



May 9, 2023

Dr. Christina Grant
State Superintendent of Education
Office of the State Superintendent of Education
1050 First Street NE
Washington, DC 20002

Dear Superintendent Grant,

The D.C. State Board of Education (State Board) appreciates the opportunity to provide feedback on the revised draft of social studies standards that the Office of the State Superintendent of Education (OSSE) shared at the March 29, 2023, working session. In addition to the State Board's statutory duties to advise OSSE on and subsequently approve statewide academic standards, the State Board also takes seriously its mission to engage the public and represent their interests in educational matters. As such, this letter will serve three purposes: to provide a summary of public feedback the State Board has received on the social studies standards since February 16, to highlight positive shifts in the revised draft that were responsive to previous feedback, and to suggest additional and outstanding revisions needed before final approval.

Summary of Comments from the Public

Since sharing feedback with OSSE on February 16, the State Board has received additional comments from the public through email, public testimony, and attendance at public engagement sessions hosted in the community. This section provides a summary of comments received, and written copies of public testimonies are included in full in Appendix B if they were provided. The State Board recognizes that some of the comments are more immediately actionable than others, and sometimes individuals expressed conflicting views. Thus, we suggest the following approach:

- Where constituents identified issues with specific standards, consider what changes might make the standard most functional, accurate, and engaging for District educators and students.
- Where constituents have highlighted themes that are important or impactful, heighten those where possible.
- Where constituents disagreed about the meaning or intention of a standard, revise the language to alleviate confusion.
- When constituents provided contradictory feedback, consider whether a middle ground is possible and what solution most aligns with the SSSAC Guiding Principles and the Statements of Practice for Social Studies.
- Where constituents have expressed needs or concerns around implementation, account for them during your work with LEAs and educators to develop curriculum, training, and high-quality instructional materials.





In the enclosed redline copy of the draft standards, the State Board has suggested places where constituent feedback could be implemented, but we encourage OSSE to conduct an additional review of where and how it is most appropriate to further positive trends and address concerns.

March 15 Public Meeting

Comments at the March 15 Public Meeting were shared before the release of the current, revised draft of social studies standards; however, public witnesses included praise and concerns that maintain relevance for this new version. Public witnesses made the following points in support of the draft from December:

- **Diverse Perspectives:** Several witnesses praised the draft standards for reflecting diverse experiences and including a needed increase in representation of Indigenous, Black, and LGBTQ+ people.
- **Increased Rigor:** Several witnesses noted that the draft standards are more rigorous than the 2006 standards due to the shift away from the memorization of facts and dates and towards critical thinking and inquiry.
- **Digital Literacy:** Several witnesses highlighted the importance of the way that the draft standards incorporate explicit teaching around digital and media literacy.
- **Action Civics:** One witness praised the draft standards for encouraging students to take informed action in their communities.
- **OSSE Responsiveness to Feedback:** One witness expressed appreciation for OSSE's commitment to incorporating public feedback, shown through the redrafting of the World History II standards.
- **Alignment with Guiding Principles:** One witness argued that the draft standards generally align with the guiding principles.
- **Case Study Approach:** One witness expressed excitement about exploring geography through inquiry-driven case studies in 6th grade.

Public witnesses also expressed a number of concerns about and criticisms of the draft from December, including:

- **Balance of Thematic Standards and Specific Content:** Several witnesses expressed concerns about the thematic approach to standards. They criticized the lack of specific content, an understanding of which is required to begin to approach historical themes. They also expressed concern at the number of broad thematic standards being overwhelming or impossible for teachers to adequately cover. They proposed that the number of thematic standards be reduced and others replaced with standards relating to specific people, events, or ideas.
- **Balance Between Flexibility and Ensuring Coverage of Certain Content:** Witnesses raised concerns about World History I and the amount of flexibility in choosing





civilizations. Without proper guidance, they feared that teachers might neglect the cultures of under-represented groups and avoid discussions of broader historical concepts.

- **World History II Focus on Colonialism:** Several witnesses criticized the way that World History II approached non-European countries largely through the lens of colonialism and imperialism. They advocated for non-Western/European/American content to hold a higher percentage of the overall courses and be understood prior to and beyond their interaction with the West.
- **Inadequate Focus on Democracy:** One witness called for increased focus on democracy in the standards to include analyses of different types of governments around the world, how they came to power, human rights, voting rights, voter suppression, immigration, and the history of rights and citizenship in the United States.
- **7th Grade Ancient World History:** One witness criticized the removal of 7th-grade ancient world history and the overall reduction in global-focused coursework.

Generally, witnesses at the March 15 Public Meeting agreed that the revision process was long overdue. Many also noted that once standards are approved, revising curriculum, training educators, and ensuring fidelity in implementation will play a crucial role in the success of the new standards. Much of this feedback aligned with comments submitted during the public comment period by the State Board and/or by members of the community.

April 11 Public Engagement Session

At the State Board’s public engagement session on April 11 at the Petworth Neighborhood Library, elected members and staff solicited feedback on what priorities community members have around the standards and specific comments on three driving concepts¹ that had been significantly changed between drafts. Attendees expressed few concerns with specific standards, but the discussion revolved around several themes. Most of these themes align directly with the SSSAC Guiding Principles and/or the Statements of Practice for Social Studies. This feedback should serve to reaffirm OSSE and the State Board’s commitment to centering the social studies standards around the ideals in the Guiding Principles and Statements of Practice.

- **Critical Thinking:** Attendees expressed repeatedly the importance of students engaging in critical thinking throughout their social studies education. They felt that students must justify their answers, spot bias in sources, and understand multiple perspectives on an event. The standards should encourage students to ask questions and engage in research.
- **Training and Support for Educators:** Attendees emphasized the need for teachers to be adequately trained on the content of the standards and updated methods prior to implementation. Teachers may also require support in finding and using engaging and unbiased sources and materials for their students in updated lessons.

¹ Grade 5 Driving Concept 1, Grade 8 Driving Concept 7, and World History II Driving Concept 8.





- **Learning By Doing:** Attendees appreciated the standards that encouraged students to learn by doing and to be active participants in their own learning and their communities.
- **Primary Sources:** Attendees emphasized the importance of students engaging with primary source materials. They suggested that implementation include sources in various media including guest speakers and oral histories.
- **Moving Away from Heroes and Holidays:** An attendee shared that he disliked the focus on “heroes and holidays” in the existing 2006 standards and encouraged the new standards to incorporate more perspectives and experiences from working-class people throughout history.
- **Civil Discourse:** An attendee discussed the need to teach students how to engage in civil discourse, so they understand how to solve interpersonal problems, respectfully make and defend arguments, and gain an understanding of and empathy for people’s differences.

April 22 Public Engagement Session

At the public engagement session on April 22 at the Deanwood Recreation Center, the State Board similarly solicited feedback on the public’s priorities around the standards and specific comments on three driving concepts². Attendees provided the following feedback on ways to improve the standards and considerations before approval:

- **Clarification in Grade 2 Driving Concept 1:** Attendees thought that the use of “life in the past” in the description of this driving concept was not specific enough. They asked that additional context be provided for educators and students about how far in the past should be discussed.
- **Difficult in Standard 2.2:** There were concerns from one attendee that this standard might be too difficult for students in 2nd grade.
- **Level of Detail in Standard 2.5:** One attendee said there needed to be clarification about the level of detail it would be appropriate to expect from students in response to this standard.
- **Case Study Examples in Grade 8 Driving Concept 7:** The description of this driving concept states that students should approach these standards via case studies. Attendees thought it would be beneficial to include examples of possible case studies in some way to provide additional guidance.
- **Examples of Genocide and Atrocities in Standard 8.63:** Attendees noted the inclusion of the Holocaust as an example in this standard and urged an explicit naming of other genocides as well. They emphasized the distinctions in context between the Holocaust and other examples such as the Rwandan Genocide and wanted to ensure that those differences weren’t overlooked. One option that was suggested was to include language about selecting one example from each region as is included in some of the 2nd grade standards.

² Grade 2 Driving Concept 1, Grade 8 Driving Concept 7, and World History II Driving Concept 8.





- **Considering US History with Atrocities:** In response to standard 8.63, attendees also highlighted the importance of standards addressing the United States’ own history with mass atrocities and were glad to hear it was included elsewhere in the standards.
- **Wealth Distribution in World History II Driving Concept 8:** Attendees also asked to see more in this driving concept about the impact of poverty and wealth distribution.
- **The Impact of Drugs in World History II Driving Concept 8:** Attendees requested the addition of standards covering the drug trade if it could be done in an age-appropriate way. Although the war on drugs is included the following year in US History II, attendees thought that the topic should be covered in World History II as well, considering its international implications.
- **Catalysts for the Shift in World History II Driving Concept 8:** Attendees drew attention to the “massive shift” mentioned in the description of this driving concept. They noted the importance of ensuring that students understand the catalysts for that shift. Attendees mentioned factors including factories closing, changes in production and consumption of goods, and increased influence from young people.
- **Youth and the Media in Standard WH2.98:** One attendee suggested that this standard should include the relationship between youth consumption of media and power.
- **Vertical Alignment in Standard WH2.99 and Elsewhere:** When reading the standards, attendees noted the need to pay close attention to vertical alignment and ensure students have sufficient context for these standards about more recent history. They gave an example from WH2.99, noting that without an understanding of the Industrial Revolution, students will not gain as nuanced and complete an understanding of the “increased industrialization” in this modern age.
- **The Importance of Diversity and Truth in Social Studies Education:** One of the attendees closed the meeting by sharing how important it is to them for their children to have an accurate and complete social studies education and to learn about diverse perspectives and histories. They noted places where the draft standards align with that ideal and urged the State Board and OSSE to continue on that path.

April 24 Public Engagement Session

At the virtual public engagement session on April 24, the State Board reviewed four driving concepts with members of the community to hear their thoughts on ways to improve the draft and considerations for implementation.

On Grade 2 Driving Concept 1, attendees shared the following comments:

- **Context for Ancient Civilizations:** A few attendees expressed concerns about students having sufficient historical context to begin ancient civilizations in 2nd grade; however, the majority thought it was an appropriate time for the course.





- **Level of Difficulty:** The majority of attendees thought that these standards were an appropriate level of rigor for 2nd-grade students, both challenging but within their realm of understanding. One person, however, did question whether standard 2.2 was too difficult.
- **Balancing Educator Flexibility and Support:** Several attendees noted their appreciation for the way these standards provide flexibility to educators. They did also identify a downside to this in that it doesn't provide as much guidance and support.
- **Improved Language:** One attendee commented generally on how they appreciated the changes in the standards between the draft from December and the current draft.
- **Missing Life in the Past:** One attendee pointed out that the description of this driving concept says that “students will compare life in the past to life in the present” but most of the standards are only about the present.
- **Fit and Phrasing of Standard 2.5:** One attendee was unsure whether the focus on climate and weather in standard 2.5 was a good fit for the rest of the driving concept. Another attendee thought the “global regions” might not be the best phrasing.
- **Cultural Affirmation in Standard 2.6:** Throughout this driving concept, but in standard 2.6 in particular, an attendee noted the room for students to learn about different cultures in a curious and respectful way.

On Grade 5 Driving Concept 1, attendees shared the following comments:

- **Explicit Guidance on Implementing Skills-Focused Standards:** Although generally, there was support for beginning 5th grade with this driving concept on inquiry, one attendee expressed concern about grouping all these skills-focused standards in the first driving concept. They were worried that LEAs might design their curriculum so that students might not be expected to continue applying these skills throughout the rest of the grade. In their experience, LEAs have interpreted standards literally when designing their social studies curriculum in the past. They rarely will reorder standards or return to them later in the year. They asked for the standards document to provide explicit direction that these skills should not be taught in isolation and abandoned after the first unit. Generally, attendees recommended that when there is a specific intention about implementation, it be made unmistakable for LEAs and curriculum writers.
- **Suggested Language Shift:** One attendee suggested shifting from using “make a claim” to “why” in the standards in this driving concept.
- **Potential Bias in Standard 5.3:** Two attendees questioned the use of “more useful” in standard 5.3. Another attendee pointed out that the focus seems to be using evidence to construct an argument about that topic. Other attendees highlighted examples of ways some sources are more useful than others at understanding certain perspectives or ensuring credible and accurate information. As a result, they resolved that clarifying language should be added, such as “useful for a specific purpose,” so the intention is clearer.





On Grade 8 Driving Concept 6, attendees shared the following comments:

- **Excitement About Digital and Media Literacy:** Attendees were generally very excited by the discussion of digital and media literacy and noted that it was a much-needed update from the existing standards.
- **Guidance on Social Media Use and Access:** One attendee expressed concern about the implementation of standards around social media, considering that students do not all have the same access to technology at home and families have different policies around technology use. Another attendee noted that the standards do not require students to use social media at all, but it is possible that an LEA could design the curriculum that way. Attendees concluded that there should be explicit guidance around the use of digital resources.
- **Additional Metrics for Evaluating Sources:** Attendees suggested adding more explicit metrics when asking students to evaluate digital and traditional media sources. Their suggestions included reliability, objectivity, validity, and bias.
- **Disagreements on Global Content:** Attendees disagreed about whether there should be explicit mention of online resources outside the United States. One attendee argued that standards needed incorporate more opportunities for students to be more global. Another attendee disagreed, saying this is not the best place for that topic and adding global perspectives as well might be overwhelming.
- **Fit of Standard 8.59:** A few attendees questioned whether standard 8.59 fit with the rest of the driving concept. It does not have the same emphasis on media and is the only one that calls out economics concepts. Attendees suggested creating a more explicit link from 8.59 to the top of digital and media literacy, perhaps through highlighting online shopping, so that the connection was clearer.

On US History II Driving Concept 6, attendees shared the following comments:

- **Background Knowledge:** Attendees emphasized the need for the standards leading up to this driving concept, both within US History II and in prior years, to provide the necessary context for students to fully understand these topics. Attendees discussed how the themes included in this driving concept are quite challenging, and without a solid foundation of background knowledge, students would be lost.
- **Missing Contemporary Debates:** One attendee noted that the description of this driving concept discusses how students should evaluate and contextualize contemporary debates, but none of the standards do so.
- **Balance of Global and Domestic Standards:** One attendee argued that the driving concept skewed too heavily towards foreign policy for a class on US history. Another attendee disagreed about reducing the amount of global-focused standards but did concede that some domestic issues could be highlighted better, including the link between contracting civil liberties during McCarthyism and the Civil Rights Movement.





- **Revising Language of Standard US2.55:** An attendee suggested revising standard US2.55 to read “impact of containment policies” rather than “success” to avoid introducing bias and leading students towards a certain conclusion.
- **Disagreement about Standards US2.55 – US2.57 and the Vietnam War:** Attendees disagreed about the standards relating to the Vietnam War. Some argued that the standards in this driving concept would not give students the full story of the Vietnam War, pointing to the other actors in that history and how Vietnam was divided. One attendee doubted whether students would come to understand how the United States came to take a position in the Vietnam War contrary to its ideals of freedom and independence. Another attendee argued that “invasion” in standard US2.56 was not an accurate word to describe what had happened. An additional attendee thought there was too much emphasis on what they viewed as world history topics rather than ones that belonged in US history courses.
- **Teacher Choice in US2.55 and US2.56:** An attendee spoke positively about how the thematic standards provide room for teachers to choose where to shift their focus. They noted that they like to incorporate examples that are relevant or interesting to their students when possible.

April 26 Public Meeting

At the April 26 Public Meeting, the State Board hosted a panel on the revised draft of social studies standards and received public testimony relating to social studies. The panelists and public witnesses shared praise, outstanding concerns, and considerations for implementation. They made the following points in support of the revised draft standards:

- **Alignment with Guiding Principles:** Most of the panelists shared ways they see the current draft aligning with the SSSAC Guiding Principles. They highlighted the recognition of under-represented groups; incorporation of District history throughout K–12; creating “windows and mirrors” for District students; environmental literacy; digital literacy; fewer, clearer, higher; and student agency, participation, and voice.
- **Revised Inquiry Arc:** Panelists praised the inquiry arc in the revised Statements of Practice for Social Studies. They explained the benefits of promoting student inquiry, research, and application of their learning toward solving real-world problems.
- **Case Studies and Capstones:** Panelists appreciated the courses and standards that promoted studying history and government through case studies and the application of student learning through capstone projects. They highlighted 6th grade generally as well as specific standards in high school as examples that they were excited about.
- **Action Civics:** Panelists shared their continued excitement about the standards’ focus on action civics. They shared how the 8th-grade course and the other standards throughout K–12 would empower students to be changemakers and learn that their voices are powerful.
- **Updates to World History II:** Some of the panelists and public witnesses acknowledged positive changes in the updated World History II course which reduced the Eurocentrism that was criticized in the previous version.





Panelists and public witnesses also shared a number of criticisms or suggested changes for the revised draft, including:

- **Number of Standards:** A mix of panelists and public witnesses shared concerns that some grades still had too many standards which would make it very challenging to ensure standards are all taught with appropriate thoroughness.
- **Upper Elementary Course Sequence:** One panelist suggested rearranging the course sequence for 3rd through 5th grades, arguing this would disrupt the expanding horizons model, create a more natural transition between 2nd- and 3rd-grade content, and provide students better context for key decisions in DC history.
- **Transition Between 5th, 6th, and 7th Grades:** One panelist worried that the transition in content between 5th, 6th, and 7th grades would be difficult, considering the jump from late US history to world geography and back to early US history. They expressed concerns about the effects this would have on students' understanding of chronology.
- **Expanding World History Coursework:** A public witness urged OSSE to find more time for world history coursework, suggesting reducing action civics to one semester and adding a semester of world history in 8th grade or incorporating more history content into grade 6 world geography.
- **Global Competency & Framing:** A public witness criticized an ongoing lack of standards around developing global competency and communication skills as well as global contextualization and framing throughout the draft. They suggested a thorough review to see where these ideas could be expanded.
- **Threads on Democracy:** A public witness criticized parts of the standards where discussions of democracy should be expanded. They mentioned the history and development of democracy in world history, comparing different models of government, the evolution of American democracy, and more content on specific turning points in American history, including as related to presidents, so students develop a stronger understanding of historical causation.

Finally, panelists and public witnesses provided general comments and considerations for implementation, including:

- **The Urgency of This and Future Standards Revisions:** Several panelists highlighted the urgency around finalizing and approving standards, considering how long it has been since they were updated. They urged OSSE and the State Board to work together to ensure that standards are reviewed more regularly in the future.
- **Time Dedicated to Social Studies Instruction:** The panelists also highlighted the need to ensure that sufficient time is dedicated in the school day to social studies instruction. They shared that the time needed to meet increased testing requirements and pressure to focus instruction on ELA and math—as the subjects most included in high-stakes testing—were factors that cut into social studies instructional time.
- **Developing a Voluntary, Open-Source Curriculum:** One panelist suggested that OSSE collaborate with LEAs and community organizations to create a voluntary, open-source





curriculum to align with the new social studies standards. They noted that, particularly for smaller LEAs, overhauling the social studies curriculum could be an outsized burden on their staff. An optional, open-source curriculum that any LEA could use would help to alleviate that burden and support the use of high-quality instructional materials.

- **Transparency in Engagement with OSSE:** One of the public witnesses shared that they wished that there had been more direct engagement between OSSE and members of the public around the standards as well as more transparency around how or why public comments were or were not incorporated into the revised draft.
- **Professional Development Suggestions:** Panelists emphasized the importance of strong professional development for increasing teacher buy-in and comfort around the new standards, and they had several suggestions about ways to most effectively plan and implement professional development. Panelists recommended helping teachers develop communities of practice so they can learn from one another. One panelist drew attention to educators' varied needs based on the grade level they teach. While middle and high school social studies teachers generally focus just on social studies, elementary teachers must be generalists and as such may need more support in developing background knowledge on revised content or pedagogical methods. Another panelist recommended developing place-based professional development to help teachers more concretely connect the standards to real life.

The State Board appreciates OSSE's attention to this additional feedback from the public and their attendance and our Public Meetings and community engagement events. We urge OSSE to carefully consider this feedback and allow it to guide additional revisions, where appropriate.

Acknowledgment of Changes in Response to State Board Feedback

The State Board transmitted feedback to OSSE on the first draft of the standards that was released in December, and we would like to acknowledge some of the ways in which our comments were implemented in this new draft.

Anchor Standards to Statements of Practice

In our feedback letter, the State Board acknowledged the intention behind the anchor standards system of categorizing standards but identified some issues it was causing as well. OSSE accepted this feedback and transformed the anchor standards into the Statements of Practice for Social Studies which do not have the same challenges around vertical alignment or trying to clearly label each standard with a single theme.

Revision of World History II

In response to feedback from the State Board and members of the public about World History II, including Eurocentrism and lack of specific content standards about historic touchstones needed to provide context to thematic standards, OSSE collaborated with the University of Pittsburg's





World History Center to rewrite the course. The revised World History II does much to respond to these concerns by incorporating standards on the unique history of countries outside their interactions with colonialism and by focusing the thematic standards more narrowly.

Furthering the Inclusion of Under-represented Groups

The State Board provided feedback about ways to further the inclusion of under-represented groups in the draft standards, and we see this being done throughout the draft. OSSE has added additional standards and revised existing ones to expand the contexts in which students will learn about religious minorities, Asian Americans, and more. The State Board appreciates OSSE's shared dedication to ensuring the standards provide windows and mirrors for all students and align with the SSSAC Guiding Principles.

Global Opportunities for Action

In our initial feedback, the State Board praised the standards around action civics and requested that they be expanded to include more global opportunities for action. In response, OSSE added a new driving concept to the 8th-grade action civics course called "Global Opportunities for Action" in which students will evaluate and apply tools for creating change on a global level.

Work to Rightsize the Thematic Approach

The State Board suggested that OSSE adjust its thematic approach in the first draft of social studies standards. The uneven application of this approach and the breadth of content covered in some standards, particularly in some of the middle and high school courses, would have been unmanageable for teachers to address thoroughly with their students—exactly the opposite of the depth of study OSSE wanted to promote. In the revised draft, OSSE has made significant progress in narrowing the scope of many thematic standards by incorporating a specific historical era, geographic region, or topic on which to focus.

Outcome- vs. Process-Oriented Language

The State Board shared feedback with OSSE about some of the verbs used in the standards. The distinction between standards and curriculum is the difference between what content is taught and how content is taught; it is the difference between the outcome of instruction and the process. The State Board suggested that OSSE replace words such as "explore" and "examine" in the standards to more consistently focus on the outcome of instruction and to specify the depth of understanding teachers should expect from students on assessments. OSSE has accepted this feedback, and the standards in the revised draft are almost entirely absent of that process-oriented language.

Appropriately Contextualizing Standards for Use





The State Board suggested that OSSE ensure standards contain sufficient context for use outside of the standards document to account for ways they might be used by educators. In the first draft, many of the standards relied on the description of the driving concept or adjacent standards to provide critical information about a time period, location, or concept being referenced. OSSE has done significant work to address this issue and to make the standards more usable for educators.

Outstanding and Additional Revisions

Beyond the revisions requested by members of the public, the State Board recommends some additional changes which focus on increasing alignment with the SSSAC Guiding principles, previous comments that were only partially implemented, feedback on standards that were added or revised, ways to make the standards document more functional, and areas of inconsistency throughout the document. While there are quite a few suggestions, we believe that implementing them would generally require only minor changes to the standards themselves, and in many instances, possible solutions are commented or written into the provided redlined draft.

Increasing Economics Content

In feedback to the initial draft of standards, the State Board expressed concern about the decrease in standards related to economics. While a few additional standards may have been added, economics content is still significantly less developed than other social studies disciplines in the revised draft. The Statements of Practice for Social Studies claim that these standards are intended to impart upon students the skills, knowledge, and competencies of professionals in the social studies disciplines, including economists. As such, the State Board urges OSSE to consider ways to build students' understanding of economics and political economy. Otherwise, students may not be prepared to fully embody the economics statements of practice nor be able to fully contextualize discussions around history, politics, geography, and other social studies disciplines.

Continuing to Further Recognition of Under-Represented Groups

The State Board's feedback on the first draft included a call to additional focus on diverse histories and perspectives in alignment with the SSSAC Guiding Principle, *Recognition of currently under-represented groups*. OSSE has applied some of this feedback, but we would like to highlight some ways to continue this trend.

The standards would benefit from increased coverage of Jewish history and antisemitism, particularly in upper elementary and middle school. Judaism is mentioned only a handful of times in the standards, in reference to the Holocaust, white supremacist violence in the early 20th Century, and ancient history. The State Board encourages OSSE to consider what other elements of Jewish history could be highlighted. Additionally, the specific comment in the State Board's previous feedback letter about incorporating Jewish resistance to oppression was missed. Throughout the standards, students are asked to consider how people resisted injustice and maintained dignity in the face of oppression, including Japanese Internment, slavery, oppression





of Indigenous people, and recent authoritarian consolidation in Russia and Turkey. The State Board recommends that this principle be applied to Jewish history as well.

The State Board also urges OSSE to continue investigating how to expand LGBTQ+ history. As with Jewish history, the standards on LGBTQ+ people and events cover a few of the same moments repeatedly while neglecting other parts of that history. Students should be able to engage with the nuances in LGBTQ+ history and how other facets of a person’s identity would have shaped their experiences. This guiding principle specifically lifts up the importance of this kind of intersectional understanding of identity.

Recognition of currently under-represented groups also names immigrants as a group that is under-represented in the existing 2006 standards. The State Board encourages OSSE to evaluate where it could improve and increase standards around the history of immigration in the US so as to emphasize the vast diversity among groups, their differing motivations, and shifts in population patterns over time.

Finally, while there are many standards on the history of Indigenous peoples (e.g., prior to and as a result of first contact with European colonizers, westward conquest and expansion, around the time of World War II), the State Board suggests that OSSE incorporate additional standards relating to contemporary history. Expanding the standards to include more recent Indigenous history will help avoid students gaining the faulty impression that Indigenous people are relics of the past.

Vertical Alignment and Digital Literacy

In the State Board’s previous feedback to OSSE, we noted some places in which the draft did not meet the expectations of the SSSAC Guiding Principle, *Content standards must be coherent, developmentally appropriate, and vertically aligned across grade levels in pre-K–12*. OSSE has addressed many instances where standards on similar topics were not increasing rigor in older grades but has not yet made substantive changes to the standards around digital literacy which were the most repetitive and undifferentiated group of standards. The State Board would like to repeat and reframe this recommendation in hopes that it will be implemented. The State Board does understand that students return to similar skills and content in many grades to reinforce their learning, but there is always an increased expectation in the older grades. We encourage multiple standards in different grades that ask students to consider the utility and reliability of online sources; however, there must be some change in our expectations of how students are executing this skill between third grade and high school beyond just the difference in the topic that the online sources cover. The State Board’s request, then, is to ensure that these differences in expectation are reflected in the language of the standards so they are clear for educators.

It would also be helpful to include other civic online reasoning strategies beyond lateral reading. There are 11 different standards that ask students to use “strategies like” or “strategies including”





lateral reading, but no other strategy is ever mentioned. One way to start differentiating these standards appropriately across grade levels could be to call for the use of different strategies.

Guaranteeing Democratic History and Principles

The State Board encourages OSSE to continue striving towards alignment with the SSSAC Guiding Principle, *Knowledge framing: democratic citizenship, civic dispositions & experiences*. While there are notable improvements between drafts, there are still ways to further strengthen this thread. For example, students are currently not guaranteed to learn about the democratic political concepts developed in ancient Greece (7.8.4 and 7.8.5 in the existing standards) due to the case study choices given during World History I. Additionally, standards relating to key turning points in US history, including the New Deal (beyond US2.41) and the Great Society, would support this recommendation. Overall, the State Board urges OSSE to review the standards with an eye to the concepts mentioned in *Knowledge framing: democratic citizenship, civic dispositions & experiences*, including the reasons for the rise and fall of democracies over time, to ensure they are being covered fully.

Shifting the Division Between World History I and World History II

The State Board suggests shifting the division between World History I and World History II forward in time to at or just before the Age of Revolutions.

First, this would create more balance between the number of standards in each grade. Currently, there are 52 in World History I but 99 in World History II. It is unlikely that teachers will be able to address 99, rigorous standards in a meaningful way. Starting World History II slightly later in history will provide teachers more time to explore the depth of these concepts, and it should help avoid a situation in which teachers do not make it all the way through the standards by the end of the year.

Additionally, this would decrease the amount of new content that World History II educators would need to learn. The preexisting standards from 2006 begin World History II with a unit on the Age of Revolutions, it was driving concept 2 in the initial draft released in December, but in the most recent revised draft, that topic does not come until the fifth driving concept. This means that more than a third of the World History II standards are content that would not be covered in that course today. This would create a significant burden for 10th-grade teachers to become experts in several hundred additional years of history. This change also would remove some of the overlap in content between the end of World History I and the start of World History II.

Rather than throw out these initial driving concepts of World History II that were created in collaboration with the University of Pittsburg, the State Board suggests that they be integrated into World History I where appropriate. Many of the standards at the beginning of World History II discuss regional and global networks and interactions. By moving these standards to the end of World History I, students could begin to explore the relationships among the civilizations that they





spent the year learning about as case studies. This would help prepare students better for World History II, which is embedded in the theme of global interconnections.

Reorganizing the Driving Concepts Within 3rd Grade

The State Board suggests that OSSE reorganize the second and third driving concepts in 3rd grade. The titles and descriptions of these driving concepts are extremely similar so the division between what belongs in which driving concepts is not always clear. Instead, we recommend splitting standards 3.11 to 3.31 into three driving concepts based on more focused themes. The first of these three driving concepts could cover 3.11 through 3.16 and revolve around the Indigenous people in the Chesapeake region. The next driving concept could start with 3.17 and continue through either 3.23, 3.24, or 3.25 and revolve around the role of slavery in District history and the lives of Black Washingtonians through the Civil War or the Black Renaissance. The third of these driving concepts would cover the rest of the standards through 3.31 and focus on movements for political and civil rights in DC. Overall, this reorganization of driving concepts in 3rd grade should make the theme of each more salient and support curriculum writers and educators in designing lessons and units of instruction.

Considerations for Using Examples

The State Board suggests that OSSE consider when and how it is most useful to list examples in the text of standards rather than in supplementary, supporting materials. There currently does not seem to be a uniform approach across grades and driving concepts, with some courses using just one or two examples in a few standards and other courses including several—up to 19—examples in most standards.

There are times when including examples is certainly helpful, such as when clarifying the intent of a standard or when ensuring that particular instances of a theme should be highlighted. However, if examples are not used effectively and carefully selected for their relevancy, they can distract, or even confuse, educators who will have to interpret their intent. Therefore, the State Board suggests OSSE review the use of examples in the standards while considering whether meaningful support is added by their inclusion.

Expectations Around Technical Social Studies Vocabulary and Content Knowledge

In engaging with the public, the State Board found that people were sometimes confused by the use of teacher-facing language in the standards when trying to determine what are grade-appropriate expectations for students. The State Board suggests that OSSE consider ways to clarify when students are expected to understand and use technical social studies vocabulary. For example, standards for kindergarten use terms (e.g., consensus-building, reliability, chronological) that one would likely not expect kindergarteners to use when meeting the instructional goal. As another example, the first mention of imperialism is in 5th grade, but it seems like students wouldn't necessarily need to understand or define imperialism itself to meet that standard. However, at some





point, students will be expected to know and use these and other more complex social studies vocabulary and will need to develop a nuanced understanding of concepts such as reliability and imperialism.

One thing that might be helpful in clarifying these expectations is to include explicitly in standards some key concepts or language we want to ensure that students acquire. This would not necessarily mean the addition of standards that just ask students to define terms. Instead, there are ways to phrase standards that imply or necessitate the use and understanding of key terms, such as WH2.47 “*Compare the differences between settler colonialism and economic imperialism in the 19th and 20th centuries, including the roles of technology, trade, racism, and military power in each system*” or 6.61 “*Evaluate the positive and negative effects of globalization, and the differing impact of globalization on at least three regions.*” While a key term doesn’t need to be emphasized as heavily every time it is used, it would be helpful to include language that necessitates or heavily implies its use at least the first time that expectation is being set.

Educators can also be supported in navigating the difference between the language in standards and expectations for students through implementation supports. The sample ancillary materials that OSSE previewed at the LEA Engagement Session would be a perfect place to show appropriate language to expect students to use to meet standards.

Adding an Introduction and Glossary of Key Terms

The State Board suggests that OSSE add an introduction and glossary of key terms to the final standards. An introduction to the document would help set intentions and expectations around how to use the standards and share the reasons behind certain changes, including the use of case studies and the inquiry arc. A glossary of key social studies vocabulary would help ensure educators have a consistent understanding of the terms used throughout the standards, particularly since not all educators are equally familiar with all of the myriad disciplines grouped under social studies.

Furthering Consistency and Precision in Language and Style

The State Board appreciates the collaborative work OSSE has undertaken with the TWC, the University of Pittsburgh, and other stakeholders to arrive at the current draft, but prior to finalization, there are a number of ways that OSSE can make the language and style more clear, precise, and consistent throughout the document. Many of these are noted as they appear in the redlined draft, but some consistent themes included:

- **Length of Driving Concept Descriptions:** The descriptions for each driving concept varies greatly in length and the amount of detail. There are some that are just one sentence and others that are two full paragraphs. The State Board suggests a middle ground where the description succinctly describes themes and key skills covered in the driving concept.
- **Tense in Grade and Driving Concept Descriptions:** The draft introduces the content and skills covered in each grade or driving concept through a short description. These variably





describe what “students learn,” “students will learn,” or “students should learn.” OSSE should select one option for the tense and mood of verbs and use it consistently throughout all grades.

- **Consistent Comma Use:** There is inconsistent use of commas in phrases like “including but not limited to” and “the reasons for and impact of.” There is also inconsistent use of serial commas. Depending on the style guide, there is disagreement about the appropriate use of commas or other punctuation here, so the State Board suggests choosing one way and doing it consistently throughout.
- **Context for Pronouns:** It is important that pronouns in the standards have sufficient context so there is no confusion about what they are referring to. There were a number of cases in this draft where the ambiguity in interpreting “it” or “they” would change the meaning of the standard.
- **United States vs. America:** In contrast to most other countries, the United States does not have a good adjectival form or demonym that clearly and unambiguously refer to the United States. Most of the time, it’s difficult to avoid using “American” even if just describing things from the United States and not the rest of the continent. However, the State Board suggests that OSSE review the use of “United States” and “America” as nouns to ensure that places are being referred to as accurately and unambiguously as possible.
- **Metrics for Evaluation:** In the feedback on the first draft, the State Board highlighted standards that asked students to “evaluate” but did not provide clear metrics for what students should be making judgments about. In many standards, clarification was added, but a significant number, especially in the new World History II standards, are still unclear about what kind of evaluation or assessment the standards intend students to make.

Conclusion

The State Board thanks OSSE again for its work on writing and revising the draft social studies standards. We see and appreciate the concerted effort to incorporate feedback from the State Board and community members on the draft released in December. We also look forward to continued partnership with OSSE as we finalize DC’s social studies standards and as we create and revise standards in the future. As we shared previously, the State Board is excited at the prospect of approving an updated set of social studies standards soon.

Sincerely,

The DC State Board of Education





Appendix A: Public Engagement Session Participants

April 11 Public Engagement Session – Petworth Public Library

- Paula Edwards
- Mike Golash
- Glen Hinkson
- Kathryn Mereigh

April 22 Public Engagement Session – Deanwood Recreation Center

- Shameka Smith
- Darian Smith
- Ezekiel

April 24 Public Engagement Session – Virtual

- Sarah Buscher
- Joshua Daniels
- Laura Fuchs
- Amy Gartland
- Stanley Harris
- Sarah Kim
- Lauren Lumpkin
- Erich Martel
- Katheryn Mereigh
- Nicole Murali
- Kyle Myers
- Elizabeth Nutting
- Jennifer Pace
- Sally Schwartz
- Lesa Warrick
- Sara Winkelman





Appendix B: Comments Received

March 15 Public Meeting

- Live Testimony:
 - Laura Fuchs
 - Scott Goldstein (including survey responses from educators)
 - Michael Stevens
 - Ruth Wattenberg
 - Amy Collins
- Written Testimony:
 - Adrienne Glasgow

April 26 Public Meeting

- Panelists
 - Jessica Sutter
 - Sarah Buscher
 - Cosby Hunt
 - Brynn Rosser
- Live Testimony
 - Sally Schwartz (written testimony not provided)
- Written Testimony
 - Ruth Wattenberg

Via Email

- Shereen Bhalla – April 20
- Dona Brawner – May 5



**Testimony before the DC State Board of Education on State Board of Education on
Social Studies Standards & Governance**

By: Laura Fuchs

Given: March 15, 2023

Testimony is done in parts – I will likely return to expand on various pieces over the next few months. I focused almost exclusively on doing a deep dive in to World History II standards because I believe that is my area of expertise as well as a less “popular” area when compared with US History and Government.

- 1) Suggestions – Covered March 15, 2023
- 2) Implementation & Timeline
- 3) Personal Qualifications
- 4) Key Takeaways – Covered January 18, 2023
- 5) Guiding Principles – Covered February 15, 2023

I am grateful for the SBOE’s support on the issue of World History II and am looking forward to seeing how OSSE revises it. The WTU is also using this time to try and gather more information from WTU members and will be in touch with what our members have to say.

I also just want to say that I support the Governance report. I wish the timeline could be quicker, because our neighborhood public schools very existences are at stake in Wards 5, 7 and 8, but I am hopeful that this can begin the process.

I will now return to my continued testimony on the Social Studies Standards.

1) Suggestions

- *The number of conceptual standards needs to be significantly reduced and replaced with historical, geographic and cultural content.*

While there are fewer standards if you count them. The standards that are included are so massive and cover so much potential content that they actually don’t reduce the overall amount of material that would arguably need to be covered in order to complete the standards in a satisfactory manner.

Because the standards are almost all conceptual in nature, they also make the course very hard to organize. If someone were to do the standards as written they would lead to endless comparisons and small chunks about each country, largely in reference to Western-centric framing.

This can be fixed by choosing **2-3 major** concepts per unit at the maximum and then adding back in the required and/or potential content that would go into teaching those concepts.

- *Historical content needs to be added to every single concept that remains in the standards.*

The 2006 standards are not written in a way that incorporates higher order thinking skills, but they are not wholly white-washed and should be examined carefully because there are some interesting connections to DC and more that are unique and worth keeping. I learned a lot my first few years in DC just from reading the standards and realizing I had not been taught all of this in the International Baccalaureate curriculum I studied growing up. While it is not really possible to go deep on every single standard that is included, it provides a large menu of what we could be covering.

Our existing standards could be added to some of the existing (and significantly pared down) conceptual standards as examples (some required, some optional) to provide clear direction and learning opportunities.

Sample Newly Drafted Standard:

WH2.Civ.WG.52 Evaluate the effectiveness of revolutionary leaders and movements in achieving autonomy, social justice, or sovereignty in Africa, Asia, Latin America, and the Caribbean.

Suggestion addition pulled from 2006 World History II Standards:

Utilize 1 of the following examples from each region.

Africa

10.11.3 Explain the Pan-Africanism movement, the formation of the Organization of African Unity (now the African Union), and various independence movements (e.g., Congo conflict and Patrice Lumumba; struggle over Angola and Mozambique; and the Zimbabwe War of Independence) and African American support (e.g., the Council on African Affairs and the African Liberation Support Committee). (P, S)

10.11.5 Explain the fight against and dismantling of the apartheid system in South Africa and evolution from white minority government, including the role of Nelson Mandela, the African National Congress, and the role of African Americans, such as Randall Robinson, and the TransAfrica in ending apartheid. (P, S)

Asia

10.12.1 Analyze the Chinese Civil War, the rise of Mao Zedong, and the triumph of the Communist Revolution in China. (P, M)

10.12.5 Explain the historical factors that created a stable democratic government in India and the role of Mohandas Gandhi, Jawaharlal Nehru, and Indira Gandhi in its development. (P)

Latin America

10.14.2 Explain the struggle for economic autonomy, political sovereignty, and social justice that led to revolutions in Guatemala, Cuba, and Nicaragua and armed insurgencies and civil war in many parts of Central America. (P, M)

10.14.3. Describe Cuba as a theater of the Cold War, including the role of Fidel Castro and the Cuban Missile Crisis. (G, P, M)

10.14.9. Describe the return to populism and socialism in Venezuela, Brazil, Argentina, Bolivia, and Chile. (P)

Middle East

10.15.4 Explain the Iranian Revolution of 1978–1979 after Khomeini

10.15.5 Trace the defeat of the Soviet Union and the rise of the Mujahideen and the Taliban in Afghanistan. (P, M)

10.15.6. Trace the origins of the Persian Gulf War and the postwar actions of Saddam Hussein. (P, M)

- *Different frameworks and structures must be allowed beyond a Western chronological framing (i.e., area studies style, thematic, etc.)*

It should be possible to maneuver the standards so that the content can be taught in different ways. I personally prefer an “area studies” type model that allows me to dive deep into different regions of the world and allow students to get the regional context, culture, and history. It also allows us to revisit the larger timeline, make the *occasional* comparisons and dive deeper into select countries. Other educators may prefer to do it differently.

No matter what, the framework should not emphasize that Europe/America are “drivers” of modern world history and that the world is just sitting around waiting to react and be affected by it.

- *Non-Western/European/American content must be emphasized and hold a higher percentage of the overall course.*

We can stand to wait and make sure that the standards are significantly improved. I am concerned that while teachers could “choose” to cover certain regions of the world, it is entirely possible to teach this course without diving deeply into particular regions.

I see that the Middle East is not explicitly highlighted (but the Caribbean Islands are) and countries such as Iran are completely omitted as examples which means it is possible to teach this course without mentioning the Iranian Revolution - in fact it seems hard to teach the Iranian Revolution using these standards. There are FAR too many standards on World War I explicitly and not nearly enough on other regions issues. This continues to

perpetuate a European lens through which we are almost forced to teach World History II.

Another glaring omission is the split between India and Pakistan. The fact that it isn't mentioned anywhere as even a potential example is a huge problem and a slap in the face to some of the driving historical events that likely will only be covered in a World History Class. Instead too much time is once again given to issues that will be covered in US History. Again, perpetuating a Western perspective on the modern era.

This is fully apparent with the omission of the Chinese Revolutions of the 20th century. How can we teach World History and ignore this entire region explicitl. It would be possible for a teacher to teach the entire course and never mention it. This is not acceptable.

One area that is sorely lacking in the 2006 standards is Latin American and Caribbean history in World History II. As a teacher in this content area, and someone who wrote their graduate thesis on Truth Commissions in Guatemala, this is both personal and professional for me. The history is incredibly important to understanding the world and directly touches on students in our classroom. It is important that this content not get left out and only addressed in the new standards by mention of continents.

I am highly disappointed in how these standards are still perpetuating a racist and white supremacist world view and pushing a teaching of world history that is entirely centered on the Western perspective. This would be easy to fix with explicit references to more examples of non-western events which are largely left out. It demonstrates a limited understanding of WORLD history and shows the bias of the creators. I am saddened but not surprised that I will have to continue to push for a truly world history oriented content out of this mess.

2) Implementation and Timeline

I came to DCPS in 2007 and the new standards had just been passed. Michelle Rhee had just taken over the District and her understanding of what was going on was limited (at best), and social studies was not something she was focused on. Courses were completely changed and the teachers who had been teaching a long time were just starting to learn what those standards were. I saw what a poor and hasty roll out of standards could do. Some teachers just taught things the way they had (couldn't blame them, when would they have learned the new standards?). There were literally zero materials we could share and use from the system. Everything had to be created ourselves. There was no clear scope and sequence. It was a free for all. While I personally relished that and enjoyed diving into content, I know that it took me several years to get even a course structure I wanted to continue using and building up my pedagogical and content strategies as I went. And I know for too many the course was almost strictly Western Civilizations and the rest was limited at best if taught at all. And again, who could blame them, the textbook we have used (hasn't changed since I got here, no

idea when it was adopted) is so surface level as to be the most boring whitewashed rendition of history I've ever seen so everything we use has to be found ourselves.

The current standards do not need to go down this same path. Even if we "pass" them quickly DCPS won't have the time to create high quality materials for PK-12, let alone roll them out to educators in a way that we could meaningfully engage with them. If we roll them out hastily then we will see educators do what they can to scramble and this will result in the status quo reigning on, if not be made significantly worse.

3) Personal Qualifications

I don't normally go into detail on my own personal education background, but I think it lends some understanding of where I am coming from when I say that the social studies standards *cannot* be passed as written.

I am a Ward 5 resident, DC Public School Social Studies Teacher since 2007, and have taught every single required social studies course as well as many different electives. The courses I have taught for the longest amounts of time (over a decade at this point) are World History II and AP US Government. I am an executive board member of the Washington Teachers Union and Empower DC, which means I hear from people across the District as part of my regular work. I am also a former member on the DC State Board of Education's Credit Flexibility Task Force in 2017 and served on the DC SBOE Social Studies Principles Committee.

My undergraduate degree is in Political Science with Honors from the University of Chicago and I focused primarily on international studies, history and government with a human rights concentration. My honors thesis was on the effectiveness of Truth Commissions, focusing on the one conducted in Guatemala after the American funded genocide of the Mayan people. I have a MAT in Teaching Secondary Social Studies from American University (2009) as well as a Specialist Degree in K-12 Public Education Leadership from George Washington University (2013). My experiences abroad have been varied and not as extensive as I would like. I studied abroad in South Africa during undergrad as well as did a 4-month internship in Guatemala. More recently I traveled for a month through the Fund for Teachers program to Vietnam to improve my understanding and teaching of Vietnam in the 20th Century. All of these experiences have greatly informed my personal understanding and desire to teach World History from a global perspective instead of a "Western" / white supremacist perspective. I have continued my education here at home over the years as well taking courses almost every single year to improve my understanding of various global regions (Georgetown Middle East Institute, China Institute, etc.) and the US Government (James Madison's We The People, National Archives, etc.), as those are the two courses that I have taught the most frequently.

4) Key Takeaways

- a. **Guiding Principles** – Standards are the bare minimum that students have a right to learn. DC should ensure that students have the opportunity to learn about world history from a

global perspective and in the modern era. The Draft World History II standards have almost zero historical content and have been moved to almost purely conceptual understandings. Furthermore, it is framed as the “West” (defined for this purpose as Europe and the United States of America) being the primary drivers of modern history and the rest of the world as reacting to them. This is the definition of white supremacy.

- b. **Implementation and Timeline** - The draft document does not take DC’s current racist implantation of the World History II standards into account and further opens the door to this kind of behavior. Allowing educators to freely pick and choose content to match the concepts. DCPS will not be able to update their curriculum and train their educators in time for the new standards to be rolled out in SY23-24. Therefore, we can and must push back their overly aggressive timeline to allow more input into the standards and opportunities to fix what is wrong.
- c. **Suggestions** - This is possible to fix, and some possible ideas could be easy to implement. But if it is not *significantly changed* it should **not** be passed as is. We do not need to rush and should do it right in case it takes a long time to update again.
- d. **Personal Qualifications** – My personal education and experiences make me expertly qualified to provide commentary on the World History II standards in particular.

5) Guiding Principles

- *Standards represent what students have a right to know and be taught.*
The current standards have removed significant portions of content thereby removing students’ rights to learn said content. There are major historical events that would be incredibly hard to justify in depth teaching in their own right if one were to follow the current standards with fidelity and hope to cover them – for example the Iranian Revolution, The Guatemalan Civil War and Genocide, the Indian/Pakistan split, Apartheid in South Africa and much more. Instead they would be looped into tiny chunks to be compared and only taught in reaction to European and American actions.
- *Students have a right to learn global historical content outside of a white supremacist framing and constant micro-comparisons to European/American actions.*
We should not be attempting to wholly make all social studies **content** standards flexible aka optional. Unfortunately, in the system of limited time and resources that we are in, too often something that is deemed “flexible” is something that gets cut, minimized or swept to the side for schools serving students with the greatest needs – especially East of the River. I applaud DC’s commitment to two years of World History at the high school level and think that it should be continued. For many of our students these two years will be the last that they spend on international studies and world history. We must give students as great an exposure to the world around them as possible in preparing them to be global citizens.

In attempting to balance depth over breadth, the current standards have actually increased the breadth and all but eliminated the ability to deep dive on anything except key European Historical Events. If you go through the current content standards they are all about Europe save for one optional reference to the Haitian Revolution. Examples of

content not mentioned: Chinese Revolution, Iranian Revolution, El Salvadoran Civil War, Pinochet, Nelson Mandela and Apartheid, Ho Chi Minh, I could literally go on forever because the actual content could fit in one paragraph.

- *The standards should reflect our students and their history while exposing them to the broader world, global perspectives and the myriad of cultures that make up our world today.*

We should be looking at the world from the perspectives of people around the world. This is incredibly challenging due to resources and language barriers. But it *is* possible. This requires us to not frame everything as a reaction to “Major Events™” driven by “Western Powers” and instead to look deeper into countries and area studies to get to know the dynamics of those regions to *then* see how their history is much deeper than a pure reaction and to better understand their perspectives on how some of these major events affected the course of their lives.

We have to be incredibly intentional about what is and is not mentioned in our standards because the standards tell us and our students what is important:

What *is* mentioned is the Holocaust. I am Jewish and much of my extended family was murdered in the Holocaust. But why is the Holocaust and Anti-semitism explicitly listed and the Rwandan Genocide and Islamophobia are not?

What *is* mentioned is the Russian Revolution. Again, super important and something that I enjoy teaching very much, but why mention that revolution explicitly mentioned and not those in other nations that also changed the world such as those in China and Iran.

What *is* mentioned is World Wars I and II in comparative detail and then all the other *continents* are listed as how were they affected by it.

What *is* mentioned is a list of “enlightenment” philosophers, what is not mentioned are ANY OTHER PHILOSOPHIES AND THE PEOPLE WHO MADE THEM AT ALL.

There is also ZERO content provided from more recent time periods. Updating standards was an opportunity to bring in more recent historical events such as the Syrian Civil War and Refugee Crisis, the Arab Spring, China and today’s global economy, and so much more.



**Testimony by Scott Goldstein
Executive Director, EmpowerEd
March 15, 2023**

Good Evening Board Members. Tonight I am joining you to share many important updates and encourage you to stand with our educators in upcoming advocacy.

