

# Social Studies Standards Report

A COMPREHENSIVE OVERVIEW OF EVERY STATE, AND THE DISTRICT  
OF COLUMBIA

JOANN ZADROZNY, PH.D.



THE GILBERT M. GROSVENOR CENTER  
FOR GEOGRAPHIC EDUCATION  
Texas State University

TEXAS  STATE  
GEOGRAPHY AND  
ENVIRONMENTAL STUDIES  
MEMBER THE TEXAS STATE UNIVERSITY SYSTEM



# Social Studies Standards Report: A Comprehensive Overview of Every State, and the District of Columbia

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Joann Zadrozny, Ph.D.

Grosvenor Center for Geographic Education  
Department of Geography and Environmental Studies  
Texas State University  
San Marcos, Texas 78666



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## INTRODUCTION

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The social studies consist of four core academic subjects: geography, history, civics, and economics. Since the inception of national standards in the early 1990s, states have adopted their own set of social studies standards that dictate what students should know and be able to do at each grade level.

For the last decade, the “Social Studies and Geography Survey for Middle and High Schools” (Grosvenor Center 2009, 2011, 2013, 2015; Zadrozny 2017, 2020) examined each state’s social studies standards document to determine the degree to which geographic concepts, knowledge, and skills are taught in each grade level. That meant if geography had a separate set of standards for a stand-alone geography course, or if the geography standards were embedded within the social studies standards as a strand. The 2020-2021 survey discontinued to categorize state standards in this fashion because of the immense variation among states in how standards are defined, written, and conveyed. Some states write standards for a specific course, some write them by grade level, while others by grade span. And each state has a varying definition of standards and strands.

Therefore, this is the follow-up report to the 2020-2021 “Social Studies and Geography Survey for Middle and High Schools” that explores the social studies standards, as a whole, in more detail on a state-by-state basis. This report does not evaluate standards, but instead provides a singular document to show how social studies standards are organized for each state. This includes state history, United States history, world history, geography, economics, civics and government, and behavioral sciences such as psychology and sociology.

This report includes the following sections for each state:

- 1) Social Studies Content Focus by Grade
- 2) Social Studies Standards Organization and Breakdown
- 3) Geography Within the Social Studies Standards
- 4) Social Studies Standards Document, Adoption, and Revision Cycle
- 5) Mandates
- 6) Professional Documents Used (when available)

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## INTENTIONS

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The intent of this report is to provide social studies stakeholders a complete document that encompasses each state’s educational plan for social studies. This report can offer multiple opportunities for research and analysis. For example, it can be used to compare the amount of geography embedded in a state’s standards as compared to other social studies disciplines. Another research question may be to compare the amount of geography standards embedded among states. An analysis of the quality of the geographic content embedded within the standards is also a possibility.

This report can be utilized when state’s revise their standards in future years. It provides a snapshot at how states prioritize the four disciplines of the social studies. For instance, geography

has long been known to have the short end of the proverbial “curriculum stick,” and this report sheds some light on the inconsistency of geography instruction as compared to history from kindergarten to graduation. This report is long and full of information that can provide some powerful insights into the realm of K-12 social studies education. It should be used to help make effective and positive decisions on curriculum and standards.

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#### HOW TO READ THE INFORMATION

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As mentioned earlier, each state is different in how standards are written. Even the “Standards Documents” that each state provides on their websites vary. Therefore, this report does the best job possible at putting all 50 states and the District of Columbia into some type of manageable resource. There is a lot of information and after a deeper look at a few states, it is with hope that the data included can be helpful.

A brief statement about what each section includes follows.

##### Social Studies Content Focus by Grade:

This section shows the focus of grades K-12 based upon major topics, themes, and subject matter outlined by the state. This usually comes from a suggested sequence of courses, or scope of focus provided within the standards document.

##### Social Studies Standards Organization and Breakdown:

This section has three parts.

- i. The first part outlines the basic framework of how the state organized their standards. This normally includes a multi-tier process. For example, it can start with **Strands**  
→ then **Standards**  
→ then **Benchmarks or Objectives**.
- ii. The second part of this section displays the standards for each grade level. This can be confusing at first glance, but it is just one way to visualize quantity of standards amongst the different disciplines at various grades.
- iii. The third part of this section is any brief annotation that comes directly from the standards on how they should be used. This may state that standards are not the curriculum and local control takes place on how the standards are taught. This is simply to share and remind readers that the standards in some states can be just suggestions and not representative of the entire state. For some states this part is left blank.

##### Geography Within the Social Studies Standards:

This section stems from the original “Social Studies and Geography Survey for Middle and High Schools” survey when states were categorized as either having geography standards or geography strands.

Social Studies Standards Document, Adoption, and Revision Cycle:

This section provides a link to the standards document used, the state’s social studies website from the Board of Education (or similar organization). It also provides the year of adoption, revision, and next scheduled revision date.

Mandates:

This section provides any specific mandates that may have been mentioned within the standards document. This list is only a snapshot of what is included in the standards document and does not include every single mandate about social studies education for the state. Therefore, some states may have “None Identified” in this section.

Professional Documents Used (when available):

Lastly, this section provides a list of references that the state used when writing the standards documents. Not every state lists their references, so be aware that if a state has “None Identified” it was not disclosed within the document and does not mean that the state did not use any.

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DISCLAIMER

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This document was completed from September 2020 – February 2021. Please be aware that some information may have changed since. If you would like to submit changes to this document or add information, please e-mail Joann Zadrozny at [j\\_z37@txstate.edu](mailto:j_z37@txstate.edu)

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### [COMPLETE LIST AND LINKS TO STATE STANDARDS](#)



# STATE INFORMATION SHEETS, ALPHABETICAL

## ALABAMA

### SOCIAL STUDIES CONTENT FOCUS BY GRADE

#### *Alabama Course of Study: Social Studies*

Grade		Grade	
K	Living and Working Together in Family and Community	9	World History: 1500 to the Present
1	Living and Working Together in Family and Community and State	10	United States History I: Beginnings to the Industrial Revolution
2	Living and Working Together in State and Nation	11	United States History II: The Industrial Revolution to the Present
3	Geographic and Historical Studies: People, Places, and Regions	12	United States Government
4	Alabama Studies	12	Economics
		HS	Psychology
		Elective	
5	United State Studies: Beginnings to the Industrial Revolution	HS	Sociology
		Elective	
6	United State Studies: The Industrial Revolution to the Present	HS	Contemporary World Issues and Civic Engagement
		Elective	
7	Geography	HS	Human Geography
7	Civics	Elective	
8	World History to 1500		

### SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN

#### 4 Organizational Strands of the Social Studies Program

- i. Economics (E)
- ii. Geography (G)
- iii. History (H)
- iv. Civics and Government (CG)

**Content Standards:** statements that define what students should know and be able to do at the conclusion of a course or grade.

➔ **Bullets:** denote content related to the standards and required for instruction.

➔ **Examples:** clarify certain components of content standards or bullets.

**Grids:** to the left of each content standard indicate the dominant strands that are addressed in the standard or related content found in the bullets.

**Map Icons:** Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

#### Kindergarten - 12 standards –

E [4,5,12]	G [6,8,9,10]	H [1,6,11,12]	CG [ 2,3,7,11,12]
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#### First Grade - 12 standards –

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E [2,7,9,10,11,12]	G [1,3,5,7,8,9,11]	H [1,4,5,6,11,12]	CG [2,3,6]
<b>Second Grade - 11 standards –</b>			
E [7,8,9,10]	G [5,6,9,10]	H [1, 2,3,4,9,10,11]	CG [1,2,9]
<b>Third Grade - 13 standards –</b>			
E [3,4,5,6,7,8,9,13]	G [1,2,3,4,5,6,7,8,9,11,13]	H [4,6,10,11,12,13]	CG [6,8,10,13]
<b>Fourth Grade - 16 standards –</b>			
E [1,2,3,6,7,8,9,10,11,12,13,14,16]	G [1,2,3,4,5,6,11,13,14,16]	H [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16]	CG [1,2,3,5,6,7,9,10,14]
<b>Fifth Grade - 13 standards –</b>			
E [3,4,5,6,7,8,10,11,12,13]	G [1,2,3,4,5,6,8,10,11,12,13]	H [1,2,3,4,5,6,7,8,9,10,11,12,13]	CG [3,4,5,7,8,9,10,11,12,13]
<b>Sixth Grade - 12 standards –</b>			
E [1,2,3,4,5,7,8,9,10,11,12]	G [1,2,3,5,6,7,8,10,12]	H [1,2,3,4,5,6,7,8,9,10,11,12]	CG [1,2,3,4,5,6,7,8,9,10,12]
<b>Seventh Grade Geography - 12 standards –</b>			
E [1,2,3,4,5,6,7,8,9,10,11,12]	G [1,2,3,4,5,6,7,8,9,10,11,12]	H [4,5,6,7,8,9,11,12]	CG [1,4,6,7,8,10,12]
<b>Seventh Grade Civics - 13 standards –</b>			
E [4,7,8,9,11,12]	G [5,7,12]	H [1,2,3,4,5,6,7,8,10,11,12]	CG [1,2,3,4,5,6,8,9,10,11,12,13]
<b>Eighth Grade - 17 standards –</b>			
E [2,5,6,7,10,12,13,14,15,16,17]	G [1,2,5,6,7,8,10,11,12,13,14,16]	H [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17]	CG [2,4,5,6,7,9,10,11,12,13,14,15,16,17]
<b>Ninth Grade - 17 standards –</b>			
E [1,2,3,4,5,9,10,11,12,13,14,15,16,17]	G [1,2,4,7,8,10,11,12,13,14,15,16,17]	H [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16,17]	CG [2,3,5,6,7,8,9,10,11,12,13,14,15,16,17]

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## Tenth Grade - 16 standards –

E [1,2,3,4,6,7,8,9,10,13,14,15,16]	G [1,2,3,6,7,8,10,12,13,14,15,16]	H [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16]	CG [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16]
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## Eleventh Grade - 16 standards –

E [1,2,3,4,5,6,7,8,9,10,11,12,14,15,16]	G [1,3,4,7,8,9,10,11,12,13,14,15,16]	H [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16]	CG [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15,16]
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## Twelfth Grade U.S. Government - 15 standards –

E [1,4,5,7,8,9,12,13,15]	G [7,9,15]	H [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15]	CG [1,2,3,4,5,6,7,8,9,10,11,12,13,14,15]
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## Twelfth Grade Economics - 12 standards –

E [1,2,3,4,5,6,7,8,9,10,11,12]	G [-]	H [8]	CG [2,3,4,5,8,9,10,11,12]
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Content standards in this document describe the required knowledge and skills of economics, geography, history, and civics and government that students are expected to know and be able to do at a particular grade level. In kindergarten and the primary grades, specific content in each strand is clearly delineated and sequenced, serving as an important foundation for the new and increasingly rigorous content at each successive grade level. All strands are included in every grade; however, one strand may be given more emphasis at one or more grade levels.

## GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS Human Geography

*Geography is a strand in:*

Kindergarten	Grade 5	Grade 9
Grade 1	Grade 6	Grade 10
Grade 2	Grade 7 Geography	Grade 11
Grade 3	Grade 7 Civics	Grade 12 U.S. Government
Grade 4	Grade 8	HS Contemporary World Issues and Civic Engagement

## SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[2010 Alabama Course of Study: Social Studies](#) Adopted May 2010

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[Curriculum Guide to the Alabama Course of Study – Social Studies Grades K-12](#)

Reviewed & Updated 2013

Modified March 2015

Effective 2014-2015

Next Revision 2021-2022

Website: [https://www.alabamaachieves.org/academic-standards/#Social\\_Studies](https://www.alabamaachieves.org/academic-standards/#Social_Studies)

### MANDATES

Content standards and related content in this document are minimum and required (*Code of Alabama*, 1975, §16-35-4), fundamental and specific, but not exhaustive. In developing local curricula, school systems may include additional content standards to reflect local philosophies and add implementation guidelines, resources, and activities; which, by design, are not contained in this document.

### PROFESSIONAL DOCUMENTS USED

1994 National Geographic Society's <i>Geography for Life: National Geography Standards</i>	1994 National Council for the Social Studies' <i>Expectations of Excellence: Curriculum Standards for Social Studies</i>
1997 National Council on Economic Education's <i>Voluntary National Content Standards in Economics</i>	1996 National Center for History in the Schools' <i>National Standards for History</i>
2000 National Geographic Society's <i>A Path Toward World Literacy: A Standards-Based Guide to K-12 Geography</i>	2005 American Psychological Association's <i>National Standards for High School Psychology Curricula</i>
1994 Center for Civic Education's <i>National Standards for Civics and Government</i>	

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## ALASKA

**SOCIAL STUDIES CONTENT STANDARDS***Content and Performance Standards for Alaska Students*

Geography	Government and Citizenship	History	Skills for a Healthy Life
Arts	World Languages	Employability	Library/Information Literacy

**CULTURAL STANDARDS**

Cultural Standards

**PERFORMANCE STANDARDS/GRADE LEVEL EXPECTATIONS**

History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Content Standards:** statement of what a student should be able to do.

➔ Statements of what students should do to meet the content standard.

- Geography - A.1-6., B.1-8., C.1-3., D.1-5., E.1-6., F.1-6.
- Government and Citizenship - A.1-4., B.1-9., C.1-8., D.1-5., E.1-7., F.1-10., G.1.7.
- History - A.1-9., B.1-5., C.1-4., D.1-6.
- Skills for a Healthy Life - A.1-8., B.1-6., C.1-6., D.1-6.
- Arts - A.1.3., B.1-3., C.1-3., D.1-2.
- World Languages - A.1-4., B.1-6., C.1-4.
- Employability - A.1-7., B.1-5
- Library/Information Literacy - A.1-5., B.1-6., C.1-3., D.1-5., E.1-4.

**Cultural Standards**

➔ Statements of what students should do to meet the cultural standard.

- Cultural Standards - A.1-7., B.1-4., C.1-4., D.1-6., E.1-8.

**History Performance Standards/Grade Level Expectations**

The framework organizes Alaska history into four central themes that give perspective and meaning to the people, ideas, and events that shaped the state. The framework also divides Alaska history into five chronological periods that structure the sequence of events.

**4 Central Themes:**

- People, Places, Environment
- Consumption, Production, Distribution
- Individual, Citizenship, Governance, Power
- Continuity and Change

**5 Chronological Periods:**

- Indigenous Alaskans before western contact (time immemorial – contact)
- Colonial Era – The Russian Period (1741-1867)
- Colonial Era – The United States Period (1867-1912)
- Alaska as a Territory (1912-1959)
- Alaska as a State (1959-present)

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### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

Geography

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Content and Performance Standards for  
Alaska Students \(5<sup>th</sup> Edition\)](#)

Adopted 2006

Revised 2016

Next Revision 2021 up for adoption in 2023

Website: <https://education.alaska.gov/standards>

### MANDATES

The Alaska History Standards reflect the cumulative knowledge a student must demonstrate in order to fulfill the Alaska history graduation requirement detailed in regulation 4 AAC 06.075 (g) High school graduation requirements

### PROFESSIONAL DOCUMENTS USED

None Identified

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## ARIZONA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE***Arizona History and Social Science Standards*

Grade		Grade	
K	Children as Citizens	7	Integrated Global Studies (Scientific Revolution & Enlightenment- present)
1	Communities: Living and Working Together	8	Citizenship and Civic Engagement in Today's Society
2	The World Around Me	HS	Civics/Government
3	Arizona Studies (prehistoric to present day)	HS	Economics
4	Regions and Cultures of the Americas (Pre-contact Americas to European settlements up to 1763)	HS	Geography
5	United States Studies (American Revolution 1763 to Industrialism 1900s)	HS	United States/Arizona History
6	Global Studies: World Regions and Cultures of the Eastern Hemisphere (early civilizations- Renaissance & Reformation)	HS	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Content Areas**

- i. Disciplinary Skills and Processes  
SP1, SP2, SP3, SP4
- ii. Civics
  - C1:** Civic virtues and democratic principles are key components of the American political system.
  - C2:** Citizens have individual rights, roles, and responsibilities.
  - C3:** An understanding of civic and political institutions in society and the principles these institutions are intended to reflect including knowledge about law, politics, and government are essential to effective citizenship.
  - C4:** Process, rules, and laws direct how individuals are governed and how society addresses problems.
- iii. Economics
  - E1:** A financially literate individual understands how to manage income, spending, and investment.
  - E2:** By applying economic reasoning, individuals seek to understand the decisions of people, groups, and societies.
  - E3:** Individuals and institutions are interdependent within market systems.
  - E4:** The domestic economy is shaped by interactions between government, institutions, and the private sector.

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- E5:** The interconnected global economy impacts all individuals and groups in significant and varied ways.
- iv. Geography
- G1:** The use of geographic representations and tools helps individuals understand their world.
- G2:** Human-environment interactions are essential aspects of human life in all societies.
- G3:** Examining human population and movement helps individuals understand past, present, and future conditions on Earth's surface.
- G4:** Global interconnections and spatial patterns are a necessary part of geographic reasoning.
- v. History
- H1:** The development of civilizations, societies, cultures, and innovations have influenced history and continue to impact the modern world.
- H2:** Cycles of conflict and cooperation have shaped relations among people, places, and environments.
- H3:** Economic, political, and religious ideas and institutions have influenced history and continue to shape the modern world.
- H4:** Patterns of social and political interactions have shaped people, places, and events throughout history and continue to shape the modern world.

➔ **Anchor Standards:** 4 to 5 major core concepts (core discipline Big Idea)

➔ **Grade level standards:** written to support these Anchor Standards for each grade

## Kindergarten

K.SP1.1-3	K.C1.1-3	K.E2.1-2	K.G1.1-2	K.H1.1
K.SP2.1	K.C2.1-2		K.G2.1	K.H2.1
K.SP3.1	K.C4.1-2			K.H4.1-2

## First Grade

1.SP1.1-3	1.C1.1-3	1.E1.1-2	1.G1.1-2	1.H1.1
1.SP2.1	1.C3.1-3	1.E2.1-2	1.G2.1	1.H2.1
1.SP3.1-5		1.E3.1-3	1.G3.1-2	1.H4.1-2

## Second Grade

2.SP1.1-3	2.C2.1-2	2.E1.1-2	2.G1.1-2	2.H1.1-3
2.SP2.1-2	2.C4.1-2	2.E3.1-3	2.G2.1-3	2.H3.1
2.SP3.1-6		2.E4.1	2.G3.1	
2.SP4.1-2		2.E5.1	2.G4.1	

## Third Grade

3.SP1.1-3	3.C1.1-2	3.E1.1-3	3.G1.1	3.H1.1
3.SP2.1	3.C3.1-2	3.E2.1-2	3.G2.1	3.H2.1-2
3.SP3.1-7			3.G3.1	3.H3.1-2
3.SP4.1-2			3.G4.1	



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**Fourth Grade**

4.SP1.1-3	4.C1.1	4.E2.1	4.G1.1	4.H1.1
4.SP2.1-2	4.C2.1	4.E3.1	4.G2.1	4.H2.1-2
4.SP3.1-6			4.G3.1	4.H3.1
4.SP4.1-3			4.G4.1	

**Fifth Grade**

5.SP1.1-3	5.C2.1	5.E1.1	5.G1.1	5.H2.1
5.SP2.1	5.C3.1	5.E2.1	5.G2.1	5.H4.1
5.SP3.1-7	5.C4.1-2	5.E3.1	5.G3.1	
5.SP4.1-3		5.E4.1-2	5.G4.1	
		5.E5.1		

**Sixth Grade**

6.SP1.1-4	6.C2.1	6.E1.1-2	6.G1.1	6.H1.1-2
6.SP2.1-2	6.C4.1-2	6.E3.1-3	6.G2.1	6.H2.1
6.SP3.1-7		6.E5.1-2	6.G3.1-3	6.H2.1
6.SP4.1-2			6.G4.1-2	6.H3.1-3
				6.H4.1

**Seventh Grade**

7.SP1.1-4	7.C2.1	7.E2.1-2	7.G1.1-2	7.H1.1-2
7.SP2.1-3	7.C4.1-4	7.E3.1-4.	7.G2.1-2	7.H2.1-2
7.SP3.1-7		7.E5.1-3	7.G3.1-4	7.H3.1-5
7.SP4.1-4			7.G4.1-4	7.H4.1-2

**Eighth Grade**

8.SP1.1-4	8.C1.1-4	8.E1.1-8	8.G1.1	8.H2.1-3
8.SP2.1-3	8.C2.1-4	8.E2.1-2	8.G2.1-2	8.H3.1-4
8.SP3.1-8	8.C3.1-3	8.E3.1-3	8.G3.1	
8.SP4.1-4	8.C4.1-5	8.E4.1-3	8.G4.1	
		8.E5.1-3		

**High School**

HS.SP1.1-4	HS.C1.1-4	HS.E1.1-5	HS.G1.1-2	HS.H1.1-7
HS.SP2.1-3	HS.C2.1-6	HS.E2.1-3	HS.G2.1-4	HS.H2.1-4
HS.SP3.1-8	HS.C3.1-4	HS.E3.1-4	HS.G3.1-5	HS.H3.1-5
HS.SP4.1-4	HS.C4.1-7	HS.E4.1-4	HS.G4.1-3	HS.H4.1-4
		HS.E5.1-4		

## STATE INFORMATION SHEETS, ALPHABETICAL

The content standards are organized under the four core disciplines in social studies. The standards outline what all students need to know, understand, and be able to do by the end of high school and reflect the following guiding principles and shifts for social studies education.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6	Can be incorporated into HS Civics, HS economics, or HS History courses
Grade 1	Grade 4	Grade 7	
Grade 2	Grade 5	Grade 8	

*Geography has a separate set of standards in:*

Stand-alone HS Course

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[History and Social Science Standards](#)

Adopted October 2018

Effective 2020-2021

Next Revision Not Scheduled

Website: <https://www.azed.gov/standards-practices/k-12standards/standards-social-studies>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

Back to [States](#)

## ARKANSAS

**SOCIAL STUDIES CONTENT FOCUS BY GRADE***Social Studies Curriculum Framework*

Grade		Grade	
K-4	Introduction to Social Studies	HS	Civics
5	United States Beginnings Through 1820s	HS	Economics
6	World History Beginnings of Civilization - 1500 C.E	HS	Personal Finance
7	Geography	HS	Psychology
8	United States History 1800-1900	HS	Sociology
7-8	Arkansas History	HS	United States Government
9-12	Arkansas History	HS	United States History Since 1890
HS	African-American History	HS	World Geography
		HS	World History since 1450

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Content Strand (varies for different grades/courses)**

- i. Civics/Government
- ii. Economics
- iii. Geography
- iv. History

➔ **Content Standards:** Core concepts students will analyze/use/interpret/compare

➔ **Themes within the content standards**

➔ **Student Learning Expectations:** goals of proficiency are set

**Civics –**

K-6:

<b>C.1.</b> Civic and Political Institutions	<b>C.2.</b> Participation and Deliberation	<b>C.3.</b> Processes, Rules, and Laws
C.1.1-4. Structure and Function	C.2.1-4. Citizenship	C.3.1-3. Processes, Rules, and Laws

**Economics –**

K-6:

<b>E.4.</b> Economic Decision Making	<b>E.5.</b> Exchange and Markets	<b>E.6.</b> Growth and Stability	<b>E.7.</b> Global Economy
E.4.1. Scarcity E.4.2. Costs and Benefits	E.5.1. Human Resources E.5.2. Production and Consumption E.5.3-4. Markets	E.6.1-2. Money E.6.3. Public Goods and Services E.6.4-5. Economic Factors	E.7.1-2. Economic Interdependence

STATE INFORMATION SHEETS, ALPHABETICAL

**Geography –**

K-6:

<b><u>G.8.</u></b> Geographic Representations	<b><u>G.9.</u></b> Human-Environment Interaction	<b><u>G.10.</u></b> Spatial Patterns and Movement	<b><u>G.11.</u></b> Global Interconnections
G.8.1-3. Spatial Views of the World	G.9.1-3. Place, Region, and Culture	G.10.1-3. Resources and Movement	G.11.1-2. Changing Spatial Patterns

Grade 7:

strand	World in Spatial Terms	Human Systems	Environment and Society
	WST.1.7.1-4 WST.2.7.1-3 WST.3.7.1-2 WST.4.7.1-2	HS.5.7.1-2 HS.6.7.1-2 HS.7.7.1-3 HS.8.7.1-3	ES.9.7.1-4 ES.10.7.1-3

**History –**

K-4:

<b><u>H.12.</u></b> Chronology, Change Over Time, and Contextualization	<b><u>H.13.</u></b> Perspective, Historical Evidence, and Causation
H.12.1-2. Chronology H.12.3. Change Over Time H.12.4-5. Contextualization	H.13.1-2. Perspective H.13.3-5. Evidence H.13.6. Causation

Grades 5-6:

<b>Grade 5: <u>H.12.</u></b> United States Beginnings Through 1820s	<b>Grade 6: <u>H.13.</u></b> World History Beginnings of Civilization Through 1500 C.E.
H.12.5.1-4. Era 1: Beginnings to 1620 H.12.5.5-7. Era 2: Colonization and Settlement 1585-1763 H.12.5.8-16. Era 3: Revolution and the New Nation 1754-1820s	H.13.6.1-2. Era 1: Beginnings of Human Civilizations to 4000 B.C.E. H.13.6.3-6. Era 2: Early Civilizations 4000-1000 B.C.E. H.13.6.7-10. Era 3: Classical, Traditions, Major Religions, and Giant Empires 1000 B.C.E – 300 C.E H.13.6.11-14. Era 4: Expanding Zones of Exchange and Encounter 300 C.E. – 1000 C.E. H.13.6.15-20. Era 5: Global Interactions 1000 C.E. – 1500 C.E.

Grade 8:

strand	Era 4: Expansion and Reform 1801-1861	Era 5: Civil War and Reconstruction 1850-1877	Era 6: Development of the Industrial United States 1870-1900
	Era4.1.8.1-6	Era5.2.8.1-6	Era6.3.8.1-7

STATE INFORMATION SHEETS, ALPHABETICAL

**Arkansas History –**

Grades 7-8:

Geography	Economics	Civics and Government	History
G.1.AH.7-8.1-4 G.2.AH.7-8.1-3	E.3.AH.7-8.1-4 E.4.AH.7-8.1-3	CG.5.AH.7-8.1-4 CG.6.AH.7-8.1-2	H.7.AH.7-8.1-11

Grades 9-12:

strand	Era 1: Pre-European Exploration Through Arkansas Settlement to 1802	Era 2: Louisiana Purchase Through Early Statehood 1803-1860	Era 3: Civil War Through the Gilded Age 1861-1900	Era 4: Early 20th Century 1901-1940	Era 5: World War II Through the Civil Rights Era 1941-1967	Era 6: Modern Era 1968 to Present
	Era1.1.AH.9-12.1-3	Era2.2.AH.9-12.1-5	Era3.3.AH.9-12.1-5	Era4.4.AH.9-12.1-6	Era5.5.AH.9-12.1-4	Era6.6.AH.9-12.1-5

**High School African-American History –**

strand	Colonial Period 1619-1775	Revolutionary Era 1775-1820	A Country Divided 1820-1877	Hardening of Jim Crow 1877-1920	Seeds of Change 1920-1950	Illusion of Equality 1950-1970	A Job Unfinished 1970-present
	CP.1.AAH.1-3	RE.2.AAH.1-3	CD.3.AAH.1-3	HJC.4.AA.H.1-3	SC.5.AAH.1-3	IE.6.AAH.1-4	JU.7.AAH.1-3

**High School Civics –**

strand	Civic and Political Institutions	Participation and Deliberation	Processes, Rules, and Laws
	CPI.1.C.1-4 CPI.2.C.1-4	PD.3.C.1-3 PD.4.C.1-7 PD.5.C.1-4	PRL.6.C.1-3 PRL.7.C.1-4

**High School Economics –**

strand	Economic Decision Making	Exchange and Markets	National Economy	Global Economy	Personal Financial Management
	EDM.1.E.1-2	EM.2.E.1-2 EM.3.E.1-3 EM.4.E.1-2	NE.5.E.1-2 NE.6.E.1-4	GE.7.E.1-3	PFM.8.E.1-5 PFM.9.E.1-4

**High School Personal Finance –**

STATE INFORMATION SHEETS, ALPHABETICAL

strand	Employment/Income	College and Career Planning	Credit	Money Management	Insurance	Saving/Investing
	PF.1.EI.1-5 PF.2.EI.1-4	PF.3.CCP.1-3	PF.4.C.1-7	PF.5.MM.1-5	PF.6.I.1-6	PF.7.SI.1-8

**High School Psychology –**

strand	Perspectives and Research	Biology and Behaviors	Conditioning, Learning, and Cognition	Dysfunctional Behaviors
	PR.1.P.1-2 PR.2.P.1-2	BB.3.P.1-2 BB.4.P.1-2	CLC.5.P.1-4	DB.6.P.1-2

**High School Sociology –**

strand	Sociological Perspective and Methods of Inquiry	Social Structure	Social Relationships	Stratification and Inequality
	SPMI.1.S.1-2 SPMI.2.S.1-2	SS.3.S.1-2 SS.4.S.1-3	SR.5.S.1-4	SI.6.S.1-2 SI.7.S.11-2

**High School United States Government –**

strand	Political Philosophy	Structure of the Constitution	Structure and Functions of the Government	Interpretation and Application of Constitutional Principles
	PP.1.USG.1-2 PP.2.USG.1-4	SC.3.USG.1-5	SFG.4.USG.1-4 SFG.5.USG.1-4 SFG.6.USG.1-2	IACP.7.USG.1-4 IACP.8.USG.1-3

**High School United States History Since 1890 –**

strand	Era 7: Emergence of Modern America 1890-1930	Era 8: The Great Depression and World War II 1929-1945	Era 9: Post-war United States 1945 to Early 1970s	Era 10: Contemporary United States 1968 to Present
	Era7.1.USH.1-7 Era7.2.USH.1-6	Era8.3.USH.1-4 Era8.4.USH.1-6	Era9.5.USH.1-6 Era9.6.USH.1-5	Era10.7.USH.1-5 Era10.8.USH.1-4

**High School World Geography –**

strand	World in Spatial Terms	Places and Regions	Human Systems	Environment and Society
	WSP.1.G.1-4 WSP.2.G.1-3	PR.3.G.1-3	HS.4.G.1-4 HS.5.G.1-3 HS.6.G.1-4	ES.7.G.1-3

## STATE INFORMATION SHEETS, ALPHABETICAL

### High School World History Since 1450 –

strand	Era 6: Emergence of First Global Age 1450-1770	Era 7: Age of Revolutions 1750-1900	Era 8: Crisis and Achievement 1900-1945	Era 9: Contemporary World Since 1945
	Era6.1.WH.1-9	Era7.2.WH.1-10	Era8.3.WH.1-10	Era9.4.WH.1-8

The course strands, content standards, and the student learning expectations (SLEs) are meant to be taught in an integrated manner, not in isolation.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 2	Grade 4	Grade 6
Grade 1	Grade 3	Grade 5	Grade 7-8 Arkansas History

*Geography has a separate set of standards in:*

Grade 7 Geography  
HS World Geography

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Arkansas Social Studies Curriculum Framework](#)

Revised 2014

Next Revision begins Summer 2021

State Board Approval Spring 2022

Website: <https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/social-studies-standards-and-courses>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

2013 National Council for the Social Studies' *The College, Career, & Civic Life C3 Framework for Social Studies State Standards*

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## CALIFORNIA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE**

*History–Social Science Content Standards for California Public - Kindergarten Through Grade Twelve*

Grade		Grade	
K	Learning and Working Now and Long Ago	6	World History and Geography: Ancient Civilizations
1	A Child's Place in Time and Space	7	World History and Geography: Medieval and Early Modern Times
2	People Who Make a Difference	8	United States History and Geography: Growth and Conflict
3	Continuity and Change	10	World History, Culture, and Geography: The Modern World
4	California: A Changing State	11	United States History and Geography: Continuity and Change in the Twentieth Century
5	United States History and Geography: Making a New Nation	12	Principles of American Democracy and Economics

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

Statements at the beginning of each grade provide a brief overview of the greater story under study.

- ➔ **Overarching statements** in each grade and their **sub-statements** function as conceptual units
- ➔ **Numbered items** under each overarching standard delineate aspects of the bigger concept that students are expected to master.

**Historical and Social Sciences Analysis Skills**

- i. Chronological and Spatial Thinking
- ii. Research, Evidence, and Point of View
- iii. Historical Interpretation

**Kindergarten**

K.1 1-3	K.2	K.3	K.4 1-5	K.5	K.6 1-3
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**First Grade**

1.1 1-2	1.2 1-4	1.3 1-3	1.4 1-3	1.5 1-3	1.6 1-2
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**Second Grade**

2.1 1-3	2.2 1-4	2.3 1-2	2.4 1-3	2.5
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**Third Grade**

3.1 1-2	3.2 1-4	3.3 1-3	3.4 1-6	3.5 1-4
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# STATE INFORMATION SHEETS, ALPHABETICAL

## Fourth Grade

4.1 1-5	4.2 1-8	4.3 1-5	4.4 1-9	4.5 1-5
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## Fifth Grade

5.1 1-3	5.2 1-4	5.3 1-6	5.4 1-7	5.5 1-4	5.6 1-7	5.7 1-6	5.8 1-6	5.9
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## Sixth Grade

6.1 1-3	6.2 1-9	6.3 1-5	6.4 1-8	6.5 1-7	6.6 1-8	6.7 1-8
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## Seventh Grade

7.1 1-3	7.2 1-6	7.3 1-6	7.4 1-5	7.5 1-6	7.6 1-9
7.7 1-5	7.8 1-5	7.9 1-7	7.10 1-3	7.11 1-6	

## Eighth Grade

8.1 1-4	8.2 1-7	8.3 1-7	8.4 1-4	8.5 1-3	8.6 1-7
8.7 1-4	8.8 1-6	8.9 1-6	8.10 1-7	8.11 15	8.12 1-9

## Tenth Grade

10.1 1-3	10.2 1-5	10.3 1-7	10.4 1-4	10.5 1-5	10.6 1-4
10.7 1-3	10.8 1-6	10.9 1-8	10.10 1-3	10.11	

## Eleventh Grade

11.1 1-4	11.2 1-9	11.3 1-5	11.4 1-6	11.5 1-7	11.6 1-5
11.7 1-8	11.8 1-8	11.9 1-7	11.10 1-7	11.11 1-7	

## Twelfth Grade – Principles of American Democracy

12.1 1-6	12.2 1-6	12.3 1-4	12.4 1-6	12.5 1-4
12.6 1-6	12.7 1-8	12.8 1-3	12.9 1-8	12.10

## Twelfth Grade – Principles of Economics

12.1 1-5	12.2 1-10	12.3 1-4	12.4 1-4	12.5 1-3	12.6 1-4
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The standards serve as the basis for statewide assessments, curriculum frameworks, and instructional materials, but methods of instructional delivery remain the responsibility of local educators.

In kindergarten through grade three, students are introduced to the basic concepts of each discipline: history, geography, civics, and economics.

Beginning at grade four, the disciplines are woven together within the standards at each grade. The critical thinking skills that support the study of history–social science are outlined in the sections for grades five, eight, and ten.

To approach subject matter as historians, geographers, economists, and political scientists, students are expected to employ these skills as they master the content.

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is covered in:*

Kindergarten	Grade 3	Grade 6	Grade 10
Grade 1	Grade 4	Grade 7	Grade 11
Grade 2	Grade 5	Grade 8	Grade 12

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[History - Social Science Content Standards \(1998\)](#)

Adopted 1998

Published 2000

[History - Social Science Framework \(2016\)](#)

Next Revision Not Scheduled

Website: <https://www.cde.ca.gov/ci/hs/>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

2013 National Council for the Social Studies' <i>The College, Career, &amp; Civic Life C3 Framework for Social Studies State Standards</i>	2014 National Council for the Social Studies' <i>Human Rights Education: A Necessity for Effective Social and Civic Learning</i>
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## COLORADO

**SOCIAL STUDIES CONTENT FOCUS BY GRADE***Colorado Academic Standards – Social Studies*

Grade		Grade	
K-1	Social studies standards in the elementary years begin with individuals and families	HS	United States history (Reconstruction to the present)
2	Explorations of neighborhoods, communities	HS	World History (Renaissance to the present)
3	Explorations of neighborhoods, communities, region	HS	World Geography
4	The state of Colorado	HS	Economics (including personal financial literacy)
5	Early history of the United States (exploration through the American Revolution)	HS	United States government
6	Study of people, cultures, and ideas in the Western Hemisphere		
7	Study of people, cultures, and ideas in the Eastern Hemisphere		
8	Study of the early history of the United States (origins of the American Revolution through Reconstruction)		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Organized by Content Areas**

- i. History
- ii. Geography
- iii. Economics
- iv. Civics

**→ Prepared Graduates:** statement 1-8**→ Learning and Development/Grade Level Expectation:** statement of expectations**→ Indicators of Progress/Evidence Outcomes:** Students can ...**→ Pre-School - Examples of High-Quality Teaching and Learning Experiences:**

- i. Supportive Teaching Practices/Adults May ...
- ii. Examples of Learning/Children May ...

**→ K-12 – Academic Context and Connections:**

- i. Colorado Essential Skills
- ii. Inquiry Questions
- iii. Nature and Skills of Subject Area
- iv. Disciplinary, Information, and Media Literacy

**Preschool**

Standard 1. History	Standard 2. Geography	Standard 3. Economics	Standard 4. Civics
1.1	3.1	5.1 6.2	7.1 8.2

## STATE INFORMATION SHEETS, ALPHABETICAL

### Kindergarten – Eighth Grade

Standard 1. History	Standard 2. Geography	Standard 3. Economics	Standard 4. Civics
1.1 2.2.	3.1 4.2	5.1 6.2	7.1 8.2

### High School

Standard 1. History	Standard 2. Geography	Standard 3. Economics	Standard 4. Civics
1.1 2.2. 2.3	3.1 4.2 4.3	5.1 5.2 5.3 5.4      6.5 6.6 6.7 6.8	7.1 8.2 7.3

The Colorado Academic Standards provide a grade-by-grade road map to help ensure students are successful in college, careers, and life.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Pre-School	Grade 2	Grade 5	Grade 8
Kindergarten	Grade 3	Grade 6	High School
Grade 1	Grade 4	Grade 7	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Colorado Academic Standards – Social Studies](#)

Adoption 2018  
Revised 2020  
Effective 2024  
Next Revision 2030

Website: <https://www.cde.state.co.us/cosocialstudies>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

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## CONNECTICUT

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS**

<i>Standards</i>	
Grade	Grade
K Social Studies: Me and My Community	6 World Regional Studies (the West)
1 Social Studies: Society and Ourselves	7 World Regional Studies (the East)
2 Social Studies: Making a Difference	8 United States History
3 Connecticut and Local History	HS Civics and Government
4 United States Geography	HS Modern World History
5 Early United States History	HS United States History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

- ➔ List of **course compelling questions**: guide instruction and research
- ➔ List of **considerations for curriculum development**: suggest curriculum connections across and between grads and courses.
- ➔ **Description of C3 Inquiry Arc**: student expectations for each dimension
  - i. Dimension 1: Developing Questions and Planning Inquiry
  - ii. Dimension 2: Applying Disciplinary Concepts and Tools
  - iii. Dimension 3: Evaluating Sources and Using Evidence
  - iv. Dimension 4: Communicating Conclusions and Taking Informed Action
- ➔ List of **themes and content** for each course
  - ➔ **Detailed summary of content expectation** for each course: description of themes and description of units
- ➔ **List of themes** for each discipline (adopted from the C3 framework)
  - I. History
    - a. Change, Continuity, and Context
    - b. Perspectives
    - c. Historical Sources and Evidence
    - d. Causation and Argumentation
  - II. Civics
    - a. Civic and Political Institutions
    - b. Participation and Deliberation: Applying Civic Virtues and Democratic Principles
    - c. Process, Rules, and Laws
  - III. Economics
    - a. Economic Decision-Making
    - b. Exchange and Markets
    - c. The National Economy
    - d. The Global Economy
  - IV. Geography
    - a. Geographic Representations: Spatial Views of the World
    - b. Human-Environment Interaction: Place, Regions, and Culture
    - c. Human Populations: Spatial Patterns and Movement
    - d. Global Interconnections: Changing Spatial Patterns

STATE INFORMATION SHEETS, ALPHABETICAL

➔ List of possible inquiry questions and supporting questions (“**compelling questions**”): included for each discipline.

