

TITLE 210. State Department of Education
CHAPTER 15. Curriculum and Instruction
[OAR Docket #10-128]

RULEMAKING ACTION:

Notice of proposed PERMANENT rulemaking

PROPOSED RULES:

Subchapter 3. Priority Academic Student Skills

Part 11. Social Studies

210:15-3-100. Oklahoma history for high school [AMENDED]

210:15-3-102. United States History 1850 to the present for high school [AMENDED]

210:15-3-104. World History for high school [AMENDED]

SUMMARY:

The proposed rule amendments will revise the core curriculum Priority Academic Students Skills for Oklahoma History, United States History: 1850 to Present, and World History, to comply with the requirements set forth in 70 O. S. § 11-103.6(a).

AUTHORITY:

70 O.S. § 3-104, State Board of Education

COMMENT PERIOD:

All interested persons wishing to present their views orally or in writing may do so before 4:30 p.m., March 24, 2010, at the following address: Office of the State Board of Education, Room 1-18, Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma 73105-4599.

PUBLIC HEARING:

A public hearing will be held at 1:00 p.m. on Thursday, March 25, 2010, at the Hodge Education Building, State Board Room, Room 1-20, 2500 North Lincoln Boulevard, Suite 1-20, Oklahoma City, Oklahoma 73105-4599. Persons wishing to speak must sign in at the door of the State Board Room by 1:05 p.m.

REQUESTS FOR COMMENTS FROM BUSINESS ENTITIES:

N/A

COPIES OF PROPOSED RULES:

Copies are on file for public viewing in the office of the State Board of Education, Room 1-18, Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma.

RULE IMPACT STATEMENT:

A Rule Impact Statement has been prepared, according to 70 O.S. §303(D), and will be available at the Office of the State Board of Education, Room 1-18, Hodge Education Building, 2500 North Lincoln Boulevard, Oklahoma City, Oklahoma, on February 26, 2010.

CONTACT PERSON:
Connie Holland, 405-521-3308
[OAR Docket #10-128; filed 1-26-10]

§70-11-103.6a. Review of adopted curriculum - Revisions.

Each area of subject matter curriculum, except for technology curriculum, adopted by the State Board of Education for implementation by the beginning of the 2003-04 school year shall be thoroughly reviewed by the State Board every six (6) years according to and in coordination with the existing subject area textbook adoption cycle, and the State Board shall implement any revisions in such curriculum deemed necessary to achieve further improvements in the quality of education for the students of this state.

Added by Laws 1989, 1st Ex. Sess., c. 2, § 7, emerg. eff. April 25, 1990. Amended by Laws 2002, c. 289, § 3, eff. July 1, 2002.