First, today is a big day. With the release of Council Member Robert White's ["Educator Retention for Student Success Act"](#), we have the opportunity to finally take action to address DC's teacher retention crisis. Last week's new numbers from OSSE revealing a spike in turnover with 30 % of teachers leaving their school from last year to this one, including 22 % in DCPS and 38 % in charter schools, is extremely alarming. Now is the time to act. CM White's legislation is a great start- by addressing the top items that teachers have repeatedly said would most help retain them- pay, mental health days, flexible scheduling, planning time, and more. It also includes an element of the State Board of Education's suggested legislation to improve transparency around teacher retention by requiring DCPS to release exit survey results annually so we can better study retention and target solutions. This legislation doesn't address everything contributing to retention, but it's a hugely impactful start. I am here to urge you to ask your council members to both sign on and to urge Chairman Mendelson to hold a speedy hearing and vote on this legislation.

Second, I know that there are several hot button issues this board as well as other education and political leaders in DC have been discussing from the issue of student safety and police in schools, to pay for charter school educators to the draft social studies standards and more. This Saturday March 18th from 11 to 2, we welcome you to the DC Teacher Solutions Summit where teachers will host sessions and poster presentations on these topics and much more- from inclusivity in language classrooms to trauma interventions for Black girls and gender non-conforming youth and so much more. I hope you will join us there.

Additionally, EmpowerEd has been surveying all DC teachers on these topics and we're receiving really important feedback that this board should consider in its own advocacy. While these teachers may not all be able to attend for public testimony, their voices are

powerful. So I have included many impactful quotes on the issue of school safety, charter teacher pay, school budgets and more below. We are finding genuine divides in opinions on these issues, but also areas of stark consensus. While teachers disagree about the need for SROs, there is strong consensus that we should not have armed officers in our schools. And there is broad and pronounced agreement that our focus should be primarily on mental health, proactive and restorative solutions and more enriching student programming. While DCPS and charter school teachers disagree about whether charter schools should receive an equal payment to the WTU contract to increase pay, teachers broadly agree that this should only be done with requirements for salary transparency, higher salaries moving forward and the freedom for teachers to organize. There is so much to dig into, and I hope you'll take the time to read the comments and the final results when we release them soon.

I'd be happy to answer questions and delve into our findings so far or discuss our campaign for action on educator retention. Thank you.

School Safety

SROs Specifically:

"We need to prioritize more Deans of Character," aka people who are trained in Restorative Justice. There do need to be people in the schools to help enforce safety, but I'm not sure they need to be armed. They should be trained to handle violent situations in other ways."

"As an elementary teacher, I am unclear what SROs do in schools. But 100% no guns in our school."

"The solution should involve SROs and SEL support staff."

"It's case by case. In our case, we'd like to have SRO at school's dismissal time, to protect students against neighborhood crimes, such as car jacks and robberies, etc."

"We need trauma specialist who can de-escalate situations and can provide students with trauma therapy."

"You need at least one SRO officer, per grade level, and full-time in middle and high school. Simply, have them assist teachers and students respectfully. Students with various needs, should not be allowed to terrorize others. Remove them from the scene until they get the mental health and/or behavior management support they need. When kids are fighting and out of control and nothing deters them, I feel it makes it worse. Some students become more out of control when no one is there to convince them to slow down."

“We need to transition from SROs to mental health, conflict resolution, and social behavior therapy starting in 3rd grade. These therapy sessions and programs should be led by psychologists, social workers, and speech-language pathologists. All of which understand how and why children behave and communicate the way they do.”

“In my view, we should continue funding non-policing strategies in order to keep students safe. SROs are largely inward facing, meaning that their presence in schools is directed at disciplinary action towards students. By instead prioritizing relationships and resources for students we can ensure that our focus is on addressing student needs in order to create safer schools and communities centered on the students, rather than by creating punitive structures that isolate students and don't help them address the issues they may be facing. This need-based approach would be better served by an increase in the amount of deans available in schools, afterschool programs that provide safe community spaces for children whose parents may not be available right as school lets out, and continued emphasis on mental health and social work resources. By prioritizing students' needs and concerns we can continue to do good work in protecting them.”

“1. maintaining SRO's

2. Have actual action plans and consequences for students who act in unsafe manners- if a student has multiple offenses for violence- they should eventually be kicked out.

3. Actually equip. buildings to ensure safety in the event of a lock down. All these "beautiful" new buildings are filled with floor to ceiling windows and glass doors which are easily breached and do not keep students hidden/safe.”

“Police officers need to be provided for arrival and dismissal at the very least. A student was attacked at the bus stop across the street from our school. There should be a police presence since most students must use the public bus system for transportation.”

“Keep highly trained SRO's in the school to respond to violent outbreaks to keep students and staff safe”

“We need to be focused on mental health services for students, especially trauma-informed mental health counseling. Rather than focusing energy on POLICING children, we should be focused on providing the proper supports necessary to make the need for police officers obsolete in schools.”

“We need to prioritize students' and staff's social-emotional development and mental health as well as create an environment where students feel safe. If students do not feel safe, their brains are not ready to learn. Police in our schools do not make me feel safe, because it gives me the sense that there is something wrong. We need to care more about safety and less about standardized testing. I would like to see DCPS prioritize more social workers and community resources in our schools; smaller class sizes so that students and teachers can develop trusting relationships; a lighter workload for school staff members who are burnt out by having to do the work of 3 people; and ensure buildings are secure with locking doors, working security cameras, and attentive security officers.”

“We should keep SROs but equally invest in smaller class sizes in high schools to emphasize strong relationships with students (It’s difficult to have a meaningful relationship with 150 students per semester)”

“No police. Ever. Resources for families. Housing. Food. Healthcare. After school programs.”

In your view, what do we actually need to prioritize to keep our students safe in school and in their community? What solutions/ ideas should our energy be focused on?

“Social emotional/mental health programming and supports. Students in crisis should not just be pulled out of class to sit around...they should have real treatment. Schools should be required to take red flag behavior seriously instead of just brushing it off. If a child is making threats, protocols should require officials take action to protect the child and their classmates. Instead, teachers who raise concerns about obviously red flag behavior are ignored and dismissed. All schools should have a mental health protocol that all staff members are aware of and thoroughly trained in.”

“We should prioritize parental involvement. We should offer parenting workshops and make it a requirement for parents to take if the student has a habit of showing violent behavior in school. We should also make it a requirement that all students have identity cards to help with students sneaking into schools they do not belong and fight.”

“My top things to prioritize is:

Physical Security measures

Mental health support

Emergency preparedness

Bullying prevention

Education on violence prevention

Overall , a multi-faceted approach is needed to ensure the safety of students and school.”

“We need to place more responsibility on our community and our student's families. We need guns out of our students' homes. We need to make sure our students are safe when they are at school and at home. The community needs to realize that they hold a tremendous responsibility. Children learn what they live.”

“Gun reform.”

“-Expand Safe Passage Program to include all schools, with additional program staff in priority areas

-Investing in evidenced-based alternatives to policing in schools, such as examples outlined in this doc by Vera Institute of Justice:

<https://www.vera.org/downloads/publications/alternatives-to-policing-school-safety-fact-sheet.pdf>

-Includes investing in restorative practices, mental health professionals, and other school-based staff to support students”

“We need to incentivize after school activities and produce actual engagement in the communities that incentivizes kids to imagine a better community/environment but also keeps them busy.”

“More mental health and counseling staff, regular counseling sessions (group and individual) and regular restorative justice circles. Also, more targeted support with more reasonable expectations for students who struggle with reading and writing. Almost all of the students that I know who exhibit consistent combative, defiant, or violent behavior either struggle in these areas or have shown a strong response to direct counseling which teaches them skills surrounding emotional management, conflict resolution, empathy-related social skills, and civility.”

“CONSEQUENCES. The school needs to invest in effective in-school suspension and alternative schools that actually hold students accountable to behavior. We are not preparing students for a realistic future. Discipline does not mean punishment, it means teaching, and we are not teaching students how to be responsible people and citizens.”

“We NEED to bring back alternative schools in DCPS for middle and high schools. We need more wrap-around services and SEL support staff. We need other sustainable accountability measures for students who choose violence before resorting to long-term suspensions or expulsions.”

“More teachers, social workers, and school staff who directly influence students. NOT MORE CENTRAL OFFICE. Get more trained educators in the buildings and we will be able to hold it down.”

“1. safety and stability at home (food insecurity, financial instability, transportation issues)
2. provide activities for young people to do outside of school hours
3. appropriate *restorative* consequences for students who commit unsafe actions and those who are affected”

“We need to put more effort in supporting our youth and families with significant mental health and social/emotional struggles. We also need to focus then energy on safe passages so that the students do not fear coming to school. As of today, many students have NOT received the Kids Ride Free cards and struggle with getting to schools of their choice. The cards should be distributed universally to every enrolled student at the start of the year.”

“Free, accessible (fun!) after care programs, tutoring, and sports available at all schools including after care for student siblings, fully funded and staffed by DCPS/the district or non-profits, not by a school’s budget. My students have no other choice but to be out in the streets most days and I know they want these opportunities.”

“Increased funding for non-police solutions. Increased budget allocations for social workers, guidance counselors, and behavior techs. Increased salaries and benefits for these positions. Non-police solutions for the community surrounding the school. Housing, food, mental and physical healthcare, etc. Our schools are failing because we are failing the neighborhoods our students live in. Increased summer and after school opportunities that students want to attend.”

“I think we should utilize violence interrupters to make it known to principals and social workers about neighborhood/family battles. Students and sometimes parents bring neighborhood beefs to

the school and violence ensues. We should also invest in student IDs to avoid the dangers of students sneaking into different schools to fight. We should also have mini parent workshops to offer parents who need help with their child.”

“Our students need to be able to get to and from school safely. Our youth need more after school opportunities, like sports, clubs and jobs. They need enriching opportunities outside of school and positive relationships.”

“There should be more activities where students can utilize their energy like team sports. For example, soccer, basketball, football, baseball, etc. shouldn’t be activities that parents need to spend any amount to enroll their kids. Activities should really be fun and engaging. However, if these programs are given free, there should also be accountability in behalf of the kids being enrolled.”

“Activities for kids to do after school, expanded aftercare programs, more sports and clubs for kids to explore their interests and build positive relationships with each other and responsible adults. Explore the idea of busses or shuttles between elementary schools and their feeder schools so siblings can safely get to school on time. Shine a light on inequity in DCPS schools - PTOs/PTAs in Northwest can raise 10s of thousands of dollars while schools in SE and NE may not even have PTO/PTAs at all...”

--Community-based organizations working with children in neighborhoods that face violence.
--Enrichment activities for children in elementary through high schools, including meaningful clubs, field trips, etc.
--SEL curriculum embedded in the school day. Mindfulness and stress management programs.
--Therapy offered at school or at local community centers for young children who face trauma.”

“The social emotional learning and well being of our students are where we need to focus. We need more counselors, more funding for SEL programming, and more targeted tutoring around bringing our kids up to speed academically. There also should be community liaisons in all schools to support with connecting communities to the school system, and greater communication/transparency when things do happen so that everyone can be better protected.”

Charter Teacher Pay Parity

“If charters want the extra money, let them join the union and pay dues. Our dues paid for the advocacy to negotiate our raises; they should not coast off of our hard work.”

“They should not provide the money, DCPS teacher are fully licensed where charter schools do not require the same licensure. I agree with the union, we pay dues.”

“Encourage all charter schools to unionize. Don't piggyback on organized labor actions and protests in order to increase their salary. My child attends a charter school because they have more resources than DCPS.”

"I want to emphasize that charter schools' salaries should not increase based off of the negotiations of the DCPS teachers' union as they do nothing to support or advocate for us and sometimes undermine our efforts and are not held to the same standards. The only pay increases that should be tied to ours it should be the paraprofessionals of DCPS who support and work with us."

"The Mayor/Council should not provide this money to DC Charter Schools unless they began to hold them to the same standards regarding certifications as they do DC Public School Teachers"

"I am uncertain. All teachers deserve fair pay, but charters undermine DCPS"

"Charter school TEACHERS should receive some partial pay increase."

"The elected school board should make those decisions and not the Mayor's Office"

"Be transparent with all money received as their top people (founding members, directors, CEOs) are paid handsomely and the money is already in their budget to pay teachers more but they instead pay people at the top"

"Raise charter salaries- auto deduct for union dues, must join WTU in order to get the money."

"Charter Schools should form their own union!"

"If charter schools want to receive the benefits of a union and bargaining agreement they need to pay dues."

"Charters do not have the same oversight nor are held to the same standards as DCPS schools and do not merit the extra funds. Already, many are abusive in holding students briefly past the audit to get the money and then get rid of whom they want. Most of the charters in DC do not serve any real purpose except to detract from the needs of public schools -- they do not serve special purposes like specialty schools should, which was the purpose of charter schools. Most are abusive of the funds and do not even have certified teachers."

"The charter schools should unionize so they can advocate for their own salaries."

Draft Social Studies Standards

"Yes, while I appreciate the attempts that DCPS is making to address many of the nuances that come with any topic in Social Studies I am concerned with some of the space for choice provided in the proposed standards. More specifically, the language for the proposed 9th grade curriculum could currently be interpreted as an ability to select which countries will be studied (in-depth) in each unit. In doing so, there is room to interpret these standards as making an allowance in exempting further studies into specific countries thereby avoiding broader historical concepts, such as Spanish colonization in the Americas. I am afraid the language as it currently stands could allow teachers to present inaccurate narratives about issues that affect POC populations into the present. Particularly the above example which could serve to further marginalize indigenous groups"

"I like the new standards. I think the larger geography focus is beneficial to students and could help with foundational skills as they advance."

"As a whole, the proposed kindergarten standards were too wordy and desperately need an editor. There were too many ideas crammed into many of the standards in awkwardly worded ways, which makes them difficult to use in a practical way. Revamping them is a very good idea, though, Many of the current standards are off base."

"I haven't had enough time to do a deep dive on these."

I think younger students need more context for American history especially slavery, segregation, etc. We teach about people like Harriet Tubman and MLK but students need more context for the history in which these people lived."

"I believe the standards are a step in the right direction for DCPS, there are some areas for improvement but they are a definite improvement to the 2006 standards..With the feedback provided I think the standards can move forward the ways we teach and learn"

"Kids want to know about the world...other countries, other languages, the map, etc. they want to explore the world. We should use empatico and other online programs to connect around the world."

"They need to be reconsidered to incorporate the thoughtful feedback that has been shared."

"I teach 3rd grade social studies and I am for the change. The power unit and economics unit are extremely difficult to teach to third graders. Especially since most of the students are not on a third grade reading level."

"I am very upset they are cutting ancient world history from 7th grade. The students love it and we are adding more US-focused curriculum at the expense of international studies."

"I like that the new standards are more skill-focused. Social studies teachers should be given flexibility to adapt content to students interests and community needs."

Facilities & Budgets

"Most of our public buildings, schools included, are falling apart. We can invest in our communities by training and paying our young people to repair, renovate, and rebuild, and maintain these community places and spaces."

"Pressure needs to start now for a budget rise for next year. Otherwise, it's going to be disaster in DCPS with all of the raised salaries. The council coming through with rescue funds after school budgets does NOT fix the problem. At that point, staff members who were cut are already looking for new positions. The damage to the school's stability has been done."

Other

“Transfer school governance back to the electoral school board for a true democracy in education”

“Teachers should be able to enroll their children at the school where they teach! This would enable teachers to be more involved at school (lead a club after, stay to plan or have a meeting) rather than be forced to sprint out at the bell to get their child from another school. This is extremely important to many teachers and personally impacts my ability to remain teaching at my school.”

“Is there no limit on the number of charter schools that can form in the district? It seems like at a certain point there won't be enough students to fill all the public schools and we'll close down. So many of our students leave our school for the multiple charters that have opened up within a few blocks of our building. Then we lose enrollment and funding, and our school gets worse so more parents send kids to charters. It's a cycle and it seems like without a limit on the number and location of charters, this problem will continue.”

“Teaching in urban schools is hard. Teachers don't get enough pay! Charter teachers don't have as much leverage points as public schools due to many reasons. And they generally work in a more demanding and stressful environment, without the guard of a union. With worse exploitation and facing the same group of children, I don't see why they don't deserve more, or at least the same equal pay with DCPS teachers. Pay charter teachers the salary they actually deserve. The opponents are not teachers obviously and they can't speak for us. Add pay, retain good teachers!!!”

“Please fund the Arts. Please update the technology that teachers and students use. You cannot train industry-ready students with obsolete technology. And most of the resources on the DCPS curriculum are blocked on DCPS devices. That's frustrating.”

“Budgets? Don't get me started!! DCPS forced us to beg for the money that would allow us to keep our current staff and even now we are not fully funded and will lose an important Teacher Leader who has been invaluable to teachers' quality of teaching and of life. It is just insulting.”

“I appreciate all of your proposals around teacher retention that are not just about pay. While a lot of us appreciate a larger salary, money isn't enough to keep working in terrible conditions.”

“Children need LESS SCREEN TIME. Elementary students need a longer recess, longer lunch, and more time with hands on work. Quite forcing our kids to sit still and be quiet at a desk. No wonder our little kids have behavior issues. The students at my school spend a minimum of 2 hours in front of a screen EVERY DAY! (I-READY) They get a 30 min recess (which is taken away for behavior problems) and a 20 min lunch (students are not allowed to talk during lunch.)”

“Schools should have a four day week to allow for realistic planning time for teachers”

“DCPS has a problem keeping teachers, ALL OUT OF STATE TEACHERS WITH A LICENSE and MASTERS DEGREE should NOT have to do the praxis to teach in the classroom. They have proven themselves. And if they have 10 years and over no praxis should be taken. Life is full of many problems. Older teachers just want to earn a living without the necessary STRESS.

Bullying on the job is a big problem and must be address by leaders in the school. No adult should feel less of a person, and have to work in an atmosphere of bullying from other senior teachers and leaders.”

Good Evening,

My name is Michael Stevens. I am the Director of Social Studies for Friendship Public Charter School and a former secondary social studies teacher. I have been involved in the revision of the DC Social Studies Standards as a member of the Social Studies Standards Advisory Committee (SSSAC) and Technical Writing Committee (TWC), where working alongside approximately 30 DC educators, I served as a writer for grades 7, 8, 11, (US History II), and 12 (Government and Civics and DC History). I also recently supported the rewrite of the draft standards and driving concepts for Grade 10: World History II based on feedback received through both the public and content area experts secured by OSSE.

I am here this evening to advocate for SBOE to pass the current draft DC Social Studies Standards. My advocacy is based on the strength of the 2022 draft standards, as well as significant and necessary ongoing revisions that are being made to the draft standards based on constructive public comments and expert feedback.

Increased Representation and Perspective of Indigenous, Black, and LGBTQ+ Persons

It is critical to first examine some of the holistic areas in which the current draft standards represent a marked improvement of the 2006 version and reflect the charge of the guiding principles and have accordingly received much praise. To begin, I'd like to discuss the improved inclusion and representation of Indigenous, Black, and LGBTQ+ persons and prescribing members of those communities' greater agency and autonomy.

While the 2006 standards call for students to assess the "impact of exploration and settlement by Europeans on Native Americans" (8.1) and "explain instances of both cooperation and conflict between Native Americans and European settlers" (8.1.2), they fail to consider the Indigenous perspective, treat Indigenous persons and nations as a monolithic group, and provide scant coverage, particularly independent of European colonizers. By contrast, the first 9 standards of Grade 7: US History I – First Nations through Reconstruction address Indigenous persons prior to European colonization. Regarding perspective, students will "us[e] primary sources [to] compare Indigenous and European perspectives of early contact, with attention to the limitations of using European sources to understand the history and culture of Indigenous Nations" (7.12) and "evaluate primary and secondary sources to examine the impact of the arrival of Europeans from the perspective of Indigenous Americans" (7.13). It is also important to note that while the 2006 version repeatedly describes "Native Americans" in broad language, the current draft names specific Nations, including, but not exclusively, the Anacostan and Piscataway societies of the Potomac region.

As with Indigenous representation, the draft standards significantly improve on the teaching of African American history, elevate the voices and perspective of Black persons, and appropriately and accurately frame the role of race in examining historic and contemporary events. There are numerous examples throughout but tonight, I will briefly focus on the topic of Reconstruction. The first three Reconstruction standards of the 2006 version direct students to "List and describe the original aims of Reconstruction (e.g., to reunify the nation)" (8.1.1), "Explain the 13th, 14th, and 15th amendments to the Constitution and their connection to Reconstruction" (8.1.2), and "Explain the effects of the Freedmen's Bureau" (8.1.3). Once again, agency and perspective are denied. By contrast, in the draft version, students will "explain the impact of grassroots efforts by African Americans to gain access to land and fair labor, participate in political, economic, and legal systems, and achieve public education, in reconstituting a multiracial, democratic society" (7.67) and "use primary and secondary sources to analyze the ways and means by which formerly enslaved persons created new lives for themselves in the South, North and

West following the end of slavery” (7.68). Furthermore, standards 7.72 and 7.73 examine how the successes and failures of Reconstruction continue to influence contemporary America and “evaluate[s] the origins and consequences of conflicting narratives about the Civil War and Reconstruction.”

The existence of LGBTQ+ persons provides one of the starkest contrasts between the 2006 and current versions. In the 2006 version, their only mention comes in 10.8.5, a Holocaust standard that describes the “the Nazi persecution of gypsies, homosexuals, and others who failed to meet the Aryan ideal.” However, the current draft first affirms the existence of LGBTQ+ persons in Kindergarten as “examples of different kinds of families and caregivers within a community” (K.2). Subsequent grades and standards describe LGBTQ+ persons as members of the D.C. community, detail oppression through the Holocaust and the Lavender Scare, assess the implications of the Stonewall Riots, and trace the progression of the Gay Rights Movement.

Given these improvements, it is unsurprising that a public commenter wrote they were “very thankful to see LGBTQ+, [I]ndigenous, and [B]lack identities highlighted in these standards. None of these groups received the focus that they deserved in past standards which has been shown to hurt student learning as they don’t see themselves reflected in the curriculum.” After affirming the need for these changes, another person concluded with “bravo D.C. for leading the way.” And in referencing other professional organizations whose research assisted the TWC, one commenter stated:

The draft DC social studies standards align to the philosophical and pedagogical principles of EAD and meet the characteristics of “exemplary” state standards as enumerated by the Fordham Institute in their June 2021 analysis of the state of social studies standards for civics and U.S. History. Taken as a whole, the draft DC Social Studies Standards articulate modern standards for teaching U.S. History that reflect our plural yet shared past and present while fostering inquiry and independent thinking.

Improved Rigor and Explicit Teaching of Media/Digital Literacy

Two other general encompassing components of the revised standards that have received significant commendation through public comment are 1) their demands for a higher cognitive lift, along with the incorporation of the C3’s inquiry arc and 2) the improved requirements for media and digital literacy, skills that are alarmingly vital in today’s world.

Some of the most immediate aspirations of the Guiding Principles are that the revised standards are rigorous and “written and organized in such a manner that promote student understanding of complex ideas and concepts rather than learning a long list of facts, individuals, etc.” To illustrate the current draft’s success, consider a comparison of the two standards’ treatment of the 1920s in US history. The 2006 version provides several standards that require students to do things like “Trace the growth and effects of radio and movies” (11.6.1), “Analyze the attacks on civil liberties and racial and ethnic tensions” (11.6.4), “Trace the responses of organizations such as the [ACLU], the [NAACP], and the Anti-Defamation League” (11.6.5), and “Describe the New Negro Movement/Harlem Renaissance and new trends in literature” (11.6.8), and “Describe from of popular culture (e.g., professional sports and flappers)” (11.6.9). The challenge with this approach is that it presents a complicated series of interrelated and often contradictory events as isolated and detached from one another. Absent is a standard that requires students to grapple with these juxtapositions or evaluate contemporary portrayal and framing of this era. However, in the current version, students “Evaluate the portrayal of the ‘Roaring ‘20s,’ including an assessment of the changing societal roles and rights of women, African Americans, Latinx Americans and Asian Americans along with the cultural backlash to these changes” (US.37). This is

a standard grounded in inquiry that promotes the cognitive demand articulated in the Guiding Principles.

Again, these efforts have been acknowledged by the general public and external organizations, with one commenting, “We applaud the rigor of the content presented in the standards, and are pleased to see the spiraling of deep and challenging topics across grade bands with increasing complexity and depth, thereby signaling and reaffirming the District of Columbia’s commitment to excellence for all students.” Another member of the public wrote, “I am in complete awe at how effective and inclusive the OSSE social studies standards are. Thank you for bringing awareness to telling a full history of the United States...and using best practices like the inquiry arc and interdisciplinary themes.”

Turning to media and digital literacy, with the exception of just one middle school standard that “addresses the development of mass media, including television,” (5.13.2) these concepts are restricted to the high school courses in the 2006 version. It is also critical to note that even then, their treatment is more often reduced to historic topics rather than skills critical for navigating various types and sources of information in the 21st century.

Again, the current version of the draft standards offers a marked improvement. Beginning in Grade 3: Geography, History, and Cultures of the District of Columbia, students “evaluate the credibility of online sources and claims about contemporary political and social issues in Washington, DC using strategies like lateral reading” (3.31). The imperative skills of lateral reading and assessing source credibility appear in subsequent elementary and middle school grades with a particularly strong focus in Driving Concept 6 of Grade 8: Action Civics, “Media, Society, Government, and Digital Literacy.” Through this driving concept, students will be required to:

- Compare multiple accounts from different news or media sources about an issue of concern (8.55).
- Evaluate the strengths and weaknesses of traditional news media organizations (newspapers, magazines, and television) in creating an informed public, including an analysis of the use of fact checkers, editors, framing and focus (8.56).
- Analyze the role of social media in shaping political ideology, framing policy debates and accurately informing the public about major policy issues within the United States (8.57).

These skills are further developed in high school courses, particularly Grade 12: Government and Civics, which includes Driving Concept 3 “Citizenship in a Digital World.” Just some of the initial standards within the driving concept require students to identify the source of webpage or digital resource (GC.21), evaluate claims made by a webpage or digital source (GC.22), develop tools for fact-checking (GC.23), and evaluate perspective and claims of an editorial or op-ed commentary (GC.24). Furthermore, the current draft standards promote civic action and dispositions through the following standards:

- Use research from national and international sources to analyze the impact of media and social media on democracy and develop a public policy proposal to strengthen democratic expression and participation in American civil life. (GC.26)
- Develop and iterate a plan to use technology and online platforms for civic engagement and to drive social change. (GC.27)

The public response to these additions and shifts has been overwhelmingly positive with respondents posting the following:

- A strong attentiveness to cultivating students' information literacy skills — especially around digital information — is explicit in the draft standards' commitment to inquiry and how this is embedded throughout the grade levels...The draft social studies standards take great care to provide not only for today's world, but also for the world of tomorrow...By high school, students continue to have multiple opportunities to apply reasoning strategies to evaluate sources, claims, and perspectives. This deep and intentional spiraling of information literacy skills throughout the grade levels sets these draft standards apart and well ahead of those in many other states.
- Digital literacy is incorporated in 6th and 8th grade and Government & Civics. This is wonderful - no complaints there - and agree that the unit really digs into how to evaluate reliability and validity of media sources of information etc.
- [I]n aiming to prepare students to be informed and engaged participants in our self-governing society, we particularly welcome the focus on information literacy throughout the grade levels and encourage such an approach across curricular areas, as well

Students Taking Informed Action

Before I describe OSSE and TWC's response to critical feedback, I want to illustrate an additional strength of the draft standards that is absent from the 2006 version – calls for students to take informed action. As has been described in previous BOE meetings, the Grade 8 Action Civics course develops students' civic skills and the dispositions required for a healthy democracy. The initial standards within each driving concept establish the foundational knowledge required to meet the demands of the concluding action-oriented standard(s). The concluding standards of each driving concept then provide the guidance and latitude needed to create individualized, student-centered experiences anchored around civic engagement.

However, these new direct calls to action are not limited to just the Grade 8 course. Here are just some examples from each of the elementary courses:

- Use civil discourse (listening, turn taking and consensus-building) and voting procedures to agree upon and take collaborative action to improve the classroom or school community (K.8).
- Identify and evaluate a problem caused by humans to the local environment, and propose a solution (1.23).
- Identify a current question of sustainability and develop an action plan for increasing sustainability in your community or globally (2.34).
- Evaluate different perspectives on the challenges facing current residents and develop a plan for action (3.41).

These standards and subsequent ones detailed in later grades develop the skills required for students to “use research from national and international sources to analyze the impact of media and social media on democracy and develop a public policy proposal to strengthen democratic expression and participation in American civil life” (Grade 12, GC.27).

Areas and Content Being Rewritten or Revised

Despite these accomplishments, the content of the draft standards that were released for public comment this past December fell short and included blind spots in significant areas and required large-scale revisions in others. I am thankful to the many members of the D.C. community and content experts secured by OSSE who continue to provide honest and critical feedback. While time will not permit me to

articulate all of the changes OSSE committed to make on March 1, 2023, I do want to describe some of the more salient.

- Both the driving concepts and standards for Grade 10 World History II course are being rewritten or substantially revised to provide a truly global, non-Eurocentric perspective.
- Additionally, the writers agree that given the wide breadth and scope of that course, greater specificity of standard language and concrete examples are required to ensure essential eras and events such as the Qing Dynasty, the Pan-Africanism movement, the Iranian Revolution, the dismantling of apartheid in South Africa, and the Arab Spring are explicitly taught to all DCPS and DC charter students.
- An improved global perspective and lens will be made to elementary courses, such as Grade 2: The Wide World, which will include a greater focus on African, Asian and American Kingdoms between 1100 and 1400. Additionally, Grade 3 thru 5 courses will include global context for D.C. and American history.
- An additional driving concept, Global Opportunities for Action has been created for Grade 8: Action Civics.
- In the same manner that the draft standards elevate the experiences and perspectives of Indigenous, Black, LGBTQ+ persons in America, recent revisions will do the same for Asian American Pacific Islanders. Additionally, the development, impact, and voices of immigrant communities in D.C. such as Mexican, Salvadoran, Ethiopian, and Chinese will be written into the standards.
- An evolution of democracy in America, including its expansion, challenges, failures, and threats will be more clearly articulated by revising standards in elementary, middle, and high school courses.

Plans Moving Forward

In closing, I want to say that as the Director of Social Studies for a LEA, I am excited for the new standards, not only in their improvements over the 2006 version, but for the plans OSSE already has in place for continued support and successful implementation. Several commenters celebrated the new standards but understandably expressed concern given the higher cognitive lift and increased attention to concepts and perspectives that are underrepresented in many other state standards and popular curricular material. Therefore, I applaud OSSE for its foresight to ensure representatives from LEAs throughout D.C. collaborate well in advance of SY24-25 to create ancillary material and resources for the newly revised standards. Additionally, I believe that the sample content and concepts this group is expected to create will be a useful and necessary accompaniment to the standards and resolve critical feedback that the current draft standards need to include concrete examples of people, places, and events that are required for successful implementation.

Michael Stevens
Director of Social Studies, Friendship Public Charter School
Member of SSSAC and TWC

Ruth Wattenberg's written testimony, following up on March 15 oral testimony

Thank you I'd like to briefly raise two concerns with the proposed secondary history standards in two broad categories: First, the lack of specificity and rich content. Second, the inadequate focus on democracy—its worth, principles, needs--and how it has evolved, especially in the US. (For a fuller view of these two and other concerns, please see my full memo, previously submitted to OSSE and attached at end). I will also recommend several actions you can take to assure that the proposed standards are substantially improved.

I. Two Broad concerns

A. The loss of rich content.

The old standards were well regarded for their coherence, clarity, specificity, and content richness. But there were too many and they were outdated. They needed to be revised not replaced. That was the explicit recommendation of both the SBOE and the SSAC (Social Studies Standards Advisory Committee).

Instead, the standards were wholly replaced. Broadly, these proposed standards lack the coherence and rich, clear content of those that are currently in use. In their response to this concern, OSSE wrote,

"The standards intentionally move away from the content approach to social studies and toward critical thinking approach to social studies."

But that's not how learning works. Critical thinking—thinking of any sort-- depends on content knowledge. You can't think about what you don't know. The idea that background knowledge is necessary for reading comprehension and for critical thinking is a robust tenet of cognitive science. These standards marginalize that key idea. (See for example, [this article by top cognitive scientist, Daniel Willingham](#) about how critical thinking depends on content knowledge.) This approach goes backwards—it reminds me of what's going on in early reading. They go backwards to a time two decades ago, when so many standards were super-broad.

The loss of rich content is generally a problem. It is especially severe in world history. One of the great virtues of the current world history standards is that they were expanded to 3 full years, allowing students to learn deeply about the roots of democratic government in European history AND it provided deep learning about other major civilizations, including China, Japan, the Kush, Mali, Ghana, and so much more. With these standards, the sequence is now back to just two years, and world history across the board is flattened and missing. As a result:

a. As others have noted, in WH1, these standards don't call for learning about any particular country, city or culture in any specific place. A typical standard is extremely broad/vague/over-ambitious, for example, WH1.33: "Analyze the sole of religions, belief,

systems, and culture in the governments and maintenance of societies in Africa, Asia and Europe.”

b. In WH2, as others have said, the standards begin in the moment of European imperialism and colonialism. There’s no backstory for Africa; Black

Americans are first introduced as captured slaves. Likewise for Asia and Europe. Asia appears as a peripheral actor in response to Europe. There’s no backstory for Europe, which is introduced as imperialist and colonialists. All these groups have prior stories that need to be told. History is about backstories.

c. As others have noted, In WH2, the approach is very Eurocentric, with the focal events, ideas and perspectives being almost completely those of Europe and the US. The lens must go beyond just what was most important in US/Europe, and should include a more global perspective.

d. In US History, while some content is added, including a recognition of ongoing racism, much more is lost, which is noted in my attached 2/15 memo to OSSE. **Here, I’ll just raise one specific element of the lost content--immigration.** Immigration, is a central theme in US History—including the different waves of immigrants who came, when, and why; how different groups contributed to the country’s development and influenced its culture; how they were treated initially, their subsequent treatment in US society, and when and how they gained citizenship and other rights; how the US has thought about its identity in terms of immigration over the years, including ideas of diversity, pluralism—“Out of many, one”--Land of Immigrants, melting pot, mosaic, inclusion, etc.; views towards immigration that have cycled across US history, from welcoming to nativist; and changing policies towards it. It is almost completely absent from the proposed standards.

e. In US History, the political narrative has been largely lost. More on this below.

f. For a fuller list of what is lost, see my memo submitted to OSSE in February.

B. Democracy and democratic principles...

We are in a moment where democracy here and abroad is in jeopardy. It is important that standards for this generation of students help them understand the fundamental principles of democracy and its value, fragility, relative rarity across history and current times—and the conditions that strengthen and weaken it. As the SBOE resolution (and, similarly, the SBOE response to OSSE’s comments) states, The standards

“should include a thread aimed at developing student understanding of key principles of democratic society...; how and why this vision was so different from what had typically existed in the past...; how it is different from other countries today; the fragility of these principles, how democratic societies have failed in the past; and the rights and responsibilities of citizens in the democratic society. They should include explicit ongoing threads on ... the history of African-Americans... including their role in and impact... on the growth and evolution of legal equality and democratic rights and the creation of a multicultural, democratic society.... and on the continuing tension in American history

between the promise of democracy and equality in the founding documents and the reality of inequality...

The critical issue here is the evolution of democracy, and especially American democracy. As it is, this trajectory is not adequately developed. This means highlighting it in US history and World History—In WH, this means paying attention to the type of governments that exist, how they came to power, how and whether they respect individual, human rights, allow minorities to have rights. Right now, the WH standards barely pay attention to this. It also means standards that track and capture the rise of democratic ideas and practices before the colonies, including in Athens, Europe, and England.

In US history, it means helping students understand this reality: We started as a nation with democracy for propertied white men that didn't even provide first-class citizenship, voting rights, or equal rights under the law for people of color, most immigrants, or women. We are now a nation in which there are equal rights under law as well as ongoing obstacles to exercising them. How did that happen? Many of the facts are in the standards, but not the story. It means showing and being clear about when, how and under what conditions the nation has gone one or two steps forward or one or two steps backward.

One problem in the US standards is the near-total lack of narrative political history, to the extent that not a single president is named in all of US History 2—not Lincoln (though he does get mentioned in USH1), not FDR, not LBJ, not Obama. Why does this matter? In the US and in democracies, big changes typically follow an interactive, dynamic sequence in which issues and ideas get elevated by grassroots movements and leaders, elected leaders further elevate the issues... which can lead to legislative changes or, failing such changes, to changes in political leadership. Social history is important and rightly gets substantial attention in these standards, including standards that urge students to consider the perspectives of different groups and the role of grassroots movements.

But desired changes typically come as the result of elections, of electing specific people who reflect particular views. If we want students to be involved in politics and care about it, they need to understand the interaction between the social and the political. In these standards, where elections and elected leaders get so little attention, it often feels like stuff just “happens.” The historical causation is often absent or unclear. It would be helpful, for example, to note that Lincoln was considering a variety of plans for reconstruction when he was assassinated. Johnson didn't believe in Black equality, and his policies flowed from that. It took the election of a strong pro-reconstruction Congress to enact more radical reconstruction. It took Grant's winning the next election to send troops to the South to enforce the new laws. A close election after Grant meant that the new President Hayes, without a majority, agreed to withdraw those troops, after which Black rights, including voting rights were thoroughly and violently suppressed, meaning that in the next election and then the next century, Southern politicians were elected by Whites only, with consequences for every aspect of our national history, including a New Deal which agreed to southern demands to largely exclude Blacks.

Our students need both social and political history. They need to understand the impact of voting, voting rights and voting suppression. **Voting rights matter because elections matter.** OSSE says the new standards will include more on voting rights. That is important, and they should be connected to a larger narrative about the evolution of democracy.

What I urge you to insist on

World History

1) World History 1 standards need to include the specific rich history of the major civilizations that have created the modern world and are the “backstories” of today’s diverse Americans. It is not enough to commit, as OSSE has, to having classes identify a single country, city or culture to focus on within the existing excessively broad standard. The standards should identify the significant content for key civilizations that all students should learn.

2) As others have noted, the World History 2 standards are Eurocentric, entirely focused on the issues that were paramount to Europe and the US. In addition to such content, World History 2 standards must address key issues, events, and perspectives that were paramount to others, not just the US and Europe, and they should include a more global perspective.

3) World History 1 standards should track and capture the rise of democratic ideas and practices before the colonies, including in Athens, Europe, and England.

4) World History 1 and 2 standards should highlight and enable comparisons among democratic governments and the major alternatives to democracy, including the major authoritarian and totalitarian governments of the last century. As different civilizations are studied, visible threads of standards should address their form of government, how they come to power, how they addressed individual rights and civil liberties, majority rule, voting rights, the rights of minorities (racial, ethnic, religious, gender, ideological), etc.

5) In World History 2, that focus should also include the practices that erode democracy and make them vulnerable. Steven Levitsky, featured speaker at “The Democracy Summit,” sponsored by Howard University’s new Center for Journalism and Democracy, does just this in his book, “How Democracies Die: What history tells us about our future.”¹ He identifies such features as **checks and balances and the willingness of losing parties to concede defeat,** as key topics for useful comparison.

6) Do not make the WH2 standards more like the WH1 standards. That is a change that OSSE promises in its response to comments. But, the World 1 standards are the broadest, vaguest, least content-rich of the standards in any of the secondary history courses.

US History

7) Standards for US History 1 and 2 (and hopefully all courses k-12) need a thread of standards focused explicitly on democracy. The SBOE called for such “threads” in its resolution, so you are on extremely firm ground in insisting on this. These threads should include standards that:

- a. provide a coherent, meaningful evolution of US democracy from its very limited beginning (for propertied white men) to the current day,** including the events, ideas movements, politics and leaders that drove and thwarted this evolution.
- b. include, along with the current emphasis on social history, substantial attention to narrative political history, so students get a clear picture of how democracy works and what it can deliver.**

8. Standards for US History 1 and 2 need a thread on immigration to the US that addresses the different waves of immigrants (who came, for what reasons, how were they treated initially and subsequently, how did they influence the development and culture of the country), **changing views of American identity** (e.g., melting pot, mosaic, pluralism) **and cyclical attitudes and policies** (welcoming to nativist) towards immigrants. In its response to comments, OSSE seems to commit to more content about some immigrant groups but not others, making that promise very welcome, but very insufficient.

9. Get reviews/comments from people who are content experts in US history, including around reconstruction, race, immigration, and democratic rights; democracy abroad; and social studies standards. On the first, some to consider: [Eric Foner](#), [Clarence Walker](#), [David Blight](#), Jamelle Bouie, Isabel Wilkerson On the second: Steven Levitsky, Eric Chenoweth (worked with AFT’s Albert Shanker Institute to create [Democracy Web](#), resources and guidelines for teaching about democracy in the US and abroad). On social studies standards: Johns Hopkins University’s Institute for Education Policy, [Fordham Institute](#), [Educating for American Democracy](#).

10. It may be impossible to adequately fix the world history standards given its reduction by a full year. If so, consider whether the Grade 6 geography course could be incorporated into a 3-year world history geography sequence. I have heard concerns that its content is light; maybe both courses could be improved by joining them. Also **consider whether the 8th grade course could be reasonably reduced to a 1-semester course**, providing more time for students to learn about multiple cultures/civilizations; possibly relevant portions of the 8th grade course could be fruitfully worked into other courses.

Attached:

1. Here is [link to article on critical thinking and content knowledge](#) by top cognitive scientist, Dan Willingham. Key quote:

“Can critical thinking actually be taught? Decades of cognitive research point to a disappointing answer: not really. People who have sought to teach critical thinking have assumed that it is a skill, like riding a bicycle, and that, like other skills, once you learn it, you can apply it in any situation. Research from cognitive science shows that thinking is not that sort of skill. The processes of thinking are intertwined with the content of thought (that is, domain knowledge). Thus, if you remind a student to “look at an issue from multiple perspectives” often enough, he will learn that he ought to do so, but if he doesn’t know much about an issue, he *can’t* think about it from multiple perspectives. You can teach students maxims about how they ought to think, but without background knowledge and practice, they probably will not be able to implement the advice they memorize. Just as it makes no sense to try to teach factual content without giving students opportunities to practice using it, it also makes no sense to try to teach critical thinking devoid of factual content.

2. My February comments to OSSE follow:

RE: Proposed DC Social Studies Standards
FR: Ruth Wattenberg
DA: Feb 10, 2023

Thank you for this chance to offer comments on the proposed social studies standards. My comments are largely critical. So before starting, I want to convey my strongest appreciation for the work that has gone into this. Writing good standards is hard and often thankless work. Thank you!

I'm reviewing these standards in part through my eyes as a recent Member of the SBOE who has followed this process since it was initiated. In addition, I have followed and reviewed standards, especially in social studies, for over two decades. I know that when adopted, DC's current social studies standards were among the country's very best. They were well-regarded for their coherence and their strong content. They have not been reviewed or revised in 16 years; the world has changed and new scholarship, especially around race and Reconstruction, has entered the mainstream. It was time for them to be updated—*but not thrown out*. In multiple statements, SBOE members called for these strong standards to be "revised," not replaced. The Social Studies Standards Advisory committee called for the standards to be *revised rather than wholly re-written*."

"The D.C. Social Studies Standards must contain content that equips all students with the foundational historical knowledge--of chronology, pivotal events, leading figures, and seminal documents--that "well-educated American students" ought to know and be able to incorporate into their discourse and argument. The current D.C. standards¹ have been highly regarded for their clarity about such content and, thus, the **D.C. State Board of Education (SBOE) and its Social Studies Standards Advisory Committee (SSSAC)**² **recommend that the current standards be revised rather than wholly re-written.**"

Much effort and many problems could have been avoided had this approach been honored. Instead, the current standards were thrown out. They were replaced by standards that are often extremely broad, vague, over-ambitious, and lacking specific knowledge. (e.g., "Analyze the role of religion, belief, systems, and culture in the governments and maintenance of societies in Africa, Asia and Europe.")² They are less coherent than what they propose to replace and, relatedly, less disciplined in following key themes across time periods and standards.

Apart from the general concern above, my comments are focused on the world history/civilizations content that is lost and on the extent to which these standards are likely to convey to students an appreciation of democracy – an understanding of its values and principles, the gap between these values and American realities, and what it has taken from all Americans, most centrally African-Americans, to create a democracy that while still flawed is multicultural and multiracial. As our [SBOE resolution](#) on these standards states, the Board believes that it is vital that these standards include ongoing, explicit threads aimed at developing student understanding of

- "key principles of democratic society...."

² (WH1 standards, #33)

- the central role of African Americans in the “growth and evolution of legal equality and democratic rights and the creation of a multicultural, democratic society”
- “the continuing tension in American history between the promise of democracy and equality in the founding documents and the reality of inequality,”
- “how these principles and human rights have evolved in the United States over time,” and
- Providing “students with a global perspective and global context.”

Of special interest, given current concerns about democracy today, the Board’s statement explicitly calls for conveying in these threads “the rights and responsibilities of citizens in a democratic society,” “how democracy differs” from other governments, its “fragility” and “how democratic societies have failed in the past.”

Because this is the focus, **my comments are focused on the 4 years of secondary American and World History.** While information on how our democracy functions and skills for participation are contained in other courses (Civics and Government; and Action Civics), it’s in history where students get the context to understand “why” democracy is important and what it has taken to build the democracy we have. Before getting into the two sets of standards, I want to reiterate my concern with the vagueness of the standards.

Lack of clear, specific knowledge

Both sets of standards (and most of the standards in other courses), but especially the World History standards, suffer from being over-general and therefore vague. The public policy goal of standards is to assure that across schools, certain content and skills are taught to all. A key stated goal of the standards themselves is to promote critical thinking. But critical thinking—*any* kind of thinking—depends on knowing relevant content. These proposed standards regularly ask students to “assess,” “evaluate,” and otherwise think about the course material, but they often fail to provide the content needed to answer them. Finally, there is increased understanding that reading proficiency depends on broad background knowledge. But these very general standards provide very limited guidance on the knowledge students need.

This is not a call for a narrow “memorization of facts” but to provide students the content they need for strong reading comprehension and the grist that underlies critical thinking. The current standards, while needing updates in some sections, do a far, far better job than the proposed standards in making clear what students need to learn at different grade levels and how it all fits together. In some cases below, I’ve included comparisons with the current standards to make clear just how much has been dropped out.

I. What’s Missing from World History standards?

A huge strength of the previous standards was their strong treatment of the world. Students were introduced over 3 years to key civilizations in Africa, Asia, Europe, and pre-Columbian societies in this hemisphere. Students gained perspective on different cultures—to their history and culture, their varying approaches to governance and diversity, their strengths, weaknesses, and achievements. Through this study, students gained a global perspective, including on how societies change over time, what’s common across humanity, and what’s different across cultures.

That content is gone. Students lose a full year of secondary world history. Instead of the current three years of post-elementary world history, they would get just two. At

the same time, perhaps to accommodate the reduced time, these proposed standards are far more general than the standards they propose to replace. A great deal gets lost, on both diverse cultures and the context for democracy. **Hardly a single standard in the 2-yr sequence names a specific non-western culture or civilization.** Specifically,

In the proposed WH1 standards (<8000BCE-1600CE):

1. There is no in-depth look at the history, culture, experience of any specific country or civilization. Every standard that speaks to the history, culture, or experience of a country/region/civilization is now handled as part of a generalized group. **Guidance to teach Chinese civilization is gone. Mesopotamia is gone. Ancient Greece is gone. Islamic civilization is gone. Medieval Japan and the Ottomans are gone. The rise of the great religions is gone. The Olmecs in MesoAmerica are gone. The sub-Saharan civilizations of the Middle Ages of Ghana, Mali, and Songhai are gone.**

A typical standard--this one (Wh1#22) for the 1500 years from 800 BCE to 700 CE -- reads: "Assess the importance and enduring legacy of major governmental, technological, and cultural achievements of ancient empires in Europe, Asia, the Americas, and Africa." The intro to each section (the "Driving Concept") lists 10-19 different civilizations that could be highlighted but no guidance for what should be highlighted or why. There's no way such overly ambitious standards can lead all students to learn what's most vital.

In contrast, current standards expose students to **unique, relevant aspects of each of the key civilizations above from across the world and centuries**, giving students a genuine appreciation of different cultures and a perspective on our own culture. These proposed standards are thin gruel in comparison.

In the proposed WH2 standards (1450-current):

2. Virtually all learning about the non-European world is in the context of Europe. As a witness explained at the SBOE public meeting, these standards are Eurocentric, with virtually the only discussion of non-European countries being in the context of their interaction with Europe or the US. There's **no discussion of any non-European entity prior to their encounter with European exploration/ imperialism/colonization—no history, no art, no governance, nothing about their achievements or failures, connections to or impact on their neighbors.**

a. Of the 29 WH2 standards covering 1450-1900,

****Just 1 standard (#2) is mainly about one or more specific non-European entities** (about how the spread of knowledge "from Islamic and Asian societies promoted maritime exploration and ultimately the expansion of empires.").

****Just 1 (#9) references any non-western country/region/civilization outside the context of colonialism/imperialism** ("Evaluate the environmental and cultural impact of the exchange of food, crops, trade goods, diseases, and ideas between Africa, Asia, Europe, and the Americas.")

b. Of the 42 WH2 standards covering 1900-present,

****Just 3 are focused explicitly on non-European countries.** This period mainly addresses the various causes and consequences of WW 1 and 2, decolonization, and growing global issues, with countries addressed in that context.

In contrast, the current standards that cover 1450-1900 include standards on the Ottomans, the Maya, Inca, and Aztecs, developments on the Indian subcontinent, and Islamic,

Chinese, and Japanese civilizations. In the post-1900 period, they address developments in Japan, China, the Philippines (including US involvement, which absent here, though it is addressed in US History), land reform in Central America, and more.

3. Likewise, the primary discussion of Europe or any European country before WW1 is in the context of their role in imperialism/colonization/Eurocentrism, as though they too have no relevant history or culture before this period. Of the 29 WH standards covering 1450-1900: 13 reference the role of Europe imperialism, colonialism, or racism³; 4⁴ are about the impact of (presumably European/American) industrialization; 2 are primarily about Europe (both are about the Enlightenment one of which also references colonization)⁵

4. The proposed standards totally neglect the history and development of democratic ideas and practice, leaving students without an understanding of what drove the early development of democracy or its values.