**Kindergarten –**

Dimension 1: INQ K-2.1 – INQ K.2.5

Dimension 2:

<b>History - PRIMARY</b>	<b>Civics - PRIMARY</b>	<b>Economics - PRIMARY</b>	<b>Geography - PRIMARY</b>
<i>Change, Continuity, and Context</i> HIST.K.1 HIST.K.2	<i>Civic and Political Institutions</i> CIV.K.1 CIV.K.2 CIV.K.3	<i>Economic Decision-Making</i> ECO.K.1 ECO.K.2	<i>Geographic Representations</i> GEO.K.1 GEO.K.2 GEO.K.3
<i>Perspectives</i> HIST.K.3	<i>Participation and Deliberation</i> CIV.K.4 CIV.K.5		<i>Human-Environment Interaction</i> GEO.K.4
<i>Historical Sources and Evidence</i> HIST.K.4 HIST.K.5 HIST.K.6 HIST.K.7	<i>Process, Rules, and Laws</i> CIV.K.6 CIV.K.7 CIV.K.8 CIV.K.9		
<i>Causation and Argumentation</i> HIST.K.8			

Dimension 3: INQ K-2.6 – INQ K.2.7

Dimension 4: INQ K-2.10 – INQ K-2.17

**First Grade –**

Dimension 1: INQ K-2.1 – INQ K.2.5

Dimension 2:

<b>History - PRIMARY</b>	<b>Civics - PRIMARY</b>	<b>Economics - PRIMARY</b>	<b>Geography - PRIMARY</b>
<i>Change, Continuity, and Context</i> HIST.1.1 HIST.1.2	<i>Civic and Political Institutions</i> CIV.1.1 CIV.1.2 CIV.1.3	<i>Economic Decision-Making</i> ECO.1.1 ECO.1.2	<i>Geographic Representations</i> GEO.1.1 GEO.1.2 GEO.1.3
<i>Perspectives</i> HIST.1.3	<i>Participation and Deliberation</i> CIV.1.4 CIV.1.5	<i>Exchange and Markets</i> ECO.1.3 ECO.1.4	<i>Human-Environment Interaction</i> GEO.1.4

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Historical Sources and Evidence</i> HIST.1.4 HIST.1.5 HIST.1.6 HIST.1.7	<i>Process, Rules, and Laws</i> CIV.1.6 CIV.1.7 CIV.1.8 CIV.1.9		
<i>Causation and Argumentation</i> HIST.1.8			

Dimension 3: INQ K-2.6 – INQ K.2.7

Dimension 4: INQ K-2.10 – INQ K-2.17

**Second Grade –**

Dimension 1: INQ K-2.1 – INQ K.2.5

Dimension 2:

<b>History - PRIMARY</b>	<b>Civics - PRIMARY</b>	<b>Economics - PRIMARY</b>	<b>Geography - PRIMARY</b>
<i>Change, Continuity, and Context</i> HIST.2.1 HIST.2.2 HIST.2.3	<i>Civic and Political Institutions</i> CIV.2.1	<i>Economic Decision-Making</i> ECO.2.1 ECO.2.2	<i>Geographic Representations</i> GEO.2.1 GEO.2.2 GEO.2.3
<i>Perspectives</i> HIST.2.4 HIST.2.5	<i>Participation and Deliberation</i> CIV.2.2 CIV.2.3 CIV.2.4	<i>Exchange and Markets</i> ECO.2.3	<i>Human-Environment Interaction</i> GEO.2.4 GEO.2.5 GEO.2.6
<i>Historical Sources and Evidence</i> HIST.2.6 HIST.2.7 HIST.2.8 HIST.2.9	<i>Process, Rules, and Laws</i> CIV.2.5 CIV.2.6 CIV.2.7		
<i>Causation and Argumentation</i> HIST.2.10 HIST.2.11			

Dimension 3: INQ K-2.6 – INQ K.2.7

Dimension 4: INQ K-2.10 – INQ K-2.17

**Third Grade –**

Dimension 1: INQ 3-5.1 – INQ 3-5.5

STATE INFORMATION SHEETS, ALPHABETICAL

Dimension 2:

<b>History - PRIMARY</b>	<b>Civics - SUPPORT</b>	<b>Economics - SUPPORT</b>	<b>Geography - SUPPORT</b>
<i>Change, Continuity, and Context</i> HIST.3.1 HIST.3.2 HIST.3.3	<i>Civic and Political Institutions</i> CIV.3.1 CIV.3.2 CIV.3.3	<i>Economic Decision-Making</i> ECO.3.1	<i>Geographic Representations</i> GEO.3.1 GEO.3.2 GEO.3.3
<i>Perspectives</i> HIST.3.4 HIST.3.5	<i>Participation and Deliberation</i> CIV.3.4 CIV.3.5	<i>Exchange and Markets</i> ECO.3.2 ECO.3.3	<i>Human-Environment Interaction</i> GEO.3.4 GEO.3.5 GEO.3.6
<i>Historical Sources and Evidence</i> HIST.3.6 HIST.3.7 HIST.3.8 HIST.3.9 HIST.3.10	<i>Process, Rules, and Laws</i> CIV.3.6 CIV.3.7	<i>The National Economy</i> ECO.3.4	<i>Human Populations</i> GEO.3.7 GEO.3.8 GEO.3.9
<i>Causation and Argumentation</i> HIST.3.11			

Dimension 3: INQ 3-5.6 – INQ 3-5.9

Dimension 4: INQ 3-5.10 – INQ 3-5.17

**Fourth Grade –**

Dimension 1: INQ 3-5.1 – INQ 3-5.5

Dimension 2:

<b>History - SUPPORT</b>	<b>Civics - SUPPORT</b>	<b>Economics - SUPPORT</b>	<b>Geography - PRIMARY</b>
<i>Perspectives</i> HIST.4.1	<i>Process, Rules, and Laws</i> CIV.4.1	<i>Economic Decision-Making</i> ECO.4.1 ECO.4.2	<i>Geographic Representations</i> GEO.4.1 GEO.4.2
<i>Causation and Argumentation</i> HIST.4.2 HIST.4.3		<i>Exchange and Markets</i> ECO.4.3 ECO.4.4	<i>Human-Environment Interaction</i> GEO.4.3 GEO.4.4 GEO.4.5
			<i>Human Populations</i> GEO.4.6



STATE INFORMATION SHEETS, ALPHABETICAL

			GEO.4.7 GEO.4.8
Dimension 3: INQ 3-5.6 – INQ 3-5.9 Dimension 4: INQ 3-5.10 – INQ 3-5.17			
<b>Fifth Grade –</b> Dimension 1: INQ 3-5.1 – INQ 3-5.4 Dimension 2:			
<b>History - PRIMARY</b>	<b>Civics - SUPPORT</b>	<b>Economics - SUPPORT</b>	<b>Geography - SUPPORT</b>
<i>Change, Continuity, and Context</i> HIST.5.1 HIST.5.2 HIST.5.3	<i>Civic and Political Institutions</i> CIV.5.1 CIV.5.2	<i>Economic Decision-Making</i> ECO.5.1	<i>Geographic Representations</i> GEO.5.1
<i>Perspectives</i> HIST.5.4 HIST.5.5	<i>Participation and Deliberation</i> CIV.5.3	<i>Exchange and Markets</i> ECO.5.2 ECO.5.3	<i>Human-Environment Interaction</i> GEO.5.2
<i>Historical Sources and Evidence</i> HIST.5.6 HIST.5.7 HIST.5.8	<i>Process, Rules, and Laws</i> CIV.5.4	<i>The National Economy</i> ECO	<i>Human Populations</i> GEO.5.3
<i>Causation and Argumentation</i> HIST.5.9 HIST.5.10			
Dimension 3: INQ 3-5.5 – INQ 3-5.8 Dimension 4: INQ 3-5.9 – INQ 3-5.13			
<b>Sixth and Seventh Grade –</b> Dimension 1: INQ 6-8.1 – INQ 6-8.5 Dimension 2:			
<b>History - SUPPORT</b>	<b>Civics - SUPPORT</b>	<b>Economics - SUPPORT</b>	<b>Geography - PRIMARY</b>
<i>Change, Continuity, and Context</i> HIST.6-8.1	<i>Civic and Political Institutions</i> CIV.6-7.1	<i>Economic Decision-Making</i> ECO.6-7.1 ECO.6-7.2	<i>Geographic Representations</i> GEO.6-7.1 GEO.6-7.2
	<i>Process, Rules, and Laws</i> CIV.6-7.2	<i>Exchange and Markets</i> ECO.6-7.3	<i>Human-Environment Interaction</i> GEO.6-7.3

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	CIV.6-7.3	ECO.6-7.4 ECO.6-7.5	GEO.6-7.4 GEO.6-7.5
		<i>The Global Economy</i> ECO.6-7.6 GEO.6-7.7	<i>Human Populations</i> GEO.6-7.6 GEO.6-7.7 GEO.6-7.8
			<i>Global Interconnections</i> GEO.6-7.9 GEO.6-7.10 GEO.6-7.11

Dimension 3: INQ 6-8.6 – INQ 6-8.9

Dimension 4: INQ 6-8.10 – INQ 6-8.17

**Eighth Grade –**

Dimension 1: INQ 6-8.1 – INQ 6-8.5

Dimension 2:

<b>History - PRIMARY</b>	<b>Civics - SUPPORT</b>	<b>Economics - SUPPORT</b>	<b>Geography - SUPPORT</b>
<i>Change, Continuity, and Context</i> HIST.8.1 HIST.8.2	<i>Civic and Political Institutions</i> CIV.8.1	<i>Economic Decision-Making</i> ECO.8.1	<i>Geographic Representations</i> GEO.8.1
<i>Perspectives</i> HIST.8.3 HIST.8.4 HIST.8.5	<i>Participation and Deliberation</i> CIV.8.2	<i>Exchange and Markets</i> ECO.8.2 ECO.8.3	<i>Human-Environment Interaction</i> GEO.8.2
<i>Historical Sources and Evidence</i> HIST.8.6 HIST.8.7 HIST.8.8	<i>Process, Rules, and Laws</i> CIV.8.3 CIV.8.4	<i>The National Economy</i> ECO.8.4 ECO.8.5	<i>Human Populations</i> GEO.8.3
<i>Causation and Argumentation</i> HIST.8.9 HIST.8.10		<i>The Global Economy</i> ECO.8.6	<i>Global Interconnections</i> GEO.8.4

Dimension 3: INQ 6-8.6 – INQ 6-8.9

Dimension 4: INQ 6-8.10 – INQ 6-8.17

**High School Civics and Government –**

Dimension 1: INQ 9-12.1 – INQ 9-12.5

Dimension 2:

STATE INFORMATION SHEETS, ALPHABETICAL

<b>History - SUPPORT</b>	<b>Civics - PRIMARY</b>	<b>Economics - SUPPORT</b>	<b>Geography - SUPPORT</b>
<i>Perspectives</i> HIST.9-12.1	<i>Civic and Political Institutions</i> CIV.9-12.1 CIV.9-12.2 CIV.9-12.3 CIV.9-12.4 CIV.9-12.5 CIV.9-12.6	<i>Economic Decision-Making</i> ECO.9-12.1	<i>Human Populations</i> GEO.9-12.1
	<i>Participation and Deliberation</i> CIV.9-12.7 CIV.9-12.8 CIV.9-12.10 CIV.9-12.10	<i>Exchange and Markets</i> ECO.9-12.2 ECO.9-12.3	
	<i>Process, Rules, and Laws</i> CIV.9-12.11 CIV.9-12.12 CIV.9-12.13 CIV.9-12.14		
<p>Dimension 3: INQ 9-12.6 – INQ 9-12.9</p> <p>Dimension 4: INQ 9-12.10 – INQ 9-12.17</p>			
<p><b>High School Modern World History –</b></p> <p>Dimension 1: INQ 9-12.1 – INQ 9-12.5</p> <p>Dimension 2:</p>			
<b>History - PRIMARY</b>	<b>Civics - SUPPORT</b>	<b>Economics - SUPPORT</b>	<b>Geography - SUPPORT</b>
<i>Change, Continuity, and Context</i> HIST.9-12.1 HIST.9-12.2 HIST.9-12.3	<i>Civic and Political Institutions</i> CIV.9-12.1	<i>Economic Decision-Making</i> ECO.9-12.1	<i>Geographic Representations</i> GEO.9-12.1 GEO.9-12.2 GEO.9-12.3
<i>Perspectives</i> HIST.9-12.4 HIST.9-12.5 HIST.9-12.6 HIST.9-12.7 HIST.9-12.8	<i>Participation and Deliberation</i> CIV.9-12.2 CIV.9-12.3	<i>Exchange and Markets</i> ECO.9-12.2	<i>Human-Environment Interaction</i> GEO.9-12.4
<i>Historical Sources and Evidence</i>	<i>Process, Rules, and Laws</i>	<i>The National Economy</i>	<i>Human Populations</i> GEO.9-12.5

STATE INFORMATION SHEETS, ALPHABETICAL

HIST.9-12.9 HIST.9-12.10 HIST.9-12.11 HIST.9-12.12 HIST.9-12.13	CIV.9-12.4 CIV.9-12.5 CIV.9-12.6 CIV.9-12.7	ECO.9-12.3	GEO.9-12.6
<i>Causation and Argumentation</i> HIST.9-12.14 HIST.9-12.15 HIST.9-12.16 HIST.9-12.17		<i>The Global Economy</i> ECO.9-12.4 ECO.9-12.5	<i>Global Interconnections</i> GEO.9-12.7 GEO.9-12.8
<p>Dimension 3: INQ 9-12.6 – INQ 9-12.9</p> <p>Dimension 4: INQ 9-12.10 – INQ 9-12.17</p> <p><b>High School United States History –</b></p> <p>Dimension 1: INQ 9-12.1 – INQ 9-12.5</p> <p>Dimension 2:</p>			
<b>History - PRIMARY</b>	<b>Civics - SUPPORT</b>	<b>Economics - SUPPORT</b>	<b>Geography - SUPPORT</b>
<i>Change, Continuity, and Context</i> HIST.9-12.1 HIST.9-12.2	<i>Civic and Political Institutions</i> CIV.9-12.1 CIV.9-12.2	<i>Economic Decision-Making</i> ECO.9-12.1	<i>Geographic Representations</i> GEO.9-12.1
<i>Perspectives</i> HIST.9-12.3 HIST.9-12.4 HIST.9-12.5 HIST.9-12.6 HIST.9-12.7	<i>Participation and Deliberation</i> CIV.9-12.3	<i>Exchange and Markets</i> ECO.9-12.2 ECO.9-12.3	<i>Human-Environment Interaction</i> GEO.9-12.2
<i>Historical Sources and Evidence</i> HIST.9-12.8 HIST.9-12.9 HIST.9-12.10	<i>Process, Rules, and Laws</i> CIV.9-12.4 CIV.9-12.5	<i>The National Economy</i> ECO.9-12.4 ECO.9-12.5	<i>Human Populations</i> GEO.9-12.3
<i>Causation and Argumentation</i> HIST.9-12.11 HIST.9-12.12		<i>The Global Economy</i> ECO.9-12.6	<i>Global Interconnections</i> GEO.9-12.4
<p>Dimension 3: INQ 9-12.6 – INQ 9-12.9</p> <p>Dimension 4: INQ 9-12.10 – INQ 9-12.17</p>			
<p>It should be noted that the [...] social studies frameworks are designed to assist curriculum writers at the district level as they write or revise the social studies curriculum for their</p>			

## STATE INFORMATION SHEETS, ALPHABETICAL

districts. This document is not intended to be a state curriculum. In a “local control” state such as Connecticut, each district can use the document as it sees fit.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 4	HS Civics and Government
Grade 1	Grade 5	HS Modern World History
Grade 2	Grade 6-7	HS U.S. History
Grade 3	Grade 8	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Connecticut Elementary and Secondary Social Studies Frameworks](#) Adopted February 2015  
Next Revision Not Scheduled

Website: <https://portal.ct.gov/SDE/Academic-Office/Academic-Office-Home-Page/Social-Studies>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

2013 National Council for the Social Studies' <i>The College, Career, &amp; Civic Life C3 Framework for Social Studies State Standards</i>	2010 <i>Common Core State Standards in English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</i> . Referred to as the Connecticut Core Standards.
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## DELAWARE

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Standards*

Civics K-12

Geography K-12

Economics K-12

History K-12

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Four Separate Content Standards**

- i. Civics
- ii. Economics
- iii. Geography
- iv. History

**Anchor Standards:** students will ...

- ➔ Brief description of what is to be taught/learned
- ➔ Complexity of standard increases with each succeeding grade cluster and specifies which grade to be taught in.

**Geography –****Anchor Standard 1 – focus on maps**

K-3a: Grade K and Grade 3	9-12a: Grade 9 and Grade 11
4-5a: Grade 4	9-12b: Grade 9
6-8a: Grade 6	

**Anchor Standard 2 – focus on environment**

K-3a: Grade 2	6-8a: Grade 6
4-5a: Grade 5	9-12a: Grade 9

**Anchor Standard 3 – focus on places**

K-3a: Grade 3	6-8b: Grade 7
4-5a: Grade 5	9-12a: Grade 9 and Grade 11
6-8a: Grade 6	

**Anchor Standard 4 – focus on regions**

K-3a: Grade 3	6-8b: Grade 7
4-5a: Grade 4	9-12a: Grade 9
6-8a: Grade 6	

**Civics –****Anchor Standard 1 – focus on government**

K-3a: Grade 1	6-8a: Grade 6
K-3b: Grade 1	6-8b: Grade 8
4-5a: Grade 4	9-12a: Grade 9
4-5b: Grade 4	

# STATE INFORMATION SHEETS, ALPHABETICAL

## Anchor Standard 2 – focus on politics

K-3a: Grade 2	6-8b: Grade 8
4-5a: Grade 5	9-12a: Grade 9 and Grade 11
4-5b: Grade 4	9-12b: Grade 9 and Grade 11
6-8a: Grade 7	

## Anchor Standard 3 – focus on citizenship

K-3a: Grade 3	6-8b: Grade 8
4-5a: Grade 5	9-12a: Grade 9
6-8a: Grade 7	

## Anchor Standard 4 – focus on participation

K-3a: Grade K	6-8a: Grade 7
4-5a: Grade 5	9-12a: Grade 9
4-5b: Grade 4	9-12b: Grade 9

## **Economics –**

### Anchor Standard 1 – focus on microeconomics

K-3a: Grade 2	4-5b: Grade 5
K-3b: Grade 2	6-8a: Grade 8
4-5A: Grade 5	9-12a: Grade 10 and Grade 11

### Anchor Standard 2 – focus on macroeconomics

K-3a: Grade 3	6-8a: Grade 8
4-5a: Grade 5	9-12a: Grade 10 and Grade 11

### Anchor Standard 3 – focus on economic systems

K-3a: Grade 3	6-8a: Grade 6
4-5a: Grade 4	9-12a: Grade 10

### Anchor Standard 4 – focus on international trade

K-3a: Grade 2	6-8a: Grade 7
4-5a: Grade 5	9-12a: Grade 10

## **History –**

### Anchor Standard 1 – focus on chronology

K-3a: Grade 1	6-8a: Grade 8
4-5a: Grade 4	9-12a: Grade 11 and Grade 12
6-8a: Grade 6	

### Anchor Standard 2 – focus on analysis

K-3a: Grade 2	6-8b: Grade 7-8
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4-5a: Grade 5	9-12a: Grade 11 and Grade 12
4-5b: Grade 4	9-12b: Grade 11 and Grade 12
6-8a: Grade 7-8	

Anchor Standard 3 – focus on interpretation

K-3a: Grade 2	6-8a: Grade 8
4-5a: Grade 5	9-12a: Grade 11 and Grade 12

Anchor Standard 4 – focus on content

K-3a	4-5a	6-8a	9-12a
K-3b	4-5b	6-8b	9-12b

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 2	Grade 4	Grade 6	Grade 8	Grade 10	Grade 12
Grade 1	Grade 3	Grade 5	Grade 7	Grade 9	Grade 11	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Delaware Standards for Social Studies](#)

Adopted 2018

Next Revision Not Scheduled

Website: <https://www.doe.k12.de.us/Page/2542>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

2010 <i>Common Core State Standards in English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects.</i>
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## DISTRICT OF COLUMBIA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***District of Columbia Social Studies - Pre-K through Grade 12 Standards*

Grade		Grade	
Pre-K	People and How They Live	7	World History and Geography: Ancient World
K	Living, Learning, and Working Together	8	U.S. History and Geography I: Growth and Conflict
1	True Stories and Folktales from America	9	World History and Geography I: Middle Ages to the Age of Revolutions
2	Living, Learning, and Working Now and Long Ago	10	World History and Geography II: The Industrial Revolution to the Modern World
3	Geography and History of the District of Columbia	11	U.S. History and Geography II: Industrial American to the Present
4	U.S. History and Geography: Making a New Nation	12	Principles of U.S. Government
5	U.S. History and Geography: westward Expansion to the Present	12	District of Columbia History and Government
6	World Geography and Cultures	12	Principles of Economics

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

Standards integrate four major disciplines:

- i. History
- ii. Geography
- iii. Economics
- iv. Politics and Government

**Learning standards:** outline what learners should know by the end of each grade or course.

➔ List of what learners should demonstrate by the end of each grade or course.

A coding system has been used throughout the document to indicate the disciplinary content stressed in a standard that details U.S. or world history. These include the principal disciplines of geography (G), economics (E), and politics and government (P); the characteristics of religious thought and ideas (R); and the social impact of events (S), military action (M), and intellectual thought (I) that have advanced civilizations.

**Historical and Social Sciences Analysis Skills (K-2, 3-5, 6-8, 9-12)**

- i. Chronology and Cause and Effect
- ii. Geographic Skills
- iii. Historical Research, Evidence, and Point of View

STATE INFORMATION SHEETS, ALPHABETICAL

**Pre-Kindergarten –**

People and How They Live	Economics	Time, Continuity, and Change	Geography	Civic Values and Historical Thinking
PK.1.1-3 PK.2.1-4 PK.3.1-3	PK.4.1-2	PK.5.1-5	PK.6.1-4	PK.7.1-4

**Kindergarten –**

Geography	Historical Thinking	Civic Values	Personal and Family Economics
K.1.1-5	K.2. K.3.1-2	K.4. K.5. K.6.1-2	K.7.1-5

**First Grade –**

Geography	Civic Values	Earliest People and Civilizations of the Americas
1.1.1-4	1.2.1-4 1.3.	1.4.1-5

**Second Grade –**

Geography	Civic Values
2.1.1-4	2.2.1-3      2.5.1-4 2.3.1-4      2.6.1-3 2.4.

**Third Grade –**

Geography of DC	Government of DC	Economic of the Local Region	History of DC (18 <sup>th</sup> - 20 <sup>th</sup> Centuries)
3.1.1-6	3.2.1-5	3.3.1-5	3.4.1-5 3.5

**Fourth Grade –**

The Land and People before European Exploration	Age of Exploration (15 <sup>th</sup> -16 <sup>th</sup> Centuries)	Settling the Colonies to the 1700s	The War for Independence (1760-1789)
4.1. 4.2.1-4	4.3.1-6 4.4 4.5.1-3	4.6.1-8 4.7.1-11	4.8.1-5 4.9.1-8 4.10.1-5 4.11

**Fifth Grade –**

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The New Nation's Westward Expansion (1790-1860)	The Growth of the Republic (1800-1860)	The Civil War and Reconstruction (1860-1877)	Industrial America (1870-1940)	World War II (1939-1945)	Economic Growth and Reform in Contemporary America (1945-Present)
5.1.1-9	5.2.1-6 5.3.1-5 5.4.1-8	5.5.1-6 5.6.1-6	5.7.1-8 5.8.1-5 5.9.1-4 5.10.1-5	5.11.1-6 5.12.1-5 5.13.1-4	5.14.1-6 5.15.1-5 5.16.1-5

**Sixth Grade –**

The World in Spatial Terms	Places and Regions	Human Systems	Economic Systems and Urbanization	Physical Systems	Environment and Society
6.1.1-10	6.2.1-5	6.3.1-10	6.4.1-9	6.5.1-11	6.6.1-9

**Seventh Grade –**

Era I: Early Humankind and the Development of Human Societies	Era II: Early River Civilizations to 1000 B.C./B.C.E.	Era III: Ancient and Classical Civilizations to 700 C.E.
7.1.1-5 7.2.	7.3.1-11 7.4.1-5 7.5.1-5 1.6.1-5	7.7.1-6 7.8.1-10 7.9.1-10 7.10.1-5 7.11.1-5

**Eighth Grade –**

Our Colonial Heritage (1600–1720)	A New Nation (1720–1787)	The Constitution of the United States (1777–1789)	Launching the Young Nation (1789–1849)
8.1.1-10	8.2.1-7	8.3.1-10 8.4.1-6	8.5.1-4 8.6.1-3
The Divergent and Unifying Paths of the American People (1800–1850)	Civil War and Reconstruction (1830–1877)	The Rise of Industrial America (1877–1914)	
8.7.1-9 8.8.1-4 8.9.1-9 8.10.1-7	8.11.1-8 8.12.1-7	8.13.1-4	

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**Ninth Grade –**

Era IV: Middle Ages		Era V: Early Modern Times to 1650		Era VI: The Age of Revolutions	
9.1.1-8	9.4.1-7	9.7.1-5	9.10.1-4	9.13.1-2	9.15.1-7
9.2.1-6	9.5.1-10	9.8.1-7	9.11.1-5	9.14.1-3	9.16.1-4
9.3.1-5	9.6.1-7	9.9.1-9	9.12.1-4		

**Tenth Grade –**

Era VI: Age of Revolutions to 1914		Era VII: The Great Wars to 1945		Era VIII: The Cold War to the Present	
10.1.1-8		10.4.1-7	10.7.1-5	10.10.1-5	10.14.1-9
10.2.1-5		10.5.1-12	10.8.1-6	10.11.1-12	10.15.1-9
10.3.1-8		10.6.1-4	10.9.1-7	10.12.1-10	10.16.1-7
				10.13.1-5	

**Eleventh Grade –**

United States to the 1800s	The Rise of Industrial America (1877–1914)	The Progressive Era (1890–1920)	The 1920s and 1930s
11.1.1-10	11.2.1-8 11.3.1-5	11.4.1-11 11.5.1-9	11.6.1-9
The Great Depression (1929–1939)	World War II (1939–1947)	Cold War America to the New Millennium (1947–2001)	Contemporary America
11.7.1-10	11.8.1-12	11.9.1-10 11.10.1-6 11.11.1-10 11.12.1-10	11.13.1-11 11.14.1-9

**Twelfth Grade Principles of U.S. Government –**

Principles of U.S. Government	Branches of Government	Elections and the Political Process	Rights and Responsibilities of Citizens	Federal Government and the Economy	Comparative Government
12.1.1-6 12.2.	12.3.1-6 12.4.1-4 12.5.1-8	12.6.1-6 12.7.1-3	12.8.1-6 12.9.1-4 12.10.1-3	12.11.1-9	12.12.1-8

**Twelfth Grade D.C. History and Government –**

Early Settlements and Geography	12.DC.1.	12.DC.2.	12.DC.3.		
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# STATE INFORMATION SHEETS, ALPHABETICAL

A New National Capital and a New City	12.DC.4.1-4	12.DC.5.1-6			
Slavery, War, and Emancipation	12.DC.6.1-5	12.DC.7.1-6			
Reconstruction Period	12.DC.8.1-5				
Late 19th and Early 20th Centuries	12.DC.9.1-5	12.DC.10.1-4	12.DC.11.1-3	12.DC.12.1-2	12.DC.13.1-3
20th-Century Expansion and Urban Challenges	12.DC.14.1-5				
Civil Rights and Home-Rule Victories	12.DC.15.	12.DC.16.	12.DC.17.		
Addressing Opportunities and Problems under Home Rule	12.DC.18.	12.DC.19.1-2	12.DC.20.	12.DC.21.	12.DC.22.1-6
District Government	12.DC.23.	12.DC.24.1-4	12.DC.25.1-5	12.D.26.1-7	

## Principles of Economics –

Economic Terms	Market Economy	U.S. Labor Market	International Trade
E.1.1-4 E.2.1-3	E.3.1-10	E.4.1-5	E.5.1-4

The learning standards outline what learners of social science and history should know and demonstrate by the end of each grade or course. They detail the knowledge of history, geography, economics, and politics and government that students are expected to acquire at a particular grade level. The learning standards for U.S. and world history are grouped in time periods commonly accepted by historians. These standards integrate the four major disciplines of history, geography, economics, and politics and government. They are not presented in separate strands, although grade 6 focuses on geography and grade 12 focuses on government, including U.S. and Washington, DC, governments.

## GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

Grade 6 World Geography and Cultures

## STATE INFORMATION SHEETS, ALPHABETICAL

*Geography is a strand in:*

Pre-Kindergarten	Grade 2	Grade 5	Grade 9
Kindergarten	Grade 3	Grade 7	Grade 10
Grade 1	Grade 4	Grade 8	Grade 11

### **SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[Social Studies Pre-K through Grade 12 Standards](#)

Revised and Adopted 2006

Next Revision July 2020

Website: <https://sboe.dc.gov/page/social-studies-standards>

### **MANDATES**

None identified in document
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### **PROFESSIONAL DOCUMENTS USED**

None identified in document
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## FLORIDA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Next Generation Sunshine State Standards – Social Studies*

Grade

K-12 Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**Content aligns to **strands** in the following areas:

- i. American History
- ii. Geography
- iii. Economics
- iv. Civics and Government
- v. World History
- vi. Humanities
- vii. Psychology
- viii. Sociology
- ix. Financial Literacy

→ **Standards:** overarching theme(s) within each strand

- i. American History
  - 1. Historical Inquiry and Analysis
  - 2. Historical Knowledge
  - 3. Chronological Thinking
- ii. Geography
  - 1. The World in Spatial Terms
  - 2. Places and Regions
  - 3. Physical Systems
  - 4. Human Systems
  - 5. Environment and Society
  - 6. Uses of Geography
- iii. Economics
  - 1. Beginning Economics
  - 2. Market Economy
  - 3. The International Economy
- iv. Civics and Government
  - 1. Foundations of Government, Law, and the American Political System
  - 2. Civic and Political Participation
  - 3. Structure and Functions of Government
- v. World History
- vi. Humanities
- vii. Psychology
- viii. Sociology
- ix. Financial Literacy
  - 1. Earning Income
  - 2. Buying Goods and Services

# STATE INFORMATION SHEETS, ALPHABETICAL

3. Saving
4. Using Credit
5. Financial Investing
6. Protecting and Insuring

➔ **Benchmarks:** specific and measurable tasks

## Kindergarten –

<i>American History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; American Government</i>
Standard 1. - SS.K.A.1.1-2	Standard 1. - SS.K.G.1.1-4	Standard 1. - SS.K.E.1.1-4	Standard 1. - SS.K.C.1.1-2
Standard 2. - SS.K.A.2.1-5	Standard 2. - SS.K.G.2.1-2		Standard 2. - SS.K.C.2.1-3
Standard 3. - SS.K.A.3.1-2	Standard 3. - SS.K.G.3.1-3		

## First Grade –

<i>American History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; American Government</i>
Standard 1. - SS.1.A.1.1-2	Standard 1. - SS.1.G.1.1-6	Standard 1. - SS.1.E.1.1-6	Standard 1. - SS.1.C.1.1-3
Standard 2. - SS.1.A.2.1-5			Standard 2. - SS.1.C.2.1-4
Standard 3. - SS.1.A.3.1-2			Standard 3. - SS.1.C.3.1-2

## Second Grade –

<i>American History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; American Government</i>
Standard 1. - SS.2.A.1.1-2	Standard 1. - SS.2.G.1.1-4	Standard 1. - SS.2.E.1.1-4	Standard 1. - SS.2.C.1.1-2
Standard 2. - SS.2.A.2.1-8			Standard 2. - SS.2.C.2.1-5
Standard 3. - SS.2.A.3.1			Standard 3. - SS.2.C.3.1-2

## Third Grade –

<i>American History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; American Government</i>
Standard 1. - SS.3.A.1.1-3	Standard 1. - SS.3.G.1.1-6	Standard 1. - SS.3.E.1.1-4	Standard 1. - SS.3.C.1.1-3
	Standard 2. - SS.3.G.2.1-6		Standard 2. - SS.3.C.2.1.
	Standard 3.		Standard 3.



