the Ohio and Mississippi Valley and through the Cumberland Gap (e.g., overland wagons, canals, flatboats, steamboats)
  - 8.2 the states and territories in 1850, their regional locations and major geographical features (e.g., mountain ranges, principal rivers, dominant plant regions)
  - 8.3 the explorations of the trans-Mississippi West following the Louisiana Purchase (e.g., draw from maps, biographies and journals of Lewis & Clark, Zebulon Pike, John Fremont)
  - 8.4 experiences on the overland trails to the West (e.g., location of the routes, purpose of each journey; the influence of terrain, rivers, vegetation, and climate; life in the territories at the end of these trails)
  - 8.5 the continued migration of Mexican settlers into Mexican territories of the West and Southwest
  - 8.6 how and when California, Texas, Oregon and other western lands became part of the U.S., including the significance of the Texas War for Independence and the Mexican-American War
- 9.0 Students know the location of the current 50 states and the names of their capitals

**The intellectual skills noted below are to be learned through, and applied to, content standards for grades 6-8. They are to be assessed only in conjunction with the content standards in grades 6-8 and are not to be assessed in isolation.**

### **Historical and Social Sciences Analysis Skills**

*In addition to the standards for grades 6-8, students demonstrate the following intellectual reasoning, reflection and research skills:*

#### **Grades 6-8**

##### **Chronological and Spatial Thinking**

1. Students explain how major events are related to each other in time.
2. Students construct various timelines of key events, people, and periods of the historical era being studied.
3. Students use a variety of maps and documents to identify physical and cultural features of neighborhoods, cities, states, and countries and to explain the historical migration of people, expansion and disintegration of empires, and the growth of economic systems.

##### **Research, Evidence and Point of View**

1. Students frame questions that can be answered by historical study and research.
2. Students distinguish fact from opinion in historical narratives and stories.
3. Students distinguish relevant from irrelevant information, essential from incidental information, and verifiable from unverifiable information in historical narratives and stories.
4. Students assess the credibility of primary and secondary sources and draw sound conclusions from them.
5. Students detect the different historical points of view on historical events and determine the context in which the historical statements were made (the questions asked, sources used, author's perspectives).
6. Students present information in both oral and written form.

## **Historical Interpretation**

1. students explain the central issues and problems of the past, placing people and events in a matrix of time and place
2. students understand and distinguish cause, effect, sequence, and correlation in historical events, including the long- and short-term causal relations
3. students explain the sources of historical continuity and how the combination of ideas and events explains the emergence of new patterns
4. students recognize the role of chance, oversight, and error in history
5. students recognize interpretations of history are subject to change as new information is uncovered
6. students interpret basic indicators of economic performance and conduct cost/benefit analyses in order to analyze economic and political issues

## Tustin Unified School District

# History/Social Science Content Standards

Adopted by the Board of Education 6/28/99

## GRADE 6

### WORLD HISTORY AND GEOGRAPHY: ANCIENT CIVILIZATIONS

Students in grade six expand their understanding of history by studying the people and events that ushered in the dawn of the major western and non-western ancient civilizations. Geography is of special significance in the development of the human story. Continued emphasis is placed on the everyday lives, problems and accomplishments of people, their role in developing social, economic and political structures, as well as in establishing and spreading ideas that helped transform the world forever. Students develop higher levels of critical thinking by considering why civilizations developed where and when they did, why they became dominant and why they declined. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link, despite time, between the contemporary and ancient worlds.

- 1.0 Students describe what is known through archaeological studies of the early physical and cultural development of mankind from the Paleolithic Era to the agricultural revolution, in terms of:
  - 1.1 the hunter-gatherer societies and their characteristics, including the development of tools and the use of fire
  - 1.2 the location of human communities that populated the major regions of the world and how humans adapted to a variety of environments
  - 1.3 the climatic changes and human modifications of the physical environment that gave rise to the domestication of plants and animals and the increase in the sources of clothing and shelter
- 2.0 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of Mesopotamia, Egypt, and Kush, in terms of:
  - 2.1 the location and description of the river systems, and physical settings that supported permanent settlement and early civilizations
  - 2.2 the development of agricultural techniques that permitted the production of economic surplus and the emergence of cities as centers of culture and power
  - 2.3 the relationship between religion and the social and political order in Mesopotamia and Egypt
  - 2.4 the significance of Hammurabi's Code
  - 2.5 Egyptian art and architecture
  - 2.6 the location and description of the role of Egyptian trade in the eastern Mediterranean and Nile valley

- 2.7 the significance of the lives of Queen Hatsheput and Ramses the Great
- 2.8 the location of the Kush civilization and its political, commercial and cultural relations with Egypt
- 2.9 the evolution of language and its written forms
- 3.0 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of the Ancient Hebrews, in terms of:
  - 3.1 the origins and significance of Judaism as the first monotheistic religion based on the concept of one God who sets down moral laws for humanity
  - 3.2 the sources of the ethical teachings and central beliefs of Judaism (the Hebrew Bible, the Commentaries): belief in God, observance of law, practice of concepts of righteousness and justice, and importance of study; how the ideas of the Hebrew traditions are reflected in the moral and ethical traditions of Western civilization
  - 3.3 how Abraham, Moses, Naomi, Ruth, David, and Yohanan ben Zaccai influenced the development of the Jewish religion
  - 3.4 the location of the settlements and movements of Hebrew peoples, including the Exodus, the movement to and from Egypt, and the significance of the Exodus experience to the Jewish people and other people in history
  - 3.5 how Judaism survived and developed despite the continuing dispersion of much of the Jewish population from Jerusalem and the rest of the land of Israel after the destruction of the second Temple in 70A.D.
- 4.0 Students analyze the geographic, political, economic, religious, and social structures of the early civilization of Ancient Greece, in terms of:
  - 4.1 the connections between geography and the development of city-states in the region of the Aegean Sea, including patterns of trade and commerce among Greek city-states and within the wider Mediterranean region
  - 4.2 the transition from tyranny and oligarchy to early democratic forms of government and back to dictatorship in ancient Greece, and the significance of the invention of the idea of citizenship
  - 4.3 the key differences between Athenian or direct democracy and representative democracy (e.g., draw from *Pericles' Funeral Oration*)
  - 4.4 the significance of Greek mythology to the everyday life of people in the region and how Greek literature continues to permeate our literature and language today, drawing from Greek mythology and epics such as the *Iliad* and the *Odyssey* and from *Aesop's Fables*
  - 4.5 the founding, expansion, and political organization of the Persian Empire
  - 4.6 similarities and differences between life in Athens and Sparta, with emphasis on their roles in the Persian and Peloponnesian Wars
  - 4.7 the rise of Alexander the Great in the North and the spread of Greek culture eastward and into Egypt

- 4.8 the enduring contributions of important Greek figures in the arts and sciences (e.g., biographies of Hypatia, Socrates, Plato, Aristotle, Euclid, Thucydides)
- 5.0 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of India, in terms of:
  - 5.1 the location and description of the river system and physical setting that supported the rise of this civilization
  - 5.2 the significance of the Aryan invasions
  - 5.3 the major beliefs and practices of Brahmanism in India and how they evolved into early Hinduism
  - 5.4 the social structure of the caste system
  - 5.5 the life and moral teachings of Buddha and how Buddhism spread in India, Ceylon, and Central Asia
  - 5.6 the growth of the Maurya empire and the political and moral achievements of the emperor Asoka
  - 5.7 important aesthetic and intellectual traditions (e.g., Sanskrit literature, including the *Bhagavad Gita*, medicine, metallurgy, mathematics including Hindu-Arabic numerals and the zero)
- 6.0 Students analyze the geographic, political, economic, religious, and social structures of the early civilizations of China, in terms of:
  - 6.1 the location and description of the origins of Chinese civilization in the Huang-He Valley Shang Dynasty
  - 6.2 the geographical features of China that made governance and movement of ideas and goods difficult and served to isolate that country from the rest of the world
  - 6.3 the life of Confucius and the fundamental teachings of Confucianism and Taoism
  - 6.4 the political and cultural problems prevalent in the time of Confucius and how he sought to solve them
  - 6.5 the policies and achievements of the emperor Shi Huangdi in unifying northern China under the Qin Dynasty
  - 6.6 the political contributions of the Han Dynasty to the development of the imperial bureaucratic state and the expansion of the empire
  - 6.7 the significance of the trans-Eurasian "silk roads" in the period of the Han and Roman empires and their locations
  - 6.8 the diffusion of Buddhism northward to China during the Han dynasty
- 7.0 Students analyze the geographic, political, economic, religious, and social structures in the development of Rome, in terms of:
  - 7.1 the location and rise of the Roman Republic, including such important mythical and historical figures as Aeneas, Romulus and Remus, Cincinnatus, Julius Caesar, and Cicero

- 7.2 the character of the government of the Roman Republic and its significance (e.g., written constitution and tripartite government, checks and balances, civic duty)
- 7.3 the location of and the political and geographic reasons for the growth of Roman territories and expansion of the empire, including how the Roman empire fostered economic growth through the use of currency and trade routes
- 7.4 the influence of Julius Caesar and Augustus in Rome's transition from republic to empire
- 7.5 the migration of Jews around the Mediterranean region and the effects of their conflict with the Romans, including the Romans' restrictions on their right to live in Jerusalem
- 7.6 the origins of Christianity in the Jewish Messianic prophecies, the life and teachings of Jesus of Nazareth as described in the New Testament, and the contribution of St. Paul the Apostle to the definition and spread of Christian beliefs (e.g., belief in the Trinity, resurrection, salvation)
- 7.7 the circumstances that led to the spread of Christianity in Europe and other Roman territories
- 7.8 the legacies of Roman art and architecture, technology and science, literature, language, and law

## **Tustin Unified School District**

# **History/Social Science Content Standards**

Adopted by the Board of Education 6/28/99

## **GRADE 7**

### **WORLD HISTORY AND GEOGRAPHY:**

#### **MEDIEVAL AND EARLY MODERN TIMES**

Students in grade seven study the social, cultural, and technological changes that occurred in Europe, Africa, and Asia from 500-1789 AD. After reviewing the ancient world and the ways in which archaeologists and historians uncover the past, students study the history and geography of great civilizations that were developing concurrently throughout the world during medieval and early modern times. They examine the growing economic interaction among civilizations as well as the exchange of ideas, beliefs, technologies and commodities. They learn about the resulting growth of Enlightenment philosophy and the new examination of the concepts of reason and authority, the natural rights of human beings and the divine right of kings, experimentalism in science and the dogma of belief. Finally, students assess the political forces let loose by the Enlightenment, particularly the rise of democratic ideas, and they learn about the continuing influence of these ideas in the world today.