There are just two mentions of democracy or democratic in the two years of world history standards. One is in the introduction to the *Driving Concept* on “Revolutions (1750-1900), preceding the several standards (above) on the Enlightenment. The other is Standard #46, asking students to “Compare the ideologies of socialism, communism, fascism, and liberal democracy” (though they have barely been exposed seriously to any of them). There is little to no context explaining the rise of democracy or its ideas.

In contrast, the current standards, in their study of Athens and the Roman Republic, students are introduced to such democratic ideas and practices as “direct democracy v. representative democracy,” the separation of powers, and rule of law. They can follow the fall of these early democratic efforts and the rise of different elements of democratic government in Medieval England (e.g., trial by jury, independent judiciary, parliament), early ideas that fed democracy (e.g., natural law, Montesquieu). As part of such study, students can begin to grasp the “brutish” world that democrats hoped to escape, start to learn the vocabulary of democracy, become familiar with key democratic ideas and principles. As importantly, this history gives **students the context to see that democratic, representative government is not a “given”; it entered history late, failed, disappeared, and has been slowly evolved into something more democratic, representative, and free.**

5. The proposed WH2 standards do not expose students to democracy’s alternatives. It is often said that “democracy is the worst form of government, except for all the others.” Especially now, with democracy under challenge, students should know the grim alternatives. Minimally, students should be exposed to totalitarianism--particularly the most devastating ones of the last century, Nazism, fascism and Soviet-style communism—and authoritarianism and what their impact has been on human rights, national minorities, and the world. These standards do not.

Across WH2,

1 standard mentions totalitarianism: “Analyze how totalitarian leaders came to power after World War I.” WH2 #41

³ WH2 #s 3, 5, 6, 8, 10, 11, 12, 14, 25, 26, 27, 28, 29

⁴ #s19-21, 24

⁵ 14, 15

0 standards mentions **Nazi, Nazism, Hitler, Franco, or Mussolini**⁶

1 standard mentions **fascism**.⁷ It's a useful but anodyne call to "compare the ideologies of socialism, communism, fascism, and liberal democracy." (#46)

2 standards mention communism, the same (#46) above and one that mentions communism as a result of industrialization/capitalism.⁸

2 standards mention the **Holocaust**--#35, as one of several "violations of human rights" during WW1 and 2, and #43 which is solely focused on it.⁹

0 standards mention **Stalin, the purges, gulag, the famine, Mao, or the Cultural Revolution**

0 standards mention **dictator, dictatorship, authoritarian, or authoritarianism** nor is any country described that way. As noted in public testimony, there's no discussion of current (or long-standing) repressive governments in Iran, North Korea, anywhere in Latin America, Africa, or Asia—in other words, nowhere. (There is this: WH#53 Compare the governments formed after World War II in Africa, Latin America, and Asia.)

In contrast, the current WH standards address these types of governments and rulers in multiple standards, (10.6) on "the rise of fascism and totalitarianism after World War 1," and 4 sub-standards, including on "Stalin's rise to power... the absence of a free press, and systemic violations of human rights (e.g., The Terror Famine in Ukraine)"; "the assumption of power by Adolf Hitler... and the human costs of the totalitarian regime"; and Mussolini's "rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda." Other standards and sub-standards include 4 that mention Hitler, a particularly substantive one on the Holocaust (#10.5), the rise to power of Mao, and the rise of military dictatorships in Argentina, Brazil and Guatemala (#10.14.4). In short, students exposed to the current standards will be exposed to the horrors of totalitarian and authoritarian governments.

6. The post-WW2 and contemporary struggle for independent, democratic government around the world is ignored. After World War 2, the proposed standards have a section on "Decolonization and Nation-building (1945-Present)" and another on "Globalization and Changing Environment." This period of time was indeed an era of decolonization and nation building. As important, and central for the past two decades, is the struggle for democracy across Africa, Latin America, Asia, and Eastern Europe. But this goes entirely unnoted. Further, and to re-emphasize, these WH standards are very general, with no individual country mentioned in this section. Africa, Latin American, and Asia (and the Caribbean once) are mentioned together in several standards.

In contrast, the current standards' make the effort to stand up democratic governments a key part of their final sections. In addition to the much broader coverage of the non-western world in this period, as noted above, these standards specifically ask students to "outline important trends in [Africa] today with respect to individual freedom and

⁶ One secondary US History standard #39 also mentions fascism, Nazism, Hitler, Mussolini, and Franco. "Evaluate the reasons for the rise of fascism and Nazism in Europe and the scapegoating of historically marginalized peoples (including Jewish, Romani, Slavic, disabled, and LGBTQ+ communities) by Hitler, Mussolini, and Franco.")

⁷ The same US history standard #39 mentions fascism

⁸ Several standards address the Soviet Union, but not the nature of Soviet/communist government; they address the impact of industrialization on the creation of the Soviet Union, Cold War "rivalry" with the US and collapse of the Soviet Union).

⁹In secondary US History, standard #41 mentions the Holocaust. "Assess the United States' global commitment to universal human rights before, during, and after World War II, including but not limited to its role during the Holocaust and incarceration of Japanese Americans."

democracy,” include standards that reference Tiananmen Square, the creation of a non-apartheid democracy in South Africa, and earlier efforts in Eastern Europe and the Soviet Union to resist or reform communism, including and notables in these fights including Mandela, Sakharov, Solzhenitsyn, and Walesa.

II. American History standards

The evolution of American democracy should be a central thread in these standards.

America is generally regarded today, with all its flaws, as the world’s oldest, largest, most diverse, representative democracy. But at its founding, while the world’s most representative democracy at the time—*the only people represented were white, propertied males*.

Students need to understand this evolution. It is fundamental to educating future citizens. Our standards must convey this story. Our standards must convey, so that our students can come to know and understand: our founding ideals; the gap between those ideals and reality; the fight to realize those ideals over time—largely driven by the long struggle to end slavery and enact civil rights for African Americans; what it took to make these changes; what remains undone; and our connection to and the health of democracy in the world. **While some key events and ideas are mentioned in these standards, there is no coherent, central thread that tracks this evolution or adequately conveys its importance.** Below are five examples; of this; there could be more.

I urge you to engage with historians and others with expertise on the new scholarship around Reconstruction and the role of race and on what it has taken for democracy to expand over the years in this country and others.

1. The principles, values, and context of the founding documents.

On the plus side, the proposed standards include standards on the key founding documents and their ideas—the Declaration, the Articles of Confederation, the Constitution, and the Bill of Rights. And, more so and **more explicitly than the current standards, they helpfully ask students to consider the compromises that were included in the Constitution, especially around slavery**; whether the Bill of Rights was fairly applied to all; the perspectives and lives of those to whom the documents did not apply, and the extent to which the ideals or rules in the documents match the reality.

But in comparison to the current standards, they offer little on democratic ideas and principles.¹⁰ And, the larger story of how the country’s democracy evolved from its extremely limited beginning is missing or very weak. In some cases, parts of the story are present, but they are without drama and are disconnected from democracy’s overall evolution. To some extent the problem is similar to the one that plagues the World History Standards; the standards are often just too general or too ambitious to be addressed seriously. Part of the problem is that, like the world history standards, these largely exclude the earlier “backstory” of the colonists, losing a chance to provide context for the Founders’ interest in representative government, limited government authority, and religious freedom, for example. (Note: *There is also no backstory on the ideas, culture and experience that Africans brought to America*; their first introduction is in USH#20, already enslaved. Recall that this history was also dropped from world history standards.) But it’s also that there is no explicit effort to track democracy’s evolution. Major events around the coming and going of key rights go unmarked. Even when they are addressed, it’s often discretely, in a way that isn’t well-

¹⁰ See Existing Standards 8.2.1-7, 8.3.1-10, 8.4.1-6, 8.5.

connected to the story of democracy's expansion or contraction. Following are a few examples, especially around voting rights, citizenship, immigration, and Reconstruction.

2. Voting rights and citizenship rights: These central anchors of equal treatment get almost no explicit attention. Two standards [#40 and #24 parenthetically--“(e.g., enslaved people, women, free Black people, etc.)]” acknowledge that some Americans don't have voting or citizenship rights; two parenthetically (US2 #9 and 58) reference “violence at voting booths”; one standard each in US1 and US2 is on the women's suffrage movement and one each implicitly reference voting rights in general standards on the 13th, 14th, and 15th amendments. But the issue mainly goes under the radar. There is no acknowledgement that Native Americans or Asians didn't have voting rights and citizenship rights. In no case is the importance or impact of winning the vote for any of these groups noted (more on this in 3a below). The only standard that explicitly marks any initially disenfranchised group gaining voting rights is USH2#60 when the Voting Rights Act is included in a list of civil rights laws passed in the 60's. There is no mention of the Chinese Exclusion Act or other rules that kept Asians (including, explicitly, Chinese women) out of the country and/or ineligible for citizenship.

There is no discussion of these rights in the context of closing the gap between American ideals and reality. No discussion of the debates, conditions, or historical context that finally led to these changes. No drama. No detail. A lost opportunity to help students to connect voting to democracy's principles and evolution.

3. The success of Reconstruction is underplayed. Its defeat is barely marked.

Since the current standards were written, much new scholarship has moved into the mainstream on Reconstruction, the role of race, and the Civil Rights Movement. I would expect these standards to be much stronger on these topics than those they replace. In some ways they are, but, again, so much is missing.

a. W.E.B Dubois describes Radical Reconstruction as “the finest effort to achieve democracy for the working millions which this world had ever seen.” **The extent of voting, the election of thousands of African Americans, and the policies that voting produced does not come through here,** likely leaving students without a full grasp of the tragedy that was the end of Reconstruction. It also misses the opportunity to connect voting rights to change and policy. As noted above, the only mention of voting and elections during Reconstruction is parenthetical, about violence at voting booths (USH #9).

b. To grasp the catastrophe of the loss of Reconstruction, students would need to understand its success; the initial but waning efforts to secure it and the brutality and violence that brought its overthrow; and how long running and widespread this violence were. As noted above, the inspiration isn't adequately conveyed. The brutality and terror that immediately followed is named (#USH1-70 and USH2-9), though the sections are weakened without specific examples. The general impact of Reconstruction's end is acknowledged in standard USH2 #13 asking students to “Examine laws and policies of the Jim Crow era,” including segregation and “unequal access to legal and social structures.” But **there is not adequate acknowledgement that the discrimination and terror went unabated for 100 years.** The focus doesn't return to Jim Crow, segregation, voting rights, until after World War 2, 40 standards later! Since the last standards, so much scholarship on these years has entered the public discussion. There are so many specifics that could be named. **This hole that should be**

filled. The connection between the loss of the effective right to vote with ongoing terror and inequality should be made.

4. The standards ignore narrative political history, losing the opportunity to show the connections between and among individual and community experiences, social movements, events, public debates, the shaping of public opinion, elections, elected leaders, and changes in policy and laws. Chronology is hidden.

I know the standards writers wanted to move beyond “holidays and heroes.” But this goes well beyond that and is a great loss: In these standards, stuff happens—but the “why” is less visible than it should be. Causation gets lost. The connection between voters and government is lost. The story is lost. For example, after decades of increasingly intense public debate, Lincoln was elected, the Civil War happened; slavery was ended. Lincoln was assassinated. Andrew Johnson assumes the presidency and prevents Blacks from getting rights under Reconstruction. Grant wins election and sends troops to the South. Hayes wins and the troops are withdrawn. This is a dramatic, high-stakes story that doesn’t come through. Most of these particulars (except Lincoln’s issuance of the Emancipation Proclamation) are not captured in the standards.

Across the standards, there are almost no elections or leaders—in or out of the White House--making choices, determining policy. In US History 2, which begins with Reconstruction, Booker T. Washington, Ida B. Wells and WEB Dubois are mentioned together in one standard. No other civil rights leader is mentioned in any standard. (Martin Luther King and Rosa Parks are mentioned in the intro to Driving Concept 7). Where is Frederick Douglas (who is in USH1)? **In the entire USH2, not one president is mentioned.** There is no Franklin Roosevelt (or Theodore). There is no Truman, Eisenhower, Kennedy, no LBJ.

We get perspectives about the “impact” of decisions, but the causation is lost. As importantly, “stories” with real people are more memorable. How do you tell a memorable story about this era without these leaders? How do you build students background knowledge when specific events and personalities go unnamed? How do you come to understand the rhythm of politics? How do you interest students in civic and political action, an aim of the standards? For all these reasons, the neglect of politics—the stream that goes back and forth among people/voters, leaders, policy--is a great loss and should be corrected during revisions.

5. Immigration, immigrants and nativism are absent. An essential, unique piece of American history is the central role of immigration—of different religious, ethnic, national and racial groups. Why did different groups of immigrants come here? What role did they play in building America? How were they treated initially, to what extent has that changed over time, and how is it different for different groups? When and how did different groups gain citizenship? What does their initial and subsequent treatment tell us about the continuing and incomplete evolution of American democracy and the promise of equality? How have public opinion and laws on immigration changed over time? Students need to understand both that America is largely an immigrant nation, that relative to other nations it has generally been more open--and that unfair treatment and extreme nativism recurs. Students should also get a sense of how and why the “idea” of American identity has changed over the years—with popular terms shifting among assimilation, melting pot, mosaic, diversity, inclusiveness, etc.

These standards almost completely ignore immigration and immigrants. Specifically,

a. Across the two years of secondary history, just 3 standards mention “immigration” or “immigrant.” Each of these specifically discusses Chinese immigrants, and 2 also discuss

American descendants of Mexican Americans (US1 #53; US2#11, 26). There are no other references to immigration or immigrants across the entire secondary American history sequence: No waves of immigrants from the Irish famine or elsewhere; except for the Chinese immigrants building the railroad, no immigrants who play big roles in building the country; no Japanese, Jewish, Italian, Polish, or Korean immigrants. No mentions of immigrants from broad ethnic or racial groups (e.g., Asian- or Latin-Americans).

b. **Apart from immigration, just 6 other standards mention Asian-Americans, Latin-Americans, or any specific European-, Asian-, African- or Latin-American ethnic/nationality groups at all:** Specifically, there is 1 standard on Japanese internment (USH#41); 1 on “roles and rights of... Latinx Americans and Asian Americans” during the Roaring 20’s (USH2#37); 3 on the experiences of veterans and impact of WW2 and discriminatory laws on different groups including Latinx Americans and/or Asian Americans. (USH2#40, 44, 53); and 1 on the contributions of the “Asian American Movement...Chicano Movement, Latinx resistance...” to the Civil Rights Movement. That’s it. There are 2 standards that reference impacts or inequality across “ethnic” groups (US2#16, 35).

c. As noted earlier, **there is no reference to the Chinese exclusion act**, which prohibited Chinese immigration in a singular way that was never done before or since with regard to any other ethnic or racial group. **There is no reference to the 1965 Immigration law** that eliminated national quotas and greatly expanded American diversity. No reference to nativism.

In contrast, the current standards discuss immigration or immigrants directly in 13 standards, specifically mentioning **immigrants from Asia, China, Ireland, Italy, Northern, Southern, Eastern Europe, Japan, Korea, and Poland, Hispanics, Slavs, Slovaks** and Jewish and **non-English speaking immigrants**, many of these groups multiple times. In addition, in a post-immigration context, **Japanese internment, restrictions on Germans and Italians during WW2?, ethnic political coalitions, ethnic tensions** are all mentioned, as are **movements for Asian American and Hispanic-American civil rights and the Chicano Movement**. The issues of assimilation, cultural diversity and rising nativism are the subject of a current standard in both USH2 and USH2. Especially given current attention to immigration, the standards should be guiding courses to prepare our students to understand the nation’s history on this.

Thanks again for the opportunity to comment on these standards. I am happy to talk further and look forward to the public engagement.

March 15, 2023

Members of the Board;

Thank you for your time and attention in this matter. I am a current employee of DCPS, working to support educators and students in Social Studies and English Language Arts.

For more than a year, the Social Studies standards have undergone significant revisions to ensure alignment with the guiding principles, historical accuracy, and to provide clarity for educators. The standards have been revised to provide support for alignment, to include the voices of various communities, and to reflect diverse experiences.

In the last few years, we have seen a backlash against intellectualism, against diversity, and against the inclusion of multiple voices in the field of academia. It is important that the students of the District, one of the most historically black regions of the country, see themselves in the materials, readings, and contributors. Additionally, we need to be sure that we are putting diverse and inclusive perspectives and voices into our curriculum materials that reflect the diversity of our communities.

I am in support of the proposed changes in the Social Studies standards. It is well beyond time for the students of the District to have standards in front of them that are reflective of the diversity of their lives and experiences. As a proud resident of the District, I want to believe that the materials we adopt will have an impact on our students' futures, and the future of the District.

The standards that the educators of the District are operating on are some of the oldest in the nation. It is past time for the badly needed update.

Thank you very much for your time. I am sorry that I couldn't attend in person, but I trust that the Board will make the correct decision to move forward.

Respectfully,
Amy Collins
Instructional Coach, Johnson Middle School, DCPS

Thank you for the opportunity to comment on the social studies standards. My name is Adrienne Glasgow and I am a World History/AP US History teacher at Dunbar High School and a proud Afro-Latina educator. I have worked with DCPS social studies on curriculum development and have worked as a consultant to train AP World History teachers. I have also served on the Technical Writing Committee (TWC) since its inception. I am submitting testimony this evening to express my support for the Social Studies standards drafts.

I know some individuals have testified before the State Board of Education that the 2006 standards should only have been revised and that the TWC should have only edited the now 17-year-old document, but I disagree. While they had many strengths, the 2006 standards contained far too much content for educators to meaningfully cover in a given school year. Additionally, the 2006 standards promoted the memorization of facts and dates, rather than the deep analysis of historical perspective, and the limitations of historical evidence in understanding the past. When TWC first met, the full committee of over 30 educators agreed that to meaningfully realize the guiding principles put forward by the SSSAC and approved by the State Board of Education, the 2006 standards would need to be completely rewritten, not simply revised. The new standards focus on social studies skills and inquiry-driven learning; this kind of teaching centers students in making meaning of historical information and deepens student understanding of content in a way simple memorization of facts cannot accomplish. The standards are not devoid of historical content or leaders, it would be almost impossible to teach about the impacts of the Great Depression or the New Deal without including Franklin Delano Roosevelt, but rather ensure that assessment and curriculum center historical skills.

The current draft of the social studies standards includes some incredibly exciting opportunities for instruction and curriculum. The Grade 6 Global Geography Course enables educators to teach geography through inquiry driven case studies and supports students in using geographic data to engage in deep studies about different regions, cities and countries around the world. The course provides students with a geographic lens for investigating modern global events – like how the placement of a border can fuel decades of global conflict or how climate change is uniquely impacting a specific population in Oceania. World History I standards ensure that students are engaging in a deep exploration of major themes, and how they connect global civilizations. The United States History course expands the coverage of Reconstruction, and throughout the course ensures students are evaluating both the major political events that shaped history and the ways in which diverse groups of Americans worked to expand freedom and shape their own destiny in the United States. The current draft also included standards for evaluating online information, a skill that is essential for citizens in a 21st century democracy.

I know the current draft standards are not perfect; I myself have commented and critiqued the work to address blind spots and gaps but they are so much better than what we had from 2006. It is not possible to teach everything in history, nor is it factually necessary, but I do believe these draft standards provide students with an opportunity to critically analyze history from the lenses of the guiding principles set forth by the Social Studies Standards advisory committee. The feedback from stakeholders has been diverse and well-received. There are many social studies teachers and other stakeholders that I have conversed with that are excited to see the new standards come to DC and be implemented in classrooms.

As a current DCPS social studies teacher, I am happy to see OSSE's commitment to incorporating public comment and redrafting the World History II course, specifically decentering the European perspective from the narrative and amplifying additional minority/marginalized voices and considering how to

thoughtfully include additional guardrails and guideposts for educators to ensure students are exposed to a range of civilizations and global perspectives. I have also been impressed by OSSE's commitment to bringing together educators and experts from across the district and United states to develop supporting resources and materials for educators.

The State Board of Education should adopt the revised standards and provide as much time as possible for DCPS and educators to develop meaningful curricular materials and supports. Thank you for your time.

Adrienne Glasgow, MAT

Student Advocate, Curriculum writer, Student Advocate, Professional Development consultant.

Jessica Sutter
Portfolio Partner, Youth Civic Development at the Institute for Citizens & Scholars
Former Ward 6 Member, DC SBOE (2019-2022)
April Public Meeting
Social Studies Panel Testimony

President Thompson, Vice President O’Leary and esteemed members of the State Board,

I am honored to be here with you all tonight to share some reactions to and reflections on the draft DC Social Studies Standards, as well as some suggestions on how the Board might proceed on your essential work on state standards of learning.

First, I am pleased to share my praise for so many aspects of the revised social studies standards. As you all know, I spent much of my term on the SBOE focused on work of this necessary standards revision. I served as Chair of the Social Studies Standards Advisory Committee (SSSAC) and facilitated a series of meetings during which that group generated the nineteen Guiding Principles which were subsequently adopted by the SBOE.

The revised standards do an excellent job of aligning with the Guiding Principles, especially in telling a more inclusive set of stories of diverse people and groups throughout history, weaving DC history in throughout K-12 and pushing students towards deeper understanding and application of knowledge across the disciplines within the field of the social studies. I also appreciate the Statements of Practice and the rigorous explanations of the Inquiry Arc which flow through the full breadth of the K-12 standards. I also appreciate the grade -level head-notes and the inclusion of Driving Concepts across all grade levels. Even with the fewer, clearer standards, there is still an enormous amount we are asking educators to cover and these statements can help guide the creation of standard-aligned curriculum so that all students complete each grade having received rigorous instruction which meets the key goals of each course.

Finally, while I’m testifying today as an individual and not on behalf of my employer, as someone who works in civic learning, I must also applaud the revised standards deep focus on civics, including foundations of US government, the concepts of laws and policies, and the preparation of students for engaging in civil discourse and taking informed action. The decision to dedicate 8th grade to a year-long civics course shows a deep commitment to the role of our DC schools in preparing our students for their lives as citizens and the need to ensure that students are both well-informed and prepared to be productively engaged in our democracy.

As I noted in earlier written testimony to this board, no standards document is perfect – and neither is this one. The key thing I think SBOE can do with this version of the standards is to approve it. Our existing standards will turn 17 this year. So will many of our current high school juniors and seniors. Our students deserve updated standards. I urge you in the strongest possible terms to approve these.

And, then please ensure that it never again takes this long to revise our social studies standards – or any of our standards of learning in DC. Create a policy that ensures standards will be reviewed, revised & re-approved on a regular cadence and that the cadence is at least once a decade. Build a continuing role

for the SBOE to ensure that our students are always presented with relevant knowledge and skills which prepare them for the world into which they will enter as they leave high school.

My key concerns regarding these standards are three-fold:

- Curriculum
- Student-facing materials
- Time

The SBOE can work with OSSE and educators in straightforward, if not simple ways, to mitigate the first two concerns. Our standards are anything but standard when compared to other states. We will not be able to simply purchase curriculum or textbooks as a state which will align with our revised standards. Nor must we expect that each teacher, school or even each of our 67 LEAs should be expected to craft their own curriculum and source their own materials to teach the new standards.

SBOE should work with OSSE, with educators from across DC LEAs, with advocates and with non-profit content providers to create an open-source, voluntary state curriculum aligned with the new DC State Social Studies Standards. Partnering with teachers and both local and national non-profit content providers can yield a powerful curriculum for DC students, with high-quality student-facing materials. This effort will take time and cost the state money, but the investment is worth far more than the initial budget outlay. It will harness and develop the professional competency of our educators and will ensure greater consistency and continuity of curricular content across the city than would be possible with a more piecemeal approach.

The question of time is more troublesome. These thoughtfully revised new standards will be worth nothing at all if adequate time for social studies is not dedicated in each and every school schedule across every grade level. We must all – citizens, educators, and SBOE members alike – advocate for time to be allocated to and protected for social studies instruction. Our society is less well when our children lack time to learn about the world around them, and the world beyond them. When our children have windows and mirrors, they can truly see brilliant futures for themselves. We owe them at least that much.

State Board of Education Testimony
Topic: Social Studies Standards Draft Feedback
Wednesday, April 26, 2023

Name

Sarah Buscher

Affiliations:

State Board of Education Social Studies Standards Advisory Committee

Social Studies Standards Technical Writing Committee

District of Columbia Public Schools, Janney Elementary School

Testimony:

My name is Sarah Buscher and I am the upper elementary social studies teacher at Janney Elementary School. In addition, I have served on the Social Studies Standards Advisory Committee and the Technical Writing Committee assembled by OSSE to draft a new set of social studies standards.

When I mention the Technical Writing Committee, I want to be clear that we did not write this current set of standards. Our first draft was rejected by OSSE. As a result, many of the original TWC members reconvened this past summer to begin drafting a new set of standards, work that was passed to a different team of writers once the school year started. When I mention the Technical Writing Committee, I am referring to the team who started these standards, then passed them off and began acting in an advisory capacity.

We are at an exciting time in social studies education. My colleagues and I are inspired by the Fordham Institute's 2020 findings that social studies instruction strengthens reading comprehension more effectively than increased time spent teaching reading skills. This is one of the reasons that drafting a new set of standards is so urgent and timely.

I appreciate that this draft includes Inquiry Arc standards. The use of inquiry in social studies is considered best practice, delivering opportunities for students to engage with rigorous content and develop critical thinking skills. D.C. Public Schools already use an inquiry-based curriculum for social studies, so it's great to see inquiry woven into our state standards for all D.C. students. In addition, one

of the Inquiry Standards is around identity. This is a crucial step forward for social studies instruction. Through this identity strand, we hoped to create “windows, mirrors, and sliding glass doors” that would allow students to see themselves reflected, consider multiple perspectives, and identify with and feel compassion for others. These standards help toward this end.

I am excited to see environmental literacy and action civics incorporated into the standards, which the SSSAC and the TWC all felt was critically important. There is certainly room for more action civics in the elementary grades, and I hope that DCPS, charter and private schools in D.C. will find inspiration in these standards to incorporate more action civics into their instruction.

If there is one thing I could change about the elementary standards, it would be to shift when D.C. History and U.S. History 1 & 2 are taught in grades 3-5. In my ideal world, U.S. History 1, which spans the history of the Americas up to the framing of the U.S. Constitution would be taught in third grade instead of 4th grade. 4th grade would then teach U.S. history 2, and 5th grade would teach D.C. history.

This shift would disrupt the Expanding Horizons model that has characterized most social studies instruction for decades. This model starts in the early years with students examining their own lives and history and then goes to study their neighborhood, city, nation and finally the world. This model has increasingly been found to lack rigor. Students can grapple with more challenging and powerful content than this model provides. The Elementary team of the TWC was committed to delivering standards that no longer reflected this model.

This shift would also allow third grade to build on the study of Ancient Civilizations outlined in the 2nd grade standards. As it is, the 2nd grade study of Ancient Civilizations seems to exist in a vacuum, and we run the risk of losing some of the powerful learning about human diversity and adaptation that can be gained by not building on it in 3rd grade. In addition, by allowing students to explore colonialism and some of its impacts on the Americas in third grade, we can begin to disrupt the racialization of students that has been documented by researchers like Debra Van Ausdale as becoming entrenched in the upper elementary years. By exploring how racist ideas evolved alongside European invasion and settler colonialism, we can challenge some of the biases and

stereotypes children are exposed to in our society and begin to internalize. Allowing students to explore this history provides them with the context necessary to accurately interpret the world around them.

An additional reason the members of the Elementary Standards Technical Writing Committee were excited about making this switch was because it provides more context for students to understand the history of Washington, D.C. How can they understand the negotiations about where the nation's capital should be located if they don't understand how slavery factored into those deliberations? Failing to appreciate this fact makes it harder for students to appreciate how slavery served as the economic engine that allowed the 13 colonies to grow as quickly and successfully as they did. Failing to understand this means that our children are not well equipped to understand slavery as THE cause of the Civil War or to interrogate our current culture wars.

One third grade standards states, "Analyze the history and legacy of major monuments and historical sites in and around Washington, D.C." Yet how can students truly grasp the legacy of the Jefferson memorial if they haven't grappled with the reality of Jefferson the enslaver? If my students already know our country's history, they can view our monuments and memorials with a more critical lens and think more abstractly about the values they represent.

Finally, by positioning D.C. History in 5th grade, teachers are better positioned to build out an actionable action civics curriculum. Taking meaningful action locally is a powerful steppingstone toward national and global activism. I would argue that this work is better suited to 5th grade than 3rd grade. Students can write, speak and agitate more persuasively about why a certain monument should be placed on the National Mall, or why D.C. should become a state when they know our country's history and can think about it more abstractly. Regrettably, when the Elementary Team had this idea, we were told it was too late to make these changes and that expecting teachers to make these shifts in what they teach was too much to ask.

Before the standards are adopted and taught in D.C.'s classrooms, OSSE and DCPS need to understand that my colleagues in younger grades are struggling to find the time to teach social studies with fidelity because of the increased time required for assessment. In addition, I think many in social studies education fail

to appreciate that most elementary educators are generalists, not content experts. There are times when we don't know what we don't know. OSSE needs to directly support DCPS in developing factually accurate, differentiated curriculum materials that address our whole history, including the hard parts, while also providing teachers the guidance to avoid curriculum violence.

When I first joined this effort, I believed we were well-positioned to create a ground-breaking set of standards that would serve as an example nationwide. The will, knowledge, expertise, and commitment were certainly there. I cannot speak highly enough about the people with whom I had the honor of collaborating on both the SSSAC and the TWC. I have since learned that any standards we develop are subject to the scrutiny of Congress. As a result, these current standards break no new ground, they're more of an update. They do not meet the moment in the way I had hoped, but they do move the needle in the right direction. Thank you for your time.

7:09

Good evening. Thank you to the Board of Education for inviting me to be part of the conversation about the revised social studies standards. I was a writer of the standards both in the early 2000s and this most recent go-round, so I have a LOT to say on the topic. Actually, my remarks will be relatively brief.

With regard to what the standards got “right,” I would say that we met the goal of fewer, deeper, and wider standards. The average standard is less wordy than its predecessor, and these standards recognize indigenous peoples, our LatinX population, and queer culture in a way that they did not before.

I would like to focus my remarks on the very LAST standard of three of our high school courses. You’ll see that these courses and those standards have something exciting in common.

World History I:

WH1.52 Using evidence, construct a claim about a compelling question regarding a UNESCO World Heritage Site or the ownership of artifacts from antiquity.

US Government&Civics:

GC.45 Analyze the origins of a public policy issue and present a proposal defending a position or invoking a call to action at the local, state, or national level.

DC History&Government:

DC.49 Evaluate the current challenges and opportunities facing Washingtonians and propose a solution for District residents.

As you can see, these three courses end with students using their skills to take action – conducting research, gathering evidence, making a proposals, and offering solutions to challenges we face in our contemporary world. In fact, the introduction to both 12th grade courses makes references to end-of-course “capstone” projects.

This social studies-in-action approach is exciting, and it builds upon the new Action Civics course proposed for 8th graders. This approach will come with its

own challenges, however – the time needed for students to create meaningful projects being foremost among them. I suspect that there will be many teachers who will say, “Oh, the very last standard? We never even got there before the year ended.” In my own, school, Roosevelt HS, we teach on the block schedule, so classes meet for 82 minutes. In that format, each 12th grade social studies courses meet every other day and for only a semester. That means that US Government meets on Mondays and Wednesdays and DC History meets on Tuesdays and Thursdays. Fridays alternate between the two courses. In other words, each course is really only nine weeks of class time. This is not a criticism of the block system nor my school. Rather, it is an acknowledgment of the reality that Father Time will be the major impediment to these exciting capstone projects.

If teachers can find a way to facilitate meaningful projects with the students, I believe we also have an opportunity to help students with the high school community service requirement. A 9th grade World History DC History student who follows that course’s last standard will be constructing a claim about a compelling question regarding a UNESCO World Heritage Site; s/he might extend those efforts to identifying and supporting a local historic site like Mount Zion Cemetery or President Lincoln’s Cottage. Likewise, a 12th grade DC History student evaluating a current challenge to the city and proposing a solution might actually try to implement that solution—as we have seen students at Thurgood Marshall Academy do in response to gun violence with the formation of the Pathways to Power program. In both cases, the student would be providing a service to the community.

As we consider the adoption of these standards, I hope we can create professional development which will help students and teachers make the most out of the potential embedded in them. Thank you for your time.



■ Isaac Cosby Hunt III, Roosevelt High School

[New DC Social Studies Standards](#)

1. What did the revised social studies standards get right and what do you appreciate about them?
 - I appreciate that the revisions allow for 6th grade student to explore different countries and their cultural differences, 7th grade explores the development of the US starting with the Indigenous people up to the effects of Reconstruction and 8th grade teaches students how to be Civic Change-makers. I think the sequence is seamless and will be beneficial to students historical understanding.

2. What are areas that could be improved?
 - For the incoming 6th graders, the curriculum is not vertically aligned to the 5th grade curriculum. 5th grade loosely aligns with the 7th grade standards addressing Modern America, its development, Independence, and Expansion; while 6th grade begins is World Geography, addressing the Seven continents, the countries within & the many cultures. These standards will not align with any other Middle school standards, yet student will explore world civilizations in high school. With misalignment amongst the middle school curricular standards, students may not receive a clear instructional historical sequence of understanding within middle school.

3. What concerns do you have regarding this version of the standards?
 - Seems to be a lengthy number of standards per Unit. Limit to 3-4 keys standards the unit will cover.
 - Teacher buy in to plan and resource new engaging lessons.
 - Teachers adapting to change in the classroom, not teaching what they use to.

4. What challenges may arise for educators teaching the revised social studies standards?
 - The number of standards we are required to cover per Unit is a lot. Condensing the number of standards per unit would limit the student misconceptions and streamline student learning outcome across Wards or the District.

5. How do you think these standards will affect your students?
 - Speaking primarily about the 7th and 8th grade standards, students will get a deep understanding of US History and how to make a change in their society. 7th grade gives the background context of how the US emerged and expanded. Yet 8th grade allows for students to work hands on within the community to change the environment around them. They will learn that their voices are more powerful than beyond measure and they are the change agents the world is looking for & needs.

6. How can challenges be addressed before the standards are adopted and taught in D.C. classrooms?
 - a. Creating a focus group of random teachers that can build lessons from the standards.
 - b. Give teaches the ability to be stakeholders in their growth as educators with the implementation of the new curriculum.
 - c. Cohort/Pilot a study with teacher that allow for them to create and implement lessons and receive peer feedback on lesson design, curriculum structure and implementation.

TO: State Board of Education Members CC: Bernice Butler, Kathleen Coughlin
FR: Ruth Wattenberg
Da: April 21, 2023

I appreciate many of the revisions that OSSE has made including, in US History, standards on US immigration policy, nativism, more on the debates about/principles of democracy--mainly in USH1--clarifications in the standards on Reconstruction, and more. In WH2, the extreme Eurocentrism has been relieved. There are also many edits that make them read much more easily and more clearly. But, apart from addressing the Eurocentrism, the same overall concerns I raised in two previous memos remain, though in some cases, they have been partially addressed. As before, my comments are about the four secondary courses in US and World History. Below are three overall recommendations, followed by 7 summary concerns, followed by more detail on the I've attached my two previous memos which contain more detail about the problems/concerns.

I. Three Overall Recommendations:

- A. Find a way to **expand the time provided to World History** to restore lost content on major civilizations and history of democracy and important background knowledge. (Suggestions, p2)
- B. **Get comments from experts.** Standards are long, dense documents on many topics, making it hard to recognize potential problems for discussion. Input from experts on social studies standards and from experts/historians on relevant history/politics would help SBOE to identify larger concerns for their own discussion and to bring back to OSSE. (See attached, p9, prior memo, for recs)
- C. **Insist that threads on the ideas/development of democracy are included, as called for in SBOE's resolution.** These are critical, especially now. I urge you to ask OSSE to add/incorporate/ highlight such threads. I had understood that OSSE was going to identify and show key "trajectories." I don't see any. Such trajectories would be helpful, and they should include threads on democracy.

II. Summary of concerns in World History. (Detail follows.) These standards:

1. **Suffer greatly from being condensed into just two years** from the previous three years. If the time isn't expanded, the WH1 and beginning of WH2 standards should be revised, to include common content on the most relevant civilizations/ideas over time. These remain far too vague/broad.
2. **Neglect the history and development of democratic ideas and practice**, leaving students without an understanding of what drove the early development of democracy or its values--or its worth, fragility, relative rarity across history and current times.
3. **Do not expose students to democracy's alternatives.** There is virtually no call for comparing different governments, despite anchor standards that call for such comparisons.

III. Summary of concerns in US History. (Detail follows.) These standards:

4. **Neglect/greatly underplay the evolution of American democracy, which should be a central thread in these standards.** There are revisions that help, but the problem remains.
5. **Despite excellent additions, remain inadequate on immigration, with a single mention of it before the Progressive Era** and no mention of massive Irish/German immigrations in that period.
6. The weak chronology and neglect of presidents and other leaders weakens any sense of historical causation. **The connection between democracy—who gets to vote, public debate, shifting views of voters—and change remains weak.** It could be easily improved.
7. **Should explicitly identify key turning points in US history, including New Deal and Great Society.**

More detail on these seven summary concerns:

IV. World History:

1. These standards lack specific content on early civilizations. Once a problem of WH1, it is now a big problem for WH2 as well. The time allotted to the WH sequence can and should be expanded. I see two possibilities for addressing the “time” issue:

- a. The 8th grade course, Action Civics, is new. Instead of a full-year course, could it be 1-semester?
- b. Make 6th grade a combined geography/world history course, in effect providing another semester for world history and the rich content that is being dropped.

I hope you will ask OSSE to do one or both. Or we face these serious problems:

***The world history courses suffer greatly from being condensed into just two years.**

As noted in an earlier review “the world history standards take a large step away from identifying a coherent body of rich content that all students should learn. The problem stems in part from condensing a 3-year world history course into just 2 years. One of the great virtues of the current world history standards is that they were expanded to 3 full years, allowing students to learn deeply about the roots of democratic government in European history AND it provided deep learning about other major civilizations, including China, Japan, the Kush, Mali, Ghana, and so much more. With these standards, the sequence is now back to just two years, and world history across the board is flattened and missing. The standards don’t call for learning about any particular country, city or culture in any specific place and are broad/vague/over-ambitious.”

The example I raised in an earlier memo (now numbered WH1.35) stands “as is” in the revised draft and remains an example of the draft’s over-general standards: “Analyze the role of religions, belief systems, and culture *in the governance and maintenance of societies in Africa, Asia and Europe*. **This was foremost a problem for WH1. Now, in an only slightly less extreme fashion, it extends to the early part of World History 2 as well.** Consider these two new examples:

WH2.26, “Analyze the context for the evolution of political philosophy between 1500 and 1750 including the reasons for the Enlightenment and Confucian Reformation and compare the philosophies of John Locke, Wang Yangming, and Zera Yacob.

WH2.23, “Analyze the conditions that led to the development and rise of Sikhism in India, its core tenets, including the role of women, and explain how Muslim persecution and the Hindu caste system impacted the evolution and spread of Sikhism.”

***In short, the standards here are wildly unteachable.** The result: Students will be taught very different content. The background knowledge they bring to subsequent courses will vary enormously. Some students will learn about the evolution of the Chinese empire, some won’t. Some will learn about the Ottoman Empire, such a vital backdrop for World War 1, some won’t. Some will learn about the African civilizations from which America’s slaves were kidnapped, some won’t. Some will learn about the experiment in democracy in ancient Greece and the hundreds of years effort to restrain the power of the monarchs in England, some won’t. None will get the rich historical background preparing them to understand that democracy, freedom, and human rights are unique in history. **This is exactly what standards are supposed to prevent (or limit).**

2. The World History standards neglect the history and development of democratic ideas and practice, leaving students without an understanding of what drove the early development of democracy or its values.

Without this history, students won’t have the context to see that democratic, representative government is not a “given”; it entered history late, failed, disappeared, and has been slowly evolving into something more democratic, representative, and free.” Unfortunately,

my previous critique totally stands. There are still just two standards (though different than before, -and now including one that addresses the “emergence of new democracies in Eastern Europe.”)

Here is my earlier comment on what is lost if these standards aren’t revised. ***In contrast, the current standards, in their study of Athens and the Roman Republic, students are introduced to such democratic ideas and practices as “direct democracy v. representative democracy,” the separation of powers, and rule of law. They can follow the fall of these early democratic efforts and the rise of different elements of democratic government in Medieval England (e.g., trial by jury, independent judiciary, parliament), early ideas that fed democracy (e.g., natural law, Montesquieu). As part of such study, students can begin to grasp the “brutish” world that democrats hoped to escape, start to learn the vocabulary of democracy, become familiar with key democratic ideas and principles.***

3. The proposed WH2 standards do not expose students to democracy’s alternatives. From my 2/10 memo: “It is often said that “democracy is the worst form of government, except for all the others.” Especially now, with democracy under challenge, students should know the grim alternatives. Minimally, students should be exposed to the last century’s most devastating examples of totalitarianism, authoritarianism, and racial apartheid, including Nazism, fascism, communism, authoritarianism--and their impact on human rights, national minorities, and the world.

These standards do not. The exception in the previous and current draft is standard WH2.68 about the Holocaust, calling on students to “evaluate the causes, course and consequences of the Holocaust.” The revised standards have a new, needed standard on the Khmer Rouge and Cambodian genocide (WH2.82), a new standard (WH2.76), on Apartheid, and one on the “impact of the Chinese communist revolution” (though what exactly is meant by this is not clear.) There is one new mention each of fascism and communism, but neither addresses their practices.

So, across WH2, the new count is mainly the same as before: 0 standards mention ***Nazi, Nazism, Hitler, Franco, Mussolini, Stalin, the purges, gulag, induced famines, Mao, the Cultural Revolution, dictator, dictatorship, or authoritarian.*** (There is now one mention of “authoritarianism” (WH2.94), about citizens “resisting authoritarian consolidation” since 1990.) Apart from understanding democracy, this is also a huge loss for students’ background knowledge.

4. There is essentially no opportunity in these World History standards for students to compare the realities about governments with and without democracy/freedom. These standards, like the previous draft, include an anchor standard (World Governments) that says “students will compare the goals and structures of different governments.... They will evaluate these governments’ concern for human and civil rights.... Students will also compare rights and freedoms across different countries and analyze the benefits and detriment.” ***But there is virtually no content in these standards that would allow such comparison or evaluation.***

V. US History:

I greatly appreciate the new and revised standards that provide greater understanding of the Constitutional debates, principles/structure of the Constitution, expansion of voting rights under Andrew Jackson, and, very relevantly, a new standard on the peaceful transfer of power. While the gist of my prior comments still holds, addressing these more limited revisions would help.

6. In USH, despite excellent additions on immigration, a few serious holes mean these standards are still inadequate for a country so identified with immigration. OSSE very helpfully added 3 new standards on nativism (US2.17, US2.40, US2.61) and include specific reference to the Chinese Exclusion Act, the Immigration Act of 1924 and the Immigration Act of 1965. A fourth new standard addresses “the rise in Asian, European and Latin American immigration to the US in the late 19th and 20th centuries.” **But:** the following omissions remain:

a. There is a single mention of immigration in **USH1**, but it ignores the massive waves of Irish and German immigrants in this period, why they came, the treatment they received, effect on politics, etc.

b. In **USH2**, there is still no reference at all to the very large immigrant groups that came during the late 19th and early/mid 20th centuries (e.g., Irish, Eastern European/Russian, Italian); why did they come, what did they do, how were they treated, etc.?

c. While the standards now note the Immigration Act of 1965, there is no mention of **extraordinary diversity of immigration** since then, from Caribbean, Ethiopia, Latin America, Southeast Asia, etc.

d. There is nothing about **discussions/debates over time about immigrants and American identity** (assimilation v melting pot v unmelttable ethnics, v mosaic, v inclusion, v, tolerance etc.), a discussion that has been a constant in US history.

7. In USH, the evolution of American democracy should be a central thread in these standards. Some of the revisions help, but the problem remains. By adding more on the evolution of voting rights plus content like that below, much of the content for such a thread exists. *It needs focus/connection.*

8. In USH, the weak chronology and neglect of presidents and other leaders weakens any sense of historical causation. The connection between democracy—who gets to vote, public debate, views of voters—and change remains weak. It could be easily improved. For example:

Pre-Civil War:/Civil War: Standards that help students answer: Why, finally, in 1860, was Lincoln—the first non-southerner to be president—elected? Why after 70 years of managing their differences, did Civil War become inevitable? Big changes don't just happen. (e.g., should more be said about the territorial compromises? the reasons for and growth of anti-slavery sentiment? John Brown? the loss of hope that slavery would just die out?)

Reconstruction and beyond. I appreciate that the revisions in USH1 identify Reconstruction as a “federal” effort and clarify the three distinct, relevant Reconstruction plans, proposed by “Abraham Lincoln, Andrew Johnson, and the Congressional Republicans.” [Note: In USH2, most of the old wording remains.] But it doesn't come through as a “second revolution” or “the finest effort to achieve democracy” as some historians have called it. The standards on Reconstruction and through USH1 could better show the effects of causation and democracy if they more explicitly connected:

*** the events/politics that enabled federal troops to deploy; the importance of those troops in pushing back anti-Black violence, enabling Black voting rights and Reconstruction policies; the events/politics that led to the end of federal troops; and the effect of that in terms of renewed/increased violence, the end of Black voting rights, and the roll back of progress.

***how the Great Migration brought Black voters to the North, who were then able to vote, join unions, create alliances/movements, elect presidents and representatives (who name judges)—and, ultimately, push the civil rights movement forward. This fits not just the theme of democracy, but the theme of “power” in these standards, showing the power that comes with the vote.

***how the same political coalition that forced the federal troops to leave the south shaped and limited what the federal government could accomplish for decades.

9. In USH, the standards should be more explicit in identifying key turning points in US history. For USH2, minimally, I suggest making this clearer in the current standard mentioning the New Deal or in a new one; and in a new standard on the Great Society and LBJ. Specifically, while the New Deal and FDR are now named in the standards, there is no sense that the New Deal represents a turning point for the US, creating a new, much more expansive role for the federal government in providing security to Americans, in building infrastructure, etc. Neither the Great Society or LBJ is even named, though, along with the Voting Rights and Civil Rights acts, and like the New Deal, they greatly changed further the accepted obligations of the federal government (and, to a lesser extent, the states) and, unlike the New Deal, it largely applied equally to all Americans, regardless of color.

Below: March 15 and Feb. 10 memos.

March 15 testimony/memo

Thank you I'd like to briefly raise two concerns with the proposed secondary history standards in two broad categories--the lack of specificity and rich content; and the inadequate focus on democracy—its worth, principles, needs--and how it has evolved, especially in the US. (For a fuller view of these two and other concerns, please see my full memo, previously submitted to OSSE and attached at end). I will also recommend several actions you can take to assure that the proposed standards are substantially improved.

I. Two Broad concerns

A. The loss of rich content.

The old standards were well regarded for their coherence, clarity, specificity, and content richness. But there were too many and they were outdated. They needed to be revised not replaced. That was the explicit recommendation of both the SBOE and the SSAC (Social Studies Standards Advisory Committee).

Instead, the standards were wholly replaced. Broadly, these proposed standards lack the coherence and rich, clear content of those that currently in use. In their response to this concern, OSSE wrote,

“The standards intentionally move away from the content approach to social studies and toward critical thinking approach to social studies.”ⁱ

But that's not how learning works. Critical thinking—thinking of any sort, depends on content knowledge. You can't think about what you don't know. The idea that background knowledge is necessary for reading comprehension and for critical thinking is a robust tenet of cognitive science.¹ These standards marginalize that key idea. (See for example, this article by top cognitive scientist, Daniel Willingham about how critical thinking depends on content knowledge.) This approach goes backwards—it reminds me of what's going on in early reading. They go backwards to a time two decades ago, when so many standards were super-broad.

The loss of rich content is generally a problem. It is especially severe in world history. One of the great virtues of the current world history standards is that they were expanded to 3 full years, allowing students to learn deeply about the roots of democratic government in European history AND it provided deep learning about other major civilizations, including China, Japan, the Kush, Mali, Ghana, and so much more. With these standards, the sequence is now back to just two years, and world history across the board is flattened and missing. As a result:

a. As others have noted, in WH1, these standards don't call for learning about any particular country, city or culture in any specific place. A typical standard is

broad/vague/over-ambitious, for example, WH1.33, “Analyze the role of religions, belief systems, and culture in the governments and maintenance of societies in Africa, Asia and Europe.”

b. In WH2, as others have said, the standards begin in the moment of European imperialism and colonialism. There’s no backstory for Africa; Black

Americans are first introduced as captured slaves. Likewise for Asia and Europe. Asia appears as a peripheral actor in response to Europe. There’s no backstory for Europe, which is introduced as imperialist and colonialists. All these groups have prior stories that need to be told.

c. As others have noted, In WH2, the focal events, ideas and perspectives are almost completely those of Europe and the US. The lens must include a perspective that goes beyond the US/Europe, including a more global perspective.

d. In US History, among the rich content lost is the history of immigration.

Immigration, is a central theme in US History—including the different waves of immigrants who came, when, and why; how different groups contributed to the country’s development and influenced its culture; how they were treated initially, their subsequent treatment in US society, and when and how they gained citizenship and other rights; how the US has thought about its identity in terms of immigration over the years, including ideas of diversity, pluralism—“Out of many, one”—Land of Immigrants, melting pot, mosaic, inclusion, etc.; views towards immigration that have cycled across US history, from welcoming to nativist; and changing policies towards it.

e. In US History, the political narrative has been largely lost. More on this below.

f. For a fuller list of what is lost, see my memo submitted to OSSE in February.

B. Democracy and democratic principles...

We are in a moment where democracy here and abroad is in jeopardy. It is important that standards for this generation of students help them understand the fundamental principles of democracy and its value, fragility, relative rarity across history and current times—and the conditions that strengthen and weaken it. As the SBOE resolution (and, similarly, the SBOE response to OSSE’s comments) states, The standards

“should include a thread aimed at developing student understanding of key principles of democratic society...; how and why this vision was so different from what had typically existed in the past...; how it is different from other countries today; the fragility of these principles, how democratic societies have failed in the past; and the rights and responsibilities of citizens in the democratic society. They should include explicit ongoing threads on ... the history of African-Americans... including their role in and impact... on the growth and evolution of legal equality and democratic rights and the creation of a multicultural, democratic society.... and on the continuing tension in American history between the promise of democracy and equality in the founding documents and the reality of inequality...”