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	- SS.3.G.3.1-2		- SS.3.C.3.1-4
	Standard 4. - SS.3.G.4.1-4		
<b>Fourth Grade –</b>			
<i>American History</i>		<i>Benchmarks</i>	
Standard 1. Historical Inquiry and Analysis		- SS.4.A.1.1-2	
Standard 2. Pre-Columbian Florida		- SS.4.A.2.1.	
Standard 3. Exploration and Settlement of Florida		- SS.4.A.3.1-9	
Standard 4. Growth of Florida		- SS.4.A.4.1-2	
Standard 5. Crisis of the Union: Civil War and Reconstruction in Florida		- SS.4.A.5.1-2	
Standard 6. Industrialization and Emergence of Modern Florida.		- SS.4.A.6.1-4	
Standard 7. Roaring 20's, the Great Depression, and WWII in Florida		- SS.4.A.7.1-3	
Standard 8. Contemporary Florida into the 21 <sup>st</sup> Century		- SS.4.A.8.1-4	
Standard 9. Chronological Thinking		- SS.4.A.9.1.	
<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; American Government</i>	<i>Financial Literacy</i>
Standard 1. - SS.4.G.1.1-4	Standard 1. - SS.4.E.1.1-2	Standard 1. - SS.4.C.1.1.	Standard 1. Earning Income - SS.4.FL.1.1-4
		Standard 2. - SS.4.C.2.1-3	Standard 2. Buying Goods and Services - SS. 4. FL.2.1-7
		Standard 3. - SS.4.C.3.1-2	Standard 3. Saving - SS.4.FL.3.1-5
			Standard 4. Using Credit - SS.4.FL.4.1-2
			Standard 5. Financial Investing - SS.4.FL.5.1-2
			Standard 6. Protecting and Insuring - SS. 4.FL.6.1-4
<b>Fifth Grade –</b>			
<i>American History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; American Government</i>
Standard 1. Historical Inquiry and Analysis - SS.5.A.1.1-2	Standard 1. The World in Spatial Terms - SS.5.G.1.1-6	Standard 1. Market Economy - SS.5.E.1.1-3	Standard 1. - SS.5.C.1.1-6

STATE INFORMATION SHEETS, ALPHABETICAL

Standard 2. Pre-Columbian North America - SS.5.A.2.1-3	Standard 2. Places and Regions - SS.5.G.2.1	Standard 2. The International Economy - SS.5.E.2.1	Standard 2. - SS.5.C.2.1-5
Standard 3. Exploration and Settlement of North America - SS.5.A.3.1-3	Standard 3. Environment and Society - SS.5.G.3.1		Standard 3. - SS.5.C.3.1-6
Standard 4. Colonization of North America - SS.5.A.4.1-6	Standard 4. Use of Geography - SS.5.G.4.1-2		
Standard 5. American Revolution & Birth of a New Nation - SS.5.A.5.1-10			
Standard 6. Growth and Westward Expansion - SS.5.A.6.1-9			

**Sixth Grade –**

<i>Geography</i>	<i>Economics</i>	<i>Civics and Government</i>	<i>World History</i>
Standard 1. SS.6.G.1.1-7	Standard 1. SS.6.E.1.1-3	Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system. SS.6.C.1.1-2	Standard 1: Utilize historical inquiry skills and analytical processes. SS.6.W.1.1-6
Standard 2. SS.6.G.2.1-7	Standard 2. SS.6.E.2.1	Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system. SS.6.C.2.1	Standard 2: Describe the emergence of early civilizations SS.6.W.2.1-10
Standard 3. SS.6.G.3.1-2	Standard 3. SS.6.E.3.1-4		Standard 3: Recognize significant events, figures, and contributions of classical civilizations SS.6.W.3.1-18
Standard 4. SS.6.G.4.1-4			Standard 4: Recognize significant events, figures, and contributions of classical Asian civilizations

STATE INFORMATION SHEETS, ALPHABETICAL

			SS.6.W.4.1-12
Standard 5. SS.6.G.5.1-3			
Standard 6. SS.6.G.6.1-2			
<b>Seventh Grade –</b>			
<i>Geography</i>	<i>Economics</i>	<i>Civics and Government</i>	
Standard 1. SS.7.G.1.1-3	Standard 1. SS.7.E.1.1-6	Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system. SS.7.C.1.1-9	
Standard 2. SS.7.G.2.1-4	Standard 2. SS.7.E.2.1-5	Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system. SS.7.C.2.1-14	
Standard 3. SS.7.G.3.1	Standard 3. SS.7.E.3.1-4	Standard 3: Demonstrate an understanding of the principles, functions, and organization of government. SS.7.C.3.1-14	
Standard 4. SS.7.G.4.1-2		Standard 4: Demonstrate an understanding of contemporary issues in world affairs, and evaluate the role and impact of United States foreign policy. SS.7.C.4.1-3	
Standard 5. SS.7.G.5.1			
Standard 6. SS.7.G.6.1			
<b>Eighth Grade –</b>			
<i>American History</i>	<i>Geography</i>	<i>Financial Literacy</i>	
Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources. SS.8.A.1.1-7	Standard 1. SS.8.G.1.1-2	Standard 1. SS.8.FL.1.1-8	
Standard 2: Examine the causes, course, and consequences of British settlement in the American colonies. SS.8.A.2.1-7	Standard 2. SS.8.G.2.1-3	Standard 2. SS.8.FL.2.1-5	
Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation. SS.8.A.3.1-16	Standard 3. SS.8.G.3.1-2	Standard 3. SS.8.FL.3.1-8	

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Standard 4: Demonstrate an understanding of the domestic and international causes, course, and consequences of westward expansion. SS.8.A.4.1-18	Standard 4. SS.8.G.4.1-6	Standard 4. SS.8.FL.4.1-4
Standard 5: Examine the causes, course, and consequence of the Civil War and Reconstruction including its effects on American peoples. SS.8.A.5.1-8	Standard 5. SS.8.G.5.1-2	Standard 5. SS.8.FL.5.1-5
	Standard 6. SS.8.G.6.1-2	Standard 6. SS.8.FL.6.1-7

<i>Economics</i>	<i>Civics and Government</i>
Standard 1. SS.8.E.1.1	Standard 1: The student will evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system. SS.8.C.1.1-6
Standard 2. SS.8.E.2.1-3	Standard 2: The student will demonstrate an understanding of the principles, functions, and organization of government. SS.8.C.2.1
Standard 3. SS.8.E.3.1	

**Ninth – Twelfth Grade –**

<i>American History</i>	<i>Benchmarks</i>
Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.	SS.912.A.1.1-7
Standard 2: Understand the causes, course, and consequences of the Civil War and Reconstruction and its effects on the American people.	SS.912.A.2.1-7
Standard 3: Analyze the transformation of the American economy and the changing social and political conditions in response to the Industrial Revolution.	SS.912.A.3.1-13
Standard 4: Demonstrate an understanding of the changing role of the United States in world affairs through the end of World War I.	SS.912.A.4.1-11
Standard 5: Analyze the effects of the changing social, political, and economic conditions of the Roaring Twenties and the Great Depression.	SS.912.A.5.1-12
Standard 6: Understand the causes and course of World War II, the character of the war at home and abroad, and its reshaping of the United States role in the post-war world.	SS.912.A.6.1-15
Standard 7: Understand the rise and continuing international influence of the United States as a world leader and the impact of contemporary social and political movements on American life.	SS.912.A.7.1-17

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Geography</i>	<i>Economics</i>	<i>Civics and Government</i>	<i>Financial Literacy</i>
Standard 1. SS.912.G.1.1-4	Standard 1. SS.912.E.1.1-16	Standard 1. SS.912.C.1.1-5	Standard 1. SS.912.FL.1.1-7
Standard 2. SS.912.G.2.1-5	Standard 2. SS.912.E.2.1-12	Standard 2. SS.912.C.2.1-16	Standard 2. SS.912.FL.2.1-7
Standard 3. SS.912.G.3.1-5	Standard 3. SS.912.E.3.1-6	Standard 3. SS.912.C.3.1-15	Standard 3. SS.912.FL.3.1-7
Standard 4. SS.912.G.4.1-9		Standard 4. SS.912.C.4.1-4	Standard 4. SS.912.FL.4.1-13
Standard 5. SS.912.G.5.1-6			Standard 5. SS.912.FL.5.1-12
Standard 6. SS.912.G.6.1-5			Standard 6. SS.912.FL.6.1-10

  

<i>World History</i>	<i>Benchmarks</i>
Standard 1: Utilize historical inquiry skills and analytical processes.	SS.912.W.1.1-6
Standard 2: Recognize significant events, figures, and contributions of medieval civilizations	SS.912.W.2.1-22
Standard 3: Recognize significant events, figures, and contributions of Islamic, Meso and South American, and Sub-Saharan African civilizations	SS.912.W.3.1-19
Standard 4: Analyze the causes, events, and effects of the Renaissance, Reformation, Scientific Revolution, and Age of Exploration.	SS.912.W.4.1-15
Standard 5: Analyze the causes, events, and effects of the Enlightenment and its impact on the American, French and other Revolutions.	SS.912.W.5.1-7
Standard 6: Understand the development of Western and non-Western nationalism, industrialization and imperialism, and the significant processes and consequences of each.	SS.912.W.6.1-7
Standard 7: Recognize significant causes, events, figures, and consequences of the Great War period and the impact on worldwide balance of power	SS.912.W.7.1-11
Standard 8: Recognize significant events and people from the post World War II and Cold War eras.	SS.912.W.8.1-10
Standard 9: Identify major economic, political, social, and technological trends beginning in the 20th century.	SS.912.W.9.1-7

  

<i>Humanities</i>
Standard 1: Identify and analyze the historical, social, and cultural contexts of the arts. SS.912.H.1.1-7
Standard 2: Respond critically and aesthetically to various works in the arts. SS.912.H.2.1-5

## STATE INFORMATION SHEETS, ALPHABETICAL

Standard 3: Understand how transportation, trade, communication, science, and technology influence the progression and regression of cultures. SS.912.H.3.1-3
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### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 2	Grade 4	Grade 6	Grade 8
Grade 1	Grade 3	Grade 5	Grade 7	Grade 9-12

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Next Generation Sunshine State Standards – Social](#) Revised June 2014

[Studies](#) Next Revision Not Scheduled

Website: <https://www.fldoe.org/academics/standards/subject-areas/social-studies/>

### MANDATES

National and state standards were considered as required by s. 1003.41, F.S., Required instruction.
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### PROFESSIONAL DOCUMENTS USED

National Standards for Financial Literacy, as developed by the Council for Economic Education (CEE)
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## GEORGIA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Georgia Standards of Excellence - Social Studies*

Grade		Grade	
K	Foundations of America	HS	American Government/Civics
1	Our American Heritage	HS	Economics
2	Georgia, My State	HS	Introduction to U.S. Intelligence and National Security Studies
3	United States History Year 1: American Indian Cultures through Colonization	HS	Personal Financial Literacy
4	United States History Year 2: Revolution to Reconstruction	HS	Psychology
5	United States History Year 3: Industrialization to the Digital Age	HS	Sociology
6	Latin America, the Caribbean and Canada, Europe, and Australia	HS	Sports in United States Society
7	Africa, Southwest Asia (Middle East), Southern and Eastern Asia	HS	United States History
8	Georgia Studies	HS	World Geography
		HS	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Strands –**

- i. History
- ii. Geography
- iii. Government
- iv. Economics

**→ Standards****→ Examples**

Map and Globe Skills: 1-12

Information Processing Skills: 1-17

**Kindergarten –**

Historical Understandings	SSKH1-3
Geographic Understandings	SSKG1-3
Government/Civic Understandings	SSKCG1-2
Economic Understandings	SSKE1-4

**First Grade –**

Historical Understandings	SS1H1
Geographic Understandings	SS1G1-3

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Government/Civic Understandings	SS1CG1-2		
Economic Understandings	SS1E1-4		
<b>Second Grade –</b>			
Historical Understandings	SS2H1-2		
Geographic Understandings	SS2G1-2		
Government/Civic Understandings	SS2CG1-3		
Economic Understandings	SS2E1-4		
<b>Third Grade –</b>			
Historical Understandings	SS3H1-3		
Geographic Understandings	SS3G1-3		
Government/Civic Understandings	SS3CG1-2		
Economic Understandings	SS3E1-4		
<b>Fourth Grade –</b>			
Historical Understandings	SS4H1-6		
Geographic Understandings	SS4G1-2		
Government/Civic Understandings	SS4CG1-3		
Economic Understandings	SS4E1-2		
<b>Fifth Grade –</b>			
Historical Understandings	SS5H1-7		
Geographic Understandings	SS5G1-2		
Government/Civic Understandings	SS5CG1-3		
Economic Understandings	SS5E1-4		
<b>Sixth Grade –</b>			
	Latin America & Canada	Europe	Australia
Historical Understandings	SS6H1-2	SS6H3	SS6H4
Geographic Understandings	SS6G1-6	SS6G7-10	SS6G11-12
Government/Civic Understandings	SS6CG1-2	SS6CG3	SS6CG4
Economic Understandings	SS6E1-6	SS6E7-9	SS6E10-13
<b>Seventh Grade –</b>			
	Africa	Southwest Asia (Middle East)	Southern and Eastern Asia



# STATE INFORMATION SHEETS, ALPHABETICAL

Historical Understandings	SS7H1	SS7H2	SS7H3
Geographic Understandings	SS7G1-4	SS7G5-8	SS7G9-12
Government/Civic Understandings	SS7CG1-2	SS7CG3	SS7CG4
Economic Understandings	SS7E1-3	SS7E4-6	SS7E7-10

## Eighth Grade –

Historical Understandings	SS8H1-12
Geographic Understandings	SS8G1
Government/Civic Understandings	SS8CG1-6
Economic Understandings	SS8E1-3

## High School Courses –

High School American Government/Civics	SSCG1-17
High School Introduction to U.S. Intelligence and National Security	SSIUSINS1-7
High School Personal Financial Literacy	SSPFL1-12
High School Sports in United States Society	SSSUSS1-7
High School United States History	SSUSH1-23
High School World History	SSWH1-22

## High School Economics –

Fundamentals	Microeconomics	Macroeconomics	International	Personal Finance
SSEF1-6	SSEMI1-3	SSEMA1-3	SSEIN1-3	SSEPF1-6

## High School Psychology –

Psychology Foundations and Research	Biological Foundations	Change in Behavior and Cognition	Variability of Behavior among Individuals and Groups	Social Psychology
SSPFR1-2	SSPBF1-5	SSPBC1-3	SSPVB1-3	SSPSP1

## High School Sociology –

Foundations and Research	Culture and Social Structure	Socialization and Social Control	Social Inequities and Change
SSSocFR1-3	SSSocC1-3	SSSocSC1-4	SSSocIC1-2

## High School World Geography –

Physical Geography	Cultural Geography	Political Geography	Population Geography	Environmental Geography	Economic Geography
SSWG1	SSWG2	SSWG3	SSWG4	SSWG5	SSWG6

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS World Geography

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6
Grade 1	Grade 4	Grade 7
Grade 2	Grade 5	Grade 8

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Social Studies Georgia Standards of](#)

Adopted June 2016

[Excellence – Kindergarten – Grade 12](#)

Effective 2017-2018

Next Revision Not scheduled

Website: <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## HAWAII

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Hawai'i Core Standards in Social Studies*

Grade		Grade	
K	Living, Working, and Learning Together	7	History of Hawaiian Kingdom
1	Communities and Culture	7	Pacific Island Studies
2	People Now and Then, Places Near and Far	8	United States History: The Constitution Through Reconstruction
3	Our Big World	9-12	World History and Culture: CE 1500 to Present
4	Pre-Contact Hawaiian History	9-12	United States History and Government
5	Colonial America and the Early Nation	9-12	Modern History of Hawai'i
6	World History: Beginnings to CE 1500	9-12	Participation in a Democracy

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

The unique types of standards

- i. **Anchor standards** - Anchor standards remain the same through all grades and courses and align closely to the four dimensions of the C3 Framework. Anchor standards provide lenses through which the essential skills and disciplinary knowledge of inquiry and action are practiced and applied. Anchor standards 1 through 5 are inquiry-based, and anchor standards 6 through 19 are disciplinary-based.

1. Developing Questions and Planning Inquiries
2. Gathering and Evaluating Sources
3. Creating Claims
4. Communicating Conclusions
5. Taking Informed Action

Civics	Economics	Geography	History
6. Civic and Political Institutions	9. Economic Decision Making	13. Geographic Representations: Spatial Views of the World	17. Change, Continuity, and Context
7. Civic Virtues and Democratic Principles	10. Exchange and Markets	14. Human-Environment Interaction: Place, Regions, and Culture	18. Perspectives
8. Processes, Rules, and Laws	11. The National Economy	15. Human Population: Spatial Patterns and Movements	19. Causation and Argumentation

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		12. The Global Economy	16. Global Interconnections: Changing Spatial Patterns	
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ii. **Inquiry standards** - The inquiry standards define key skills within the social studies. Inquiry standards are by grade bands K-2, 3-5, 6-8, and 9-12.

iii. **Content standards** - Content standards define what students should know or be able to do in a specific grade or course. They emphasize the way each discipline provides foundational knowledge and skills essential to inquiry and action. Content standards are grade specific in grades K-5 and are course specific in grades 6-12.

➔ **Themes** - A cluster of standards around a large idea in a course. Themes help to organize the entire course into smaller chunks. There can be anywhere from 3-12 themes in a grade or course

➔ **Sample compelling questions** - CQs are open-ended questions that focus on big ideas. These questions are enduring and centered on unresolved issues. CQs have no exact answer and can only be argued with evidence. There are two sample CQs in each theme.

➔ **Topics** - An organizational feature that further defines the area of study within a theme. There are often two or more topics under each theme.

➔ **Sample content and concepts** - These serve as a starting point for relevant ideas, principles, concepts, and content that teachers may consider when deciding on the particular focus of study for each content standard.

<b>Kindergarten –</b>				
<b>Theme 1: Working Together</b>				
<i>Civics</i>				
SS.K.1.8.1	SS.K.1.8.2	SS.K.1.7.3		
<b>Theme 2: Myself and My Family</b>				
<i>History</i>				
SS.K.2.17.1	SS.K.2.19.2	SS.K.2.18.3		
<b>Theme 3: Needs and Wants, Spaces and Places</b>				
<i>Economics</i>		<i>Geography</i>		
SS.K.3.9.1	SS.K.3.10.2	SS.K.3.13.3	SS.K.3.15.4	

<b>First Grade –</b>				
<b>Theme 1: Our Community</b>				
<i>Civics</i>		<i>Geography</i>		
SS.1.1.7.1	SS.1.1.8.2	SS.1.1.13.3		
<b>Theme 2: Our Blue Earth</b>				
<i>Economics</i>	<i>Geography</i>			<i>Civics</i>
SS.1.2.9.1	SS.1.2.13.2	SS.1.2.14.3	SS.1.2.14.4	SS.1.2.8.5
<b>Theme 3: Our Past</b>				

STATE INFORMATION SHEETS, ALPHABETICAL

<i>History</i>				
SS.1.3.17.1	SS.1.3.18.2	SS.1.3.17.3		
<i>Theme 4: Making Choices</i>				
<i>Economics</i>		<i>History</i>		
SS.1.4.10.1	SS.1.4.10.2	SS.1.4.19.3		
<b>Second Grade –</b>				
<i>Theme 1: We The People</i>				
<i>Civics</i>		<i>History</i>		
SS.2.1.6.1	SS.2.1.7.2	SS.2.1.18.3		
<i>Theme 2: Looking into our Past</i>				
<i>Geography</i>	<i>History</i>			
SS.2.2.14.1	SS.2.2.17.2	SS.2.2.18.3		
<i>Theme 3: What we Make and Use</i>				
<i>Economics</i>		<i>Geography</i>		
SS.2.3.10.1	SS.2.3.12.2	SS.2.3.11.3	SS.2.3.13.4	SS.2.3.14.5
<i>Theme 4: Together We Can</i>				
<i>Economics</i>		<i>Geography</i>	<i>Civics</i>	
SS.2.4.9.1	SS.2.4.9.4	SS.2.4.16.2	SS.2.4.8.3	
<b>Third Grade –</b>				
<i>Theme 1: Rules and Laws</i>				
<i>Civics</i>		<i>History</i>		
SS.3.1.8.1	SS.3.1.7.2	SS.3.1.19.3		
<i>Theme 2: Rights and Responsibilities of Citizens</i>				
<i>Economics</i>		<i>Civics</i>		
SS.3.1.10.1	SS.3.2.10.2	SS.3.2.7.3	SS.3.2.7.4	SS.3.2.6.5
<i>Theme 3: Migration</i>				
<i>Geography</i>			<i>History</i>	
SS.3.3.13.1	SS.3.3.15.2	SS.3.3.16.3	SS.3.3.14.4	SS.3.3.17.5
<i>Theme 4: Our Changing World</i>				
<i>Economics</i>	<i>Geography</i>		<i>History</i>	
SS.3.4.9.1	SS.3.4.14.2	SS.3.4.16.3	SS.3.4.18.4	
<b>Fourth Grade –</b>				
<i>Theme 1: Creation Beliefs and Polynesia Migration</i>				
<i>History</i>		<i>Geography</i>		
SS.4.1.18.1	SS.4.1.18.2	SS.4.1.15.3		
<i>Theme 2: Early Hawaiian-Environment Interaction</i>				
<i>Geography</i>				
SS.4.2.13.1	SS.4.2.16.2	SS.4.2.14.3		

STATE INFORMATION SHEETS, ALPHABETICAL

<b>Theme 3: Early Hawaiians and the Land</b>		<b>Theme 4: The Evolution of Hawaiian Culture</b>	
<i>Economics</i>	<i>Geography</i>	<i>Geography</i>	<i>Civics</i>
SS.4.3.10.1	SS.4.3.15.2	SS.4.4.16.1	SS.4.4.7.2
<b>Theme 5: Beliefs of Early Hawaiian Society</b>		<b>Theme 6: Governance in Early Hawaiian Society</b>	
<i>Civics</i>		<i>Civics</i>	<i>Economics</i>
SS.4.5.6.1	SS.4.5.6.2	SS.4.6.8.1	SS.4.6.9.2
<b>Theme 7: Life in Ahupua'a</b>		<b>Theme 8: The Beginnings of the Hawaiian Kingdom through Unification</b>	
<i>Geography</i>	<i>Economics</i>	<i>Civics</i>	<i>History</i>
SS.4.7.14.1	SS.4.7.10.2	SS.4.8.8.1	SS.4.8.17.2

**Fifth Grade –**

<b>Theme 1: Pre-Contact Native America</b>		<b>Theme 2: Contact and Conflict: 1500-1700</b>	
<i>Geography</i>	<i>History</i>	<i>History</i>	
SS.5.1.14.1	SS.5.1.17.2	SS.5.2.19.1	SS.5.2.19.2
<b>Theme 3: Establishment of European Colonies: 1500–1700</b>			
<i>Geography</i>	<i>Civics</i>	<i>History</i>	
SS.5.3.15.1	SS.5.3.8.2	SS.5.3.18.3	
<b>Theme 4: Slavery and Freedom in Colonial America: 1600–1800</b>		<b>Theme 5: Transformation of Colonial America: 1700–1750</b>	
<i>Geography</i>	<i>Economics</i>	<i>History</i>	<i>Geography</i>
SS.5.4.15.1	SS.5.4.10.2	SS.5.4.18.3	SS.5.5.15.1
<b>Theme 6: American Revolution: 1750–1800</b>			
<i>History</i>		<i>Civics</i>	
SS.5.6.19.1	SS.5.6.19.3	SS.5.6.18.4	SS.5.6.7.2

**Sixth Grade World History –**

<b>Theme 1: The Environment and Early River Civilizations: Human Beginnings to 600 BCE</b>			
<i>Geography</i>	<i>Civics</i>	<i>History</i>	
SS.6.1.14.1	SS.6.1.6.2	SS.6.1.19.3	
<b>Theme 2: Classical Eastern and Western Civilizations: 600 BCE–600 CE</b>		<b>Theme 3: Major Religions and Larger Societies: Pre–1500</b>	
<i>Civics</i>		<i>Geography</i>	<i>History</i>
SS.6.2.6.1	SS.6.2.6.2	SS.6.2.16.3	SS.6.2.19.4
<b>Theme 4: Post-Classical Societies: 600 CE–1450 CE</b>			
<i>Geography</i>		<i>History</i>	<i>Economics</i>
SS.6.4.15.1	SS.6.4.14.2	SS.6.4.19.3	SS.6.4.9.4

## STATE INFORMATION SHEETS, ALPHABETICAL

<b>Theme 5: Post-Classical Trade Networks: 600 CE–1450 CE</b>		<b>Theme 6: Encounters and Exchanges: 600 CE–1450 CE</b>		
<i>Economics</i>	<i>Geography</i>	<i>Geography</i>	<i>History</i>	
SS.6.5.10.1	SS.6.5.15.2	SS.6.6.15.1	SS.6.6.19.2	SS.6.6.19.3
<b>Theme 7: Mesoamerican Empires: Pre–1500</b>	<b>Theme 8: Renewal in Europe: 1300 CE–1500 CE</b>			
<i>Geography</i>	<i>Civics</i>	<i>History</i>		
SS.6.7.16.1	SS.6.8.6.1	SS.6.8.17.2	SS.6.8.19.3	SS.6.8.19.4

**Seventh Grade History of Hawaiian Kingdom –**

<b>Theme 1: Unification of the Hawaiian Kingdom</b>				
<i>History</i>		<i>Civics</i>		
SS.7HHK.1.17.1	SS.7HHK.1.18.2	SS.7HHK.1.6.3		
<b>Theme 2: The Developing Hawaiian Kingdom</b>				
<i>History</i>		<i>Economics</i>	<i>Geography</i>	
SS.7HHK.2.17.1	SS.7HHK.2.17.2	SS.7HHK.2.9.3	SS.7HHK.2.14.4	
<b>Theme 3: The Late Hawaiian Kingdom</b>			<b>Theme 4: Overthrow of the Hawaiian Kingdom</b>	
<i>Geography</i>	<i>Civics</i>	<i>Economics</i>	<i>Economics</i>	<i>History</i>
SS.7HHK.3.15.1	SS.7HHK.3.8.2	SS.7HHK.3.11.3	SS.7HHK.4.12.1	SS.7HHK.4.18.2

**Seventh Grade Pacific Island Studies –**

<b>Theme 1: Early Pacific People</b>			
<i>Geography</i>		<i>Civics</i>	
SS.7PI.1.13.1	SS.7PI.1.14.2	SS.7PI.1.8.3	
<b>Theme 2: Historic Encounters and Exchanges in the Pacific</b>			
<i>Economics</i>		<i>History</i>	<i>Civics</i>
SS.7PI.2.10.1	SS.7PI.2.12.3	SS.7PI.2.19.2	SS.7PI.2.7.4
<b>Theme 3: The Contemporary Pacific</b>			
<i>Geography</i>	<i>History</i>	<i>Civics</i>	
SS.7PI.3.14.1	SS.7PI.3.17.2	SS.7PI.3.8.3	

**Eighth Grade United States History –**

<b>Theme 1: The US Constitution: 1785–1791</b>			<b>Theme 2: Governing Early America: 1787–1837</b>	
<i>Civics</i>			<i>History</i>	<i>Civics</i>
SS.8.1.6.1	SS.8.1.6.2	SS.8.1.7.3	SS.8.2.17.1	SS.8.2.6.2
<b>Theme 3: Native America and Westward Expansion: 1787–1876</b>				
<i>History</i>			<i>Geography</i>	
SS.8.3.19.1	SS.8.3.17.3	SS.8.3.19.4	SS.8.3.16.2	
<b>Theme 4: Industrial America: 1810–1860</b>			<b>Theme 5: Slavery: 1808–1861</b>	

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Economics</i>		<i>Geography</i>	<i>Economics</i>	<i>Geography</i>
SS.8.4.9.1	SS.8.4.10.3	SS.8.4.15.2	SS.8.5.9.1	SS.8.5.14.2
<b>Theme 6: Social Reform Movements: 1800–1860</b>			<b>Theme 7: Civil War: 1861–1865</b>	
<i>History</i>	<i>Civics</i>		<i>History</i>	
SS.8.6.18.1	SS.8.6.7.2		SS.8.7.19.1	SS.8.7.17.2
<b>Theme 8: Reconstruction and the Rise of Jim Crow: 1865–1900</b>				
<i>Civics</i>	<i>History</i>			
SS.8.8.8.1	SS.8.8.17.2			

**High School World History and Culture –**

<b>Theme 1: Origins of Global Exploration: 1450–1700</b>				
<i>History</i>		<i>Geography</i>		
SS.WH.1.17.1	SS.WH.1.19.2	SS.WH.1.15.3	SS.WH.1.16.4	
<b>Theme 2: Early Modern Empires: 1450–1700</b>			<b>Theme 3: Industrial Revolutions: 1750–1900</b>	
<i>Civics</i>	<i>Geography</i>		<i>History</i>	<i>Economics</i>
SS.WH.2.6.1	SS.WH.2.16.2		SS.WH.3.19.1	SS.WH.3.12.2
<b>Theme 4: Imperialism and Global Interdependence: 1800–1914</b>				
<i>History</i>	<i>Geography</i>			
SS.WH.4.17.1	SS.WH.4.16.2	SS.WH.4.16.3		
<b>Theme 5: Political Ideas and Revolutions: 1770–1917</b>				
<i>History</i>				
SS.WH.5.19.1	SS.WH.5.18.2	SS.WH.5.19.3		
<b>Theme 6: Global Conflicts, Depression, and Totalitarianism: 1914–1945</b>				
<i>History</i>				
SS.WH.6.19.1	SS.WH.6.19.2	SS.WH.6.17.3	SS.WH.6.17.4	
<b>Theme 7: Post-World War Decolonization and Conflict: 1945–1980</b>				
<i>History</i>				
SS.WH.7.19.1	SS.WH.7.17.2	SS.WH.7.17.3	SS.WH.7.18.4	
<b>Theme 8: Contemporary World: 1990–Present</b>				
<i>Economics</i>	<i>Civics</i>			
SS.WH.8.12.1	SS.WH.8.7.2			

**High School United States History and Government –**

<b>Theme 1: Immigration and Migration: 1880–1930</b>		<b>Theme 2: The Gilded Age and Organized Labor: 1880–1920</b>		
<i>Geography</i>	<i>Civics</i>	<i>Economics</i>	<i>Civics</i>	
SS.US.1.16.1	SS.US.1.8.2	SS.US.2.10.1	SS.US.2.7.2	SS.US.2.7.3



## STATE INFORMATION SHEETS, ALPHABETICAL

<b>Theme 3: Urbanization and The Progressive Era: 1890–1920</b>			<b>Theme 4: U.S. Imperialism and Global Power: 1890–1920</b>		
<i>Geography</i>	<i>Civics</i>		<i>History</i>	<i>Geography</i>	
SS.US.3.15.1	SS.US.3.8.2	SS.US.3.7.3	SS.US.4.19.1	SS.US.4.16.2	
<b>Theme 5: World War I: 1910–1920</b>			<b>Theme 6: Conflicts and Transitions: 1920s</b>		
<i>History</i>		<i>Civics</i>	<i>Economics</i>	<i>History</i>	
SS.US.5.19.1	SS.US.5.18.3	SS.US.5.8.2	SS.US.6.11.1	SS.US.6.18.2	SS.US.6.17.3
<b>Theme 7: Great Depression and The New Deal: 1929–1941</b>			<b>Theme 8: World War II</b>		
<i>History</i>	<i>Economics</i>		<i>History</i>		
SS.US.7.19.1	SS.US.7.11.2	SS.US.7.10.3	SS.US.8.19.1	SS.US.8.17.2	SS.US.8.19.3
<b>Theme 9: The Cold War: 1945–1975</b>			<b>Theme 11: Rise of Conservatism: 1968–2008</b>		
<i>History</i>		<i>Civics</i>	<i>History</i>	<i>Civics</i>	
SS.US.9.19.1	SS.US.9.17.2	SS.US.9.7.3	SS.US.11.17.1	SS.US.11.8.2	
<b>Theme 10: Civil Rights: 1954–1975</b>			<b>Theme 12: U.S. in a Global Age: 2008–Present</b>		
<i>Civics</i>			<i>Economics</i>	<i>Civics</i>	<i>Geography</i>
SS.US.10.6.1	SS.US.10.6.3	SS.US.10.6.4	SS.US.10.11.2	SS.US.12.8.1	SS.US.12.16.2

## High School Modern History of Hawai'i –

<b>Theme 1: Overthrow of Hawaiian Monarchy</b>				
<i>History</i>				
SS.MHH.1.19.1	SS.MHH.1.19.2	SS.MHH.1.19.3	SS.MHH.1.18.4	
<b>Theme 2: Late 19th and 20th Century Plantation System</b>			<b>Theme 4: Contemporary Issues</b>	
<i>Geography</i>		<i>Economics</i>	<i>Economics</i>	<i>History</i>
SS.MHH.2.15.1	SS.MHH.2.14.3	SS.MHH.2.10.2	SS.MHH.4.9.1	SS.MHH.4.19.2
<b>Theme 3: World War II and Democratic Revolution</b>				
<i>Geography</i>	<i>History</i>			
SS.MHH.3.16.1	SS.MHH.3.19.2	SS.MHH.3.17.3	SS.MHH.3.19.4	

## High School Participation in a Democracy –

<b>Theme 1: Foundations of the Constitution</b>			<b>Theme 2: Institutions of National Government</b>	
<i>History</i>		<i>Economics</i>	<i>Civics</i>	
SS.PID.1.17.1	SS.PID.1.19.2	SS.PID.1.11.3	SS.PID.2.6.1	SS.PID.2.8.2
<b>Theme 3: Civic Rights and Responsibilities</b>		<b>Theme 4: Public Policy</b>		
<i>History</i>	<i>Civics</i>	<i>Civics</i>	<i>Economics</i>	<i>Geography</i>
SS.PID.3.17.1	SS.PID.3.7.2	SS.PID.4.7.1	SS.PID.4.10.2	SS.PID.4.16.3
<b>Theme 5: Civic Engagement</b>				

## STATE INFORMATION SHEETS, ALPHABETICAL

<i>Civics</i>			
SS.PID.5.7.1			
<p>The standards fall into two complementary categories: inquiry skills and disciplinary concepts.</p> <p>The standards address what is to be learned; they do not address how learning experiences are to be designed or what resources should be used. The Hawai'i State Department of Education does not designate specific curricula or strategies used to teach the HCSSS. Decisions on how best to help students meet these standards are left to schools and teachers. However, it is important to consider that all curricula emphasize the development of students' abilities to acquire and apply the standards. Curricular decisions must also take into account the diversity of Hawai'i' students and the need to ensure equity and access for all. To achieve this, Hawai'i students need curricula that are designed and structured for a rigorous, relevant, and personalized learning experience that includes a wide variety of learning opportunities.</p>			

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 4	Grade 7 Pacific Island Studies	HS Modern History of Hawai'i
Grade 1	Grade 5	Grade 8 United States History	HS Participation in a Democracy
Grade 2	Grade 6 World History	HS World History and Culture	
Grade 3	Grade 7 History of the Hawaiian Kingdom	HS United States History and Government	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Hawaii Core Standards for Social Studies \(Introduction\)](#)

Adopted 2018  
Effective 2019-2020  
Next Revision Not scheduled

Website:

<https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

2013. National Council for the Social Studies. <i>The College, Career, &amp; Civic Life</i>	2014. Center for Civic Education. <i>National Standards for Civics and Government</i> . Retrieved from <a href="http://www.civiced.org/standards">http://www.civiced.org/standards</a>
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# STATE INFORMATION SHEETS, ALPHABETICAL

<i>C3 Framework for Social Studies State Standards</i>	
2010. Council for Economic Education. <i>Voluntary National Content Standards in Economics</i> . Retrieved from <a href="https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf">https://www.councilforeconed.org/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf</a>	2012 <i>Geography for Life: The National Geography Standards</i> , Second Edition.
Geography Education National Implementation Project. Retrieved from <a href="https://www.nationalgeographic.org/standards/nationalgeography-standards/">https://www.nationalgeographic.org/standards/nationalgeography-standards/</a>	Hawai'i Content and Performance Standards for Social Studies III. Retrieved from <a href="http://165.248.107.74/hcpsv3/files/final_hcpsiii_socialstudies_librarydocs_1.pdf">http://165.248.107.74/hcpsv3/files/final_hcpsiii_socialstudies_librarydocs_1.pdf</a>
1996. National Center for History in the Schools. <i>United States history content standards for grades 5-12</i> . In National Standards for History. Los Angeles, CA: University of California, Los Angeles. Retrieved from <a href="https://phi.history.ucla.edu/nchs/united-states-history-content-standards/">https://phi.history.ucla.edu/nchs/united-states-history-content-standards/</a>	Social Studies or Social Science standards and frameworks from the following states: Colorado, Connecticut, Florida, Illinois, Indiana, Iowa, Kansas, Maryland, Massachusetts, Minnesota, Nebraska, New Jersey, New York, Tennessee, Utah, and Wisconsin.

Back to [States](#)

## IDAHO

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Idaho Content Standards – Social Studies*

Grade		Grade	
K	Social Studies	6-9	Geography – Western Hemisphere
1	Social Studies	6-9	Geography – Eastern Hemisphere
2	Social Studies	6-9	World History and Civilization
3	Social Studies	6-12	U.S. History I
4	Social Studies	HS	U.S. History II
5	Social Studies	HS	Government
		HS	Economics

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Standards:**

1. History
2. Geography
3. Economics
4. Civics and Government
5. Global Perspectives

**→ Goals****History**

Goal 1.1: Build an understanding of the cultural and social development of the United States	Goal 1.2: Trace the role of migration and immigration of people in the development of the United States.	Goal 1.3: Identify the sovereign status and role of American Indians in the development of the United States.
Goal 1.4: Analyze the political, social, and economic responses to industrialization and technological innovations in the development of the United States.	Goal 1.5: Trace the role of exploration and expansion in the development of the United States.	Goal 1.6: Explain the rise of human civilization.
Goal 1.7: Trace how natural resources and technological advances have shaped human civilization.	Goal 1.8: Build an understanding of the cultural and social development of human civilization.	Goal 1.9: Identify the role of religion in the development of human civilization

**Geography**

Goal 2.1: Analyze the spatial organizations of people, places, and environment on the earth's surface.	Goal 2.2: Explain how human actions modify the physical environment and how physical systems affect human activity and living conditions.	Goal 2.3: Trace the migration and settlement of human populations on the earth's surface.
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# STATE INFORMATION SHEETS, ALPHABETICAL

Goal 2.4: Analyze the human and physical characteristics of different places and regions.	Goal 2.5: Explain how geography enables people to comprehend the relationships between people, places, and environments over time.
<b>Economics</b>	
Goal 3.1: Explain basic economic concepts.	Goal 3.2: Identify different influences on economic systems.
Goal 3.3: Analyze the different types of economic institutions.	Goal 3.4: Explain the concepts of personal finance.
<b>Civics and Government</b>	
Goal 4.1: Build an understanding of the foundational principles of the American political system.	Goal 4.2: Build an understanding of the organization and formation of the American system of government.
Goal 4.3: Build an understanding that all people in the United States have rights and assume responsibilities.	Goal 4.4: Build an understanding of the evolution of democracy.
	Goal 4.5: Build an understanding of comparative government.
<b>Global Perspectives</b>	
Goal 5.1: Build an understanding of multiple perspectives and global interdependence.	

➔ **Objectives:** Statements of what students will be able to by the end of the grade.