###

SUBCHAPTER 3. PRIORITY ACADEMIC STUDENT SKILLS

PART 11. SOCIAL STUDIES

210:15-3-100. Oklahoma history for high school

- (a) **Standard.** The student will demonstrate process skills in social studies.
- (1) Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, art, music, literature, photographs, documents, newspapers, and contemporary media).
 - (2) Identify, evaluate, and explain the relationships between the geography of Oklahoma and its historical development by using different kinds of maps, graphs, charts, diagrams, and other representations such as photographs, satellite-produced images, and computer-based technologies.
 - (3) Interpret information from a broad selection of research materials (e.g., encyclopedias, almanacs, dictionaries, atlases, and cartoons).
 - (4) Construct and examine timelines of Oklahoma history (e.g., removal and relocation of Native American groups, economic cycles, immigration patterns, and the results of redistricting and statewide elections).
- (b) **Standard.** The student will describe both European and American exploration and claims the territory that would become Oklahoma.
- (1) Explain the significance of early Spanish and French expeditions (e.g., Coronado, Oñate, and LaHarpe).
 - (2) Evaluate the lasting impact of American exploration, including the Pike, Wilkinson, and expeditions.
 - (3) Analyze the impact of territorial claims on the development of the state of Oklahoma, including the Louisiana Purchase and Adams-Onís Treaty.
- (c) **Standard.** The student will evaluate the social, economic, and political development and contributions of Native Americans from prehistoric settlement through modern times.
- (1) Identify and describe significant phases of prehistoric cultures, including the Paleo Indians (Clovis points), Archaic Indians (Folsom points), the Mound Builders, and the Plains Tribes.
 - (2) Trace the movement of other North American peoples into present-day Oklahoma, including the Five Tribes, Plains Tribes, and Eastern Tribes.
 - (3) Compare and contrast cultural perspectives (e.g., land ownership and use, agricultural, production and distribution of commodities, and trading practices) of Native Americans and European Americans.
 - (4) Identify significant historical and contemporary Native Americans (e.g., John Ross, Sequoyah, Quanah Parker, Jim Thorpe, Will Rogers, the Five Indian Ballerinas, the Kiowa Five, and Wilma Mankiller).
- (d) **Standard.** The student will evaluate the major political and economic events prior to statehood.
- (1) Analyze tribal alliances, river transportation, and the fur trade, and their relationship to early mercantile settlements (e.g., Fort Towson, Fort Gibson, Fort Coffee, Fort Washita, and Chouteau's Trading Post).
 - (2) Explain the significance of the Civil War in Indian Territory and the prominent figures and groups that fought in its battles (e.g., Stand Watie, General James Blunt, General Douglas Cooper, and the 1st Kansas Colored Regiment).
 - (3) Assess the impact of the cattle industry (e.g., cattle trails, railheads and cow towns in Kansas, and the location of railroad lines).
 - (4) Evaluate the impact and importance of the various means of distributing land in Oklahoma (e.g., allotments, land runs, lottery, and Supreme Court settlement).
- (e) **Standard.** The student will describe the development of constitutional government in Oklahoma.
- (1) Examine the work of the Dawes Commission and the distribution of lands to non-Native American settlers.
 - (2) Analyze the development of governments among the Native American tribes; the movement towards the all-Indian state of Sequoyah; the movement for single statehood; and the impact and influence of the Enabling Act and the Constitutional Convention.

- (f) **Standard.** The student will investigate the geography and economic assets of Oklahoma and trace their effects on the history of the state.
- (1) Locate the significant physical and human features of the state on a map (e.g., major waterways, cities, natural resources, military installations, major highways, and major landform regions).
 - (2) Examine how economic cycles (e.g., the Great Depression and the Dust Bowl, and oil boom and bust) have affected and continue to affect major sectors of state employment (e.g., fossil fuels, timber, mining, tourism, the military, and agriculture).
- (g) **Standard.** The student will examine major cultural and ethnic groups represented in Oklahoma.
- (1) Identify cultural and ethnic groups in Oklahoma (e.g., African Americans, Eastern Europeans, Italians, Germans, and Vietnamese) and explore the causes and effects of their immigration and settlement patterns.
 - (2) Trace the cultural, political, and economic contributions of these groups.
- (h) **Standard.** The student will examine factors that contributed to the political, economic, and social history of Oklahoma during the twentieth century.
- (1) Identify significant individuals and their contributions (e.g., Jerome Tiger, Frank Phillips, Kate Barnard, Angie Debo, Ada Lois Sipuel, Clara Luper, George Lynn Cross, Ralph Ellison, Robert S. Kerr, Henry Bellmon, and Reba McEntire).
 - (2) Analyze the impact of the Populist Movement, the Temperance Movement, the Dust Bowl, and political corruption (e.g., Ku Klux Klan activities; the prosecutions and convictions of Governor David Hall and the county commissioners) on Oklahoma history.
 - (3) Examine the historical evolution of race relations in Oklahoma (e.g., the significance of Jim Crow laws, the Tulsa Race Riot, and the contributions of Governor Raymond Gary to the peaceful integration of public facilities).
 - (4) Examine and evaluate the causes and effects of terrorism in Oklahoma, including the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995.