- 1.0 Students analyze the causes and effects of the vast expansion and ultimate disintegration of the Roman Empire, in terms of:
  - 1.1 the early strengths and lasting contributions of Rome (e.g., significance of Roman citizenship; rights under Roman law; Roman art, architecture, engineering and philosophy; preservation and transmission of Christianity) and its ultimate internal weaknesses (e.g., rise of autonomous military powers within the empire, undermining of citizenship by the growth of corruption and slavery, lack of education and distribution of news)
  - 1.2 the geographic borders of the empire at its height and the factors that threatened its territorial cohesion
  - 1.3 the establishment by Constantine of the new capital in Constantinople and the development of the Byzantine Empire with an emphasis on the consequences of the development of two distinct European civilizations, Eastern Orthodox and Roman Catholic, with two distinct views on church-state relations
- 2.0 Students analyze the geographic, political, economic, religious, and social structures of civilizations of Islam in the Middle Ages, in terms of:
  - 2.1 the physical features and climate of the Arabian peninsula, its relationship to surrounding bodies of land and water and the relationship between nomadic and sedentary ways of life
  - 2.2 the origins of Islam and the life and teachings of Muhammad, including Islamic teachings on the connection with Judaism and Christianity

- 2.3 the significance of the Qur'an and the Sunnah as the primary sources of Islamic beliefs, practice and law, and their influence in Muslims' daily life
  - 2.4 the expansion of Muslim rule through military conquests and treaties, emphasizing the cultural blending within Muslim civilization and the spread and acceptance of Islam and the Arabic language
  - 2.5 the growth of cities and the trade routes created among Asia, Africa and Europe, the products and inventions that traveled along these routes (e.g., spices, textiles, paper, steel, new crops), and the role of merchants in Arab society
  - 2.6 the intellectual exchanges among Muslim scholars of Eurasia and Africa and the contributions Muslim scholars made to later civilizations in the areas of science, geography, mathematics, philosophy, medicine, art, and literature
- 3.0 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of China in the Middle Ages in terms of:
- 3.1 the reunification of China under the Tang Dynasty and reasons for the spread of Buddhism in Tang China, Korea, and Japan
  - 3.2 agricultural, technological, and commercial developments during the Tang and Sung periods
  - 3.3 the influences of Confucianism and changes in Confucian thought during the Sung and Mongol periods
  - 3.4 the importance of both overland trade and maritime expeditions between China and other civilizations in the Mongol Ascendancy and Ming Dynasty
  - 3.5 the historic influence of such discoveries as tea, the manufacture of paper, wood block printing, the compass, and gunpowder
  - 3.6 the development of the imperial state and the scholar-official class
- 4.0 Students analyze the geographic, political, economic, religious, and social structures of the Sub-Saharan civilizations of Ghana and Mali in Medieval Africa, in terms of:
- 4.1 the Niger River and the vegetation zones of forest, savannah and desert and the relationship of these features to the trade in gold, salt, food, and slaves; the growth of the Ghana and Mali empires
  - 4.2 the importance of family, labor specialization, and regional commerce in the development of states and cities in West Africa
  - 4.3 the role of the trans-Saharan caravan trade in the changing religious and cultural characteristics of West Africa, and the influence of Islamic beliefs, ethics and law
  - 4.4 the growth of Arabic as a language of government, trade, and Islamic scholarship in West Africa
  - 4.5 the importance of written and oral traditions in the transmission of African history and culture
- 5.0 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Japan, in terms of:

- 5.1 the significance of Japan's proximity to China and Korea and the intellectual, linguistic, religious and philosophical influence of those countries on Japan
  - 5.2 the reign of Prince Shotoku of Japan and the characteristics of Japanese society and family life
  - 5.3 the values, social customs, and traditions prescribed by the lord-vassal system consisting of shogun, daimyo and samurai and the lasting influence of the warrior code in the 20th century
  - 5.4 the development of distinctive forms of Japanese Buddhism
  - 5.5 the ninth and tenth century golden age of literature, art and drama, and its lasting effects on culture today, including Murasaki Shikibu's *Tale of Genji*
  - 5.6 the rise of a military society in the late twelfth century and the role of the samurai
- 6.0 Students analyze the geographic, political, economic, religious, and social structures of the civilizations of Medieval Europe, in terms of:
- 6.1 the geography of the European and the Eurasian land mass, including its location, topography, waterways, vegetation and climate and relationship to ways of life in ancient Europe and during the Roman Empire
  - 6.2 the spread of Christianity north of the Alps and the role played by the early Church and by monasteries in its diffusion after the fall of Rome
  - 6.3 the development of feudalism, its operation in the medieval European economy, the way in which it was influenced by physical geography (the role of the manor and the growth of towns) and how feudal relationships provided the foundation of political order
  - 6.4 the conflict and cooperation between the Papacy and European monarchs (e.g., Charlemagne, Gregory VII, Emperor Henry IV)
  - 6.5 the significance of developments in medieval English legal and constitutional practice and their importance in the rise of modern democratic thought and representative institutions (e.g., Magna Carta, parliament, development of habeas corpus, an independent judiciary in England)
  - 6.6 the causes and course of the Religious Crusades and the effects on Christian, Muslim and Jewish populations in Europe with emphasis on the increasing contact with the cultures of the Eastern Mediterranean world
  - 6.7 mapping the spread of the Bubonic Plague from Central Asia to China, the Middle East, and Europe and its impact on global population
  - 6.8 the importance of the Catholic church as a political, intellectual and aesthetic institution (e.g., founding of universities, the political and spiritual role of the clergy, creation of monastic and mendicant religious orders, preservation of Latin language and religious texts, St. Thomas Aquinas' synthesis of classical philosophy with Christian theology and the concept of "natural law")
  - 6.9 the history of the decline of Muslim rule in the Iberian Peninsula that culminated in the "Reconquista" and the rise of Spanish and Portuguese kingdoms
- 7.0 Students compare and contrast the geographic, political, economic, religious, and social structures of the Mesoamerican and Andean civilizations, in terms of:

- 7.1 the locations, landforms and climates of Mexico, Central America and South America and their effects upon Mayan, Aztec, and Incan economies, trade, and development of urban societies
  - 7.2 the roles of people in each society, including class structures, family life, warfare, religious beliefs and practices, and slavery
  - 7.3 how and where each empire arose and how the Aztec and Inca empires were defeated by the Spanish
  - 7.4 the artistic and oral traditions and architecture in the three civilizations
  - 7.5 the Mesoamerican achievements in astronomy and mathematics, including the development of the calendar and the Mesoamerican knowledge of seasonal changes to the civilizations' agricultural systems
- 8.0 Students analyze the origins, accomplishments and geographic diffusion of the Renaissance, in terms of:
- 8.1 the way in which the revival of classical learning and the arts affected a new interest in "humanism" (i.e., a balance between the intellect and religious faith)
  - 8.2 the importance of Florence in the early stages of the Renaissance and the growth of independent trading cities (e.g., Venice) with emphasis on their importance in the spread of Renaissance ideas
  - 8.3 the effects of re-opening of the ancient "Silk Road" between Europe and China, including Marco Polo's travels and the location of his routes
  - 8.4 the growth and effect of ways of disseminating information (e.g., the ability to manufacture paper, translation of the Bible into the vernacular, printing)
  - 8.5 advances in literature, the arts, science, mathematics, cartography, engineering, and the understanding of human anatomy and astronomy (e.g. biographies of Dante, da Vinci, Michelangelo, Gutenberg, Shakespeare)
- 9.0 Students analyze the historical developments of the Reformation, in terms of:
- 9.1 the causes for the internal turmoil and weakening of the Catholic church (e.g., tax policies, selling of indulgences)
  - 9.2 the theological, political, and economic ideas of the major figures during the Reformation (e.g., Erasmus, Martin Luther, John Calvin, William Tyndale)
  - 9.3 the influence of new practices of church self-government among Protestants on the development of democratic practices and ideas of federalism
  - 9.4 the location and identification of European regions that remained Catholic and those that became Protestant and how the division affected the distribution of religions in the New World
  - 9.5 how the Counter-Reformation revitalized the Catholic church and the forces that propelled the movement (e.g., St. Ignatius of Loyola and the Jesuits, the Council of Trent)
  - 9.6 the institution and impact of missionaries on Christianity and the diffusion of Christianity from Europe to other parts of the world in the medieval and early modern periods, including their location on a world map