## Kindergarten –

Standard	Goal	Objectives
History	1.1	K.SS.1.1.1-4
Geography	2.1	K.SS.2.1.1-6
Economics	3.1	K.SS.3.1.1-3
Civics and Government	4.1 4.2 4.3	K.SS.4.1.1-3 K.SS.4.2.1-3 K.SS.4.3.1-2
Global Perspectives	5.1	K.SS.5.1.1

## First Grade –

Standard	Goal	Objectives	Goal	Objectives	Goal	Objectives
History	1.1	1.SS.1.1.1-4				
Geography	2.1	1.SS.2.1.1-5	2.2	1.SS.2.2.1-2	2.2	1.SS.2.2.1-2
Economics	3.1	1.SS.3.1.1-3	3.4	1.SS.3.4.1	3.4	1.SS.3.4.1
Civics and Government	4.1	1.SS.4.1.1-4	4.2	1.SS.4.2.1-3	4.3	1.SS.4.3.1-2
Global Perspectives	5.1	1.SS.5.1.1-2				

## Second Grade –

Standard	Goal	Objectives	Goal	Objectives	Goal	Objectives
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STATE INFORMATION SHEETS, ALPHABETICAL

History	1.1	2.SS.1.1.1				
Geography	2.1	2.SS.2.1.1-4	2.2	2.SS.2.2.1-2		
Economics	3.1	2.SS.3.1.1-4	3.2	2.SS.3.2.1	3.4	2.SS.3.4.1
Civics and Government	4.1	2.SS.4.1.1-3	4.2	2.SS.4.2.1-2	4.3	2.SS.4.3.1-2
Global Perspectives	5.1	2.SS.5.1.1-2				

**Third Grade –**

Standard	Goal	Objectives	Goal	Objectives	Goal	Objective	Goal	Objective
History	1.1	3.SS.1.1.1-4	1.2	3.SS.1.2.1-3	1.3	3.SS.1.3.1		
Geography	2.1	3.SS.2.1.1-5	2.3	3.SS.2.3.1-3				
Economics	3.1	3.SS.3.1.1-2	3.2	3.SS.3.2.1	3.3	3.SS.3.3.1	3.4	3.SS.3.4.1
Civics & Government	4.1	3.SS.4.1.1-3	4.2	3.SS.4.2.1-4	4.3	3.SS.4.3.1		
Global Perspectives	5.1	3.SS.5.1.1-2						

**Fourth Grade –**

Standard	G	Obj	G	Obj	G	Obj	G	Obj
History	1.1	4.SS.1.1.1-4	1.2	4.SS.1.2.1-4	1.3	4.SS.1.3.1-7		
Geography	2.1	4.SS.2.1.1-4	2.3	4.SS.2.3.1-4				
Economics	3.1	4.SS.3.1.1-5	3.2	4.SS.3.2.1-2	3.4	4.SS.3.4.1		
Civics & Government	4.1	4.SS.4.1.1-2	4.2	4.SS.4.2.1-5	4.3	4.SS.4.3.1-3	4.4	4.SS.4.4.1
Global Perspectives	5.1	4.SS.5.1.1-4						

**Fifth Grade –**

Standard	G	Obj	G	Obj	G	Obj	G	Obj
History	1.1	5.SS.1.1.1-6	1.2	5.SS.1.2.1-6	1.3	5.SS.1.3.1-4		
Geography	2.1	5.SS.2.1.1-5						
Economics	3.1	5.SS.3.1.1-3	3.2	5.SS.3.2.1	3.4	5.SS.3.4.1-2		
Civics and Government	4.1	5.SS.4.1.1-4	4.2	5.SS.4.2.1-3	4.3	5.SS.4.3.1-3	4.4	5.SS.4.4.1-3

STATE INFORMATION SHEETS, ALPHABETICAL

Global Perspectives	5.1	5.SS.5.1.1-5						
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**Sixth - Ninth Grade –**

Standard	Goal	Objectives	Goal	Objectives	Goal	Objectives
	<b>Western Hemisphere</b>		<b>Eastern Hemisphere</b>		<b>World History &amp; Civilization</b>	
History	1.8	6-9.GWH.1.8.1-4	1.8	6-9.GEH.1.8.1-5	1.6 1.7 1.8 1.9	6-9.WHC.1.6.1-3 6-9.WHC.1.7.1-2 6-9.WHC.1.8.1-3 6-9.WHC.1.9.1-4
Geography	2.1 2.2 2.3 2.4 2.5	6-9.GWH.2.1.1-4 6-9.GWH.2.2.1-6 6-9.GWH.2.3.1-3 6-9.GWH.2.4.1-4 6-9.GWH.2.5.1-5	2.1 2.2 2.3 2.4 2.5	6-9.GEH.2.1.1-4 6-9.GEH.2.2.1-6 6-9.GEH.2.3.1-3 6-9.GEH.2.4.1-4 6-9.GEH.2.5.1-5	2.1 2.3 2.4 2.5	6-9.WHC.2.1.1 6-9.WHC.2.3.1-4 6-9.WHC.2.4.1 6-9.WHC.2.5.1-4
Economics	3.1 3.2	6-9.GWH.3.1.1 6-9.GWH.3.2.1-6	3.1 3.2	6-9.GEH.3.1.1 6-9.GEH.3.2.1-6	3.1 3.2	6-9.WHC.3.1.1-4 6-9.WHC.3.2.1-4
Civics and Government	4.5	6-9.GWH.4.5.1-2	4.5	6-9.GEH.4.5.1-2	4.4	6-9.WHC.4.4.1-3
Global Perspectives	5.1	6-9.GWH.5.1.1-6	5.1	6-9.GEH.5.1.1-6	5.1	6-9.WHC.5.1.1-3

**Sixth - Twelfth Grade US History I –**

Standard	Goal	Objectives
History	1.1 1.2 1.3 1.4 1.5	6-12.USH1.1.1.1-5 6-12.USH1.1.2.1-3 6-12.USH1.1.3.1-3 6-12.USH1.1.4.1-2 6-12.USH1.1.5.1-5
Geography	2.1 2.2 2.3	6-12.USH1.2.1.1 6-12.USH1.2.2.1 6-12.USH1.2.3.1-3
Economics	3.1 3.2 3.3 3.4	6-12.USH1.3.1.1-2 6-12.USH1.3.2.1-2 6-12.USH1.3.3.1 6-12.USH1.3.4.1

STATE INFORMATION SHEETS, ALPHABETICAL

Civics and Government	4.1 4.2 4.3 4.4	6-12.USH1.4.1.1-3 6-12.USH1.4.2.1-2 6-12.USH1.4.3.1-2 6-12.USH1.4.4.1	
Global Perspectives	5.1	6-12.USH1.5.1.1-3	
<b>Ninth - Twelfth Grades –</b>			
Standard	Goal	Objectives	Goal Objectives Goal Objectives
	<b>US History II</b>		<b>Government Economics</b>
History	1.1 1.2 1.3 1.4 1.5	9-12.USH2.1.1.1-2 9-12.USH2.1.2.1-4 9-12.USH2.1.3.1-3 9-12.USH2.1.4.1-5 9-12.USH2.1.5.1	1.1 9-12.G.1.1.1-2 1.4 9-12.E.1.4.1
Geography	2.1 2.2	9-12.USH2.2.1.1 9-12.USH2.2.2.1	2.5 9-12.G.2.5.1 2.4 9-12.E.2.4.1
Economics	3.1 3.2 3.3 3.4	9-12.USH2.3.1.1-3 9-12.USH2.3.2.1 9-12.USH2.3.3.1 9-12.USH2.3.4.1	3.2 9-12.G.3.2.1-2 3.1 9-12.E.3.1.1-7 3.2 9-12.E.3.2.1-3 3.3 9-12.E.3.3.1-3 3.4 9-12.E.3.4.1-3
Civics and Government	4.2 4.3 4.4	9-12.USH2.4.2.1 9-12.USH2.4.3.1-2 9-12.USH2.4.4.1	4.1 9-12.G.4.1.1-3 4.2 9-12.G.4.2.1-8 4.3 9-12.G.4.3.1-4 4.4 9-12.G.4.4.1-4 4.5 9-12.G.4.5.1 4.2 9-12.E.4.2.1-3
Global Perspectives	5.1	9-12.USH2.5.1.1-4	5.1 9-12.G.5.1.1-3 5.1 9-12.E.5.1.1-3

**GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography is a strand in:*

Kindergarten	Grade 4	6-12 US History I
Grade 1	Grade 5	HS US History II
Grade 2	6-9 Geography – Western Hemisphere	HS American Government
Grade 3	6-9 Geography – Eastern Hemisphere	HS Economics
	6-9 World History and Civilization	

**SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[Idaho Content Standards – Social Studies](https://www.sde.idaho.gov/academic/social-studies/)

Adopted August 2016

Next Revision 2022

Website: <https://www.sde.idaho.gov/academic/social-studies/>



## STATE INFORMATION SHEETS, ALPHABETICAL

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## ILLINOIS

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Illinois Social Science Standards*

Grade		Grade	
K	My Social World	4	Out State, Our Nation
1	Living, Learning, and Working Together	5	Our Nation, Our World
2	Families, Neighborhoods, and Communities	MS	Grade 6-8
3	Communities Near and Far	HS	Grade 9-12

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Content Discipline and Themes**

- i. Inquiry Skills (IS)
  - a. Developing Questions and Planning Inquiries
    - i. Constructing Essential Questions
    - ii. Constructing Supporting Questions
    - iii. Determining Helpful Sources
  - b. Evaluating Sources and Using Evidence
    - i. Gathering and Evaluating Sources
    - ii. Developing Claims and Using Evidence
  - c. Communicating Conclusions and Taking Informed Action
    - i. Communicating Conclusions
    - ii. Critiquing Conclusions
    - iii. Taking Informed Action
- ii. Civics (CV)
  - a. Civic and Political Institutions
  - b. Participation and Deliberation: Applying Civic Virtues and Democratic Principles
  - c. Processes, Rules, and Laws
- iii. Economics (E)
- iv. Economics Financial Literacy (EC.FL)
  - a. Economic Decision Making
  - b. Exchange and Markets
  - c. The National and Global Economy
- v. Geography (G)
  - a. Geographic Representations: Spatial Views of the World
  - b. Human-Environment Interaction: Place, Regions, and Culture
  - c. Human Population: Spatial Patterns and Movements
  - d. Global Interconnections: Changing Spatial Patterns
- vi. History (H)
  - a. Change, Continuity, and Context
  - b. Perspectives
  - c. Historical Sources and Evidence
  - d. Causation and Argumentation
- vii. Anthropology (Anth)
- viii. Psychology (Psy)

STATE INFORMATION SHEETS, ALPHABETICAL

ix. Sociology (Soc)

➔ Standard

**Kindergarten**

<i>Civics</i>	<i>Geography</i>	<i>Economics and Financial Literacy</i>	<i>History</i>
Civic and Political Institutions SS.CV.1.K	Human-Environment Interaction SS.G.1.K	Economic Decision Making SS.EC.1.K	Change, Continuity, and Context SS.H.1.K
Processes, Rules, and Laws SS.CV.2.K	Human Population SS.G.2.K		Perspectives SS.H.2.K

**First Grade**

<i>Civics</i>	<i>Geography</i>	<i>Economics and Financial Literacy</i>	<i>History</i>
Civic and Political Institutions SS.CV.1.1	Geographic Representations SS.G.1.1	Economic Decision Making SS.EC.1.1; SS.EC.2.1	Change, Continuity, and Context SS.H.1.1; SS.H.2.1
Processes, Rules, and Laws SS.CV.2.1		Financial Literacy SS.EC.FL.3.1	Perspectives SS.H.3.1

**Second Grade**

<i>Civics</i>	<i>Geography</i>	<i>Economics and Financial Literacy</i>	<i>History</i>
Civic and Political Institutions SS.CV.1.2	Geographic Representations SS.G.1.2	Economic Decision Making SS.EC.1.2; SS.EC.2.2	Change, Continuity, and Context SS.H.1.2
Processes, Rules, and Laws SS.CV.2.2	Human-Environment Interaction SS.G.2.2	Exchange and Markets SS.EC.3.2	Perspectives SS.H.2.2
	Human Population SS.G.3.2	Financial Literacy SS.EC.FL. 4.2	Historical Sources and Evidence SS.H.3.2

**Third Grade**

<i>Civics</i>	<i>Geography</i>	<i>Economics and Financial Literacy</i>	<i>History</i>
Civic and Political Institutions SS.CV.1.3; SS.CV.2.3	Geographic Representations SS.G.1.3	Economic Decision Making SS.EC.1.3	Change, Continuity, and Context SS.H.1.3
Participation and Deliberation SS.CV.3.3	Human-Environment Interaction SS.G.2.3	Exchange and Markets SS.EC. 2.3	Perspectives SS.H.2.3

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Processes, Rules and Laws SS.CV.4.3	Global Interconnections SS.G.3.3	Financial Literacy SS.EC.FL.3.3; SS.EC.FL. 4.3	Historical Sources and Evidence SS.H.3.3
<b>Fourth Grade</b>			
<i>Civics</i>	<i>Geography</i>	<i>Economics and Financial Literacy</i>	<i>History</i>
Civic and Political Institutions SS.CV.1.4; SS.CV.2.4	Geographic Representations SS.G.1.4	Economic Decision Making SS.EC.1.4	Perspectives SS.H.1.4
Participation and Deliberation SS.CV.3.4	Human-Environment Interaction SS.G.2.4	Exchange and Markets SS.EC. 2.4	Historical Sources and Evidence SS.H.2.4
Processes, Rules and Laws SS.CV.4.4	Human Population SS.G.3.4	Financial Literacy SS.EC.FL.3.4; SS.EC.FL. 4.4	Causation and Argumentation SS.H.3.4
<b>Fifth Grade</b>			
<i>Civics</i>	<i>Geography</i>	<i>Economics and Financial Literacy</i>	<i>History</i>
Civic and Political Institutions SS.CV.1.5; SS.CV.2.5; SS.CV.3.5	Human-Environment Interaction SS.G.1.5	Exchange and Markets SS.EC.1.5	Change, Continuity, and Context SS.H.1.5
Processes, Rules, and Laws SS.CV.4.5	Human Population SS.G.2.5; SS.G.3.5	National and Global Economy SS.EC.2.5; SS.EC.3.5	Historical Sources and Evidence SS.H.2.5
	Global Interconnections SS.G.4.5	Financial Literacy SS.FL.4.5	Causation and Argumentation SS.H.3.5
<b>Sixth-Eighth Grade</b>			
<i>Civics</i>	<i>Less Complex</i>	<i>Moderately Complex</i>	<i>More Complex</i>
Civic and Political Institutions	SS.CV.1.6-8.LC; SS.CV.2.6-8.LC	SS.CV.1.6-8.MdC; SS.CV.2.6-8.MdC	SS.CV.1.6-8.MC; SS.CV.2.6-8.MC
Participation and Deliberation	SS.CV.3.6-8.LC, MdC, MC; SS.CV.4.6-8.LC; SS.CV.5.6-8.LC; MdC; MC	SS.CV.3.6-8.LC, MdC, MC; SS.CV.4.6-8.MdC; SS.CV.5.6-8.LC; MdC; MC	SS.CV.3.6-8.LC, MdC, MC; SS.CV.4.6-8.MC; SS.CV.5.6-8.LC; MdC; MC
Processes, Rules, and Laws	SS.CV.6.6-8.LC	SS.CV.6.6-8.MdC	SS.CV.6.6-8.MC
<i>Geography</i>	<i>Less Complex</i>	<i>Moderately Complex</i>	<i>More Complex</i>

STATE INFORMATION SHEETS, ALPHABETICAL

Geographic Representations	SS.G.1.6-8.LC	SS.G.1.6-8.MdC	SS.G.1.6-8.MC
Human-Environment Interaction	SS.G.2.6-8.LC	SS.G.2.6-8.MdC	SS.G.2.6-8.MC
Human Population	SS.G.3.6-8.LC	SS.G.3.6-8.MdC	SS.G.3.6-8.MC
Global Interconnections	SS.G.4.6-8.LC	SS.G.4.6-8.MdC	SS.G.4.6-8.MC

<i>Economics and Financial Literacy</i>	<i>Less Complex</i>	<i>Moderately Complex</i>	<i>More Complex</i>
Economic Decision Making	SS.EC.1.6-8.LC	SS.EC.1.6-8.MdC	SS.EC.1.6-8.MC
Exchange and Markets	SS.EC.2.6-8.LC	SS.EC.2.6-8.MdC	SS.EC.2.6-8.MC
The National and Global Economy	SS.EC.3.6-8.LC	SS.EC.3.6-8.MdC	SS.EC.3.6-8.MC
Financial Literacy	SS.EC.FL.1.6-8.LC; SS.EC.FL.2.6-8.LC	SS.EC.FL.1.6-8.MdC; SS.EC.FL.2.6-8.MdC	SS.EC.FL.1.6-8.MC; SS.EC.FL.2.6-8.MC

<i>History</i>	<i>Less Complex</i>	<i>Moderately Complex</i>	<i>More Complex</i>
Change, Continuity, and Context	SS.H.1.6-8.LC	SS.H.1.6-8.MdC	SS.H.1.6-8.MC
Perspectives	SS.H.2.6-8.LC	SS.H.2.6-8.MdC	SS.H.2.6-8.MC
Historical Sources and Evidence	SS.H.3.6-8.LC	SS.H.3.6-8.MdC	SS.H.3.6-8.MC
Causation and Argumentation	SS.H.4.6-8.LC	SS.H.4.6-8.MdC	SS.H.4.6-8.MC

<b>Ninth-Twelfth Grade</b>			
<i>Civics</i>			
Civic and Political Institutions	Participation and Deliberation	Processes, Rules, and Laws	
SS.CV.1.9-12	SS.CV.5.9-12	SS.CV.8.9-12	
SS.CV.2.9-12	SS.CV.6.9-12	SS.CV.9.9-12	
SS.CV.3.9-12	SS.CV.7.9-12	SS.CV.10.9-12	
SS.CV.4.9-12			

<i>Geography</i>			
Geographic Representations	Human-Environment Interaction	Human Population	Global Interconnections
SS.G.1.9-12	SS.G.3.9-12	SS.G.6.9-12	SS.G.9.9-12
SS.G.2.9-12	SS.G.4.9-12	SS.G.7.9-12	SS.G.10.9-12
	SS.G.5.9-12	SS.G.8.9-12	SS.G.11.9-12

STATE INFORMATION SHEETS, ALPHABETICAL

			SS.G.12.9-12
<i>Economics and Financial Literacy</i>			
Economic Decision Making	Exchange and Markets	The National and Global Economy	Financial Literacy
SS.EC.1.9-12 SS.EC.2.9-12	SS.EC.3.9-12 SS.EC.4.9-12 SS.EC.5.9-12	SS.EC.6.9-12 SS.EC.7.9-12 SS.EC.8.9-12 SS.EC.9.9-12 SS.EC.10.9-12	SS.EC.FL.1.9-12 SS.EC.FL.2.9-12 SS.EC.FL.3.9-12 SS.EC.FL.4.9-12 SS.EC.FL.5.9-12 SS.EC.FL.6.9-12
<i>History</i>			
Change, Continuity, and Context	Perspectives	Historical Sources and Evidence	Causation and Argumentation
SS.H.1.9-12 SS.H.2.9-12 SS.H.3.9-12 SS.H.4.9-12	SS.H.5.9-12 SS.H.6.9-12 SS.H.7.9-12 SS.H.8.9-12	SS.H.9.9-12	SS.H.10.9-12 SS.H.11.9-12 SS.H.12.9-12
Anthropology	Psychology	Sociology	
SS.Anth.1.9-12 SS.Anth.2.9-12 SS.Anth.3.9-12 SS.Anth.4.9-12 SS.Anth.5.9-12 SS.Anth.6.9-12	SS.Psy.1.9-12 SS.Psy.2.9-12 SS.Psy.3.9-12 SS.Psy.4.9-12 SS.Psy.5.9-12 SS.Psy.6.9-12 SS.Psy.7.9-12 SS.Psy.8.9-12	SS.Soc.1.9-12 SS.Soc.2.9-12 SS.Soc.3.9-12 SS.Soc.4.9-12 SS.Soc.5.9-12 SS.Soc.6.9-12	
<p>The Illinois Learning Standards (ILS) define what all students in all Illinois public schools should know and be able to do in the six core areas as a result of their elementary and secondary schooling. The middle school standards are banded by levels of complexity rather than grade levels (Less Complex, Moderately Complex, More Complex). Because most social science classrooms are comprised of a wide array of ability levels and challenges, a complexity continuum was developed to meet the varying cognitive needs of adolescents and to address the range of difficulty of the standards. High school standards were organized around the typical course structures: history, civics, geography, and economics with supplementary course standards in psychology, sociology, and anthropology. The number of standards were reduced and cross-curricular integration of the four core disciplines, when appropriate, was a focal point.</p>			

## STATE INFORMATION SHEETS, ALPHABETICAL

The standards are not a curriculum. The curriculum is determined locally in Illinois. School districts offer different social science courses for their students. The standards presented here do not necessarily require stand-alone courses and were written so that they can be embedded within a variety of courses.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten

Grade 2

Grade 4

Grade 6-8

Grade 1

Grade 3

Grade 5

Grade 9-12

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Illinois Social Science Standards \(intro document\)](#)

Adopted January 2016

Standards by grade level can be found [here](#)  
[Illinois Priority Learning Standards \(8/2020\)](#)

Revised 2017

Effective 2017-2018

Next Revision 2020

\* The Priority Learning Standards are not a replacement of learning standards, but a starting point for discussions on prioritization of learning standards at local district level, issued during the pandemic

Website: <https://www.isbe.net/Pages/Learning-Standards.aspx>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

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## INDIANA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Indiana Academic Social Studies Standards*

Grade		Grade	
K	Living and Learning Together	HS	Economics
1	Home, School, and Neighborhood	HS	Ethnic Studies
2	The Local and Regional Community	HS	Geography and History of the World
3	The Local Community and Regional Communities	HS	Global Economics
4	Indiana in the Nation and the World	HS	Psychology
5	United State History – The Founding of the Republic	HS	Sociology
6	History, Places, and Cultures in Europe and Americas	HS	United States Government
7	History, Places, and Cultures of Africa, Asia, and Southwest Pacific	HS	United States History
8	United States History – Growth and Development through 1877	HS	World Geography
HS	Indiana Studies	HS	World History and Civilization

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****4 Content Areas**

1. History
2. Civics and Government
3. Geography
4. Economics

→ **Standards** and types of learning experiences: age-appropriate concepts listed for each standard

→ **Examples**

→ **Skills** for thinking, inquiry and participation are integrated throughout

**Kindergarten****History***Standard 1*

Historical Knowledge	Chronological Thinking
K.1.1 - 2	K.1.3 - 4

**Civics and Government***Standard 2*

Foundations of Government	Functions of Government
K.2.1 - 2	K.2.3 - 4

**Geography***Standard 3*



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World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society
K.3.1 - 2	K.3.3 - 4	K.3.5	K.3.6	K.3.7
Economics				
Standard 4				
K.4.1 - 4				

First Grade

History				
Standard 1				
Historical Knowledge	Chronological Thinking, Hist. Analysis & Interpretation, & Research			
1.1.1 - 4	1.1.5 - 8			
Civics and Government				
Standard 2				
Foundations of Government	Functions of Government		Roles of Citizens	
1.2.1	1.2.2		1.2.3 - 5	
Geography				
Standard 3				
World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society
1.3.1 - 2	1.3.3 - 4	1.3.5 - 6	1.3.7 - 8	1.3.9
Economics				
Standard 4				
1.4.1 - 6				

Second Grade

History						
Standard 1						
Historical Knowledge	Chronological Thinking, Historical Comprehension, and Research					
2.1.1 - 4	2.1.5 - 7					
Civics and Government						
Standard 2						
Foundations of Government	Roles of Citizens					
2.2.1 – 3	2.2.4 - 7					
Geography						
Standard 3						
World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society		
2.3.1 - 2	2.3.3 - 4	2.3.5	2.3.6 – 7	2.3.8		
Economics						
Standard 4						
2.4.1 - 9						

STATE INFORMATION SHEETS, ALPHABETICAL

**Third Grade**

History				
Standard 1				
Historical Knowledge	Chron. Thinking, Hist. Compre., Analysis & Interpret., & Research			
3.1.1 - 4	3.1.5 - 9			
Civics and Government				
Standard 2				
Foundations of Government	Functions of Government	Roles of Citizens		
3.2.1 – 2	3.2.3 – 4	3.2.5 - 7		
Geography				
Standard 3				
World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society
3.3.1 - 4	3.3.5 - 7	3.3.8 - 9	3.3.10 – 11	3.3.12 - 13
Economics				
Standard 4				
3.4.1 - 9				

**Fourth Grade**

History				
Standard 1				
American Indians and the Arrival of Europeans to 1770	The American Revolution and the Indiana Territory: 1770 to 1816	Statehood: 1816 to 1851	The Civil War Era and Later Development: 1850 to 1900	
4.1.1 - 2	4.1.3 - 4	4.1.5 - 6	4.1.7 - 9	
Growth and Development: 1900 to 1950	Contemporary Indiana: 1950 to Present	Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research		
4.1.10 - 12	4.1.13 - 14	4.1.15 - 18		
Civics and Government				
Standard 2				
Foundations of Government	Functions of Government	Roles of Citizens		
4.2.1 – 2	4.2.3 – 4	4.2.5 - 7		
Geography				
Standard 3				
World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society
4.3.1 – 2	4.3.3 – 4	4.3.5 – 8	4.3.9 – 12	4.3.13 - 14
Economics				
Standard 4				
4.4.1 - 10				

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**Fifth Grade**

History				
Standard 1				
Ways of Life Before and After the Arrival of Europeans to 1610	Colonization and Settlements: 1607 to 1763		The American Revolution: 1763 to 1783	
5.1.1 - 4	5.1.5 - 8		5.1.9 - 14	
Making the United States Constitution and Establishing the Federal Republic: 1763 to 1800		Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research		
5.1.15 - 17		5.1.18 - 22		
Civics and Government				
Standard 2				
Foundations of Government	Functions of Government		Roles of Citizens	
5.2.1 – 5	5.2.6 – 7		5.2.8 - 10	
Geography				
Standard 3				
World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society
5.3.1	5.3.2 – 4	5.3.5 – 7	5.3.8 – 10	5.3.11 - 13
Economics				
Standard 4				
5.4.1 - 9				

**Sixth Grade**

History				
Standard 1				
Early and Classical Civilizations: 1900 BCE to 700 CE	Medieval Period: 400 AD/CE - 1500 AD/CE		Early Modern Era: 1500 CE to 1800 CE	
6.1.1 – 2	6.1.3 - 9		6.1.10 - 14	
Modern Era: 1700 AD to Present	Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research			
6.1.15 - 16	6.1.17 - 24			
Civics and Government				
Standard 2				
Foundations of Government	Functions of Government	Roles of Citizens		
6.2.1 – 5	6.2.6 – 7	6.2.8		
Geography				
Standard 3				
World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society

## STATE INFORMATION SHEETS, ALPHABETICAL

6.3.1 - 3	6.3.4	6.3.5 – 8	6.3.9 – 11	6.3.12 - 14
Economics				
Standard 4				
6.4.1 - 9				

Seventh Grade

History				
Standard 1				
Early Civilizations, States, and Empires: 3500 BCE to 650 CE		Spread of Cultural, Economic, Social, and Political Ideas: 500 BCE to 1600 CE		Major Civilizations, States, and Empires through 1650 CE
7.1.1		7.1.2 - 7		7.1.8 - 9
Exploration, Conquest, and Post-Colonial States: 1500 CE to Present		Chronological Thinking, Historical Comprehension, Analysis and Interpretation, and Research		
7.1.10 - 14		7.1.15 - 19		
Civics and Government				
Standard 2				
Foundations of Government		Functions of Government	Roles of Citizens	
7.2.1 - 2		7.2.3 – 4		7.2.5
Geography				
Standard 3				
World in Spatial Terms	Places and Regions	Physical Systems	Human Systems	Environment and Society
7.3.1 - 2	7.3.3 - 5	7.3.6 – 8	7.3.9 – 10	7.3.11
Economics				
Standard 4				
7.4.1 - 6				

Eighth Grade

History				
Standard 1				
Historical Knowledge - American Revolution and Founding of the United States: 1754 to 1801		Historical Knowledge - National Expansion and Reform: 1801 to 1861		Historical Knowledge - The Civil War and Reconstruction Period: 1850 to 1877
8.1.1 - 11		8.1.12 - 23		8.1.24 - 27
Chronological Thinking, Historical Comprehension, Analysis and Interpretation, Research, Issues Analysis and Decision-Making				
8.1.28 - 31				
Civics and Government				
Standard 2				
Foundations of Government		Functions of Government	Roles of Citizens	

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8.2.1 - 3		8.2.4 – 5		8.2.6 - 10			
<b>Geography</b>							
<i>Standard 3</i>							
World in Spatial Terms		Places and Regions		Physical Systems		Human Systems	
8.3.1		8.3.2		8.3.3 – 4		8.3.5 – 9	
<b>Economics</b>							
<i>Standard 4</i>							
8.4.1 - 11							
<b>Indiana Studies</b>							
<b>Standard 1: History</b>							
<i>Pre 1800’s</i>		<i>Territorial and Early Statehood: 1800 to 1850</i>		<i>Abolition and the Civil War: 1851 to 1865</i>			
IS.1.1 - 2		IS.1.3 - 4		IS.1.5 - 7			
<i>Industrialization and Immigration in Indiana: 1865 to 1900</i>		<i>Progressive Era Politics, Economics, and Social Reform in Indiana: 1888 to 1920</i>		<i>Prosperity, Depression, and World War II</i>			
IS.1.8 - 13		IS.1.14 - 16		IS.1.17 - 23			
<i>Post-War Indiana: 1945 to 1960</i>		<i>Contemporary Indiana: 1980 to 2000</i>		<i>Historical Thinking</i>			
IS.1.24 - 29		IS.1.30 - 33		IS.1.34 - 39			
<b>Standard 2: Civics and Government</b>		<b>Standard 3: Geography</b>		<b>Standard 4: Economics</b>		<b>Standard 5: Individuals, Society, and Culture</b>	
IS.2.1 - 7		IS.3.1 - 9		IS.4.1 - 14		IS.5.1 - 12	
<b>Economics</b>							
<i>Scarcity and Economic Reasoning</i>		<i>Supply and Demand</i>		<i>Market Structures</i>		<i>Role of Government</i>	
Standard 1		Standard 2		Standard 3		Standard 4	
E.1.1 - 10		E.2.1 - 7		E.3.1 - 6		E.4.1 - 7	
<i>National Economic Performance</i>		<i>Money and the Role of Financial Institutions</i>		<i>Economic Stabilization</i>		<i>Trade</i>	
Standard 5		Standard 6		Standard 7		Standard 8	
E.5.1 - 8		E.6.1 - 8		E.7.1 - 6		E.8.1 - 6	
<b>Ethnic Studies</b>							
Standard 1: Cultural Self-Awareness		Standard 2: Cultural Histories within the United States Context and Abroad		Standard 3: Contemporary Lived Experiences and Cultural Practices		Standard 4: Historical and Contemporary Contributions	
ES.1.1 - 3		ES.2.1 - 4		ES.3.1 - 2		ES.4.1 - 2	

# STATE INFORMATION SHEETS, ALPHABETICAL

## Geography and History of the World

<i>Cultural Hearths</i>	<i>World Religions</i>	<i>Population Characteristics, Distribution, and Migration</i>	<i>Exploration, Conquest, Imperialism, and Post Colonialism</i>	<i>Urban Growth</i>	<i>Innovations and Revolutions</i>
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6
GHW.1.1 - 4	GHW.2.1 - 4	GHW.3.1 - 5	GHW.4.1 - 5	GHW.5.1 - 4	GHW.6.1 - 6
<i>Conflict and Cooperation</i>	<i>Trade and Commerce</i>	<i>Human and Environmental Interactions: Resources, Hazards, and Health</i>	<i>States, Nations, and Nation-States</i>	<i>Sports, Recreation, and Tourism</i>	<i>Global Change</i>
Standard 7	Standard 8	Standard 9	Standard 10	Standard 11	Standard 12
GHW.7.1 - 4	GHW.8.1 - 3	GHW.9.1 - 4	GHW.10.1 - 6	GHW.11.1 - 6	GHW.12.1 - 3

## Global Economics

Global Economics			
Basic Economic Concepts	Global Economic Systems	Economic Systems Structures	World Trade
Standard 1	Standard 2	Standard 3	Standard 4
GE.1.1 - 6	GE.2.1 - 7	GE.3.1 - 8	GE.4.1 - 6
Money and Banking: Role of Monetary and Fiscal Policies	Money and Banking: Currency and Financial Institutions	Making Career Choices	
Standard 5	Standard 6	Standard 7	
GE.5.1 - 9	GE.6.1 - 5	GE.7.1 - 4	

## Psychology

<i>History and Scientific Method</i>	<i>Biological Bases for Behavior</i>	<i>Development</i>	<i>Cognition</i>
Standard 1	Standard 2	Standard 3	Standard 4
P.1.1 - 9	P.2.1 - 7	P.3.1 - 7	P.4.1 - 11
<i>Personality, Assessment, and Stress</i>	<i>Abnormal Psychology</i>	<i>Socio-Cultural Dimensions of Behavior</i>	<i>Psychological Thinking</i>
Standard 5	Standard 6	Standard 7	Standard 8
P.5.1 - 6	P.6.1 - 5	P.7.1 - 6	P.8.1 - 3

## Sociology

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Foundations of Sociology as a Social Science</i>	<i>Culture</i>	<i>Socialization</i>	<i>Social Stratification</i>
Standard 1	Standard 2	Standard 3	Standard 4
S.1.1 - 9	S.2.1 - 10	S.3.1 - 7	S.4.1 - 9
<i>Sociology of Gender</i>	<i>Sociology of Groups</i>	<i>Social Institutions</i>	<i>Collective Behavior and Social Change</i>
Standard 5	Standard 6	Standard 7	Standard 8
S.5.1 - 6	S.6.1 - 9	S.7.1 - 5	S.8.1 - 11
<i>Social Problems</i>	<i>Individual and Community</i>	<i>Deviance and Social Control</i>	
Standard 9	Standard 10	Standard 11	
S.9.1 - 8	S.10.1 - 10	S.11.1 - 10	

**United States Government**

<i>The Nature of Politics and Government</i>	<i>Foundations of Government in the United States</i>	<i>Purposes, Principles, and Institutions of the Government of the United States</i>
Standard 1	Standard 2	Standard 3
USG.1.1 - 9	USG.2.1 - 8	USG.3.1 - 21
<i>The Relationship of the United States to Other Nation in World Affairs</i>		<i>Roles of Citizens in the United States</i>
Standard 4		Standard 5
USG.4.1 - 9		USG.5.1 - 9

**United States History (1877 to Present)**

<i>Early National Development: 1775 to 1877</i>	<i>Development of the Industrial United States: 1870 to 1900</i>	<i>Emergence of the Modern United States: 1897 to 1920</i>	<i>Modern United States in Prosperity and Depression: 1920's and 1930's</i>	<i>The United States and World War II: 1939 to 1945</i>
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
USH.1.1 - 4	USH.2.1 - 9	USH.3.1 - 9	USH.4.1 - 9	USH.5.1 - 9
<i>Post War United States: 1945 to 1960</i>	<i>United States in Troubled Times: 1960 to 1980</i>	<i>Pax Americana: 1980 to 2001</i>	<i>Post 9/11 United States</i>	<i>Historical Thinking</i>
Standard 6	Standard 7	Standard 8	Standard 9	Standard 10
USH.6.1 - 4	USH.7.1 - 11	USH.8.1 - 10	USH.9.1 - 6	USH.10.1 - 5

**World Geography**

<i>World in Spatial Terms</i>	<i>Places and Regions</i>	<i>Physical Systems</i>
Standard 1	Standard 2	Standard 3

# STATE INFORMATION SHEETS, ALPHABETICAL

WG.1.1 - 5		WG.2.1 - 4		WG.3.1 - 5	
Human Systems					
Standard 4					
Characteristics, Distribution, and Migration of Human Populations	Characteristics, Distribution, and Complexity of Cultural Mosaics	Economic Interdependence (Globalization)	Human Settlement	Cooperation and Conflict	
WG.4.1 - 5	WG.4.6 - 8	WG.4.9 - 14	WG.4.15 - 17	WG.4.18 – 19	
Environment and Society					
Standard 5					
WG.5.1 - 8					
World History and Civilizations					
Ancient Cultures and Civilizations: 8000 BCE to 600 BCE	Classical Civilization: 1000 BCE to 600 CE	Major Civilizations and Cultural Interactions: 600 to 1300 CE	The Rise of Western Civilization and Global Interaction: 1300 CE to 1750 CE		
Standard 1	Standard 2	Standard 3	Standard 4		
WH.1.1 - 4	WH.2.1 - 13	WH.3.1 - 15	WH.4.1 - 9		
Revolutions, Nationalism, and Imperial Power: 1500 CE to 1900 CE	An Era of Global Conflicts, Challenges, Controversies, and Changes: 1900 CE to Present		Historical Thinking		
Standard 5	Standard 6		Standard 7		
WH.5.1 - 9	WH.6.1 - 12		WH.7.1 - 6		
While the standards may be used as the basis for curriculum, the Indiana Academic Standards are not a curriculum. Curricular tools, including textbooks, are selected by the district/school and adopted through the local school board.					

## GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

World Geography

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6	Indiana Studies
Grade 1	Grade 4	Grade 7	Geography and History of the World
Grade 2	Grade 5	Grade 8	

## SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Indiana Academic Social Studies Standards](#)

Adopted 2020

Next Revision 2025



## STATE INFORMATION SHEETS, ALPHABETICAL

Website: <https://www.in.gov/doe/students/indiana-academic-standards/social-studies/>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## IOWA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***K-12 Iowa Core in Social Studies Standards*

Grade		Grade	
K	Space and Places	8	United States History and Civic Ideals
1	Communities and Culture	HS	Behavioral Sciences
2	Choices and Consequences	HS	Civics and Government
3	Immigration and Migration	HS	Economics
4	Change and Continuity	HS	Financial Literacy
5	Rights and Responsibilities	HS	Geography
6	World Regions and Cultures	HS	United States History
7	Contemporary Global Studies	HS	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

**Inquiry Standards:** outline disciplinary skills within social studies

- i. Constructing compelling questions
- ii. Constructing supporting questions
- iii. Gathering and evaluating sources
- iv. Developing claims and using evidence
- v. Communicating and critiquing conclusions
- vi. Taking informed action

**Content Standards:** outline what students should know and be able to do within the content area

- i. Behavioral Sciences
- ii. Civics/Government
- iii. Economics
- iv. Financial Literacy
- v. Geography
- vi. History

➔ **Anchor standards:** same anchor standard throughout K-12

<b>Behavioral Sciences</b>	<b>Civics/ Govt</b>	<b>Economics</b>	<b>Financial Literacy</b>	<b>Geography</b>	<b>History</b>
Examine factors that led to continuity and change in human and group behavior	Analyze civic and political institutions	Engage in economic decision making	Develop financial and career goals	Create geographic representations	Analyze change, continuity, and context
Recognize the interaction	Apply civic virtues and	Critique exchange	Create a saving and	Evaluate human environment interaction	Critique historical

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between individuals and various groups	democratic principles	and markets	spending plan		sources and evidence
		Evaluate the national economy	Analyze credit and debt levels	Analyze human population movement and patterns	Compare perspectives
Apply appropriate research procedures and skills of a behavioral scientist	Interpret processes, rules, and laws	Assess the global economy	Evaluate savings and long term investments	Analyze global interconnections	Justify causation and argumentation
			Measure risk management tools		Iowa history

➔ **Standard** following will be more complex as students move through grades

**Kindergarten**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.K.1 - 5	SS.K.6 - 7	SS.K.8 - 9	SS.K.10	SS.K.11 - 12	SS.K.13 - 15	SS.K.16 - 19

**First Grade**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.1.1 - 6	SS.1.7 - 8	SS.1.9 - 10	SS.1.11 - 12	SS.1.13 - 15	SS.1.16 - 19	SS.1.20 - 23

**Second Grade**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.2.1 - 6	SS.2.7	SS.2.8 - 10	SS.2.11 - 13	SS.2.14 - 15	SS.2.16 - 18	SS.2.19 - 24

**Third Grade**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.3.1 - 7	SS.3.8 - 9	SS.3.10 - 11	SS.3.12 - 15	SS.3.16 - 18	SS.3.19 - 21	SS.3.22 - 28

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**Fourth Grade**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.4.1 - 6	SS.4.7	SS.4.8 - 10	SS.4.11 - 14	SS.4.15 - 16	SS.4.17 - 19	SS.4.20 - 26

**Fifth Grade**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.5.1 - 7	SS.5.8 - 9	SS.5.10 - 12	SS.5.13 - 15	SS.5.16 - 18	SS.5.19 - 20	SS.5.21 - 26

**Sixth Grade**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.6.1 - 12	SS.6.13 - 14		SS.6.15	SS.6.24 - 28	SS.6.16 - 19	SS.6.20 - 23

**Seventh Grade**

<b>Inquiry</b>	<b>Behavioral Sci</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.7.1 - 12	SS.7.13 - 14	SS.7.15 - 17	SS.7.18 - 20	SS.7.28 - 31	SS.7.20 - 23	SS.7.24 - 27

**Eighth Grade**

<b>Inquiry</b>	<b>Behavioral</b>	<b>Civics/Govt</b>	<b>Economics</b>	<b>Financial Lit</b>	<b>Geography</b>	<b>History</b>
SS.8.1 - 12		SS.8.13 - 14	SS.8.15 - 17	SS.8.26 - 29	SS.8.18 - 21	SS.8.21 - 25

**Ninth – Twelfth Grade**

<b>Inquiry</b>
SS.9-12.1 - 12

<b>9-12 Behavioral Sciences</b>		
Content Anchor	<i>9-12 Psychology Strand</i>	<i>9-12 Sociology Strand</i>
Examine factors that led to continuity and change in human and group behavior	SS-Psy.9-12.13 - 15	SS-Soc.9-12.13 - 16
Recognize the interaction between individuals and various groups	SS-Psy.9-12.16 - 20	SS-Soc.9-12.17 - 20
Apply appropriate research procedures and skills of a behavioral scientist	SS-Psy.9-12.21 - 23	SS-Soc.9-12.21 - 23

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9-12 Civics and Government		
Content Anchor	<i>Civics and Government</i>	<i>History</i>
Analyze civic and political institutions	SS-Gov.9-12.13 - 18	
Apply civic virtues and democratic principles	SS-Gov.9-12.19 - 22	
Interpret processes, rules, and laws	SS-Gov.9-12.23 - 26	
Iowa History		SS-Gov.9-12.27 - 28

9-12 Economics		
Content Anchor	<i>Economics</i>	<i>History</i>
Engage in economic decision making	SS-Econ.9-12.13 - 14	
Critique exchange and markets	SS-Econ.9-12.15 - 19	
Evaluate the national economy	SS-Econ.9-12.20 – 21	
Assess the global economy	SS-Econ.9-12.22 - 23	
Iowa History		SS-Econ.9-12.24

9-12 Financial Literacy	
Content Anchor	<i>Financial Literacy</i>
Develop financial and career goals	SS-FL.9-12.13 – 14
Create a saving and spending plan	SS-FL.9-12.15 – 17
Analyze credit and debt levels	SS-FL.9-12.18 – 20
Evaluate savings and long term investments	SS-FL.9-12.21 – 22
Measure risk management tools	SS-FL.9-12.23 - 24

9-12 Geography		
Content Anchor	<i>Geography</i>	<i>History</i>
Create geographic representations	SS-Geo.9-12.13 – 15	
Evaluate human environment interaction	SS-Geo.9-12.16 – 18	
Analyze human population movement and patterns	SS-Geo.9-12.19 – 20	
Analyze global interconnections	SS-Geo.9-12.21 - 23	
Iowa History		SS-Geo.9-12.24

9-12 United States History				
Behavioral	Civics/Govt	Economics	Geography	History
SS-US.9-12.13 - 14	SS-US.9-12.15	SS-US.9-12.16	SS-US.9-12.17 - 20	SS-US.9-12.21 - 27

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9-12 World History				
Behavioral	Civics/Govt	Economics	Geography	History
SS-WH.9-12.13	SS-WH.9-12.14	SS-WH.9-12.15 - 16	SS-WH.9-12.17 - 19	SS-WH.9-12.20 - 26
The K-8 standards are grade specific whereas the 9-12 standards are organized by content area.				