210:15-3-102. United States History 1850 to the present for high school

- (a) The focus of the course in United States History for Grades 9-12 is the immediate pre-Civil War era to the present (1850-present). However, for the high school ACE U.S. HISTORY examination, the time frame is approximately 1850-1975, or approximately from the Compromise of 1850 through the withdrawal of United States military and diplomatic personnel from Vietnam. NOTE: Standard 1 social studies process skills should be integrated throughout the content standards and used in teaching and assessing the course content at the classroom and district level. At the state level, Standard 1 social studies process skills will be measured and reported within each of the content standards (1, 2, 3, 4, 5, and 6). Process skill assessment items will be content-based and reported under each of the content standards. For assessment purposes, each standard will have items using primary and secondary source documents, timelines, maps, charts, graphs, pictures, photographs, and/or political cartoons. There will be a balance of graphic and textual stimulus materials within the various U.S. History test forms. At least 50 percent of the assessment items will have appropriate pictorial and graphical representations.
- (b) In United States History, the student will describe and analyze the causes, events, and effects of the Civil War and Reconstruction era; examine the impact of immigration and the settlement of the American West on American society; and evaluate the economic effects of the industrialization and the changing role of the United States in world affairs at the turn of the twentieth century. He or she will also describe the social, cultural, and economic events between the World Wars; investigate and analyze the Great Depression, and the causes, events and effects of World War II; and assess the foreign and domestic policies of the United States since World War II. The student will continue to strengthen, expand, and put to use the full range of process and research skills in social studies.
- (1) **Standard.** The student will demonstrate process skills in social studies.
 - (A) Identify, analyze, and interpret primary and secondary sources (e.g., artifacts, diaries, letters, photographs, documents, newspapers, media, and computer-based technologies).
 - (B) Recognize and explain how different points of view have been influenced by nationalism, racism, religion, culture and ethnicity.

- (C) Distinguish between fact and opinion in examining documentary sources.
 - (D) Construct timelines of United States history (e.g., landmark dates of economic changes, social movements, military conflicts, constitutional amendments, and presidential elections).
 - (E) Explain the relationships between geography and the historical development of the United States by using maps, graphs, charts, visual images, and computer-based technologies.
 - (F) Develop discussion, debate, and persuasive writing and speaking skills, focusing on enduring issues (e.g., individual rights vs. the common good, and problems of intolerance toward cultural, ethnic, and religious groups), and demonstrating how divergent viewpoints have been and continue to be addressed and reconciled.
- (2) **Standard.** The student will analyze causes, key events, and effects of the Civil War/Reconstruction era.
- (A) Examine the economic and philosophical differences (e.g., sectionalism, popular sovereignty, states' rights debate, nullification, abolition, and tariffs) between the North and South, as articulated by Daniel Webster and John C. Calhoun.
 - (B) Trace the events leading to secession and war (e.g., the Compromise of 1850, the Fugitive Slave Act, the Kansas-Nebraska Act, "Bleeding Kansas," the Dred Scott case, John Brown's Raid on Harpers Ferry, 1860 presidential election, secession of South Carolina, and the attack on Fort Sumter).
 - (C) Identify political and military leaders of the war (e.g., Abraham Lincoln, Ulysses S. Grant, Jefferson Davis, Robert E. Lee, Frederick Douglass, and William Lloyd Garrison).
 - (D) Interpret the importance of critical developments in the war, including major battles (e.g., Fort Sumter, "Anaconda Plan," Bull Run, Gettysburg, Vicksburg, Antietam, battle of the Monitor and Merrimack, and the North's "total war strategy"), the Emancipation Proclamation, and Lee's surrender at Appomattox.
 - (E) Relate the basic provisions and postwar impact of the 13th, 14th, and 15th Amendments to the Constitution.
 - (F) Evaluate the continuing impact of Reconstruction policies on the South, including southern reaction (e.g., tenant farming, Freedmen's Bureau, sharecropping, Black Codes, Ku Klux Klan, Carpetbaggers, scalawags, Plessy v. Ferguson, and Jim Crow laws).
- (3) **Standard.** The student will analyze the impact of immigration, the settlement of the American West, and industrialization on American society.
- (A) Analyze the impact of immigration, migration and settlement patterns.
 - (i) Analyze immigration, including the reasons for immigration, employment, settlement patterns, and contributions of various immigrant, cultural, and ethnic groups (e.g., Irish, Chinese, Italians, Germans, Japanese, and Southeast/Central Europeans) from 1850-1930.
 - (ii) Examine ethnic conflict and discrimination.
 - (iii) Analyze changes in the domestic policies of the United States relating to immigration (e.g., the CHINESE EXCLUSION ACT, the rise of nativism, Ellis Island, and the "Gentlemen's Agreement") from 1850-1930.
 - (iv) Evaluate the significance of immigration on the labor supply and the movement to organize workers (e.g., growth of labor pool, rise of the labor movement, Pullman strikes, Haymarket Riot, Eugene V. Debs, Samuel Gompers, John L. Lewis, and the use of court injunctions to halt labor strikes).
 - (v) Compare and contrast social attitudes and federal policies toward Native American peoples (e.g., the Indian Wars of 1850-1890, establishment of reservations, attempts at assimilation, and the DAWES ACT, and the destruction of the bison herds) and actions of the United States Army, missionaries, and settlers during the settlement of the American West, 1850-1890.
 - (B) Evaluate the impact of industrialization on American society.
 - (i) Identify the impact of new inventions and industrial production methods, including new technologies in transportation and communication between 1850-1920 (e.g., Thomas

Edison, Alexander G. Bell, Henry Ford, the Bessemer process, the Westinghouse Company, barbed wire, the western cattle drives).