- 9.7 the "Golden Age" of cooperation between Jews and Muslims in Medieval Spain which promoted creativity in art, literature and science, including how it was terminated by the religious persecution of individuals and groups (e.g., the Spanish Inquisition and the expulsion of Jews and Muslims from Spain in 1492)
- 10.0 Students analyze the historical developments of the Scientific Revolution and its lasting effect on religious, political and cultural institutions, in terms of:
  - 10.1 the roots of the scientific revolution (e.g., Greek rationalism; Jewish, Christian and Muslim science; Renaissance humanism, new knowledge from global exploration)
  - 10.2 the significance of the new scientific theories (e.g., Copernicus, Galileo, Kepler, Newton) and the significance of inventions (e.g., telescope, microscope, thermometer, barometer)
  - 10.3 the scientific method advanced by Bacon and Descartes, the influence of new scientific rationalism on the growth of democratic ideas and the coexistence of science with traditional religious beliefs
- 11.0 Students analyze political and economic change in the sixteenth, seventeenth, and eighteenth centuries (Age of Exploration, the Enlightenment, and the Age of Reason), in terms of:
  - 11.1 the great voyages of discovery, the location of the routes, and the influence of cartography in developing a new European world view
  - 11.2 the exchanges of plants, animals, technology, culture, and ideas among Europe, Africa, Asia, and the Americas in the 15th and 16th centuries and the major economic and social effects on each continent
  - 11.3 the origins of modern capitalism, the influence of mercantilism and cottage industry, the elements and importance of a market economy in seventeenth-century Europe, and the changing international trading and marketing patterns, including their location on a world map and the influence of explorers and map makers
  - 11.4 how the main ideas of the Enlightenment can be traced back to such movements as the Renaissance, the Reformation, and the Scientific Revolution and to the Greeks, Romans, and Christians
  - 11.5 how democratic thought and institutions were influenced by Enlightenment thinkers (e.g., Locke, Montesquieu, American founders)
  - 11.6 how the principles in the Magna Carta were embodied in such documents as the English Bill of Rights and the American Declaration of Independence

## Tustin Unified School District

# History/Social Science Content Standards

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## GRADE 8

### UNITED STATES HISTORY AND GEOGRAPHY:

#### GROWTH AND CONFLICT

Students in grade eight study the ideas, issues and events from the framing of the Constitution up to World War I, with an emphasis on America's role in the war. After reviewing the development of America's democratic institutions founded in the Judeo-Christian heritage and English parliamentary traditions, particularly the shaping of the Constitution, students trace the development of American politics, society, culture and economy and relate them to the emergence of major regional differences. They learn about the challenges facing the new nation, with an emphasis on the causes (e.g., the development of the fear of Americans being controlled), course and consequences of the Civil War. They make connections between the rise of industrialization and contemporary social and economic conditions.

- 1.0 Students understand the major events preceding the founding of the nation and relate their significance to the development of American constitutional democracy, in terms of:
  - 1.1 the relationship between the moral and political ideas of the Great Awakening and the development of revolutionary fervor
  - 1.2 the philosophy of government expressed in the Declaration of Independence with an emphasis on government as a means of securing individual rights (e.g., key phrases such as "...all Men are created equal, that they are endowed by their Creator with certain unalienable Rights")
  - 1.3 the significance of the American Revolution as it affected other nations especially France
  - 1.4 its blend of civic republicanism, classical liberal principles, and English parliamentary traditions
- 2.0 Students analyze the political principles underlying the U.S. Constitution and compare the enumerated and implied powers of the federal government, in terms of:
  - 2.1 the significance of the Magna Carta, the English Bill of Rights, the Mayflower Compact, and John Locke's Social Contract
  - 2.2 the Articles of Confederation and the Constitution, and the success of each in implementing the ideals of the Declaration of Independence
  - 2.3 the major debates that occurred during the development of the Constitution and their ultimate resolutions on areas such as shared power among institutions, divided state-federal power, slavery, the rights of individuals and states (later addressed by the addition of the Bill of Rights), and the status of American Indian nations under the commerce clause

- 2.4 the political philosophy underpinning the U.S. Constitution as specified in *The Federalist* (authored by James Madison, Alexander Hamilton, and John Jay) and the role of such leaders as James Madison, George Washington, Roger Sherman, Gouverneur Morris, and James Wilson in the writing and ratification of the Constitution
  - 2.5 the significance of Jefferson's Statute for Religious Freedom as a forerunner of the First Amendment, and the origins, purpose and differing views of the founding fathers on the issue of the separation of church and state
  - 2.6 the powers of government enumerated in the Constitution and the fundamental liberties ensured by the Bill of Rights
  - 2.7 the principles of federalism, dual sovereignty, separation of powers, checks and balances, the nature and purpose of majority rule, and how the American idea of constitutionalism preserves individual rights (e.g., recognize Montesquieu and other forms of government that influenced the framers)
- 3.0 Students understand the foundation of the American political system and the ways in which citizens participate in it, in terms of:
- 3.1 the principles and concepts codified in the state constitutions between 1777 and 1781 that create the context out of which American political institutions and ideas developed
  - 3.2 how the ordinances of 1785 and 1787 privatized national resources and transferred federally owned lands into private holdings, townships and states
  - 3.3 the advantages of a "common market" among the states as foreseen and protected by the Constitution's clauses on interstate commerce, common coinage, and full-faith and credit
  - 3.4 the conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties (e.g., view of foreign policy, Alien and Sedition acts, economic policy, National Bank, funding and assumption of the revolutionary debt)
  - 3.5 the significance of domestic resistance movements and ways in which the central government responded to such movements (e.g., Shays' Rebellion, the Whiskey Rebellion)
  - 3.6 the basic law-making process and how the design of the U.S. Constitution provides numerous opportunities for citizens to participate in the political process and to monitor and influence government (e.g., function of elections, political parties, interest groups)
  - 3.7 the function and responsibilities of a free press
- 4.0 Students analyze the aspirations and ideals of the people of the new nation, in terms of:
- 4.1 its physical landscapes and political divisions and the territorial expansion of the U.S. during the terms of the first four presidents
  - 4.2 the policy significance of famous speeches (e.g., George Washington's Farewell Address, Jefferson's Inaugural, John Q. Adams Fourth of July 1821 Address)
  - 4.3 the rise of capitalism and the economic problems and conflicts that arose (e.g., Jackson's opposition to the National Bank; early decisions of the U.S. Supreme Court that reinforced the sanctity of contracts and a capitalist economic system of law)

- 4.4 the daily lives of people, including the traditions in art, music, and literature of early national America (e.g., writings by Washington Irving, James Fenimore Cooper)
- 5.0 Students analyze U.S. foreign policy in the early Republic, in terms of:
  - 5.1 the political and economic causes and consequences of the War of 1812 and the major battles, leaders, and events leading to a final peace
  - 5.2 the changing boundaries and the principal relationships between the United States, its neighbors (current Mexico and Canada) and Europe, including the influence of the Monroe Doctrine, and how those relationships influenced westward expansion and the Mexican American War
  - 5.3 the major treaties with American Indian nations during the administrations of the first four presidents and their varying outcomes
- 6.0 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the Northeast, in terms of:
  - 6.1 the influence of industrialization and technological developments on the region, including human modification of the landscape and how physical geography shaped human actions (e.g., growth of cities, deforestation, farming, mineral extraction)
  - 6.2 the physical obstacles to, and the economic and political factors in (e.g., Henry Clay's American System), building a network of roads, canals and railroads
  - 6.3 the reasons for the wave of immigration from Northern Europe to the U.S. and growth in the number, size, and spatial arrangements of cities (e.g., Irish immigrants and the Great Irish Famine)
  - 6.4 the lives of black Americans who gained freedom in the North and founded schools and churches to advance black rights and communities
  - 6.5 the development of the American education system from its earliest roots, including the role of religious and private schools, Horace Mann's campaign for free public education, and its assimilating role in American culture
  - 6.6 the women's suffrage movement (e.g., biographies, writings, and speeches of Elizabeth Cady Stanton, Margaret Fuller, Lucretia Mott, Susan B. Anthony)
  - 6.7 common themes in American art as well as Transcendentalism and individualism (e.g., writings about and by Emerson, Thoreau, Melville, Alcott, Hawthorne, Longfellow)
- 7.0 Students analyze the divergent paths of the American people from 1800 to the mid-1800s and the challenges they faced, with emphasis on the South, in terms of:
  - 7.1 the development of the agrarian economy in the South, the location of the cotton producing states and the role of cotton and the cotton gin
  - 7.2 the origins and development of the institution of slavery; its effects on black Americans and on the region's political, social, religious, economic, and cultural development; and the various attempted strategies to both overturn and preserve it (e.g., biographies of Nat Turner, Denmark Vesey)
  - 7.3 the different characteristics of white Southern society and how the physical environment influenced events and conditions prior to the Civil War