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

Grade 9-12 Geography

*Geography is a strand in:*

Kindergarten	Grade 4	Grade 8
Grade 1	Grade 5	Grade 9-12 U.S. History
Grade 2	Grade 6	Grade 9-12 World History
Grade 3	Grade 7	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Iowa Social Studies Standards](#)

Adopted May 2017

Effective 2020-2021

Next Revision Not Scheduled

Website: <https://educateiowa.gov/pk-12/instruction/social-studies>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

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# STATE INFORMATION SHEETS, ALPHABETICAL

## KANSAS

### SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS

#### *Kansas History, Government, and Social Studies Standards*

Grade		Grade	
K	Sense of Self	Middle	Geography
1	Families	Grades	
2	Then and Now (Past and Present)	Middle	Kansas History (No earlier than 7 <sup>th</sup> )
3	Communities (Local History)	Grades	US History (Constitution through International Expansion)
4	Kansas and Regions of the United States	Middle	Modern World History (Renaissance to the Present)
5	United States History (Beginnings through at least 1800)	Grades	United States History (International Expansion to the Present)
Middle	Ancient World History (Beginnings to 1300CE)	Grades	United States Government
Grades		Upper	Electives
		Grades	

### SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN

#### Five standards:

1. Standard 1: Choices has consequences
  2. Standard 2: Individuals have rights and responsibilities
  3. Standard 3: Societies are shaped by the identities, beliefs, and practices of individuals and groups
  4. Standard 4: Societies experience continuity and change over time
  5. Standard 5: Relationships among people, places, ideas, and environments are dynamic
    - ➔ Benchmarks 1-4: statements of what students will be able to do
- ➔ Course description
  - ➔ Connecting with past learning and future learning
  - ➔ Culturally relevant pedagogy
  - ➔ Instructional steps to high-level learning
    - i. Start with standards
    - ii. Select content and create questions
      - Content area/Content topic and overview -> Ideas -> Sample Compelling Questions -> Competencies
    - iii. Develop tasks with benchmarks
    - iv. Curate resources
    - v. Integrate reading and writing
    - vi. Apply best practices focused on competencies

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**Kindergarten**

Standard 1			
Cultural competencies	Social emotional character development competencies		
History	Civics/Government	Geography	Economics

**First Grade**

Standard 2			
Cultural competencies	Social emotional character development competencies		
History	Civics/Government	Geography	Economics

**Second Grade**

Standard 4			
Cultural competencies	Social emotional character development competencies		
History	Civics/Government	Geography	Economics

**Third Grade**

Standard 3			
Cultural competencies	Social emotional character development competencies		
History	Civics/Government	Geography	Economics

**Fourth Grade**

Standard 5			
Cultural competencies	Social emotional character development competencies		
History	Civics/Government	Geography	Economics

**Fifth Grade**

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Societies of the North America: Lands and People: Ancient—1400s			Exploration and Conflict: 1000s–1600s	
	Colonization: 1600s–1760s	The Road to Independence: 1750s–1770s	The American Revolution: 1770s–1780s	Building a New Nation: 1770s–1790s	
Competencies	History	Civics/Government	Cultural	Economic	
	Geography		Social Emotional Character Development		

**Middle-Level Grades – Ancient World History (Beginnings to 1300CE)**

	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Early River Civilizations		Civilizations and Societies of the Mediterranean and Middle East		
	Sub-Saharan African and Southern Asian Civilization		East Asian Civilizations	Central and South American Civilizations	European Civilizations
Competencies	History	Civics/Government		Cultural	Economic



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	Geography		Social Emotional Character Development		
<b>Middle-Level Grades – Geography</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Introduction to Geography	Physical Geography: The Earth and Landforms		Physical Geography: Physical Systems	
	Human Geography: Culture	Human Geography: Government, Economics, and Religion		Human Interactions with the Earth and Environment	
Competencies	Geography	Civics/Government		Cultural	Economic
	History		Social Emotional Character Development		
<b>Middle-Level Grades – Kansas History</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Early Peoples, Exploration, and Drawing Boundaries (7000 BCE – 1854 CE)		Statehood and the Civil War (1854 – 1865)	Kansas: To the Stars through Difficulty (1865 – 1890s)	
	Progress and Reform (1860s – 1920s)	Good Times and Bad (1920s – 1940s)	Kansas and a Changing World (1950’s – 2000s)	Kansas and a Modern World (1970s – Present)	
Competencies	History	Civics/Government		Cultural	Economic
	Geography		Social Emotional Character Development		
<b>Middle-Level Grades – US History (Constitution through International Expansion)</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Establishing America (1787—1830s)	Regionalism and Expansion (1800s—1850s)		March to War (1850s—1861)	
	Toward a More Perfect Union (1861—1877)		The Rise of America (1870s—1900)		
Competencies	History	Civics/Government		Cultural	Economic
	Geography		Social Emotional Character Development		
<b>Upper-Level Grades – Modern World History (Renaissance to the Present)</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Early Modern Period		Revolution and Reform		New Asian Empires
	Nationalism and Imperialism		The World at War		Modern Global Issues
Competencies	History	Civics/Government		Cultural	Economic

STATE INFORMATION SHEETS, ALPHABETICAL

	Geography		Social and Emotional Character Development		
<b>Upper-Level Grades – United States History (International Expansion to the Present)</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Immigration, Industrialization, and the Progressives		Expansion and Imperialism		World War I and the Roaring 20s
	Great Depression and World War II		Cold War and Civil Rights		The Modern Era
Competencies	History	Civics/Government		Cultural	Economic
	Geography		Social and Emotional Character Development		
<b>Upper-Level Grades – United States Government</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	The Role of the Citizen: Civic Values, Politics, and Government		Principles and Foundations of the United States Constitution		The Structure and Function of the Federal Government
	Human and Civil Rights in American Democracy		Domestic and Foreign Policy	State and Local Government	Politics, Interest Groups, and Media
Competencies	Civics/Government	Cultural		Economic	Geography
	History		Social and Emotional Character Development		
<b>Upper-Level Grades – Electives – Economic, World Geography, Psychology</b>					
<b>Example Elective - Economics</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Foundational Economic Concepts		Economic Systems		Economic Measurement Concepts and Methods
	Macroeconomics	Microeconomics		International Economics	Personal Economics/ Personal Finance
Competencies	Economic		Civics/Government	Cultural	Geography
	History		Social and Emotional Character Development		
<b>Example Elective – World Geography</b>					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5

## STATE INFORMATION SHEETS, ALPHABETICAL

Suggested Content Topic	Geography Themes and Skills	Latin America	Europe	North Africa and the Middle East	
	Sub-Saharan Africa	North and Central Asia	South Asia	Australia, Antarctica, and the Pacific World	
Competencies	Geography	Civics/Government	Cultural	Economic	
	History	Social and Emotional Character Development			
Example Elective - Psychology					
	Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Suggested Content Topic	Perspectives of Psychology		Biology and Behavior	Life Development	
	Memory and Learning	Social Interaction	Sociocultural Diversity	Mental Health and Treatment	
Competencies	Civics/Government	Cultural	Economic	Geography	
	History	Social and Emotional Character Development			

K-12 classes should embed the disciplines of History, Government, Economics, Geography, and the Humanities within each course. The concepts embedded in the five Standards are intended to be applied across all disciplines and grade-levels. This document is not a state-mandated curriculum for how and when content is taught. These decisions are left to local districts.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of content focus in:*

Middle-Level Geography

Upper-Level World Geography

*Geography is a competency in:*

Kindergarten	Grade 5	Upper-Level– Modern World History
Grade 1	Middle-Level– Ancient World History	Upper-Level– United States History
Grade 2	Middle-Level– Kansas History	Upper-Level– U.S. Government
Grade 3	Middle-Level– US History	Upper-Level– Electives – Economic
Grade 4	Upper-Level– Modern World History	Upper-Level– Electives Psychology

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Kansas History, Government, and Social Studies Standards \(back up link\)](#)

Adopted March 2020

Next Revision Not Scheduled

Website: <https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies>

## STATE INFORMATION SHEETS, ALPHABETICAL

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## KENTUCKY

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Kentucky Academic Standards for Social Studies*

Grade		Grade	
K	Myself and My Community	7	Growth and Expansion of Civilization
1	Impact on Community and State	8	The United States: 1600-1877
2	North American Interactions	HS	Civic
3	Global Interactions	HS	Economics
4	Migration and Settlement	HS	Geography
5	Colonization to Constitution	HS	United States History
6	Development of Civilizations	HS	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

Organized around **Inquiry Practices**:

- i. Questioning (Q)
- ii. Investigation (I)
- iii. Using Evidence (UE)
- iv. Communication Conclusions (CC)

**Disciplinary Strands**:

- i. Civics (C)
- ii. Economics (E)
- iii. Geography (G)
- iv. History (H)

➔ **Disciplinary concepts**: broad ideas that enable a student to understand the language of each discipline.

➔ **Disciplinary practices**: the skills students are expected to learn and apply when engaging with the disciplinary concepts.

<b>Civics (C)</b>	<b>Economics (E)</b>	<b>Geography (G)</b>	<b>History (H)</b>
Civic and Political Institutions (CP)	Microeconomics (MI)	Migration and Movement (MM)	Change and Continuity (CH)
Roles and Responsibilities of a Citizen (RR)	Macroeconomics (MA)	Human Interactions and Interconnections (HI)	Cause and Effect (CE)
Civic Virtues and Democratic Principles (CV)	Specialization, Trade and Interdependence (ST)	Human Environment Interaction (HE)	Conflict and Compromise (CO)
Processes, Rules and Laws (PR)	Incentives, Choices and Decision-making (IC)	Geographic Reasoning (GR)	Kentucky History (KH)
Kentucky Government (KGO)	Kentucky Economics (KE)	Kentucky Geography (KGE)	

➔ **Standard**

## STATE INFORMATION SHEETS, ALPHABETICAL

**Kindergarten**

<b>Inquiry</b>	K.I.Q.1	K.I.U.1-2	K.I.CC.1-4		
<b>Civics</b>	K.C.CP.1	K.C.RR.1-2	K.C.CV.1	K.C.PR.1-2	K.C.KGO.1-2
<b>Economics</b>	K.E.MI.1	K.E.MA.1	K.E.ST.1	K.E.IC.1	K.E.KE.1
<b>Geography</b>	K.G.MM.1	K.G.HI.1	K.G.HE.1	K.G.GR.1	K.G.KGE.1
<b>History</b>	K.H.CH.1-2	K.H.CE.1	K.H.CO.1	K.H.KH.1	

**First Grade**

<b>Inquiry</b>	1.I.Q.1-2	1.I.U.1-2	1.I.CC.1-4		
<b>Civics</b>	1.C.CP.1	1.C.RR.1	1.C.CV.1-2	1.C.PR.1	1.C.KGO.1-2
<b>Economics</b>	1.E.MI.1-2	1.E.MA.1	1.E.ST.1-2	1.E.IC.1-2	1.E.KE.1
<b>Geography</b>	1.G.MM.1	1.G.HI.1	1.G.HE.1	1.G.GR.1	1.G.KGE.1
<b>History</b>	1.H.CH.1	1.H.CE.1	1.H.CO.1	1.H.KH.1-2	

**Second Grade**

<b>Inquiry</b>	2.I.Q.1-2	2.I.U.1-4	2.I.CC.1-4		
<b>Civics</b>	2.C.CP.1-2	2.C.RR.1-2	2.C.CV.1-2	2.C.PR.1	2.C.KGO.1
<b>Economics</b>	2.E.MI.1-2	2.E.MA.1-2	2.E.ST.1	2.E.IC.1	2.E.KE.1
<b>Geography</b>	2.G.MM.1	2.G.HI.1	2.G.HE.1	2.G.GR.1	2.G.KGE.1
<b>History</b>	2.H.CH.1	2.H.CE.1-2	2.H.CO.1	2.H.KH.1	

**Third Grade**

<b>Inquiry</b>	3.I.Q.1-2	3.I.U.1-3	3.I.CC.1-4		
<b>Civics</b>	3.C.CP.1-2	3.C.RR.1	3.C.CV.1	3.C.PR.1	
<b>Economics</b>	3.E.MI.1-2	3.E.MA.1-2	3.E.ST.1	3.E.IC.1	3.E.KE.1
<b>Geography</b>	3.G.MM.1	3.G.HI.1	3.G.HE.1	3.G.GR.1	3.G.KGE.1
<b>History</b>	3.H.CH.1-2	3.H.CE.1	3.H.CO.1	3.H.KH.1	

**Fourth Grade**

<b>Inquiry</b>	4.I.Q.1-2	4.I.U.1-3	4.I.CC.1-4		
<b>Civics</b>	4.C.CP.1-2	4.C.RR.1	4.C.CV.1	4.C.PR.1	4.C.KGO.1
<b>Economics</b>	4.E.MI.1-2	4.E.MA.1	4.E.ST.1	4.E.IC.1	4.E.KE.1
<b>Geography</b>	4.G.MM.1	4.G.HI.1	4.G.HE.1	4.G.GR.1	4.G.KGE.1
<b>History</b>	4.H.CH.1-2	4.H.CE.1	4.H.CO.1	4.H.KH.1	

**Fifth Grade**

<b>Inquiry</b>	5.I.Q.1-3	5.I.U.1-3	5.I.CC.1-4		
<b>Civics</b>	5.C.CP.1-3	5.C.RR.1-2	5.C.CV.1	5.C.PR.1	5.C.KGO.1
<b>Economics</b>	5.E.MI.1	5.E.MA.1-2	5.E.ST.1	5.E.IC.1	5.E.KE.1
<b>Geography</b>	5.G.MM.1 A	5.G.HI.1-2	5.G.HE.1	5.G.GR.1	5.G.KGE.1
<b>History</b>	5.H.CH.1	5.H.CH.2	5.H.CE.1-3	5.H.CO.1	5.H.KH.1

STATE INFORMATION SHEETS, ALPHABETICAL

**Sixth Grade**

<b>Inquiry</b>	6.I.Q.1-3	6.I.U.E.1-3	6.I.CC.1-5		
<b>Civics</b>	6.C.CP.1-3	6.C.RR.1	6.C.CV.1	6.C.PR.1	
<b>Economics</b>	6.E.MI.1-4	6.E.MA.1-2	6.E.ST.1-2	6.E.IC.1	
<b>Geography</b>	6.G.MM.1	6.G.HI.1-2	6.G.HE.1-2	6.G.GR.1	
<b>History</b>	6.H.CH.1-2	6.H.CE.1	6.H.CO.1-2	6.H.KH.1	

**Seventh Grade**

<b>Inquiry</b>	7.I.Q.1-3	7.I.U.E.1-3	7.I.CC.1-5		
<b>Civics</b>	7.C.CP.1	7.C.RR.1	7.C.CV.1	7.C.PR.1	
<b>Economics</b>	7.E.MI.1-3	7.E.MA.1-2	7.E.ST.1-4	7.E.IC.1-2	
<b>Geography</b>	7.G.MM.1	7.G.HI.1-2	7.G.HE.1-2	7.G.GR.1-2	
<b>History</b>	7.H.CH.1	7.H.CE.1-2	7.H.CO.1-2		

**Eighth Grade**

<b>Inquiry</b>	8.I.Q.1-3	8.I.U.E.1-3	8.I.CC.1-5		
<b>Civics</b>	8.C.CP.1-3	8.C.RR.1-3	8.C.CV.1	8.C.PR.1-2	8.C.KGO.1
<b>Economics</b>	8.E.MI.1-2	8.E.MA.1-4	8.E.ST.1	8.E.IC.1-2	8.E.KE.1-2
<b>Geography</b>	8.G.MM.1 I	8.G.HI.1	8.G.HE.1	8.G.GR.1	8.G.KGE.1
<b>History</b>	8.H.CH.1-5	8.H.CE.1-2	8.H.CO.1-4	8.H.KH.1-2	

**High School Civics**

<b>Inquiry</b>	HS.C.I.Q.1-2	HS.C.I.U.E.1-3	HS.C.I.CC.1-3		
<b>Civics</b>	HS.C.CP.1-4	HS.C.RR.1-2	HS.C.CV.1-3	HS.C.PR.1-4	HS.C.KGO.1-3

**High School Economics**

<b>Inquiry</b>	HS.E.I.Q.1-2	HS.E.I.U.E.1-3	HS.E.I.CC.1-3		
<b>Economics</b>	HS.E.MI.1-4	HS.E.MA.1-7	HS.E.ST.1-3	HS.E.IC.1-4	HS.E.KE.1-3

**High School Geography**

<b>Inquiry</b>	HS.G.I.Q.1-2	HS.G.I.U.E.1-3	HS.G.I.CC.1-3		
<b>Geography</b>	HS.G.MM.1-2	HS.G.HI.1-3	HS.G.HE.1-2	HS.G.GR.1-2	HS.G.KGE.1-2

**High School U.S. History 1877-Present**

<b>Inquiry</b>	HS.UH.I.Q.1-2	HS.UH.I.U.E.1-3	HS.UH.I.CC.1-3		
<b>History</b>	HS.UH.CH.1-6	HS.UH.CE.1-6	HS.UH.CO.1-5	HS.UH.KH.1	

**High School World History 1300-Present**

<b>Inquiry</b>	HS.WH.I.Q.1-2	HS.WH.I.U.E.1-3	HS.WH.I.CC.1-3		
<b>History</b>	HS.WH.CH.1-7	HS.WH.CE.1-9	HS.WH.CO.1-6	HS.WH.KH.1	

## STATE INFORMATION SHEETS, ALPHABETICAL

In Kentucky, the discipline strands in social studies are meant to be taught in unison. Students recall and understand themes and topics better if the social studies strands are integrated and not taught in isolation. Includes progressions by grade level. To ensure legal requirements of social studies classes are met, the Kentucky Department of Education (KDE) encourages schools to use the Model Curriculum Framework to inform development of curricula related to these courses. These standards are not a set of instructional or assessment tasks, but rather statements of what students should be able to master after instruction. Decisions on how best to help students meet these program goals are left to local school districts and teachers. Curriculum includes the vast array of instructional materials, readings, learning experiences and local mechanisms of assessment, including the full body of content knowledge to be covered, all of which are to be selected at the local level according to Kentucky law.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

High School Geography

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6
Grade 1	Grade 4	Grade 7
Grade 2	Grade 5	Grade 8

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Kentucky Academic Standards – Social Studies](#)

Adopted July 2019

Next Revision 2025

Website: <https://education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx>

### MANDATES

Local schools and districts choose to meet those minimum required standards using a locally adopted curriculum according to KRS 158.6453, which outlines the SBDM's role in determining curriculum. The Kentucky Board of Education's (KBE) vision is that each and every student is empowered and equipped to pursue a successful future. To equip and empower students, the following capacity and goal statements frame instructional programs in Kentucky schools. They were established by the Kentucky Education Reform Act (KERA) of 1990, as found in Kentucky Revised Statute (KRS) 158.645 and KRS 158.6451.

The following Kentucky Revised Statutes (KRS) and Kentucky Administrative Regulations (KAR) provide a legal basis for this publication: KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education; 704 KAR 3:305 Minimum high school graduation requirements; KRS 158.141 Passing grade on civics test required for high school graduation; KRS 156.160 Promulgation of administrative regulations by the Kentucky Board of Education; KRS 158.6450 Instruction in voter registration and election procedures; KRS 156.162 School council or governing body authorized to display historical and nonreligious



## STATE INFORMATION SHEETS, ALPHABETICAL

artifacts, monuments, symbols and texts in conjunction with course of study; KRS 158.075 Veterans Days observance in public schools; Section 111 of Division J of Pub. L. 108-447, the "Consolidated Appropriations Act, 2005," Dec. 8, 2004; 118 Stat. 2809, 3344-45 (Section 111). Constitution Day; 704 KAR 8:060 Kentucky Academic Standards for Social Studies

### PROFESSIONAL DOCUMENTS USED

Center for Civic Education. (2014). National Standards for Civics and Government.	Council for Economic Education. (2010). Voluntary National Content Standards in Economics.	Council of Chief State School Officers. (2011). Global Competence Matrices. Washington, D.C.
Council of Chief State School Officers with the American Historical Association, the American Institutes for Research, the National Council for History Education, and the National Council for the Social Studies. (2014). U.S. History Framework for the 2014 National Assessment of Educational Progress.	Council of Chief State School Officers with the National Assessment Governing Board. (2010). Geography Framework for the 2010 National Assessment of Educational Progress.	Council of Chief State School Officers, Center for Civic Education, the American Institutes for Research for the National Assessment Governing Board. (2014). Civics Framework for the 2014 National Assessment of Educational Progress.
Downs, R. & Heffron, S. (Eds.). Geography for Life: The National Geography Standards, Second Edition. (2012). Geography Education National Implementation Project.	Draft Kentucky Social Studies Standards for the Next Generation, 2015.	Kentucky Academic Standards, Social Studies (current).
Kentucky Department of Education. (2009). Characteristics of Highly Effective Social Studies Teaching & Learning in Kentucky Schools. Frankfort, KY.	National Assessment Governing Board, the American Institutes for Research, the Council for Economic Education, and the Council of Chief State School Officers. (2012). Economics Framework for the 2012 National Assessment of Educational Progress.	National Center for History in the Schools. (1996). United States history content standards for grades 5-12. In National Standards for History. Los Angeles, CA: University of California, Los Angeles.
National Council for the Social Studies. (2013). The College, Career, and Civic Life (C3) Framework for Social	Partnership for 21st Century Learning. (2016). Framework for 21st Century Learning. Washington, D.C.: P21.	Review of state academic standards documents (Colorado, Connecticut, Florida, Illinois, Indiana, Iowa,

## STATE INFORMATION SHEETS, ALPHABETICAL

Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: NCSS.		Kansas, Maryland, Massachusetts, Minnesota, Nebraska, New Jersey, New York, Ohio, Tennessee, Utah, Wisconsin)
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## LOUISIANA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***K-12 Louisiana Student Standards for Social Studies*

## Grade

K	Social Studies
1	Social Studies
2	Social Studies
3	Social Studies
4	Social Studies
5	Social Studies
6	Social Studies

## Grade

7	Social Studies
8	Social Studies
HS	World Geography
HS	Civics
HS	U.S. History
HS	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Content Areas:**

- i. History
- ii. Geography
- iii. Civics
- iv. Economics

➔ **Themes** for each content area

➔ **Standard:** statement of what students will do

➔ **Benchmarks:** what students should do to accomplish the standard

**Kindergarten**

<b>History</b>	
<i>Standard 1 Chronological Thinking Skills</i>	<i>Standard 2 Historical Thinking Skills</i>
K.1.1-2	K.2.1-4
<b>Geography</b>	
<i>Standard 3 Maps, Globes and Environment</i>	
K.3.1-9	
<b>Civics</b>	
<i>Standard 4 Government and Citizenship</i>	
K.4.1-3	
<b>Economics</b>	
<i>Standard 5 Basic Economic Concepts</i>	
K.5.1-7	

**First Grade**

<b>History</b>	
<i>Standard 1 Historical Thinking Skills</i>	<i>Standard 2 Historical People, Events, and Symbols</i>
1.1.1-3	1.2.1-2

STATE INFORMATION SHEETS, ALPHABETICAL

<b>Geography</b>			
<i>Standard 3 Maps, Globes and Environment</i>			
1.3.1-10			
<b>Civics</b>			
<i>Standard 4 Government and Citizenship</i>			
1.4.1-4			
<b>Economics</b>			
<i>Standard 5 Basic Economic Concepts</i>			
1.5.1-5			
<b>Second Grade</b>			
<b>History</b>			
<i>Standard 1 Historical Thinking Skills</i>			
2.1.1-7			
<b>Geography</b>			
<i>Standard 2 Maps, Globes and Environment</i>			
2.2.1-10			
<b>Civics</b>			
<i>Standard 3 Government and the American Political System</i>		<i>Standard 4 Citizenship</i>	
2.3.1-3		2.4.1-3	
<b>Economics</b>			
<i>Standard 5 Economic Decision Making</i>	<i>Standard 6 Producers and Consumers</i>	<i>Standard 7 Careers</i>	
2.5.1-3	2.6.1-3	2.7.1-2	
<b>Third Grade</b>			
<b>History</b>			
<i>Standard 1 Chronological and Historical Thinking Skills</i>		<i>Standard 2 Key Events, Ideas, and People</i>	
3.1.1-7		3.2.1-4	
<b>Geography</b>			
<i>Standard 3 Maps and Globes</i>		<i>Standard 4 People, Land, and Environment</i>	
3.3.1-7		3.4.1-7	
<b>Civics</b>			
<i>Standard 5 Government and Political Systems</i>		<i>Standard 6 Citizenship</i>	
3.5.1-6		3.6.1-3	
<b>Economics</b>			
<i>Standard 7 Personal Finance</i>	<i>Standard 8 Wants/Scarcity and Producers/Consumers</i>	<i>Standard 9 Careers</i>	<i>Standard 10 Exchange and Trade</i>

## STATE INFORMATION SHEETS, ALPHABETICAL

3.7.1-3	3.8.1-4	3.9.1-2	3.10.1-2
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Fourth Grade

History		
Standard 1 Chronological and Historical Thinking	Standard 2 People and Events	Standard 3 People and Events
4.1.1-7	4.2.1-5	4.3.1
Geography		
Standard 4 Maps and Globes	Standard 5 People and Land	Standard 6 Environment
4.4.1-7	4.5.1-3	4.6.1-2
Civics		
Standard 7 Government and Political Systems	Standard 8 Role of Citizen	
4.7.1-4	4.8.1-4	
Economics		
Standard 9 Fundamental Economic Concepts		
4.9.1-10		

Fifth Grade

History		
Standard 1 Historical Thinking Skills	Standard 2 Key Events, Ideas, and People	Standard 3 Key Events, Ideas, and People
5.1.1-4	5.2.1-4	5.3.1-7
Geography		
Standard 4 Geography Skills	Standard 5 Culture and Environment	
5.4.1-3	5.5.1-2	
Civics		
Standard 6 Purposes, Foundation, and Structure		Standard 7 Civic Literacy
5.6.1-2		5.7.1
Economics		
Standard 8 Resources	Standard 9 Interdependence	Standard 10 Decision-Making
5.8.1	5.9.1-2	5.10.1

Sixth Grade

History	
Standard 1 Historical Thinking Skills	Standard 2 Key Events, Ideas, and People
6.1.1-4	6.2.1-10
Geography	
Standard 3 Geography Skills	Standard 4 Culture and Environment
6.3.1-4	6.4.1-3
Civics	

STATE INFORMATION SHEETS, ALPHABETICAL

Standard 5 Government: Foundation and Structure			
6.5.1-2			
Economics			
Standard 6 Resources and Interdependence			
6.6.1-4			
Seventh Grade			
History			
Standard 1 Historical Thinking Skills	Standard 2 Revolution and the New Nation	Standard 3 The Expanding Nation	Standard 4 War and Reconstruction
7.1.1-5	7.2.1-4	7.3.1-5	7.4.1-3
Geography			
Standard 5 Geography Skills	Standard 6 Immigration and Cultural Diversity	Standard 7 Environment	
7.5.1-3	7.6.1-4	7.7.1	
Civics			
Standard 8 Government: Purposes, Foundation and Structure	Standard 9 Global Awareness	Standard 10 Civic Literacy	
7.8.1-9	7.9.1-3	7.10.1-5	
Economics			
Standard 11 Resources, Interdependence, and Decision-Making			
7.11.1-3			
Eighth Grade			
History			
Standard 1 Historical Thinking Skills		Standard 2 Key Events, Ideas and People	
8.1.1-2		8.2.1-10	
Geography			
Standard 3 Geography Skills	Standard 4 Culture	Standard 5 Environment	
8.3.1-3	8.4.1-3	8.5.1-2	
Civics			
Standard 6 Government: Purposes, Foundation and Structure	Standard 7 Global Awareness	Standard 9 Civic Literacy	
8.6.1-3	8.7.1-2	8.8.1-2	
Economics			
Standard 10 Resources		Standard 11 Interdependence and Decision-Making	
8.9.1-3		8.10.1-5	

## STATE INFORMATION SHEETS, ALPHABETICAL

**High School World Geography**

<b>Geography</b>		
<i>Standard 1 World in Spatial Terms and Uses of Geography</i>	<i>Standard 2 Physical Systems</i>	<i>Standard 3 Region</i>
WG.1.1-4	WG.2.1-4	WG.3.1-3
<i>Standard 4 Place</i>	<i>Standard 5 Human Systems</i>	<i>Standard 6 Environment and Society</i>
WG.4.1-5	WG.5.1-5	WG.6.1-4

**High School Civics**

<b>Civics</b>			
<i>Standard 1 Foundations of American Government</i>	<i>Standard 2 Structure and Purposes of Government</i>	<i>Standard 3 Roles of US Foreign Policy</i>	<i>Standard 4 Functions of Government</i>
C.1.1-6	C.2.1-8	C.3.1-4	C.4.1-8
<i>Standard 5 Role of the Citizen in American Democracy</i>	<i>Standard 6 Fundamentals of Economics</i>	<i>Standard 7 Economic Systems and Structures</i>	<i>Standard 8 Financial Literacy</i>
C.5.1-7	C.6.1-5	C.7.1-5	C.8.1-5

**High School U.S. History**

<b>History</b>		
<i>Standard 1 Historical Thinking Skills</i>	<i>Standard 2 Western Expansion to Progressivism</i>	<i>Standard 3 Isolationism through the Great War</i>
US.1.1-5	US.2.1-8	US.3.1-6
<i>Standard 4 Becoming a World Power through World War II</i>	<i>Standard 5 Cold War Era</i>	<i>Standard 6 The Modern Age</i>
US.4.1-10	US.5.1-5	US.6.1-6

**High School World History**

<b>History</b>			
<i>Standard 1 Historical Thinking Skills</i>	<i>Standard 2 Cultural and Social Development</i>	<i>Standard 3 Government and Political Ideals</i>	
WH.1.1-4	WH.2.1-5	WH.3.1-5	
<i>Standard 4 Economic Systems</i>	<i>Standard 5 Rise of Nation States</i>	<i>Standard 6 Conflict and Resolution</i>	<i>Standard 7 Global Challenges</i>
WH.4.1-4	WH.5.1-4	WH.6.1-7	WH.7.1-6

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

Geography has a separate set of standards in:  
High School World Geography

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6
Grade 1	Grade 4	Grade 7
Grade 2	Grade 5	Grade 8

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Louisiana Student Standards – Social Studies](#)

Adopted 2011

Next Revision Not scheduled

Website: <https://www.louisianabelieves.com/academics/academic-standards>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

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## MAINE

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Maine Learning Results for Social Studies*

Grade

K-12 Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Four content strands:**

- i. Civics and Government
- ii. Personal Finance and Economics
- iii. Geography
- iv. History

→ **Standard**→ **Performance expectations:** embed the application of social studies processes, knowledge, and skills.**Kindergarten**

Strand	Civics and Government				
Standard	Standard				
Performance Expectations	Civics & Government 1	Civics & Government 2	Civics & Government 3	Civics & Government 4	Civics & Government 5
Strand	Personal Finance and Economics				
Standard	Standard				
Performance Expectations	Personal Finance		Economics		Global Connections
Strand	Geography				
Standard	Standard				
Performance Expectations	Geography 1			Geography 2	
Strand	History				
Standard	Standard				
Performance Expectations	History 1		History 2		History 3

**First Grade**

Strand	Civics and Government		
Standard	Standard		
Performance Expectations	Civics & Government 1	Civics & Government 2	Civics & Government 3
Strand	Personal Finance and Economics		
Standard	Standard		

STATE INFORMATION SHEETS, ALPHABETICAL

Performance Expectations	Personal Finance	Economics	Global Connections
Strand	Geography		
Standard	Standard		
Performance Expectations	Geography 1	Geography 2	
Strand	History		
Standard	Standard		
Performance Expectations	History 1	History 2	History 3

**Second Grade**

Strand	Civics and Government			
Standard	Standard			
Performance Expectations	Civics & Government 1	Civics & Government 2	Civics & Government 3	Civics & Government 4
Strand	Personal Finance and Economics			
Standard	Standard			
Performance Expectations	Personal Finance	Economics	Global Connections	
Strand	Geography			
Standard	Standard			
Performance Expectations	Geography 1		Geography 2	
Strand	History			
Standard	Standard			
Performance Expectations	History 1	History 2	History 3	

**Third Grade**

Strand	Civics and Government					
Standard	Standard					
Performance Expectations	Civics & Govt 1	Civics & Govt 2	Civics & Govt 3	Civics & Govt 4	Civics & Govt 5	Civics & Govt 6
Strand	Personal Finance and Economics					
Standard	Standard					
Performance Expectations	Personal Finance		Economics		Global Connections	
Strand	Geography					
Standard	Standard					
Performance Expectations	Geography 1			Geography 2		
Strand	History					

STATE INFORMATION SHEETS, ALPHABETICAL

Standard	Standard					
Performance Expectations	History 1			History 2		

Fourth Grade

Strand	Civics and Government					
Standard	Standard					
Performance Expectations	Civics & Govt 1	Civics & Govt 2	Civics & Govt 3	Civics & Govt 4	Civics & Govt 5	Civics & Govt 6
Strand	Personal Finance and Economics					
Standard	Standard					
Performance Expectations	Personal Finance		Economics		Global Connections	
Strand	Geography					
Standard	Standard					
Performance Expectations	Geography 1			Geography 2		
Strand	History					
Standard	Standard					
Performance Expectations	History 1			History 2		

Fifth Grade

Strand	Civics and Government					
Standard	Standard					
Performance Expectations	Civics & Govt 1	Civics & Govt 2	Civics & Govt 3	Civics & Govt 4	Civics & Govt 5	Civics & Govt 6
Strand	Personal Finance and Economics					
Standard	Standard					
Performance Expectations	Personal Finance		Economics		Global Connections	
Strand	Geography					
Standard	Standard					
Performance Expectations	Geography 1			Geography 2		
Strand	History					
Standard	Standard					
Performance Expectations	History 1			History 2		

Sixth – Eighth Grade

Strand	Civics and Government					
Standard	Standard					

STATE INFORMATION SHEETS, ALPHABETICAL

Performance Expectations	Civics & Govt 1 Foundation 1-3 Developmental 1-3	Civics & Govt 2 Foundation 1-2 Developmental 1-2	Civics & Govt 3 Foundation 1-2 Developmental 1-2
Strand	Personal Finance and Economics		
Standard	Standard		
Performance Expectations	Personal Finance Foundation 1-2 Developmental 1	Economics Foundation 1-2 Developmental 1	Global Connections Foundation 1 Developmental 1
Strand	Geography		
Standard	Standard		
Performance Expectations	Geography 1 Foundation 1-3 Developmental 1-2	Geography 2 Foundation 1 Developmental 1	
Strand	History		
Standard	Standard		
Performance Expectations	History 1 Foundation 1-4 Developmental 1-4	History 2 Foundation 1-3 Developmental 1-3	

**Ninth- Diploma**

Strand	Civics and Government		
Standard	Standard		
Performance Expectations	Civics & Govt 1 Foundation 1-3 Developmental 1-3	Civics & Govt 2 Foundation 1-3 Developmental 1-2	Civics & Govt 3 Foundation 1-2 Developmental 1-2
Strand	Personal Finance and Economics		
Standard	Standard		
Performance Expectations	Personal Finance Foundation 1-2 Developmental 1-2	Economics Foundation 1-2 Developmental 1-3	Global Connections Foundation 1-2 Developmental 1
Strand	Geography		
Standard	Standard		
Performance Expectations	Geography 1 Foundation 1-2 Developmental 1-3	Geography 2 Foundation 1 Developmental 1	
Strand	History		
Standard	Standard		
Performance Expectations	History 1 Foundation 1-4 Developmental 1-4	History 2 Foundation 1-2 Developmental 1-2	

## GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 2	Grade 4	Grade 6-8
Grade 1	Grade 3	Grade 5	Grade 9 - Diploma

## SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Maine Learning Results for Social Studies](#)

Adopted 2019

Next Revision 2024

Website: <https://www.maine.gov/doe/learning/content/social>

## MANDATES

Title 20-A: Education §4722. High school diploma standards. 1. Minimum instructional requirements. A comprehensive program of instruction must include a minimum 4-year program that meets the curriculum requirements established by this chapter and any other instructional requirements established by the commissioner and the school board. [2009, c. 313, §15 (AMD).] 2. Required subjects. Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma: .... Social studies and history, including American history, government, civics and personal finance-- 2 years; [2013, c. 244, §1 (AMD).]

Title 20-A MRSA §4706, as amended by PL 1991, c. 655, §4, is further amended to read: §4706. Instruction in American history, Maine studies and Maine Native American history. The following subjects are required: .... Maine Studies... American History... Maine Native American history (including Maine tribal governments, Maine Native American culture, Maine Native American territories, and Maine Native American economic systems). Maine Native American history and culture must be taught in all elementary and secondary schools, both public and private.