The critical issue here is the evolution of democracy, and especially American democracy. As it is, this trajectory is not adequately developed. This means highlighting it in US history and World History—In WH, this means paying attention to the type of governments that exist, how they came to power, how and whether they respect individual, human rights, allow minorities to have rights. Right now, the WH standards barely pay attention to this. It also means standards that track and capture the rise of democratic ideas and practices before the colonies, including in Athens, Europe, and England.

In US history, it means helping students understand this reality: We started as a nation with democracy for propertied white men that didn't even provide citizenship, voting rights, or equal rights under the law for most immigrants, people of color, or women. We are now a nation in which there are equal rights under law as well as ongoing obstacles to exercising them. How did that happen? Many of the facts are in the standards, but not the story. It means showing and being clear about when, how and under what conditions the nation has gone one or two steps forward or one or two steps backward.

One problem in the US standards is the near-total lack of narrative political history, to the extent that not a single president is named in all of US History 2—not Lincoln (though he does get mentioned in USH1), not FDR, not LBJ, not Obama. Why does this matter? In the US and in democracies, big changes typically follow an interactive, dynamic sequence in which issues and ideas get elevated by grassroots movements and leaders, elected leaders further elevate the issues... which can lead to legislative changes or, failing such changes, to changes in political leadership. Social history is important and rightly gets substantial attention in these standards, including standards that urge students to consider the perspectives of different groups and the role of grassroots movements.

But desired changes typically come as the result of elections, of electing specific people who reflect particular views. If we want students to be involved in politics and care about it, they need to understand the interaction between the social and the political. In these standards, where elections and elected leaders get so little attention, it often feels like stuff just “happens.” The historical causation is often absent or unclear. It would be helpful, for example, to note that Lincoln was considering a variety of plans for reconstruction when he was assassinated. Johnson didn't believe in Black equality, and his policies flowed from that. It took the election of a strong pro-reconstruction Congress to enact more radical reconstruction. It took Grant's winning the next election to send troops to the South to enforce the new laws. A close election after Grant meant that the new president Hayes, without a majority, agreed to withdraw those troops, after which Black rights, including voting rights were thoroughly and violently suppressed, meaning that in the next election and then the next century, Southern politicians were elected by Whites only, with consequences for every aspect of our national history, including a New Deal which agreed to southern demands to largely exclude Blacks. Our students need both social and political history. They need to understand the impact of voting, voting rights and voting suppression. OSSE says the new standards will include more on voting rights. That is important, and they should be connected to a larger narrative about the evolution of democracy.

What I urge you to insist on

World History

1) World History 1 standards need to include the specific rich history of the major civilizations that have created the modern world and are the “backstories” of today’s diverse Americans. It is not enough to commit, as OSSE has, to having classes identify a single country, city or culture to focus on within the existing excessively broad standard. The standards should identify the significant content for key civilizations that all students should learn.

2) As others have noted, the World History 2 standards are entirely focused on the issues that were paramount to Europe and the US. In addition to such content, World History 2 standards must address key issues, events, and perspectives that were paramount elsewhere. As others have noted, they should include a more global perspective.

3) World History 1 standards should track and capture the rise of democratic ideas and practices before the colonies, including in Athens, Europe, and England.

4) World History 1 and 2 standards should highlight and enable comparisons among democratic governments and the major alternatives to democracy, including the major authoritarian and totalitarian governments of the last century. As different civilizations are studied, visible threads of standards should address their form of government, how they come to power, how they addressed individual rights and civil liberties, majority rule, voting rights, the rights of minorities (racial, ethnic, religious, gender, ideological), etc.

5) In World History 2, that focus should also include the practices that erode democracy and make them vulnerable. Steven Levitsky, featured speaker at “The Democracy Summit,” sponsored by Howard University’s new Center for Journalism and Democracy, does just this in his book, “How Democracies Die: What history tells us about our future.” He identifies such features as **checks and balances and the willingness of losing parties to concede defeat**, as key topics for useful comparison.

6) Do not make the WH2 standards more like the WH1 standards. That is a change that OSSE promises in its response to comments. But, the World 1 standards are the broadest, vaguest, least content-rich of the standards in any of the secondary history courses.

US History

7) Standards for US History 1 and 2 (and hopefully all courses k-12) need a thread of standards focused explicitly on democracy. The SBOE called for such “threads” in its resolution, so you are on extremely firm ground in insisting on this. These threads should include standards that:

a. provide a coherent, meaningful evolution of US democracy from its very limited beginning (for propertied white men) to the current day, including the events, ideas movements, politics and leaders that drove and thwarted this evolution.

b. include, along with the current emphasis on social history, substantial attention to narrative political history, so students get a clear picture of how democracy works and what it can deliver.

8. Standards for US History 1 and 2 need a thread on immigration to the US that addresses the different waves of immigrants (who came, for what reasons, how were they treated initially and subsequently, how did they influence the development and culture of the country), **changing views of American identity** (e.g., melting pot, mosaic, pluralism) **and cyclical attitudes and policies** (welcoming to nativist) towards immigrants. In its response to comments, OSSE seems to commit to more content about Asian-Americans but not on other groups, making that promise very welcome, but very insufficient.

9. Get reviews/comments from people who are content experts in US history, including around reconstruction, race, immigration, and democratic rights; democracy abroad; and social studies standards. On the first, some to consider: [Eric Foner](#), [Clarence Walker](#), [David Blight](#), [Janelle Bouie](#), [Isabel Wilkerson](#) On the second: [Steven Levitsky](#), [Eric Chenoweth](#) (worked with AFT’s Albert Shanker Institute to create [Democracy Web](#), resources and guidelines for teaching about democracy in the US and abroad). On social studies standards: [Johns Hopkins University’s Institute for Education Policy](#), [Fordham Institute](#), [Educating for American Democracy](#).

10. It may be impossible to adequately fix the world history standards given its reduction by a full year. If so, consider whether the Grade 6 geography course could be incorporated into a 3-year world history geography sequence. I have heard concerns that its content is light; maybe both courses could be improved by joining them. Also **consider whether the 8th grade course could be reasonably reduced to a 1-semester course**, providing more time for students to learn about multiple cultures/civilizations; possibly relevant portions of the 8th grade course could be fruitfully worked into other courses.

Attached:

1. Here is [link to article on critical thinking and content knowledge](#) by top cognitive scientist, Dan Willingham. Key quote:

“Can critical thinking actually be taught? Decades of cognitive research point to a disappointing answer: not really. People who have sought to teach critical thinking have assumed that it is a skill, like riding a bicycle, and that, like other skills, once you learn it, you can apply it in any situation. Research from cognitive science shows that thinking is not that sort of skill. The processes of thinking are intertwined with the content of thought (that is, domain knowledge). Thus, if you remind a student to “look at an issue from multiple perspectives” often enough, he will learn that he ought to do so, but if he doesn’t know much about an issue, he *can’t* think about it from multiple perspectives. You can teach students maxims about how they ought to think, but without background knowledge and practice, they probably will not be able to implement the advice they memorize. Just as it makes no sense to try to teach factual content without giving students opportunities to practice using it, it also makes no sense to try to teach critical thinking devoid of factual content.

Feb 10 comments to OSSE

RE: Proposed DC Social Studies Standards
FR: Ruth Wattenberg
DA: Feb 10, 2023

Thank you for this chance to offer comments on the proposed social studies standards. My comments are largely critical. So before starting, I want to convey my strongest appreciation for the work that has gone into this. Writing good standards is hard and often thankless work. Thank you!

I’m reviewing these standards in part through my eyes as a recent Member of the SBOE who has followed this process since it was initiated. In addition, I have followed and reviewed standards, especially in social studies, for over two decades. I know that when adopted, DC’s current social studies standards were among the country’s very best. They were well-regarded for their coherence and their strong content. They have not been reviewed or revised in 16 years; the world has changed and new scholarship, especially around race and Reconstruction, has entered the mainstream. It was time for them to be updated—*but not thrown out*. In multiple statements, SBOE members called for these strong standards to be “revised,” not replaced. The Social Studies Standards Advisory committee called for the standards to be *revised rather than wholly re-written*.”

“The D.C. Social Studies Standards must contain content that equips all students with the foundational historical knowledge--of chronology, pivotal events, leading figures, and seminal documents--that “well-educated American students” ought to know and be able to incorporate into their discourse and argument. The current D.C. standards¹ have been highly regarded for their clarity about such content and, thus, the **D.C. State Board of Education (SBOE) and its Social Studies Standards Advisory Committee (SSSAC)² recommend that the current standards be revised rather than wholly re-written.**”

Much effort and many problems could have been avoided had this approach been honored. Instead, the current standards were thrown out. They were replaced by

standards that are often extremely broad, vague, over-ambitious, and lacking specific knowledge. (e.g., “Analyze the role of religion, belief, systems, and culture in the governments and maintenance of societies in Africa, Asia and Europe.”)² They are less coherent than what they propose to replace and, relatedly, less disciplined in following key themes across time periods and standards.

Apart from the general concern above, my comments are focused on the world history/civilizations content that is lost and on the extent to which these standards are likely to convey to students an appreciation of democracy – an understanding of its values and principles, the gap between these values and American realities, and what it has taken from all Americans, most centrally African-Americans, to create a democracy that while still flawed is multicultural and multiracial. As our [SBOE resolution](#) on these standards states, the Board believes that it is vital that these standards include ongoing, explicit threads aimed at developing student understanding of

- “key principles of democratic society....
- the central role of African Americans in the “growth and evolution of legal equality and democratic rights and the creation of a multicultural, democratic society”
- “the continuing tension in American history between the promise of democracy and equality in the founding documents and the reality of inequality;”
- “how these principles and human rights have evolved in the United States over time,” and
- Providing “students with a global perspective and global context.”

Of special interest, given current concerns about democracy today, the Board’s statement explicitly calls for conveying in these threads “the rights and responsibilities of citizens in a democratic society,” “how democracy differs” from other governments, its “fragility” and “how democratic societies have failed in the past.”

Because this is the focus, **my comments are focused on the 4 years of secondary American and World History**. While information on how our democracy functions and skills for participation are contained in other courses (Civics and Government; and Action Civics), it’s in history where students get the context to understand “why” democracy is important and what it has taken to build the democracy we have. Before getting into the two sets of standards, I want to reiterate my concern with the vagueness of the standards.

Lack of clear, specific knowledge

Both sets of standards (and most of the standards in other courses), but especially the World History standards, suffer from being over-general and therefore vague. The public policy goal of standards is to assure that across schools, certain content and skills are taught to all. A key stated goal of the standards themselves is to promote critical thinking. But critical thinking—*any* kind of thinking—depends on knowing relevant content. These proposed standards regularly ask students to “assess,” “evaluate,” and otherwise think about the course material, but they often fail to provide the content needed to answer them. Finally, there is increased understanding that reading proficiency depends on broad background knowledge. But these very general standards provide very limited guidance on the knowledge students need.

² (WH1 standards, #33)

This is not a call for a narrow “memorization of facts” but to provide students the content they need for strong reading comprehension and the grist that underlies critical thinking. The current standards, while needing updates in some sections, do a far, far better job than the proposed standards in making clear what students need to learn at different grade levels and how it all fits together. In some cases below, I’ve included comparisons with the current standards to make clear just how much has been dropped out.

I. What’s Missing from World History standards?

A huge strength of the previous standards was their strong treatment of the world. Students were introduced over 3 years to key civilizations in Africa, Asia, Europe, and pre-Columbian societies in this hemisphere. Students gained perspective on different cultures—to their history and culture, their varying approaches to governance and diversity, their strengths, weaknesses, and achievements. Through this study, students gained a global perspective, including on how societies change over time, what’s common across humanity, and what’s different across cultures.

That content is gone. Students lose a full year of secondary world history. Instead of the current three years of post-elementary world history, they would get just two. At the same time, perhaps to accommodate the reduced time, these proposed standards are far more general than the standards they propose to replace. A great deal gets lost, on both diverse cultures and the context for democracy. **Hardly a single standard in the 2-yr sequence names a specific non-western culture or civilization.** Specifically,

In the proposed WH1 standards (<8000BCE-1600CE):

1. There is no in-depth look at the history, culture, experience of any specific country or civilization. Every standard that speaks to the history, culture, or experience of a country/region/civilization is now handled as part of a generalized group. **Guidance to teach Chinese civilization is gone. Mesopotamia is gone. Ancient Greece is gone. Islamic civilization is gone. Medieval Japan and the Ottomans are gone. The rise of the great religions is gone. The Olmecs in MesoAmerica are gone. The sub-Saharan civilizations of the Middle Ages of Ghana, Mali, and Songhai are gone.**

A typical standard--this one (Wh1#22) for the 1500 years from 800 BCE to 700 CE -- reads: “Assess the importance and enduring legacy of major governmental, technological, and cultural achievements of ancient empires in Europe, Asia, the Americas, and Africa.” The intro to each section (the “Driving Concept”) lists 10-19 different civilizations that could be highlighted but no guidance for what should be highlighted or why. There’s no way such overly ambitious standards can lead all students to learn what’s most vital.

In contrast, current standards expose students to **unique, relevant aspects of each of the key civilizations above from across the world and centuries**, giving students a genuine appreciation of different cultures and a perspective on our own culture. These proposed standards are thin gruel in comparison.

In the proposed WH2 standards (1450-current):

2. Virtually all learning about the non-European world is in the context of Europe. As a witness explained at the SBOE public meeting, these standards are Eurocentric, with virtually the only discussion of non-European countries being in the context of their

interaction with Europe or the US. There's **no discussion of any non-European entity prior to their encounter with European exploration/ imperialism/colonization—no history, no art, no governance, nothing about their achievements or failures, connections to or impact on their neighbors.**

a. Of the 29 WH2 standards covering 1450-1900,

****Just 1 standard (#2) is mainly about one or more specific non-European entities** (about how the spread of knowledge “from Islamic and Asian societies promoted maritime exploration and ultimately the expansion of empires.”).

****Just 1 (#9) references any non-western country/region/civilization outside the context of colonialism/imperialism** (“Evaluate the environmental and cultural impact of the exchange of food, crops, trade goods, diseases, and ideas between Africa, Asia, Europe, and the Americas.”)

b. Of the 42 WH2 standards covering 1900-present,

****Just 3 are focused explicitly on non-European countries.** This period mainly addresses the various causes and consequences of WW 1 and 2, decolonization, and growing global issues, with countries addressed in that context.

In contrast, the current standards that cover 1450-1900 include standards on the Ottomans, the Maya, Inca, and Aztecs, developments on the Indian subcontinent, and Islamic, Chinese, and Japanese civilizations. In the post-1900 period, they address developments in Japan, China, the Philippines (including US involvement, which absent here, though it is addressed in US History), land reform in Central America, and more.

3. Likewise, the primary discussion of Europe or any European country before WW1 is in the context of their role in imperialism/colonization/Eurocentrism, as though they too have no relevant history or culture before this period. Of the 29 WH standards covering 1450-1900: 13 reference the role of Europe imperialism, colonialism, or racism³; 4⁴ are about the impact of (presumably European/American) industrialization; 2 are primarily about Europe (both are about the Enlightenment one of which also references colonization)⁵

4. The proposed standards totally neglect the history and development of democratic ideas and practice, leaving students without an understanding of what drove the early development of democracy or its values.

There are just two mentions of democracy or democratic in the two years of world history standards. One is in the introduction to the *Driving Concept* on “Revolutions (1750-1900), preceding the several standards (above) on the Enlightenment. The other is Standard #46, asking students to “Compare the ideologies of socialism, communism, fascism, and liberal democracy” (though they have barely been exposed seriously to any of them). There is little to no context explaining the rise of democracy or its ideas.

In contrast, the current standards, in their study of Athens and the Roman Republic, students are introduced to such democratic ideas and practices as “direct democracy v. representative democracy,” the separation of powers, and rule of law. They can follow the fall of these early democratic efforts and the rise of different elements of democratic government in Medieval England (e.g., trial by jury, independent judiciary,

³ WH2 #s 3, 5, 6, 8, 10, 11, 12, 14, 25, 26, 27, 28, 29

⁴ #s19-21, 24

⁵ 14, 15

parliament), early ideas that fed democracy (e.g., natural law, Montesquieu). As part of such study, students can begin to grasp the “brutish” world that democrats hoped to escape, start to learn the vocabulary of democracy, become familiar with key democratic ideas and principles. As importantly, this history gives **students the context to see that democratic, representative government is not a “given”; it entered history late, failed, disappeared, and has been slowly evolved into something more democratic, representative, and free.**

5. The proposed WH2 standards do not expose students to democracy’s alternatives.

It is often said that “democracy is the worst form of government, except for all the others.” Especially now, with democracy under challenge, students should know the grim alternatives. Minimally, students should be exposed to totalitarianism--particularly the most devastating ones of the last century, Nazism, fascism and Soviet-style communism—and authoritarianism and what their impact has been on human rights, national minorities, and the world. These standards do not.

Across WH2,

1 standard mentions **totalitarianism**: *“Analyze how totalitarian leaders came to power after World War I.” WH2 #41*

0 standards mentions **Nazi, Nazism, Hitler, Franco, or Mussolini**⁶

1 standard mentions **fascism**.⁷ It’s a useful but anodyne call to “compare the ideologies of socialism, communism, fascism, and liberal democracy.” (#46)

2 standards mention communism, the same (#46) above and one that mentions communism as a result of industrialization/capitalism.⁸

2 standards mention the **Holocaust**--#35, as one of several “violations of human rights” during WW1 and 2, and #43 which is solely focused on it.⁹

0 standards mention **Stalin, the purges, gulag, the famine, Mao, or the Cultural Revolution**

0 standards mention **dictator, dictatorship, authoritarian, or authoritarianism** nor is any country described that way. As noted in public testimony, there’s no discussion of current (or long-standing) repressive governments in Iran, North Korea, anywhere in Latin America, Africa, or Asia—in other words, nowhere. (There is this: WH#53 Compare the governments formed after World War II in Africa, Latin America, and Asia.)

In contrast, the current WH standards address these types of governments and rulers in multiple standards, (10.6) on “the rise of fascism and totalitarianism after World War 1,” and 4 sub-standards, including on “Stalin’s rise to power... the absence of a free press, and systemic violations of human rights (e.g., The Terror Famine in Ukraine)”; “the assumption of power by Adolf Hitler... and the human costs of the totalitarian regime”; and

⁶ One secondary US History standard #39 also mentions fascism, Nazism, Hitler, Mussolini, and Franco. *“Evaluate the reasons for the rise of fascism and Nazism in Europe and the scapegoating of historically marginalized peoples (including Jewish, Romani, Slavic, disabled, and LGBTQ+ communities) by Hitler, Mussolini, and Franco.”*

⁷ The same US history standard #39 mentions fascism

⁸ Several standards address the Soviet Union, but not the nature of Soviet/communist government; they address the impact of industrialization on the creation of the Soviet Union, Cold War “rivalry” with the US and collapse of the Soviet Union).

⁹In secondary US History, standard #41 mentions the Holocaust. *“Assess the United States’ global commitment to universal human rights before, during, and after World War II, including but not limited to its role during the Holocaust and incarceration of Japanese Americans.”*

Mussolini's "rise to power in Italy and his creation of a fascist state through the use of state terror and propaganda." Other standards and sub-standards include 4 that mention Hitler, a particularly substantive one on the Holocaust (#10.5), the rise to power of Mao, and the rise of military dictatorships in Argentina, Brazil and Guatemala (#10.14.4). In short, students exposed to the current standards will be exposed to the horrors of totalitarian and authoritarian governments.

6. The post-WW2 and contemporary struggle for independent, democratic government around the world is ignored. After World War 2, the proposed standards have a section on "Decolonization and Nation-building (1945-Present)" and another on "Globalization and Changing Environment." This period of time was indeed an era of decolonization and nation building. As important, and central for the past two decades, is the struggle for democracy across Africa, Latin America, Asia, and Eastern Europe. But this goes entirely unnoted. Further, and to re-emphasize, these WH standards are very general, with no individual country mentioned in this section. Africa, Latin American, and Asia (and the Caribbean once) are mentioned together in several standards.

In contrast, the current standards' make the effort to stand up democratic governments a key part of their final sections. In addition to the much broader coverage of the non-western world in this period, as noted above, these standards specifically ask students to "outline important trends in [Africa] today with respect to individual freedom and democracy," include standards that reference Tiananmen Square, the creation of a non-apartheid democracy in South Africa, and earlier efforts in Eastern Europe and the Soviet Union to resist or reform communism, including and notables in these fights including Mandela, Sakharov, Solzhenitsyn, and Walesa.

II. American History standards

The evolution of American democracy should be a central thread in these standards. America is generally regarded today, with all its flaws, as the world's oldest, largest, most diverse, representative democracy. But at its founding, while the world's most representative democracy at the time—*the only people represented were white, propertied males.*

Students need to understand this evolution. It is fundamental to educating future citizens. Our standards must convey this story. Our standards must convey, so that our students can come to know and understand: our founding ideals; the gap between those ideals and reality; the fight to realize those ideals over time—largely driven by the long struggle to end slavery and enact civil rights for African Americans; what it took to make these changes; what remains undone; and our connection to and the health of democracy in the world. **While some key events and ideas are mentioned in these standards, there is no coherent, central thread that tracks this evolution or adequately conveys its importance.** Below are five examples; of this; there could be more.

Urge you to engage with historians and others with expertise on the new scholarship around Reconstruction and the role of race and on what it has taken for democracy to expand over the years in this country and others.

1. The principles, values, and context of the founding documents.

On the plus side, the proposed standards include standards on the key founding documents and their ideas—the Declaration, the Articles of Confederation, the Constitution, and the Bill of Rights. And, more so and **more explicitly than the current standards, they**

helpfully ask students to consider the compromises that were included in the Constitution, especially around slavery; whether the Bill of Rights was fairly applied to all; the perspectives and lives of those to whom the documents did not apply, and the extent to which the ideals or rules in the documents match the reality.

But in comparison to the current standards, they offer little on democratic ideas and principles.¹⁰ And, the larger story of how the country’s democracy evolved from its extremely limited beginning is missing or very weak. In some cases, parts of the story are present, but they are without drama and are disconnected from democracy’s overall evolution. To some extent the problem is similar to the one that plagues the World History Standards; the standards are often just too general or too ambitious to be addressed seriously. Part of the problem is that, like the world history standards, these largely exclude the earlier “backstory” of the colonists, losing a chance to provide context for the Founders’ interest in representative government, limited government authority, and religious freedom, for example. (Note: *There is also no backstory on the ideas, culture and experience that Africans brought to America; their first introduction is in USH#20, already enslaved. Recall that this history was also dropped from world history standards.*) But it’s also that there is no explicit effort to track democracy’s evolution. Major events around the coming and going of key rights go unmarked. Even when they are addressed, it’s often discretely, in a way that isn’t well-connected to the story of democracy’s expansion or contraction. Following are a few examples, especially around voting rights, citizenship, immigration, and Reconstruction.

2. Voting rights and citizenship rights: These central anchors of equal treatment get almost no explicit attention. Two standards [#40 and #24 parenthetically--“(e.g., enslaved people, women, free Black people, etc.)]” acknowledge that some Americans don’t have voting or citizenship rights; two parenthetically (US2 #9 and 58) reference “violence at voting booths”; one standard each in US1 and US2 is on the women’s suffrage movement and one each implicitly reference voting rights in general standards on the 13th, 14th, and 15th amendments. But the issue mainly goes under the radar. There is no acknowledgement that Native Americans or Asians didn’t have voting rights and citizenship rights. In no case is the importance or impact of winning the vote for any of these groups noted (more on this in 3a below). The only standard that explicitly marks any initially disenfranchised group gaining voting rights is USH2#60 when the Voting Rights Act is included in a list of civil rights laws passed in the 60’s. There is no mention of the Chinese Exclusion Act or other rules that kept Asians (including, explicitly, Chinese women) out of the country and/or ineligible for citizenship.

There is no discussion of these rights in the context of closing the gap between American ideals and reality. No discussion of the debates, conditions, or historical context that finally led to these changes. No drama. No detail. A lost opportunity to help students to connect voting to democracy’s principles and evolution.

3. The success of Reconstruction is underplayed. Its defeat is barely marked.

Since the current standards were written, much new scholarship has moved into the mainstream on Reconstruction, the role of race, and the Civil Rights Movement. I would expect these standards to be much stronger on these topics than those they replace. In some ways they are, but, again, so much is missing.

¹⁰ See Existing Standards 8.2.1-7, 8.3.1-10, 8.4.1-6, 8.5.

a. W.E.B Dubois describes Radical Reconstruction as “the finest effort to achieve democracy for the working millions which this world had ever seen.” **The extent of voting, the election of thousands of African Americans, and the policies that voting produced does not come through here**, likely leaving students without a full grasp of the tragedy that was the end of Reconstruction. It also misses the opportunity to connect voting rights to change and policy. As noted above, the only mention of voting and elections during Reconstruction is parenthetical, about violence at voting booths (USH #9).

b. To grasp the catastrophe of the loss of Reconstruction, students would need to understand its success; the initial but waning efforts to secure it and the brutality and violence that brought its overthrow; and how long running and widespread this violence were. As noted above, the inspiration isn’t adequately conveyed. The brutality and terror that immediately followed is named (#USH1-70 and USH2-9), though the sections are weakened without specific examples. The general impact of Reconstruction’s end is acknowledged in standard USH2 #13 asking students to “Examine laws and policies of the Jim Crow era,” including segregation and “unequal access to legal and social structures.” But **there is not adequate acknowledgement that the discrimination and terror went unabated for 100 years**. The focus doesn’t return to Jim Crow, segregation, voting rights, until after World War 2, 40 standards later! Since the last standards, so much scholarship on these years has entered the public discussion. There are so many specifics that could be named. **This hole that should be filled**. The connection between the loss of the effective right to vote with ongoing terror and inequality should be made.

4. The standards ignore narrative political history, losing the opportunity to show the connections between and among individual and community experiences, social movements, events, public debates, the shaping of public opinion, elections, elected leaders, and changes in policy and laws. Chronology is hidden.

I know the standards writers wanted to move beyond “holidays and heroes.” But this goes well beyond that and is a great loss: In these standards, stuff happens—but the ‘why’ is less visible than it should be. Causation gets lost. The connection between voters and government is lost. The story is lost. For example, after decades of increasingly intense public debate, Lincoln was elected, the Civil War happened; slavery was ended. Lincoln was assassinated. Andrew Johnson assumes the presidency and prevents Blacks from getting rights under Reconstruction. Grant wins election and sends troops to the South. Hayes wins and the troops are withdrawn. This is a dramatic, high-stakes story that doesn’t come through. Most of these particulars (except Lincoln’s issuance of the Emancipation Proclamation) are not captured in the standards.

Across the standards, there are almost no elections or leaders—in or out of the White House--making choices, determining policy. In US History 2, which begins with Reconstruction, Booker T. Washington, Ida B. Wells and WEB Dubois are mentioned together in one standard. No other civil rights leader is mentioned in any standard. (Martin Luther King and Rosa Parks are mentioned in the intro to Driving Concept 7). Where is Frederick Douglas (who is in USH1)? **In the entire USH2, not one president is mentioned.** There is no Franklin Roosevelt (or Theodore). There is no Truman, Eisenhower, Kennedy, no LBJ.

We get perspectives about the “impact” of decisions, but the causation is lost. As importantly, “stories” with real people are more memorable. How do you tell a memorable story about this era without these leaders? How do you build students background knowledge when specific events and personalities go unnamed? How do you come to

understand the rhythm of politics? How do you interest students in civic and political action, an aim of the standards? For all these reasons, the neglect of politics—the stream that goes back and forth among people/voters, leaders, policy--is a great loss and should be corrected during revisions.

5. Immigration, immigrants and nativism are absent. An essential, unique piece of American history is the central role of immigration—of different religious, ethnic, national and racial groups. Why did different groups of immigrants come here? What role did they play in building America? How were they treated initially, to what extent has that changed over time, and how is it different for different groups? When and how did different groups gain citizenship? What does their initial and subsequent treatment tell us about the continuing and incomplete evolution of American democracy and the promise of equality? How have public opinion and laws on immigration changed over time? Students need to understand both that America is largely an immigrant nation, that relative to other nations it has generally been more open--and that unfair treatment and extreme nativism recurs. Students should also get a sense of how and why the “idea” of American identity has changed over the years—with popular terms shifting among assimilation, melting pot, mosaic, diversity, inclusiveness, etc.

These standards almost completely ignore immigration and immigrants. Specifically,

a. Across the two years of secondary history, just 3 standards mention “immigration” or “immigrant.” Each of these specifically discusses Chinese immigrants, and 2 also discuss American descendants of Mexican Americans (US1 #53; US2#11, 26). There are no other references to immigration or immigrants across the entire secondary American history sequence: No waves of immigrants from the Irish famine or elsewhere; except for the Chinese immigrants building the railroad, no immigrants who play big roles in building the country; no Japanese, Jewish, Italian, Polish, or Korean immigrants. No mentions of immigrants from broad ethnic or racial groups (e.g., Asian- or Latin-Americans).

b. Apart from immigration, just 6 other standards mention Asian-Americans, Latin-Americans, or any specific European-, Asian-, African- or Latin-American ethnic/nationality groups at all: Specifically, there is 1 standard on Japanese internment (USH#41); 1 on “roles and rights of... Latinx Americans and Asian Americans” during the Roaring 20’s (USH2#37); 3 on the experiences of veterans and impact of WW2 and discriminatory laws on different groups including Latinx Americans and/or Asian Americans. (USH2#40, 44, 53); and 1 on the contributions of the “Asian American Movement...Chicano Movement, Latinx resistance...” to the Civil Rights Movement. That’s it. There are 2 standards that reference impacts or inequality across “ethnic” groups (US2#16, 35).

c. As noted earlier, **there is no reference to the Chinese exclusion act**, which prohibited Chinese immigration in a singular way that was never done before or since with regard to any other ethnic or racial group. **There is no reference to the 1965 Immigration law** that eliminated national quotas and greatly expanded American diversity. No reference to nativism.

In contrast, the current standards discuss immigration or immigrants directly in 13 standards, specifically mentioning immigrants from Asia, China, Ireland, Italy, Northern, Southern, Eastern Europe, Japan, Korea, and Poland, Hispanics, Slavs, Slovaks and Jewish and non-English speaking immigrants, many of these groups multiple times. In addition, in a post-immigration context, Japanese internment,

restrictions on Germans and Italians during WW2?, ethnic political coalitions, ethnic tensions are all mentioned, as are **movements for Asian American and Hispanic-American civil rights and the Chicano Movement**. The issues of assimilation, cultural diversity and rising nativism are the subject of a current standard in both USH2 and USH2. Especially given current attention to immigration, the standards should be guiding courses to prepare our students to understand the nation's history on this.

Thanks again for the opportunity to comment on these standards. I am happy to talk further and look forward to the public engagement.

From: Shereen Bhalla <shereen@hinduamerican.org> wrote:
Sent: Thu, Apr 20, 2023 at 5:31 AM
To: Coughlin, Kathleen (SBOE)
CC: Anita Joshi
Subject: Re: Social Studies Comment to the State Board of Education

CAUTION: This email originated from outside of the DC Government. Do not click on links or open attachments unless you recognize the sender and know that the content is safe. If you believe that this email is suspicious, please forward to phishing@dc.gov for additional analysis by OCTO Security Operations Center (SOC).

Hi Kathleen,

Thank you again for meeting with me last month to express HAF's concerns regarding "caste" in the inquiry arc of the proposed DC social studies revision. We are appreciative that it has since been removed from the latest draft.

However, we were shocked and appalled to see the addition of a new standard that not only adds caste into the standards of learning, but also incorrectly misconflates caste with Hinduism as well as presents another religion as a superior replacement.

***WH2.23** Analyze the conditions that lead to the development and rise of Sikhism in India, its core tenets, including the role of women, and explain how Muslim persecution and the Hindu caste system impacted the evolution and spread of Sikhism*

The inclusion of caste in standard WH2.23 offensive for the reasons we discussed during our last meeting, but its addition is also a gross violation of the [DC Student Bill of Rights Section 2401.9](#), which guarantees that no DC student should be "subject to unlawful discrimination because of race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, family responsibilities, political affiliation, handicapping condition, or any other basis of unlawful discrimination under the laws of the District of Columbia." [DC Student Bill of Rights Section 2401.12](#) further guarantees that "each student shall have the right to respect from teachers, other students, administrators, and other school personnel, and shall not be subject to ridicule, harassment, or any punishment that is demeaning or derogatory."

Mandating DC teachers teach this standard would also violate the [District of Columbia Professional Standards For Teaching](#), which clearly states that teachers must "model respect for students' diverse cultures, language skills and experiences" as well as "establish a classroom environment characterized by mutual respect of diverse backgrounds and ideas."

Instead, we recommend changing standard WH2.23 to the following:

WH2.23 *Analyze the conditions that lead to the development and rise of Sikhism in India, its core tenets, including the role of women, and explain how Muslim persecution and the Hindu caste system impacted the evolution and spread of Sikhism*

Let me know if you'd be able to chat further or if you have suggestions on how I could best get my message across to others.

Sincerely,

Shereen

- - -

SHEREEN BHALLA, PhD

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From: dona brawner <donabrawner@yahoo.com>
Sent: Fri, May 5, 2023 6:35 AM
To: ATD SBOE <sboe@dc.gov>
Subject: USA Social Studies

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Goodday:

Thank you in advance for allowing me to state a suggestion about education and social studies curriculums. All my acceptance, awareness and understanding from elementary to high school began with Britannica Encyclopedias and I trust their sources as credible today. Young people should be allowed to write essays and book reports on social study topics and create classroom Q&A group chats to align their perspectives whether agreeable or indifferent. Today's youth and young children and high school aged students will not trust confusion, propaganda and conflict about humanity. They will all form, conform or dismay on their own. I, as an adult recent studies drew me to WHUT PBS Cultural History Documentary TV Series-let's start their! The credible books written by people for the people are best told by those writing about their own social lived truths. Can we deter our young from disagreeable acts of warfare, racism, slavery, economic status, class status or any act of division? No, it is not humanly possible. Therefore, by freedom of speech awarded young and old, learning positive conflict and social communication just may bring global relations to a better way. Schools must allow diversity study of every culture class humanly existing otherwise Injustice of freedom to explore and learn anywhere will produce injustices and lack of freedom to socialize everywhere.

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Appendix C: Redlined Draft Social Studies Standards

Statements of Practice for Social Studies

Disciplinary Competencies

The following statements of practice for social studies standards encompass the skills, civic knowledge, and dispositions that reflect the range of disciplinary competencies and habits of mind used by historians, political scientists, economists, and geographers. These social studies statements of practice are designed to inform the implementation of the K-12 social studies content standards, and as such should be embedded in the practices of social studies educators from kindergarten through grade 12.

Commented [CK(1)]: En dash

INQUIRY ARC

Gathering Diverse Perspectives and Evaluating Evidence

A pluralistic and democratic society requires an educated, engaged, and empathetic populace that values diversity of opinion, interpretation, and experience. A democratic society also requires the critical examination of perspective and an honest evaluation of evidence. Individuals must be able to identify and address factual errors, instances of bias, limited perspective, and reasoning predicated upon logical fallacies, inaccuracies, or incomplete information.

As students analyze rich social studies content, they will use a diverse set of perspectives and materials to construct interpretations about the past, explanations about the present, and predictions about the future. They will use the authorship, point of view, purpose, intended audience, and historical context to evaluate the credibility, reliability, utility, and limitations of source materials. When analyzing online materials, they students will also learn how to evaluate digital information, and use online platforms for civic engagement. As needed, they will complete additional research or inquiry to address missing information or reconcile inconsistencies in source materials. They will evaluate claims and evidence found in primary and secondary source materials to construct interpretations of social studies content.

Commented [CK(2)]: Students predict the future rather than interpret it. Added a different verb for present for parallelism in the list.

Developing Claims and Using Evidence to Develop Civic Dispositions

In a democratic society, it is essential for students to gather information, evaluate the credibility of information sources, deliberate, and determine the best course of action. Civic engagement is an essential element of American democracy and must be predicated upon a careful and honest analysis of evidence and the thoughtful evaluation of contrasting arguments and differing interpretations.

Commented [CK(3)]: Avoid repeating Develop(ing) in the name. Maybe use "Embody" here?

Commented [CK(4R3)]: Or maybe reorder the title to "Using Evidence to Develop Claims and Civic Dispositions"?

Commented [CK(5)]: Avoid repeating "information"

Commented [CK(6)]: Alternatively, don't add a comma here and add "and" before "deliberate"

Students will develop claims, arguments, and counterarguments that demonstrate a careful evaluation of evidence, the logical sequence of information and ideas, self-awareness about biases, and the application of analytical skills. They will demonstrate a willingness to revise claims based on the strength of evidence, valid reasoning, and a respect for human rights.

Identity

The ability to engage in the full arc of inquiry requires that students first reflect on their own identity and the identities of others. Increasingly, students' ability to identify and understand the ways in which identities intersect, as well as the ways identity impacts decision-making, bias, power, and agency, demands a fundamental understanding of the role identity has played throughout history.

As students engage in social studies learning, they will develop an increasingly sophisticated understanding of their own identities—personal, community, national, and global—while understanding that the identities we assume are numerous and intersectional. Students will also critically analyze the ways that identities, both their own and those of others, sometimes ground perspectives and sometimes limit them.

HISTORY

Continuity, Change, and Context

Understanding historical continuity and change over time requires assessing similarities and differences between historical periods. To understand patterns of change and their interrelations, students must evaluate the context within which events unfolded in order to avoid viewing events in isolation and to be able to assess the significance of specific individuals, groups, and developments.

Students analyze and interpret a variety of primary and secondary sources to uncover instances of continuity and change over time, discerning patterns of development. They will apply knowledge of major eras, enduring themes, turning points, and historical influences to identify patterns of change in the community, state/district, United States, and world, and they will evaluate the ways that historical context influences processes of continuity and change.

Historical Causation

Historical events do not occur in a vacuum; each one has prior conditions and causes, and each one has consequences. Historical inquiry requires using evidence and reasoning to discern patterns and draw conclusions about probable causes and effects, recognizing that these are multiple and complex. It requires understanding that the outcome of any historical event may not be what those who engaged in it intended or predicted, so that chains of cause and effect in the past are unexpected and contingent, not predetermined.

Throughout their history learning, students will identify and analyze a range of simple, multiple, and complex causes and effects of events in the past, evaluating their relative significance. Drawing from primary and secondary sources, they will develop and defend arguments that synthesize all variables of causation, crafting an understanding of the relationship between them. They will also analyze the ways in which different groups and individuals contributed to these causes and were impacted by these effects.

Commented [CK(7)]: Most places in the standards use the unhyphenated "decision making" vs. "decision-making" seen here. Style guides disagree about this. Select one to use throughout *or* you could use "decision-making" as an adjectival form and "decision making" as a noun. There just needs to be a consistent logic to it.

Commented [CK(8)]: There still seems to be a good amount of overlap between Continuity, Change, and Context and History Causation. The previous paragraph also says students will be discerning patterns so I suggest avoiding repeating that phrase since it highlights that gray area between the two.

CIVICS, GOVERNMENT, AND HUMAN RIGHTS

World Governments

Throughout history and across the globe, societies have formed different kinds of government. These have been grounded in different values, offered greater or lesser freedoms to their citizens, and achieved different levels of prosperity and social cohesion.

In studying world governments, students will compare the goals and structures of different governments. They will draw conclusions about why ~~they governments~~ arose in different times and places and evaluate their effectiveness in meeting their goals. ~~They Students~~ will evaluate these governments' concern for human and civil rights and analyze the role of race, class, gender, religion, and/or ethnicity, in maintaining and sharing political power. Students will also compare rights and freedoms across different countries and analyze the benefits and ~~detriments-drawbacks~~ of such freedoms, drawing conclusions about which forms of government are best, based on their own values.

Commented [CK(9): "They" here alternately refers to students and to governments which is a bit confusing.

Foundations of US Government

The American political system was developed through compromise, initially drawing from the views of a small group of founders. They created structures based on the philosophy of representative democracy, equal opportunity and protection under the law, respect for individual freedoms, and protection of the rights of the minority. These ideals are codified in the Declaration of Independence, the United States Constitution, the Bill of Rights, and other later documents. Understanding, achieving, upholding, and extending ~~them~~ has represented a major challenge to each succeeding generation. While progress has been uneven, the US has trended toward the increasing expansion of rights to more groups, due, in large part, to the hard work of citizens and activists.

Commented [CK(10): What is "them" here? The ideals? The founding documents? Would be helpful to clarify.

Understanding the foundations of the US government requires that students master a body of information on founding principles and documents, ~~and~~ the structures of government, including such elements as the separation of powers and federalism. It requires, as well, that students analyze key events and themes in our history, including early interactions with Indigenous peoples and the role of slavery in early US history. Students will read founding documents to understand what they say, their intended purpose, and what they accomplished. Students will address issues of power, ~~and~~ critically analyze their strengths and challenges in establishing a nation that respects and protects all people equally. They will evaluate multiple interpretations of founding documents, from the past and the present, and multiple perspectives on the role that they play, and should play, in contemporary American life.

Commented [CK(11): Either add "and" before "the structures" or add a comma after "separation of powers" depending on whether you want federalism to be part of the body of information or part of the elements

Commented [CK(12): Is this second half of the sentence supposed to be about the founding documents? It doesn't seem to fit with the first half.

Laws and Policies

People address shared problems at all scales, from settling a classroom disagreement to deciding whether nations will go to war. In the United States, we establish rules, laws, and policies with the goal of addressing public problems, promoting order, and maintaining a peaceable society. While our government has the role of creating, enforcing, and adjudicating laws, citizens have a right and responsibility to engage in discussion, ~~advocacy~~, and action to develop new laws, advocate for better administration and enforcement of existing laws, and ~~advocate-organize~~ for change.

Commented [CK(13): Trying to avoid using "advocate" or "advocacy" 3 times in this sentence

Students will learn about how various rules, laws, and policies are developed and applied at the local, state/district, tribal, national, and international levels. They will evaluate instances of laws and policies used to promote democracy and equality, as well as those used—intentionally or unintentionally—as tools of suppression or discrimination. Students will identify legislation that promotes the public good, propose new laws that enhance that good, call for better enforcement or implementation of existing laws, and/or challenge laws or policies that they believe to be unfair or harmful.

Engaging in Civil Discourse and Taking Informed Action

Democracy requires citizens to engage in respectful discussions, negotiate through contrasting and perhaps competing positions, develop consensus regarding public policy, participate in the political process, and peacefully resolve conflict. After thoroughly investigating questions important to the republic and the world, citizens must identify opportunities for personal or collaborative action, assess options, create plans appropriate actions to affect change, act creatively and responsibly to improve a situation, and reflect on the effectiveness of actions-strategies and the implications for future advocacy.

After careful questioning, research, analysis, and reflection about a social studies topic, students will demonstrate an understanding of the content and empathy for people of the past, present, and future. They will identify alternative choices that could have improved life in the past and opportunities for personal or collaborative action to address a current situation of importance to their classroom, community, state, nation, or world. Students will take constructive, creative, and responsible action designed to improve a situation or problem.

Commented [CK(14): It would be helpful to differentiate more between Laws and Policies and Engaging in Civil Discourse and Taking Informed Action. One option would be focusing on the government's role in Laws & Policies and the students' role in Taking Informed Action.

Commented [CK(15): Trying to avoid saying "act" or "action" 4 times in this sentence

GEOGRAPHY

Physical Geography and Geographical Representations

Analyzing, interpreting, and creating spatial views of the world— including maps, globes, and geospatial technologies—allow us to build geographic knowledge that can be applied in making decisions, solving problems, and addressing new questions that arise concerning the locations, spaces, and patterns portrayed. Knowledge of physical geography enables us to analyze the impact of the environment and climate on ways of living, the ways in which the land on which we live affects the way we live our lives.

Students will master skills in reading and creating maps for different purposes and using geospatial technology. They will analyze spatial representation, generate questions, and draw conclusions about the places and societies they represent. Students will also build knowledge of physical geography, using that knowledge to better understand the foundations of human societies.

Human Population Patterns

Throughout history, populations have shifted in response to environmental challenges, economic and cultural shifts, and political forces. The expansion and redistribution of the human population, both voluntary and involuntary, is an active and ongoing feature of life on our planet, and has consequences for those who move, the people in their old and new communities, and the physical environment.

Commented [CK(16): None of the standards include geospatial technologies.

Commented [CK(17): I get the idea here, but the phrasing was confusing.

In exploring population and its shifts, students will analyze the size, composition, and distribution of people in their community, the United States, and the world. They will analyze the push and pull factors that lead to migration for different groups and evaluate the outcomes of these migrations from different perspectives (including, but not limited to, age, sex, race, ethnicity, religion, and class).

The Diversity of Human Cultures

Cultural differences produce patterns of diversity in language, religion, economic activity, social custom, and political organization. Cultures develop because of forces within a society as well as external factors. Students who will live in an increasingly interconnected world need an understanding of the ways in which others live different lives, the processes that produce distinctive places, and how those places change over time.

Students will analyze multiple aspects of different cultures, gain an appreciation of the great diversity of human experience and expression, and analyze the similarities and differences across cultures.

Human-Environment Interaction

The relationship between human life and the natural environment is fundamental. Throughout history, humans have modified the environment in culturally distinctive ways, as they have responded to the resource opportunities and risks present in the physical world. In doing so, they have sometimes caused damage to the natural environment (e.g., litter, pollution, habitat destructions, invasive species, flooding, drought, mudslides, wildfires, acid rain, depleting the ozone layer, and climate change), which often disproportionately impact marginalized groups.

To understand the interaction between humans and their environment, students will analyze different environments and the ways that societies have interacted with them. They will analyze the effects of those interactions and attempts that people have made to minimize or mitigate environmental damage. They will also analyze multiple perspectives on historical and contemporary environmental issues and propose solutions to current environmental problems, including climate change.

Global Interconnections and the Global Economy

With the ongoing expansion of technology, transportation systems, and communications networks, people are increasingly interconnected across the globe. As goods, ideas, beliefs, and technology move from place to place, they introduce benefits for some and hardship for others. Their spread can lead to conflict—especially when disparities in wealth, power, resources, or priorities exist—and can also inspire cooperation.

Students will evaluate the growing interconnectedness of life on Earth, including a study of the progress made in agricultural, scientific, medical, and communication technologies across societies. Students will learn by analyzing patterns and predicting trends, including a critical examination of the consequences and benefits of globalization for different groups.

Commented [CK(18)]: When the Global Interconnections and Global Economy anchor standards were combined, there was no change to the description here. It would be helpful to add a sentence or two that directly addresses the economy aspect of this statement of practice.

ECONOMICS

Economic Decision Making

Individuals, families, communities, and societies must make choices in their activities and their consumption of goods and services because the resources available to satisfy their wants are limited. When making economic decisions, they analyze data and available information, while also paying attention to social and emotional factors that can influence their choices. They may also act with concern for human and civil rights, the environment, and the public good, and with the understanding that some people face limited choices due to inequities in economic and social systems.

In their study of economics, students will engage in economic decision making and evaluate the results of their choices. Students will analyze the root causes of and propose solutions to contemporary economic challenges facing individuals, subpopulations, and society.

Exchanges and Markets

People voluntarily exchange goods and services when both parties expect to gain from the trade. Markets exist to facilitate the exchange of those goods and services. The availability of markets allows producers to specialize in their production, and competition among them can lead to both higher quality goods and lower prices. At times, governments intervene in markets, with both positive, and negative, and intended, and unintended effects.

Students will develop an understanding of how markets work by studying supply and demand, the availability of human and physical capital, specialization, competition, factors that influence price, the effects of innovation and new technologies, and systems that promote or limit access to markets. They will analyze different economic systems (including capitalism, socialism, and traditional economies) and how they affect exchange. Students will identify and explain market failures and evaluate the effectiveness of various government interventions. They will also evaluate the financial and social implications of government interventions in their deliberations.

The United States Economy

The national economy is determined by the choices that consumers, producers, and the government make. It fluctuates when changes in human capital, physical capital, and natural resources occur. It is influenced, as well, by actions that the government takes to encourage growth, control spending, or moderate downturns. All economic actions have intended and unintended consequences and can affect one segment of the population more than others.

Students will use economic indicators, data sets, tools, and techniques to interpret the effects that individual, group, and government actions have on the national economy, as well as its overall health. They will trace the interaction of different market sectors, as conditions change over time and in different regions, and they will evaluate the effectiveness of government interventions, with attention to both intended and unintended consequences for the population as a whole and for specific groups within the population.

Commented [CK(19): This seems to say that students will be directly working with money and evaluating the economic choices that they make. That does not happen in the standards and would not be practical for teachers to implement given the great diversity of wealth in our city.

Commented [CK(20): Open to other ways to rephrase this, but this said "both" then listed four things.

Commented [CK(21): None of the standards mention economic indicators, data sets, tools, or techniques. The only data sets mentioned are geographic or demographic.

Commented [CK(22): I don't believe this is included in the standards either.

Kindergarten: Myself and My Community

Kindergarteners build civic dispositions that allow them to understand themselves, respect and appreciate diverse perspectives, and build collaborative communities. Kindergartners begin to analyze the history and lived experiences of others by celebrating the characteristics that make societies and individuals unique, as well as observing their commonalities. Through shared experiences, while utilizing a variety of source materials, students analyze and celebrate the ways in which people support each other and work together to create communities and solve problems. They also begin to develop an understanding of sequence in time, using events from their communities, families, and individual experiences. Kindergarteners recognize that sometimes rules are unfair, but people can work to change them. Students relate to and build connections with other people by showing them empathy, respect, and understanding.

In this course, kindergarteners develop the language and knowledge to understand and describe the importance of diversity in their communities and the United States. They practice listening to and summarizing what they hear others say and construct simple explanations. They also understand that two or more individuals can have a different understanding of the same event. Kindergarteners begin understanding the past and present by organizing and sequencing information and comparing the past to the present.

Driving Concept 1: Working Together

In this driving concept, students will learn to act as members of a classroom community by expanding their understanding of the concepts of shared codes of conduct, respect, fairness, justice, and collective action for solving problems. Teachers should utilize read-aloud texts, images, artifacts, and materials that represent diverse student experiences and support the development of early literacy skills.