- 7.4 the lives and opportunities of free-blacks in the North as compared with free-blacks in the South
- 8.0 Students analyze the divergent paths of the American people from 1800 to the mid-1800's and the challenges they faced, with emphasis on the West, in terms of:
- 8.1 the election of Andrew Jackson in 1828, the importance of Jacksonian democracy and his actions as president (e.g., spoils system, veto of National bank, policy of American Indian removal, opposition to Supreme Court)
  - 8.2 the purpose, challenges and economic incentives associated with westward expansion including the concept of Manifest Destiny (e.g., Lewis and Clark expedition, accounts of the removal of American Indians and the Cherokees' "Trail of Tears," settlement of the Great Plains) and the territorial acquisitions that spanned numerous decades
  - 8.3 the role of pioneer women and the new status that western women achieved (e.g., biographies, journals, diaries and other original documents on Laura Ingalls Wilder, Annie Bidwell, slave women gaining freedom in the West, Wyoming granting suffrage to women in 1869)
  - 8.4 the role of the great rivers and the struggle over water rights
  - 8.5 Mexican settlements (i.e., their locations, cultural traditions, attitudes toward slavery, land-grant system, the economies they established)
  - 8.6 the Texas War for Independence and the Mexican-American War (i.e., territorial settlements, the aftermath of the wars and the effect on the lives of Americans, including Mexican-Americans today)
- 9.0 Students analyze the early and steady attempts to abolish slavery and realize the ideals of the Declaration of Independence, in terms of:
- 9.1 the leaders of the movement (e.g., biographies and other literature on John Quincy Adams and his proposed constitutional amendment, John Brown and the armed resistance, Harriet Tubman and the underground railroad, Benjamin Franklin, Theodore Weld, William Lloyd Garrison, Frederick Douglass)
  - 9.2 how early state constitutions abolished slavery
  - 9.3 the role of the Northwest Ordinance in education and in banning slavery in new states north of the Ohio River
  - 9.4 the slavery issue as raised by the annexation of Texas and the effect of California coming into the union as a free state as part of the Compromise of 1850
  - 9.5 the significance of the States' Rights Doctrine, Missouri Compromise (1820), Wilmot Proviso (1846), the Compromise of 1850, Henry Clay's role in the Missouri Compromise and the Compromise of 1850, the Kansas-Nebraska Act (1854), *Dred Scott v. Sandford* (1857), the Lincoln-Douglas debates (1858), Virginia-Kentucky Resolutions (Jefferson)
  - 9.6 the lives of free blacks and the laws that curbed their freedom and economic opportunity
- 10.0 Students analyze the multiple causes, key events and complex consequences of the Civil War, in terms of:
- 10.1 the conflicting interpretations of state and federal authority as emphasized in the speeches and writings of statesman such as Daniel Webster and John C. Calhoun

- 10.2 the boundaries constituting "the North" and "the South", the geographical differences between the two regions, and the differences between agrarians and industrialists
- 10.3 the constitutional issues posed by the doctrine of nullification and secession and the earliest origins of that doctrine
- 10.4 Abraham Lincoln's presidency and his significant writings and speeches and their relationship to the Declaration of Independence such as his "House Divided" speech (1858), the Gettysburg Address (1863), the Emancipation Proclamation (1863), his inaugural addresses (1861 and 1865)
- 10.5 the views and lives of leaders and soldiers on both sides of the war, including black soldiers and regiments (e.g., biographies of Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Robert Shaw's 54<sup>th</sup> Regiment of Massachusetts)
- 10.6 critical developments in the war, including the major battles, geographical advantages and obstacles, technological advances, and Lee's surrender at Appomattox
- 10.7 how the war affected combatants, with the largest death toll of any war in American history, and the physical devastation, the effect on civilians, and the effect on future warfare
- 11.0 Students analyze the character and lasting consequences of Reconstruction, in terms of:
  - 11.1 the original aims of Reconstruction and the effects on the political and social structure of different regions
  - 11.2 the push-pull factors in the movement of former slaves to the cities in the North and to the West, and their differing experiences in those regions (e.g. the experiences of Buffalo Soldiers)
  - 11.3 the effects of the Freedman's Bureau and the restrictions on the rights and opportunities of freedman, including racial segregation and "Jim Crow" laws
  - 11.4 the rise and effects of the Ku Klux Klan
  - 11.5 the thirteenth, fourteenth, and fifteenth amendments to the Constitution, and their connection to Reconstruction
- 12.0 Students analyze the transformation of the American economy and the changing social and political conditions in the United States in response to the Industrial Revolution, in terms of:
  - 12.1 patterns of agricultural and industrial development as they relate to climate, natural resource use, markets, and trade, including their location on a map
  - 12.2 the reasons for the development of federal American Indian policy and the Plains wars with American Indians and their relationship to agricultural development and industrialization
  - 12.3 how states and the federal government encouraged business expansion through tariffs, banking, land grants, and subsidies
  - 12.4 entrepreneurs, industrialists, and bankers in politics, commerce, and industry (e.g., Andrew Carnegie, John D. Rockefeller, Leland Stanford)
  - 12.5 the location and effects of urbanization, renewed immigration, and industrialization (e.g., effects on social fabric of cities, wealth and economic opportunity, and the conservation movement)

- 12.6 child labor, working conditions, laissez-faire policies toward big business and the leaders of (e.g., Samuel Gompers) and the rise of the labor movement, including collective bargaining, strikes, and protests over labor conditions
- 12.7 the new sources of large-scale immigration and the contribution of immigrants to the building of cities and the economy; the ways in which new social and economic patterns encouraged assimilation of newcomers into the mainstream amidst growing cultural diversity; and the new wave of nativism
- 12.8 the characteristics and impact of Grangerism and Populism
- 12.9 the significant inventors and their inventions (e.g., biographies of Thomas Edison, Alexander Graham Bell, Orville and Wilbur Wright) and the incentives that prompted the quality of life (e.g., inventions in transportation, communication, agriculture, industry, education, medicine)

**The intellectual skills noted below are to be learned through, and applied to, the content standards for grades 9-12. They are to be assessed only in conjunction with the content standards in grades 9-12 and are not to be assessed in isolation.**

### **Historical and Social Sciences Analysis Skills**

*In addition to the standards for grades 9-12, students demonstrate the following intellectual, reasoning, reflection and research skills:*

#### **Grades 9-12**

##### **Chronological and Spatial Thinking**

1. Students compare the present with the past, evaluating the consequences of past events and decisions and determining the lessons learned.
2. Students analyze how change happens at different rates at different times; that some aspects can change while others remain the same; that change is complicated and affects not only technology and politics, but also values and beliefs.
3. Students use a variety of maps and documents to interpret human movement, including major patterns of domestic and international migration; changing environmental preferences and settlement patterns; the frictions that develop between population groups; and the diffusion of ideas, technological innovations, and goods.
4. Students relate current events to the physical and human characteristics of places and regions.

##### **Historical Research, Evidence and Point of View**

1. Students distinguish valid arguments from fallacious arguments in historical interpretations.
2. Students identify bias and prejudice in historical interpretations.
3. Students evaluate major debates among historians concerning alternative interpretations of the past, including an analysis of authors' use of evidence and the distinctions between sound generalizations and misleading oversimplifications.
4. Students construct and test hypotheses; collect, evaluate and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.

## **Historical Interpretation**

1. Students show the connections, causal and otherwise, between particular historical events and larger social, economic and political trends and developments.
2. Students recognize the complexity of historical causes and effects, including the limitations on determining cause and effect.
3. Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present day norms and values.
4. Students understand the meaning, implication, and impact of historical events while recognizing that events could have taken other directions.
5. Students analyze human modifications of landscapes, and examine the resulting environmental policy issues.
6. Students conduct cost/benefit analyses and apply basic economic indicators to analyze the aggregate economic behavior of the U.S. economy.

## **Tustin Unified School District**

# **History/Social Science Content Standards**

Adopted by the Board of Education 6/28/99

## **GRADE 9**

### **SOCIAL SCIENCE 9:**

#### **GEOGRAPHY & COLLEGE/CAREER EXPLORATION**

The Social Science grade 9/semester course is designed to provide students with an overview of physical and cultural geography. By using the national Geography Standards and the California Social Science Framework, this course will include the five themes of geography: Location, Place, Human-Environmental Interaction, Movement and Regions. Students will gain a global perspective that will show affects inter-relationships between peoples, cultures and their environment. An additional component of the course will be the college/career exploration unit.