## PROFESSIONAL DOCUMENTS USED

None Identified

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## MARYLAND

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Maryland Standards and Framework in Social Studies*

Grade		Grade	
Pre-K	Social Studies	6	Social Studies
K	Social Studies	7	Social Studies
1	Social Studies	8	U.S. History
2	Social Studies	HS	U.S. History
3	Social Studies	HS	Modern World History
4	Social Studies	HS	American Government
5	Social Studies		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

Grade Pk – 3 content is organized within units of study that introduce and reinforce knowledge of SIX Maryland State Social Studies Standards

Grade 4-5 state social studies standards are integrated into an overview of the history of United States, using key figures and events

**Six State Social Studies Standards:**

- i. Civics
- ii. Peoples of the Nations and World
- iii. Geography
- iv. Economics
- v. History
- vi. Skills and Processes – four dimensions of The Inquiry Arc are reflected in this standard
  - a. Developing Questions and Planning Inquiries
  - b. Applying Disciplinary Concepts and Tools
  - c. Evaluating Sources and Using Evidence
  - d. Communication and Critiquing Conclusions and Taking Informed Action

**Social Studies Framework:**

Unit Enduring Understanding -> Unit Question -> Content Topic -> Essential Question -> Indicator and Objectives -> Reading, Writing, Speaking and Listening Standards

**Pre-Kindergarten**

Unit	Civics	Geography	Economics	History
Content	Freedom	Place	Scarcity	Chronology
Topic	Conflict and Compromise	Human and Environmental Interaction	Choice	Life in the Past
	Rules	Movement	Trade	
			Financial Literacy	

STATE INFORMATION SHEETS, ALPHABETICAL

**Kindergarten**

Unit	Civics	Geography	Economics	History
Content Topic	Freedom	Place	Scarcity	Chronology
	Conflict and Compromise	Human and Environmental Interaction	Choice	Life in the Past
	Rules	Movement of People, Goods and Ideas	Trade	
			Financial Literacy	

**First Grade**

Unit	Civics	Geography	Economics	History
Content Topic	Community	Place	Scarcity	Chronology
	Leadership	Human and Environmental Interaction	Trade	Life in the Past
	Cooperation	Movement of People, Goods and Ideas	Decision Making	
	Problem Solving		Personal Finance	
	Civic Engagement			

**Second Grade**

Unit	Civics	Geography	Economics	History
Content Topic	Common Good	Place	Producers	Context
	Government	Human and Environmental Interaction	Consumers	Life in the Past
	Democracy	Movement of People, Goods and Ideas	Personal Finance	
	Civic Engagement			

**Third Grade**

Unit	Civics	Economics and Geography	History
Content Topic	Civic Virtues	Development	Cultural Change Over Time
	Democratic Government	Impact on People	
	Informed Action	Impact on the Environment	

STATE INFORMATION SHEETS, ALPHABETICAL

**Fourth Grade**

Unit	<b>World Collide (1450-1650)</b>	<b>Resistance, Colonization, and European Expansion in North America (1500 – 1650)</b>	<b>American Revolution (1750 – 1789)</b>
Content Topic	Native Cultures	Early Settlements	Events Leading to the American Revolution
	Exploration	Colonial Regions	Declaration of Independence
	Impact of European Exploration	Definitions of Freedom	Maryland's response to the Revolution
		Slavery in Maryland	The New Nation

**Fifth Grade**

Unit	<b>Development of American Government (1780 –1789)</b>	<b>Challenges of a New and Expanding Nation (1800 – 1900)</b>	<b>U.S. The Challenges of American Economic, Political, and Civic Life (1900 - today)</b>
Content Topic	Conflicts and Compromises at the Constitutional Convention	Conflicts over Slavery and the Civil War	Freedom of Information
	Bill of Rights	Aftermath of the Civil War	Individuals as Tools for Change
		Urbanization, Industrialization, and Immigration	Institutions as tools of Change
			Contesting, Upholding, and Redefining Freedom, Rights, and Citizenship: Civil Rights

**Sixth Grade**

<b>Civics</b>	<b>Peoples of the Nations and World</b>	<b>Geography</b>	<b>Economics</b>	<b>History</b>
A. The Foundations and Functions of Government 1-3	A. Elements of Culture 1	A. Using Geographic Tools 1	A. Scarcity and Economic Decision-making 1-4	A. Individuals and Societies Change Over Time 1-2



STATE INFORMATION SHEETS, ALPHABETICAL

B. Individual and Group Participation in the Political System 1-2	B. Cultural Diffusion 1-2	B. Geographic Characteristics of Places and Regions 1		B. Emergence, Expansion and Changes in Nations and Empires 1-5
	C. Conflict and Compromise 1	C. Movement of People, Goods, and Ideas 1	B. Economic Systems and the Role of Government in the Economy 1-3	
C. Protecting Rights and Maintaining Order 1-2		D. Modifying and Adapting to the Environment 1		C. Conflict between Ideas and Institutions 1-4

**Seventh Grade**

<b>Civics</b>	<b>Peoples of the Nations and World</b>	<b>Geography</b>	<b>Economics</b>	<b>History</b>
A. The Foundations and Functions of Government 1-3	A. Elements of Culture 1	A. Using Geographic Tools 1	A. Scarcity and Economic Decision-making 1-4	B. Emergence, Expansion and Changes in Nations and Empires 1
B. Individual and Group Participation in the Political System 1-2	B. Cultural Diffusion 1-2	B. Geographic Characteristics of Places and Regions 1		
	C. Conflict and Compromise 1	C. Movement of People, Goods, and Ideas 1	B. Economic Systems and the Role of Government in the Economy 1-3	C. Conflict between Ideas and Institutions 1-2
C. Protecting Rights and Maintaining Order 1-2		D. Modifying and Adapting to the Environment 1		

**Eighth Grade - United States History Framework**

<b>Unit</b>	<b>Colonization (1607-1754)</b>	<b>The American Revolution (1754-1783)</b>	<b>Founding of the New Government (1776-1791)</b>	<b>A New Nation (1787-1825)</b>
<b>Content Topic</b>	Interactions in the New World	French and Indian War	The Articles of Confederation	The Early Republic

STATE INFORMATION SHEETS, ALPHABETICAL

	Colonial North America	British Acts and Colonial Acts of Resistance	Constitutional Convention	The Second War of Independence
		The American Revolution	United States Constitution	
			Ratification and the Bill of Rights	
Unit	<b>Geographic Expansion and Political Division (1820-1860)</b>		<b>Civil War and Reunion (1860-1896)</b>	<b>Growth of Industrial America (1877-1890)</b>
Content Topic	Sectional Growth		The Civil War	Industrialization
	Jacksonian Era		Reconstruction and Reunion	Westward Movement
	Social Reform Movements			
	Westward Expansion			
	Path to Disunion			

**High School - United States History Framework**

Unit	<b>Progressivism and Imperialism (1890-1920)</b>	<b>World War One, Prosperity and Depression, World War Two (1915-1945)</b>	<b>Affluence, Cold War, and Social Revolutions (1945-1974)</b>
Content Topic	Social, Political, and Economic Reform	The Great War at Home and Abroad	Post-War Economics
	Imperialism	The 1920s	The Cold War
		The Great Depression and New Deal	Freedom Movements
		World War Two	Vietnam
		America's Home Front During World War Two	
Unit	<b>Economic, Political, and Social Reorganization (1974-1992)</b>		<b>Globalization, Terrorism, and Political Polarization (1992—present)</b>
Content Topic	Deindustrialization		Globalization
	Expansion of the Rights Revolution		Political Polarization
	Shifting International Relationships		Domestic and Foreign Terrorism
	The Reagan Revolution		
	The End of the Cold War		

**High School - American Government**

Unit	<b>Structure and Origins of Government</b>	<b>The Legislative Branch</b>	<b>The Executive Branch</b>	<b>The Judicial Branch</b>
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STATE INFORMATION SHEETS, ALPHABETICAL

	Standard 1, 2, 6	Standard 1, 3, 6	Standard 1, 4, 6	Standard 1 and 6
Content Topic	Types of Government	Structure and Organization of Legislative Branch	Structure and Organization of the Executive Branch	Structure and Powers of the Judiciary
	Origins and Founding Principles	Elections	Elections	Landmark Decisions and Historical Impact of the Court on American Government
		Powers of Congress	Powers of the Executive Branch	Criminal and Civil Law
		Lawmaking	Regulatory Policy	
Unit	Economic Policy		Domestic Policy	Foreign Policy
	Standard 4 and 6		Standard 1, 3, 6	Standard 2 and 6
Content Topic	Economic Systems	Citizens and Public Policy	Foreign Policy Goals and Tools	
	Economic Goals and Indicators	Regional Domestic Policy	The United States role in the international community	
	Fiscal Policy	Public Policy		
	Monetary Policy			

High School - Modern World History

Unit	Collapse and Expansion (1300-1750)	Revolutions and their Consequences (1750-1890)	Crisis and Global Acceleration (1890-1994)	Globalization (1970-Present)
Content Topic	Collapse and Renewal of Regional Empires	Democratic Revolutions	World War One	Global Economic Interdependence
	Exploration Colonization and Global Interaction	Industrialization and its impacts	The Interwar Period	Growth of Democracy and Human Rights
		Imperialism	World War II	
		Rise of Nationalism	The Cold War	

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6-7
Grade 1	Grade 4	Grade 8 U.S. History
Grade 2	Grade 5	HS U.S. History
		HS Modern World History

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Maryland Social Studies Standards and Framework](#)

Adopted 2019 \*

Revision set for Grade 6 & 7 2020-2021

Next Revision 2024

Website: <https://www.marylandpublicschools.org/about/Pages/DCAA/Social-Studies/index.aspx>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## MASSACHUSETTS

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Massachusetts History and Social Science Framework*

Grade		Grade	
Pre-K	Building a Foundation for Living, Learning, and Working Together	7	World Geography and Ancient Civilizations II
K	Many Roles in Living, Learning, and Working Together	8	United States and Massachusetts Government and Civic Life
1	Leadership, Cooperation, Unity, and Diversity	HS	United States History I and II, the Colonial Period to the Present
2	Global Geography: Places and Peoples, Cultures and Resources	HS	World History I and II, 6th Century to the Present
3	Massachusetts, Home to Many Different People	HS	Elective - United States Government and Politics
4	North American Geography and Peoples	HS	Elective - Economics
5	United States History to the Civil War and the Modern Civil Rights Movement	HS	Elective - Personal Financial Literacy
6	World Geography and Ancient Civilizations I	HS	Elective - News/Media Literacy

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Seven (7) Standards for Practice:** applicable to all grades

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

**Content standards:** describe what students should know and be able to do

Introduction -> Topics -> Literacy in History and Social Science -> Looking Back/Ahead  
Connections -> Content Standards -> Supporting Question

**Pre-Kindergarten**

Topic 1	Topic 2	Topic 3	Topic 4
[PK.T1] Civics: fairness,	[PK.T2] Geography:	[PK.T3] History:	[PK.T4] Economics: work and commerce

STATE INFORMATION SHEETS, ALPHABETICAL

friendship, responsibility, and respect 1-4	maps and places 1-3	personal experiences and memories 1-3	-Working 1 -Buying, Selling and Trading Goods and Services 2-3	
Kindergarten				
Topic 1	Topic 2	Topic 3	Topic 4	
[K.T1] Civics: classroom citizenship 1-4	[K.T2] Geography: connections among places 1-6	[K.T3] History: shared traditions 1-3	[K.T4] Economics: work and commerce	
			-Working 1 -Buying, Selling and Trading Goods and Services 2-3	
First Grade				
Topic 1	Topic 2	Topic 3	Topic 4	
[1.T1] Civics: communities, elections, and leadership 1-10	[1.T2] Geography: places to explore 1-5	[1.T3] History: unity and diversity in the United States 1-3	[1.T4] Economics: resources and choices	
			-Resources 1-3 -Earning Income 4 -Buying Goods and Services 5-8 -Saving 9	
Second Grade				
Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
[2.T1] Reading and making maps 1-3	[2.T2] Geography and its effects on people 1-4	[2.T3] History: migrations and cultures 1-4	[2.T4] Civics: countries and governments 1-3	[2.T5] Economics: resources and choices
				-Resources 1-3 -Earning Income 4 -Buying Goods and Services 5-8 -Saving 9
Third Grade				
Topic 1	Topic 2		Topic 3	
[3.T1] Massachusetts cities and towns today and in history 1-3	[3.T2] The geography and Native Peoples of Massachusetts 1-3		[3.T3] Native Peoples' contacts with European explorers 1-3	
Topic 4	Topic 5		Topic 6	
[3.T4] The Pilgrims, the Plymouth Colony, and Native Peoples 1	[3.T5] The Puritans, the Massachusetts Bay Colony, and Native Peoples 1-5		[3.T6] Massachusetts before, during, and after the American Revolution 1-5	

STATE INFORMATION SHEETS, ALPHABETICAL

**Fourth Grade**

Topic 1	Topic 2	Topic 3	Topic 4
[4.T1] North America: geography and map skills 1-3	[4.T2] Ancient civilizations of North America 1-4	[4.T3] Early European exploration of North America 1-3	[4.T4] The expansion of the United States over time and its regions today 1-5
			[4.T4a] The Northeast 1-5 [4.T4b] The Southeast 1-5 [4.T4c] The Midwest 1-4 [4.T4d] The Southwest 1-5 [4.T4e] The West 1-5

**Fifth Grade**

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
[5.T1] Early colonization and growth of colonies 1-7	[5.T2] Reasons for revolution, the Revolutionary War, and the formation of government 1-9	[5.T3] Principles of United States government 1-6	[5.T4] Growth of the Republic 1-5	[5.T5] Slavery, the legacy of the Civil War and the struggle for civil rights for all 1-9

**Sixth Grade – World Geography and Ancient Civilizations I**

Topic 1	Topic 2	Topic 3
[6.T1] Studying complex societies past and present 1-3	[6.T2] Human origins, the Neolithic and Paleolithic Eras 1-8	[6.T3] The Middle East and North Africa
		[6.T3a] Physical and political geography of modern Western Asia, the Middle East, and North Africa 1-3 [6.T3b] Western Asia, the Middle East and North Africa: Mesopotamia, c. 3500–1200 BCE 1-4 [6.T3c] Ancient Egypt, c. 3000–1200 BCE 1-7 [6.T3d] Ancient Phoenicia, c. 1000–300 BCE 1-3 [6.T3e] Ancient Israel, Palestine, c. 2000 BCE–70 CE 1-3 [6.T3f] The ancient Arabian Peninsula (7th century CE) 1-3

STATE INFORMATION SHEETS, ALPHABETICAL

		[6.T3g] Interactions among ancient societies in Western Asia, North Africa, and the Middle East 1-2
<b>Topic 4</b>		<b>Topic 5</b>
[6.T4] Sub-Saharan Africa		[6.T5] Central America, the Caribbean, and South America
[6.T4a] Physical and political geography of Sub-Saharan Africa 1-3 [6.T4b] Selected Sub-Saharan African states and societies, c. 100– 1000 CE 1-4		[6.T5a] Physical and political geography and indigenous populations of Central America and the Caribbean Islands 1-4 [6.T5b] Physical and political geography of South America 1-3 [6.T5c] Major ancient societies in Central America and South America, c. 1400 BCE– 1600 CE 1

**Seventh Grade - World Geography and Ancient Civilizations II**

<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>
[7.T1] Central and South Asia	[7.T2] East Asia	[7.T3] Southeast Asia and Oceania	[7.T4] Europe
[7.T1a] Physical and political geography of Central and South Asia 1-3 [7.T1b] Early Indian and Central Asian civilizations, religions, and cultures 1-2	[7.T2a] Physical and political geography of East Asia 1-3 [7.T2b] Early East Asian societies, religions, and cultures Ancient China, c. 1600 BCE– 500 CE 1-2 [7.T2c] Ancient Japan and Korea, c.300 BCE–1300 CE 1-2	[7.T3a] Physical and political geography of Southeast Asia and Oceania 1-3 [7.T3b] First People of Australia and New Zealand 1	[7.T4a] Physical and political geography of Europe 1-4 [7.T4b] Ancient and Classical Greece, c. 1200–300 BCE 1-7 [7.T4c] Ancient and Classical Rome, the Roman Republic, and the Roman Empire, c. 500 BCE–500 CE 1-8

**Eighth Grade – US and Massachusetts Government and Civic Life**

<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>
[8.T1] The philosophical foundations of the United States political system 1-5	[8.T2] The development of the United States government 1-5	[8.T3] The institutions of the United States government 1-5	[8.T4] Rights and responsibilities of citizens 1-13
<b>Topic 5</b>		<b>Topic 6</b>	<b>Topic 7</b>



STATE INFORMATION SHEETS, ALPHABETICAL

[8.T5] The Constitution, Amendments, and Supreme Court decisions 1-6	[8.T6] The structure of Massachusetts state and local government 1-10	[8.T7] Freedom of the press and news/media literacy 1-6
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### High School - United States History I

<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>
[USI.T1] Origins of the Revolution and the Constitution 1-8	[USI.T2] Democratization and expansion 1-3	[USI.T3] Economic growth in the North, South, and West 1-4	[USI.T4] Social, political, and religious change 1-2
<b>Topic 5</b>	<b>Topic 6</b>		<b>Topic 7</b>
[USI.T5] The Civil War and Reconstruction 1-8	[USI.T6] Rebuilding the United States: immigration and industry 1-5	[USI.T7] Progressivism and World War I 1-8	

### High School - United States History II

<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>	<b>Topic 4</b>	<b>Topic 5</b>
[USII.T1] The role of economics in modern United States history	[USII.T2] Modernity in the United States: ideologies and economies 1-5	[USII.T3] Defending democracy: responses to fascism and communism 1-12	[USII.T4] Defending democracy: the Cold War and civil rights at home 1-9	[USII.T5] United States and globalization 1-6
-Scarcity and Economic Reasoning 1-2 -Supply and Demand 3 -Financial Investing 4-5 -Money and the Role of Financial Institutions 6-7 -National Economic Performance 8-9 -The Role of Government 10-11				

### High School - World History I

<b>Topic 1</b>	<b>Topic 2</b>	<b>Topic 3</b>
[WHI.T1] Dynamic interactions among regions of the world 1-5	[WHI.T2] Development and diffusion of religions and systems of belief, c. 500 BCE–1200 CE 1-5	[WHI.T3] Interactions of kingdoms and empires c. 1000–1500 CE 1-9
<b>Topic 4</b>	<b>Topic 5</b>	<b>Topic 6</b>
[WHI.T4] Philosophy, the arts, science, and technology, c. 1200–1700 CE 1-10	[WHI.T5] Global exploration, conquest, colonization, c. 1492–1800 CE 1-4	[WHI.T6] Philosophies of government c. 1500–1800 CE 1-4

### High School - World History II

STATE INFORMATION SHEETS, ALPHABETICAL

Topic 1	Topic 2	Topic 3	Topic 4
[WHII.T1] Absolute power, political revolutions, and the growth of nation-states, c. 1700–1900 1-7	[WHII.T2] The Agricultural and Industrial Revolutions and their consequences c.1750–1900 1-5	[WHII.T3] The global effects of 19th century imperialism 1-4	[WHII.T4] The Great Wars 1914–1945 1-15
Topic 5	Topic 6	Topic 7	
[WHII.T5] The Cold War Era 1945–1991 1-12	[WHII.T6] The era of globalization 1991–present 1-5	[WHII.T7] The politics of difference: conflicts, genocide, and terrorism 1-2	

**High School – Elective – United States Government and Politics**

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Foundations of government in the United States 1-10	Purposes, principles, and institutions of government 1-12	Civil rights, human rights, and civil liberties 1-2	Political parties, interest groups, media, and public policy 1-8	The relationship of the United States to other nations in world affairs 1-8

**High School – Elective – Economics**

Topic 1	Topic 2	Topic 3	Topic 4
Scarcity and economic reasoning 1-9	Supply and demand 1-11	Market structures 1-9	The role of government 1-10
Topic 5	Topic 6		Topic 7
National economic performance 1-6	Money and the role of financial institutions 1-6		Trade 1-8

**High School – Elective – Personal Financial Literacy**

Topic 1	Topic 2	Topic 3	Topic 4
Earning and spending income 1-6	Saving money 1-6	Using credit and making investments 1-10	Protecting and insuring assets 1-2

**High School – Elective – New/Media Literacy**

Topic 1	Topic 2	Topic 3	Topic 4	Topic 5
Freedom of the press and news/media literacy 1-5	History of journalism 1-2	The challenges of news/media literacy in contemporary society 1-5	Analyzing the news and other media 1-4	Gathering and reporting information, using digital media 1-5

## STATE INFORMATION SHEETS, ALPHABETICAL

The seven Standards for History and Social Science Practice encompass civic knowledge, dispositions, and skills and the range of disciplinary skills often used by historians and social scientists. They focus on the processes of inquiry and research that are integral to a rich social science curriculum and the foundation for active and responsible citizenship. From pre-kindergarten through grade 8, each grade has its own set of Content Standards that build on the knowledge and skills learned in previous years. Related Content Standards often appear together under topic headings. At the high school level, standards for six full-year courses build on elementary and middle school knowledge and skills.

It is important for pre-K–5 instruction in history and social science to address all the Content Standards for each grade. It is important for grades 6–7 instruction in history and social science to address all the World Geography and Cultures Content Standards. It is important for high school instruction to address the Content Standards. Teachers may, for example, choose to use an overview chronological survey, a thematic approach, or use case studies for deep inquiry into particular periods or topics

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

Grade 6 World Geography and Ancient Civilizations I

Grade 7 World Geography and Ancient Civilizations II

*Geography is a strand in:*

Pre-Kindergarten      Grade 1      Grade 3

Kindergarten      Grade 2      Grade 4

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Massachusetts Curriculum Framework for History and](#) Adopted June 2018

[Social Science](#) Next Revision Not Scheduled

Website: <https://www.doe.mass.edu/instruction/hss/default.html>

### MANDATES

The Massachusetts Education Reform Act of 1993 directed the state Board and Commissioner of Elementary and Secondary Education to develop academic standards in core subjects setting forth the “skills, competencies and knowledge” that students should possess at each grade or cluster of grades, with high expectations for student performance. The law further directs the Board and Commissioner to institute a process for drawing up curriculum frameworks for each of the core subjects, and to update, improve, and refine the standards and frameworks periodically

### PROFESSIONAL DOCUMENTS USED

None Identified

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## MICHIGAN

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Michigan K-12 Standards Social Studies*

Grade		Grade	
K	Myself and Other	6	World Geography
1	Families and Schools	7	World History and Geography
2	The Local Community	8	Integrated United States History
3	Michigan Studies	HS	World History and Geography (Eras 4-8)
4	United States Studies	HS	U.S. History and Geography (Eras 6-9)
5	Integrated United States History	HS	Civics
		HS	Economics

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

**Description of C3 Inquiry Arc:** student expectations for each dimension

- i. Dimension 1: Developing Questions and Planning Inquiry
- ii. Dimension 2: Applying Disciplinary Concepts and Tools
- iii. Dimension 3: Evaluating Sources and Using Evidence
- iv. Dimension 4: Communicating Conclusions and Taking Informed Action

➔ **Subsection of Dimension 2** and additional layer of categories for each discipline  
(adopted from the C3 framework)

- I. History
  - a. Change, Continuity, and Context
  - b. Perspectives
  - c. Historical Sources and Evidence
  - d. Causation and Argumentation
- II. Civics
  - a. Civic and Political Institutions
  - b. Participation and Deliberation: Applying Civic Virtues and Democratic Principles
  - c. Process, Rules, and Laws
- III. Economics
  - a. Economic Decision-Making
  - b. Exchange and Markets
  - c. The National Economy
  - d. The Global Economy
- IV. Geography
  - a. Geographic Representations: Spatial Views of the World
  - b. Human-Environment Interaction: Place, Regions, and Culture
  - c. Human Populations: Spatial Patterns and Movement
  - d. Global Interconnections: Changing Spatial Patterns

Grade Level Content Expectations (GLCE): balance disciplinary content with processes and skills.

Grade

➔ Standard Category:

# STATE INFORMATION SHEETS, ALPHABETICAL

- I. History
  - a. H1 The World in Temporal Terms
  - b. H2 Living and Working Together (In Families and Schools; In Communities)
  - c. H3 Michigan History
- II. Geography
  - a. G1 The World in Spatial Terms
  - b. G2 Places and Regions
  - c. G3 Physical Systems
  - d. G4 Human Systems
  - e. G5 Environment and Society
  - f. G6 Global Issues
- III. Civics and Government
  - a. C1 Purposes of Government
  - b. C2 Democratic Values and Constitutional Principles of American Government
  - c. C3 Structure and Function of Government
  - d. C4 Relationship of the United States to Other Nations and World Affairs
  - e. C5 Civic Participation
- IV. Economics
  - a. E1 Market Economy
  - b. E2 National Economy
  - c. E3 International Economy
- V. Public Discourse, Decision Making, and Citizen Involvement
  - a. P1 Reading and Communication – Read and Communication Effectively
  - b. P2 Inquiry, Research, and Analysis
  - c. P3 Public Discourse and Decision Making
  - d. P4 Civic Participation
    - ➔ Standard
    - ➔ Expectation

## Kindergarten

<i>History</i>	K – H2.0.1 K – H2.0.2 K – H2.0.3		
<i>Geography</i>	K – G1.0.1 K – G1.0.2	K – G2.0.1	K – G5.0.1
<i>Civics and Government</i>	K – C1.0.1	K – C2.0.1 K – C2.0.2	K – C5.0.1
<i>Economics</i>	K – E1.0.1 K – E1.0.2 K – E1.0.3		
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Public Issues	P3.3 Persuasive Communication About a Public Issue	P4.2 Civic Participation
	K – P3.1.1 K – P3.1.2 K – P3.1.3	K – P3.3.1	K – P4.2.1 K – P4.2.2

STATE INFORMATION SHEETS, ALPHABETICAL

**First Grade**

<i>History</i>	1 – H2.0.1 1 – H2.0.4	1 – H2.0.2 1 – H2.0.5	1 – H2.0.3	
<i>Geography</i>	1 – G1.0.1 1 – G1.0.2 1 – G1.0.3	1 – G2.0.1 1 – G2.0.2	1 – G4.0.1	1 – G5.0.1 1 – G5.0.2
<i>Civics and Government</i>	1 – C1.0.1 1 – C1.0.2	1 – C2.0.1 1 – C2.0.2		1 – C5.0.1 1 – C5.0.2
<i>Economics</i>	1 – E1.0.1 1 – E1.0.4	1 – E1.0.2 1 – E1.0.5	1 – E1.0.3 1 – E1.0.6	
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Public Issues	P3.3 Persuasive Communication About a Public Issue	P4.2 Civic Participation	
	1 – P3.1.1 1 – P3.1.2 1 – P3.1.3	1 – P3.3.1	1 – P4.2.1 1 – P4.2.2	

**Second Grade**

<i>History</i>	2 – H2.0.1 2 – H2.0.4	2 – H2.0.2 2 – H2.0.5	2 – H2.0.3 2 – H2.0.6	
<i>Geography</i>	2 – G1.0.1 2 – G1.0.2 2 – G1.0.3	2 – G2.0.1 2 – G2.0.2	2 – G4.0.1 2 – G4.0.2 2 – G4.0.3	2 – G5.0.1 2 – G5.0.2
<i>Civics and Government</i>	2 – C1.0.1 2 – C1.0.2	2 – C2.0.1 2 – C2.0.2	2 – C3.0.1 2 – C3.0.2 2 – C3.0.3	2 – C5.0.1 2 – C5.0.2 2 – C5.0.3
<i>Economics</i>	2 – E1.0.1 2 – E1.0.4	2 – E1.0.2 2 – E1.0.5	2 – E1.0.3	
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Public Issues	P3.3 Persuasive Communication About a Public Issue	P4.2 Civic Participation	
	2 – P3.1.1 2 – P3.1.2 2 – P3.1.3	2 – P3.3.1	2 – P4.2.1 2 – P4.2.2	

**Third Grade**

<i>History</i>	3 – H3.0.1 3 – H3.0.6	3 – H3.0.2 3 – H3.0.7	3 – H3.0.3 3 – H3.0.8	3 – H3.0.4 3 – H3.0.9	3 – H3.0.5 3 – H3.0.10
<i>Geography</i>	3 – G1.0.1 3 – G1.0.2 3 – G1.0.3	3 – G2.0.1 3 – G2.0.2	3 – G4.0.1 3 – G4.0.2 3 – G4.0.3 3 – G4.0.4	3 – G5.0.1 3 – G5.0.2	

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Civics and Government</i>	3 – C1.0.1	3 – C2.0.1	3 – C3.0.1 3 – C3.0.2 3 – C3.0.3 3 – C3.0.4 3 – C3.0.5	3 – C5.0.1
<i>Economics</i>	3 – E1.0.1 3 – E1.0.2 3 – E1.0.3 3 – E1.0.4 3 – E1.0.5	3 – E2.0.1	3 – E3.0.1	
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Public Issues	P3.3 Persuasive Communication About a Public Issue	P4.2 Civic Participation	
	3 – P3.1.1 3 – P3.1.2 3 – P3.1.3	3 – P3.3.1	3 – P4.2.1 3 – P4.2.2	
<b>Fourth Grade</b>				
<i>History</i>	4 – H3.0.1 4 – H3.0.5	4 – H3.0.2 4 – H3.0.6	4 – H3.0.3 4 – H3.0.7	4 – H3.0.4
<i>Geography</i>	4 – G1.0.1 4 – G1.0.2 4 – G1.0.3 4 – G1.0.4 4 – G1.0.5	4 – G2.0.1 4 – G2.0.2	4 – G4.0.1 4 – G4.0.2 4 – G4.0.3	4 – G5.0.1
<i>Civics and Government</i>	4 – C1.0.1 4 – C1.0.2	4 – C2.0.1 4 – C2.0.2	4 – C3.0.1 4 – C3.0.2 4 – C3.0.3 4 – C3.0.4 4 – C3.0.5 4 – C3.0.6 4 – C3.0.7	4 – C5.0.1 4 – C5.0.2 4 – C5.0.3
<i>Economics</i>	4 – E1.0.1 4 – E1.0.2 4 – E1.0.3 4 – E1.0.4 4 – E1.0.5 4 – E1.0.6 4 – E1.0.7 4 – E1.0.8	4 – E2.0.1	4 – E3.0.1	
<i>Public Discourse, Decision Making, and</i>	P3.1 Identifying and Analyzing Public Issues	P3.3 Persuasive Communication About a Public Issue	P4.2 Civic Participation	

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Citizen Involvement</i>	4 – P3.1.1 4 – P3.1.2 4 – P3.1.3	4 – P3.3.1	4 – P4.2.1 4 – P4.2.2
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**Fifth Grade- Integrated\* U.S. History**  
\*Geography, Civics and Government, and Economics are integrated into the historical context.

<i>USHG ERA 1 – Beginnings to 1620</i> 1.1 - 1.4	1.1 Indigenous Peoples’ Lives in the Americas - 3 standards	1.2 European Exploration - 2 standards	1.3 African Life Before the 16th Century - 2 standards	1.4 Three World Interactions - 4 standards
<i>USHG ERA 2 – Colonization and Settlement (1585-1763)</i> 2.1 – 2.3	2.1 European Struggle for Control of North America - 4 standards	2.2 European Slave Trade and Slavery in Colonial America - 3 standards	2.3 Life in Colonial America - 5 standards	
<i>USHG ERA 3 – Revolution and the New Nation (1754-1800)</i> 3.1 - 3.3	3.1 Causes of the American Revolution - 8 standards	3.2 The American Revolution and its Consequences - 4 standards	3.3 Creating New Governments and a New Constitution - 8 standards	
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Public Issues	P3.3 Persuasive Communication About a Public Issue	P4.2 Civic Participation	
	5 – P3.1.1 5 – P3.1.2 5 – P3.1.3	5 – P3.3.1	5 – P4.2.1 5 – P4.2.2	

**Sixth Grade- World Geography**

<i>Geography</i>	1.1 Spatial Thinking – 2 standards 1.2 Geographical Inquiry and Analysis – 6 standards 1.3 Geographical Understanding – 2 standards	2.1 Physical Characteristics of Place – 3 standards 2.2 Human Characteristics of Place – 5 standards	3.1 Physical Processes – 2 standards 3.2 Ecosystems – 1 standard
	4.1 Cultural Mosaic - 4 standards	5.1 Humans and the Environment – 4 standards	6.1 Global Topic Investigation and Issue Analysis – 3 standards



STATE INFORMATION SHEETS, ALPHABETICAL

	4.2 Technology Patterns and Networks – 1 standard 4.3 Patterns of Human Settlement – 3 standards 4.4 Forces of Cooperation and Conflict – 2 standards	5.2 Physical and Human Systems – 2 standards	
<i>Civics and Government</i>	1.1 Nature of Civic Life, Politics, and Government – 1 standard	3.6 Characteristics of Nation-States – 2 standards	4.3 Conflict and Cooperation Between and Among Nations – 3 standards
<i>Economics</i>	1.1 Individual, Business, and Government Choices – 1 standard	2.3 Role of Government – 1 standard	3.1 Economic Systems – 2 standards 3.3 Economic Interdependence – 3 standards
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Global Issue, and Civic Participation		P4.2 Civic Participation
	6 – P3.1.1		6 – P4.2.1 6 – P4.2.2 6 – P4.2.3

**Seventh Grade- World History and Geography**

\*Geography is embedded in the context of History

<i>H1 The World in Temporal Terms</i>	H1.1 Temporal Thinking – 1 standard	H1.2 Historical Inquiry and Analysis- 6 standards	H1.4 Historical Understanding – 3 standards
<i>W1 WHG Era 1 The Beginnings of Human Society</i>	W1.1 Peopling of Earth – 2 standards	W1.2 Agricultural Revolution – 3 standards	
<i>W2 WHG Era 2 Early Civilizations and the Emergence of Pastoral Peoples</i>	W2.1 Early Civilizations and Major Empires – 6 standards		
<i>W3 WHG Era 3 Classical Traditions, World Religions, and Major Empires</i>	W3.1 Classical Traditions – 11 standards	W3.2 Growth and Development of World Religions – 2 standards	

STATE INFORMATION SHEETS, ALPHABETICAL

<i>W4 WHG Era 4 Case Studies from Three Continents</i>	7 – W4.1.1 7 – W4.1.2 7 – W4.1.3		
<i>GEOGRAPHY</i>	G1.2 Geographical Inquiry and Analysis – 4 standards	G4.2 Technology Patterns and Networks – 1 standard G4.3 Patterns of Human Settlement – standards G4.4 Forces of Cooperation and Conflict – 2 standards	7 – G5.1.1 7 – G5.1.2 7 – G5.1.3
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication about a Public Issue, and Citizen Involvement		P4.2 Civic Participation
	7 – P3.1.1		7 – P4.2.1 7 – P4.2.2 7 – P4.2.3

**Eighth Grade- Integrated\* U.S. History**

\*Geography, Civics, and Economics are integrated into the historical context.

<i>Foundational Issues in USHG Eras 1-3</i>	F1 Political and Intellectual Transformations – 3 standards		
<i>U3 USHG Era 3 Revolution and the New Nation 1754-1800</i>	3.3 Creating New Government(s) and a New Constitution – 7 standards		
<i>U4 USHG Era 4 Expansion and Reform 1792-1861</i>	4.1 Challenges to an Emerging Nation – 4 standards	4.2 Regional and Economic Growth – 4 standards	4.3 Reform Movements – 5 standards
<i>U5 USHG Era 5 Civil War and Reconstruction 1850-1877</i>	5.1 The Coming of Civil War – 6 standards	5.2 Civil War – 5 standards	5.3 Reconstruction – 5 standards
<i>USHG Era 6 – The Development of an Industrial, Urban, and Global United States (1870-1898)</i>	6.1 America in the last half of the 19th Century – 1 standard	6.2 Policy Issues in USHG Eras 3-6 – 1 standard	
<i>Public Discourse, Decision Making, and Citizen Involvement</i>	P3.1 Identifying and Analyzing Issues, Decision Making, Persuasive Communication About a Public Issue, and Civic Participation		P4.2 Civic Participation
	8 – P3.1.1		8 – P4.2.1 8 – P4.2.2 8 – P4.2.3

**High School – World History and Geography**

STATE INFORMATION SHEETS, ALPHABETICAL

<b><i>F1 World Historical and Geographical Inquiry and Literacy Practices</i></b>				
<i>WHG Era 4 – Expanding and Intensified Hemispheric Interactions, 300-1500 CE</i>	4.1 Growth and Interactions of World Religions, and Intensifying Trade Networks and Contacts – 2 standards		4.2 Growth of Islam and Dar al-Islam, Unification of Eurasia under the Mongols, and Spheres of Interaction and Influence in the Americas – 3 standards	
<i>WHG Era 5 – The Emergence of the First Global Age, 15th to 18th Centuries</i>	5.1 Emerging Global System and Diffusion of World Religions – 2 standards		5.2 Cultural Encounters and the Columbian Exchange, the Trans-Atlantic Slave Trade, and Afro-Eurasian Empires – 3 standards	
<i>WHG Era 6 – An Age of Global Revolutions, 18th Century-1914</i>	6.1 Global Revolutions, Worldwide Migrations and Population Changes, and Increasing Global Interconnections – 3 standards		6.2 Comparing Political Revolutions and/or Independence Movements, Growth of Nationalism and Nation-States, Industrialization, and Imperialism – 4 standards	
<i>WHG Era 7 – Global Crisis and Achievement, 1900-PRESENT DAY</i>	7.1 Power and Resistance, Global Conflict, Genocide in the 20th Century, and Technological, Scientific, and Cultural Exchanges – 4 standards		7.2 World War I, Interwar Period, World War II, Cold War Conflicts, Revolution, Decolonization, and Democratization, and Case Studies of Genocide – 6 standards	
<i>Contemporary Global Issues 1-4</i>	CG1 Population	CG2 Resources	CG3 Patterns of Global Interactions	CG4 Conflict, Cooperation, and Security
<b>High School – U.S. History and Geography</b>				
<i>F1 Foundational Issues in USHG – Eras 1-5</i>	3 standards			
<i>USHG ERA 6 – The Development of an Industrial, Urban, and Global United States, 1870-1930</i>	6.1 Growth of an Industrial and Urban America – 4 standards	6.2 Becoming a World Power – 4 standards	6.3 Progressive Era – 4 standards	
<i>USHG ERA 7 – The Great Depression and World War II, 1920-1945</i>	7.1 Growing Crisis of Industrial Capitalism and Responses – 3 standards		7.2 World War II – 4 standards	
<i>USHG ERA 8 – Post-war United States, 1945-1989</i>	8.1 Cold War and the United States – 3 standards	8.2 Domestic Changes and Policies – 4 standards	8.3 Civil Rights in the Post-World War II Era – 5 standards	

STATE INFORMATION SHEETS, ALPHABETICAL

USHG ERA 9 – America in a New Global Age, 1989 to the present	9.1 Impact of Globalization on the United States – 2 standards	9.2 Changes in America’s Role in the World – 2 standards	9.3 Policy Debates – 1 standard	
High School – Civics				
C1 Philosophical Foundations of Civic Society and Government	4 standards			
C2 Founding and Development of the Government of the United States of America	C2.1 Origins of the American Constitutional Government – 3 standards	C2.2 Democratic Values and U.S. Constitutional Principles – 3 standards		
C3 Structure and Function of Governments in the United States of America	C3.1 Structure, Functions, Powers, and Limits of Federal Government – 7 standards	C3.2 Structure and Functions of State, Local, and Tribal Governments – 6 standards	C3.3 Additional Actors and Influences in American Civic Society – 7 standards	
C4 Rights and Liberties in the United States of America	C4.1 Application of the Bill of Rights – 2 standards	C4.2 Extensions of Civil Rights and Civil Liberties – 3 standards	C4.3 Examining Tensions and Limits on Rights and Liberties – 2 standards	
C5 The United States of America and World Affairs	C5.1 Formation and Implementation of U.S. Foreign Policy – 3 standards		C5.2 U.S. Role in International Institutions and Affairs – 4 standards	
C6 Citizenship and Civic Participation in the United States of America	C6.1 Citizenship in the United States of America – 3 standards	C6.2 Rights and Responsibilities in Civic Society - 1 standard	C6.3 Dispositions for Civic Participation – 2 standards	C6.4 Civic Inquiry, Public Policy, Civic Action, and Public Discourse – 4 standards
High School – Economics				
E1 – The Market Economy	1.1 Individual and Business Decision Making – 3 standards	1.2 Competitive Markets – 2 standards	1.3 Prices, Supply, and Demand – 2 standards	1.4 Government Impact on Households

## STATE INFORMATION SHEETS, ALPHABETICAL

				and Businesses – 6 standards
E2 – The National Economy	2.1 Economic indicators in the Economy – 2 standards	2.2 Role of Government in the U.S. Economy – 4 standards		
E3 – The International Economy	3.1 Economic Systems – 4 standards	3.2 Economic Interdependence – Trade – 4 standards		
E4 – Personal Finance	4.1 Decision Making – 6 standards			
<p>Michigan’s Social Studies Content Expectations describe what students should know and be able to do in order to succeed in college, career, and civic life. This document is not intended to be a state curriculum. The revised content in the standards is coupled with the Arc of Inquiry and skills delineated in the C3 Framework. In a “local control” state such as Michigan, each district can use the document as it sees fit to revise curriculum and create a foundation from which it can continue to improve instruction. The GLCE is a content guide, not a curriculum organizer; it does not specify lessons, units, or a curriculum sequence. World Geography can be taught regionally or thematically. History can be taught past to present, or present to past</p>				

### **GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography has a separate set of standards in:*

Grade 6 World Geography

*Geography is a strand in:*

Kindergarten      Grade 4

Grade 1              Grade 5 Integrated U.S. History

Grade 2              Grade 7 World History and Geography

Grade 3

Grade 8 Integrated U.S. History

HS World History and Geography

HS U.S. History and Geography

### **SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[Michigan K-12 Standards Social Studies](https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html)

Adopted June 2019

Next Revision Not Scheduled

Website: <https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html>

### **MANDATES**

Michigan Public Act No. 170 of 2016 states: “Beginning in the 2016-2017 school year, the board of a school district or board of directors of a public school academy shall ensure that the school district’s or public school academy’s social studies curriculum for grades 8 to 12 includes age- and grade-appropriate instruction about genocide, including, but not limited to, the Holocaust and the Armenian Genocide. The legislature recommends a combined total of

## STATE INFORMATION SHEETS, ALPHABETICAL

6 hours of this instruction during grades 8 to 12.” Careful attention, review, and revision work was conducted to ensure that the mandate of Public Act No. 170 of 2016 was met with the revisions to the Michigan K-12 Standards for Social Studies. The law also states that genocide instruction may take place over time, between grade levels, and across classes and disciplines. A student may read a compelling novel such as *Night* by Elie Wiesel and learn about the Holocaust in both the context of their English/Language Arts class and either their high school World History and Geography Course (HS-WHG 7.2.3, 7.2.6) or their high school United States History and Geography course (HS-US 7.2.4). A student may also study the Armenian Genocide in both courses, with complementary social studies instruction found in HS-WHG 7.2.1 and 7.2.6.