Standard:

- K.1** Describe the roles and responsibilities of being a part of a family, classroom, and local community.
- K.2** Identify different kinds of families and caregivers within a community (e.g., single-parent, blended, grandparent-headed, conditionally separated, foster, LGBTQ+, multiracial, etc.) and explain the importance of demonstrating respect for all people.
- K.3** Identify social and cultural factors that shape individual identities, including family, ethnicity, culture, religion, gender, interests, and abilities, and explain that a person's sense of identity can change over time.
- K.4** Identify individuals (historical or present-day) whose actions made the community more just or fair and explain how their actions helped their community.
- K.5** Explain why classrooms and schools have rules and describe the consequences of not following them.
- K.6** Identify examples of a rule that may not be fair for all and explain how it could be changed to make it more fair.
- K.7** Identify which skills lead to respectful and productive conversations.

Commented [CK(23)]: Is there a way to rephrase/reframe this so it is about what students will learn/achieve? By talking about the materials and methods teachers will use that borders on prescribing elements of curriculum.

Commented [CK(24)]: This standard would fit better under Driving Concept 3, "Who Am I"

Commented [CK(25)]: In a list introduced by e.g., it is redundant to use etc. because it is implied that the examples given are non-exhaustive.

Commented [CK(26)]: This standard would also fit better under Driving Concept 3, "Who Am I"

K.8 Use civil discourse (listening, turn-taking, and consensus-building) and voting procedures to take collaborative action in the classroom or school community.

Commented [CK(27)]: Is this the full list of civil discourse practices? If not, it would be helpful to introduce these as examples.

Driving Concept 2: ~~Working Together to~~ Showing Why History Matters

In this driving concept, students will develop historical thinking skills to learn about the past and the present. They will use artifacts and information gathered from a variety of sources to ask questions, generate simple conclusions, and begin to differentiate between fact and opinion. They will also develop more sophisticated understandings of chronological thinking by sequencing events in their lives and those of their family members and classmates.

Commented [CK(28)]: Since the first driving concept is called "Working Together" and this one doesn't really talk about that, it would be clearer to remove it from the title.

Commented [CK(29)]: The preexisting 2006 standards do not mention analyzing artifacts at all. This might be an area where educators need support/training.

Standard:

K.9 Identify artifacts in the lives of students and their community and use sequential language (e.g., first, next, then, after) to put artifacts in chronological order.

K.10 Identify why artifacts are historically important and describe how artifacts help us learn about the past.

K.11 Compare different kinds of artifacts to determine what they can and cannot tell us about the past and/or present.

K.12 Evaluate the utility of an artifact in responding to a question about the past or present.

K.13 Evaluate sources of information, and identify how the creator's job, training, and/or experiences effect-affect the reliability of that information.

Driving Concept 3: ~~Who am I~~ Are We?

In this driving concept, students will learn about the unique identities of individuals in their classroom and community and learn about the importance of demonstrating respect for all individuals. Teachers should utilize read-aloud texts, images, artifacts, and materials that represent diverse student experiences and support the development of early literacy skills.

Commented [CK(30)]: The standards below don't seem to match the original title. It's not about a student's individual identity but moreso understanding and respecting that we all have different identities and ways of living.

Standard:

K.14 Identify and describe the historic achievements and contributions of individuals with different abilities.

K.15 Explain important contributions individuals with different gender, racial, religious, and ethnic identities and ability statuses have made to the community.

K.16 Compare how historical people in our families and communities and from different countries lived, learned, worked, and relaxed.

K.17 Explain that while individuals may be different, everyone should have the same human rights.

Driving Concept 4: Where I Live

In this driving concept, students will develop geographical skills to place themselves in the physical world and within their communities. They will be introduced to maps, globes, and other spatial representations of physical space and begin to make observations, generate questions, and draw conclusions about the physical world around them. Students will begin to understand the complex interaction of humans and the natural environment.

Standard:

K.18 Explain the relationship between a map and a globe and explain how they help us to understand our place in the world and community.

K.19 Explain the concept of relative location using directional words (e.g., on, off, close, far-, beside, inside, outside, next to, close to, above, below, apart, right, left, straight, behind, in front of, closer, farther).

K.20 Identify geographic characteristics of the local community (e.g., weather and climate, population, landforms, vegetation, culture, industry, goods and services, and ecology), and explain how these characteristics shape our interactions with our environment and communities.

K.21 Explain some reasons why people live where they do, including why people live in different parts of Washington, DC, and identify the benefits and challenges of living in different places.

Commented [CK(31)]: 19 examples may be a bit excessive.

Commented [CK(32)]: Reasons vary

Commented [CK(33)]: This second half might be better as a separate standard. There's a lot included in K.21.

Driving Concept 5: Meeting Community Needs

In this driving concept, students will develop economic language to describe their classrooms, communities, and the larger world. Teachers should utilize a variety of fiction and non-fiction read-aloud texts, images, artifacts, and materials that introduce students to community jobs, services, and the exchange of goods and help students to develop early literacy skills.

Standard:

K.22 Compare the different jobs individuals around the world perform and the ways in which specific goods and services are produced, both inside and outside of the home.

K.23 Identify and explain the difference between what we want versus what we need to survive on a daily basis.

K.24 Explain why people try to save money and/or resources.

K.25 Identify a scarce resource in our classroom, community, or world, ~~or classroom~~ (e.g., food, land, water, energy), and evaluate how to allocate it to promote fairness.

K.26 Identify products that we use in our daily lives, where they come from, and how they connect us to local and global communities.

Commented [CK(34)]: None of the standards specify economic language students should be learning. Compare to K.19 which does specify geographic language to use.

Grade 1: Working and Building Together

Grade 1 students analyze what makes communities thrive by examining shared goals, the role of rules, the interaction of diverse groups, and methods for resolving conflict for the public good. Students understand that rules are the result of the actions of governments, organizations, and individuals. They analyze the ways in which people acting together can achieve things that individuals working alone cannot. Grade 1 students practice community-building by making and following rules, creating methods for resolving conflicts, and adjusting rules when necessary to build happier, safer lives for everyone in the community. They analyze the ways roles and responsibilities of local community and government leaders have roles and responsibilities to in providing services for to their community members. Students recognize that processes and rules should be fair, consistent, and respectful of the human rights of all people. They also learn this has not always happened in human history as they reflect on their own responsibilities to act within the rules and to address injustice.

In this course, first graders develop historical thinking skills by identifying different kinds of historical sources and explaining how they can be used to study the past. Students use maps, graphs, and photographs to compare the features of Washington, DC, the United States, and their communities in the past and today. Grade 1 students begin identifying the cultural and environmental characteristics of places and can construct arguments supported by reasons.

Commented [CK(35)]: Not included in the standards

Commented [CK(36)]: Not included in the standards.

Commented [CK(37)]: Not included in the standards.

Commented [CK(38)]: Not included in the standards.

Commented [CK(39)]: Several aspects of this description are not included in the standards, and yet the description does not cover the content included in driving concept 4.

Driving Concept 1: Building a Community

In this driving concept, students will identify and compare different types of community (e.g., their neighborhood, city, and nation) and the ways that they define leadership, decision-making, conflict resolution, and change-making. Students will evaluate the various communities that they are a part of (classroom, neighborhood, and world) and analyze the characteristics of a just, inclusive, and free society. Teachers should use read-aloud texts, images, songs, artifacts, and other materials that detail the contributions of leaders and community members from the past and present.

Standard:

1.1 Explain what constitutes a community and describe characteristics of different communities.

1.2 Describe the ways individuals with different backgrounds, including ethnicity, gender, religion, sexual orientation, ability, economic status, and beliefs can be all part of the same community.

1.3 Explain the ways in which different populations, including but not limited to, Latinx, Black, Asian, immigrant, religious, and Indigenous communities, have shaped and defined the community of Washington, DC.

1.4 Describe ways in which groups of people in the same community can hold different beliefs and live their daily lives in different ways, while still working together toward shared goals.

1.5 Identify and define the rights of learners in the classroom community, and describe how individuals can work together to respect the rights of community members.

1.6 Identify characteristics of just and effective rules and laws and evaluate the rules and processes of the classroom against those characteristics, and identify characteristics of just and effective rules and laws.

Commented [CK(40)]: Does this "they" refer to the students or the communities? It would be helpful to clarify.

Commented [CK(41)]: Not every community necessarily has diversity in all these areas.

Commented [CK(42)]: Is this second half referring to the classroom community? If so, it would be helpful to rephrase and clarify. If not, it would make more sense to split this into two standards.

1.7 Describe how different individuals and groups in a local or global community provide services, uphold rights, and work to promote the common good for all members.
1.8 Describe the responsibilities of a leader, and identify characteristics of effective and just leaders.
1.9 Identify and describe the roles and responsibilities of current leaders, including the president of the United States and the mayor of Washington, DC.
1.10 Identify symbols, songs, and phrases , <u>and national holidays</u> that unify the community of the United States and symbols and songs that unify different communities within the United States, as well as national holidays that commemorate American history.
1.11 Identify community leaders from the past (e.g. George Washington, Abraham Lincoln, Susan B. Anthony, Harriet Tubman, Dolores Huerta, Dr. Martin Luther King, Jr., Harvey Milk, Wilma Pearl Mankiller, Lee Yick, and Lili'uokalani) and compare how each person created change.
1.12 Describe how voting and elections determine who will be president, vice president, and mayor.
1.13 Describe how voting and elections can exemplify democratic principles, including, but not limited to, equality, freedom, fairness, respect for individual rights, citizen participation, majority rules, and accepting the results of an election.
1.14 Identify a source of information about Washington, DC, and explain how the author's job, training, and/ or experiences <u>effect affect</u> the reliability of information.
1.15 Identify issues or needs in the school, local, or global community that students care about, and generate possible actions to create positive change.

Commented [CK(43)]: I appreciate the examples added in this draft in response to public feedback about representation.

Commented [CK(44)]: Can we differentiate more between K.13 and 1.14 so that we are asking a little bit more of students in the older grade?

Driving Concept 2: In This Space

In this driving concept, students <u>will</u> analyze what makes their space in Washington, DC unique, using map skills and <u>historical sources</u> to clarify <u>how humans changed the landscape of the city over time</u> . Students will evaluate and propose solutions for a local environmental issue in the city.
Standard:
1.16 Analyze different representations of Washington, DC to make a claim about different places in the District.
1.17 Identify the local neighborhood, <u>ward</u> , Washington, DC, the United States, and North America on a map, and identify key political features of the region.
1.18 Compare the <u>features</u> of a city, county, state, country, and continent.
1.19 Locate and explain physical features on maps (e.g., mountains, oceans, rivers, lakes, etc.).
1.20 Describe the absolute and relative locations of Washington, DC area institutions, businesses, or landmarks, and describe the physical characteristics of those places.
1.21 Construct a simple map of the classroom, school, or local community, using cardinal directions, physical features, and map symbols.
1.22 Describe how and why people have changed the physical landscape of the local community and/or the greater Washington, DC area over time.
1.23 Describe how location, weather, and physical environment <u>can</u> affect the way people live, including the effects on their food, clothing, shelter, transportation, and recreation.
1.24 Identify a problem caused by humans to the local environment and propose a solution.

Commented [CK(45)]: In previous driving concepts, the description discusses what students will do (future tense), but here it is using the present tense. Elsewhere in the standards there is a mix of present, future, and conditional (students should __), and it would be great if that could be standardized across grade levels and driving concepts.

Commented [CK(46)]: Not mentioned in the standards.

Commented [CK(47)]: This is really the focus of driving concept 3, not this one. To the previous comment on the absence of historical sources, I think that is more relevant to driving concept 3 as well. These standards seems to be (and the title implies) this driving concept is more about geographic skills and the landscape of DC today.

Commented [CK(48)]: What kind of features?

Commented [CK(49)]: Move down to driving concept 3 which focuses on comparing the DC region now and in the past

Driving Concept 3: My Community Then and Now

Through this driving concept, students will analyze the ways Washington, DC has changed over time, using maps, images, and storytelling about significant events and people in Washington, DC's history. Students will compare life in the past to life in the present to build an understanding of how and why people made changes to the city.

Standard:

1.25 Differentiate between events that happened long ago and events that happened in the not-so-distant past and order the events on a timeline.

1.26 Analyze maps and images of the Chesapeake region and Washington, DC from different historical periods to describe the ways the community has changed over time.

1.27 Identify significant events in the history of the school community and explain what makes each event significant.

1.28 Analyze texts, family or community stories, and/or historical photographs to compare family, school, and/or community life in the past and the present.

1.29 Describe why some groups of people were treated unjustly in the past and identify actions individuals and groups took to promote greater equality and fairness in society.

1.30 Compare different accounts of the same historical event in Washington, DC and propose possible reasons for the differences.

Commented [CK(50): Many educators will need support on this standard, particularly those who are new to the school community. However, this standard will be more difficult to provide implementation support on given the unique events at each school community. Will DCPS provide dozens of examples so first-grade teachers at every school will have content to discuss? I appreciate the intent of the standard but want to flag this issue. I haven't come up with a reasonable solution.

Commented [CK(51): Group action discussed in the introduction to grade 1 but not included in standards. It could fit here.

Driving Concept 4: Meeting a Community's Needs

In this driving concept, students will learn basic economic concepts and the various goods, resources, and services that meet the needs of Washingtonians through analyzing how individuals make choices in a free market economy. They will gain an initial understanding of inequalities across the city by comparing the availability of human, natural, and capital resources.

Standard:

1.31 Describe and locate different human, natural, or capital resources in Washington, DC and compare the availability of those resources across the city.

1.32 Explain the varied ways-kinds of work that people ~~labor~~ do inside and outside of the home, and define the term income, and describe the kinds of work that people do inside and outside of the home.

1.33 Describe the goods and services that communities need (e.g., grocery stores, transportation, public safety, etc.) and identify how they are provided by local government and private businesses.

1.34 Explain how wealth and scarcity affect individual and group power and the ability to make decisions about personal savings and spending.

1.35 Analyze the reasons for, and consequences of, choices individuals make when purchasing goods and services.

Commented [CK(52): We are likely not expecting students to use this language, but it would be helpful in the supporting materials to identify what language would be appropriate for students to use to meet standards like this.

Commented [CK(53): Do we want them to define the word in isolation or do we want students to incorporate "income" in their explanation?

Commented [CK(54): Phrases like this use commas inconsistently throughout the standards. My suggestion would be to not use them because 1) grammatically I don't believe they are necessary and 2) in some of the longer standards in higher grades there is a lot of punctuation (commas, em dashes, etc.) breaking up sentences which impedes readability.

Grade 2: This Wide World

Second graders develop an understanding of the physical geography of the planet and analyze how people interact with their environments. They analyze the reasons why people settle where they do, why they migrate, and how they bring their cultures with them. In this initial world history course, students compare a variety of ancient societies, many of them built and led by people of color. They analyze the social structures and governments that ordered the lives of their people, as well as the economies and cultures that existed within them. Students compare different ancient societies and celebrate their achievements and contributions to the world.

In this course, second graders analyze different kinds of sources and determine how they can be useful in studying the past and determine how to evaluate their credibility. Students compare different accounts of the same event and begin to construct explanations using relevant information. They gather relevant information from one or two sources and recognize the importance of understanding the authorship, point of view, and purpose when determining reliability.

Commented [CK(55)]: Not covered in 2nd grade standards. Is covered in K.13 and 1.14.

Driving Concept 1: Understanding Ourselves in the Larger World

In this driving concept, students will compare life in the past to life in the present using political and physical maps, as well as other image and text-based resources, to develop their mapping skills and understanding of geography. Beginning with a lens of inquiry, students will first analyze their own lens or position in the world, identifying their "local" sense of place to position themselves within the context of the larger world. Students will analyze ways people engage with the environment and the impact of the environment on human interactions.

Standard:

2.1 Compare different representations of the Washington, DC and Chesapeake region, including maps representing the political geography of Indigenous Nations, to develop claims about the changes to the region over time.

2.2 ~~Compare different kinds of maps, with a focus on physical and political maps, and identify key parts of a map (e.g., title of map, legend or key, scale, compass or cardinal directions, etc.) and use them to compare different kinds of maps, with a focus on physical and political maps~~ Identify key parts of a map (e.g., title of map, legend or key, scale, compass or cardinal directions, etc.) and use

Commented [CK(56)]: I am wondering about the decision to capitalize Indigenous Nations in the standards but not other nouns with Indigenous. The Native Governance Style Guide ([Terminology Style Guide - Native Governance Center](#)) does not recommend that. Did this convention come from somewhere?

2.3 Create and compare visual representations (e.g., mind maps, concept mapping, spider diagrams) of communities and school spaces.

2.4 Identify and locate the seven continents and five oceans using maps, and describe major geographic features around the world (e.g., coast, bay, gulf, sea, delta, river, lake, peninsula, plain, mountain, canyon, volcano, etc.).

2.5 Identify and explain the different climate or weather patterns in different global regions.

2.6 Analyze data, images, maps, and texts to compare how different people around the world live today.

Commented [CK(57)]: Are we expecting students to differentiate between climate and weather at this point?

2.7 Explain the difference between needs and wants, and identify the essential needs of all humans.

Commented [CK(58)]: Is this substantively different from K.23? Can we do more to differentiate between the two?

~~2.8 Compare different ways people get food and water today locally, nationally and globally.~~

Commented [CK(59)]: Delete or combine with 2.30.

Driving Concept 2: First Ancient Civilizations

Through this driving concept, students will develop historical and geographic inquiry skills to evaluate how historians know what they know about the past. Students will evaluate the accomplishments of ancient Egypt, Kush, Mesopotamia, and Olmec societies to understand how people used water and land to develop large-scale farming methods. Students will use primary sources to analyze the scientific and technological innovations of ancient societies, and make comparisons between ancient societies and contemporary life.

Standard:

2.9 Analyze artifacts — such as photographs, renderings, petroglyphs, cave dwellings, etc. — and text-based sources to explain how historians learn about the past.

2.10 Describe characteristics of “ancient civilizations,” with a focus on using water and land for large-scale farming and explain ~~that how~~ governments helped oversee the distribution of resources.*

2.11 Explain the importance of using water to grow a food source and ~~the importance~~ of developing systems of irrigation, especially in early civilizations, such as Egypt, Kush, Mesopotamia, and Olmec.

2.12 Compare examples of how food was grown in ancient civilizations such as Egypt, Kush, Mesopotamia, and Olmec to how food is grown by people around the world today.

2.13 Compare the different kinds of jobs or social roles of ancient people in Egypt, Kush, Mesopotamia, and Olmec and how they were filled by people of different genders.

2.14 Compare cultural elements of early civilizations, such as forms of writing or art in Egypt, Kush, Mesopotamia, and Olmec.

2.15 Compare scientific, religious, and technological innovations of early civilizations, such as the ziggurats of Mesopotamia, the pyramids of Egypt and Kush, and Olmec architecture.

2.16 Compare and describe basic features of government of early civilizations, such as the priesthoods and kings of Mesopotamia, the pharaohs of Egypt, monarchy of Olmec, and the ruling queens of Kush (e.g., identify patrilineal and matrilineal practices; Hatshepsut was a female pharaoh of Egypt, etc.).

* note that “civilization” does not mean more advanced or superior, but reflects a way of living that utilized a “fixed” location, which usually meant large-scale farming of grains was taking place, as well as the development of physical structures, sometimes writing or communication systems were developed, and formal governments were often formed to oversee the use of land, resources.

Driving Concept 3: Innovations of Long Ago

In this driving concept, students will analyze how people lived long ago in other places of the world. Students will study empires across the Americas, as well as civilizations that developed in other parts of the world, such as Southern Europe, Eastern Asia, or Eastern Africa. Students will evaluate the role physical geography played in the development of scientific and technological innovations across civilizations.

Standard:

Commented [CK(60)]: The following 2 standards (2.11) cover this topic of water and land use for farming.

Commented [CK(61)]: Is this an example characteristic or something separate? If it's something separate, create a separate standard.

Commented [CK(62)]: While this is good information, these are not examples as listed and would make more sense being included in supporting materials.

Commented [CK(63)]: This is the only time that a note like this is included in the entire standards. While I understand the importance of this comment, I wonder whether it is so uniquely deserving of a note as to be the only one. Does it belong here in the standards document? Are there other places that would benefit from something similar?

Commented [CK(64)]: It would be helpful for curriculum writers and educators to contextualize in this driving concept what “ancient” and “long ago” are referring to. The histories of these civilizations (and Rome and China especially) are very long.

Commented [CK(65)]: It might be helpful to identify examples or a specific in the Americas to focus on, as was done for the other regions mentioned. Also, sometimes the standards say “the Americas” and sometimes they say “Central America”. It would be helpful to clarify.

Commented [CK(66)]: Is there supposed to be a civilization mentioned from Eastern Africa? Not included in the standards

2.17 Locate and identify key geographic characteristics of Central America, South America, Ancient China, and Ancient Rome (e.g., bodies of water, landforms, climate, etc.).
2.18 Explain the utility of different artifacts — such as photographs, renderings, petroglyphs, cave dwellings, etc. — and text-based sources in answering questions about the past.
2.19 Compare the crops grown in ancient civilizations across the Americas, Ancient Rome, and Ancient China.
2.20 Compare the physical structures constructed across the Americas, Ancient Rome, and Ancient China and analyze the purposes of these structures (e.g., temples, pyramids, walls, etc.).
2.21 Compare the scientific and technological innovations across the Americas, Ancient Rome, and Ancient China (e.g., alphabets and language systems, roads, aqueducts, etc.).
2.22 Describe governing and social structures developed in the Americas, Ancient Rome, and ancient China, including female-led kingdoms and matriarchal societies.
2.23 Analyze the daily lives of different individuals in ancient societies, including histories of same-sex relationships and gender fluidity in civilizations.

Driving Concept 4: Kingdoms, Cities and Communities

In this driving concept, students will analyze the growth of societies between 1200 and ~~1500~~1600. Students will analyze how societies grew and organized into kingdoms and cities, how they functioned as communities, and the impact of their technology, government and innovations today.

Standard:

2.24 Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the empires in Mali, Songhai, or Gedi between 1200 and 1600.

2.25 Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the monarchies in England, Spain, or France between 1200 and 1600.

2.26 Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the Ottoman, Safavid, or Mughal Empires between 1200 and 1600.

2.27 Analyze primary sources to describe at least two of the significant architectural, cultural, and technological innovations of the Aztec and Incan Kingdoms between 1200 and 1600.

2.28 Compare gender roles and the daily lives of individuals across societies in Africa, Europe, the Americas, and Asia between 1200 and 1600, and explain how women exercised power in different contexts.

2.29 Compare the social or political structures of societies in Africa, Europe, the Americas, and Asia between 1200 and 1600.

Commented [CK(67)]: Educators will likely need a lot of guidance on this driving concept, especially given that the majority of kingdoms/empires mentioned here do not sit neatly within the years 1200-1600

Commented [CK(68)]: When the standards says describe at least 2, that requires clarification? Is it just a total of 2 innovations from any empire/category listed? Is it 2 innovations from each empire (6 total)? Is it 2 each of architectural, cultural, and technological innovations from any of the mentioned empires (6 total)? Or is it 2 of each kind of innovation from each empire (18 total)?

Commented [CK(69)]: Do you have someone who can fact check this? I have not been able to find any information about a Gedi empire. I found references to a specific coastal city from the time called Gedi which is now a major archeological site, but no references to a Gedi empire.

Commented [CK(70R69)]: If you are looking for an alternative, the Mutapa Empire in southern Africa could be a good option.

Driving Concept 4: Our World Today

In the final driving concept of Grade 2, students will apply what they have learned about the past to analyze the ways people use land and water today. Students will analyze current agricultural practices

to make a claim about the role of sustainability and make a claim about what kinds of practices best ensure a healthy future.

Standard:

2.30 Explain how people use water and land today to produce or grow food locally, nationally, and globally.

2.31 Explain how the climate has changed from long ago to today and ~~explain~~ how the changing climate impacts life on Earth.

2.32 Evaluate local and global methods of human-environment interactions (e.g., farming, other forms of water and land use) to identify practices that may be considered sustainable.

2.33 Identify a current sustainability challenge and develop an action plan for increasing sustainability in the community or globally.

Commented [CK(71): From 2.8

DRAFT

Grade 3: Geography, History, and Cultures of the District of Columbia

Third graders analyze the lives and work of how the many different people of Washington, DC in the past and present. lived and worked. They Students analyze changes in population, the geography of the city, and its planned design. They also evaluate times when people cooperated for the public good, as well as times when they did not, leading to conflict, exploitation, and unfairness. Third-grade students study key Washington, DC changemakers, examining the conditions that called for change and the ways these leaders mobilized others. Finally, they analyze the modern city, celebrating its vibrant communities and many cultural opportunities.

Students continue developing historical thinking skills, especially analyzing change over time. They compare evidence from multiple sources to support their claims and arguments about the past. Based on their prior work, students explain why that individuals and groups who lived during the same time periods differed in their perspectives and that sources created during those times may be inconsistent or incomplete.

Commented [CK(72): Trying to avoid talking about people in the present with past-tense verbs

Commented [CK(73): Choose "why" or "that"

Driving Concept 1: Changing Geography of Washington, DC

Through this driving concept, students will analyze the geographic location and history of Washington, DC. Students will compare and contrast how humans and the environment have interacted over time, and analyze the impact of urban planning on different communities, using maps, news articles, oral histories, and other sources.

Standard:

3.1 Analyze maps, demographic data, and images of Washington, DC to answer a specific question about how the Washington region has changed over time.

3.2 Use cardinal directions, map scales, legends, and titles to locate Washington, DC on a map, and identify significant physical features and natural characteristics of the Washington metropolitan area.

3.3 Analyze maps and images of the Washington, DC region from different historical eras to develop claims about how the physical landscape has changed over time.

3.4 Describe how different groups have interacted with the environment over time and compare the ways in which Washingtonians interact with their environment with the ways that individuals in at least two additional global communities interact with their environment.

3.5 Using maps of the United States compare the features of the District of Columbia to features of America's 50 states and territories, including size and population.

3.6 Identify different wards within Washington, DC and compare their distinct features of each of Washington, DC's wards, including significant roads, businesses, public transportation lines, landmarks, businesses, parks, memorials, public artworks, and public buildings, etc.

3.7 Analyze how populations in Washington, DC have changed over time, including where people moved and where they integrated, or were segregated or displaced.

3.8 Analyze photographs, maps and demographic information from one neighborhood in Washington, DC between the 17th century and the modern era to make a claim about how the community has changed over time.

Commented [CK(74): Generally, the descriptions of driving concepts in 3rd grade are much shorter than those in other grades. Can we balance these a bit by adding to these and/or editing down in grades with longer driving concept descriptions (like WH2)?

Commented [CK(75): Not mentioned in these standards. Is mentioned in driving concept 2 though

Commented [CK(76): This does not seem substantively different from 3.1. Can they be combined?

Commented [CK(77): This seems like two separate standards. One is about the different forms of interaction over time. The other is about different forms of interaction among societies today.

- 3.9 Explain the impact of at least one significant urban planning decision in the history of Washington, DC and evaluate the impact of that decision on the health and composition of different communities in Washington, DC (e.g., redlining, public transit planning, ~~or~~ the construction of highway 295).
- 3.10 Evaluate modern proposals to alter the urban geography of Washington, DC, and take action to support or oppose a change.

Driving Concept 2: Shaping the History of Washington, DC

Through this driving concept, students will evaluate events in the early history of the Washington, DC area using multiple perspectives to determine their significance. Students will analyze the connections between the District's past and present.

Standard:

- 3.11 Evaluate the utility of different representations of Washington, DC and the Chesapeake region and use them to answer specific questions about the past.
- 3.12 Create a personal history of Washington, DC using oral histories, written sources, and artifacts collected from family or community members.
- 3.13 Identify ancestral lands of the Nacotchtank (or Anacostan), Piscataway, and Pamunkey peoples on a map, and describe the political, social, and cultural structures of each nation.
- 3.14 Identify the contemporary communities of Piscataway and Pamunkey peoples in the Washington, DC area and explain their current connections and contributions to the Washington, DC region.
- 3.15 Evaluate the reasons for and impact of early European colonization of the Washington region, including the role of European colonization on the displacement of Indigenous Nations.
- 3.16 Evaluate the limits of European representations of the history of the Piscataway and Pamunkey peoples for understanding the past.
- 3.17 Explain how the economic conditions in the Chesapeake Bay region ~~that~~ led to a slave economy and the difference between indenture and enslavement.
- 3.18 Describe the lives, experiences, culture, and communities of free and enslaved Black Americans in the Chesapeake Bay region during the 18th century.
- 3.19 Explain the role of Washingtonians, including women, Indigenous Nations, and Black Washingtonians in the movement for Independence from England.
- 3.20 Explain the reasons for and consequences of the selection of Washington, DC as the nation's capital city.
- 3.21 Explain how the history of slavery impacted different neighborhoods and institutions in Washington, DC, including Georgetown University, the U.S. Capitol building, the White House, and the "Yellow House".
- 3.22 Evaluate-Analyze the lived experiences of different Washingtonians in the 19th century, including efforts to resist enslavement and the growth of a free Black community in the District.

Commented [CK(78)]: The title and description for driving concepts 2 & 3 in 3rd grade are very similar and it is not clear to me what the meaningful dividing line is between them. I suggest breaking these two into 3 driving concepts: from 3.11 to 3.16 which discuss Indigenous history; from 3.17 to either 3.23, 3.24, or 3.25 which relate to slavery and the experiences of Black Washingtonians; and finally through 3.31 which cover changing demographics and movements for civil rights in the 20th century.

Commented [CK(79)]: There is no standard on retrocession.

Driving Concept 3: The Evolving History of Washington, DC

Through this driving concept, students will evaluate historical events in 19th- and 20th-century Washington, DC using multiple perspectives to determine their significance. Students will analyze the connections between the District's past and present.

Standard:

3.23 Evaluate the role of Washingtonians and Washington, DC in the Civil War, including the reasons many formerly enslaved people settled in Washington, DC, the impact of Emancipation Day, and the efforts of Black families to reunite following emancipation.

3.24 Analyze the changes in Washington, DC between the Civil War and the 1950s, including the impact of segregation, "Black Codes," immigration, and industry on the District using primary sources and demographic data.

3.25 Evaluate the cultural and civic impact of significant people and institutions that comprised the Black U Street community in the 1920s and 1930s.

3.26 Explain the reasons for the growth of an Asian American, Latinx, and Caribbean community in Washington, DC, and efforts taken by different individuals to claim a voice in the city, such as the organization of the Latino festival or the role of community organization.

3.27 Identify significant political movements that took place in Washington, DC, including the women's suffrage movement, the 1963 March on Washington for Jobs and Freedom, and the Poor People's March.

3.28 Evaluate the impact of significant political movements, including labor movements, the Civil Rights movement, the Disability Rights movement, LGBTQ+ liberation, and women's suffrage movements in the District of Columbia on life for residents.

3.29 Compare and contrast the lived experiences of diverse individuals who lived in the Washington region during different time periods (e.g., Opechancanough, Henry Fleet, Benjamin Banneker, William Costin, Frederick Douglass, Anna Julia Cooper, Carlos Manuel Rosario, William Costin, Anna Julia Cooper).

3.30 Explain the reasons for the rise of the Home Rule movement and the its impact of the Home Rule movement on the rights and freedoms of District residents.

3.31 Evaluate the legacy and contributions of significant historical and contemporary community and elected leaders in Washington, DC, including, but not limited to, the legacy of Walter Washington, Marion Barry, Sharon Pratt, and Muriel Bowser, etc.

Commented [CK(80): Consider splitting this standard into one on the role of Washington(ians) in the Civil War and another relating to after the war.

Commented [CK(81): Any kind of changes in particular? It would be helpful to specify. This is around 100 years so a great deal changed in Washington in that period of time.

Commented [CK(82): Just individuals or do we want students to consider the efforts of groups as well?

Commented [CK(83): Is this supposed to be "a community organization", "community organizations", or "community organizing"?

Commented [CK(84): Reorganized to be chronological. Also, can we add maybe one or two more women to the list?

Commented [CK(85): Redundant. Already said "including, but not limited to,"

Commented [CK(86): To reframe a comment from the State Board's February letter, these standards relating to evaluating the credibility of online sources using strategies like lateral reading need to be differentiated more across grade bands. I understand that students are returning to this concept multiple times over the years to reinforce the skill, but there is has to be some change in our expectation of how students are executing this skill between third graders vs. sixth graders vs. students in high school beyond just the difference in subject matter. It would be helpful for educators to see that difference in expectations reflected in the language of the standards. It would also be helpful to list a strategy other than or in addition to lateral reading at least some of the time. There are around a dozen standards that mention "strategies like lateral reading" but no other strategy is ever listed.

Driving Concept 4: Today's Washington, DC

Through this driving concept, students analyze contemporary Washington, DC through their own experiences in school and community, with a focus on the city of Washington as distinct from its role as the nation's capital.

Standard:

3.32 Evaluate the credibility of online sources and claims about contemporary political and social issues in Washington, DC using strategies like lateral reading.

<p>3.33 Explain the structure of the Washington, DC government, including the role of the DC Council and the mayor, their roles, and functions.</p>
<p>3.34 Identify key leaders and representatives of Washingtonians in the District and national government, and explain the roles and responsibilities of each, including but not limited to, the mayor and the Congressional representative.</p>
<p>3.35 Identify multiple ways people in the Washington community can influence their local government.</p>
<p>3.36 Analyze the District's relationship to the national government as a federal district, including how a lack of statehood impacts the local rights and privileges of District residents.</p>
<p>3.37 Evaluate the legacy of immigration in the District, and explain the contributions of different Washingtonians to the cultural landscape of Washington, DC, including, but not limited to, Latinx, Asian American, and African American communities.</p>
<p>3.38 Analyze how groups maintain their cultural heritage and how this heritage is manifested in the symbols, traditions, and culture of Washington, DC.</p>
<p>3.39 Analyze the impact of significant local organizations and businesses on the history of Washington, DC.</p>
<p>3.40 Explain the history and legacy of cultural expressions that are unique to Washingtonians (e.g., go-go; Smithsonian Institution museums; embassies; status as the nation's capital, etc.).</p>
<p>3.41 Analyze the history and legacy of major monuments and historical sites in and around Washington, DC.</p>
<p>3.42 Evaluate different perspectives on the challenges facing current residents and develop a plan for action to address one of those challenges.</p>

Commented [CK(87): Significant overlap between 3.33 and 3.34. Can they be either differentiated more or combined?

Commented [CK(88): This might be a good place to list a few examples (e.g. attend a community meeting, send a message to your city councilmember, sign a petition, ...

Commented [CK(89): Another place where a few examples might be helpful.

Commented [CK(90): Do we consider all of these to be cultural expressions? Maybe a different word would be more accurate.

DRAFT

Grade 4: American Foundations – Early American Civilizations through the Founding of the United States

Fourth graders analyze early American history from Early American Civilizations through the founding of the United States. Students study the important contributions of diverse Americans while evaluating the ways American history has led to conflict, exploitation and unfairness. Fourth grade begins with an investigation into the First Nations and their cultures, then evaluates the impact of European colonization on Native Americans. Next, students analyze the ways in which colonization created opportunities and limitations for people, partly depending on their races, social classes, religions, and/or genders. Students study the events leading to the American Revolution, the principles of liberty and justice, and the establishment of an independent United States. Students also study the impact of the institutionalization of slavery on the trajectory of American history and government.

At this grade level, students begin to contextualize sources to analyze the past by comparing sources on the same topic and evaluating them for accuracy, credibility, and bias. Students in fourth grade can construct arguments using evidence from multiple sources and compare perspectives about a historical event. Students can determine cause and effect and make arguments about historical significance to make-draw connections between the past and the present. They use evidence with relevant information and data to make claims about the past

Commented [CK(91)]: Trying to avoid repeating "make"

Driving Concept 1: Early Societies in the Americas (13000 BCE to 1100 CE)

In this driving concept, students will compare and analyze archaeological artifacts as well as primary and secondary sources to explain how geography impacted the daily lives of peoples and communities in the past. Students will evaluate the ways cultural and technological innovations were both similar and unique across time and place.

Commented [CK(92)]: Are archaeological artifacts not considered primary sources?

Standard:

4.1 Evaluate the strengths and weaknesses of different types of evidence (e.g., archeological evidence, artifacts, oral history, secondary sources) to understand events and life in the past.

4.2 Analyze how physical geography (e.g., natural resources available, waterways, landforms) impacts the choices people make and how people impact the natural environment.

4.3 Explain which natural resources were available in North America before 1100 CE and use a map to explain how the availability of natural resources has changed over time.

Commented [CK(93)]: Just one map? To make comparisons over time, using multiple maps might be more effective.

4.4 Compare different theories about how and when people began to migrate around the globe and populate the Americas (e.g., land-bridge theory, Beringia, Yana Rhinoceros Horn Site and evidence of mammoth hunting, coastal-route theory, Clovis sites).

Commented [CK(94)]: Are these all individual theories or are they a mix of theories and evidence?

4.5 Compare the development of agricultural practices of Indigenous peoples across the Americas, including the Hohokam cultivation of corn, beans, squash, and cotton.

4.6 Explain the development of various economic and systems of trade of Indigenous peoples across the Americas using historical evidence (e.g., Inca ceque system, the use of cacao as currency and the trade of turquoise and minerals in Chaco).

Commented [CK(95)]: It would be helpful to think through when we feel like it's necessary to include examples. When is it appropriate to include in the text of the standards themselves vs. including in supplementary materials? Is something substantively added or clarified by including them? For 4.4, 4.6, and 4.7, I'm not sure there it is.

4.7 Analyze the development of physical documentation, such as the writing and iconographic systems of Indigenous peoples across the Americas to make claims about historic societies (e.g., Cave of the Painted Rock in current-day Brazil; the writing system developed by the Maya; glyphs of the Grand Canyon; etc.).

Driving Concept 2: Civilizations of the Americas (1100 CE to 1500 CE)

In this driving concept, students will compare and analyze archaeological artifacts, as well as primary and secondary sources to explain how geography impacted the daily lives of peoples and communities in the past. Students will evaluate the ways cultural and technological innovations were both similar and unique across time and place.

Standard:

4.8 Identify the geographic locations of major civilizations in the Americas during the 12th, 13th, and 14th centuries and analyze the changes to the political geography of the region Americas in the 12th, 13th and 14th centuries and identify the geographic locations of major civilizations in the Americas during this time.

4.9 Analyze the political structure, technological achievements, and legacy of the Mississippian, Hohokam, or Haudenosaunee societies.

4.10 Compare the political structures, technological achievements, religious beliefs, and social structures of the Aztec and Inca empires.

4.11 Compare Indigenous practices of land cultivation across the Americas in the 12th and 13th centuries, including environmentally sustainable practices (e.g., the use of controlled fires, the building and development of roads, etc.).

4.12 Analyze reasons for and consequences of the formation of the Haudenosaunee Confederacy.

4.13 Evaluate the governing model created by the Haudenosaunee Confederacy and the ways women and men exercised political power.

4.14 Explain the diverse legacy of Indigenous Nations on the political geography of America today, including areas where Indigenous Nations retain sovereignty.

Commented [CK(96): Driving concept 1 & 2 have exactly the same descriptions. Can we differentiate them? There is clearly a meaningful distinction in the standards included in the 1st vs. the 2nd driving concept.

Commented [CK(97): Why not include religious beliefs and social structures like in 4.10 on the Aztec & Inca empires?

Commented [CK(98): Is this not covered by 4.9 and 4.12?

Driving Concept 3: Europeans Enter the Americas (1400s–1500s)

In this driving concept, students will analyze the arrival of European colonists in the Americas and the consequences of colonization from the perspectives of European and Indigenous Nations. Students will analyze concepts of land ownership and basic human rights, and the impact of European colonization and oppression on the human rights of Indigenous Nations.

Standard:

4.15 Evaluate the purposes and ideologies of early European colonization using primary sources (e.g., Vikings, Christopher Columbus, Hernán Cortés; etc.).

Commented [CK(99): Can we choose a different verb?

Commented [CK(100): En dash

Commented [CK(101): Not included in the standards

4.16 Compare the legacy of Christopher Columbus to primary source descriptions of his actions in the Americas, with specific attention to the treatment and enslavement of Carib and Taino peoples.
4.17 Evaluate the limitations of using European source material and terminology to understand the history of Indigenous Peoples (e.g., use of the word “savage” ideas that perpetuate a false hierarchy for human beings, and the limitations of European understanding of Indigenous cultures).
4.18 Assess the immediate and enduring impact of the arrival of European nations in the Americas through the perspective of Indigenous Nations, including the legacy of settler colonialism.
4.19 Describe examples of Indigenous Nations’ resistance to European colonization, or subjugation, capture, and enslavement.
4.20 Evaluate the global impact of European colonization in regard to cultural and social shifts (e.g., exchange of foods, diseases, enslaved humans, etc., often coined the “Columbian Exchange”).

Commented [CK(102): The phrasing of this standard is a little confusing. The example in parentheses doesn't seem to match the rest of the standard. Can this be reworded?

<p>Driving Concept 4: Life in the Colonies – Rebellions and the Roots of Revolution (1500s – 1700s)</p>
<p>In this driving concept, students will analyze key events, geographical features, and primary and secondary sources to better analyze life in the early colonies. They will begin their investigation through a study of Jamestown and Plymouth, examining the motives for colonization and settlement. Students will also analyze the institution of slavery and the diverse lived experiences and methods of resistance of those who were enslaved by Europeans. Students will also evaluate the cultural, legal, and economic structures in the Thirteen Colonies to analyze the reasons for the American Revolution and the eventual founding of the United States.</p>
<p>Standard:</p>
4.21 Compare and contrast maps of Indigenous Nations and land at the start of each century from 1500 to the present with a special focus on areas east of the Mississippi River.
4.22 Evaluate primary sources to make claims about the experiences, motivations, and legacies of different Europeans who traveled across the Atlantic between 1607 and 1700.
4.23 Explain the reasons for the start of the slave trade in Africa and compare how different African societies resisted or responded to the slave trade (e.g., the resistance of Queen Nzinga Mbande).
4.24 Explain the reasons for enslavement and describe the experiences of individuals who were kidnapped and brought to the Americas from Africa as enslaved people using primary sources.
4.25 Explain the status, treatment, and experiences of European indentured servants.
4.26 Analyze the impact of Spanish settlement on the Southern and Western United States, with a particular focus on Indigenous Nations and the ways in which they Indigenous Nations resisted Spanish settlement.
4.27 Explain the reasons for the establishment of Jamestown in 1607 and analyze the experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans.
4.28 Explain the reasons for establishing Plymouth and the Massachusetts Bay Colony, analyze the different experiences of early life in the colony from the perspectives of Indigenous Nations and Europeans, and explain the significance of the Mayflower Compact.

Commented [CK(103): En dash

Commented [CK(104): Can this be rephrased? Repetition of "analyze" and the mix of what content is being analyzed vs. sources is confusing.

Commented [CK(105): This does not happen in this driving concept.

Commented [CK(106): Is there a reason for this cutoff?

4.29 Evaluate the significance of 1619 when enslaved Africans were forcibly brought to the shores of Virginia by Europeans.
4.30 Analyze the experience and treatment of enslaved people in different parts of the Colonies, including experiences in Northern and Southern colonies.
4.31 Identify, locate, and compare key geographical, cultural, religious, and economic characteristics of the Thirteen Colonies
4.32 Analyze the language used in primary and/or secondary sources to describe the “Triangular Slave Trade,” or the “Trade of Enslaved People” to explain the history and historiography of slavery.
4.33 Analyze the diverse histories of people who were kidnapped from Western Africa (e.g., enslaved people were not a monolith, they represented a diverse group of people who spoke numerous languages, embodied various belief systems, etc.).
4.34 Evaluate the cultural and technological contributions of people of African descent — both enslaved and free — across the colonies to American history and society.
4.35 Evaluate laws and policies across the colonies — including the right to vote and slave codes — to evaluate the extent to which different individual populations have had access to freedom and power.
4.36 Compare the daily lives of different groups of people within colonial society, including women.

Commented [CK(107): You can locate the geographical characteristics but not the other ones listed.

Commented [CK(108): Why are these in quotation marks?

Commented [CK(109): Isn't this content covered by 4.24, 4.25, 4.27, 4.28, and 4.30?

Driving Concept 5: The Creation of a New Nation – The American Revolution and Founding of the United States Government (1700s–1790s)

In this driving concept, students analyze historical figures and events that led to the formation of the United States. Students will evaluate the reasons for the American Revolution and explain the events that lead to the creation of the United State Constitution. Students will evaluate both the opportunities and limitations of the new Constitution and the government it created.

Standard:

4.37 Explain the significant events that created tension and contributed to calls from European Americans to take action against Britain (e.g., the Great Awakening, the Sugar Act, the Stamp Act, the Townshend Acts, the Tea Act, the Intolerable Acts, etc.).
4.38 Explain acts of resistance taken by some colonists and the British response to colonial actions (e.g., boycotts, the Boston Massacre, the Boston Tea Party, Intolerable Acts, etc.).
4.39 Analyze the different perspectives and reactions of people across the Colonies to British actions and revolution (e.g., “Patriots,” “Loyalists,” people from different racial, ethnic, and socioeconomic statuses, and different Indigenous Nations).
4.40 Analyze the impact of key battles and historical figures of the American Revolution and the Independence movement, including George Washington, Benjamin Franklin, Thomas Jefferson, James Armistead Lafayette, the First Rhode Island Regiment, and the Minutemen.
4.41 Evaluate the legacy of the European Americans who became the founders of a new nation, including the contradiction that many of them were champions of independence and freedom, as well as active enslavers.
4.42 Evaluate the ideals of the Declaration of Independence and assess the opportunities and contradictions of the document.
4.43 Analyze the reasons for the creation of the Constitution.

4.44 Evaluate the Constitutional debates about the size and role of a federal government and the compromises that delegates reached in framing the Constitution (e.g., the Three-Fifths Compromise and the Connecticut Compromise).
4.45 Analyze the US Constitution, naming the three branches of government: legislative, executive and judicial , and discussing the concept of checks and balances.
4.46 Explain the role of Congress, identifying the House of Representatives and the Senate, and their power to make laws.
4.47 Explain the role of the president and the executive branch of government, and the president's power to carry out laws.
4.48 Explain the role of the courts and the judicial branch of government, and identify their power to evaluate laws.
4.49 Explain protections that the Bill of Rights provides to individuals and the importance of these 10 amendments to the ratification of the US Constitution.
4.50 Analyze the political motivations that led to Washington, DC being established as the capital of the United States.
4.51 Evaluate the credibility or perspective of online sources and claims about the history or application of the United States Constitution using strategies like lateral reading.
4.52 Analyze the reasons for, and impact of, the expansion of rights, including the right to vote, in the United States over time.
4.53 Evaluate the creation of the United States and the ways it may serve as an example (both for its strengths and limitations) to other democracies around the world.

Commented [CK(110): See comment on 3.32

Commented [CK(111): See comment on 1.35

Grade 5: Foundations of the Modern United States America

Fifth-grade students study significant events in modern American history following the ratification of the Constitution through the lens of power, agency, leadership and justice. In this course, students interrogate the idea of Manifest Destiny and study the conflicts and resistance to continental conquest. Students study the impact of slavery on the early republic, and its catalytic role in the Civil War. Students learn about the 13th, 14th, and 15th Amendments and compare the promise of the amendments to the reality of Black Americans' lived experiences during and after Reconstruction. Students also learn about the contributions of America to the global economy and analyze American participation in World War II. The course ends with a study of the Long Civil Rights Movement, and an analysis of the collective action of individuals working to improve their lives and communities.

In this course, students deepen their skills of contextualization and corroboration to evaluate information about the past. Students continue to construct arguments using accurate evidence from multiple sources and perspectives and make claims about historical events. Students can determine cause-and-effect relationships to analyze the connections between past and present. In fifth grade, students analyze challenges people have faced and the opportunities they created using appropriate evidence to support their explanations.

Commented [CK(112): I know we don't have a good adjectival form or demonym for the United States so we use American, but I think we can be more precise when choosing between the nouns America and the United States. Here, I think we're referring to the United States.

Driving Concept 1: Inquiry in American History

In this driving concept, students will use historical thinking skills to develop claims about the utility of different sources in understanding the past. This driving concept prepares students to analyze different perspectives and experiences throughout American history, and ask questions about authorship, context, and perspective in historical source material. Students will apply the historical inquiry skills from this driving concept through the rest of course.

Standard:

5.1 Analyze how maps of the United States and surrounding territories created by different peoples between 1776 and the present day convey different ideas about the history of the United States, Indigenous Nations, Mexico, Canada, and surrounding territories.

5.2 Compare multiple accounts of one significant event in American history and analyze the reasons for differences in each account.

5.3 Compare multiple accounts of one significant event in American history and make a claim about which account is more useful in understanding a theme or perspective from the past.

5.4 Compare multiple primary source accounts of a significant policy in American history and make a claim about why different individuals were differently impacted by a policy decision.

5.5 Compare different ways individuals and communities have used artistic expressions and acts of joy to resist oppression in American history.

5.6 Evaluate the credibility of online sources and claims about one moment in American history using strategies like lateral reading

Commented [CK(113): This shift from innovation to inquiry between drafts is an effective one and aligns more with the statements of practice and overall priorities of the standards revision work.

Commented [CK(114): A participant at community engagement sessions suggested that this be expressed explicitly somewhere.

Commented [CK(115): A participant at a community engagement session suggested that there be some clarification around "useful" in this standard as different sources can be more or less useful in understanding different elements of the past.

Commented [CK(116): This new standard is an interesting addition and I recognize it as a response to public feedback; however it does not seem to fit within this driving concept as described.

Commented [CK(117): See comment on 3.32.

Driving Concept 2: War and Conquest in the West

In this driving concept, students will evaluate the impact Westward Conquest had on the lives and legacies of different populations, with a focus on Indigenous Nations. Students should evaluate the cause of and opposition to territorial conquest and expansion, using multiple perspectives and context to evaluate primary source accounts.

Standard:

5.7 Evaluate multiple historical perspectives from Indigenous Nations, countries and peoples in the Pacific, Caribbean, Asia, and Americas about US imperial expansion, including Manifest Destiny and American exceptionalism from multiple perspectives including Indigenous Nations, countries and peoples in the Pacific, Caribbean, Asia and Americas.