(ii) Describe the effects of the "muckrakers" (e.g., Carey Nation, Susan B. Anthony, Elizabeth Cady Stanton, Alice Paul, Ida Tarbell, Upton Sinclair, and William Jennings Bryan) and reform movements (e.g., Women's Suffrage, Temperance, Populism, and the Grange Movement) that resulted in government policies affecting child labor, wages, working conditions, trade, monopolies, taxation and the money supply (e.g., Sherman Anti-trust Act and Triangle Shirtwaist Factory Fire).

(iii) Assess the impact of industrialization, the expansion of international markets, urbanization, and immigration on the economy.

(iv) Evaluate the rise of the Progressive Movement in relation to political changes at the national and state levels (e.g., workplace protections, conservation of natural resources, increased political strength of third parties, the direct primary, initiative petition, referendum, and recall).

(v) Examine the causes of the money panics of 1873, 1893, and 1907, explaining how the establishment of the Federal Reserve System addressed the problems.

(4) **Standard.** The student will analyze the changing role of the United States in world affairs at the turn of the twentieth century.

(A) Evaluate the motivations and impact of American Imperialism on international relations.

(i) Identify the goals of and reasons for imperialism (e.g., Open Door Policy, annexation of Hawaii, influence of Admiral Alfred T. Mahan, and the concept of "white man's burden") explaining its impact on developed and developing nations (e.g., "banana republic").

(ii) Analyze the role of the Spanish-American War in the development of the United States as a world power (e.g., yellow journalism, Rough Riders, PLATT AMENDMENT, TELLER AMENDMENT, territorial acquisitions, and contributions of Admiral George Dewey).

(iii) Evaluate the reasons for United States involvement in locating a canal in Central America and the actions of President Theodore Roosevelt regarding the Panama Canal.

(iv) Compare and contrast the strengths and weaknesses of Theodore Roosevelt's foreign policy and other presidential foreign policies from 1890-1910, including "Big Stick Diplomacy," "Dollar Diplomacy," "Missionary Diplomacy," the Great White Fleet, ROOSEVELT COROLLARY, and interventionism.

(B) Evaluate the causes and effects of World War I on American politics, economy, and society.

(i) Analyze the factors leading to the involvement of the United States in World War I (e.g., the alliance systems, submarine warfare, and the Zimmerman Note) and the effects of the war on the United States (e.g., mobilization, propaganda, women in the workplace, and the First Red Scare).

(ii) Examine the reasons why the United States did not join the League of Nations and for the nation's return to isolationism (e.g., Wilson's Fourteen Points and the Treaty of Versailles).

(5) **Standard.** The student will describe the social; cultural; economic; and technological ideas and events in the United States in the era between the World Wars.

(A) Compare and contrast cultural, economic, and social events and trends between the World Wars.

(i) Evaluate literature, music, dance, and forms of entertainment of the 1920s and 1930s (e.g., the Harlem Renaissance, the Jazz Age, flappers, the "Lost Generation," and "talkies").

(ii) Investigate the long term effects of reform movements, such as the Women's Suffrage Movement, Temperance/Prohibition Movements (e.g., the 18th, 19th, and 21st Amendments to the Constitution), and the Early Civil Rights Movement and leaders (e.g., Booker T. Washington and W. E. B. Du Bois).