- 1.0 Students interpret different kinds of maps, globes, tools and geographic representations to acquire, process, and report information from a spatial perspective, in terms of:
  - 1.1 the description of the advantages and disadvantages of using maps from different sources and different points of view
  - 1.2 the transformation of primary data into maps, graphs, charts, and tables
- 2.0 Students demonstrate knowledge of the five themes of geography: location, place, human-environmental interaction, region and movement, in terms of:
  - 2.1 the explanation of the differences between absolute and relative location
  - 2.2 the location of cities and bodies of water given latitude and longitude lines
  - 2.3 the illustration of how human actions have modified the environment
- 3.0 Students identify the concept of regions, in terms of:
  - 3.1 the analysis of how and why regional boundaries change
  - 3.2 the interpretation of how people develop national and/or regional identity
- 4.0 Students apply the five themes of geography to the study of various regions of the world, in terms of:
  - 4.1 the location of selected countries, major bodies of water, landforms, and cultural groups
  - 4.2 the explanation of effects of physical systems on economic development and settlement
  - 4.3 the description of the distribution of ethnic and nationality groups in regions
  - 4.4 the explanation of how human actions have affected the environment and offers solutions

- 4.5 the identification sources of cooperation and conflict in regions and how this affects borders, resources, and political alliances
- 5.0 Students analyze the characteristics, distribution, and migration of human populations on Earth's surface, in terms of:
  - 5.1 the explanation of the causes and consequences of the increase in world population
  - 5.2 the factors which cause migration within and between countries and regions
- 6.0 Students analyze the networks and impacts of economic interdependence on Earth's surface, in terms of:
  - 6.1 the identification of the major trading partners of the United States on a world map including the direction and relative flow of goods and services
- 7.0 Students evaluate the forces of cooperation and conflict among people which influence the division and control of Earth's surface, in terms of:
  - 7.1 the identification of the location and causes of boundary conflicts and internal disputes in selected regions of the world
  - 7.2 the identification of the areas of the world where political boundaries conflict with cultural patterns
- 8.0 Students examine the use, distribution, and impact of resource use, in terms of:
  - 8.1 the examination of government policy decisions, that reflect multiple points of view, regarding the use of renewable and non-renewable resources
- 9.0 Students develop a college/career exploration plan for the future, in terms of:
  - 9.1 the development of a Personal Learning Plan (PLP) with assistance from the guidance department
  - 9.2 the analysis of results of the COPS Assessment System with assistance from the guidance department
  - 9.3 the identification of the requirements for TUSD graduation
  - 9.4 the research of requirements for college entrance
  - 9.5 the utilization of the Career Center
  - 9.6 the utilization of the school library
- 10.0 Students acquire skills to write a research paper, in terms of:
  - 10.1 the use of the Modern Language Acquisition (MLA) format
  - 10.2 the development, through multiple resources, of a research paper based on learning style, interest, and post-secondary goals

11.0 Students demonstrate technology use to support learning in terms of:

11.1 the understanding and appropriate use of e-mail and Internet according to TUSD policy

11.2 the development of skills required to research information on the Internet

11.3 the development of an oral presentation supported by multimedia

## Tustin Unified School District

# History/Social Science Content Standards

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## GRADE 10

### WORLD HISTORY, CULTURE, AND GEOGRAPHY: THE MODERN WORLD

Students in grade ten study major turning points that shaped the modern world, from the late 18th century through the present, including the cause and course of the two world wars. They trace the rise of democratic ideas and develop an understanding of the historical roots of current world issues, especially as they pertain to international relations. They extrapolate from the American experience that democratic ideals are often achieved at a high price, remain vulnerable and are not practiced everywhere in the world. Students develop an understanding of current world issues and relate them to their historical, geographic, political, economic, and cultural contexts. Students consider multiple accounts of events in order to understand international relations from a variety of perspectives.

- 1.0 Students relate the moral and ethical principles in ancient Greek and Roman philosophy, in Judaism and in Christianity to the development of Western political thought, in terms of:
  - 1.1 the similarities and differences in Judeo-Christian and Greco-Roman views of law; reason and faith; duties of the individual
  - 1.2 the development of the Western political ideas of the rule of law and illegitimacy of tyranny, drawing from selections from Plato's *Republic* and Aristotle's *Politics*
  - 1.3 the influence of the U.S. Constitution on political systems in the contemporary world
- 2.0 Students compare and contrast the Glorious Revolution of England, the American Revolution, and the French Revolution and their enduring effects on the worldwide political expectations for self-government and individual liberty, in terms of:
  - 2.1 the major ideas of philosophers and their effect on the democratic revolutions in England, the United States, France, and Latin America (e.g., biographies of John Locke, Charles-Louis Montesquieu, Jean-Jacques Rousseau, Simón Bolívar, Thomas Jefferson, James Madison)
  - 2.2 the principles of the Magna Carta, the English Bill of Rights (1689), the American Declaration of Independence (1776), the French Declaration of the Rights of Man and the Citizen (1789), and the U.S. Bill of Rights (1791)
  - 2.3 the unique character of the American Revolution, its spread to other parts of the world, and its continuing significance to other nations
  - 2.4 how the ideology of the French Revolution led France to develop from constitutional monarchy to democratic despotism to the Napoleonic Empire
  - 2.5 how nationalism spread across Europe with Napoleon and was repressed for a generation under the Congress of Vienna and Concert of Europe until the Revolutions of 1848

- 3.0 Students analyze the effects of the Industrial Revolution in England, France, Germany, Japan and the United States, in terms of:
  - 3.1 why England was the first country to industrialize
  - 3.2 how scientific and technological changes and new forms of energy brought about massive social, economic, and cultural change (e.g., biographies of James Watt, Eli Whitney, Henry Bessemer, Louis Pasteur, Thomas Edison,)
  - 3.3 the growth of population, rural to urban migration and growth of cities associated with the Industrial Revolution
  - 3.4 the evolution of work and labor, including the demise of the slave trade and effect of immigration, mining and manufacturing, division of labor, and the union movement
  - 3.5 the connections among natural resources, entrepreneurship, labor and capital in an industrial economy
  - 3.6 the emergence of capitalism as a dominant economic pattern and the responses to it, including Utopianism, Social Democracy, Socialism, and Communism
  - 3.7 the emergence of the Romantic impulse in art and literature (e.g., the poetry of William Blake and William Wordsworth), social criticism (e.g., Charles Dickens' novels) and the move away from Classicism in Europe
- 4.0 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America and the Philippines, in terms of:
  - 4.1 the rise of industrial economies and their link to imperialism and colonialism (e.g., the role played by national security and strategic advantage; moral issues raised by the search for national hegemony [authority or influence of one country over another], Social Darwinism and the missionary impulse; material issues such as land, resources and technology)
  - 4.2 the location of the colonial rule of such nations as England, France, Germany, Italy, Japan, the Netherlands, Russia, Spain, Portugal, and the United States
  - 4.3 imperialism from the perspective of the colonizers and the colonized and the varied immediate and long-term responses by the people under colonial rule
  - 4.4 the independence struggles of the colonized regions of the world, including the role of leaders, such as Sun Yat-sen in China, and the role of ideology and religion
- 5.0 Students analyze the causes and course of the First World War, in terms of:
  - 5.1 the arguments for entering into war presented by leaders from all sides of the Great War and the role of political and economic rivalries, ethnic and ideological conflicts, domestic discontent and disorder, and propaganda and nationalism in mobilizing civilian population in support of "total war"
  - 5.2 the principal theaters of battle, major turning points and the importance of geographic factors in military decisions and outcomes (e.g., topography, waterways, distance, climate)
  - 5.3 how the Russian Revolution and the entry of the United States affected the course and outcome of the war

- 5.4 the nature of the war, the human costs (military and civilian) on all sides of the conflict, including how colonial peoples contributed to the war effort
- 5.5 human rights and genocide, including the Ottoman government's actions against Armenian citizens
- 6.0 Students analyze the effects of the First World War, in terms of:
  - 6.1 the aims and negotiating roles of world leaders, the terms and influence of the Treaty of Versailles and Woodrow Wilson's Fourteen Points, and the causes and effects of U.S. rejection of the League of Nations on world politics
  - 6.2 the effects of the war and resulting peace treaties on population movement, the international economy, and shifts in the geographic and political borders of Europe and the Middle East
  - 6.3 the widespread disillusionment with prewar institutions, authorities, and values that resulted in a void that was later filled by totalitarians
  - 6.4 the influence of World War I on literature, art, and intellectual life in the West (e.g., Pablo Picasso, the "lost generation" of Gertrude Stein, Ernest Hemingway)
- 7.0 Students analyze the rise of totalitarian governments after World War I, in terms of:
  - 7.1 the causes and consequences of the Russian Revolution, including Lenin's use of totalitarian means to seize and maintain control (e.g., the Gulag)
  - 7.2 Stalin's rise to power in the Soviet Union and the connection between economic policies, political policies, the absence of a free press, and systematic violations of human rights (e.g., the Terror Famine in Ukraine)
  - 7.3 the rise, aggression, and human costs of totalitarian regimes (Fascist and Communist) in Germany, Italy, and the Soviet Union noting their common and dissimilar traits
- 8.0 Students analyze the causes and consequences of the Second World War, in terms of:
  - 8.1 the German, Italian, and Japanese drives for empire in the 1930's, including the 1937 Rape of Nanking and other atrocities in China and the Stalin-Hitler Pact of 1939
  - 8.2 the role of appeasement, nonintervention (isolationism), and the domestic distractions in Europe and the United States prior to the outbreak of World War II
  - 8.3 the identification and location of the Allied and Axis powers; the major turning points of the war, the principal theaters of conflict, key strategic decisions; and the resulting war conferences and political resolutions with emphasis on the importance of geographic factors
  - 8.4 the political, diplomatic and military leadership (e.g., biographies of Winston Churchill, Franklin Delano Roosevelt, Hirohito, Adolf Hitler, Benito Mussolini, Joseph Stalin, Douglas MacArthur, Dwight Eisenhower)
  - 8.5 the Nazi policy of pursuing racial purity, especially against the European Jews, its transformation into the Final Solution and the Holocaust resulting in the murder of six million Jewish civilians
  - 8.6 the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, United States, China, and Japan