5.8 Compare and contrast maps of Indigenous Nations and land at the start of each century from 1700 to the present with a special focus on areas west of the Mississippi River.

5.9 Use primary sources and Indigenous histories to explain the causes and consequences of significant events in territorial conquest of sovereign Indigenous Nations territories between 1781 and 1877, including, but not limited to, the Louisiana Purchase and the Trail of Tears.

5.10 Using primary sources, evaluate the legacy of American settlers, including the treatment of Indigenous Nations during the Lewis and Clark expedition and resistance to settler colonialism.

5.11 Analyze the experiences and legacies of Black Americans in the Northwest Territory.

5.12 Describe the causes of the Texas Independence movement and Mexican War from the perspective of Tejanos, enslaved Texans, Mexicans, American settlers, and Indigenous Nations with a focus on the impact of these events on individual lived experiences.

5.13 Explain Indigenous resistance to territorial invasion, cultural and religious assimilation, and attack, including efforts to maintain sovereignty and independence (e.g., Geronimo, the Battle of Little Bighorn, ~~and~~ Ghost Dance movement).

5.14 Evaluate the environmental impact that settler colonialism had on the Great Plains region, West Coast, Northwest, and Southwest.

5.15 Analyze the lived experiences of different immigrant communities between 1850–1900, (e.g., religious minority, Irish, German, Mexican, Italian, British, Southeast Asian, Chinese, and Japanese communities).

5.16 ~~Identify and~~ Describe the motivations and lived experiences of people who came to the West, including Asian, and African Americans, as well as their motivations for movement and their experiences upon arrival.

5.17 Compare the different artistic, cultural, political, and spiritual traditions of current-day Indigenous Peoples, and how those practices and ways of life persevered and still thrive today, including Two-Spirited gender identities.

Commented [CK(118): In 5th grade, the term Western Conquest is used, and in 7th grade, the term Western Expansion is used. I do not necessarily think the use of different terms is incompatible, but I wanted to flag it given the mention of it at the OSSE LEA engagement session.

Commented [CK(119): Do we want students to understand the concept of imperialism at this point and use this term? If not, at what point should we expect students to start using it in their explanations? It would be helpful for educators and curriculum writers to flag those kinds of expectations within the standards (see letter for more details).

Commented [CK(120): Rephrased to avoid the repetition of "including" and "perspectives"

Commented [CK(121): En dash

Driving Concept 3: Enslavement and Resistance

In this driving concept, students will analyze the history of enslavement and resistance in the United States. Students compare the differences in the practice of slavery in the North and South as well as

how enslaved Africans fought against these practices through everyday actions and acts of resistance, including uprisings.
Standard:
5.18 Explain the importance of language when discussing challenging topics (e.g., “enslaved person” rather than “slave”).
5.19 Explain that white enslavers adopted and spread false beliefs about racial inferiority and evaluate the impact of that ideology today.
5.20 Describe how enslaved Africans in early America used religion, writing, speeches, rebellion, sabotage, and maroon communities as resistance against the institution of chattel slavery.
5.21 Evaluate how enslaved Africans practiced religion covertly through singing spirituals in the fields, gathering in hush harbors on Sundays for ring shouts, and fusions of Protestant Christianity and African-based spiritualities like vodoun and hoodoo.
5.22 Explain how local, state, and federal laws, including slave codes, protected the institution of slavery.
5.23 Analyze Compare the strategies of the work and organizations of key abolitionists Harriet Tubman, Venture Smith, Sojourner Truth, Nat Turner, and Olaudah Equiano.
5.24 Compare and contrast how the system of slavery operated in the North and the South.
5.25 Discuss how the experience of enslaved people differed based on geographic location and labor performed.
5.26 Explain how some contemporary music forms, including, but not limited to, gospel, blues, and rock and roll, trace their roots to enslaved people.
5.27 Describe how the Underground Railroad developed in the United States, including the work of activists from the District of Columbia in assisting enslaved people fleeing to the North.

Commented [CK(122)]: Choose one

Driving Concept 4: Civil War

In this driving concept, students will analyze the Civil War, its causes, its leadership during the war, and its consequences. Students will use primary sources to explain the connection between the institution of slavery and the Civil War. Students will also evaluate the different lived experiences of Americans during the Civil War.

Standard:
5.28 Explain how expansion and key events between the Constitutional Convention and the attack on Fort Sumter ultimately led to the Civil War.
5.29 Explain that arguments about slavery, especially the expansion of the slave system into new territories, caused secession and the Civil War.
5.30 Analyze the impact of abolitionists on the fight for freedom, including reformers Frederick Douglass, William Lloyd Garrison, Harriet Beecher Stowe, Harriet Tubman, Sojourner Truth, Martin Delany, and John Brown.
5.31 Analyze how economic pressures related to the slave economy determined whether states remained with the Union or joined the Confederacy.
5.32 Identify two major Civil War battles and their effects on the outcome of the war.
5.33 Evaluate why many Black soldiers fought for the Union Army, but Indigenous soldiers fought for both the Confederacy and the Union.

Commented [CK(123)]: This is extremely similar to 5.23. Can they be either further differentiated or combined?

5.34 Evaluate the impact and legacy of the Gettysburg Address and the Emancipation Proclamation.
5.35 Evaluate the political and social impact of the end of the Civil War and the assassination of Abraham Lincoln on different individuals in America, including the experiences of emancipation.
5.36 Use primary and secondary sources to analyze emancipation in Texas and subsequent efforts to memorialize emancipation.

Driving Concept 5: Reconstruction and the Early Struggle for Equality

In this driving concept, students will analyze how the policies of Reconstruction and the backlash against multiracial democracy shaped American politics and society after the Civil War and through the 1920s. Students should understand the promise of the 13th, 14th, and 15th Amendments and how freedpeople worked to access economic and political opportunities following the Civil War. Students should also analyze the role of white supremacy in the backlash to Reconstruction.

Standard:

5.37 Evaluate the impact of the 13th, 14th, and 15th Amendments on the lived experiences of formerly enslaved persons in the South, including the promise and shortcomings of each amendment.
5.38 Analyze the early political successes of the Reconstruction era, including the election of approximately 2,000 Black Americans to local, state, and national office.
5.39 Explain the grassroots efforts by Black Americans to gain access to the American economy, political institutions, and social equality.
5.40 Analyze <u>the lived experiences of Black citizens after the Civil War</u> and how laws passed after the end of slavery, such as the so-called “Black Codes,” impacted Black Americans’ ability to work, vote, and move in public spaces, and analyze the lived experiences of Black citizens after the Civil War.
5.41 Explain how white supremacist groups founded in the aftermath of emancipation, such as the Ku Klux Klan, enacted terror against Black people <u>and also as well as</u> Jewish, Catholic, Latinx, and Asian American communities.
5.42 Evaluate the reasons for and impact of the Great Migration.
5.43 Analyze the rise in Black art, music, literature, businesses, and queer culture in the Black Renaissance period, including, but not limited to Harlem and DC (e.g., Black Broadway).

Driving Concept 6: World War II and Postwar US

Through this driving concept, students will explain the causes of World War II, the US’s role in the conflict and what that meant for American populations at home and abroad. Students will evaluate how the war changed the cultural, political, and economic landscape for citizens after the war’s end and into the 1950s.

Standard:

5.44 Explain the causes of World War II and the rise of fascism in Italy and Germany, and explain how bias and prejudice led to the scapegoating of marginalized groups in Europe, including Jewish, Romani, Slavic, disabled, Jehovah's Witnesses, and LGBTQ+ communities.
5.45 Describe the causes and consequences of major events of World War II, including Pearl Harbor, D-Day, and the decision to drop the atomic bomb on Japan.
5.46 Analyze <u>the social, economic, and political wartime</u> changes at home <u>from women and communities of color, including Black and Latinx groups</u> , as the US mobilized for and entered the war, including social, economic, and political wartime opportunities for women and communities of color including Black and Latinx groups (e.g., women of color as riveters and war material assembly workers, Navajo coders).
5.47 Using primary sources from the perspective of American citizens of Japanese descent, analyze the struggles and resistance of those who were incarcerated during World War II.
5.48 Compare the different experiences of servicemembers when they returned to the United States after the war, including white, Black, Latinx, Indigenous and Asian American servicemen.

Driving Concept 7: The Long Civil Rights Movement

Students will explain that the Civil Rights Movement ~~not only~~ started long before the early 1950s and extends long afterwards to the present day, ~~but~~ They will gain an understanding of how the Civil Rights Movement's aims also intersected beyond race into gender, sexuality, class, religion, and sovereignty. Students will analyze the grassroots efforts of everyday people organizing and working together for social change and a more just, equitable, and secure world.

Standard:

5.49 Analyze the work of activists and grassroots acts of resistance following the end of slavery to determine when the Civil Rights Movement began, including, but not limited to Ida B. Wells, W.E.B. Du Bois, Anna Pauline Murray, and A. Philip Randolph.

5.50 Evaluate the impact of Tape v. Hurley, Piper v. Big Pine School, Mendez v. Westminster, and Brown v. Board of Education, Topeka on school segregation and the movement for equality.

5.51 Evaluate different strategies for resistance to Jim Crow laws in the South, such as boycotts, legal battles and direct action in the United States organized by grassroots groups such as Student Nonviolent Coordinating Committee (SNCC), Southern Christian Leadership Conference (SCLC), Black Panthers, etc.

5.52 Evaluate the reasons for and resistance to segregation in the North and West, including the impact of redlining and uprisings ~~in the North and West~~.

5.53 Evaluate the impact of key moments and figures in the fight for Black equality and voting rights, including, but not limited to, the Montgomery Bus Boycott, Freedom Rides, sit-in protests, the Little Rock Nine, and the March on Washington.

5.54 Compare the efforts and impact of diverse groups and organizations inspired by the African American Civil Rights movement to address inequalities in American society, including, but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women's Liberation Movement, the Asian American Movement, disability rights movement, Chicano Movement, and Latinx resistance.

Commented [CK(124)]: As one sentence, this was somewhat hard to follow.

Commented [CK(125)]: Should students focus on the North or the North and West?

5.55 Evaluate the impact and influence of historical movements for justice and equality on modern social movements and organizations.

5.56 Analyze methods of impacting political change in Washington, DC, and develop a plan for taking action to address an issue of local, national, or global concern.

Commented [CK(126): If the first half of this standard is just focused on methods for impacting change in DC, then it doesn't make sense for students to make a plan for taking action at other levels. Either expand the scope of the first part or limit the action plan to DC.

DRAFT

Grade 6: World Geography

In the world geography course, students analyze the modern political, economic, and social landscapes of the world, including nations and cultures from every major continent. Students analyze the ways the environment has shaped the history and cultures of different peoples and regions and how people and regions have interacted with each other to form our modern world. Students interpret texts, maps, data sets, images, and other primary sources to analyze global societies through questions of power, privilege, and injustice. Through these lenses, students also contextualize current events and consider means of taking informed action globally. In addition, they analyze the interaction between impact of humans and on their physical environments, including the use of natural resources, waste and pollution, and responses to climate change.

Sixth-grade students apply geographic skills to analyze patterns and trends across global regions and can compare the historical, political, and geographic causes of regional patterns. Students deepen their geographic reasoning skills by asking and answering questions about spatial patterns and global connections. Students build digital literacy by evaluating the accuracy, reliability, and perspectives of internet sources and other media, becoming more critical in their consumption of information.

Commented [CK(127): Although students do evaluate the utility of data sets and other sources in 6.6., none of the grade 6 standards call for students to use or interpret texts, data sets, and images in their regional case studies.

Commented [CK(128): The examples in this sentence just focus on the ways humans impact their environments. Either add examples of the environment's impact on humans or revised the language as here.

Commented [CK(129): Not included in the standards.

Driving Concept 1: The Power of Maps

Through this driving concept, students analyze the history of maps and mapping and as well as the ways that the discipline of geography is used to express and maintain power. Students will assess what gives a location a sense of "place," as well as how humans and the environment interact to change each other over time. Teachers should use case studies to evaluate how geography influences human behavior and the development of communities, as well as how communities change over time. Students will build on their understanding of geography skills and global history, including their understanding of colonization from elementary social studies to analyze how geography drives human decision making and impacts daily life.

Standard:

6.1 Analyze the impact of the perspective of common map projections on widespread understandings of world geography, and explain how maps can convey a point of view.

6.2 Analyze how the environment and physical geography shape human behaviors and identities.

6.3 Evaluate the ways in which continents are divided, and develop a claim about the strengths and limitations of the current approach.

6.4 Describe the purpose, creation, evolution, and impact of international borders, and evaluate the impact of the creation of a specific border.

6.5 Explain how terms and language used to describe different regions and nations can influence our understanding of those places and the people who live there.

6.6 Evaluate the strengths and limitations of different geographic tools, data sets, and sources for understanding the lived experiences of individuals in different parts of the world.

Commented [CK(130): Not covered in the standards.

Driving Concept 2: Africa

Through this driving concept, students build on their geography skills, analyzing ~~the geography of Africa, and~~ the political, economic, social, and cultural impact of geography on the people and history of Africa. ~~Through this exploration, students evaluate the diverse regions within Africa. For this driving concept, Africa will serve~~ Students will explore diverse case studies from regions of Africa as a case study for to analyze how generations of ingenuity contributed to the cultural and intellectual diffusion of ideas around the world. It is recommended that teachers use a case study approach during this driving concept.

Standard:

6.7 Analyze different geographic representations of Africa, created by different groups of people over time to support claims about African history and geography.

6.8 Analyze maps of Africa that represent a variety of environmental (landforms, bodies of water, natural resources, etc.) and cultural characteristics (languages, borders, religions, etc.) to assess geographic patterns on the continent.

6.9 Use physical, cultural, and economic maps to draw regions on the African continent and compare these to the existing regional economic communities.

6.10 Evaluate the reasons for patterns of conflict and cooperation among at least two countries or regions of Africa between at least one country or region within Africa and another country or region, including the impact of colonialism.

6.11 Evaluate the impact of climate change on people in at least one region, country, or city within Africa.

6.12 Explain how population distribution, natural resources, and the history of at least one country or region within Africa have impacted ~~changes in~~ land use over time.

6.13 Analyze geographic data to explain the reasons for the voluntary and forced migration of people within, from, and/or to at least one country, region, or city within Africa over time, and analyze the development of the African diaspora.

6.14 Analyze cultural, political, and economic forces that ~~affect~~ impact urbanization in at least one city in Africa, and evaluate the impact of these forces on the structure of that city.

6.15 Analyze at least one cultural element of a country located in Africa (e.g., art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies.

6.16 Identify ways that global climate policy could impact equitable access to economic, social, and public health opportunities for at least one group of people in Africa.

6.17 Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collection ~~options for taking~~ action to address the causes and impacts of challenges facing a region, city, or country in Africa.

Commented [CK(132): There was a lot of repetition in this description, so I tried to tighten it up.

Commented [CK(133): Not mentioned in the standards.

Commented [CK(134): Add e.g. or etc. here and the similar standards for other regions (6.19, 6.31, 6.41, 6.49, and 6.55). I suggest choosing the same method used for cultural characteristics later in the same standard.

Commented [CK(135): Compared to the similar standards for other regions (6.22, 6.34, 6.43, and 6.50), the causality here is swapped. In 6.12, students are looking about the impact of population distribution, natural resources, and history have impacted land use whereas in the other standards students are looking at the impact of land use on economy, ecology, populations, etc. Was that intentional?

Commented [CK(136): Trying to avoid the repetition of "impact"

Commented [CK(137): What about cultures that exist within or across multiple countries? Consider the issues caused by the drawing of borders by imperial powers, particularly in Africa, that are discussed in 6.4.

Commented [CK(138): It might make more sense to move this standard up between 6.11 and 6.12 since they discuss the impact of climate change and land use.

Driving Concept 3: Asia

In this driving concept, students continue their regional studies through the geography of Asia, with an emphasis on regional diversity. Utilizing a variety of maps, students investigate the role of different regions of Asia in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.

Standard:

6.18 Analyze different geographic representations of Asia, created by different groups of people over time to support claims about Asian history and geography.

6.19 Analyze maps of Asia that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess geographic patterns on the continent.

6.20 Use physical, cultural, and economic maps to draw regions on the Asian continent and compare these to the existing regional economic communities.

6.21 Evaluate the reasons for patterns of conflict and cooperation ~~among at least two countries or regions within Asia~~ ~~between at least one country or region within Asia and another country or region~~.

6.22 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, ~~exposure to disease~~, or climate change in one region, country, or city within Asia.

6.23 Assess how the environmental characteristics of Asia influenced the economic development of at least one region or country within Asia and the region or country's role in global trade patterns over time.

6.24 Analyze cultural, political, and economic forces that ~~impact~~ ~~affect~~ urbanization in at least one city in Asia and evaluate the impact of these forces on the structure of that city.

6.25 Analyze the impact of climate change on at least one region, country, or city within Asia.

6.26 Evaluate the reasons for, and the impact of, the migration of people within, from, and/or to one region or country within Asia over time.

6.27 Explain how changes in transportation and communication technology have influenced the connections between people and affected the spread of at least one idea and/or cultural practices within Asia and between Asia and other regions.

6.28 Analyze at least one cultural element of a country located in Asia (e.g., art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies.

6.29 Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collection ~~options for taking~~ action to address the causes and impacts of challenges facing a region, city, or country in Asia.

Commented [CK(139)]: See comment on 6.8

Commented [CK(140)]: I wonder about the choice to include disease in some but not all regions, particularly considering the anti-Asian rhetoric that has been exacerbated by COVID-19.

Commented [CK(141)]: See comment on 1.35

Commented [CK(142)]: See comment on 6.15

Driving Concept 4: Latin America and the Caribbean

In this driving concept, students continue their regional studies through the geography of Latin America and the Caribbean, with an emphasis on how geography drives the economics, history, and civics of the region and impacts contemporary life. Utilizing a variety of maps, students analyze the

role of Latin America and the Caribbean in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.
Standard:
6.30 Analyze different geographic representations of Latin America and the Caribbean, created by different groups of people over time to support claims about Latin American and Caribbean history and geography.
6.31 Analyze maps of Latin America and the Caribbean that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess geographic patterns on the continent.
6.32 Use physical, cultural, and economic maps to draw regions in Latin America and the Caribbean and compare these to the existing regional economic communities.
6.33 Evaluate the reasons for patterns of conflict and cooperation between <u>among at least two regions or countries in Latin America or the Caribbean. one region or country within Latin American or the Caribbean and another region or country.</u>
6.34 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease, or climate change in one region, country, or city within Latin American or the Caribbean.
6.35 Evaluate the influences of long-term, human-induced climate change on patterns of conflict, cooperation, and migration on one region, country or city within Latin America or the Caribbean.
6.36 Analyze the reasons for, and consequences of, the migration of people within, from, and/or to one region or country in Latin America or the Caribbean over time and assess the impact of migration on the region.
6.37 Analyze cultural, political, and economic forces that <u>impact-affect</u> urbanization in at least one city in Latin America or the Caribbean and evaluate the impact of these forces on the structure of that city.
6.38 Analyze at least one cultural element of a country located in Latin America or the Caribbean (e.g. art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies.
6.39 Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collection <u>options for taking</u> action to address the causes and impacts of challenges facing a region, city, or country in Latin America or the Caribbean.

Commented [CK(143): See comment on 6.8

Commented [CK(144): Consider revising to be closer to 6.12, 6.25, and 6.57 so as to reduce overlap with 6.33 on patterns of conflict and cooperation and 6.36 about the causes and consequences of migration

Commented [CK(145): See comment on 1.35

Commented [CK(146): See comment on 6.15

Driving Concept 5: Europe

In this driving concept, students analyze the geography of Europe, and the political, economic, social, and cultural impact of geography on the people and history of Europe. Utilizing a variety of maps, students analyze the role of Europe in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.

Standard:

6.40 Analyze different geographic representations of Europe, created by different groups of people over time to support claims about European history and geography.

6.41 Analyze maps of Europe that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural (languages, borders, religions, etc.) characteristics to assess geographic patterns on the continent.
6.42 Use physical, cultural, and economic maps to draw regions in Europe and compare these to the existing regional economic communities.
6.43 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease, or climate change in one region, country, or city within Europe.
6.44 Analyze the reasons for, and the consequences of, the migration of people within, from, and/or to one region or country within Europe over time and assess the impact of migration on the region.
6.45 Analyze cultural, political, and economic forces that impact urbanization in at least one city in Europe and evaluate the impact of these forces on the structure of that city.
6.46 Analyze at least one cultural element of a country located in Europe (e.g. art, literature, music, dance, cuisine, philosophy, religious or political thought), including its local significance and influence on other societies.
6.47 Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collection options for taking action to address the causes and impacts of challenges facing a region, city, or country in Europe.

Commented [CK(147)]: See comment on 6.8

Commented [CK(148)]: See comment on 1.35

Driving Concept 6: North America

In this driving concept, students continue their regional studies through the geography of North America, with an emphasis on human-environment interactions. Utilizing a variety of maps, students analyze the impact of a changing environment on North America, the region, and the world, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.

Standard:

6.48 Analyze different geographic representations of North America, created by different groups of people over time to support claims about North American history and geography.
6.49 Analyze maps of North America that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, borders, religions, etc.) to assess geographic patterns on the continent.
6.50 Assess the ways in which changes in land use over time have impacted the economy, ecology, population, exposure to disease, or climate change in one region, country, or city within North America.
6.51 Analyze the reasons for, and consequences of, migration of people within, from, and/or to one region or country within North America over time, and assess the impact of migration on the region.
6.52 Analyze cultural, political, and economic forces that impact urbanization in at least one city in North America, and evaluate the impact of these forces on the structure of that city.
6.53 Explain how changes in transportation and communication technology influence the connections between people in North America and affect the spread of ideas/or cultural practices within North America and between North American and other regions,--

Commented [CK(149)]: Standards don't explicitly include the impact of actions in North America on the world.

Commented [CK(150)]: See comment on 6.8

Commented [CK(151)]: See comment on 1.35

Commented [CK(152)]: The first half of this standard is exactly the same as 6.27. I suggest either remove the general explanation of how transportation and technology influence connections between people from this second standard or specify the influence between people in North America (and in Asia for 6.27)

Commented [CK(153)]: This is included in the parallel standard on Asia, and I think it is important to include here as well. North American media and communication technology (especially the ubiquity of media from the US) has a quantifiable impact on people in other regions. For example, I'm thinking of that study on how the introduction of American media impacted the body image of girls in Fiji.

Driving Concept 7: Oceania

In this driving concept, students analyze the geography of Oceania, and the political, economic, social, and cultural impact of geography on the people and history of the region. Utilizing a variety of maps, students analyze the role of Oceania in global economics and history, as well as contextualize contemporary issues within the region. It is recommended that teachers use a case study approach during this driving concept.

Standard:

6.54 Analyze different geographic representations of Oceania, created by different groups of people over time to support claims about the history and geography of Oceania.

6.55 Analyze maps of Oceania that represent a variety of environmental (landforms, bodies of water, natural resources) and cultural characteristics (languages, borders, religions, etc.) to assess geographic patterns that make up the continent.

6.56 Use physical, cultural, and economic maps to draw regions on Oceania and compare these to the existing regional economic communities.

6.57 Analyze the impact of climate change on at least one region, country, or city within Oceania.

6.58 Analyze the reasons for, and consequences of, the migration of people within, from, and/or to at least one region or country within Oceania over time, and assess the impact of migration on the region, with specific attention to the role of climate change in migration from Oceania.

6.59 Explain how changes in transportation and communication technology influence the connections between people and affect the spread of idea/or cultural practice within Oceania and between Oceania and other regions.

6.60 Identify a Sustainable Development Goal (SDG) and assess options for individual and/or collection options for taking action to address the causes and impacts of challenges facing a region, city, or country in Oceania.

Commented [CK(154)]: See comment on 6.8

Commented [CK(155)]: See comment on 1.35

Commented [CK(156)]: This is already covered by saying "consequences of" earlier in the standard.

Driving Concept 8: Thinking and Acting Globally

In this driving concept, students synthesize their understanding of world geography and contemporary global issues. By examining international and supranational organizations and systems, students will return to the study of power and bias that was the foundation for the course. Students will explore real-world examples of the role these systems play in modern events, and further consider ways to take action as a global citizen.

Standard:

6.61 Analyze the various causes of globalization, including advancements in communication and technology.

6.62 Evaluate the positive and negative effects of globalization, and the differing impact of globalization on at least three regions of the world.

Commented [CK(157)]: It seems like we will expect students to understand and use the term "globalization" here in 6th grade. Is that correct? If so can we add something about understanding/using/or defining the term in a standard?

6.63 Identify and explain the human causes and ~~results-impacts~~ of climate change, including on species extinction, and compare the responses of at least three individuals, groups, or governments around the world.

6.64 Evaluate the credibility of online sources and claims about climate change using strategies like lateral reading.

6.65 Use maps to ~~examine-analyze~~ global trade markets and to evaluate the spatiality of global supply chains.

6.66 Analyze the characteristics and causes of at least one contemporary issue facing the global community, compare proposals for addressing the issue, and propose a course of action for making change.

Commented [CK(158): See comment on 3.32

DRAFT

Grade 7: US History I – First Nations through Reconstruction

In seventh grade, students analyze American History from the time of indigenous settlement through the Reconstruction era. The course analyzes the complex societies established by Indigenous Nations and the interaction of Indigenous, enslaved and free Black Americans, and European populations in colonial America. Students evaluate the political principles and values underlying the founding of the new republic and consider the legacy of the representative government formed by the US Constitution. Throughout the course, students consider the ways in which unresolved conflicts and imperfect compromises shaped— and continue to shape— the history of the nation. In this course, students will analyze the physical expansion, economic growth, and cultural development of the United States. Students will analyze the impact of early US history, including the legacy of slavery, on different groups of people.

The year culminates with an evaluation of the ongoing legacy of the Civil War and Reconstruction eras.

Throughout their studies, students integrate multiple sources of information, consider multiple perspectives and interpretations, and evaluate multiple causes and effects of historical events. Students construct, refine, and present interpretations about the past, contextualize multiple sources, and draw connections between the past and present.

Commented [CK(159)]: It has generally seemed to me that the first paragraph of the grade level introduction covers the content knowledge and the second paragraph covers the skills students will learn in the course. If that's correct, this sentence belongs with the first paragraph.

Driving Concept 1: Indigenous Nations and Early European Colonization: Political, Social, and Economic Structures of the Americas in the 15th and 16th Century

Through this driving concept, students will analyze the scientific and cultural innovations of diverse, Indigenous societies across the Americas, with particular attention to the 15th, 16th, and 17th centuries. Using historical evidence, students will interrogate the origins of the idea that the Americas were a lightly populated wilderness prior to European contact by studying the complex and highly organized societies of Indigenous communities and nations of the Eastern Coast of North America along with the chiefdoms of the Southeast. Students will review primary and secondary sources — including both Indigenous and European accounts — to analyze the geographical, political, and social impact of early interactions, with themes of both conquest and resilience.

Standard:

7.1 Evaluate historical and cultural sources — archaeological, genetic, and linguistic evidence, and Indigenous Nations' creation stories — to support claims about the history of early human migration to the Americas.

7.2 Analyze the collection and use of anthropological and archeological evidence, including the tension between Western anthropological/archaeological practices and Indigenous scientific knowledge, to draw conclusions about Indigenous societies in the Americas, including an analysis of the tension between Western anthropological/archaeological practices and Indigenous scientific knowledge.

7.3 Locate and identify Indigenous Nations, tribes, and/or communities from the 1400s through the present day on maps.

Commented [CK(160)]: This is not covered directly in this driving concept but could appear in 7.9. Perhaps add that in a standard to clarify.

Commented [CK(161)]: This list will not get students to interrogate the origins of this idea, although they should help challenge its validity.

Commented [CK(162)]: It's not clear to me how this analysis of the collection and use of evidence is resulting in conclusions about Indigenous societies themselves. Is there a way to rephrase or clarify?

7.4 Compare the different ways societies adapted to the land and climate and how they shaped their environments between 1400 and 1600.
7.5 Explain the development of technological and scientific innovations of at least three Indigenous societies between the 1400 and 1600.
7.6 Evaluate the agricultural developments and accomplishments of at least three Indigenous societies in the Americas between 1400 and 1600.
7.7 Compare the complex systems of governments of at least three Indigenous societies, including chiefdoms and structures that had democratic characteristics between 1400 and 1600.
7.8 Compare the different cultural and religious and/or spiritual belief systems of early Indigenous societies, with a particular focus on the role of gender and family, including the history of Two-Spirit identities between 1400 and 1600.
7.9 Evaluate European colonists' ideas about religion and conquest, including the conception of the "New World" between 1400 and 1600.
7.10 Analyze the impact of the arrival of European colonists in the Americas using primary and secondary sources, including population data.
7.11 Compare Indigenous and European perspectives of early contact, with attention to the limitations of using European sources to understand the history and culture of Indigenous Nations.
7.12 Evaluate the impact of the arrival of Europeans from the perspective of Indigenous Americans, including the effects of warfare and diplomacy, the immense loss of life and land, the impact on Indigenous sovereignty, and the role of conquest and disease using primary and secondary sources.
7.13 Analyze the economic and cultural impact of what is often referred to as the "Columbian Exchange," or the widespread transfer of diseases, commodities, people, animals, and ideas as a result of European colonization and interaction with the Americas and other parts of the world.
7.14 Assess the strengths and limitations of the ways Indigenous Nations have been portrayed in American history and popular culture and the limitations of such portrayals in for understanding the diverse communities that comprise the "Native American" identity.

Commented [CK(163): Is this referring to just Indigenous societies as in 7.3, 7.5, etc. or does this include the societies of European colonists as well? Can we clarify?

Commented [CK(164): What counts as complex can be subjective. It seems like this is an attempt to preempt a reductive narrative about Indigenous societies, but I think the rest of the standards really don't allow for that approach.

Driving Concept 2: Colonization and Revolution (1500–1783)

Commented [CK(165): En dash

Through this driving concept, students will develop and refine their inquiry skills as they evaluate historical evidence to support arguments about colonization and the American Revolution. Students will analyze multiple perspectives and interpretations, drawing conclusions about the causes and effects of historical events in the colonial and revolutionary eras. To develop an understanding of the different ways individuals may have experienced daily life, students will study laws and interactions that impacted European colonists, people of African descent, and Indigenous Nations. Students will analyze the changing relationship between the colonial governments and Britain, analyzing the reasons that individuals and groups within the diverse American population supported or opposed independence from the British. Students will also contextualize concepts such as liberty, freedom, and democracy, comparing their use in justifications for independence and the extent to which they were applied to different Americans on the basis of religion, socio-economic status or class, race, and gender.

Standard:

7.15 Analyze how the concepts of whiteness and blackness changed across time and place (e.g., the “one-drop rule,” Benjamin Franklin’s “Observations Concerning the Increase of Mankind,” Race in Cuba)
7.16 Compare the economic, religious, and political motives that led to the establishment of early, distinct European colonies in the Americas.
7.17 Identify and analyze global trade routes and their impact on the formation of the European colonies throughout the Americas — including North, Central, and South America and the Caribbean — as well as the impact on African and European society.
7.18 Analyze the reasons for and impact of Spanish colonization and settlement in the Southern and Western United States during the colonial period, including resistance to Spanish colonization by Indigenous Nations.
7.19 Compare the motivations of different groups who settled in the Thirteen Colonies, and analyze the impact of these differences on the political, demographic, religious, and social features of the Thirteen Colonies.
7.20 Analyze the experience, perspectives, and identities of Africans who were enslaved from the start of the transatlantic trade through bondage, including the codification of race as a tool of oppression and resistance to enslavement.
7.21 Analyze the differing lived experiences and culture of early colonists, free Black people, enslaved people, women, religious minorities, and indentured servants across the colonies.
7.22 Compare the different ways that Indigenous Nations resisted British colonizing forces.
7.23 Evaluate the causes of the social entrenchment and legal codification of race in the colonial era and the proliferations of a race-based hierarchy, including the impact of Bacon’s Rebellion.
7.24 Analyze the experiences, perspectives, and identities of people who were denied access (e.g., enslaved people, women, free Black people, religious minorities, etc.) to full rights across the colonies, including citizenship, marriage and voting restrictions.
7.25 Compare reasons for and the consequences of different colonial responses to British economic and political policies following the French and Indian War.
7.26 Evaluate the economic, political, and ideological reasons for the movement for independence from England and construct a timeline of key events, including the Stamp Act, Boston Massacre, Boston Tea Party, and the Battle at Lexington and Concord.
7.27 Evaluate the contributions of key figures during the Revolutionary era, including but not limited to, George Washington, John and Abigail Adams, Phillis Wheatley, Benjamin Franklin, Thomas Jefferson, and James Armistead Lafayette.
7.28 Use historical context to analyze the ideals contained in the Declaration of Independence, identifying Thomas Jefferson as a main contributor, and critiquing the extent to which such ideals have fully applied to the people of the United States — from the Revolutionary era to today.
7.29 Compare multiple perspectives of participants during the Revolutionary War, including military leaders like George Washington and civilians-everyday efforts across colonial society.
7.30 Evaluate the reasons for American colonial victory over the British Empire.
7.31 Evaluate the immediate impact of the Revolutionary War on the new country’s domestic and international relations, including the impact of the Treaty of Paris on Indigenous Nations.
7.32 Compare the causes and impacts of the American Revolution to revolutions in the Haitian Revolution, the French Revolution, and Bolivarian revolutions in Latin America.
7.33 Analyze the impact of the Revolution on the social and political status of different groups in the new nation taking into account gender, race, class, religion, indigeneity, and political status, including but not limited to women, Indigenous Nations, enslaved and free Black Americans, religious

Commented [CK(166): Added another noun so it's not "social codification"

Commented [CK(167): This standard overlaps significantly with 7.21. Can they be combined?

Commented [CK(168): This should be covered by 7.27 and interrupts the focus on ideals in the other parts of the standard.

Commented [CK(169): This should also be a participant

Commented [CK(170): Why was this standard revised? I think the previous version was fine and this revised version does not align with the State Board's feedback around providing more specificity in metrics when asking students to evaluate something.

Commented [CK(171): To keep parallelism, the items in the list should all be locations or all revolutions, not a mix.

minorities, and white people of various socioeconomic groups (e.g., rural farmers, Southern planters, urban craftsmen, Northern merchants, etc.).

Driving Concept 3: A Newly Formed, Diverse Nation: Confederation to Constitution (1770s–1800s)

Through this driving concept, students will analyze the context in which the representative democracy of the United States was created — evaluating its promise, contributions, and shortcomings. To begin their investigation, students will analyze the government created by the founders, and They will assess the reasons for and the impact of compromises made during the Constitutional Convention, as well as the Constitution's inclusion of the specific guarantees of individual liberty in the Constitution, and the ways those guarantees they were and/or were not universal in their intent or application. Throughout their study, students will analyze key founding documents, as well as source material from individuals who supported and opposed the adoption of the Constitution, and the impact it continues to have on our lives today.

Standard:

7.34 Analyze the strengths and weaknesses of the Articles of Confederation, evaluating the competing arguments for and against revision.

7.35 Identify key individuals at the Constitutional Convention and evaluate the consequences of the compromises that emerged to secure ratification by the states, including the distribution of political power, rights of the states, and the make up of the Senate and Electoral College.

7.36 Evaluate the issue of slavery at the Constitutional Convention through Use primary and secondary sources, to analyzing the issue of slavery at the Constitutional Convention, the attempted rationale-rationalization and implications of its protection in the Constitution, and the implications of that decision, including how the decision it reinforced the institution of slavery and the power of states in which slavery was prevalent.

7.37 Explain the structure, power, and function of the federal government created by the Constitution, including key constitutional principles such as the division of power between federal and state government, the creation of checks and balances, the sovereignty of the people, limited government, and judicial independence.

7.38 Evaluate the arguments of the Federalists and the Anti-Federalists, including a focus on individual rights and the size of the republic, and explain how historical context shaped these arguments.

7.39 Compare the US Constitution to the Articles of the Confederation, the Haudenosaunee Confederacy, and the British Government by examining differences or similarities in government structure and power, as well as individual rights and liberties.

7.40 Evaluate the reasons for the creation of the Bill of Rights and determine the extent to which the fundamental liberties ensured by encoded in the Bill of Rights were equitably and fairly applied to people within the United States.

7.41 Analyze the political debate regarding the location of the national capital, the compromise that led to the establishment of the District of Columbia, and the consequences of the compromise for DC residents.

Commented [CK(172)]: En dash

Commented [CK(173)]: This was too overwhelming as a single sentence.

Commented [CK(174)]: Implied by using the verb compare

Commented [CK(175)]: Could also use "promised by". Choose a verb that emphasizes the distinction between ideals and application.

7.42 Analyze the presidency and legacy of George Washington, including his legacy-status as an enslaver and as a leader who voluntarily relinquished political power.
7.43 Analyze the daily lives of those who were not allowed to participate in the formation of the US government or were denied access to civil rights, such as voting and/or citizenship using primary sources (e.g., the writings of Olaudah Equiano and Harriet Jacobs).
7.44 Analyze the international and domestic disputes that shaped the formation of early political parties such as the Federalists and the Democratic-Republicans and the short-and long-term significance of these disputes.
7.45 Evaluate the significance of peaceful transfers of power and its impact on democratic ideals by analyzing the legacy of the presidential elections of 1800, 1876, 2000, and 2020 to evaluate the significance of peaceful transfers of power and their impact on democratic ideals.
7.46 Analyze the social and political changes during the Jacksonian era, including the expansion of voting rights, from multiple perspectives, and evaluate the legacy of these changes.

Commented [CK(176): Trying to reduce repetition of "legacy" in this standard.

Commented [CK(177): This standard feels out of place coming immediately after one that brings us up to the present. It would make more sense to move this up prior to 7.45 or move it down into driving concept 4 with the other mentions of Jackson.

Driving Concept 4: Invasion and Control: Expansion of the Nation (1800–1860)
Through this driving concept, students should study the expansion of the United States by interrogating the idea of Manifest Destiny and analyzing the experiences of different individuals as the United States expanded west. Students will study the treaties, financial agreements, and wars that precipitated expansion, as well as the political and Indigenous opposition to territorial acquisition. Throughout this driving concept, students should analyze the continued growth of slavery and how it perpetuated an imbalance of power between slave states and free states.
Standard:
7.47 Assess the extent to which Analyze how perspectives toward American territorial expansion, including (e.g., Manifest Destiny, and Indigenous resistance), changed over time, and critique the belief that including an understanding that the removal of Indigenous Nations was not inevitable.
7.48 Compare and evaluate the different ways in which the United States acquired territory from 1800 to 1860, including an evaluation of the Louisiana Purchase.
7.49 Evaluate the reason different individuals, including Federalists, Abolitionists, and Democratic-Republicans supported and opposed American territorial expansion.
7.50 Evaluate the experiences of free Black communities in the American Northwest.
7.51 Compare and evaluate the actions taken and rationales provided by the United States government to acquire western or Indigenous territory in the 1800s, with particular attention given to the policies and campaigns of President Andrew Jackson and the consequences such actions had on the land and people.
7.52 Analyze the perspectives and actions (both adaptation and resistance) of Indigenous Nations in response to territorial invasion between 1800 and 1860 using primary and secondary sources.
7.53 Evaluate the causes and consequences of the Mexican-American War, with specific attention to the impact of the war and the Treaty of Guadalupe-Hidalgo on Mexicans and Indigenous peoples living in the newly acquired American territories.
7.54 Evaluate the impact of territorial expansion, immigration, and Northern industrialization on the institution of slavery and American politics.

Commented [CK(178): See comment in grade 5 about the use of "expansion" vs. "conquest"

Commented [CK(179): En dash

Commented [CK(180): What is the intent of this standard? Should students evaluate something specific about their experience? Should students compare something about these communities to free Black communities in the Northeast? Some more context would be helpful.

Commented [CK(181R180): Could this standard be combined with 7.56? There is significant overlap here.

Commented [CK(182): What is the intent of this standard? Should students analyze the inconsistencies between stated reasoning and actions? Or are they comparing different actions to one another? Clarification would be helpful.

Driving Concept 5: Emerging Social Movements (1800–1877)

Through this driving concept, students will consider the complexity of American History by examining primary and secondary sources that reveal the horrors and brutality of enslavement. Students will also investigate the means by which enslaved persons resisted and maintained humanity. Students will contextualize the emergence of varying forms of abolitionism within a broader social and religious movement that called for reforms to American social and political life.

Standard:

7.55 Use charts, graphs, and data to evaluate the institution of slavery on the economic growth of the United States between 1800 and 1861, with a particular focus on the impact of the invention of the cotton gin.

7.56 Analyze the complex and varied lives and experiences of enslaved people and free Black Americans.

7.57 Evaluate Use primary and secondary sources to analyze the growth and international context of the abolitionist movement, including and perspectives on the effectiveness of various tactics and from the movement's leaders, by analyzing primary and secondary sources — including the perspectives of abolitionists including; Sojourner Truth, Harriet Tubman, Elizabeth Freeman, Henry Highland Garnet, and Frederick Douglass.

7.58 Evaluate the reasons for Asian immigration to the United States, the political, social, and economic opportunities and challenges faced by Asian immigrants and the ways individuals demonstrated resilience.

7.59 Evaluate the political, social, and economic opportunities and challenges faced by Indigenous Nations and Mexicans living in land incorporated into America after 1848.

7.60 Compare gendered rights and roles in different geographic regions and communities within the United States, and evaluate the goals and tactics of the women's suffrage movement.

7.61 Analyze societal confines and constraints within social reform movements of the early 19th century, including the role of gender, sexuality, religion, and race.

Commented [CK(183)]: En dash

Commented [CK(184)]: Not specifically mentioned in these standards.

Commented [CK(185)]: See comment on 7.50

Commented [CK(186)]: See comment on 7.7

Commented [CK(187)]: Trying to avoid repeating "including" three times in this standard

Commented [CK(188)]: Isn't this content covered by 7.51, 7.52, and 7.53? Is anything substantively added here?

Commented [CK(189)]: It would be helpful to add a specific time period here.

Commented [CK(190)]: The women's suffrage movement did not end in 1877. Is this standard trying to get at a particular aspect of the women's suffrage movement during that time period?

Driving Concept 6: The Civil War

Through this driving concept, students will understand that the unresolved issue of slavery and debates over its expansion divided the American public into geographic and political factions that eventually resulted in the Civil War. Students will study the role of significant leaders in the course of the Civil War, including the leadership of Abraham Lincoln. Finally, students will investigate the short- and long-term impact of the Civil War on different factions of American society.

Standard:

7.62 Evaluate the impact of territorial expansion and the conflict over the expansion of slavery on sectional tensions between Northern and the Southern states.

7.63 Use primary sources to evaluate the reasons for the start of the Civil War, including the decision of Southern states to secede from the United States to protect the institution of slavery.
7.64 Use primary sources to analyze the Union rationale for the Civil War, including the perspectives of Frederick Douglass, abolitionists, and Northerners who were not pro-abolition.
7.65 Compare <u>how</u> the Union and Confederate approaches to the war, including strategy, resources, technology, and international support, shaped its course and outcome.
7.66 Evaluate the role of women, civilians, free Black Americans, religious minorities, and Indigenous Nations in the Civil War.
7.67 Use context to assess the reasons for Abraham Lincoln's issuance of the Emancipation Proclamation, evaluating its short- and long-term impact.
7.68 Analyze the methods of abolition and emancipation undertaken by enslaved people during the course of the Civil War.
7.69 Assess <u>the reliability of</u> the source of a webpage or digital resource about the Civil War <u>using strategies like lateral reading</u> to evaluate the reliability of the source.

Commented [CK(191)]: See comment on 3.32

Driving Concept 7: Unresolved: The Reconstruction Era (1865–1877)

Through this driving concept, students will analyze the impact of Reconstruction on American life and politics following the Civil War. Using primary and secondary sources, students will analyze the tangible accomplishments of liberated Black Americans and the significance of the 13th, 14th, and 15th Constitutional amendments. Students will also analyze the violent political and vigilante violent opposition that emerged as a direct response to Reconstruction. Throughout the unit, students will assess the extent to which Reconstruction presented a turning point in American history and evaluate its impact on ongoing efforts to achieve racial equality.

Commented [CK(192)]: "Political and violent opposition" implies that the political opposition was not violent. I suggest rephrasing something like this.

Standard:

7.70 Evaluate the impact of the 13th, 14th, and 15th <u>A</u> amendments on the lived experiences of Black Americans, including the extent to which each amendment expanded <u>their</u> freedom and constitutional protections for Black Americans.
7.71 Compare different federal approaches toward and policies of Reconstruction (e.g., Abraham Lincoln, Andrew Johnson, and the Congressional Republican plan), evaluating their rationale and impact.
7.72 Explain the impact of grassroots efforts by Black Americans to <u>construct a multiracial, democratic society through gaining</u> access to land and fair labor, <u>participating</u> in political, economic, and legal systems, <u>exercising voting rights (including voting)</u> , and <u>achieving</u> public education, in reconstituting a multiracial, democratic society.
7.73 Use primary and secondary sources to analyze the ways and means by which formerly enslaved persons created new lives for themselves in the South, North, and West following the legal end of slavery.
7.74 Evaluate the <u>reasons for, and tactics of,</u> challenges to federal initiatives begun during Reconstruction, and assess their short- and long-term effects using primary and secondary sources.
7.75 Analyze the rise of white supremacy and <u>racial violence during Reconstruction</u> including incidents of mass racial violence and the impact of so-called "Black Codes" on Black Americans.

Commented [CK(193)]: This is a mix of approaches/policies and just names of people.

Commented [CK(194)]: See comment on 1.35

Commented [CK(195)]: The standard says racial violence immediately before?

7.76 Analyze American military actions against Indigenous Nations during the Civil War and Reconstruction, and the impact of the Civil War on the sovereignty of Indigenous Nations.

7.77 Analyze the legacy of unresolved challenges facing the nation after the Compromise of 1877, including the continued impact of the Reconstruction era on American Democracy.

7.78 Evaluate the origins and consequences of conflicting narratives about the Civil War and Reconstruction.

DRAFT

Grade 8: Action Civics

In Action Civics, students develop their civic skills by studying global, national, and local governments and comparing the rights and responsibilities of individuals for maintaining a healthy democracy. The course analyzes the foundation and structure of governments through contemporary and historical case studies to compare methods of taking action to create change. Action Civics provides opportunities for students to evaluate methods of supporting laws, policies, and actions that benefit the public good and challenge those that do not. Students ~~first~~ compare different understandings of the role of government in the lives of individuals, ~~and compare as well as~~ the different ~~structures and functions of governments~~ globally, nationally, and locally. ~~government structure and function~~. Each subsequent concept allows students to investigate global, national, and local opportunities for informed civic action. Through each driving concept, students develop their own political consciousness and identity, understand their rights and responsibilities, and propose a plan for effecting change in their local, ~~and~~ national, ~~and~~ global communities.

Students engage in inquiry-based learning to identify, understand, and respond to real-world issues from within their communities and take informed action beyond the classroom. Students learn how to synthesize and evaluate evidence from multiple sources to understand information and make informed choices. This course emphasizes digital literacy skills and empowers students to be critical consumers and producers of digital content.

Commented [CK(196): Is this what this sentence was trying to get at?

Driving Concept 1: What is the Role of Government in Society?

This driving concept helps students understand the different global and historical philosophies that inform the role of government in society. Students should compare the expectations citizens around the world have regarding the role of government to the ways in which residents of the United States view the role of government. Students should also evaluate the role of local government in providing goods or services to residents of the District. Throughout this driving concept, students should evaluate a specific public policy case, and create a proposal about the appropriate level of government intervention in the policy case they are studying.

Standard:

8.1 Evaluate and compare competing ideas for the purpose of government and the role of the people across three different countries or Indigenous Nations.

8.2 Use excerpts from documents that shaped constitutional democracy in the United States, such as the Declaration of Independence, the Preamble to the Constitution, and the Federalist Papers, to analyze principles about the role of the government.

8.3 Evaluate major tensions within the United States' constitutional democracy, including majority rule and individual rights, liberty and security, civil disobedience and the rule of law, local versus federal control, and the size and scope of the federal government.

8.4 Analyze the historical and philosophical influences on the creation of the American government system, including the role of race, gender, religion, and socioeconomic status.

8.5 Evaluate how the role of the US federal government has expanded and contracted historically.

Commented [CK(197): This sentence is included word-for-word in the description of driving concept 2 as well. Where is it actually covered?

Commented [CK(198): This is not quite the same as what is called for in 8.8.

8.6 Analyze explicit liberties guaranteed by the US Constitution and explain how these liberties have been used to influence the role and purpose of government.

8.7 Analyze the role of the Washington, DC government over time, including its power to enact policy to address economic, social, and political problems.

8.8 Construct a claim about the role of the government in the lives of citizens and residents of the United States.

Driving Concept 2: How does the Government Function?

This driving concept uses inquiry to engage students in a critical analysis of ways different governments around the world and within the US function. Students should compare the different ways in which governments around the world create and enforce laws to the ways in which the United States creates and enforces laws. Students should also evaluate the ways that the local government provides goods and services to residents of the District. Throughout this driving concept, students should evaluate a specific public policy case and create a proposal advocating for the benefits of the current system, or propose a change that would improve the ways in which the federal or local government meets the needs of residents.

Standard:

8.9 Compare three different government structures around the world, including Indigenous Nations, and evaluate the structure of each government.

8.10 Analyze the structures and functions of the three branches of the US federal government.

8.11 Explain how a bill becomes a law in the federal government and evaluate the efficacy of the current system.

8.12 Analyze how a historic or current piece of legislation or law such as the Americans with Disabilities Act (ADA) impacts citizens.

8.13 Analyze a historic or current piece of legislation or law such as the Americans with Disabilities Act (ADA) to evaluate the role of citizens, interest groups, and corporations, and as well as elected leaders, in the legislative process.

8.14 Analyze a historic or current executive action to evaluate the power and limitations of presidential executive orders.

8.15 Analyze a current Supreme Court ruling to understand the role of the court system in the United States.

8.16 Identify elected leaders in the legislative and executive branches of the federal and local governments and identify multiple ways for citizens to contact government officials to advocate for legislation or public policy.

8.17 Evaluate the efficacy of different government policies in helping individuals increase their personal savings and economic resilience.

8.18 Assess the responsiveness of elected federal officials in enacting policies reflective of national public concerns and interests.