- (iii) Analyze the impact of the automobile, aviation (e.g., Charles Lindbergh), electrification, and urbanization (e.g., the Great Migration) on American society.
- (iv) Describe rising racial tensions and labor unrest common in the era (e.g., the Tulsa Race Riot, the resurgence of the Ku Klux Klan, the "Back to Africa" Movement and Marcus Garvey, the rise of industrial unions, and the labor sit-down strikes).
- (B) Analyze the effects of the destabilization of the American economy.
 - (i) Examine the growing disparity between the wealth of corporate leaders and the incomes of small business owners, industrial workers, and farmers.
 - (ii) Identify causes contributing to an unstable economy (e.g., the increased reliance on installment buying, a greater willingness to speculate and buy on margin in the stock market, and government reluctance to interfere in the economy or laissez-faire policy).
 - (iii) Examine changes in the business cycle (e.g., the "Black Tuesday" Stock Market Crash and bank failures), weaknesses in key sectors of the economy (e.g., agriculture and manufacturing), and government economic policies in the late 1920s.
 - (iv) Analyze the effects of the Stock Market Crash between October 1929 and March 1933 (e.g., unemployment, the shrinking economy, Herbert Hoover's economic policies, the "Bonus Army," Securities and Exchange Commission, "Hoovervilles," and the presidential election of 1932).
- (C) Analyze the Great Depression, the Dust Bowl, and the New Deal economic policies.
 - (i) Evaluate the impact of the Great Depression, the Dust Bowl (e.g., migration of the Okies and exodusters), and the New Deal economic policies on business and agriculture, as well as on the American people, their culture and political behavior. (e.g., FDR's court packing plan and the "fireside chats").
 - (ii) Assess the impact of the expanded role of government in the economy since the 1930s. (e.g., FDR's "New Deal," deficit spending and new federal agencies – Social Security Administration, FDIC, TVA, WPA, and CCC).
 - (iii) Identify the contributions of key individuals of the period between the wars (e.g., Will Rogers, Eleanor Roosevelt, Franklin Roosevelt, Huey Long, "The Brain Trust," and Woody Guthrie).
- (6) **Standard.** The student will analyze the major causes, events, and effects of United States' involvement in World War II.
 - (A) Examine changes in American society and government policy as the nation prepared for and entered World War II.
 - (i) Relate the rise of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan to the rise of communism, Nazism, and fascism in the 1930s and 1940s, and the response of the United States.
 - (ii) Describe the roles of appeasement and isolationism in the United States' reluctance to involve itself in world conflicts during 1937-1941 (e.g., the Lend-Lease Act, and the Neutrality Acts).
 - (iii) Evaluate the impact of preparation and mobilization for war, including the internment policies and their effects (e.g., internment of minority Americans, such as, Japanese, Germans, and Italians; *Korematsu v. United States*; rationing; role of women in the workforce and armed services; and discrimination and segregation at home and in the armed forces).
 - (B) Describe events affecting the outcome of World War II.
 - (i) Identify major battles, military turning points, and key strategic decisions in both the European and Pacific Theaters of operation (e.g., Pearl Harbor; Battle of Midway; the D-Day Invasion; Battle of the Bulge; the development and use of the atomic bomb; island-hopping strategy, such as Iwo Jima; and the Allied conferences, such as Yalta).
 - (ii) Analyze public and political reactions in the United States to the events of the Holocaust (e.g., Nuremburg War Trials).
- (7) **Standard.** The student will analyze the foreign and domestic policies of the United States since World War II.