- 9.0 Students analyze the international developments in the post-World War II world, in terms of:
- 9.1 the economic and military power shifts caused by the war, including the Yalta Pact, the development of nuclear weapons, Soviet control over Eastern European nations, and the economic recovery of Germany and Japan
  - 9.2 the causes of the Cold War, with the free world on one side and Soviet client states on the other, including competition for influence in such places as Egypt, the Congo, Vietnam, and Chile
  - 9.3 the importance of the Truman Doctrine and Marshall Plan which established the pattern for the postwar American policy of supplying economic and military aid to prevent the spread of communism and the resulting economic and political competition in arenas such as Southeast Asia (i.e., Korean War, Vietnam War), Cuba, and Africa
  - 9.4 the Chinese Civil War, the rise of Mao Tse-tung, and the subsequent political and economic upheavals in China (e.g., the Great Leap Forward, the Cultural Revolution, and the Tiananmen Square uprising)
  - 9.5 uprisings in Poland (1952), Hungary (1956), and Czechoslovakia (1968) and their resurgence in the 1970's and 1980's as people in Soviet satellites sought freedom from Soviet control
  - 9.6 how the forces of nationalism developed in the Middle East, how the Holocaust affected world opinion regarding the need for a Jewish state, the significance and effects of the location and establishment of Israel on world affairs
  - 9.7 the reasons for the collapse of the Soviet Union, including the weakness of the command economy, burdens of military commitments, and growing resistance to Soviet rule by dissidents in satellite states and the non-Russian Soviet republics
  - 9.8 the establishment and work of the United Nations, the Warsaw Pact, South East Asian Treaty Organization (SEATO), and Northern Atlantic Treaty Organization (NATO), Organization of American States and their purposes and functions
- 10.0 Students analyze instances of nation-building in the contemporary world in two of the following regions or countries: the Middle East, Africa, Mexico and other parts of Latin America, Eastern Europe or China, in terms of:
- 10.1 challenges in the region, including its geopolitical, cultural, military, and economic significance and the international relationships in which it is involved
  - 10.2 the recent history of the region, including the political divisions and systems, key leaders, religious issues, natural features, resources, and population patterns
  - 10.3 the important trends in the region today and whether they appear to serve the cause of individual freedom and democracy
- 11.0 Students analyze the integration of countries into the world economy, and the information, technological and communications revolutions (e.g., television, satellites, computers)

## Tustin Unified School District

# History/Social Science Content Standards

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## GRADE 11

### UNITED STATES HISTORY AND GEOGRAPHY:

#### CONTINUITY AND CHANGE IN THE TWENTIETH CENTURY

Students in grade eleven study the major turning points in American history in the 20th century. Following a review of the nation's beginnings and the impact of the Enlightenment on U.S. democratic ideals, students build upon the tenth grade study of global industrialization to understand the emergence and impact of new technology and a corporate economy, including the social and cultural effects. They trace the change in the ethnic composition of American society; the movement towards equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. Students consider the major social problems of our time and trace their causes in historical events. They learn that the United States has served as a model for other nations and that the rights and freedoms we enjoy are not accidents, but the results of a defined set of political principles that are not always basic to citizens of other countries. Students understand that our rights under the U.S. Constitution comprise a precious inheritance that depends on an educated citizenry for their preservation and protection.

- 1.0 Students analyze the significant events surrounding the founding of the nation and its attempts to realize the philosophy of government described in the Declaration of Independence, in terms of:
  - 1.1 the Enlightenment and the rise of democratic ideas as the context in which the nation was founded
  - 1.2 the ideological origins of the American Revolution; the divinely-bestowed unalienable natural rights philosophy of the Founding Fathers and the debates surrounding the drafting and ratification of the Constitution; the addition of the Bill of Rights
  - 1.3 the history of the Constitution after 1787 with emphasis on federal versus state authority and growing democratization
  - 1.4 the effects of the Civil War and Reconstruction and of the industrial revolution, including demographic shifts and the emergence in the late 19th century of the United States as a world power
- 2.0 Students analyze the relationship among the rise of industrialization, large scale rural to urban migration, and massive immigration from Southern and Eastern Europe, in terms of:
  - 2.1 the effect of industrialization on living and working conditions, including the treatment of working conditions and food safety in Upton Sinclair's *The Jungle*
  - 2.2 the changing landscape, including the growth of cities linked by industry and trade; the development of cities divided according to race, ethnicity, and class
  - 2.3 the effect of the Americanization movement

- 2.4 the effect of urban political machines and responses by immigrants and middle-class reformers
- 2.5 corporate mergers that produced trusts and cartels and the economic and political policies of industrial leaders
- 2.6 the economic development of the U.S. and its emergence as a major industrial power, including the gains from trade and advantages of its physical geography
- 2.7 the similarities and differences between the ideologies of Social Darwinism and Social Gospel (e.g., biographies of William Graham Sumner, Billy Sunday, Dwight L. Moody)
- 2.8 the effect of political programs and activities of Populists
- 2.9 the effect of political programs and activities of the Progressives (e.g., federal regulation of railroad transport, Children's Bureau, the 16<sup>th</sup> Amendment, Theodore Roosevelt)
- 3.0 Students analyze the role religion played in the founding of America, its lasting moral, social and political impact, and issues regarding religious liberty, in terms of:
  - 3.1 the contributions of various religious groups to American civic principles and social reform movements (e.g., civil and human rights, individual responsibility and the work ethic, anti-monarchy and self-rule, worker protection, family-centered communities)
  - 3.2 the great religious revivals and the leaders involved, including the First Great Awakening, the Second Great Awakening, the Civil War revivals, the Social Gospel Movement, the rise of Christian liberal theology in 19th century, the impact of the Second Vatican Council, and the rise of Christian fundamentalism in current times
  - 3.3 incidences of religious intolerance in the United States (e.g., persecution of Mormons, anti-Catholic sentiment, anti-Semitism)
  - 3.4 the expanding religious pluralism in the United States and California as a result of large-scale immigration in the twentieth century
  - 3.5 the principles of religious liberty found in the Establishment and Free Exercise clauses of the First Amendment, including the debate concerning the issue of separation of church and state
- 4.0 Students trace the rise of the U.S. to its role as a world power in the 20th century, in terms of:
  - 4.1 the purpose and the effects of the Open Door policy
  - 4.2 the Spanish-American War and U.S. expansion in the South Pacific
  - 4.3 the U.S. role in the Panama Revolution and the building of the Panama Canal
  - 4.4 Roosevelt's Big Stick Diplomacy, Taft's Dollar Diplomacy, and Wilson's Moral Diplomacy, drawing on relevant speeches
  - 4.5 the political, economic and social ramifications of World War I on the homefront
  - 4.6 the declining role of Great Britain and the expanding role of the U.S. in world affairs after World War II

- 5.0 Students analyze the major political, social, economic, technological, and cultural developments of the 1920s, in terms of:
  - 5.1 the policies of Warren Harding, Calvin Coolidge and Herbert Hoover
  - 5.2 the international and domestic events, interests, and philosophies that prompted attacks on civil liberties, including the Palmer Raids, Marcus Garvey's "back-to-Africa" movement, the Ku Klux Klan, immigration quotas and the responses of organizations such as the American Civil Liberties Union, the National Association for the Advancement of Colored People, and the Anti-Defamation League to those attacks
  - 5.3 the passage of the 18th Amendment to the Constitution and the Volstead Act (Prohibition)
  - 5.4 the passage of the 19th Amendment and the changing role of women in society
  - 5.5 the Harlem Renaissance and new trends in literature, music, and art, with special attention to the work of writers (e.g., Zora Neale Hurston, Langston Hughes)
  - 5.6 the growth and effects of radio and movies and their role in the world wide diffusion of popular culture
  - 5.7 the rise of mass production techniques, the growth of cities, the impact of new technologies (e.g., the automobile, electricity), and the resulting prosperity and effect on the American landscape
- 6.0 Students analyze the different explanations for the Great Depression and how the New Deal fundamentally changed the role of the federal government, in terms of:
  - 6.1 the monetary issues of the late 19th and early 20th century that gave rise to the establishment of the Federal Reserve and the weaknesses in key sectors of the economy in the late 1920's
  - 6.2 the principal explanations of the causes of the Great Depression and steps taken by the Federal Reserve, Congress and the President to combat the economic crisis
  - 6.3 the human toll of the Depression, natural disasters, unwise agricultural practices and their effect on the depopulation of rural regions and on political movements of the left and right with particular attention to the Dust Bowl refugees and their social and economic impact in California
  - 6.4 the effects and controversies of New Deal economic policies and the expanded role of the federal government in society and the economy since the 1930's (e.g., Works Progress Administration, Social Security, National Labor Relations Board, farm programs, regional development policies and energy development such as the Tennessee Valley Authority, California Central Valley Project, Bonneville Dam)
  - 6.5 the advances and retreats of organized labor, from the creation of the American Federation of Labor and Congress of Industrial Organization to current issues of a post-industrial multinational economy, including the United Farmworkers in California
- 7.0 Students analyze the American participation in World War II, in terms of:
  - 7.1 the origins of American involvement in the war, with an emphasis on the events that precipitated the attack on Pearl Harbor