8.19 Explain the structure and powers of the Washington, DC government, including the features of the Executive, Legislative, and Judicial branches.

Commented [CK(199)]: This description mentions government around the world several times but the only standard in this driving concept that includes an international comparison is 8.9.

Commented [CK(200)]: See comment on the description of driving concept 1

8.20 Evaluate the extent to which the interests of Washington, DC residents are represented in the federal government and evaluate the impact of the relationship between the District and the federal government on local policy.

8.21 Evaluate the effectiveness of the structure and functions of the Washington, DC government in enacting policies that are reflective of community concerns.

8.22 Propose and advocate for specific changes to the structure and function of federal or local government to best meet the needs of the people, and/or propose a specific way to best create change within the current system.

Commented [CK(201): This seems like a separate concept from the first half of 8.22. Maybe split them into 2 or rephrase so the connection is clearer?

Driving Concept 3: Rights of the People

Through this driving concept, students will investigate the ways in which governments attempt to balance individual rights with public safety and order. Students should compare the different rights and protections of citizens around the world with the rights and protections provided by the United States government. Students should analyze the reasons for the evolution of rights over time, including the broadening definition of “citizen,” and evaluate the reasons different groups have been excluded from constitutional protections over time. Students should also evaluate the rights of District residents. Throughout this driving concept, students should evaluate a specific public policy case through the lens of rights and create a proposal for taking action.

Standard:

8.23 Compare at least three countries around the world ~~on and analyze~~ the rights of ~~their~~ citizens ~~in those countries~~, how the government ensures and protects these rights, and ~~evaluate~~ the extent to which the public ~~has the ability to can~~ influence the decision-making of different governments globally.

8.24 Analyze the history of the Universal Declaration of Human Rights and the rights enumerated in the document.

8.25 Identify the rights of Americans codified in the Constitution and evaluate the extent to which some of those rights have been realized.

8.26 Analyze historic Supreme Court cases that establish, extend, or limit the rights of citizens.

8.27 Evaluate the ways different activist groups have used the court system to expand or limit the rights of different individuals.

8.28 Analyze a current economic issue that curtails or infringes on citizens’ rights and offer alternative approaches to address the needs of different groups and society.

8.29 Evaluate contemporary debates about the proper enforcement of the 13th, 14th, and 15th ~~amendments~~.

8.30 Evaluate contemporary debates about the proper application of the rights reserved to citizens through the Bill of Rights and develop a proposal for personal or collective action about the issue.

8.31 Evaluate the status of Washington, DC in the federal government, the impact on the rights of the citizens and residents of the District, and the movement for DC statehood.

Commented [CK(202): Most of this standard seems to be covered by 8.20 and 8.21.

Driving Concept 4: Power and Access to Power in Society

Through this driving concept, students will think critically about how ~~power and the~~ access to and exercise of power have shaped public policy and societal experiences from a global, national, and local perspective. Students will analyze the way power is conferred or restricted based on including analysis along the lines of race, gender, religion, ethnicity, and socio-economic status. Students evaluate the relationship between the people and government, identifying, acknowledging, and solving real-world issues. Throughout this Driving Concept, students should evaluate a specific public policy case, ~~such as environmental policy~~, through the lens of access to power, and create a proposal for taking action.

Standard:

8.32 Analyze how international alliances and agreements (United Nations, North Atlantic Treaty Organization [NATO], North American Free Trade Agreement [NAFTA], United States-Mexico-Canada Agreement, World Trade Organization, International Monetary Fund, treaties with Indigenous Nations, etc.) expand and limit people's access to power around the world.

8.33 Evaluate the structure and impact of the federal system ~~and the structure of the federal~~ government on the abilities of individuals in different states, territories, and Indigenous Nations to influence national policy.

8.34 Compare the influenceability of different individuals and public and private interest groups ~~on the ability~~ to influence public policy.

8.35 Compare 21st-century voter suppression to ~~previous centuries earlier efforts at voter~~ suppression and analyze ~~the its~~ historic, racialized, and economic effects on various groups.

8.36 Analyze the way in which national or local policy has shaped access to resources and opportunity, or increased exposure to harmful environmental effects and how people have sought to address this.

8.37 Evaluate the change in access to local and national power in Washington, DC over time, and the impact of these changes on the government of Washington, DC.

8.38 Identify and analyze opportunities to access political power in Washington, DC to initiate and support change.

8.39 Analyze the impact of urban geography and zoning on access to power and opportunity in Washington, DC.

8.40 Identify a local, national, or international issue ~~or problem~~ connected to access to power and representation on which to conduct research, identify and assess options, and construct a public policy proposal designed to improve the situation.

Commented [CK(203): This was too long as a single sentence.

Commented [CK(204): This is too many examples so the actual objective of the standard gets lost. Consider reducing the number of standards and including others in supporting documents for implementation.

Commented [CK(205): This second half seems like a totally separate standard. Consider splitting.

Driving Concept 5: Protest and Resistance

In this driving concept, students will understand how effective protest and resistance can lead to economic, political, and social change. Students will analyze the challenges of engaging civic action at the local, national, and global levels to students and evaluate the effects of civic action on public policy in the United States and other countries. Students ~~should will~~ study the actions of groups who

protest and resist oppressive government actions, laws, or policies. These standards are best taught using a case study approach in which students apply their understanding to a specific policy issue.
Standard:
8.41 Analyze global examples of citizen action to enact change through protests and resistance to government action, and evaluate their success in achieving achievement of their stated purpose, and long-term effects of the action.
8.42 Analyze how the First Amendment of the US Constitution has been interpreted to limit or provide opportunities for citizen action to protest, resist, and influence government policy.
8.43 Compare the tactics, strategies, leaders, major events, and enduring impacts of different social movements within the US.
8.44 Analyze the way in which media and technology have been used as a tool s for resistance and protest.
8.45 Evaluate lasting and short-term impacts of protests to economic, social, and environmental policy.
8.46 Analyze the significance of Washington, DC as a historic and current location for national protests, rallies, and other demonstrations.
8.47 Evaluate the effectiveness of non-governmental organizations in Washington, DC at participating in and creating change.
8.48 Analyze an individual or a group involved in a historic or current protest movement to evaluate their efforts to achieve reform or improve society.
8.49 Evaluate the role and efficacy of civil disobedience, mass protest, and strikes in creating change.
8.50 Identify a local, national, or international issue, assess options for taking action, and construct an action proposal designed to make change.

Commented [CK(206): This standard is way too broad. Can some context be added to narrow the scope? Or maybe, the standard could include a specific number of social movements.

Driving Concept 6: Media, Society, Government, and Digital Literacy

This driving concept engages students in a critical analysis of the role of media and social media in shaping the understanding and narrative of a policy question. Students ~~should will~~ understand ~~how to assess reliable websites and organizations as they~~ how to use media to investigate a contemporary issue, ~~and then understand how to investigate the reliability of a website or organization~~. Students ~~should will~~ also understand how to evaluate coverage, framing, and missing viewpoints in traditional news sources. This driving concept is best explored through explicit instruction in digital literacy strategies and practice with curated materials.

Standard:

8.51 Use civic online reasoning strategies, including lateral reading, to identify the source of a webpage or digital resource.
8.52 Use civic online reasoning strategies, including lateral reading, to evaluate claims made by a webpage or digital source.
8.53 Identify resources to use in evaluating online sources and claims, including fact checking and news organizations.
8.54 Analyze the point of view and evaluate the claims of an editorial, editorial cartoon, or op-ed commentary on a public policy issue at the local, state, or national level.
8.55 Compare multiple accounts from different news or media sources about an issue of concern.

Commented [CK(207): To address constituent feedback about furthering the guiding principles on global perspectives and democracy, this driving concept could include discussion around freedom of the press, censorship, and/or how different countries' media outlets cover stories differently

Commented [CK(208): See comment on 3.32

8.56 Evaluate the strengths and weaknesses of traditional news media organizations (i.e., newspapers, magazines, and television) in creating an informed public, including an analysis of the use of fact checkers, editors, framing, and focus.
8.57 Analyze historical examples of using art or mass media to successfully influence public policy outcomes.
8.58 Analyze the role of social media in shaping political ideology, framing policy debates, and accurately informing the public about major policy issues within the United States.
8.59 Critically evaluate price, product claims, and quality information from a variety of sources to make informed consumer decisions.
8.60 Develop a plan to use technology and online platforms for civic engagement and to drive social change.

Commented [CK(209)]: It would be helpful to add a specific number of examples to limit the scope of this standard. Maybe, "at least two"?

Driving Concept 7: Global Opportunities for Action

In this driving concept, students will ~~analyze evaluate the efficacy of how countries use the different tools for foreign policies that the United States and other countries use of foreign policy~~ to impact global change. Students will ~~evaluate the effectiveness of different tools for foreign policy used by the United States, as well as analyze~~ the factors that lead to mass atrocity such as global genocide. Students ~~should study evaluate the efficacy of~~ different actions global citizens can take to address foreign crises ~~and evaluate each action for its effectiveness~~. These standards are best taught using a case study approach in which students apply their understanding to a specific global event, and then take action.

Standard:

8.61 Analyze the ways in which at least three different countries impact policy beyond their borders.
8.62 Compare the effectiveness of methods used by the United States government to enact foreign policy, including sanctions, aid, diplomacy, military force, coalition building, and deterrence.
8.63 Analyze the common risk factors and warning signs that indicate a country is susceptible to at-risk for genocide or mass atrocity and identify how they have been present during the Holocaust and at least one other genocide.
8.64 Evaluate the ways in which countries and international organizations recognize and respond to indications that a country is at risk for genocide or mass atrocity.
8.65 Propose and advocate for a specific method of action that can be taken by the federal government to best respond to a current situation in which a country is at risk for genocide or mass atrocity.

Commented [CK(210)]: Trying to avoid the repetition of "risk"

Commented [CK(211)]: During the State Board's public engagement sessions, some people requested explicitly naming other atrocities here and suggested that list of examples include at least one example from the US.

World History I

In World History I, students continue to develop and expand their historical thinking and critical literacy skills. Students in World History I analyze the social, political, cultural, and economic characteristics of complex societies and empires of major historical periods, from ancient civilizations through early modern empires. Students analyze the role of innovation and geography in the formation of early complex societies and compare the development of nation-states across geographic regions. This course prepares students to grapple with the implications of global contact, colonization, and conflict in World History II.

In World History I, students use historical thinking skills to analyze artifacts, images, and sources to make claims about the past. Students evaluate different interpretations of significant events and texts using context and corroboration. Students study global events from multiple perspectives and strengthen their ability to evaluate accuracy, credibility, and bias in historical source material.

Driving Concept 1: The Beginnings of Human Communities (Up to 8000 BCE)

Through this driving concept, students acquire key historical thinking skills necessary for grappling with world history content from the beginnings of human history through today. Students will evaluate how historians have traditionally organized history using time, place, and historical milestones and human achievement based on available evidence, and also consider how the available evidence gives rise to more questions than answers about the past. Students will explore the origins of communities and ways of life to set the foundation for their study of the development of societies.

Standard:

WH1.1 Analyze the scientific and archeological evidence for hominin evolution from the Australopithecines to Homo sapiens.

WH1.2 Describe types of evidence and methods of investigation that anthropologists, archaeologists, and other scholars have used to reconstruct early human evolution and cultural development.

WH1.3 Analyze the scientific and archeological evidence to understand about the interactions between Homo sapiens and other species of humans. (e.g., Homo neanderthalensis, Homo erectus, and Homo floresiensis.)

WH1.4 Integrate evidence from multiple disciplines (e.g., genetics, archeology, anthropology, linguistics) to trace early human migration from Africa to other major world regions.

WH1.5 Evaluate how early humans adapted to different environments and how their presence shaped their environments over time.

WH1.6 Analyze the impact of Paleolithic technological advances on early human evolution, migration, and communities.

WH1.7 Analyze Paleolithic and Mesolithic art, tools, and artifacts to describe early human cultures.

WH1.8 Evaluate the effects of different approaches to gathering resources (foraging and farming) that emerged during this the Mesolithic era.

WH1.9 Analyze archaeological evidence to understand make claims about the characteristics of early complex belief systems, including widespread worship of female deities.

Commented [CK(212)]: Are students acquiring any completely new historical thinking skills in this driving concept or are they building on/refining/practicing skills introduced in earlier courses?

Commented [CK(213)]: This is covered in driving concept 2 where students interrogate periodization. In this driving concept, students just describe the kinds of evidence historians use.

Commented [CK(214)]: This is not specifically addressed in the standards

Commented [CK(215)]: It would be helpful to clarify which era is being referred to here. Is the Mesolithic correct?

WH1.10 Analyze possible links between environmental conditions associated with the last Ice Age and changes in the economy, culture, and organization of human communities.

Driving Concept 2: Early Societies and Cities (10,000 BCE to 500 BCE)

This driving concept builds upon students' understanding of ways to study historical evidence and make meaning from the past to analyze how societies arose, first in Africa, then in Asia, and the Americas. Students will analyze geographic and environmental factors that promoted human societies, as well as how humans developed skills and technology to become complex, successful, agrarian societies. Then, students will analyze how these societies created and were shaped by early cultural traits and belief systems. Teachers should choose at least one of the following societies of focus from each region to explore as case studies. Societies of focus can include:

Africa: Kush, Nubia, Egypt

The Americas: The Olmecs, Maya, Norte Chico (Peru)

Asia: Mesopotamia, Jericho, China (the Shang Dynasty), Indus Valley

Standard:

WH1.11 Explain how historians categorize time periods and the strengths and limitations of periodization.

WH1.12 Analyze the values and limits of different archeological evidence in reconstructing the early history of domestication and agricultural settlement.

WH1.13 Analyze the geographical and environmental factors that encouraged human communities to organize into complex states and adopt approaches to procure resources, including pastoral nomadism and other non-agricultural approaches.

WH1.14 Locate and explain the significance of specific landforms and bodies of water to early complex societies in different regions between 10,000 BCE and 500 BCE.

WH1.15 Analyze the role of agricultural, technological, and cultural innovations in the emergence and maintenance of early complex societies between 10,000 BCE and 500 BCE.

WH1.16 Explain how the development of cities in Africa, Asia, Europe, and the Americas between 10,000 BCE and 500 BCE led to common characteristics of early complex societies, including social hierarchies, governments and laws, specialization, and writing between 10,000 BCE and 500 BCE.

WH1.17 Analyze how early religions and belief systems shaped the political, legal, economic, and social structure of states in Africa, Asia, and the Americas between 10,000 BCE and 500 BCE.

WH1.18 Compare the role of women, impact of gender on access to and exercise of power in different societies, including ways in which women exercised power between 10,000 BCE and 500 BCE.

WH1.19 Analyze archeological and primary source materials to make a claim about daily life for different individuals within Africa, Asia, and the Americas between 10,000 BCE and 500 BCE.

WH1.20 Compare and contrast the reasons for the decline of complex agrarian societies in Asia, Africa, and the Americas between 10,000 BCE and 500 BCE.

Commented [CK(216): It would be helpful to provide some clarification and support for educators and curriculum developers around the neolithic focus for these civilizations given that several of them are known more prominently as civilizations that coalesced a bit later on (for example, people generally date the Maya later) even though there were peoples living in that location at this earlier time.

Commented [CK(217): Why is the country in parentheses here, the dynasty is in parentheses for China, and other groups don't have any clarification on location? Consider a consistent approach.

Commented [CK(218): None of the societies listed are in Europe?

Commented [CK(219): Is it appropriate to apply "state" to these early societies or would another word be more accurate? If "state" is the right word, great! I do not have an extensive background in the politics of early societies, so I wanted to flag for verification.

Commented [CK(220): By looking just specifically at women in each society, it would be harder to get as meaningful a comparison among societies since you won't also have the context around how men or people of other genders exercised power as well.

Driving Concept/Topic #3: Ancient Empires (800 BCE to 700 CE)

In this driving concept, students will begin to analyze the social, political, cultural, religious, and economic traits of societies to understand how humans from 800 BCE to 700 CE of the past interacted with each other and with their environment to create complex civilizations. Students will trace the rise of historical empires and evaluate their legacy-enduring impact on our present world. Teachers should choose at least one society from each region to explore as case studies. Societies of focus can include:

Africa: Aksum, Carthage, Nok

Asia: Han China, Persia, Mauryan and Gupta (India), Akkadians and Assyrians

Americas: The Maya

Europe: Greece, Rome

Standard:

WH1.21 Evaluate the credibility and perspectives of different sources in understanding Ancient Empires and use them to answer specific questions about societies between 800 BCE and 700 CE.

WH1.22 Compare and contrast the tenets of various belief systems that developed in ancient empires and how they spread, including Christianity, Islam, Buddhism, Judaism, Hinduism, and Confucianism.

WH1.23 Compare the emergence of empires across Africa, Asia, Europe, and the Americas, including their methods of consolidating and maintaining power between 800 BCE and 700 CE.

WH1.24 Analyze the ways in which ancient empires in Africa, Asia, Europe, and the Americas, were governed, including decision-making, means of promoting the common good, and the relationship between people and their government between 800 BCE and 700 CE.

WH1.25 Assess the importance and enduring legacy of major governmental, technological, religious, and cultural achievements of ancient empires in Europe, Asia, the Americas, and Africa between 800 BCE and 700 CE.

WH1.26 Compare and contrast social hierarchies of ancient empires in Africa, Asia, Europe, and the Americas and the ideologies that guided them between 800 BCE and 700 CE.

WH1.27 Analyze archaeological evidence and primary sources to compare the rights of individuals in different ancient empires between 800 BCE and 700 CE.

WH1.28 Analyze the differences among gender roles during this time, including the role of women in different societies and the ways in which women exercised power between 800 BCE and 700 CE.

WH1.29 Analyze the emergence of complex, interregional networks of trade throughout Afro-Eurasia and how trade networks led to the diffusion and evolution of ideas, resources, and technologies between 800 BCE and 700 CE.

WH1.30 Analyze the effects of new long-distance trade networks on the collaboration and conflict between empires between 800 BCE and 700 CE.

WH1.31 Evaluate the social, political, cultural, and economic factors that led to the decline of various ancient empires between 800 BCE and 700 CE.

Commented [CK(221)]: This is not included in the standards.

Commented [CK(222)]: Don't the Akkadians fit better within the time period in driving concept 2?

Commented [CK(223)]: See comment on driving concept 2. The repetition of just the Maya in both driving concepts might cause confusion

Commented [CK(224)]: Can we be more specific on Greece and Rome similar to the clarification around Han China? Would students approach these standards through a case study of the Roman Empire or should the Roman Republic be covered too/instead? That would be helpful

Commented [CK(225)]: In response to public feedback about further emphasizing the development of democracy, this could be one place to include that.

Commented [CK(226)]: Does this really add content that is not included in WH1.26? Could they be combined?

Commented [CK(227R226)]: If keeping this as a separate standard is important, see note on WH1.18.

Commented [CK(228)]: Can WH1.29 and 1.30 be combined?

Commented [CK(229)]: In response to public feedback about discussing the fragility and decline of democracies, this could be one place to include that.

Driving Concept 4: Reorganization of Societies and Increasing Networks of Exchange (400–1200 CE)

In this driving concept, students continue to use social, political, cultural, and economic lenses to analyze the emergence of new empires and societies, including how these empires interacted to cause each others' success and decline. Students will analyze patterns of trade, war, migration, and cultural diffusion to analyze global power dynamics. Teachers can choose at least one society from each different region to explore as case studies. Societies of focus can include:

Africa: Ghana, Hausa Kingdoms, Ethiopian Empire

Americas: Pueblo, Maya, Teotihuacan, Moche

Asia: Sui, Tang, and Song dynasties in China, Gurjara-Pratihara Dynasty, Umayyad Caliphate, Heian Period in Japan

Europe: Frankish Empire (France), England (Anglo-Saxon kingdoms), Byzantine Empire, Holy Roman Empire

Australia and Oceania: Polynesia

Standard:

WH1.32 Use maps to analyze the decline of ancient empires and the emergence of new empires from 400–1200 CE.

WH1.33 Analyze the political changes and continuities in the societies and dynasties that emerged after the decline of ancient empires in Africa, Asia, Europe, and the Americas between 400–1200 CE.

WH1.34 Analyze the social and cultural changes and continuities between ancient empires and their successors in the same place between 400–1200 CE.

WH1.35 Analyze the role of religion, belief systems, and culture in the governance and maintenance of societies in Africa, Asia, and Europe between 400–1200 CE.

WH1.36 Explain the ways geography influenced the development of economic, political, religious, and cultural centers in Africa, Asia, the Americas, and Europe and how the centers facilitated population and cultural diffusion between 400–1200 CE.

WH1.37 Use maps to analyze the emergence of major networks of exchange (trade routes) between 400–1200 CE, including the role of specific goods and commodities and technology.

WH1.38 Analyze the roles of men and women in different societies, including ways in which women exercised power, between 400–1200 CE.

WH1.39 Evaluate the economic, political, religious, cultural, and social impacts of population migration and cultural diffusion in Africa, Asia, the Americas, and Europe due to trade, military expansion, and migration between 400–1200 CE.

WH1.40 Evaluate the impact of intellectual and technological innovations from Asia on the development of societies in Africa and Europe between 400–1200 CE.

Commented [CK(230)]: En dash

Commented [CK(231)]: Can or should?

Commented [CK(232)]: This fits better within the time period of driving concept 5.

Commented [CK(233)]: Why are the Maya repeated in driving concepts 2, 3, and 4 while others aren't? Many of the societies listed here in driving concept 4 also existed in periods covered by other driving concepts. Was there a rationale behind including some groups in multiple driving concepts if they fit there vs. choosing just one?

Commented [CK(234)]: See comment on driving concept 4 about deciding on a specific way to present societies and locations of case studies.

Commented [CK(235)]: Oceania is not included in the list of regions for most standards in the driving concept. Are there places to add them in?

Commented [CK(236)]: En dash

Commented [CK(237)]: En dash

Commented [CK(238)]: En dash

Commented [CK(239)]: WH1.33 and WH1.34 are very similar. Can they be combined?

Commented [CK(240)]: Aren't religions belief systems?

Commented [CK(241)]: En dash

Commented [CK(242)]: En dash

Commented [CK(243)]: En dash

Commented [CK(244)]: En dash

Commented [CK(245)]: En dash

Commented [CK(246)]: En dash

Driving Concept 5: Early Modern Empires (1000 CE–1600 CE)

In this driving concept, students will analyze the development of nation-states and early modern empires and analyze the methods that empires used to centralize power and expand globally. Students will study the roots of imperialism and colonialism, to deepen their understanding of global power dynamics as well as lay the foundation for the World History II course. Teachers should choose at least one society from each region to explore as case studies. Societies of focus can include:

Africa: Songhai, Mali, Great Zimbabwe, Asante, Zulu

Americas: Inca, Aztec (Mexico), Taino

Asia: Song Dynasty, Mongols (Yuan Dynasty), Delhi Sultanate, Safavid Empire, Ottoman Empire

Europe: England, Spain, France, Holy Roman Empire, Byzantine Empire

Australia and Oceania: Māori, Aboriginals

Standard:

WH1.41 Evaluate the credibility and perspectives of different sources in understanding Ancient Empires and use them to answer specific questions about societies between 1000 CE and 1600 CE.

WH1.42 Analyze the factors that contributed to the expansion and/or emergence of powerful nation-states and empires in Asia, Europe, Africa, and the Americas between 1000 CE and 1600 CE.

WH1.43 Compare and contrast the methods rulers used to legitimize and consolidate power within Asia, Europe, Africa, and the Americas, including bureaucracies, religion, militarism, feudalism, architecture, taxation, and art between 1000 CE and 1600 CE.

WH1.44 Analyze the impact of centralizing power on both trade and conflict between and within states and empires in Asia, Europe, Africa, and the Americas between 1000 CE and 1600 CE.

WH1.45 Compare and contrast how states and empires in Asia, the Americas, Africa, and Europe addressed issues of cultural diversity, religious diversity, and conflict within their societies, including an analysis of the rise of Sikhism between 1000 CE and 1600 CE.

WH1.46 Analyze the roles of men of women in different societies, including ways in which women exercised power between 1000 CE and 1600 CE.

WH1.47 Analyze the development of institutions of higher education and intellectual centers and assess their role in advancing societies between 1000 CE and 1600 CE.

WH1.48 Explain the causes and effects of technological innovations and early urbanization on societies in Asia, Europe, Africa, and the Americas between 1000 CE and 1600 CE.

Commented [CK(247)]: Is it accurate to refer to this whole time period as "early modern"? Don't historians consider the "early modern" to begin around the 1400s?

Commented [CK(248)]: En dash

Commented [CK(249)]: Can there be clarification added to England and France such as is included in driving concept 4? Maybe Capetian and Plantagenet?

Commented [CK(250)]: Again, Oceania is left out of most lists of regions in this driving concept. Can it be added in?

Commented [CK(251)]: See comment on WH1.18

Driving Concept 6: Analyzing Antiquity

Through this driving concept of World History I, students will demonstrate the questioning, analysis, and communication skills developed during the elementary, middle school, and high school social studies program. Students will develop compelling questions, plan an inquiry, evaluate sources, gather evidence, and communicate conclusions to an audience.

Standard:

Commented [CK(252)]: At this point, students will have had only 1 year of high school social studies so far

Commented [CK(253)]: Not mentioned in the standards

Commented [CK(254)]: Not mentioned in the standards. Students evaluate and use evidence, but none of the standards require that they gather it themselves.

Commented [CK(255)]: None of the standards in this driving concept require students to communicate their conclusions to an audience.

WH1.49 Identify a compelling question related to the UNESCO World Heritage List or the ownership of artifacts from antiquity.

WH1.50 Evaluate the credibility of online sources and claims about UNESCO World Heritage Sites or ownership of artifacts.

WH1.51 Apply sourcing information, such as authorship, point of view, purpose, intended audience, and historical context to primary and secondary sources to evaluate the credibility of source materials.

WH1.52 Using evidence, construct a claim about a compelling question regarding a UNESCO World Heritage Site or the ownership of artifacts from antiquity.

Commented [CK(256): WH1.50 and WH1.51 are both essentially asking students to do the same thing-evaluate the credibility of sources. Can they be combined or further differentiated?

DRAFT

World History II

In World History II, students study the evolution of the early modern world and the impacts of interactions between societies from the 15th century through the modern era. Students analyze the impact of innovation, expansion, colonization, and conflict on global societies through primary sources and historical artifacts. Throughout the course, students evaluate the causes and consequences of global connections, empire-building, resistance, and revolution, decolonization, migration, trade, and cultural exchange. World History II equips students to analyze the benefits and challenges of an interconnected world through the lens of power, perspectives, and lived experiences of different people.

In World History II, students continue to develop historical thinking skills through historical inquiry and synthesizing information from multiple historical sources. Throughout the course, students analyze different accounts of the historical events, considering the impact of context, perspective, and credibility. Students compare events by analyzing and evaluating continuity and change over time. By the end of World History II, students can make and defend a claim about a historical event using a critical analysis of historical evidence.

Commented [CK(257): See comment on Driving Concept 5 in World History I about the use of the term "early modern"

Commented [CK(258): Driving concept 1 includes content from the 15th century

Driving Concept 1: Intra-regional Interactions

Through this driving concept, students will examine the interactions of people and-as well as the movement of ideas and biological or ecological forces within different regional networks across the world in the 14th and 15th centuries—such as regions across, Northern Africa and Eurasia, Sub-Saharan Africa, the Americas, and Oceania. Students will analyze the role-effects of natural resources, access to bodies of water, climate, and continental shape, and how they impacted on the interconnectedness of different societies. Students will evaluate the impact of trade, cultural patterns, and political ideologies, and the development or inheritance of different technological and scientific innovations on different societies across the globe.

Standard:

WH2.1 Evaluate the utility of the writings of Iban Battuta, Marco Polo, and Zheng He for understanding the lives and customs of different people across Afro-Eurasia.

WH2.2 Analyze the impact of geographic features of Afro-Eurasia, Sub-Saharan Africa, the Americas, and Oceania in the early 1400s, including impact on the role of native crops, bodies of water, landforms, and climate on the development of societies in each region.

WH2.3 Compare the different size and relative isolation of different regional networks across Afro-Eurasia, Sub-Saharan Africa, the Americas, and Oceania in 1400.

WH2.4 Analyze the impact of the exchange of natural resources, disease, technology, ideas, goods, and religious practices on at least three different societies across Afro-Eurasia in the 14th and 15th centuries.

WH2.5 Analyze the impact of the exchange of natural resources, goods, ideas, technologies, and religion on at least two different societies across Western Africa and Sub-Saharan Africa in the 14th and 15th centuries.

Commented [CK(259): I suggest moving this driving concept and many of the standards from the subsequent driving concepts to World History I (see letter for a full explanation).

Commented [CK(260): Exactly the year 1400 or the 1400s?

Commented [CK(261): Why split WH2.4 and WH2.5 by region but not do so for other standards?

WH2.6 Analyze the impact of the exchange of agricultural methods and the scientific, mathematical, and technological innovations on at least two different societies across the Americas in the 14th and 15th centuries.
WH2.7 Analyze the impact of navigation techniques and the exchange of natural resources on at least two societies across Oceania in the 14th and 15th centuries.
WH2.8 Compare the nomadic lifestyle and culture of the Mongolian Empire and the pastoral agricultural lifestyle of the Khoisan people of southern Africa to lifestyles and cultures of sedentary- city-states.
WH2.9 Compare the political and social structures created by Islam in the Songhai Empire of Western Africa; Christianity and the Catholic Church in Europe; and Confucianism, Buddhism, and Daoism in Ming China.

Commented [CK(262): Hyphenate city-states not sedentary-city

Driving Concept 2: Convergence, Upheaval, and Resistance 1400– 1750
Through this driving concept, students will analyze the shift from micro networks of human interaction to macro networks. Students will analyze the impact of increased global interaction on human populations across the world, as the movement of plants, animals, pathogens, technology, and people — both voluntary and unjustly forced — on empires, kingdoms, and populations around the world. Students should analyze different perspectives and sources to evaluate the different motivations for increased trade and interaction. Students should explain how some societies perpetuated cultural hegemony through false hierarchies, while others engaged with revolutionary forms of resistance, adaptation, advocacy, and resilience exercised by different populations.
Northern/Eastern Afro-Eurasia Region
WH2.10 Explain the impact of large-scale systems of trade across Afro-Eurasia on the growth of militaries, communication networks, and technological advancements (including sailing knowledge) and how large-scale systems of trade armed societies for global engagement.
Asia
WH2.11 Evaluate the purposes and impact of the naval expeditions of the Ming Dynasty in China and evaluate the reasons for the retraction of naval expeditions.
European
WH2.12 Evaluate the motivations for European maritime expeditions across the Atlantic Ocean, and evaluate the impact of ideology, disease, and inherited and revised technologies on systems of enslavement and colonization.
Americas
WH2.13 Analyze the government structures, technological innovations, and geographical features of empires and city states across the Americas to evaluate the drastic impact of European colonization on Indigenous Empires (i ncluding the Aztec and Incan Empires).
WH2.14 Evaluate examples of Indigenous or Native American resistance to European colonization in the Americas.
WH2.15 Compare different forms of European colonization and enslavement, such as in plantation-based societies and economies across the Americas and the Caribbean, and resistance to such enslavement.
Africa

Commented [CK(263): En dash

Commented [CK(264): Do students analyze the shift or just the end result? These seem to refer more to the new macro networks rather than the process of shifting

Commented [CK(265): Is there a more concise name to use for the region?

Commented [CK(266): There is a great deal of overlap between the standards in the Europe, Americas, and Africa sections. For example, in WH2.12, the part about motivations for European maritime expeditions is unique to that standard, but the rest of the standard overlaps with the discussions of European colonization on Indigenous cultures in WH2.13 and of slavery in WH2.15, WH2.17, and WH2.18. I think it would be more effective to abandon the separation into regions here (especially since many of the sections include a single standard). The focus on this driving concept is those macro networks across the globe so isolating standards neatly into regions is going to be challenging, if not impossible.

Commented [CK(267): This second half on WH2.13 seems like a separate standard.

WH2.16 Evaluate the factors that led to the expansion and solidification of the Islamic kingdoms of Western Africa, Christian kingdoms of northeast Africa and the Swahili City-States on the eastern coast and analyze the political, economic, and social structures of at least three different countries.
WH2.17 Analyze different forms of engagement and/or resistance of Africans to European traders (i.e., the fight for independence led by Queen Nzinga Mbande), and evaluate the impact of the transatlantic trade of enslaved people on the social fabric of regions, cultures, family structures and populations across Africa.
WH2.18 Evaluate primary source accounts of the middle passage to analyze the dehumanizing experience forced upon enslaved people and the ways in which individuals worked to maintain humanity and dignity in the face of mass atrocity.
Oceania
WH2.19 Analyze the impact of global interaction and European colonization on at least two societies in Oceania, including the islands and Pacific Rim.
Historical Source Material
WH2.20 Evaluate the limits of using European sources for understanding the political, technological, and cultural life of empires in the Americas.

Commented [CK(268): This second half of WH2.16 seems like a separate standard.

Driving Concept 3: Internal Cultural Shifts 1500–1750 (Internal),
Through this driving concept, students will evaluate the reasons for and impact of cultural upheaval <u>with-in</u> different global societies. Students will evaluate the reactions of ruling elites to different cultural changes and the impact of these changes on the distribution of social, political, and economic power within different regions. Students should analyze the local causes and distinct features of each movement and compare movements for similarities and differences.
WH2.21 Analyze the political reasons for the rise of Shi'ism as a state religion in Iran and the impact of the architecture and philosophy in the region.
WH2.22 Analyze the reasons for and social consequences of the Renaissance, Protestant Reformation, and Scientific Revolution in Europe, identifying major achievements of each movement and the impact of each on the <u>dissemination-distribution</u> of power within Europe.
WH2.23 Analyze the conditions that lead to the development and rise of Sikhism in India, its core tenants, including the role of women, and <u>explain</u> how Muslim persecution and the Hindu caste system impacted <u>the-its</u> evolution and spread of Sikhism.
WH2.24 Analyze primary sources to explain how Chinese and Japanese elites regarded Jesuit missionaries and the impact of Chinese and Japanese culture and politics on the reception of Christianity.
WH2.25 Evaluate the impact of Spanish missionaries and resistance to colonization on Indigenous culture and social roles in the Americas, including the <u>evolution of language</u> and the impact on <u>I+wo-</u> Spirit identities in different cultures.
WH2.26 Analyze the context for the evolution of political philosophy between 1500 and 1750, including <u>the reasons for</u> the Enlightenment and Confucian Reformation, and compare the philosophies of John Locke, Wang Yangming, and Zera Yacob.
WH2.27 Compare the political reactions to novel religious and intellectual upheavals and the impact of persecution on the spread of different ideas.

Commented [CK(269): En dash

Commented [CK(270): OSSE received feedback on the first draft about the use of the term "caste" in the world government anchor standard and agreed to remove it in the Public Comment Summary and Anticipated Agency Response. However, it has been added back in with this new standard. See feedback from constituent Shereen Bhalla included in letter for further details.

Commented [CK(271): What is this referring to?

Commented [CK(272): I appreciate this example of revisions in response to public feedback.

Commented [CK(273): Did Zera Yacob belong to a particular philosophical movement?

Commented [CK(274): Is the intent to compare the reactions to religious vs. intellectual upheavals? Or is it to compare the reactions to specific examples that were religious and/or intellectual?

Driving Concept 4: Empires and Power Structures 1500–1750

Commented [CK(275)]: En dash

Through this driving concept, students will analyze the creation and evolution of power structures and political entities throughout Eurasia and Africa in the 16th, 17th, and 18th centuries. Students will analyze multiple case studies to evaluate how governments across the world have consolidated, maintained, and in some cases lost power and control. Students will also explore global trade and the growth of a global economy as well as the impact and influence on societies and people, including a critical assessment of the exploitation of people for the benefit of accumulating wealth at the expense of human lives. During this driving concept, students will continue to apply historical thinking skills, and explain how historians reconstruct the lives of non-elite individuals in different empires, and evaluate the reliability and limitations of different types of historical evidence.

Commented [CK(276)]: There is too much included in this sentence. Can it be split or edited down?

The Rise and Consolidation of Empires

WH2.28 Analyze the factors that led to the expansion and consolidation of The Tokugawa Shogunate in Japan and evaluate the role of social hierarchy, centralized bureaucracy, and isolationism in centralizing and maintaining power.

WH2.29 Analyze the factors, including policies towards ethnic and cultural diversity that led to the expansion and consolidation of the Qing Dynasty in China, and evaluate the role of policies towards ethnic and cultural diversity in centralizing and maintaining power.

WH2.30 Analyze the factors, including the role of religious tolerance, centralized administration, and military power that led to the expansion and consolidation of the Mughal Empire in India and evaluate the role of religious tolerance, centralized administration and military power in centralizing and maintaining power.

WH2.31 Analyze the factors, including the role of religion, arts, and architecture that led to the expansion and consolidation of the Ottoman Empire, including the role of religion, arts, and architecture in centralizing and maintaining power.

WH2.32 Analyze the factors, including the role of serfdom, the military system, and conscription that led to the expansion and consolidation of the Russian Empire during the 16th, 17th, and 18th, and evaluate the role of serfdom, the military system, and conscription in centralizing and maintaining political power.

WH2.33 Evaluate the role of alliances and military power in expanding and maintaining the Hapsburg empire during the 16th, 17th, and 18th centuries.

WH2.34 Compare the ways in which women exercised power during the 16th, 17th, and 18th centuries within different empires.

Commented [CK(277)]: See comment on WH1.18

WH2.35 Analyze the political and social organization, trade networks, and cultural achievements of the empires of Morocco or Kongo, including their political and social organization, trade networks, and cultural achievements and assess the responses to these empires from smaller powers to these empires, including those led by women.

The Global Economy

WH2.36 Analyze the factors that contributed to the rise of global systems of trade, such as joint stock companies and banks, in the 16th, 17th, and 18th centuries.

WH2.37 Evaluate the impact of the silver trade, spice trade, cotton trade, and sugar industry on different societies and individuals during the 16th, 17th, and 18th centuries.

Historical Source Material

WH2.38 Evaluate the use of different source material in reconstructing the lives of non-elite individuals in at least two different empires and evaluate the reliability and limitations of different historical evidence.

Driving Concept 5: Revolutions 1750–1930

Through this driving concept, students evaluate the political, social, and economic upheavals that swept across Europe, the Americas, Asia, and Africa from the 18th to the early 20th centuries. ~~Students will analyze the impact of these revolutions on the development of modern societies.~~ Students will ~~identify~~ analyze the causes and courses of the major revolutions of the period ~~and assessing with attention to~~ the roles played by race, gender, and class in these events. Additionally, students will analyze ~~the causes and effects~~ impacts of these revolutions on political, social, and economic structures, ~~with a focus on~~ and the varied experiences of marginalized groups. ~~They~~ Students will also examine how power imbalances fueled these revolutions and contributed to the perpetuation of oppressive systems.

Throughout this driving concept, students will use primary and secondary sources to develop their own critical perspectives on these revolutions. They will consider the complex historical and cultural factors that shaped these events and explore the perspectives of marginalized groups traditionally excluded from mainstream narratives. This driving concept will examine how colonialism and imperialism impacted societies worldwide during this period. Students will work to challenge biased and racist narratives perpetuated by historical perspectives and interpretations.

Atlantic Revolutions

WH2.39 Analyze political, social, and economic conditions that led to the French Revolution, and evaluate the impact of its events on French government and society.

WH2.40 Analyze the social, political and economic factors that contributed to the Haitian Revolution and evaluate the impact of the Haitian revolution on Haiti and global events.

WH2.41 Analyze the social, political and economic factors that led to revolution in at least one Latin American country in the 19th century, and evaluate the impact of the revolution on social, political and economic structures within that country.

Industrial Revolution

WH2.42 Analyze causes and effects of the Industrial Revolution in Great Britain and Europe.

WH2.43 Using primary and secondary sources, ~~a~~ Analyze the impact of industrialization on the social, economic, and political landscape during the Meiji Restoration in Japan, ~~using primary and secondary sources to explore the social, economic, and political changes that occurred during this period.~~

WH2.44 Analyze the reasons for and impact of the rise of industrialization in Egypt in the 19th century and ~~evaluate the reasons for and impact of its~~ the subsequent economic collapse on Egyptian society and government.

WH2.45 Evaluate the impact of industrialization on individuals of different race, class, gender, and religion in different regions and evaluate the efficacy of workers' rights movements in different regions.

Commented [CK(278): En dash

Commented [CK(279): Why is the description of driving concept 5 so significantly longer than the others?

Commented [CK(280): In response to constituent feedback, it could be meaningful to mention the American Revolution in one of the standards in this section. That was an Atlantic revolution that happened during this time period.

Commented [CK(281): Why mentioned the impact of the Haitian revolution on global events but not for the French Revolution?

WH2.46 Analyze the participation and impact of religious minorities, women, and marginalized groups traditionally excluded from government in the political and social revolutions of the 18 th and 19 th centuries.
Imperialism
WH2.47 Compare the differences between settler colonialism and economic imperialism in the 19 th and 20 th centuries, including the roles of technology, trade, racism, and military power in each system.
WH2.48 Evaluate the causes of European Imperialism in Africa, including and the impact of political borders on the conflict between different ethnic groups.
WH2.49 Evaluate the causes, outcome and consequences of fr continued dissent, disruption, and resistance to colonization across Africa, including Ethiopia.
WH2.50 Evaluate the methods of and resistance to European colonialism in one society within Southeast Asia.
WH2.51 Evaluate the motivations for and impact of Japanese imperialism on Chinese and Korean society.
WH2.52 Analyze the effects and legacy of settler colonialism in countries such as Kenya and Australia, including the displacement and marginalization of on indigenous peoples, the exploitation of natural resources, and the suppression of traditional cultural practices in countries such as Kenya and Australia and analyze the role of resistance movements on the struggle for independence and self-determination.
New Revolutions
WH2.53 Analyze the Opium Wars' impact on China's political, economic, and social systems and evaluate the global consequences of the Opium Wars.
WH2.54 Evaluate the effects of the political, economic, and social changes that occurred during the Meiji period on Japanese society and evaluate the significance of the Meiji Restoration.
WH2.55 Analyze the economic, social, and political conditions in China that led to the Boxer Uprising, evaluate the Qing dynasty's response, and examine its impact on China's relationships with other countries.
WH2.56 Evaluate the causes and legacy of the Mexican Revolution, including the reasons for the successes and shortcomings of different leaders and factions in reforming Mexican society, with particular attention to land reform, social movements, and political systems.
WH2.57 Compare the causes and consequences of the Boer War, Boxer Rebellion, and Sepoy Rebellion on the lives of individuals in South Africa, China, and India.
WH2.58 Analyze the causes, and consequences, and impact of the Russian Revolution on Russian and its impact on global politics, social structures, and economic systems.
Nation Building
WH2.59 Analyze the successes and limitations of nation-building in one country in South America during the 19th and early 20th centuries, including the role of early constitutions, economic factors, and outside nations.

Commented [CK(282)]: There is too much included in this standard. I suggest splitting it into two.

Commented [CK(283)]: The changes during the Meiji Restoration WH2.43. Can these two standards be combined?

Commented [CK(284)]: The Boxer Rebellion is covered in WH2.55

Driving Concept 6: World Wars 1870–1945

In this driving concept, students will evaluate the roles of nationalism and imperialism in global conflict in the 20th century. Students will analyze the causes, course, and consequence of World War I and World War II, including the impact of genocide, migration, and new nation-states. Students should analyze the ways in which these conflicts differed from prior global conflicts, including the impact of the extreme violence of modern war, the global scale of politics and interconnectedness of people around the world, the increased impact of international politics on ordinary people, and the impact of mass political and ideological movements such as fascism, communism, anti-colonialism, and suffragism.

World War I

WH2.60 Analyze the causes of World War I in Africa, Asia, Europe, and the Americas, including the role of new technology, alliances, and nationalism.

WH2.61 Evaluate the role of imperial nations and empires in World War I, including the role of Ethiopia, China, Japan and Brazil.

WH2.62 Evaluate the causes, course and consequence of the Armenian genocide.

WH2.63 Evaluate the experience of soldiers, including Chinese workers, in World War I and the impact of World War I on the political, social and economic structures of different countries.

Interwar Years

WH2.64 Evaluate the efficacy of different women's movements for equality and political rights, including the suffrage movement.

WH2.65 Analyze the political, economic, and social changes in the 1920s, including the rise of communism, the dismantling of Ottoman, Austro-Hungarian and German Empires, the Irish Civil War, the Chinese Civil War, and the nationalization of countries in Latin America.

WH2.66 Analyze the factors that lead to the rise of totalitarian states and the erosion of individual liberties in the 1920s and 1930s, including the rise of fascism in Russia, Germany, Japan, and Italy.

World War II

WH2.67 Analyze the causes and events of World War II in Africa, Asia, Europe, and the Americas.

WH2.68 Analyze the history, cause, and consequence of discrimination against religious minorities in Europe, Asia, Africa, and Latin America, including antisemitism.

WH2.69 Evaluate the cause, course, and consequences of the Holocaust.

WH2.70 Analyze the reasons for the consequences of human rights violations during World War II, including the Nanjing Massacre, Japanese War Crimes in Manchuria and the Philippines, actions of the Red Army, and the dropping of the Atomic Bomb and explain the cooperative global response of the Universal Declaration of Human Rights.

WH2.71 Analyze the short- and long-term economic, political, environmental, and social consequences of World War II

WH2.72 Compare the ideologies of socialism, communism, fascism, and liberal democracy and explain the reasons for their growth and decline around the world in the 20th century.

WH2.73 Evaluate the shift in global power dynamics after World War II and the reasons for the start of the Cold War.

Commented [CK(285)]: Why does this driving concept start back at 1870?

Commented [CK(286)]: En dash

Commented [CK(287)]: This seems like two separate standards. I suggest splitting.

Commented [CK(288)]: The whole history or during this specific time period?

Commented [CK(289)]: In the State Board's previous comments, it was requested that the incorporate elements of Jewish resistance to the oppression of the Holocaust (and other times throughout history). Please add something that specifically calls out Jewish resistance and efforts to maintain dignity like are included in other standards that reference Japanese Internment, slavery, oppression of Indigenous people, authoritarian consolidation in Russian and Turkey, etc.

Commented [CK(290)]: Without another verb here it sounds like the Universal Declaration of Human Rights is part of the list of atrocities

Driving Concept 7: Cold War, Decolonization, and Nation Building

Through this driving concept, students will evaluate the causes and consequences of major changes in global politics and social change throughout the second half of the 20th century. Students will evaluate the contextual factors that influenced the Cold War. Students will also analyze the Chinese Communist Revolution and the process of decolonization, including the Partition of India. They will also explore the role of different leaders and movements in promoting African unity and independence, as well as the experiences of revolutionary movements in Central America and the Caribbean. In addition, students will examine the complex factors that contribute to unequal development, neocolonialism, and political and economic issues in developing nations.

WH2.74 Evaluate the major ideological distinctions between the Eastern and Western blocs and explore the contextual factors that influenced the Cold War, including the non-aligned movement and the role of small non-aligned nations throughout the 20th century.

Decolonization

WH2.75 Evaluate the reasons for and impact of the campaign for Independence in India, and the factors that lead to the establishment of Indian sovereignty, and including the reasons for and impact of the Partition of India.

WH2.76 Analyze the impact of the Chinese Communist Revolution on China, the world, and the global spread of communism, including its historical background, political and economic developments, and the relationship between Taiwan and China.

WH2.77 Compare the approaches of different leaders in promoting African unity and independence in the 20th century, through including the impact of the Pan-African movement on African nations and communities globally.

WH2.78 Evaluate the causes and impact of at least two African independence movements, including the Democratic Republic of Congo and/or movements in Angola, Kenya, Ghana, Algeria, or Nigeria.

WH2.79 Analyze the impact of the struggle for economic autonomy, political sovereignty, and social justice that led to and revolutions in Guatemala, Cuba, or Nicaragua.

WH2.80 Evaluate the efficacy of the ideologies and methodologies of at least three nationalist leaders, including Mahatma Gandhi and Ho Chi Minh.

Revolutions and Proxy wars

WH2.81 Evaluate the cause and consequences of proxy wars during the Cold War from the perspective of the inhabitants of Afghanistan, North and South Korea, or Vietnam.

WH2.82 Analyze the reasons for the rise of the Khmer Rouge in Cambodia and analyze the course and consequences of the Cambodian Genocide.

WH2.83 Analyze the causes and effects of the Iranian Revolution and evaluate its impact on Iran and the global community.

WH2.84 Analyze the environmental impact of nuclear weapons and evaluate the effectiveness of historic and modern efforts to limit nuclear arms.

WH2.85 Evaluate the reasons for rise of populist leaders in Guatemala, Argentina, Bolivia, or Chile and the analyze impact of American intervention on civil liberties and economic conditions in Latin America.

WH2.86 Analyze economic exploitation during the Cold War and decolonization eras and evaluate the efficacy of different forms of resistance.

Post-Cold War

Commented [CK(291)]: Is there a way to reduce the overlap with WH2.65?

Commented [CK(292)]: The standard itself already says what the impact of the struggle was: revolution.

WH2.87 Analyze the impact of the collapse of the Soviet Union on global power dynamics, including the role of NATO in the post-Cold War era, and the emergence of new democracies in Eastern Europe.
WH2.88 Analyze causes and consequences of the post-Cold War shift towards populism and socialism in one country in Central and South America.
WH2.89 Analyze the historical and social context of Apartheid in South Africa, its political and economic impact on political and economic systems, and national and international resistance, to Apartheid in South Africa, as well as evaluate international pressure in dismantling Apartheid, and assess the system's legacy on South African society and the ongoing struggle for social justice.
WH2.90 Evaluate the reasons for the rise of Rivalry between Saudi Arabia and Iran, including the historical and religious factors and the role of international actors, and assess its impact on regional and global politics in the 21 st century.
WH2.91 Analyze the historical and structural factors that contribute to unequal economic development across the globe, and assess the impact of including how neocolonialism, and international organizations and actors in promoting or hindering economic and social development in different regions of the world today.

Commented [CK(293): To clarify, is this standard referring to the ongoing impact of uneven economic development and neocolonialism through the present?