- (A) Analyze the origins, international alliances, and efforts at containment of Communism.
- (i) Identify the origins of the Cold War and its foreign and domestic consequences, including confrontations with the Soviet Union in Berlin and Cuba (e.g., the postwar division of Europe, the Warsaw Pact, the "Iron Curtain," the Marshall Plan, the Berlin Airlift, the Berlin Wall, the Bay of Pigs Invasion, and the Cuban Missile Crisis).
 - (ii) Evaluate the United States' attempts at the containment of Communism including the Truman Doctrine and the involvement of the United Nations in the Korean War.
 - (iii) Describe the fear of communist influence within the United States including the McCarthy hearings (e.g., the Second Red Scare and various congressional hearings).
- (B) Describe events which changed domestic and foreign policies during the Cold War and its aftermath.
- (i) Examine the proliferation of nuclear weapons and the arms race (e.g., Sputnik and the space race; development and effects of nuclear weapons; the Rosenbergs' spy trial; and the SALT treaties).
 - (ii) Describe the role of the United States in the formation of the United Nations, NATO, and SEATO.
 - (iii) Evaluate the causes and long term foreign and domestic consequences of United States' military commitments in Southeast Asia, including the Vietnam War (e.g., "Domino Theory;" the Tonkin Gulf Resolution; the Tet Offensive; the presidential elections of 1968 and 1972; student protests; expanded television coverage of the war; and the War Powers Act).
 - (iv) Examine the strategic and economic factors in the development of Middle East policy and relations with African nations, including South Africa.
 - (v) Analyze the reasons for the collapse of Communism in Eastern Europe and the Soviet Union, and relate the end of the Cold War to new challenges to the United States' leadership role in the world.
- (C) Analyze the economic, social, and political transformation within the United States since World War II.
- (i) Describe de jure and de facto segregation policies, attempts at desegregation and integration, and the impact of the Civil Rights Movement on society (e.g., *Brown v. Board of Education of Topeka, Kansas*, the Montgomery Bus Boycott, the lunch counter sit-down strikes in Oklahoma City and elsewhere, the Freedom Rides, integration of Little Rock Central High School, the Civil Rights Act of 1964, and the Voting Rights Act of 1965).
 - (ii) Evaluate the success of the Women's Liberation Movement (e.g., Equal Rights Amendment, *Roe v. Wade*, Betty Friedan, and NOW) and the changing roles of women during the 1950s through the mid-1970s.
 - (iii) Examine the technology revolution and its impact on communication, transportation, and industry.
 - (iv) Assess the impact of violent crime, and illegal drug use and trafficking.
 - (v) Explain the effects of increased immigration, the influx of political refugees, and the increasing number of undocumented aliens on society and the economy.
 - (vi) Identify the contributions of political leaders, political activists, civil rights leaders (e.g., Dr. Martin Luther King, Jr., Malcolm X, Thurgood Marshall, and César Chavez), major issues, and scandals, including the Watergate Scandal, and major trends in national elections (e.g., differences between the two major political parties, and the rise of third party candidates).
 - (vii) Examine the postwar rise in the standard of living, the OPEC Oil Embargo, the inflation of the 1970s, and the federal budget deficit problems of the 1980s and early 1990s.
 - (viii) Evaluate the impact of political scandals (e.g., Iran-Contra, and the Clinton impeachment) on federal law, national policies, and political behavior.

- (ix) Analyze how the principles and structures of the United States Constitution have changed through amendment and judicial interpretation (e.g., the 22nd and 25th Amendments, the Warren Court, *Gideon v. Wainwright*, and *Miranda v. Arizona*).
- (x) Compare and contrast conservative and liberal economic strategies, including the positions of political parties and interest groups on major issues to the present.
- (xi) Describe and evaluate the ongoing globalization of the world's economic and communication systems (e.g., the Internet), including the rise of terrorism and its impact on the United States; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; and the policies and actions of the U. S. Government to respond to and combat terrorism (e.g., PATRIOT Act, creation of the Department of Homeland Security, and the wars in Afghanistan and Iraq).

210:15-3-104. World History for high school

- (a) **Standard.** The student will demonstrate social studies research skills.
 - (1) Identify, analyze, and interpret primary and secondary sources and artifacts.
 - (2) Validate sources as to their authenticity, authority, credibility, and possible bias.
 - (3) Construct timelines of key events, periods, and historically significant individuals.
 - (4) Identify and analyze the reasons for major shifts in national political boundaries.
- (b) **Standard.** The student will describe early physical and cultural development of humankind from the Paleolithic Era to the emergence of agriculture.
 - (1) Describe the characteristics of hunter-gatherer societies, their use of fire and tools, and the impact of geography on these societies.
 - (2) Identify the technological and social advancements that gave rise to stable communities.
- (c) **Standard.** The student will compare selected ancient river civilizations (e.g., Egypt, Mesopotamia, the Indus Valley, and Shang China), and other ancient civilizations (e.g., the Hebrew and Phoenician kingdoms, and the Persian Empire).
 - (1) Describe their location in time and place.
 - (2) Trace their development of cultural, political, and economic patterns.
- (d) **Standard.** The student will describe and analyze ancient Greece (*circa* 2000 to 300 B.C.E.) and its impact on contemporary and future civilizations.
 - (1) Explain the influence of geography on Greek culture including the contributions of Greek playwrights, poets, historians, sculptors, architects, scientists, mathematicians, and philosophers, (e.g., Socrates, Plato, Aristotle, Sophocles, Pythagoras, Hippocrates, Herodotus, and Archimedes).
 - (2) Analyze the impact of Greek commerce and colonies on the Mediterranean region.
 - (3) Describe the social structure, significance of citizenship, and development of democracy in the city-state of Athens.
 - (4) Describe life in Athens during the Golden Age of Pericles.
 - (5) Evaluate the conquest of Greece by Macedonia, and the spread of Hellenistic culture by Alexander the Great.
- (e) **Standard.** The student will describe and analyze ancient Rome (700 B.C.E. to 500 C.E.) and its impact on contemporary and future civilizations.
 - (1) Explain the influence of geography on Roman economic, social, and political development.
 - (2) Describe the social structure, the significance of citizenship, and the development of democratic features in the government of the Roman Republic.
 - (3) Analyze the Roman military domination of the Mediterranean basin and western Europe, and the spread of Roman culture in these areas.
 - (4) Describe the collapse of the Republic and the rise of imperial monarchs.
 - (5) Evaluate the economic, social, and political impact of the Pax Romana.
 - (6) Examine the origin, traditions, customs, beliefs, and spread of Judaism and Christianity.
 - (7) Describe the contributions in art, architecture, technology, science, literature, history, language, religion, and law.