- 7.2 United States and Allied wartime strategy, including the major battles of Midway, Normandy, Iwo Jima, Okinawa, and the Battle of the Bulge
  - 7.3 the role and sacrifices of individual American soldiers, as well as the unique contributions of the special fighting forces (e.g., the Tuskegee Airmen, the 442 Regimental Combat team, and the Navajo Codetalkers)
  - 7.4 Roosevelt's foreign policies during World War II (e.g., Four Freedoms speech)
  - 7.5 the constitutional issues and impact of events on the U.S. home front, including the internment of Japanese Americans (e.g., *Fred Korematsu v. United States of America*) and the restrictions on German and Italian resident aliens; the response of the administration to Hitler's atrocities against Jews and other groups; the role of women in military production; the role and growing political demands of African Americans
  - 7.6 major developments in aviation, weaponry, communication, and medicine and the war's impact on the location of American industry and use of resources
  - 7.7 the decision to drop atomic bombs and the consequences (Hiroshima and Nagasaki )
  - 7.8 the effect of massive aid given to western Europe under the Marshall Plan to rebuild itself after the war, and its importance to the U.S. economy
- 8.0 Students analyze the economic boom and social transformation of post-World War II America, in terms of:
- 8.1 the growth of service sector, white collar, and professional sector jobs in government and business
  - 8.2 the significance of Mexican immigration and its relationship to the agricultural economy, especially in California
  - 8.3 Truman's labor policy and congressional reaction to it
  - 8.4 new federal government spending on education (including the California Master Plan), defense, welfare, and interest on the national debt
  - 8.5 the increased powers of the presidency in response to the Great Depression, World War II and the Cold War
  - 8.6 the diverse environmental regions in North America, their relation to particular forms of economic life, and the origins and prospects of environmental problems in those regions
  - 8.7 the effects on society and the economy of technological developments since 1945, including the computer revolution, changes in communication, advances in medicine, and improvements in agricultural technology
  - 8.8 forms of popular culture with emphasis on their origins and geographic diffusion (e.g., jazz and other forms of popular music, professional sports, architectural and artistic styles)

- 9.0 Students analyze United States foreign policy since World War II, in terms of:
- 9.1 the establishment of the United Nations and International Declaration of Human Rights, International Monetary Fund (IMF), the World Bank, and General Agreement on Tariffs and Trades (GATT), and their importance in shaping modern Europe and maintaining peace and international order
  - 9.2 the role of military alliances including North Atlantic Treaty Organization (NATO) and South East Asian Treaty Organization (SEATO) in deterring communist aggression and maintaining security during the Cold War
  - 9.3 the origins and geopolitical consequences (foreign and domestic) of the Cold War and containment policy, including:
    - the era of McCarthyism, instances of domestic communism (e.g., Alger Hiss) and blacklisting
    - the Truman Doctrine
    - the Berlin Blockade
    - the Korean War
    - the Bay of Pigs invasion and the Cuban Missile Crisis
    - atomic testing in the American west, "mutual assured destruction" doctrine, disarmament policies
    - the Vietnam War
    - Latin American policy and the economic relationships today
  - 9.4 the effects of foreign policy on domestic policies and vice versa (e.g., protests during the war in Vietnam and the "nuclear freeze" movement)
  - 9.5 the role of the Reagan Administration and other factors in the victory of the West in the Cold War
  - 9.6 the strategic, political, and economic factors in Middle East policy, including the Gulf War
  - 9.7 U.S.-Mexican relations in the twentieth century, including key economic, political, immigration, and environmental issues
- 10.0 Students analyze federal civil rights and voting rights developments, in terms of:
- 10.1 how demands of African Americans helped produce a stimulus for civil rights, including President Roosevelt's ban on racial discrimination in defense industries in 1941, and how African American service in World War II produced a stimulus for President Truman's decision to end segregation in the armed forces in 1948
  - 10.2 the key events, policies and court cases in the evolution of civil rights, including *Dred Scott v. Sandford*, *Plessy v. Ferguson*, *Brown v. Board of Education*, *Regents of the University of California v. Bakke*, and *California Proposition 209*
  - 10.3 the collaboration on legal strategy between African-American and white civil rights lawyers to end racial segregation in higher education
  - 10.4 the role of civil rights advocates (e.g., biographies of A. Philip Randolph, Martin Luther King Jr., Malcom X, Thurgood Marshall, James Farmer, Rosa Parks), including the significance of Martin Luther King's "Letter from Birmingham Jail" and "I Have a Dream" speech

- 10.5 the diffusion of the civil rights movement from the churches of the rural South and the urban North, including the resistance to racial desegregation in Little Rock and Birmingham and how the advances influenced the agendas, strategies, and effectiveness of the quest of American Indians, Asian Americans, and Hispanic Americans for civil rights and equal opportunities
- 10.6 the passage and effect of civil rights and voting rights legislation (e.g., 1964 Civil Rights Act, Voting Rights Act of 1965) and the 24th Amendment with an emphasis on equality of access to education and to the political process
- 10.7 the women's rights movement from the era of Elizabeth Stanton and Susan B. Anthony and the passage of the 19th Amendment to the movement launched in the 1960s, including differing perspectives on the role of women
- 11.0 Students analyze the major social problems and domestic policy issues in contemporary American society, in terms of:
  - 11.1 the reasons for the nation's changing immigration policy with emphasis on the way the Immigration Act of 1965 and successor acts have transformed American society
  - 11.2 the significant domestic policy speeches of Truman, Eisenhower, Kennedy, Johnson, Nixon, Carter, Reagan, Bush, and Clinton (e.g., education, civil rights, economic policy, environmental policy)
  - 11.3 the changing role of women in society as reflected in the major entry of women into the labor force and the changing family structure
  - 11.4 the constitutional crisis originating from the Watergate scandal
  - 11.5 the impact, need and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection and property rights
  - 11.6 the persistence of poverty and how different analyses of this issue influence welfare reform, health insurance reform and other social policies
  - 11.7 how the federal, state and local governments have responded to demographic and social changes such as population shifts to the suburbs, racial concentrations in the cities, Frostbelt to Sunbelt migration, international migration, decline of the family farm, increase in out of wedlock births and drug abuse

## Tustin Unified School District

# History/Social Science Content Standards

Adopted by the Board of Education 6/28/99

## GRADE 12

### PRINCIPLES OF AMERICAN DEMOCRACY

#### (CIVICS)

Students in grade twelve pursue a deeper understanding of the institutions of American government. They compare systems of government in the world today and analyze the life and changing interpretations of the Constitution, the Bill of Rights, and the current state of the legislative, executive and judiciary branches of government. An emphasis is placed on analyzing the relationship among federal, state and local governments, with particular attention paid to important historical documents such as *The Federalist*. These standards represent the culmination of civic literacy as students prepare to vote, participate in community activities and assume the responsibilities of citizenship.

In addition to studying government in grade twelve, students will also master fundamental economic concepts, applying the tools (graphs, statistics, equations) from other subject areas to the understanding of operations and institutions of economic systems. Studied in a historic context are the basic economic principles of micro and macroeconomics, international economics, comparative economics systems, measurement and methods.

C1.0 Students explain the fundamental principles and moral values of American democracy as expressed in the U.S. Constitution and other essential documents of American democracy, in terms of:

- 1.1 the influence of ancient Greek, Roman, English, and leading European political thinkers such as John Locke, Charles-Louis Montesquieu, Nicolo Machiavelli, and William Blackstone on the development of American government
- 2.1 the character of American democracy and its promise and perils as articulated by Alexis de Tocqueville
- 3.1 how the U.S. Constitution reflects a balance between the classical republican concern with promotion of the public good and the classical liberal concern with protecting individual rights, and how the basic premises of liberal constitutionalism and democracy are joined in the Declaration of Independence, stated as 'self-evident truths'
- 4.1 how the Founders' realistic view of human nature led directly to a constitutional system that limited the power of the governors and the governed as articulated in *The Federalist*
- 5.1 the systems of separated and shared powers; the role of organized interests (*The Federalist Number 10*); checks and balances (*The Federalist Number 51*); the importance of an independent judiciary (*The Federalist Number 78*); enumerated powers; rule of law; federalism; and civilian control of the military
- 6.1 the Bill of Rights as a document limiting the power of the federal government and state governments

- C2.0 Students evaluate, take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured, in terms of:
- 2.1 the meaning and importance of each of the rights guaranteed under the Bill of Rights and how each is secured (e.g., freedom of religion, speech, press, assembly, petition, privacy)
  - 2.2 how economic rights are secured and what their importance is to the individual and to society (e.g., right to acquire, use, transfer, and dispose of property; right to choose one's work; join or not join labor unions; copyright and patent)
  - 2.3 the legal obligations of obeying the law, serving as a juror, and paying taxes
  - 2.4 the obligation of civic-mindedness including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service
  - 2.5 the reciprocity between rights and obligations (i.e., why enjoyment of one's rights entails respect for the rights of others)
  - 2.6 how one becomes a citizen of the United States, including the process of naturalization (e.g., literacy, language, and other requirements)
- C3.0 Students evaluate, take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations not part of government), their interdependence, and meaning and importance for a free society, in terms of:
- 3.1 how civil society provides opportunities for individuals to associate for social, cultural, religious, economic and political purposes
  - 3.2 how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections
  - 3.3 the historical role of religion and religious diversity
  - 3.4 comparisons between the relationship of government and civil society in constitutional democracies and the relationship of government and civil society in authoritarian and totalitarian regimes
- C4.0 Students analyze the unique roles and responsibilities of the three branches of government as established by the U. S. Constitution, in terms of:
- 4.1 Article I of the U. S. Constitution as it relates to the legislative branch, including eligibility for office and lengths of terms of Representatives and Senators, election to office, the role of the House and Senate in impeachment proceedings, the role of the Vice President, the enumerated legislative powers and the process by which a bill becomes a law
  - 4.2 the process through which the U. S. Constitution is amended
  - 4.3 the student's current representatives in the legislative branch of the national government
  - 4.4 Article II of the U. S. Constitution as it relates to the executive branch including eligibility for office and length of term, election to and removal from office, the Oath of office and the enumerated executive powers