### PROFESSIONAL DOCUMENTS USED

2013 National Council for the Social Studies’ *The College, Career, & Civic Life C3 Framework for Social Studies State Standards*

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## STATE INFORMATION SHEETS, ALPHABETICAL

## MINNESOTA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Minnesota K-12 Academic Standards Social Studies (2011)*

Grade		Grade	
K	Foundations of Social Studies	7	U.S. Studies (1800 – present)
1	Foundations of Social Studies	8	Global Studies
2	Foundations of Social Studies	9	Civics and Government
3	Foundations of Social Studies	9	Economics
4	Geography of North America	10	Geography
5	History of North America (up to 1800)	11	U.S. History
6	Minnesota Studies	12	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

**Strands:** broadest level of organization at each grade level is represented by four disciplinary strands

1. Citizenship and Government
2. Economics
3. Geography
4. History

➔ **Substrands:** content for each strand is organized into several categories. The first substrand in each discipline indicates key skills or processes that should be applied to the content in other benchmarks rather than taught as a standalone item.

**Citizenship and Government Substrands and Standards**

<i>Substrands</i>	<i>Standards</i>			
Civic Skills	Standard 1			
Civic Values and Principles of Democracy	Standard 2	Standard 3		
Rights and Responsibilities	Standard 4	Standard 5		
Governmental Institutions and Political Processes	Standard 6	Standard 7	Standard 8	Standard 9
Relationships of the United States to Other Nations and Organizations	Standard 10	Standard 11	Standard 12	

**Economic Substrands and Standards**

<i>Substrands</i>	<i>Standards</i>			
Economic Reasoning and Skills	Standard 1			
Personal Finance	Standard 2			
Fundamental Concepts	Standard 3	Standard 4		
Microeconomic Concepts	Standard 5	Standard 6	Standard 7	Standard 8
Macroeconomic Concepts	Standard 9	Standard 10	Standard 11	Standard 12

**Geography Substrands and Standards**

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Substrands</i>	<i>Standards</i>			
Geospatial Skills (The World Spatial Terms)	Standard 1	Standard 2		
Places and Regions	Standard 3	Standard 4		
Human Systems	Standard 5	Standard 6	Standard 7	Standard 8
Human Environment Interaction	Standard 9	Standard 10		

<b>History Substrands and Standards</b>				
<i>Substrands</i>	<i>Standards</i>			
Historical Thinking Skills	Standard 1	Standard 2		
Peoples, Cultures and Change Over Time	Standard 3	Standard 4	Standard 5	
World History	Standard 6	Standard 7	Standard 8	Standard 9
	Standard 10	Standard 11	Standard 12	Standard 13
	Standard 14			
United States History	Standard 15	Standard 16	Standard 17	Standard 18
	Standard 19	Standard 20	Standard 21	Standard 22
	Standard 23			

- ➔ **Standards:** a summary description of student learning, or broad statements of skills and understandings that students must complete for career-and college-readiness and advanced work. Each strand contains 10 to 23 anchor standards.
- ➔ **Benchmarks:** a learning outcome, the specific knowledge or skill that a student must master to complete part of an academic standard by the end of the grade level or grade band. Benchmarks are unique to each grade level and represent the learning that is to be mastered by the end of a particular grade (in grades K-8) or grade band (in grades 9-12).

Code: Grade->Strand->Substrand->Standard->Benchmark

**Kindergarten**

<b>Discipline</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
<b>Code</b>	0.1.1.1.1 0.1.2.2.1 0.1.4.7.1	0.2.1.1.1 0.2.1.1.2 0.2.4.5.1	0.3.1.1.1 0.3.1.1.2 0.3.2.3.1	0.4.1.1.1 0.4.1.2.1 0.4.2.4.1

**First Grade**

<b>Discipline</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
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STATE INFORMATION SHEETS, ALPHABETICAL

<b>Code</b>	1.1.1.1.1 1.1.4.6.1 1.1.2.2.1 1.1.4.7.1	1.2.1.1.1 1.2.3.3.1 1.2.4.5.1	1.3.1.1.1 1.3.1.1.2 1.3.2.3.1	1.4.1.1.1 1.4.2.4.1 1.4.1.2.1 1.4.2.4.2 1.4.1.2.2
<b>Second Grade</b>				
<b>Discipline</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
<b>Code</b>	2.1.1.1.1 2.1.2.2.1 2.1.4.7.1	2.2.1.1.1 2.2.3.3.1 2.2.4.5.1 2.2.4.5.2	2.3.1.1.1 2.3.1.1.4 2.3.1.1.2 2.3.4.9.1 2.3.1.1.3	2.4.1.1.1 2.4.1.2.1 2.4.2.4.1 2.4.2.4.2
<b>Third Grade</b>				
<b>Discipline</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
<b>Code</b>	3.1.1.1.1 3.1.2.3.1 3.1.4.6.1 3.1.4.6.2	3.2.1.1.1 3.2.2.2.1 3.2.4.5.1 3.2.4.5.2	3.3.1.1.1 3.3.1.1.2 3.3.3.6.1 3.3.3.8.1	3.4.1.1.1 3.4.2.3.1 3.4.1.1.2 3.4.2.5.1 3.4.1.2.1 3.4.3.7.1 3.4.1.2.2 3.4.3.8.1 3.4.1.2.3 3.4.3.9.1
<b>Fourth Grade</b>				
<b>Discipline</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
<b>Code</b>	4.1.1.1.1 4.1.4.6.1 4.1.4.6.2	4.2.1.1.1 4.2.3.3.1 4.2.4.5.1	4.3.1.1.1 4.3.2.4.2 4.3.1.1.2 4.3.3.5.1 4.3.1.2.1 4.3.3.6.1 4.3.1.2.2 4.3.4.9.1 4.3.2.3.1 4.3.4.10.1 4.3.2.4.1 4.3.4.10.2	4.4.1.2.1 4.4.2.4.1
<b>Fifth Grade</b>				
<b>Discipline</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
<b>Code</b>	5.1.1.1.1 5.1.4.6.1 5.1.1.1.2 5.1.4.6.2 5.1.2.2.1 5.1.4.6.3 5.1.3.4.1 5.1.4.7.1	5.2.1.1.1 5.2.2.2.1 5.2.4.6.1	5.3.1.1.1 5.3.2.3.1 5.3.4.10.1	5.4.1.1.1 5.4.4.16.5 5.4.1.2.1 5.4.4.17.1 5.4.1.2.2 5.4.4.17.2 5.4.2.3.1 5.4.4.17.3 5.4.4.15.1 5.4.4.17.4 5.4.4.16.1 5.4.4.17.5 5.4.4.16.2 5.4.4.17.6 5.4.4.16.3 5.4.4.17.7 5.4.4.16.4
<b>Sixth Grade</b>				
<b>Discipline</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
<b>Code</b>	6.1.1.1.1	6.2.1.1.1	6.3.1.1.1	6.4.1.2.1 6.4.4.20.4

STATE INFORMATION SHEETS, ALPHABETICAL

	6.1.1.1.2	6.2.2.2.1	6.3.3.6.1	6.4.4.15.1	6.4.4.20.5
	6.1.1.1.3	6.2.4.5.1	6.3.4.10.1	6.4.4.16.1	6.4.4.21.1
	6.1.3.4.1	6.2.4.8.1		6.4.4.18.1	6.4.4.21.2
	6.1.3.5.1			6.4.4.18.2	6.4.4.21.3
	6.1.4.6.1			6.4.4.18.3	6.4.4.21.4
	6.1.4.6.2			6.4.4.19.1	6.4.4.22.1
	6.1.4.6.3			6.4.4.19.2	6.4.4.22.2
	6.1.4.6.4			6.4.4.19.3	6.4.4.22.3
	6.1.4.6.5			6.4.4.20.1	6.4.4.23.1
	6.1.4.6.6			6.4.4.20.2	6.4.4.23.2
	6.1.4.6.7			6.4.4.20.3	
	6.1.5.10.1				

**Seventh Grade**

Discipline	Civics & Govt	Economics	Geography	History	
<b>Code</b>	7.1.1.1.1	7.2.1.1.1	7.3.1.1.1	7.4.1.2.1	7.4.4.20.7
	7.1.2.3.1	7.2.3.3.1		7.4.2.4.1	7.4.4.20.8
	7.1.3.4.1	7.2.4.5.1		7.4.4.18.1	7.4.4.21.1
	7.1.3.5.1	7.2.4.6.1		7.4.4.18.2	7.4.4.21.2
	7.1.3.5.2			7.4.4.18.3	7.4.4.21.3
	7.1.4.6.1			7.4.4.19.1	7.4.4.21.4
	7.1.4.7.1			7.4.4.19.2	7.4.4.22.1
	7.1.4.7.2			7.4.4.19.3	7.4.4.22.2
	7.1.4.9.1			7.4.4.20.1	7.4.4.22.3
	7.1.5.10.1			7.4.4.20.2	7.4.4.22.4
				7.4.4.20.3	7.4.4.22.5
				7.4.4.20.4	7.4.4.22.6
				7.4.4.20.5	7.4.4.23.1
				7.4.4.20.6	7.4.4.23.2

**Eighth Grade**

Discipline	Civics & Govt	Economics	Geography		History
<b>Code</b>	8.1.1.1.1	8.2.1.1.1	8.3.1.1.1	8.3.3.6.4	8.4.1.2.1
	8.1.5.11.1	8.2.3.4.1	8.3.1.1.2	8.3.3.6.5	8.4.3.13.1
	8.1.5.12.1	8.2.3.4.2	8.3.1.2.1	8.3.3.6.6	8.4.3.13.2
		8.2.5.12.1	8.3.2.3.1	8.3.3.6.7	8.4.3.13.3
			8.3.3.5.1	8.3.2.6.8	8.4.3.14.1
			8.3.3.5.2	8.3.3.7.1	8.4.3.14.2
			8.3.3.5.3	8.3.3.8.1	8.4.3.14.3
			8.3.3.5.4	8.3.4.10.1	8.4.3.14.4
			8.3.3.5.5	8.3.4.10.2	8.4.3.14.5
			8.3.3.5.6	8.3.4.10.3	8.4.3.14.6
			8.3.3.5.7	8.3.4.10.4	8.4.3.14.7

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			8.3.3.5.8	8.3.4.10.5	8.4.3.14.8
			8.3.3.6.1	8.3.4.10.6	
			8.3.3.6.2	8.3.4.10.7	
			8.3.3.6.3		

**Ninth - Twelfth Grade – Civics and Government**

Discipline	Civics & Govt				
Code	9.1.1.1.1	9.1.2.3.4	9.1.3.5.1	9.1.4.6.6	9.1.4.9.1
	9.1.1.1.2	9.1.2.3.5	9.1.3.5.2	9.1.4.6.7	9.1.5.10.1
	9.1.1.1.3	9.1.3.4.1	9.1.4.6.1	9.1.4.6.8	9.1.5.10.2
	9.1.1.1.4	9.1.3.4.2	9.1.4.6.2	9.1.4.6.9	9.1.5.10.3
	9.1.2.3.1	9.1.3.4.3	9.1.4.6.3	9.1.4.7.1	9.1.5.11.1
	9.1.2.3.2	9.1.3.4.4	9.1.4.6.4	9.1.4.8.1	9.1.5.11.2
	9.1.2.3.3	9.1.3.4.5	9.1.4.6.5	9.1.4.8.2	9.1.5.12.1

**Ninth - Twelfth Grade – Economics**

Discipline	Economics				
Code	9.2.1.1.1	9.2.3.4.2	9.2.4.5.6	9.2.4.8.2	9.2.5.11.1
	9.2.2.2.1	9.2.3.4.3	9.2.4.6.1	9.2.4.8.3	9.2.5.11.2
	9.2.2.2.2	9.2.4.5.1	9.2.4.6.2	9.2.5.9.1	9.2.5.11.3
	9.2.2.2.3	9.2.4.5.2	9.2.4.7.1	9.2.5.9.2	9.2.5.11.4
	9.2.2.2.4	9.2.4.5.3	9.2.4.7.2	9.2.5.9.3	9.2.5.12.1
	9.2.3.3.1	9.2.4.5.4	9.2.4.7.3	9.2.5.10.1	9.2.5.12.2
	9.2.3.4.1	9.2.4.5.5	9.2.4.8.1	9.2.5.10.2	

**Ninth - Twelfth Grade – Geography**

Discipline	Geography				
Code	9.3.1.1.1	9.3.2.4.1	9.3.3.5.2	9.3.3.6.3	9.3.3.8.1
	9.3.1.1.2	9.3.2.4.2	9.3.3.5.3	9.3.3.6.4	9.3.3.8.2
	9.3.1.2.1	9.3.2.4.3	9.3.3.5.4	9.3.3.7.1	9.3.3.8.3
	9.3.1.2.2	9.3.2.4.4	9.3.3.6.1	9.3.3.7.2	9.3.4.9.1
	9.3.2.3.1	9.3.3.5.1	9.3.3.6.2	9.3.3.7.3	9.3.4.10.1

**Ninth - Twelfth Grade – History**

Discipline	History					
Code	9.4.1.2.1	9.4.3.10.3	9.4.3.12.3	9.4.4.16.6	9.4.4.19.5	9.4.4.21.5
	9.4.1.2.2	9.4.3.10.4	9.4.3.12.4	9.4.4.16.7	9.4.4.19.6	9.4.4.21.6
	9.4.3.6.1	9.4.3.10.5	9.4.3.12.5	9.4.4.17.1	9.4.4.19.7	9.4.4.22.1
	9.4.3.7.1	9.4.3.10.6	9.4.3.13.1	9.4.4.17.2	9.4.4.20.1	9.4.4.22.2
	9.4.3.7.2	9.4.3.10.7	9.4.3.13.2	9.4.4.17.3	9.4.4.20.2	9.4.4.22.3
	9.4.3.8.1	9.4.3.10.8	9.4.3.13.3	9.4.4.17.4	9.4.4.20.3	9.4.4.22.4
	9.4.3.8.2	9.4.3.10.9	9.4.3.13.4	9.4.4.18.1	9.4.4.20.4	9.4.4.22.5
	9.4.3.8.3	9.4.3.11.1	9.4.3.14.1	9.4.4.18.2	9.4.4.20.5	9.4.4.22.6

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	9.4.3.9.1	9.4.3.11.2	9.4.3.14.2	9.4.4.18.3	9.4.4.20.6	9.4.4.22.7
	9.4.3.9.2	9.4.3.11.3	9.4.4.15.1	9.4.4.18.4	9.4.4.20.7	9.4.4.22.8
	9.4.3.9.3	9.4.3.11.4	9.4.4.15.2	9.4.4.18.5	9.4.4.20.8	9.4.4.22.9
	9.4.3.9.4	9.4.3.11.5	9.4.4.16.1	9.4.4.18.6	9.4.4.20.9	9.4.4.23.1
	9.4.3.9.5	9.4.3.11.6	9.4.4.16.2	9.4.4.19.1	9.4.4.21.1	9.4.4.23.2
	9.4.3.9.6	9.4.3.11.7	9.4.4.16.3	9.4.4.19.2	9.4.4.21.2	9.4.4.23.3
	9.4.3.9.7	9.4.3.11.8	9.4.4.16.4	9.4.4.19.3	9.4.4.21.3	9.4.4.23.4
	9.4.3.10.1	9.4.3.12.1	9.4.4.16.5	9.4.4.19.4	9.4.4.21.4	9.4.4.23.5
	9.4.3.10.2	9.4.3.12.2				

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

Grade 9-12 Geography

*Geography is a strand in:*

Kindergarten

Grade 2

Grade 4

Grade 6

Grade 8

Grade 1

Grade 3

Grade 5

Grade 7

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Minnesota K-12 Academic Standards in Social Studies \(2011\)](#)

Adopted 2013 (2011 Version)

Revised 2020-2021

[2020 Minnesota K-12 Academic Standards in Social Studies](#)

Effective 2025

[\(First Draft\)](#)

Next Revision 2030

Website: <https://education.mn.gov/MDE/dse/stds/soc/>

### MANDATES

As required by law, the standards identify the academic knowledge and skills that prepare students for postsecondary education, work, and civic life in the 21st century (Minn. Stat. § 120B.021, Subd.4). State statute requires that all public school students in Minnesota satisfactorily complete all Social Studies standards and their corresponding benchmarks in order to graduate ([Minn. Stat. § 120B.024, subd. 1\(5\)](#)). Students are also required to satisfactorily complete three and one-half (3.5) credits of social studies, encompassing at least U.S. history, geography, government and citizenship, world history, and economics sufficient to satisfy all of the academic standards in social studies. Minnesota does not have a test in social studies. According to state statute, the Commissioner is forbidden to develop statewide assessments for academic standards in social studies, health and physical education, and the arts ([Minn. Stat. § 120B.30, subd. 1a](#)).

### PROFESSIONAL DOCUMENTS USED

None Identified

Back to [States](#)

# STATE INFORMATION SHEETS, ALPHABETICAL

## MISSISSIPPI

### SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS

#### 2018 Mississippi College- and Career- Readiness Standards for the Social Studies

Grade		Grade	
K	Citizenship at Home and School	HS	Introduction to Geography
1	Citizenship at School	HS	World History: Age of Enlightenment to Present
2	School and the Community	HS	United States History: 1877 to Present
3	Local Government	HS	United States Government
4	Mississippi Studies and Regions	HS	Economics
5	United States History from Pre-Columbia Era to American Revolution	HS	Advanced World Geography
6	Civics and the World	HS	Problems of American Democracy
7	Early World History or Compacted	HS	History of the Ancient Middle East
8	United State History from Exploration to 1877	HS	African American Studies
HS	Mississippi Studies	HS	Psychology
		HS	Sociology
		HS	Law Related Education
		HS	Minority Studies
		HS	Humanities

### SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN

Grade Level or Course

→ Theme or Description

→ 5 Essential Content Strands

- i. Civics
- ii. Civil Rights
- iii. Economics
- iv. Geography
- v. History

→ Standards

→ Objectives

#### Kindergarten

Strand	Civics	Economics	Civil Rights	Geography	History
Standards	CI.K.1-1-2	E.K.1-1-3	CR.K.1-1-2	G.K.1-1-2	H.K.1-1-4
&	CI.K.2-1-5	E.K.2-1-4	CR.K.2-1-3	G.K.2-1-3	H.K.2-1-2
Objectives	CI.K.3-1-4	E.K.3-1-2	CR.K.3-1-3	G.K.3-1-3	

#### First Grade

Strand	Civics	Economics	Civil Rights	Geography	History
Standards	CI.1.1-1-2	E.1.1-1-3	CR.1.1-1-3	G.1.1-1-3	H.1.1-1-2
&	CI.1.2-1-2	E.1.2-1-3	CR.1.2-1-2	G.1.2-1-3	H.1.2-1-2
Objectives	CI.1.3-1-2	E.1.3-1-2	CR.1.3-1-3	G.1.3-1-2	

STATE INFORMATION SHEETS, ALPHABETICAL

**Second Grade**

<i>Strand</i>	<b>Civics</b>	<b>Economics</b>	<b>Civil Rights</b>	<b>Geography</b>	<b>History</b>
<i>Standards &amp; Objectives</i>	CI.2.1-1-2	E.2.1-1-2	CR.2.1-1-2	G.2.1-1-2	H.2.1-1-4
	CI.2.2-1-3	E.2.2-1-2	CR.2.2-1-2	G.2.2-1-3	H.2.2-1-2
	CI.2.3-1-4	E.2.3-1-2 E.2.3-1-2	CR.2.3-1-3	G.2.3-1-3	

**Third Grade**

<i>Strand</i>	<b>Civics</b>	<b>Economics</b>	<b>Civil Rights</b>	<b>Geography</b>	<b>History</b>
<i>Standards &amp; Objectives</i>	CI.3.1-1-2	E.3.1-1-3	CR.3.1-1-2	G.3.1-1-2	H.3.1-1-3
	CI.3.2-1-4	E.3.2-1-4	CR.3.2-1-2	G.3.2-1-3	H.3.2-1-3
	CI.3.3-1-2	E.3.3-1-3	CR.3.3-1-2	G.3.3-1-3 G.3.4-1 G.3.5-1-2	H.3.3-1-2

**Fourth Grade**

<i>Strand</i>	<b>Civics</b>	<b>Economics</b>	<b>Civil Rights</b>	<b>Geography</b>	<b>History</b>
<i>Standards &amp; Objectives</i>	CI.4.1-1-3	E.4.1-1-4	CR.4.1-1-5	G.4.1-1-2	H.4.1-1-4
	CI.4.2-1-2	E.4.2-1-6	CR.4.2-1-3	G.4.2-1-6	H.4.2-1-3
	CI.4.3-1-2	E.4.3-1-3		G.4.3-1-3	H.4.3-1-2 H.4.4-1-2 H.4.5-1-2 H.4.6-1-3

**Fifth Grade**

<i>Strand</i>	<b>Civics</b>	<b>Economics</b>	<b>Civil Rights</b>	<b>Geography</b>	<b>History</b>
<i>Standards &amp; Objectives</i>	CI.5.1-1-5	E.5.1-1-2	CR.5.1-1	G.5.1-1-2	H.5.1-1-4
	CI.5.2-1	E.5.2-1-4	CR.5.2-1-3	G.5.2-1-3	H.5.2-1-6
				G.5.3-1-3	H.5.3-1-3 H.5.4-1-7 H.5.5-1-2 H.5.6-1-2 H.5.7-1-2

**Sixth Grade**

<i>Strand</i>	<b>Civics</b>	<b>Economics</b>	<b>Civil Rights</b>	<b>Geography</b>	<b>History</b>
<i>Standards &amp; Objectives</i>	CI.6.1-1-4	E.6.1-1-3	CR.6.1-1-4	G.6.1-1-3	H.6.1-1-3
	CI.6.2-1-3	E.6.2-1-3	CR.6.2-1-5	G.6.2-1-4	
				G.6.3-1-4 G.6.4-1-2 G.6.5-1-3 G.6.6-1-3	

## STATE INFORMATION SHEETS, ALPHABETICAL

				G.6.7-1-4	
<b>Seventh Grade</b>					
<i>Standard</i>	<b>7.1</b>	<b>7.2</b>	<b>7.3</b>	<b>7.4</b>	<b>7.5</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-4
<i>Standard</i>	<b>7.6</b>	<b>7.7</b>	<b>7.8</b>	<b>7.9</b>	
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, History 1-3	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-4	
<b>Seventh Grade Compacted</b>					
<i>Standard</i>	<b>7C.1</b>	<b>7C.2</b>	<b>7C.3</b>	<b>7C.4</b>	<b>7C.5</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, History 1-3	Civics, Civil Rights, Geography, History, Economics 1-5	Civil Rights, Geography 1-2	Geography, History, Economics 1-3
<i>Standard</i>	<b>7C.6</b>	<b>7C.7</b>	<b>7C.8</b>	<b>7C.9</b>	<b>7C.10</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, History 1-6	Civics, History 1-3	Civics, Geography, History, Economics 1-3
<i>Standard</i>	<b>7C.11</b>	<b>7C.12</b>	<b>7C.13</b>	<b>7C.14</b>	<b>7C.15</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-4
<b>Eighth Grade</b>					
<i>Standard</i>	<b>8.1</b>	<b>8.2</b>	<b>8.3</b>	<b>8.4</b>	<b>8.5</b>

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-7	Civics, Civil Rights, History 1-6	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-6
<i>Standard</i>	<b>8.6</b>	<b>8.7</b>	<b>8.8</b>	<b>8.9</b>	<b>8.10</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, History 1-4	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-4

**High School - Mississippi Studies**

<i>Standard</i>	<b>MS.1</b>	<b>MS.2</b>	<b>MS.3</b>	<b>MS.4</b>
<i>Strands &amp; Objectives</i>	Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Geography, History, Economics 1-3	Civics, Geography, History, Economics 1-5
<i>Standard</i>	<b>MS.5</b>	<b>MS.6</b>	<b>MS.7</b>	<b>MS.8</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-3
<i>Standard</i>	<b>MS.9</b>	<b>MS.10</b>	<b>MS.11</b>	<b>MS.12</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-4	Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-4

**High School – Introduction to Geography**

<i>Standard</i>	<b>ITG.1</b>	<b>ITG.2</b>	<b>ITG.3</b>	<b>ITG.4</b>
<i>Strands &amp; Objectives</i>	Geography, History, Economics 1-3	Geography, History, Economics 1-3	Geography, History, Economics 1-5	Geography, History, Economics 1-3
<i>Standard</i>	<b>ITG.5</b>	<b>ITG.6</b>	<b>ITG.7</b>	<b>ITG.8</b>
<i>Strands &amp; Objectives</i>	Civil Rights, Geography,	Civics, Civil Rights, Geography,	Civics, Geography,	Civics, Civil Rights, Geography,



STATE INFORMATION SHEETS, ALPHABETICAL

	History, Economics 1-4	History, Economics 1-3	History, Economics 1-4	History, Economics 1-4
<i>Standard</i>	<b>ITG.9</b>	<b>ITG.10</b>	<b>ITG.11</b>	<b>ITG.12</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3

**High School – World History**

<i>Standard</i>	<b>WH.1</b>	<b>WH.2</b>	<b>WH.3</b>	<b>WH.4</b>
<i>Strands &amp; Objectives</i>	Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Geography, History, Economics -4	Civics, Geography, History, Economics 1-3
<i>Standard</i>	<b>WH.5</b>	<b>WH.6</b>	<b>WH.7</b>	<b>WH.8</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Geography, History, Economics 1-5
<i>Standard</i>	<b>WH.9</b>	<b>WH.10</b>	<b>WH.11</b>	<b>WH.12</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-5

**High School – U.S. History**

<i>Standard</i>	<b>US.1</b>	<b>US.2</b>	<b>US.3</b>	<b>US.4</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economic 1-4	Civics, Civil Rights, Geography, History, Economic 1-5	Civics, Civil Rights, Geography, History, Economic 1-4	Civics, Civil Rights, Geography, History, Economic 1-8
<i>Standard</i>	<b>US.5</b>	<b>US.6</b>	<b>US.7</b>	<b>US.8</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economic 1-10	Civics, Civil Rights, Geography, History, Economic 1-4	Civics, Civil Rights, Geography, History, Economic 1-10	Civics, Civil Rights, Geography, History, Economic 1-11
<i>Standard</i>	<b>US.9</b>	<b>US.10</b>	<b>US.11</b>	<b>US.12</b>

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economic 1-6	Civics, Civil Rights, Geography, History, Economic 1-2	Civics, Civil Rights, Geography, History, Economic 1-6	Civics, Civil Rights, Geography, History, Economic 1-4
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**High School – U.S. Government**

<i>Standard</i>	<b>USG.1</b>	<b>USG.2</b>	<b>USG.3</b>	<b>USG.4</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History, Economics 1-7	Civics, Civil Rights, History, Economics 1-16	Civics, Civil Rights, History, Economics 1-12	Civics, Civil Rights, History, Economics 1-9
<i>Standard</i>	<b>USG.5</b>	<b>USG.6</b>	<b>USG.7</b>	
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History, Economics 1-9	Civics, Civil Rights, History, Economics 1-10	Civics, Civil Rights, History, Economics 1-11	

**High School - Economics**

<i>Standard</i>	<b>E.1</b>	<b>E.2</b>	<b>E.3</b>	<b>E.4</b>	<b>E.5</b>
<i>Strands &amp; Objectives</i>	Civics, History, Economics 1-8	Civics, History, Economics 1-5	Civics, History, Economics 1-11	Civics, History, Economics 1-12	Civics, History, Economics 1-17
<i>Standard</i>	<b>E.6</b>	<b>E.7</b>	<b>E.8</b>	<b>E.9</b>	
<i>Strands &amp; Objectives</i>	Civics, History, Economics 1-16	Civics, History, Economics 1-8	Civics, History, Economics 1-5	Civics, History, Economics 1-9	

**High School – Advanced World Geography**

<i>Standard</i>	<b>AWG.1</b>	<b>AWG.2</b>	<b>AWG.3</b>	<b>AWG.4</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, History, Economics 1-2
<i>Standard</i>	<b>AWG.5</b>	<b>AWG.6</b>	<b>AWG.7</b>	<b>AWG.8</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-3
<i>Standard</i>	<b>AWG.9</b>	<b>AWG.10</b>	<b>AWG.11</b>	<b>AWG.12</b>

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics1-3	Civics, Geography, History, Economics 1-3
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**High School – Problems in American Democracy**

<i>Standard</i>	<b>PAD.1</b>	<b>PAD.2</b>	<b>PAD.3</b>	<b>PAD.4</b>	<b>PAD.5</b>
<i>Strands &amp; Objectives</i>	Civics, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 2-3
<i>Standard</i>	<b>PAD.6</b>	<b>PAD.7</b>	<b>PAD.8</b>	<b>PAD.9</b>	<b>PAD.10</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-4

**High School – History of the Ancient Middle East**

<i>Standard</i>	<b>HAME.1</b>	<b>HAME.2</b>	<b>HAME.3</b>	<b>HAME.4</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-2
<i>Standard</i>	<b>HAME.5</b>	<b>HAME.6</b>	<b>HAME.7</b>	
<i>Strands &amp; Objectives</i>	Geography, History, Economics 1-2	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-6	

**High School – African American Studies**

<i>Standard</i>	<b>AAS.1</b>	<b>AAS.2</b>	<b>AAS.3</b>	<b>AAS.4</b>	<b>AAS.5</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History,	Civics, Civil Rights, Geography, History,	Civics, Civil Rights, Geography, History,	Civics, Civil Rights, Geography, History,

STATE INFORMATION SHEETS, ALPHABETICAL

		Economics 1-4	Economics 1-4	Economics 1-4	Economics 1-7
<i>Standard</i>	<b>AAS.6</b>	<b>AAS.7</b>	<b>AAS.8</b>	<b>AAS.9</b>	
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-6	Civics, Civil Rights, Geography, History, Economics 1-6	

**High School - Psychology**

<i>Standard</i>	<b>PSY.1</b>	<b>PSY.2</b>	<b>PSY.3</b>	<b>PSY.4</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-2	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-4
<i>Standard</i>	<b>PSY.5</b>	<b>PSY.6</b>	<b>PSY.7</b>	<b>PSY.8</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-2	Civics, Civil Rights, History 1-3
<i>Standard</i>	<b>PSY.9</b>	<b>PSY.10</b>	<b>PSY.11</b>	<b>PSY.12</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-5	Civics, Civil Rights, History 1-4	Civics, Civil Rights, History 1-3
<i>Standard</i>	<b>PSY.13</b>	<b>PSY.14</b>	<b>PSY.15</b>	<b>PSY.16</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-2	Civics, Civil Rights, History 1-4	Civics, Civil Rights, History 1-4

**High School - Sociology**

<i>Standard</i>	<b>SOC.1</b>	<b>SOC.2</b>	<b>SOC.3</b>	<b>SOC.4</b>	<b>SOC.5</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History 1-4	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-8	Civics, Civil Rights, History, Economics 1-3	Civics, Civil Rights, History 1-4
<i>Standard</i>	<b>SOC.6</b>	<b>SOC.7</b>	<b>SOC.8</b>	<b>SOC.9</b>	<b>SOC.10</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-3	Civics, Civil Rights, History 1-3	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, Geography, History, Economics 1-3

STATE INFORMATION SHEETS, ALPHABETICAL

**High School – Law Related Education**

<i>Standard</i>	<b>LRE.1</b>	<b>LRE.2</b>	<b>LRE.3</b>	<b>LRE.4</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, History, Economics 1-7	Civics, Civil Rights, History, Economics 1-4	Civics, Civil Rights, History, Economics 1-4
<i>Standard</i>	<b>LRE.5</b>	<b>LRE.6</b>	<b>LRE.7</b>	
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, History, Economics 1-6	Civics, Civil Rights, History, Economics 1-3	Civics, Civil Rights, History, Economics 1-4	

**High School - Minority Studies**

<i>Standard</i>	<b>MIN.1</b>	<b>MIN.2</b>	<b>MIN.3</b>	<b>MIN.4</b>	<b>MIN.5</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-5	Civics, Civil Rights, History, Economics 1-2	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-2
<i>Standard</i>	<b>MIN.6</b>	<b>MIN.7</b>	<b>MIN.8</b>	<b>MIN.9</b>	
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-2	

**High School - Humanities**

<i>Standard</i>	<b>HUM.1</b>	<b>HUM.2</b>	<b>HUM.3</b>	<b>HUM.4</b>
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-4
<i>Standard</i>	<b>HUM.5</b>	<b>HUM.6</b>	<b>HUM.7</b>	
<i>Strands &amp; Objectives</i>	Civics, Civil Rights, Geography, History, Economics 1-4	Civics, Civil Rights, Geography, History, Economics 1-3	Civics, Civil Rights, Geography, History, Economics 1-2	

## STATE INFORMATION SHEETS, ALPHABETICAL

This document is designed to provide districts and K-12 social studies teachers with a basis for curriculum development. The Mississippi College- and Career-Readiness Standards (CCRS) provide a consistent, clear understanding of what students are expected to know and be able to do by the end of each grade level or course. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that students need for success in college and careers and allowing students to compete in the global economy.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS Introduction to Geography

HS Advanced World Geography

*Geography is a strand in:*

Kindergarten Grade 6 Civics and the World

HS Problems in American Democracy

Grade 1 Grade 7 Early World History

HS History of the Ancient Middle East

Grade 2 Grade 8 U.S. History: Exploration to 1877

HS Sociology

Grade 3 HS Mississippi Studies

HS Law-related Education

Grade 4 HS World History

HS Minority Studies

Grade 5 HS U.S. History: 1877 to Present

HS Humanities

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[2018 Mississippi College- and Career-Readiness Standards for the Social Studies](#)

Adopted 2018

Effective 2019-2020

Next Revision 2025

Website: <https://www.mdek12.org/secondaryeducation/socialstudies>

### MANDATES

Mississippi Code 37-13-193 requires the Mississippi Department of Education to work with the Mississippi Civil Rights Education Commission to incorporate civil rights education into the state's K-12 educational programs.

### PROFESSIONAL DOCUMENTS USED

National Council for the Social Studies: College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History

National Assessment of Educational Progress (NAEP) Framework for Civics, Economics, Geography, and U.S. History

## STATE INFORMATION SHEETS, ALPHABETICAL

ACT College- and Career-Readiness (CCR) Benchmarks	National Standards for History Education
National Standards for the Social Studies	National Standards for Economic Education
National Standards for Civics and Government	National Standards for Geography
Standards for Advanced Placement programs	Social Studies standards from other states
Current literature and research regarding the Social Studies	

Back to [States](#)

## MISSOURI

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Missouri Learning Standards Social Studies*

Grade		Grade	
K	Social Studies	6-8	American History
1	Social Studies	6-8	World Geography
2	Social Studies	6-8	World History
3	Social Studies	HS	American Government
4	Social Studies	HS	American History
5	Social Studies	HS	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

Show-Me Standards - These standards (73 in all) are intended to define what students should learn by the time they graduate from high school.

- 40 “knowledge” standards, listed in six subject areas (Communication Arts, Mathematics, Science, Social Studies, Fine Arts, Health/Physical Education)

→ Social Studies:

1. principles expressed in the documents shaping constitutional democracy in the United States
2. continuity and change in the history of Missouri, the United States and the world
3. principles and processes of governance systems
4. economic concepts (including productivity and the market system) and principles (including the laws of supply and demand)
5. the major elements of geographical study and analysis (such as location, place, movement, regions) and their relationships to changes in society and environment
6. relationships of the individual and groups to institutions and cultural traditions
7. the use of tools of social science inquiry (such as surveys, statistics, maps, documents)

- 33 “performance” standards, listed under four broad goals

- Goal 1: Students in Missouri public schools will acquire the knowledge and skills to gather, analyze and apply information and ideas.
- Goal 2: Students in Missouri public schools will acquire the knowledge and skills to communicate effectively within and beyond the classroom.
- Goal 3: Students in Missouri public schools will acquire the knowledge and skills to recognize and solve problems.
- Goal 4: Students in Missouri public schools will acquire the knowledge and skills to make decisions and act as responsible members of society.