- (8) Explain the reasons for the decline and fall of the Roman Empire, (e.g., the invasions of the Visigoths and Vandals).
- (f) **Standard.** The student will analyze the interactions and relationships between the Muslim world and Christendom from the seventh to the eleventh century C.E.
- (1) Describe the origin, theological foundations, traditions, customs, beliefs, and spread of Islam.
 - (2) Identify religious, political, and economic influences in the Mediterranean region.
- (g) **Standard.** The student will describe, compare and contrast selected civilizations in Asia, Africa, and the Americas.
- (1) Analyze India's caste system, the traditions, customs, beliefs, and significance of Hinduism, and the conquest by Muslim Turks and Mongols.
 - (2) Describe China under the Qin, Han, T'ang, and Sung dynasties; the traditions, customs, beliefs, and significance of Buddhism; the impact of Confucianism and Taoism; and the construction of the Great Wall.
 - (3) Describe Japan's development, and the significance of Shintoism and Buddhism, and the influence of Chinese culture.
 - (4) Describe the kingdoms of Kush in eastern Africa and Ghana in western Africa.
 - (5) Describe the Olmec, Mayan, Aztec, and Inca civilizations.
- (h) **Standard.** The student will describe and analyze the Byzantine Empire and Russia (*circa* 300 to 1400 C.E.) and their impact on contemporary and later civilizations.
- (1) Explain the expansion of the Byzantine Empire and economy with the establishment of Constantinople.
 - (2) Describe the conflicts that led to the split between the Roman Catholic and Eastern Orthodox churches.
 - (3) Evaluate Byzantine influence on Kievan Russia and Eastern Europe.
- (i) **Standard.** The student will describe and analyze the patterns of social, economic, and political change, and cultural achievement during the Middle Ages, *circa* 500 to 1500 C.E.
- (1) Describe the structure of feudal society and its social, economic, and political effects.
 - (2) Examine the Age of Charlemagne and the revival of the idea of the Roman Empire.
 - (3) Trace the invasions and settlements of the Magyars in Eastern Europe, and the Vikings, Angles, and Saxons in Great Britain.
 - (4) Analyze the spread and influence of Christianity throughout Europe, and the secular roles of the Roman Catholic Church.
 - (5) Describe conflicts among Eurasian powers, such as the Crusades, the Mongol conquests, and the expansion of the Ottoman Turks.
 - (6) Compare and contrast the federal system in Asia (e.g., the society in Japan) with European federalism.
- (j) **Standard.** The student will analyze the historical sources and developments of the Renaissance.
- (1) Examine the economic foundations of the Renaissance, increased trade, role of the Medicis, and new economic practices, including the rise of Italian city-states.
 - (2) Describe artistic, literary, scientific, political, and intellectual creativity, (e.g., as reflected in the works of Leonardo da Vinci, Michelangelo, Machiavelli, Cervantes, and Shakespeare) as contrasted with the Middle Ages.
- (k) **Standard.** The student will analyze the historical sources and developments of the Reformation.
- (1) Evaluate the effects of the theological, political, and economic differences that emerged during the Reformation (e.g., the views and actions of Martin Luther, John Calvin, the Council of Trent and Henry VIII).
 - (2) Describe the influence of religious conflicts on government actions, (e.g., the Edict of Nantes in France, and the reign of Elizabeth I in England).
- (l) **Standard.** The student will analyze the impact of European expansion into the Americas, Africa, and Asia.
- (1) Describe the roles of explorers and conquistadors (e.g, Prince Henry the Navigator, Columbus, Magellan, and Cortés).