- 4.5 Article III of the U. S. Constitution as it relates to judicial power including the length of terms of judges and the jurisdiction of the Supreme Court
  - 4.6 the selection and confirmation of Supreme Court judges
- C5.0 Students summarize landmark U.S. Supreme Court interpretations of the U. S. Constitution and its amendments, in terms of:
- 5.1 the changing interpretations of the Bill of Rights over time, including the basic freedoms (religion, speech, press, petition, and assembly) articulated in the First Amendment, and the due process and equal protection of the law clauses of the Fourteenth Amendment
  - 5.2 judicial activism and judicial restraint and the effects of each policy over the decades (e.g., Warren vs. Rehnquist courts)
  - 5.3 the effect of the interpretations of the U.S. Constitution, including *Marbury v. Madison*, *McCulloch v. Maryland*, and *U.S. v. Nixon*, with emphasis on the arguments espoused by each side in these cases
  - 5.4 the controversies that have resulted over changing interpretations of civil rights, including *Plessy v. Ferguson*, *Brown v. Board of Education*, *Miranda v. Arizona*, *Regents of the University of California v. Bakke*, *Adarand Constructors, Inc. v. Pena* and *United States v. Virginia* (VMI)
- C6.0 Students evaluate issues regarding campaigns for national, state and local elective office, in terms of:
- 6.1 the origin, development, and role of political parties noting those occasional periods in which there was only one major party or were more than two major parties
  - 6.2 the history of the presidential candidate nomination process and increasing importance of primaries in general elections
  - 6.3 the role of polls, campaign advertising and the controversies over campaign funding
  - 6.4 the means that citizens use to participate in the political process (e.g., voting, campaigning, lobbying, filing a legal challenge, demonstrating, petitioning, picketing, running for political office)
  - 6.5 the features of direct democracy in numerous states such as the process of referendums and recall elections
  - 6.6 trends in voter turnout, the causes and effects of reapportionment and redistricting, with special attention to spatial districting and the rights of minorities and the function of the Electoral College
- C7.0 Students analyze and compare the powers and procedures of the national, state, tribal and local governments, in terms of:
- 7.1 how conflicts between levels of government and branches of government are resolved
  - 7.2 the major responsibilities and sources of revenue for state and local governments
  - 7.3 reserved powers and concurrent powers of state governments
  - 7.4 the Ninth and Tenth Amendments and interpretations of the extent of the federal government's power

- 7.5 how public policy is formed, including the setting of the public agenda and how it is carried out through regulations and executive orders
  - 7.6 the process of lawmaking at each of the three levels of government, including the role of lobbying and the media
  - 7.7 the organization and jurisdiction of federal, state and local (e.g., California) courts, and the interrelationships between the federal state and local courts
  - 7.8 the scope of presidential power and decision-making through the examination of case studies such as the Cuban Missile Crisis, passage of Great Society legislation, War Powers Act, Gulf War and Bosnia
- C8.0 Students evaluate, take and defend positions on the influence of the media on American political life, in terms of:
- 8.1 the meaning and importance of a free and responsible press
  - 8.2 the role of electronic, broadcast, print media and the Internet as means of communication in American politics
  - 8.3 how public officials use the media to communicate with the citizenry and to shape public opinion
- C9.0 Students analyze the origins, characteristics and development of different political systems across time, with emphasis on the quest for political democracy, its advances and obstacles, in terms of:
- 9.1 how the different philosophies and structures of feudalism, mercantilism, socialism, fascism, communism, monarchies, parliamentary systems and constitutional liberal democracies influence economic policies, social welfare policies and human rights practices
  - 9.2 the various ways power is distributed, shared, and limited in systems of shared powers and in parliamentary systems, including the influence and role of parliamentary leaders (e.g., William Gladstone, Margaret Thatcher)
  - 9.3 the advantages and disadvantages of federal, confederal and unitary systems of government
  - 9.4 the consequences of conditions that gave rise to tyrannies during certain periods applied to at least two countries (e.g., Italy, Japan, Haiti, Nigeria, Cambodia)
  - 9.5 the forms of illegitimate power that twentieth century African, Asian, and Latin American dictators used to gain and hold office and the conditions and interests that supported them
  - 9.6 the ideologies, causes, stages and outcomes of major Mexican, Central and South American revolutions of the 19th and 20th centuries
  - 9.7 the ideologies that give rise to communism, methods to maintain control and the movements to overthrow such governments in Czechoslovakia, Hungary and Poland, including the role of individuals (e.g., Alexander Solzhenitsyn, Pope John Paul II, Lech Walesa, Vaclav Havel)
  - 9.8 the successes of relatively new democracies in Africa, Asia and Latin America and the ideas, leaders and general societal conditions that have launched and sustained or failed to sustain them

C10.0 Students formulate questions about and defend their analyses of tensions within the U.S. constitutional democracy and the importance of maintaining a balance between these concepts (e.g., majority rule and individual rights, liberty and equality, state and national authority in a federal system, civil disobedience and the rule of law, freedom of the press and right to a fair trial, the relationship of religion and government)

## Tustin Unified School District

# History/Social Science Content Standards

Adopted by the Board of Education 6/28/99

## GRADE 12

### PRINCIPLES OF ECONOMICS

E1.0 Students understand common economic terms and concepts and economic reasoning, in terms of:

- 1.1 the causal relationship between scarcity and the need for choices
- 1.2 opportunity cost and marginal benefit and marginal cost
- 1.3 the difference between monetary and non-monetary incentives and how changes in incentives cause changes in behavior
- 1.4 the role of private property as an incentive in conserving and improving scarce resources, including renewable and non-renewable natural resources
- 1.5 the role of a market economy in establishing and preserving political and personal liberty (e.g., the works of Adam Smith)

E2.0 Students analyze the elements of the United States market economy in a global setting, in terms of:

- 2.1 the relationship of the concept of incentives to the law of supply and the relationship of the concept of incentives and substitutes to the law of demand
- 2.2 the effect of changes in supply and/or demand on the relative scarcity, price and quantity of particular products
- 2.3 the role of property rights, competition, and profit in a market economy
- 2.4 how prices reflect the relative scarcity of goods and services and perform the allocative function in a market economy
- 2.5 the process by which competition among buyers and sellers determines a market clearing price
- 2.6 the effect of price controls on buyers and sellers
- 2.7 the role of domestic and international competition in a market economy in terms of goods and services produced, and the quality, quantity and price of those products
- 2.8 the role of profit as the incentive to the entrepreneurs in a market economy
- 2.9 the functions of the financial markets
- 2.10 the economic principles that guide the location of agricultural production and industry and the spatial distribution of transportation and retailing facilities

E3.0 Students analyze the influence of the U.S. government on the American economy, in terms of:

- 3.1 how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive and protecting consumer rights
- 3.2 the factors that may cause the costs of government actions to outweigh the benefits
- 3.3 the aims of government fiscal policies (taxation, borrowing and spending) and their influence on production, employment and price levels
- 3.4 the aims and tools of monetary policy and their influence on economic activity (e.g., the Federal Reserve)

E4.0 Students analyze the elements of the United States labor market in a global setting, in terms of:

- 4.1 the operations of the labor market, including the circumstances surrounding the establishment of principal American labor unions, procedures used to gain benefits for its members, the effect of unionization, the minimum wage and unemployment insurance
- 4.2 the current economy and labor market including the types of goods and services produced, types of skills necessary, the effect of rapid technological change and the impact of international competition
- 4.3 wage differences among jobs and professions using the laws of demand and supply and the concept of productivity
- 4.4 the effects of international mobility of capital and labor on the U.S. economy

E5.0 Students analyze the aggregate economic behavior of the United States economy by:

- 5.1 distinguishing between nominal and real data
- 5.2 defining, calculating and explaining the significance of an unemployment rate, the number of new jobs created monthly, an inflation or deflation rate and a rate of economic growth
- 5.3 distinguishing between short-term and long-term interest rates and explaining their relative significance

E6.0 Students analyze issues of international trade, and explain how the U.S. economy affects, and is affected by, economic forces beyond its borders, in terms of:

- 6.1 the gains in consumption and production efficiency from trade with emphasis on the main products and changing geographic patterns of twentieth century trade among countries in the Western hemisphere
- 6.2 the reasons for and the effect of trade restrictions in the Great Depression compared with the present day arguments among labor, business and political leaders over the effects of free trade on the economic and social interests of various groups of Americans
- 6.3 the changing role of international political borders and territorial sovereignty in a global economy
- 6.4 the explanation of foreign exchange, how exchange rates are determined and the effects of the dollar gaining (or losing) value relative to other currencies (e.g., a strong or weak dollar)