Driving Concept 8 Shifting power: 1980s – Modern Era
Through this driving concept, students will evaluate multiple sources and perspectives to analyze the massive shift toward globalization from the 1980s onward. Students will investigate the forces that led to globalization, including shifts-changes in migration around the world, methods of manufacturing, and the consumption of goods, the and production of waste, the waging of wars, the rise of revolutions, the ongoing exchange of disease and, the emergence of new pathogens, and the accelerated spread of technology. Students will assess the ways this era of globalization is part of an established pattern of converging or expanding “webs,” while also tracing the noteworthy, more unique elements of this era. Students should evaluate the ways in which people have heightened and/or diminishing access to economic, social, or political power, examining the role of both governments and personal agency.
WH2.92 Evaluate the impact of changes in technological innovations and economic and political policies on the world’s population, social order, and earth’s resources.
WH2.93 Analyze the final events of the Cold War and its impact on the spread and/or dissolution of political or social ideologies and forms of government, and the (re)formation of political and economic alliances around the world.
WH2.94 Evaluate the conditions that have contributed to the contraction of democracy in the 21 st century, including the role of citizens in resisting authoritarian consolidation (e.g., consolidation of power in Russia and Turkey).
WH2.95 Evaluate the various motives and impacts of wars in the Middle East (i.e., the Persian Gulf War, the Invasion of Kuwait, the war in Iraq) on regional stability and government.
WH2.96 Examine-Analyze the conditions that led to social movements across the world and the impact they had locally and globally, including the Arab Spring and student demonstrations in Latin America.
WH2.97 Compare the reasons for the spread and/or emergence of various pathogens and diseases across the world since the 1980s to analyze local, national, and global impacts on social and economic

Commented [CK(294): En dash

Commented [CK(295): I don't think the description needs to list so many examples. It makes the sentence really long.

Commented [CK(296): Why is this in quotation marks?

Commented [CK(297): I want to confirm, do we mean i.e. here or should it be e.g.?

dimensions (i.e., HIV/AIDS, malaria, Ebola, SARS, COVID-19) across the world since the 1980s, including the social and economic impacts at a local, national, and global scale.

WH2.98 Evaluate the impact of ~~Analyze~~ the rise of technological innovations, including revolutions in telecommunications ~~including and their impact on promoting democracy, consolidating information, and centralizing ownership of digital information,~~ the democratizing aspects of such technology and the consolidation of information, and centralized ownership of digital information.

WH2.99 ~~Examine and evaluate the impact of increased industrialization and global economic activities to analyze both the obstacles and proposed solutions to address climate change (i.e., UN Sustainable goals, Paris Climate Agreement), including the intersection of a "consumption-based modernity" and environmental limits. Analyze the environmental impact of increased industrialization and global economic activities, the intersection between "consumption-based modernity" and environmental limits, the obstacles to addressing climate change, and some of the proposed solutions (e.g., UN Sustainable Development Goals, Paris Climate Agreement).~~

Commented [CK(298): See comment on WH2.95

Commented [CK(299): Is there a word other than "information" that works for one of these list items? I could not come up with something that felt like an accurate replacement but maybe you can.

Commented [CK(300): Examining the impacts of industrialization etc. won't get students to an analysis of proposed solutions to climate change.

Commented [CK(301R300): I rephrased but there is still a being covered in this one standard. Is there a way to edit it down further?

Commented [CK(302): See comment on WH2.95

Commented [CK(303): Is there a reason that "consumption-based modernity" is in quotation marks?

DRAFT

US History II: Reconstruction through the Present

US History II examines the successes and challenges in American history from the end of the Civil War to the present. The initial unit of the course assesses the extent to which Reconstruction can be viewed as a social, economic, and political revolution in American history and traces the legacy of Reconstruction to the modern era. In subsequent units, students study America at home and abroad in the late 19th, 20th, and early 21st centuries through diverse perspectives. Students evaluate the benefits of technological and economic expansion with the resulting economic, political, and social inequities and environmental degradation. Students will analyze the expansion and contraction of Americans' access to democracy and power during this period and the impact of government policies and political movements on individual lives. They will assess America's contributions to the world while also grappling with the American legacy of settler colonialism, exploring different perspectives of America's evolving role in the world.

In US History II, students continue to develop and apply historical thinking skills while building upon the knowledge and understandings they developed in US History I and subsequent social studies courses. Each unit requires students to contextualize events and develop a deep understanding of historical periods and analyze how individual actions were shaped by historical context. Students critique the usefulness of historical sources in understanding the past considering the author, context, purpose, and audience. US History II helps students to apply the lessons of the past to understand the present and prepare for the future. Throughout the course, students analyze and contextualize multiple primary sources from different viewpoints to evaluate the evolution of American institutions and society into the 21st century.

Commented [CK(304): Not included in the standards, although it may be covered indirectly?

Driving Concept 1: Reconstruction

In this driving concept, students assess the opportunities and challenges faced by the people and government of the United States, ~~and~~ Students analyze the varying ways the country addressed the contradictions that existed between the ideals of its founding documents — the declarations of freedom, equality, and justice — and the ways it upheld a long history of racial injustice. Students ~~should~~ use primary accounts of different individuals, including freedpeople, to understand the lived experiences of freedpeople during and after Reconstruction, ~~and~~ Students also use primary sources to assess the extent to which different Americans were able to realize the promise of freedom.

Standard:

US2.1 Analyze the principal rights and ideals established in the United States Constitution and Declaration of Independence ~~to~~ and evaluate the extent to which early American history fulfilled those ideals.

US2.2 Analyze key events, as well as actions taken by everyday people and notable historical figures, to evaluate how the fight for abolition and civil or human rights preceded the post-Civil War era.

US2.3 Use primary and secondary sources from formerly enslaved or freedpeople to ~~A~~ analyze the perspectives, everyday actions, and aspirations of Black Americans after the Civil War, by using primary sources from formerly enslaved or freedpeople.

US2.4 Evaluate ~~Compare~~ perspectives across region, Indigeneity, gender, socioeconomic status, and race about the impact of the Civil War, and ~~identify~~ the challenges and opportunities for reuniting the

Commented [CK(305): An analysis of the documents does not get students to an evaluation of those ideals' implementation.

Commented [CK(306): It would be helpful to be more specific than "early American history." What time period/era should students consider? Prior to the Civil War?

country, and compare the perspectives of people in the North, West and South, and Indigenous nations, across gender, socio-economic, and racial lines.
US2.5 Analyze the federal and grassroots aims of different individuals for Reconstruction, including Abraham Lincoln’s Plan, Andrew Johnson’s Plan, and the Radical Republican Plan for Reconstruction.
US2.6 Analyze the role of the Freedmen’s Bureau to assess the needs and desires of freedpeople at the end of the Civil War, and evaluate its successes and failures, including why it was dismantled.
US2.7 Assess the extent to which the 13th, 14th, and 15th Amendments and federal policies of Reconstruction presented transformational opportunities to <u>access</u> American social, political, and economic institutions, as well as their limitations.
US2.8 Analyze the political, social, and economic goals and actions taken by freedpeople, during the era of Reconstruction, — including organized efforts to gain access to land, fair labor, public education, and political office using primary and secondary sources.
US2.9 Analyze the systematized tactics and impact of widespread, <u>white supremacist</u> terror and violence <u>(e.g., the rise of the Ku Klux Klan [KKK], violence at voting booths, fraud, etc.)</u> implemented by mostly white Americans throughout, but not limited to, the Southern states to ease-impede Reconstruction gains, naming and identifying this as a form of white supremacy (e.g., the rise of the Ku Klux Klan [KKK], violence at voting booths, fraud, etc.) and the impact it continues to have on US society today.
US2.10 Analyze the ways Black Americans continued to create social and cultural lives and identities for themselves following the Civil War.
US2.11 Analyze legislative actions intended to spur westward settlement between 1860 and 1880 — including but not limited to (e.g., the Homestead Act and the Transcontinental Railroad Act), — and the impact it had on the land and people of the Western region of the United States, with a particular focus on the lives and acts of resistance of Native Americans and Chinese immigrants or Chinese Americans.
US2.12 Evaluate the forces that led to the end of Reconstruction — including the “Compromise of 1877” — and assess the impact of Reconstruction’s successes and failures on American political, social, and economic life.
US2.13 Evaluate laws and policies of the Jim Crow era, including the immediate and longer-term impact of racialized segregation and unequal access to legal and economic institutions, rights, and opportunities.

Commented [CK(307)]: This is covered in US2.3

Commented [CK(308)]: To clarify, is the intention with this standard how these amendments/policies increased Black peoples' access to social, political, and economic institutions? Currently it reads that the opportunities were provided to the institutions

Commented [CK(309)]: What is the antecedent for "it" here? Is it white supremacy generally? Is it the impact of those specific campaigns of terror and violence at the time?

Commented [CK(310)]: What is this standard adding that's not covered by US2.3? They seem to be saying more or less the same thing.

Commented [CK(311)]: What is the antecedent for "it" here? Is it the legislative actions? Is it westward settlement more generally?

Commented [CK(312)]: It would be helpful to either combine or further differentiate US2.13 and US2.59. Both relate to the impact of discriminatory laws during the Jim Crow era.

Driving Concept 2: Rise of Industrial and Progressive America
Through this driving concept, students will evaluate the impact of industrialization, wealth distribution, and standards of living in American society. Students will analyze how race, access to political power, geographic opportunity, and public policy impacted social and economic mobility in industrial America. Students should evaluate <u>will use</u> primary sources from multiple perspectives to evaluate the legacy of industrialization and progressive policies. Students should will <u>use</u> contextualization and <u>media coverage</u> of different labor movements to evaluate the reasons for and effectiveness of different tactics used to fight for better working conditions.
Standard:

Commented [CK(313)]: Not included in the standards

US2.14 Analyze the transformation of the American economy during the Industrial Revolution to explain the changing social and political conditions in the United States during the Industrial Revolution and the impact on the environment.
US2.15 Evaluate arguments about the causes of rising inequality in industrial America related to wealth, health, economic opportunity, and social class.
US2.16 Evaluate the reasons for, and consequences of, the rise in Asian, European, and Latin American immigration to the United States in the late 19th and early 20th century, including the experiences of different individuals and efforts to establish thriving communities.
US2.17 Analyze the reasons for, and consequence of, rising nativism in the late 18th and early 19th centuries, including the passage of the Chinese Exclusion Act and the Immigration Act of 1924, and violence and discrimination against different communities, including Asian, Italian, and Jewish, and other ethnic communities.
US2.18 Analyze the ways in which different immigrant communities resisted economic, social, and political oppression, including through labor activism and the establishment of community organizations.
US2.19 Analyze the reasons for racial and ethnic inequality in industrial America and evaluate the different reasons for, and efficacy of, different tactics used by movements for racial and ethnic equality.
US2.20 Analyze the reasons for the rise of organized labor, measuring the effectiveness of labor tactics and reactions to the labor movement, including the interactions between the federal government and labor groups.
US2.21 Use primary and secondary sources to analyze a case study, such as the Homestead strike, to evaluate the extent to which labor movements were able to create change.
US2.22 Analyze the ideological and strategic debates of the feminist movement of the early 20 th century and connect the debates to other reform movements of the time.
US2.23 Use context to evaluate different ideas and tactics for achieving racial equality and opportunity, including those of Booker T. Washington, Ida B. Wells, and W.E.B. Du Bois.
US2.24 Evaluate-Analyze the political response to industrialization, progressivism, and the labor movement, and evaluate the efficacy of federal polic iesy under Theodore Roosevelt and President William Howard Taft atin furthering the aims of different groups.
US2.25 Evaluate the reasons for and consequences of the Great Migration, including the-its impact of the Great Migration on the cultures of Washington, DC and other-different cities, including Washington, DC.
US2.26 Evaluate the impact of progressive and populist movements on economic, social, and political inequality in America.

Commented [CK(314): See comment on 1.35

Commented [CK(315): This is covered in US2.18

Commented [CK(316): See comment on 1.35

Commented [CK(317): Should this be late 19th and early 20th?

Commented [CK(318): See comment on 1.35

Driving Concept 3: Empire, Expansion and Consequences
Through this driving concept, students will evaluate the reasons for, and domestic opposition to, American imperialism and intervention in the late 19 th and early 20 th century. Students should-will analyze the perspectives of individuals who were impacted by and resisted American expansion and influence, and the impact of American imperialism on global and domestic policy.
Standard:

Commented [CK(319): See comment on 1.35

US2.27 Evaluate federal policies and actions toward westward invasion, and evaluate their impact on the national economy, environment, Indigenous populations, and the American public.
US2.28 Analyze the impact on, and implications of, Native American boarding schools for Indigenous nations and individuals.
US2.29 Analyze and explain efforts by Indigenous Nations to resist American conquest and expansion.
US2.30 Analyze the history, culture, and government structure of at least two countries prior to American intervention (e.g., Hawaii, the Philippines, Puerto Rico, etc.).
US2.31 Analyze the domestic debates and decisions regarding foreign intervention and the United States' emergence as an imperial power (e.g., the Spanish-American War, Philippine-American War, intervention in Latin America, and the annexation of Hawaii).
US2.32 Analyze reasons for and efforts of different nations to maintain or regain economic and political freedoms following American Intervention using primary sources from the perspective of native communities (e.g., Hawaiians, Filipinos, etc.).
US2.33 Evaluate the role of mass media, sensationalism, white supremacy, and propaganda in promoting American imperialism.
US2.34 Assess the contemporary political, social, and economic impact of American imperialism on different territories and governments (e.g., the Philippines, Marshall Islands, Puerto Rico, Guam, American Samoa, etc.).
US2.35 Assess the reasons for and consequences of United States involvement in World War I and post-war international relations.
US2.36 Analyze the social, political, and economic ramifications of World War I on American society, including the efforts to advance civil rights around the labor movement, women, Black Americans, and ethnic and religious groups, and efforts by different groups to advance civil rights.

Commented [CK(320): What is this standard adding that's not covered in US2.11? Can they be combined or further differentiated?

Commented [CK(321): During a specific time period?

Commented [CK(322): Why remove the old US2.Hist.DHC.26?

Commented [CK(323): Does this mean contemporary as in at the same time/concurrent with the other standards in this driving concept? Or is it contemporary as in the ongoing impact today?

Driving Concept 4: "Prosperity and Progress" to Depression
Through this driving concept, students analyze how Americans across racial, gender, class, and religious identities experienced the 1920s, the Great Depression, and the New Deal eras. Students should will consider how people can experience prosperity while experiencing racism and discrimination. Students should will read different primary sources to evaluate the extent to which different federal policies increased access to opportunity for Americans.
Standard:
US2.37 Analyze the impact of the Harlem Renaissance and the Black Renaissance in Washington, DC, on American culture, including the analysis of literature, music, dance, theater, queer culture, and scholarship from the period.
US2.38 Analyze the reasons for the Great Depression — including the underlying economic and social problems of the 1920s —, and evaluate its impact on different groups of people in the United States, with special attention to race, ethnicity, religion, gender, and class, including an analysis of the impact of the underlying economic and social problems of the 1920s.
US2.39 Analyze the causes and consequences of the Dust Bowl, comparing it to other natural disasters, and the impact on Americans across race, ethnicity, gender, and class groups.
US2.40 Analyze the rise of nativism and violence as a result of the Great Depression, including efforts of the American government to "repatriate" American citizens of Mexican descent to Mexico.

Commented [CK(324): The only standard in this driving concept that includes an analysis of religious identity is US2.38. Should it be included in others as well?

Commented [CK(325): It might be helpful to be more specific about "violence" here. Is it a rise in violence in general? A rise in violence motivated by racism/nativism? From individuals, the government, or both?

US2.41 Evaluate the domestic response to the Great Depression, including the election of Franklin Delano Roosevelt and the New Deal, measuring the impact of the programs on different groups of Americans, the ways it affected the economy, and resistance to the policy, New Deal programming, including its impact on the economy and different groups of Americans.

US2.42 Evaluate the portrayal of the “Roaring ‘20s,” including an assessment of the changing societal roles and rights of women and African Americans, along with the cultural backlash to these changes.

Driving Concept 5: Emerging as a World Power: Conflict at Home and Abroad

During this driving concept, students investigate the impact of World War II on Americans, and evaluate the legacy of American participation in World War II the war at home and abroad. Students should will investigate government publications and propaganda to understand the context of Japanese-American incarceration and the dropping of the A atomic bomb. Students should will also evaluate the contributions of different groups to the war effort and the impact of World War II and the Holocaust on American foreign policy.

Standard:

US2.43 Analyze the events that led to the United States’ participation in World War II, including the impact of bombing of Pearl Harbor, explaining its impact on the course and outcome of the war.

US2.44 Evaluate the reasons for the rise of fascism and Nazism in Europe and the scapegoating and genocide of historically marginalized peoples (including Jewish, Romani, Slavic, disabled, and LGBTQ+ communities) by Hitler, Mussolini, and Franco.

US2.45 Analyze the social, political, and economic impact of World War II on American society, including the contributions of and discrimination faced by different Americans, including women, Black Americans, Indigenous Nations, and Latinx Americans.

US2.46 Assess the United States’ global commitment to universal human rights before, during, and after World War II, including but not limited to its role during the Holocaust.

US2.47 Critique the reasons for the incarceration of Japanese Americans while drafting Japanese men to serve in the Army during World War II, and evaluate the consequence of the decision, including and explain ways in which Japanese Americans resisted internment.

US2.48 Analyze the reasons for and the consequences of the United States’ decision to drop the atomic bomb, including the human and environmental impact of the decision.

US2.49 Analyze reasons for, and the consequences of the post-war foreign policy goals of the United States.

US2.50 Analyze the different experiences of American servicemen during and after World War II, as well as the different experiences upon returning to the United States with attention to access to postwar economic opportunities for white servicemen versus Black, Latinx, Indigenous, and Asian - American servicemen and their access to postwar economic opportunities.

US2.51 Analyze the development of American culture during the 1930s and 1940s, including music, art, literature, and goods.

Commented [CK(326): Not included in the standards

Commented [CK(327): What is this standard trying to get at? Currently, it says that the impacts of WWII on American society include contributions and discrimination. US2.50 is about the differential treatment of servicemembers, so I assume it's not that though it was my first thought. Is it about the expansion of roles for some groups on the home front? Something else? It would be helpful to rephrase this standard so the intention is clearer.

Commented [CK(328): It might make more sense to swap the order of this standard and US2.46 so students have the context of the incarceration of Japanese Americans before they assess the US's commitment to human rights.

Commented [CK(329): See comment on 1.35

Driving Concept 6: Ideological Global Conflict

Through this driving concept, students will evaluate the reasons for and consequences of the Cold War at home and abroad. Students should will evaluate and contextualize contemporary debates about US efforts to contain the spread of communism and analyze the impact of the Cold War on civil liberties.

Standard:

US2.52 Evaluate how political and ideological differences between the United States and the Soviet Union led to the US policy of containment and the period known as the Cold War.

US2.53 Analyze the legacy of the development of atomic weapons and the nuclear age in American society and explain how it altered the balance of global power.

US2.54 Analyze the reasons for, and the consequences of, efforts to limit civil liberties in the United States during the Cold War, including an analysis of McCarthyism and the “Lavender Scare.”

US2.55 Evaluate the reasons, efficacy, and impact for and success of containment policies enacted by the United States, including conflicts and proxy wars in Latin America, Southeast Asia, and the Middle East.

US2.56 Analyze the policies that led to the Vietnam War, and evaluate the social, political, and economic impacts of the invasion on Vietnam and the United States.

US2.57 Evaluate the reasons for and impact of opposition to US intervention in foreign countries during the Cold War, including the anti-Vietnam War movement.

US2.58 Assess the extent to which US actions contributed to the collapse of the Soviet Union, and evaluate the impact of the USSR’s collapse on US foreign policy and the post-Cold War international order.

Commented [CK(330): Should the Space Race be incorporated into one of these standards or added as a standalone?

Commented [CK(331): Not included in the standards

Commented [CK(332): See comment on 1.35

Commented [CK(333): It's important to acknowledge here (or as a separate standard) the consequences of the proxy wars on those regions.

Commented [CK(334): A participant at one of the public engagement sessions suggested that the word success be changed so it doesn't lead people to only consider successes.

Commented [CK(335): Does it make sense to put the collapse of the Soviet Union before the Civil Rights Movement? Maybe move this right before or incorporate it into US2.75 which talks about the aftermath of the soviet union but fits better chronologically.

Driving Concept 7: Movements for Justice and Equality

Through this driving concept, students analyze the history of grassroots movements that compelled the federal government to take a more active role in guaranteeing civil rights and civil liberties. Students should will analyze the intersections between different movements for equality, and study the contributions of Dr. Martin Luther King, Jr. and Rosa Parks while understanding that they were part of large activist networks and worked collectively to bring about change. Students will also evaluate the extent to which the Civil Rights Movement achieved its aims and the continued efforts to realize equality in the United States.

Standard:

US2.59 Evaluate the impact of Jim Crow and other discriminatory laws in the North and South on the lived experiences of different individuals, including but not limited to Black, Latinx, and Asian Americans across different gender, and socioeconomic, and regional contexts.

US2.60 Evaluate the impact of post-war federal and local policies in housing, infrastructure, and economic development, such as (e.g., redlining, and housing covenants) on access to opportunities and resources for people of different races.

Commented [CK(336): They're not specifically named in the standards, just the groups/activist networks

Commented [CK(337): It would be helpful to either combine or further differentiate US2.13 and US2.59. Both relate to the impact of discriminatory laws during the Jim Crow era.

US2.61 Evaluate the reasons for and consequences of the Immigration and Nationality Act of 1965, with specific attention to the experiences of Asian, African, and Latinx immigrants.
US2.62 Assess when the Civil Rights Movement began and ended, evaluating grassroots and advocacy movements from the 1890s through the 1960s and into the 21 st century.
US2.63 Evaluate the different goals and tactics of African American movements for racial equality during and following World War II.
US2.64 Analyze the grassroots efforts by African Americans to participate in political, economic, and legal systems, and access public education.
US2.65 Analyze the systematized tactics and impact of widespread terror, white supremacy, and violence utilized to undermine the gains of the Long Civil Rights Movement (e.g., the reemergence of the Ku Klux Klan, lynchings, massacres, assassinations, violence at voting booths, etc.).
US2.66 Analyze the tactics used by different Civil Rights organizations and leaders to achieve racial and economic equality in the South, including key events organized by the National Association for the Advancement of Colored People (NAACP), Student Nonviolent Coordinating Committee (SNCC), the Congress of Racial Equality (CORE), Black Panthers, Brown Berets, and the Southern Christian Leadership Conference (SCLC).
US2.67 Assess reasons for the successes and unfinished work of the Civil Rights Movement, including the impact and legacy of Brown v. Board of Education of Topeka, the Civil Rights Act of 1964, the Voting Rights Act of 1965, and Shelby County v. Holder.
US2.68 Assess the reasons for and the impact of institutional racism and segregation in the Northern United States, and analyze local movements and uprisings in the North.
US2.69 Analyze the contributions of different groups to the Civil Rights Movement and how it inspired and intersected with various other civil rights movements and events, including but not limited to: the gay rights movement, the Stonewall Uprising, the American Indian Movement (AIM), the United Farm Workers, the Women's Liberation Movement, the Asian American Movement, disability rights movement, Chicano Movement Latinx resistance, and the anti-war movements.
US2.70 Use historical context to analyze the reaction to movements for political, social, and economic equality.
US2.71 Analyze the reasons for and impact of the occupation of Alcatraz and the American Indian Movement.
US2.72 Analyze the writings of different perspectives of the Women's Liberation Movement from by women from diverse backgrounds, including, such as, but not limited to, Gloria Steinem, Elaine Brown, Phyllis Schlafly, and Gloria Anzaldúa.
US2.73 Analyze media coverage of two key events in a movement for equality, comparing multiple perspectives and the use of framing and focus in coverage of key events.
US2.74 Evaluate the tension over the role of the federal government in regulating the economy and providing a social safety net during the late 20th century.

Commented [CK(338)]: See comment on 1.35

Commented [CK(339)]: See note on US2.64

Commented [CK(340)]: It would be helpful to either combine or significantly differentiate US2.63, US2.64, and US2.66. They cover more or less the same information.

Commented [CK(341)]: It would be helpful to explain somewhere (e.g., in a note, in the description for the driving concept, dedicating a standard to it, in implementation support) the use of Civil Rights Movement vs. Long Civil Rights Movement. I understand that there are different connotations for the terms and the Long Civil Rights Movement implies a specific, historiographic perspective, but I'm not sure everyone will catch that distinction. I also wonder why this specifically is the only standard that uses the term Long Civil Rights Movement (it's the title of a driving concept in 5th but the standards themselves just say Civil Rights Movement). I think it would be more effective to stick with just Civil Rights Movement or to be really intentional about which standards would benefit from emphasizing that difference in lenses.

Commented [CK(342)]: It would be helpful to provide a window of time to focus on in this standard.

Commented [CK(343)]: See note on US2.64

Commented [CK(344)]: It would be helpful to add some more context here as well through including a specific time period, types of reactions, and/or reactions from whom.

Commented [CK(345)]: This standard seems to fit better with the theme of Driving Concept 8

Driving Concept 8: Access to Democracy and Power from the 1980s–Present Day
In this driving concept, students analyze domestic and international challenges and opportunities following the Cold War. Students will analyze the September 11, 2001 attacks and the subsequent

Commented [CK(346)]: En dash

Global War on Terror. Students analyze the impact of technological innovation, including the impact of the internet on society at home and abroad. Students should analyze the trends in access to democracy and power in the contemporary era.
Standard:
US2.75 Evaluate the legacy of American foreign policy after the collapse of the Soviet Union, including conflicts in Latin America, and the Middle East.
US2.76 Analyze the reasons for and the impact of political polarization from the 1980s through contemporary America.
US2.77 Evaluate the federal response to the AIDS crisis in the 1980s and the strategies of activists and patient advocates to respond to the crisis.
US2.78 Analyze the consequences of the terrorist attacks of September 11, 2001, on global and domestic policy, including foreign and domestic surveillance, the rise of anti-Muslim hate and violence, and discrimination against communities such as but not limited to Sikh and Arab Americans.
US2.79 Evaluate the effort of American foreign policy to meet humanitarian goals, further economic interests, and increase domestic security and the role of the United States in the War on Drugs and the Global War on Terror.
US2.80 Analyze the claims that led to the 2003 U.S. invasion of Iraq, and evaluate the social, political, and economic impacts of the invasion on Iraq and the United States
US2.81 Evaluate the tactics of modern social, labor, political, and environmental activist movements in America, measuring their success.
US2.82 Assess the source of a webpage or digital resource about a recent historical event using strategies like lateral reading to evaluate the reliability of the source.
US2.83 Evaluate the impact of the internet and modern technological advancements on the American economy and social landscape, specifically continued inequality, the shift from factory-based to a knowledge-based economy, and the increase in regional inequality (e.g., between major urban centers like Washington, DC and rural areas like West Virginia).
US2.84 Analyze the advancements in and challenges-opposition to the environmental movement after 2000.
US2.85 Evaluate the extent to which advances in technology and investments in capital goods increased standards of living throughout the United States.

Commented [CK(347): Is the intention here to just provide a time frame for considering American policy or should students think about the results of the collapse of the Soviet Union on US foreign policy? Clarification here would be helpful.

Commented [CK(348): There is a lot going on in this standard. It might be better to split it up.

Commented [CK(349): See comment on 3.32

Commented [CK(350): There is a lot of overlap between this standard and US2.83. It would be helpful to combine or further differentiate them.

Government and Civics

Government and Civics develops the foundation of skills and dispositions to enable students to participate effectively and strategically in civic life. Throughout the course, students develop a critical understanding of the historical roots and present-day implications of the structure and function of the US government. Students will analyze the foundational constitutional principles, including federalism, separations of powers, checks and balances, limited government, and the rule of law to better understand the rights and responsibilities of civic participation. Government and Civics students study the ideals contained in the Declaration of Independence and evaluate the United States Constitution, Bill of Rights, and subsequent foundational documents, such as "Letter from Birmingham Jail" and key Supreme Court decisions to understand different ideas about the powers and purpose of American government.

Public discourse is an essential element of American democracy and the Government and Civics course. Students use evidence to carefully and honestly evaluate different interpretations about the roles and responsibilities of government. This course emphasizes media literacy and empowers students to assess the credibility, reliability, and utility of different sources of media and information in drawing conclusions about political ideas. The Government and Civics course culminates in a capstone project that challenges students to apply their understanding of the structure and function of government to an advocacy project.

Driving Concept 1: Foundations of American Democracy

This driving concept engages students in an analysis of the documents that provide the foundation of the US government. Students analyze the historical context in which these documents were written, the principles they establish, and their impact on historic and contemporary events and people. Students should will evaluate the government established by these founding documents and the discrepancy between their ideals of these principles and their application, as well as the actual government established by founding documents such as the Constitution.

Rather than analyze the Constitution as a purely historic document, this driving concept intends for students to apply its powers and guarantees to historic and contemporary case studies in which they. Throughout this driving concept, students should analyze the Declaration of Independence, Constitution and Bill of Rights along with additional primary documents, such as "Letter from Birmingham Jail" to consider the promise and shortcomings of American democracy. As students consider arguments about the evolution of American government, they should will use historical thinking to consider the impact of the author, date, place of origin, intended audience, and purpose on the arguments on primary source material.

Standard:

GC.1 Analyze major tensions within our constitutional democracy: majority rule and individual rights; liberty and security; state and national authority in a federal system; civil disobedience and the rule of law; and the relationship between of religion and government.

Commented [CK(351): I do not see a course capstone project included in the standards. If GC.45 is supposed to be the capstone project, it would be helpful to do more to differentiate it from the standards at the end of each driving concept that ask students research and analyze a law, policy issue, etc. and propose a solution (e.g. GC.12, GC.22, GC.29, GC.38)

Commented [CK(352): The description of this driving concept is significantly longer than the others. Is there a way to edit it down?

Commented [CK(353): There is a lot of overlap among the standards in this driving concept and many of them include long lists of principles. Would it be possible to reorganize them to cover the content and themes more efficiently? Maybe each standard could include just one or two principles/tensions but analyze them from different angles?

GC.2 Analyze the foundational principles of democratic societies, including respect for individual civil and political rights, fair and competitive elections, and the equal exercise of power by the governed over their government.
GC.3 Analyze the historic events and philosophies, <u>including the Declaration of Independence</u> , that shaped the perspectives of the founders of the US Constitution and assess the impact of these perspectives on the government they created, <u>including an analysis of the Declaration of Independence</u> .
GC.4 Evaluate the debates about rights, power, civic participation, slavery, and decision-making <u>during the creation of the US Constitution</u> that shaped <u>its</u> the design of the US Constitution.
GC.5 Evaluate the principles of the US Constitution, including the rule of law, consent of the governed, limited government, separation of powers, and federalism and identify the way in which these principles function today.
GC.6 Analyze the structures and functions of the three branches of the US government <u>in order to evaluate to contextualize</u> current conflicts between them.
GC.7 Analyze the means by which a bill becomes a law and identify opportunities for citizens to influence the process.
GC.8 Analyze the ways in which the US Constitution established limited government and evaluate the ongoing tension between an empowered but limited federal government.
GC.9 Assess <u>opinions on</u> the appropriate balance of power between the federal, state, and tribal governments, including an analysis of significant Supreme Court rulings such as McCulloch v. Maryland (1819) and United States v. Lopez (1995).
GC.10 Evaluate historic and current efforts by marginalized groups to be represented and protected by the US Constitution.
GC.11 Assess how different interpretations and perspectives of the US Constitution have promoted or limited civic virtues and democratic principles in the past and present.
GC.12 Analyze past and present efforts to adapt and redesign the US Constitution and political institutions both formally and informally.

Commented [CK(354): Emphasis on debates at that time to differentiate from the historical context/philosophies discussed in GC.3

Commented [CK(355): Analyzing the structures and function of the government does not necessarily result in an evaluation of current conflicts

Commented [CK(356): What is "appropriate" is subjective.

Driving Concept 2: Rights and Responsibilities

Through this driving concept, students will evaluate the history and application of civil rights and liberties in American democracy. Students will evaluate the tension between liberty and security and evaluate the ways in which rights and freedoms have expanded and contracted in American history. Through active inquiry, students can investigate laws, court cases, and the perspectives of those involved in order to address and take positions on relevant and critical issues in America today.

Standard:

GC.13 Evaluate the credibility of different perspectives and sources about an event in civil or human rights history and use the analysis to develop a claim in response to a specific question.

GC.14 Analyze the ways in which the US Constitution and Bill of Rights protect individual rights and liberties from undue governmental influence, analyzing to what extent the rights have expanded or been abridged over time.

GC.15 Evaluate the historic and contemporary impact and effectiveness of the 13th, 14th, 15th, and 19th amendments in expanding access to rights and freedoms in the United States.

GC.16 Evaluate the evolution of civil liberties over time, including landmark Supreme Court cases such as Gideon v. Wainwright, Miranda v. Arizona, Schenck v. United States, Tinker v. Des Moines, Loving v. Virginia, Obergefell v. Hodges and Dobbs v. Jackson Women’s Health Organization.
GC.17 Evaluate how the right to citizenship has evolved over time, including the impact of United States v. Bhagat Singh Thind, United States v. Wong Kim Ark, and the current rights of citizens living in U.S. territories.
GC.18 Analyze the evolution of what is considered a constitutional right and civil liberty, comparing their application over time with a specific focus on marginalized and underrepresented groups.
GC.19 Analyze the reasons for the evolution of Indigenous Nations’ sovereignty over time, including the impact of significant treaties and Supreme Court cases on the rights of Indigenous Nations.
GC.20 Evaluate the extent to which the Constitution protects individuals from discrimination in contemporary society.
GC.21 Analyze the origin and continued existence of organized social movements fighting to expand civil rights, including public action, protests, courts, and the passage of laws and amendments specific to women.
GC.22 Analyze a political, economic, environmental, or social issue relating to civil rights or liberties and advocate for a specific change in current government policy or law

Driving Concept 3: Citizenship in a Digital World

This driving concept builds on the media literacy skills students developed in Grade 8 and further engages students in a critical analysis of the role of traditional media and social media in shaping the understanding and narrative of a policy question. Students should will understand how to use media to investigate a contemporary issue, and then understand how to investigate the reliability of a website or organization. Students should will also understand how to evaluate coverage, framing, and missing viewpoints in traditional news sources. This driving concept is best explored through explicit instruction in digital literacy strategies and practice with curated materials.

Standard:

GC.23 Use civic online reasoning strategies, including lateral reading, to identify the source of a webpage or digital resource that provides information about a current political issue.
GC.24 Use civic online reasoning strategies, including lateral reading, to evaluate claims made by a webpage or digital source that provides information about a current political issue.
GC.25 Evaluate the utility of different resources in evaluating online sources and claims, including fact-checking and news organizations.
GC.26 Evaluate the perspective and claims of an editorial, editorial cartoon, or op-ed commentary and its impact on a public policy issue at the local, state, or national level.
GC.27 Evaluate the strengths and weaknesses of traditional news media organizations (e.g., newspapers, magazines, radio, and television) in creating an informed public, including an analysis of the use of fact checkers, editors, framing, and focus.
GC.28 Use research from national and international sources to analyze the impact of media and social media on democracy and develop a public policy proposal to strengthen democratic expression and participation in American civic life.

Commented [CK(357)]: See comment on 3.32

GC.29 Develop and iterate a plan to use technology and online platforms for civic engagement and to drive social change.

Driving Concept 4: Political Participation and Engagement

Through this driving concept, students evaluate opportunities for participation and engagement in American government. Students evaluate the history and efficacy of different political tactics, ultimately making determinations about how to best effect change locally and nationally.

Standard:

GC.30 Analyze opportunities for civic engagement within all levels of **American** government and assess the extent to which participants enjoy equitable access and influence.

GC.31 Analyze civic participation in the political process over time, including voter trends, restrictions, and expansions, and evolutions of opportunities to engage government.

GC.32 Analyze how political parties, interest groups, and other organizations provide people with opportunities for civic involvement, evaluating their access and impact on **American** democracy.

GC.33 Compare historic or contemporary examples in which groups of people attempted to resist unjust economic conditions, evaluating short- and long-term impact.

GC.34 Evaluate the use of the court system to achieve or restrict equality historically, including an analysis of Dred Scott v. Sandford, Plessy v. Ferguson, Brown v. Board of Education of Topeka, Mendez v. Westminster, Loving v. Virginia, Obergefell v. Hodges and Korematsu v. United States.

GC.35 Evaluate voting rights, laws, and practices in Washington, DC, a state, or a territory and develop a proposal for a specific change in current **government-voting** policy or law.

GC.36 ~~Compare different methods. Evaluate the efficacy of different forms of political engagement and evaluate their efficacy for achieving specific goals, and compare the efficacy of different methods for taking actions.~~

GC.37 Analyze the ways that young people, including, ~~but~~ not limited to Native Americans, Black Peoples, Indigenous Peoples, People(s) of Color (BIPOC), and queer youth are **impacting change**.

GC.38 Analyze a local, state, national, or international issue and develop a corresponding plan of action for making change.

Commented [CK(358): In a particular policy area? Or using particular methods? It would be helpful to provide some focus here.

Driving Concept 5: Public Policy

Through this driving concept, students analyze the creation and impact of public policy and the role of an informed and civically engaged public in creating just policies and actions. Students should understand that public policy is created through the making and execution of laws, and their adjudication when disputes arise of the content and intent of those laws. Students analyze the importance of public input in determining how federal, state and local governments address problems and issues.

Standard:

GC.39 Analyze and explain the process by which various levels and branches of government and outside organizations shape, implement, amend, and enforce public policy.
GC.40 Evaluate the extent to which different groups of Americans impact domestic and foreign policy and identify the reasons and consequences of the disparity in influence.
GC.41 Evaluate the extent to which specific public policies are successful in implementation and explain the reasons for success and failure of public policies.
GC.42 Evaluate how the environmental impact of contemporary political and economic decisions have influenced environmental characteristics of on a geographic region within the United States.
GC.43 Evaluate the effectiveness of the government's response to the threat of climate change and develop a corresponding plan of action.
GC.44 Assess different policies for the collection and use of federal, state, and local taxes to fund government-provided goods and services, including income taxes, payroll taxes, property taxes, and sales taxes.
GC.45 Analyze the origins of a public policy issue and present a proposal defending a position or invoking a call to action at the local, state, or national level.

DRAFT

District of Columbia History and Government

The District of Columbia History and Government builds upon the knowledge, skills, and understanding students developed in their previous US History and Civics courses. The course equips students with the skills and knowledge needed to navigate the modern political and social landscape of DC with attention to the issues that are most relevant to them as DC residents. Students contextualize these contemporary issues by first examining significant milestones and eras in the city's history. The course asks students to consider perspectives of diverse peoples and nations who lived in the area that has become modern-day DC. Students analyze the birth and early development of DC as the nation's capital, as well as a distinct city. Students engage in an in-depth exploration of the issue of DC statehood. Throughout each driving concept, students consider the intersection between DC's role as the nation's capital and the development of a unique, local identity and culture.

In District of Columbia History and Government, students become experts at critiquing the usefulness of a historical source ~~for~~ understanding the past ~~using~~ ~~considering its~~ origin and context. ~~of a source.~~ ~~Students can explain how different perspectives of people in the present shape interpretation of the past, and successfully analyze the perspective of those writing history.~~ Students can analyze factors that shaped the perspective of people during different historical eras, ~~the way past perspectives shape present understandings of history,~~ and the impact of Washington, DC history on the modern era. This course ends in a capstone project in which students apply their understanding of the history and culture of DC to a community impact project.

Commented [CK(359): See comment on the introduction to Government and Civics

Driving Concept 1: Early Settlement and Geography of Washington, DC (1400–1790)

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This ~~driving~~ concept engages students in analysis of historical evidence ~~about through an analysis of historical evidence of~~ early life in the region that would become the nation's capital, with a focus on the region's ~~early =~~ geography and ecology, ~~Indigenous~~ cultures, colonial structures, and free and enslaved ~~B~~black life. Students analyze the history of the Indigenous Nations through different perspectives and primary sources, including a discussion of the limitations of European perspectives in understanding the societies of Indigenous Nations and enslaved peoples, as well as the limitation of the written historical record. Students should use sourcing to critically evaluate how we know what we know about the past, and to understand the ways in which Indigenous Nations and enslaved Black people experienced, challenged, and resisted colonialism.

Standard:

DC.1 Evaluate different geographic representations of Washington, DC and the Chesapeake region to develop claims about how the city and region have changed over time.

DC.2 Analyze the social, cultural, and political lives of Nacotchtank (Anacostan) and Piscataway societies, using archival and archaeological evidence.

DC.3 Evaluate the impact of the local environment, ecology, and natural resources of the Potomac region on agricultural and economic structures of the Nacotchtank (Anacostan) and Piscataway societies, and compare the way in which these societies used land with early colonial land use practices.

<p>DC.4 Analyze the initial interactions between European colonists and Indigenous Nations in the Potomac Region, from the perspectives of the Nacotchtank (Anacostan) and Piscataway and the Europeans, and the ways Nacotchtank (Anacostan) and Piscataway nations resisted and were impacted by colonization.</p>
<p>DC.5 Use primary sources to evaluate the lived experiences of different individuals in Washington, DC in the 17th century, including the different experiences across race, gender, class, and religion.</p>
<p>DC.6 Analyze different political statuses of enslaved and free Black Americans in the region, and evaluate how the ways their labor shaped the development of local colonies, and how they resisted European enslavement.</p>

Driving Concept 2: Birth and Early Development of the Nation's Capital (1790–1865)

This concept engages students in an analysis of the founding of Washington, DC as the nation's capital and the extent to which Washington, DC both embodied and contradicted the ideals of the American Revolution. Students ~~should~~ understand that Washington, DC developed as both a seat of government and an emerging American city with its own unique identity and culture. Students ~~should~~ evaluate the efficacy and tactics of activists who challenged the idea of the city as a haven of democracy in their attempts to abolish slavery.

Standard:

<p>DC.7 Evaluate the reasons for and consequences of the establishment of a federal district during the Constitutional Convention, as well as the factors that resulted in the choice of the location for the new nation's capital, including the role of slavery.</p>
<p>DC.8 Evaluate the ways in which the creation of Washington, DC both embodied and failed to embody the ideals of the American Revolution.</p>
<p>DC.9 Evaluate the reasons for and opposition to the Organic Act of 1801, and the impact of federal legislation on the lives of DC residents.</p>
<p>DC.10 Evaluate the reasons for and consequences of the movement for retrocession.</p>
<p>DC.11 Analyze the ways in which Washingtonians, including immigrants as well as both free and enslaved persons of African descent, responded to the economic and political opportunities and challenges in the early history of the city.</p>
<p>DC.12 Evaluate how Washingtonians, both free and enslaved, along with Black and white abolitionists from across the country, organized in the long struggle to resist and ultimately abolish slavery in the nation's capital.</p>
<p>DC.13 Evaluate the ways in which the sale and trade of enslaved individuals impacted the geography and development of Washington, DC.</p>
<p>DC.14 Analyze the impact of federal policies, including the Fugitive Slave Act and the Compromise of 1850 on the lives and experiences of Washingtonians, including enslaved Washingtonians and free Black Washingtonians, before and during the Civil War.</p>
<p>DC.15 Evaluate L'Enfant's symbolic design for the capital city and the growth and development of the early capital, and <u>Analyze the impact of the Civil War on the city's physical and political life of the residents of Washington, DC.</u></p>

Commented [CK(361)]: En dash

Commented [CK(362)]: It would be helpful to provide some clarification or added specificity for this standard.

Commented [CK(363)]: There's a lot of different topics included in this one standard. It would be clearer to split it in two

DC.16 Analyze the reasons for, and the impact of, the Compensated Emancipation Act of 1862, along with its impact on federal policy.

Commented [CK(364): See comment on 1.35

Driving Concept 3: Emergence of Modern Washington, DC (1865–1968)

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This concept engages students in an analysis of the political development of Washington, DC and the ways in which local Washingtonians fought for economic, political, and social equality. Students should evaluate the political context for the loss of local governance in the 1870s, and the impact of the loss of local democracy on life in the District. Students should understand this time period through a study of the perspectives of different segments of the Washington, DC population, including, but not limited to, immigrants, giving agency and voice to different segments of the DC community as historical actors.

Standard:

DC.17 Evaluate the impact of Radical Reconstruction and the Freedmen's Bureau on the District.

DC.18 Analyze the expansion of suffrage rights in Washington, DC during Reconstruction, and the impact of biracial democracy on the political structure of Washington, DC.

DC.19 Evaluate reasons for and the impact of the establishment of territorial government and the end of home rule in the 1870s.

DC.20 Evaluate the impact of city planning and federal policy on the geography of Washington, DC in the late 19th and early 20th century, including the city's alley dwellings and local efforts at housing reform and the development and displacement of the city's first Chinatown.

DC.21 Analyze the origins and the impact of segregation and Jim Crow laws on the culture, geography, and economics of Washington, DC.

DC.22 Evaluate the reasons for, and impact of, the New Negro Renaissance on the Washington, DC community between 1900 and 1930.

Commented [CK(366): See comment on 1.35

DC.23 Analyze the reasons for the growth of the Asian American community in Washington, DC, and evaluate the methods used by the community to resist displacement resulting from urban planning and federal policy.

DC.24 Analyze the impact of World War I, the New Deal, and World War II on the District's population, geography, and residents.

DC.25 Analyze the impact of the Lavender Scare on LGBTQ+ life in Washington DC, and the actions taken by William Dorsey Swan, as well as the Gay Liberation Front-DC, to increase visibility and equality for LGBTQ+ individuals in Washington.

DC.26 Analyze the reasons for and the efficacy of different forms of political activism and cultural achievements of Black and immigrant Washingtonians during and between the world wars.

Commented [CK(367): I understand asking students about the reasons for and efficacy of different forms of political activism, but the reasons for and efficacy of cultural achievements does not make sense. Is there a way to rephrase so the words work for both?

DC.27 Evaluate the global forces that spurred the growth of a Latinx community in Washington in the 1960s,

DC.28 Analyze the rise of Latinx owned businesses and non-profit organizations and the methods by which different individuals have exercised political power in Washington, DC.

Commented [CK(368): Is there a connection between the first and second halves of this standard? It would be helpful to make that connection clearer or split the standard in two.

DC.29 Evaluate the tactics and goals of different movements for freedom, economic justice, and equality within Washington, DC, including boycott campaigns, sit-ins, direct action, and court cases.

DC.30 Evaluate the successes and shortcomings of the fight for racial equality in Washington, DC, including the impact of Washington's status as the nation's capital and a federal district ~~on the movement for equality.~~

DC.31 ~~Explore~~ **Explain** the rationale ~~for,~~ and the impact of ~~urban~~ planning decisions — including urban renewal policies and city infrastructure — on communities in Washington, DC, as well as how communities resisted some of these policies.

Commented [CK(369)]: See comment on 1.35

Driving Concept 4: Self-Determination in the District (1968 ~~–~~ 1998)

Through this driving concept, students ~~should~~ understand that self-determination for DC residents has been and continues to be an ongoing struggle for political power. Students ~~should~~ study the ways in which groups with varied interests and different goals have struggled to gain self-rule from Congress. Students ~~should~~ analyze the various historical, economic, political, social, and cultural dynamics that have impacted that struggle. Students ~~should~~ understand the form, structures, and power of the DC government under home rule. Using historical context, students ~~should~~ evaluate the modern fight for self-determination and statehood. Students ~~should~~ also explore other kinds of struggles for self-determination in the city during this time, including struggles for the rights of D.C. immigrants, LGBTQ+ people, and tenants.

Standard:

DC.32 Evaluate the roots and impact of cultural changes to Washington, DC in the 1970s, including the rise of go-go.

DC.33 Evaluate the reasons for and impact of immigration to Washington, D.C. at the end of the 20th century, including the impact of immigration from Central America, Asia, and Africa.

DC.34 Evaluate the efforts and opposition to the struggle for greater self-determination and suffrage for Washington, DC residents in the 1960s and '70s, culminating in the passage of the Home Rule Act of 1973.

DC.35 Evaluate the executive and legislative powers of the DC government, as established by the Home Rule Act, and analyze the extent to which limited government under home rule addressed issues facing the District.

DC.36 Evaluate the roles different grassroots community organizations played in fighting for the expansion of political and economic power in the District and nation from the mid- to late ~~20th~~ century, including local organizing for tenant protections, LGBTQ+ rights, and immigrant rights; national struggles for welfare rights and against poverty; and international fights against the Vietnam War, Apartheid, and U.S. imperialism in Latin America.

DC.37 Analyze the causes and effects of the city's financial crisis in the mid-1990s, and the role of the federal and city government in responding to the crisis.

DC.38 Use a case study approach to evaluate the history, growth, and changes of at least two different communities in Washington, DC ~~and how the communities have grown and changed over time~~ (e.g., Chinatown, Columbia Heights, Mt. Pleasant, Shaw, Southwest, Anacostia).

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Driving Concept 5: Contemporary Washington, DC (1998–present)

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Through this driving concept, students will evaluate the modern geography, culture, and politics of Washington, DC. Students will identify opportunities for creating change in the District and consider the impact of Washington, DC history on their lived experiences. Students should evaluate the modern District from a variety of perspectives and experiences.

Standard:

DC.39 Evaluate the contemporary relationship between the federal government and the District of Columbia, and the impact of this relationship on the rights and privileges of District residents.

DC.40 Evaluate the origins of the movement for statehood for Washington, DC, and evaluate the reasons for national support and opposition to the movement.

DC.41 Analyze the current structure of District government, and identify important public officials in Washington and how they impact change.

DC.42 Assess the multiple ways people in the Washington community can influence their local government.

DC.43 Evaluate the history and legacy of cultural institutions and monuments that are unique to Washingtonians.

DC.44 Compare contemporary ward maps and the distinct features of each of Washington, DC's wards and evaluate the different resources available across Washington, DC.

DC.45 Evaluate financial resources and opportunities available to District residents to increase financial independence, and critically evaluate information from a variety of sources to make informed consumer decisions.

DC.46 Assess successful efforts for creating change in Washington, DC, and evaluate the efficacy of methods for achieving change in the District.

DC.47 Evaluate the credibility of online sources and claims about contemporary political and social issues in Washington, DC using strategies like lateral reading.

DC.48 Compare multiple accounts from different news or media sources about an issue of concern, with attention to the credibility and perspective of each account.

DC.49 Evaluate the current challenges and opportunities facing Washingtonians and propose a solution for District residents.

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