- (2) Analyze migration, settlement patterns, and cultural diffusion, including the exchange of technology, ideas, and agricultural practices, the introduction of new diseases, and trade in slaves, gold, furs, and tobacco.
 - (3) Evaluate the economic and cultural transformations created by the emergence of plants (e.g., tobacco and corn) in new places and the arrival of the horse in the Americas.
 - (4) Describe the competition for resources and the rise of mercantilism, including the commercial and maritime growth of European nations, and the emergence of money and banking, global economics, and market systems.
- (m) **Standard.** The student will analyze the scientific, political, and economic changes in Europe and North America in the sixteenth, seventeenth, and eighteenth centuries.
- (1) Describe the establishment and authority of absolute monarchies (e.g., Louis XIV, Frederick the Great, and Peter the Great).
 - (2) Examine the Glorious Revolution in England and the French Revolution, including the ideas of significant individuals, (e.g., Hobbes, Locke, Montesquieu, Rousseau, Adam Smith, and Jefferson).
 - (3) Explain how the political and religious ideas of the Enlightenment affected the founders of the United States.
 - (4) Explain how new scientific theories (e.g., those of Newton, Kepler, Copernicus, Galileo, Harvey, and Franklin) and technological changes brought about social, political, and cultural changes.
 - (5) Describe how the arts, philosophy, and literature were influenced by significant individuals (e.g., Voltaire, Diderot, Rembrandt, Gainsborough, Bach, and Mozart).
- (n) **Standard.** The student will describe nineteenth century political developments.
- (1) Analyze the impact of the Congress of Vienna.
 - (2) Describe the expansion of democracy in Europe, the effects of urbanization, the revolutions of 1848, and British reform laws.
 - (3) Analyze the unification of Germany and of Italy.
 - (4) Evaluate the impact of the Meiji Restoration in Japan.
- (o) **Standard.** The student will analyze and explain the effects of the Industrial Revolution.
- (1) Describe the rise and impact of industrial economies.
 - (2) Describe the scientific and technological changes (e.g., the inventions of Watt, Bessemer, and Whitney) which brought about massive social and cultural change.
 - (3) Analyze the emergence of capitalism and free enterprise as a dominant economic pattern.
 - (4) Evaluate the responses to capitalism (e.g., utopianism, socialism, and communism), including the trade union movement.
 - (5) Explain how Asia, Africa, and South America were transformed by European commercial power.
- (p) **Standard.** The student will analyze major twentieth century historical events through World War II.
- (1) Evaluate the causes and effects of World War I (e.g., assassination of Archduke Ferdinand; Woodrow Wilson and the Fourteen Points; and the League of Nations).
 - (2) Describe the Bolshevik Revolution in Russia, and the creation of the Soviet Union.
 - (3) Examine the rise, aggression, and human costs of totalitarian regimes in the Soviet Union, Germany, Italy, and Japan.
 - (4) Examine the rise of nationalism, and the causes and effects of World War II (e.g., the Holocaust, economic and military power shifts since 1945, the founding of the United Nations, and the political partitioning of Europe, Africa, and Asia).
 - (5) Describe the revolutionary movements in Asia and their leaders (e.g., Mao Zedong and Ho Chi Minh).
 - (6) Examine African and Asian countries which achieved independence from European colonial rule (e.g., India under Mohandas Gandhi and Ghana under Kwame Nkrumah).
- (q) **Standard.** The student will evaluate post-World War II global and contemporary events.
- (1) Describe regional military and political conflicts, such as Korea and Vietnam.
 - (2) Evaluate the creation of the modern state of Israel, and the recurring conflicts between and among Israel and the Arab neighbors.

- (3) Examine the beginning and end of the Cold War and the collapse of the Soviet Union.
- (4) Describe the Chinese Cultural Revolution and the pro-democracy student demonstrations at Tiananmen Square in Beijing.
- (5) Describe and evaluate the ongoing globalization of the world's economic and communication systems (e.g., the Internet), including the rise of terrorism in the United States and around the world; the role and effects of the A. P. Murrah Federal Building bombing in Oklahoma City on April 19, 1995; the first attack on the World Trade Center Towers in New York City in 1993; and the attacks on the World Trade Center Towers in New York City and the Pentagon in Washington, DC on September 11, 2001; the subway bombings in London; the train attacks in Madrid; the attack in Mumbai, India; airplane and ship hijackings; and the policies and actions of the US Government to respond to and combat terrorism (e.g., PATRIOT Act, creation of the Department of Homeland Security, and the wars in Afghanistan and Iraq).