Missouri Learning Standards (Grade Level Expectations)

→ Grade K-5



## STATE INFORMATION SHEETS, ALPHABETICAL

### → Standard

- i. Civics – Standard 1 and 2
- ii. History – Standard 3
- iii. Economics – Standard 4
- iv. Geography – Standard 5
- v. People, Groups and Cultures – Standard 6
- vi. Skills – Standard 7

### → Concepts

- i. Civics 1 A-F
- ii. Civics 2 A-D
- iii. History 3 A-I
- iv. Economics 4 A-D
- v. Geography A-G
- vi. People, Groups and Cultures A-E
- vii. Skills A-G

### → Expectations

### → Grade 6-12

### → Content

- i. History: Continuity and Change
- ii. Government Systems and Principals
- iii. Geographic Study
- iv. Economic Concepts
- v. People, Groups and Cultures

### → Theme

- i. Theme 1: Tools of Social Science Inquiry
- ii. Theme 2: Key Concepts and Understandings

### → Expectations

### **Kindergarten -**

Standard 1B, 1C, 1E, 1F, 2C, 2D, 3B, 3C, 4A, 5A, 5B, 6A, 6B, 6C, 6D, 7A, 7B, 7D, 7E

### **First Grade -**

Standard 1B, 1C, 1D, 1E, 1F, 2C, 2D, 3B, 3C, 4A, 5A, 5B, 5C, 6A, 6B, 6C, 6D, 7A, 7B, 7D, 7E

### **Second Grade -**

Standard 1B, 1C, 1D, 1E, 1F, 2C, 2D, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 5E, 5F, 5G, 6A, 6B, 6C, 6D, 7A, 7B, 7C, 7D, 7E

### **Third Grade -**

Standard 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3E, 3F, 3G, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 6A, 6B, 6C, 6D, 6E, 7A, 7B, 7C, 7D, 7E, 7F

### **Fourth Grade -**

Standard 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3D, 3E, 3F, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 6A, 6B, 6C, 6D, 6E, 7A, 7B, 7C, 7D, 7E, 7F

### **Fifth Grade -**

# STATE INFORMATION SHEETS, ALPHABETICAL

Standard 1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 3E, 3F, 3G, 3H, 3I, 4A, 4D, 5A, 5B, 5C, 5D, 5E, 5F, 5G, 6A, 6B, 6C, 6D, 6E, 7A, 7B, 7C, 7D, 7E, 7F, 7G

## Sixth -Eighth Grade – American History

Theme 1	1A, 1B, 1C, 1D, 1E, 2A, 3A, 3B, 3C, 4A, 5A, 5B
Theme 2 - Settlements	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C
Theme 3 - Founding	1A, 1B, 1C, 1D, 1E, 1F, 2A, 2B, 2C, 2D, 2E, 2F, 2G, 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E
Theme 4 - Expansion	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E
Theme 5 - Conflict and Crisis	1A, 1B, 1C, 2A, 2B, 2C, 2D, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 5D, 5E

## Sixth -Eighth Grade – World History

Theme 1	1A, 1B, 1C, 1D, 1E, 2A, 3A, 3B, 3C, 4A, 5A, 5B
Theme 2 - Early Civilizations: Geography's Impact on History	1A, 1B, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 5D
Theme 3 – Classical Civilizations: Foundations of Representative Government	1A, 1B, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C, 5A, 5B, 5C, 5D
Theme 4 – Middle Ages-Regional Interconnectedness and Conflict	1A, 1B, 1C, 1D, 2A, 2B, 2C, 3A, 3B, 4A, 5A, 5B, 5C, 5D

## Sixth -Eighth Grade – Geography

Theme 1	1A, 1B, 1C, 1D, 1E, 2A, 2B, 3A, 3B, 3C, 3D, 3E, 3F, 4A, 5A, 5B, 5C
Theme 2 - World Geography and Cultures	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, 4C, 4D, 5A, 5B, 5C
Theme 5 - Conflict and Crisis	1A

## Ninth -Twelfth Grade – American History

Theme 1	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 5A, 5B
Theme 2 – Re-emerging America	1A, 1B, 1C, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 4C, 4D, 5A, 5B, 5C, 5D, 5E
Theme 3 – Emerging Globally	1A, 1B, 1C, 1D, 2A, 2B, 2C, 3A, 4A, 4B, 4C, 5A, 5B, 5C, 5D
Theme 4 - Great Depression and World War II	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 3A, 3B, 4A, 4B, 5A, 5B, 5C, 5D
Theme 5 - The American Stage	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 3A, 3B, 4A, 4B, 4C, 5A, 5B, 5C, 5D, 5E
Theme 6 - Contemporary America	1A, 1B, 1C, 1D, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 5A, 5B, 5C

# STATE INFORMATION SHEETS, ALPHABETICAL

## **Ninth -Twelfth Grade – World History**

Theme 1	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 5A, 5B
Theme 2 - Accelerated Exchange	1A, 1B, 1C2A, 2B, 3A, 3B, 4A, 5A, 5B, 5C, 5D, 5E
Theme 3 - The Age of Discovery and Exchange	1A, 1B, 1C, 2A, 2B, 3A, 3B, 4A, 4B, 4C, 5A, 5B, 5C, 5D
Theme 4 - Age of Revolution	1A, 1B, 1C, 1D, 1E, 2A, 2B, 2C, 3A, 3B, 3C, 4A, 4B, 5A, 5B, 5C, 5D
Theme 5 - Modern Era	1A, 1B, 1C, 2A, 2B, 3A, 3B, 3C, 3D, 4A, 4B, 5A, 5B, 5C, 5D, 5E

## **Ninth -Twelfth Grade – Government**

Theme 1	1A, 1B, 1C, 1D, 1E, 2A, 2B, 3A, 3B, 4A, 5A, 5B
Theme 2 - Historical Foundations	1A, 1B, 1C, 1D, 2A, 2B, 2C, 3A, 4A, 5A
Theme 3 - Structure of Government	1A, 1B, 1C, 1D, 2A, 2B, 2C, 2D, 2E, 2F, 4A, 4B, 5A, 5B
Theme 4 - Government in Action	1A, 1B, 1C, 2A, 2B, 2C, 3A, 4A, 5A, 5B, 5D

Combining what students must know and what they must be able to do may require teachers and districts to adapt their curriculum. To assist districts in this effort, teachers from across the state are developing curriculum frameworks in each of the content areas. These frameworks show how others might balance concepts and abilities for students at the elementary, middle and secondary levels. These models, however, are only resources. Missouri law assures local control of education. Each district has the authority to determine the content of its curriculum, how it will be organized and how it will be presented.

In January 1996, Missouri adopted the Show-Me Standards, a demanding set of content and process standards that have proved to be an excellent frame of reference for student performance in Missouri. Grade-level expectations (GLEs) were then developed to provide grade by grade targets for instruction for teachers. Those expectations were revised regularly based on teacher feedback and new research. As End-of-Course (EOC) assessments were developed at the high school level, Course-level expectations (CLEs) were created to provide teachers with course-specific objectives.

The latest iteration of expectations aligned with the Show-Me Standards are called the Missouri Learning Standards. The Missouri Learning Standards help ensure students learn basic and higher-order skills, including problem solving and critical thinking. The standards are relevant to the real world and reflect the knowledge and skills students need to achieve their goals.

The Missouri Learning Standards define the knowledge and skills students need in each grade level and course for success in college, other post-secondary training and careers. These expectations are aligned to the Show-Me Standards, which define what all Missouri high school graduates should know and be able to do.

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

Grade 6-8 Geography

Geography is a strand in:

Kindergarten	Grade 3	Grade 6-8 American History	Grade 9-12 World History
Grade 1	Grade 4	Grade 6-8 World History	Grade 9-12 Government
Grade 2	Grade 5	Grade 9-12 American History	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Show-Me Standards](#) (1996)

Adopted 2016

[Missouri Learning Standards](#) (2016)

Effective 2019-2020

[Priority Standards](#) (2021)

Next Revision Not scheduled

\*Missouri Learning Standards are expectations aligned with the Show-Me Standards

Website: <https://dese.mo.gov/college-career-readiness/curriculum/social-studies>

### MANDATES

Missouri law assures local control of education. Each school district will determine how its curriculum will be structured and the best methods to implement that curriculum in the classroom. Authority for the Show-Me Standards: Section 160.514, Revised Statutes of Missouri, and the Code of State Regulations, 5 CSR 50-375.100.

### PROFESSIONAL DOCUMENTS USED

None Identified

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## MONTANA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Montana Content Standards for Social Studies for K-12*

Grade		Grade	
K	Social Studies	4	Social Studies
1	Social Studies	5	Social Studies
2	Social Studies	6-8	Social Studies
3	Social Studies	9-12	Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

- ➔ Subject – Social Studies (SS)
- ➔ **Standard –**
- Content
    - i. Civics and Government (CG)
    - ii. Economics (E)
    - iii. Geography (G)
    - iv. History (H)
  - **Skills**
    - i. SS.K12.1 – develop questions
    - ii. SS.K12.2 – plan inquiries
    - iii. SS.K12.3 – compare and evaluate sources for relevance, perspective, and accuracy
    - iv. SS.K12.4 – use sources to gather evidence to develop and refine claims
    - v. SS.K12.5 – communicate conclusions
    - vi. SS.K12.6 – take informed action
- ➔ Grade Level
- ➔ Sub-standard

**Kindergarten**

Civics	Economics	Geography	History
SS.CG.K.1 SS.CG.K.3 SS.CG.K.2	SS.E.K.1 SS.E.K.2	SS.G.K	SS.H.K

**First Grade**

Civics	Economics	Geography	History
SS.CG.1.1 SS.CG.1.2	SS.E.1.1 SS.E.1.2	SS.G.1.1 SS.G.1.2	SS.H.1.1 SS.H.1.2

**Second Grade**

Civics	Economics	Geography	History
SS.CG.2.1 SS.CG.2.2	SS.E.2.1 SS.E.2.3 SS.E.2.2	SS.G.2.1 SS.G.2.2	SS.H.2.1 SS.H.2.3 SS.H.2.2

**Third Grade**

STATE INFORMATION SHEETS, ALPHABETICAL

Civics		Economics		Geography		History	
SS.CG.3.1	SS.CG.3.3	SS.E.3.1	SS.E.3.3	SS.G.3.1	SS.G.3.3	SS.H.3.1	
SS.CG.3.2		SS.E.3.2		SS.G.3.2		SS.H.3.2	
<b>Fourth Grade</b>							
Civics		Economics		Geography		History	
SS.CG.4.1	SS.CG.4.4	SS.E.4.1	SS.E.4.3	SS.G.4.1	SS.G.4.3	SS.H.4.1	SS.H.4.3
SS.CG.4.2	SS.CG.4.5	SS.E.4.2	SS.E.4.4	SS.G.4.2	SS.G.4.4	SS.H.4.2	SS.H.4.4
SS.CG.4.3							
<b>Fifth Grade</b>							
Civics		Economics		Geography		History	
SS.CG.5.1	SS.CG.5.4	SS.E.5.1	SS.E.5.4	SS.G.5.1		SS.H.5.1	SS.H.5.4
SS.CG.5.2	SS.CG.5.5	SS.E.5.2	SS.E.5.5	SS.G.5.2		SS.H.5.2	SS.H.5.5
SS.CG.5.3		SS.E.5.3	SS.E.5.6	SS.G.5.3		SS.H.5.3	
<b>Sixth – Eighth Grade</b>							
Civics		Economics		Geography		History	
SS.CG.6-8.1		SS.E.6-8.1		SS.G.6-8.1		SS.H.6-8.1	
SS.CG.6-8.2		SS.E.6-8.2		SS.G.6-8.2		SS.H.6-8.2	
SS.CG.6-8.3		SS.E.6-8.3		SS.G.6-8.3		SS.H.6-8.3	
SS.CG.6-8.4		SS.E.6-8.4		SS.G.6-8.4		SS.H.6-8.4	
SS.CG.6-8.5		SS.E.6-8.5		SS.G.6-8.5		SS.H.6-8.5	
SS.CG.6-8.6		SS.E.6-8.6		SS.G.6-8.6		SS.H.6-8.6	
SS.CG.6-8.7				SS.G.6-8.7		SS.H.6-8.7	
						SS.H.6-8.8	
						SS.H.6-8.9	
<b>Ninth – Twelfth Grade</b>							
Civics		Economics		Geography		History	
SS.CG.9-12.1	SS.CG.9-12.7	SS.E.9-12.1		SS.G.9-12.1		SS.H.9-12.8	
SS.CG.9-12.2	SS.CG.9-12.8	SS.E.9-12.2		SS.G.9-12.2		12.1	SS.H.9-12.9
SS.CG.9-12.3	SS.CG.9-12.9	SS.E.9-12.3		SS.G.9-12.3		SS.H.9-12.2	
SS.CG.9-12.4	SS.CG.9-12.10	SS.E.9-12.4		SS.G.9-12.4		12.2	12.10
SS.CG.9-12.5	12.10	SS.E.9-12.5		SS.G.9-12.5		SS.H.9-12.3	
SS.CG.9-12.6	SS.CG.9-12.11	SS.E.9-12.6		SS.G.9-12.6		12.3	12.11
		SS.E.9-12.7		SS.G.9-12.7		SS.H.9-12.4	
	SS.CG.9-12.12	SS.E.9-12.8		SS.G.9-12.8		12.4	12.12
		SS.E.9-12.9				SS.H.9-12.5	
						12.5	12.13
						SS.H.9-12.6	
						12.6	12.14

## STATE INFORMATION SHEETS, ALPHABETICAL

			SS.H.9-12.7

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten	Grade 3	Grades 6-8
Grade 1	Grade 4	Grades 9-12
Grade 2	Grade 5	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Montana Content Standards for Social Studies for K-12](#)

Adopted November 2020  
Effective July 2021  
Full Implementation June 2026  
Next Revision Not Scheduled

Website: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Social-Studies-Standards>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## NEBRASKA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Nebraska Social Studies Standards*

Grade		Grade	
K	Myself and Others	7	World Studies II
1	Families – Living, Learning, and Working Together	8	United States History
2	Neighborhood	HS	Civics
3	Communities Near and Far	HS	Economics
4	Nebraska Studies	HS	Geography
5	U.S. Studies	HS	History
6	World Studies I		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

K-8 by Grade Level, HS by Grade Band (9-12)

→ **Summary statement** and **theme** included.

→ **Four Disciplines**

- i. Civics
- ii. Economics
- iii. Geography
- iv. History

→ **Big Ideas:** concepts, themes, or issues that give meaning and connection to facts and skills.

- i. Civics
  - a. Forms and Functions of Government
  - b. Civic Participation
- ii. Economics
  - a. Economic Decision Making
  - b. Financial Literacy
  - c. Exchange and Markets
  - d. National Economy
  - e. Global Economy
- iii. Geography
  - a. Location and Place
  - b. Regions
  - c. Human-Environment Interaction
  - d. Movement
  - e. Geospatial Skills and Geo-literacy
- iv. History
  - a. Change, Continuity, and Context
  - b. Multiple Perspectives
  - c. Historical Analysis and Interpretation
  - d. Historical Inquiry and Research

Two-tier structure: 1) Standards and 2) Indicators

- 1) **Standards** include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning.



# STATE INFORMATION SHEETS, ALPHABETICAL

2) **Indicators** further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction.

➔ **Examples:** provide guidance relative to topics that may be included in the locally determined curriculum

## Kindergarten

Civics	Economics	Geography	History
SS K.1.1 a-b	SS K.2.1 a	SS K.3.1 a-d	SS K.4.1 a-b
SS K.1.2 a-c	SS K.2.2 a	SS K.3.2 a-b	SS K.4.2 a
	n/a	SS K.3.3 a-c	SS K.4.3 a-c
	n/a	SS K.3.4 a-b	SS K.4.4 a-c
	n/a	SS K.3.5 a	

## First Grade

Civics	Economics	Geography	History
SS 1.1.1 a-b	SS 1.2.1 a	SS 1.3.1 a-d	SS 1.4.1 a-b
SS 1.1.2 a-d	SS 1.2.2 a	SS 1.3.2 a-c	SS 1.4.2 a
	SS 1.2.3 a	SS 1.3.3 a-c	SS 1.4.3 a-c
	n/a	SS 1.3.4 a-b	SS 1.4.4 a-c
	n/a	SS 1.3.5 a	

## Second Grade

Civics	Economics	Geography	History
SS 2.1.1 a-b	SS 2.2.1 a	SS 2.3.1 a-e	SS 2.4.1 a-b
SS 2.1.2 a-e	SS 2.2.2 a	SS 2.3.2 a-c	SS 2.4.2 a
	SS 2.2.3 a-b	SS 2.3.3 a-e	SS 2.4.3 a
	SS 2.2.4 a-b	SS 2.3.4 a-b	SS 2.4.4 a-c
	n/a	SS 2.3.5 a	

## Third Grade

Civics	Economics	Geography	History
SS 3.1.1 a-d	SS 3.2.1 a	SS 3.3.1 a-e	SS 3.4.1 a-b
SS 3.1.2 a-f	SS 3.2.2 a	SS 3.3.2 a-c	SS 3.4.2 a-b
	SS 3.2.3 a	SS 3.3.3 a-d	SS 3.4.3 a-b
	SS 3.2.4 a	SS 3.3.4 a-b	SS 3.4.4 a-c
	n/a	SS 3.3.5 a	

## Fourth Grade

Civics	Economics	Geography	History
SS 4.1.1 a-e	SS 4.2.1 a-b	SS 4.3.1 a-d	SS 4.4.1 a
SS 4.1.2 a-f	SS 4.2.2 a	SS 4.3.2 a-b	SS 4.4.2 a-b
	SS 4.2.3 a	SS 4.3.3 a-d	SS 4.4.3 a-b
	SS 4.2.4 a-b	SS 4.3.4 a-b	SS 4.4.4 a-c

STATE INFORMATION SHEETS, ALPHABETICAL

	n/a	SS 4.3.5 a-b	
<b>Fifth Grade</b>			
<b>Civics</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
SS 5.1.1 a-f	n/a	SS 5.3.1 a-c	SS 5.4.1 a
SS 5.1.2 a-f	n/a	SS 5.3.2 a-b	SS 5.4.2 a-b
	SS 5.2.3 a SS 5.2.4 a	SS 5.3.3 a-c	SS 5.4.3 a
	SS 5.2.5 a-c	SS 5.3.4 a-c	SS 5.4.4 a-c
	SS 5.2.6 a-b	SS 5.3.5 a-b	
<b>Sixth Grade</b>			
<b>Civics</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
SS 6.1.1 a-d	SS 6.2.1 a-b	SS 6.3.1 a-b	SS 6.4.1 a-b
SS 6.1.2 a-b	n/a	n/a	SS 6.4.2 a-b SS 6.4.3 a-b
	SS 6.2.3 a-b	SS 6.3.3 a-b	SS 6.4.4 a-b
	n/a	SS 6.3.4 a-b	SS 6.4.5 a-c
	n/a	n/a	
<b>Seventh Grade</b>			
<b>Civics</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
SS 7.1.1 a-c	n/a	n/a	SS 7.4.1 a-b
SS 7.1.2 a-c	n/a	SS 7.3.2 a-c	SS 7.4.2 a-b SS 7.4.3 a-b
	n/a	SS 7.3.3 a-b	SS 7.4.4 a-b
	SS 7.2.4 a-b SS 7.2.5 a-c	SS 7.3.4 a-b	SS 7.4.5 a-c
	SS 7.2.6 a	SS 7.3.5 a-b	
<b>Eighth Grade</b>			
<b>Civics</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
SS 8.1.1 a-f	n/a	n/a	SS 8.4.1 a-b
SS 8.1.2 a-e	SS 8.2.2 a-b	SS 8.3.2 a-c	SS 8.4.2 a-b SS 8.4.3 a-b
	n/a	SS 8.3.3 a-b	SS 8.4.4 a-b
	SS 8.2.4 a-c	n/a	SS 8.4.5 a-c
	SS 8.2.5 a-b	n/a	
<b>High School</b>			
<b>Civics</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>

## STATE INFORMATION SHEETS, ALPHABETICAL

			<i>U.S. History (Progressive Era - Present)</i>	<i>World History (1500CE - Present)</i>
SS HS.1.1 a-h	SS HS.2.1 a-b	SS HS.3.1 a-b	HS.4.1 (US) a-c	HS.4.1 (WLD) a-c
SS HS.1.2 a-f	SS HS.2.2 a-d SS HS.2.3 a-b SS HS.2.4 a-c	SS HS.3.2 a-c	SS HS.4.2 (US) a-b SS HS.4.3 (US) a-b	SS HS.4.2 (WLD) a-b SS HS.4.3 (WLD) a-b
	HS.2.5 a-d	SS HS.3.3 a-b	SS HS.4.4 (US) a-d	SS HS.4.4 (WLD) a-d
	SS HS.2.6 a-c SS HS.2.7 a SS HS.2.8 a-c SS HS.2.9 a-b	SS HS.3.4 a-c	SS HS.4.5 (US) a-e	SS HS.4.5 (WLD) a-e
	SS HS.2.10 a-b	SS HS.3.5 a-c		

The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS Geography

*Geography is a strand in:*

Kindergarten

Grade 2

Grade 4

Grade 6

Grade 8

Grade 1

Grade 3

Grade 5

Grade 7

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Nebraska Social Studies Standards](#)

Adopted November 2019

Next Revision 2026

Website: <https://www.education.ne.gov/socialstudies/>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

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## NEVADA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Nevada Academic Content Standards for Social Studies*

Grade		Grade	
K	Building Community – Learning and Working Together	6-8	World Geography and Global Studies
1	The Community We Live in and the Work We Do	6-8	Early U.S. History and Civic Ideals
2	Our National Identity and Culture	6-8	Financial Literacy
3	Movement Around Our World	9-12	World History & Geography (1300-Present)
4	Nevada: Past and Present	9-12	U.S. History (1877- Present)
5	The U.S. – Creating a New Nation	9-12	Civics and Economics
6-8	Early World Civilizations (prior to 1500)	9-12	Financial Literacy

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

K-5 standards are grade specific. 6-8 and 9-12 are banded and organized by content area.

Standards are broken into:

1. **Disciplinary Skills:** the manner in which to study the content themes through inquiry and disciplinary literacy.
  - i. Constructing compelling questions
  - ii. Creating supporting questions
  - iii. Gathering and evaluating sources
  - iv. Developing claims and using evidence
  - v. Communicating and critiquing conclusions
  - vi. Taking informed action
2. **Content Standards and Content Themes**
  - i. History (H)
    - a. Power and politics
    - b. Identity
    - c. People and ideas
    - d. Nevada history
    - e. International relations
  - ii. Multicultural (MC)
    - a. Social justice, consciousness, and action
    - b. Respectful engagement with diverse people
    - c. Diverse contributions made by men and women from various racial and ethnic backgrounds, including, without limitation, information relating to contributions and impact
  - iii. Civics (C)
    - a. Civic and political institutions
    - b. Civic dispositions and democratic principles

# STATE INFORMATION SHEETS, ALPHABETICAL

- c. Processes, rules, and law
- iv. Geography (G)
  - a. Geographic representations
  - b. Human environment interaction
  - c. Human population, movement, and patterns
  - d. Global interconnections
- v. Economics (E)
  - a. Exchange and markets
  - b. National economy
  - c. Global economy
- vi. Financial Literacy (FL)
  - a. Financial decision-making
  - b. Savings and spending
  - c. Credit and debt
  - d. Insurance, investing, and risk
  - e. College and career readiness

## Kindergarten

Theme	History	MC	Civics	Geography	Economics
a		SS.K.10. SS.K.11.		SS.K.17.	
b	SS.K.9.	SS.K.12.	SS.K.14.		SS.K.19.
c		SS.K.13.	SS.K.15. SS.K.16.	SS.K.18.	

## First Grade

Theme	History	MC	Civics	Geography	Economics
a		SS.1.10. SS.1.11.	SS.1.15. SS.1.16.	SS.1.19.	SS.1.21.
b	SS.1.9.	SS.1.12. SS.1.13.	SS.1.17.	SS.1.20.	SS.1.22.
c		SS.1.14.	SS.1.18.		

## Second Grade

Theme	History	MC	Civics	Geography	Economics
a	SS.2.9.	SS.2.12. SS.2.13.	SS.2.16. SS.2.17.	SS.2.20. SS.2.21.	
b	SS.2.10.	SS.2.14.	SS.2.18. SS.2.19.	SS.2.22.	SS.2.24. SS.2.25.
c	SS.2.11.	SS.2.15.		SS.2.23.	

## Third Grade

Theme	History	MC	Civics	Geography	Economics	FL
a	SS.3.11.	SS.3.15.		SS.3.20.	SS.3.24.	SS.3.26.

STATE INFORMATION SHEETS, ALPHABETICAL

b		SS.3.16.	SS.3.18.	SS.3.21.		SS.3.27.
c	SS.3.12.	SS.3.17.	SS.3.19.	SS.3.22.	SS.3.25.	
d	SS.3.13.			SS.3.23.		SS.3.28.
e	SS.3.14.					

**Fourth Grade**

Theme	History	MC	Civics	Geography	Economics	FL
a	SS.4.11.	SS.4.15. SS.4.16.		SS.4.23.	SS.4.27. SS.4.28.	
b	SS.4.12.	SS.4.17. SS.4.18.	SS.4.20.	SS.4.24. SS.4.25.	SS.4.29.	SS.4.30.
c	SS.4.13.	SS.4.19.	SS.4.21. SS.4.22.	SS.4.26.		SS.4.31.
d	SS.4.14.					SS.4.32.
e						SS.4.33.

**Fifth Grade**

Theme	History	MC	Civics	Geography	Economics	FL
a	SS.5.11.	SS.5.17.	SS.5.20. SS.5.21.	SS.5.28.	SS.5.32.	SS.5.36.
b	SS.5.12. SS.5.13. SS.5.14.	SS.5.18.	SS.5.22. SS.5.23.	SS.5.29.	SS.5.33. SS.5.34.	
c	SS.5.15.	SS.5.19.	SS.5.24. SS.5.25. SS.5.26. SS.5.27.	SS.5.30. SS.5.31.	SS.5.35.	SS.5.37.
d						SS.5.38.
e	SS.5.16.					SS.5.39.

**Sixth – Eighth Grade - Early World Civilizations (prior to 1500)**

Theme	History	MC	Civics	Geography	Economics
a	SS.6- 8.EWC.12. SS.6- 8.EWC.13.	SS.6- 8.EWC.19.	SS.6- 8.EWC.23.	SS.6- 8.EWC.26.	SS.6-8.EWC.30
b	SS.6- 8.EWC.14. SS.6- 8.EWC.15.	SS.6- 8.EWC.20. SS.6- 8.EWC.21.	SS.6- 8.EWC.24.	SS.6- 8.EWC.27.	SS.6- 8.EWC.31.
c	SS.6- 8.EWC.16.	SS.6- 8.EWC.22.	SS.6- 8.EWC.25.	SS.6- 8.EWC.28.	SS.6- 8.EWC.32.

STATE INFORMATION SHEETS, ALPHABETICAL

	SS.6-8.EWC.17.				
d				SS.6-8.EWC.29.	
e	SS.6-8.EWC.18.				

**Sixth – Eighth Grade - World Geography and Global Studies**

Theme	History	MC	Civics	Geography	Economics
a	SS.6-8.WGGS.12. SS.6-8.WGGS.13.	SS.6-8.WGGS.20.	SS.6-8.WGGS.23. SS.6-8.WGGS.24.	SS.6-8.WGGS.27.	SS.6-8.WGGS.32. SS.6-8.WGGS.33.
b	SS.6-8.WGGS.14. SS.6-8.WGGS.15.	SS.6-8.WGGS.21.	SS.6-8.WGGS.25.	SS.6-8.WGGS.28.	SS.6-8.WGGS.34.
c	SS.6-8.WGGS.16. SS.6-8.WGGS.17.	SS.6-8.WGGS.22.	SS.6-8.WGGS.26.	SS.6-8.WGGS.29. SS.6-8.WGGS.30.	SS.6-8.WGGS.35.
d	SS.6-8.WGGS.18.			SS.6-8.WGGS.31.	
e	SS.6-8.WGGS.19.				

**Sixth – Eighth Grade - Early U.S. History and Civic Ideals**

Theme	History	MC	Civics	Geography	Economics
a	SS.6-8.EUSH.12.	SS.6-8.EUSH.23. SS.6-8.EUSH.24. SS.6-8.EUSH.25.	SS.6-8.EUSH.30. SS.6-8.EUSH.31.	SS.6-8.EUSH.35.	SS.6-8.EUSH.40. SS.6-8.EUSH.41.
b	SS.6-8.EUSH.13. SS.6-8.EUSH.14.	SS.6-8.EUSH.26. SS.6-8.EUSH.27.	SS.6-8.EUSH.32. SS.6-8.EUSH.33.	SS.6-8.EUSH.36.	SS.6-8.EUSH.42.
c	SS.6-8.EUSH.15. SS.6-8.EUSH.16.	SS.6-8.EUSH.28. SS.6-8.EUSH.29.	SS.6-8.EUSH.34.	SS.6-8.EUSH.37. SS.6-8.EUSH.38.	SS.6-8.EUSH.43.

STATE INFORMATION SHEETS, ALPHABETICAL

	SS.6-8.EUSH.17.				
d	SS.6-8.EUSH.18. SS.6-8.EUSH.19. SS.6-8.EUSH.20.			SS.6-8.EUSH.39.	
e	SS.6-8.EUSH.21. SS.6-8.EUSH.22.				

**Sixth – Eighth Grade – Financial Literacy**

Theme	Financial Literacy
a	SS.6-8.FL.1. SS.6-8.FL.2. SS.6-8.FL.3.
b	SS.6-8.FL.4.
c	SS.6-8.FL.5. SS.6-8.FL.6. SS.6-8.FL.7.
d	SS.6-8.FL.8. SS.6-8.FL.9.
e	SS.6-8.FL.10. SS.6-8.FL.11.

**Ninth – Twelfth Grade - World History and Geography (1300 – Present)**

Theme	History	MC	Civics	Geography	Economics
a	SS.9-12.WH.13. SS.9-12.WH.14. SS.9-12.WH.15.	SS.9-12.WH.23. SS.9-12.WH.24.	SS.9-12.WH.29.	SS.9-12.WH.33.	SS.9-12.WH.37. SS.9-12.WH.38.
b	SS.9-12.WH.16. SS.9-12.WH.17.	SS.9-12.WH.25. SS.9-12.WH.26.	SS.9-12.WH.30.	SS.9-12.WH.34.	SS.9-12.WH.39.
c	SS.9-12.WH.18.	SS.9-12.WH.27.	SS.9-12.WH.31.	SS.9-12.WH.35.	SS.9-12.WH.40.



STATE INFORMATION SHEETS, ALPHABETICAL

	SS.9-12.WH.19. SS.9-12.WH.20.	SS.9-12.WH.28.	SS.9-12.WH.32.		
d				SS.9-12.WH.36.	
e	SS.9-12.WH.21. SS.9-12.WH.22.				

**Ninth – Twelfth Grade - U.S. History (1877-Present)**

Theme	History	MC	Civics	Geography	Economics
a	SS.9-12.US.13. SS.9-12.US.14.	SS.9-12.US.26. SS.9-12.US.27.	SS.9-12.US.32. SS.9-12.US.33. SS.9-12.US.34.	SS.9-12.US.39.	SS.9-12.US.43.
b	SS.9-12.US.15. SS.9-12.US.16.	SS.9-12.US.28. SS.9-12.US.29.	SS.9-12.US.35. SS.9-12.US.36.	SS.9-12.US.40.	SS.9-12.US.44.
c	SS.9-12.US.17. SS.9-12.US.18. SS.9-12.US.19.	SS.9-12.US.30. SS.9-12.US.31.	SS.9-12.US.37. SS.9-12.US.38.	SS.9-12.US.41.	SS.9-12.US.45.
d	SS.9-12.US.20. SS.9-12.US.21. SS.9-12.US.22.			SS.9-12.US.42.	
e	SS.9-12.US.23. SS.9-12.US.24. SS.9-12.US.25.				

**Ninth – Twelfth Grade - Civics & Economics**

Theme	History	MC	Civics	Geography	Economics
a	SS.9-12.CE.13. SS.9-12.CE.14.	SS.9-12.CE.22. SS.9-12.CE.23. SS.9-12.CE.24.	SS.9-12.CE.27. SS.9-12.CE.28. SS.9-12.CE.29. SS.9-12.CE.30. SS.9-12.CE.31. SS.9-12.CE.32. SS.9-12.CE.33.	SS.9-12.CE.38.	SS.9-12.CE.43. SS.9-12.CE.44. SS.9-12.CE.45. SS.9-12.CE.46. SS.9-12.CE.47.
b	SS.9-12.CE.15. SS.9-12.CE.16.	SS.9-12.CE.25.	SS.9-12.CE.34. SS.9-12.CE.35.	SS.9-12.CE.39.	SS.9-12.CE.48. SS.9-12.CE.49. SS.9-12.CE.50. SS.9-12.CE.51.
c	SS.9-12.CE.17.	SS.9-12.CE.26.	SS.9-12.CE.36. SS.9-12.CE.37.	SS.9-12.CE.40.	SS.9-12.CE.52. SS.9-12.CE.53.

# STATE INFORMATION SHEETS, ALPHABETICAL

d	SS.9-12.CE.18. SS.9-12.CE.19.			SS.9-12.CE.41. SS.9-12.CE.42.	
e	SS.9-12.CE.20. SS.9-12.CE.21.				

## Ninth – Twelfth Grade – Financial Literacy

Theme	Financial Literacy
a	SS.9-12.FL.1. SS.9-12.FL.2. SS.9-12.FL.3.
b	SS.9-12.FL.4.
c	SS.9-12.FL.5. SS.9-12.FL.6. SS.9-12.FL.7.
d	SS.9-12.FL.8. SS.9-12.FL.9. SS.9-12.FL.10.
e	SS.9-12.FL.11. SS.9-12.FL.12. SS.9-12.FL.13.

The content of every grade level is now more inclusive and representative of the diverse population of Nevada students. Significant efforts have been made to highlight the contributions and achievements of diverse cultures and individuals to our modern world, as well as the struggles that those groups have experienced throughout history and today. Our students come from a wide variety of social, racial, ethnic, cultural, and religious backgrounds and they deserve to see themselves and their histories reflected in these standards. The addition of Multicultural standards is a new requirement of Nevada law. Now the standards represent a broad range of diversity that show a more vibrant, thoughtful, and full picture of the world's history.

## GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten Grade 4

Grade 1 Grade 5

Grade 2 Gr. 6-8 World Geography and Global Studies

Grade 3 Gr. 6-8 Early U.S. History and Civic Ideals

Gr. 6-8 Early World Civilizations

Gr. 9-12 World History and Geography

Gr. 9-12 U.S. History

Gr. 9-12 Civics and Economics

## STATE INFORMATION SHEETS, ALPHABETICAL

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Nevada Academic Content Standards for Social Studies](#)

Adopted September 2018

Next Revision 2023

Website: [https://doe.nv.gov/Nevada\\_Academic\\_Standards/Social\\_Studies/](https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/)

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

Iowa Department of Education. (2017). Iowa social studies standards. Retrieved from <a href="https://iowacore.gove/sites/default/files/k-12_socialstudies.pdf">https://iowacore.gove/sites/default/files/k-12_socialstudies.pdf</a>	National Council for the Social Studies. (2013). Social studies for the next generation: Purposes, practices, and implications of the college, career, and civic life (C3): Framework for social studies state standards. Silver Spring, MD.
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## NEW HAMPSHIRE

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***K-12 Social Studies New Hampshire Curriculum Framework*

Grade		Grade	
K-2	Social Studies	7-8	Social Studies
3-4	Social Studies	9-12	Social Studies
5-6	Social Studies		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Part 1. Ten Themes**

- A. Conflict and Cooperation
- B. Civic Ideals, Practices, and Engagement
- C. People, Places and Environment
- D. Material Wants and Needs
- E. Cultural Development, Interaction, and Change
- F. Global Transformation
- G. Science, Technology, and Society
- H. Individualism, Equality and Authority
- I. Patterns of Social and Political Interaction
- J. Human Expression and Communication
  - ➔ Brief definition giving the essential ideas of the theme.
  - ➔ Content examples illustrating how information from different Social Studies disciplines may be included under the theme.
  - ➔ Several essential questions suggesting directions for exploring these integrative themes.

**Part 2. Essential Skills for Social Studies**

- 2.1 Acquiring Information
- 2.2 Organizing and Communicating Information
- 2.3 Real World Applications of Social Studies Skills
  - ➔ Used throughout the Social Studies but skills may be more emphasized in different disciplines.
  - ➔ Cannot be separated from the teaching of content.

**Part 3. Five Content Strands** – based on four Social Studies disciplines. Serve as the organizing strands.

- i. Civics and Government (CV)
- ii. Economics (EC)
- iii. Geography (GE)
- iv. New Hampshire and United States History (HI)
- v. World History and Contemporary Issues (WH)
  - ➔ **Statement of purpose:** each narrative indicates why knowledgeable citizens need to understand and appreciate the information particular to that strand. These narratives also provide a context for the delivery of instruction to students.

## STATE INFORMATION SHEETS, ALPHABETICAL

→ **Several curriculum standards** - each briefly stated standard; provides a sub-division of the knowledge and understanding essential to that strand.

- SS.CV.1: The Nature and Purpose of Government
- SS.CV.2: Structure and Function of United States and New Hampshire Government
- SS.CV.3: The World and the United States' Place In It
- SS.CV.4: Rights and Responsibilities
- SS.EC.1: Economies and the Individual
- SS.EC.2: Basic Economic Concepts
- SS.EC.3: Cycles in the Economy
- SS.EC.4: Financial Institutions and the Government
- SS.EC.5: International Economies and Trade
- SS.EC.6: Personal Finance
- SS.GE.1: The World in Spatial Terms
- SS.GE.2: Places and Regions
- SS.GE.3: Physical Systems
- SS.GE.4: Human Systems
- SS.GE.5: Environment and Society
- SS.HI.1: Political Foundations and Development
- SS.HI.2: Contacts, Exchanges and International Relations
- SS.HI.3: World Views and Value systems and their Intellectual and Artistic Expressions
- SS.HI.4: Economic Systems and Technology
- SS.HI.5: Social/Cultural
- SS.WH.1: Political Foundations and Developments
- SS.WH.2: Contacts, Exchanges and International Relations
- SS.WH.3: World Views and Value systems and their Intellectual and Artistic Expressions
- SS.WH.4: Economic Systems and Technology
- SS.WH.5: Social/Cultural

→ **Expectations** - several suggested expectations for cumulative understanding to be achieved at the end of grades 2, 4, 6, 8, and 12.

### Kindergarten – Second Grade

Civics and Gov't	Economics	Geography	US/NH History	World History
SS:CV:2:1.1 SS:CV:2:1.2 SS:CV:2:1.3 SS:CV:2:1.4	SS:EC:2:1.1 SS:EC:2:1.2	SS:GE:2:1.1 SS:GE:2:1.2 SS:GE:2:1.3	SS:HI:2:1.1	SS:WH:2:1.1
Themes: A, B, H, J	Themes: D, G	Themes: C, F, G	Themes: A, B, E	Themes: A, B, I
SS:CV:2:2.1	SS:EC:2:2.1	SS:GE:2:2.1 SS:GE:2:2.2 SS:GE:2:2.3	SS:HI:2:2.1	SS:WH:2:3.1
Themes: A, B	Themes: D	Themes: C, E, G, J	Themes: C, D, F	Themes: J

STATE INFORMATION SHEETS, ALPHABETICAL

SS:CV:2:3.1 SS:CV:2:3.2 SS:CV:2:3.3	SS:EC:2:4.1 SS:EC:2:4.2	SS:GE:2:3.1 SS:GE:2:3.2	SS:HI:2:3.1 SS:HI:2:3.2 SS:HI:2:3.3	SS:WH:2:5.1
Themes: A, B, E, F	Themes: C, D, G, H	Themes: C	Themes: E, F, H, J	Themes: B, E, I
SS:CV:2:4.1 SS:CV:2:4.2	SS:EC:2:5.1	SS:GE:2:4.1 SS:GE:2:4.2	SS:HI:2:4.1	
Themes: B, C	Themes: D, G	Themes: C	Themes: D, G	
		SS:GE:2:5.1 SS:GE:2:5.2	SS:HI:2:5.1 SS:HI:2:5.2	
		Themes: A, C, D	Themes: B, E, I, J	

**Third – Fourth Grade**

<b>Civics and Gov't</b>	<b>Economics</b>	<b>Geography</b>	<b>US/NH History</b>	<b>World History</b>
SS:CV:4:1.1 SS:CV:4:1.2	SS:EC:4:1.1 SS:EC:4:1.2 SS:EC:4:1.3 SS:EC:4:1.4	SS:GE:4:1.1 SS:GE:4:1.2 SS:GE:4:1.3 SS:GE:4:1.4 SS:GE:4:1.5	SS:HI:4:1.1 SS:HI:4:1.2 SS:HI:4:1.3	SS:WH:4:1.1
Themes: A, B, C	Themes: A, C, D, G	Themes: C, D, F, G, I, J	Themes: A, B, C, E, G, I	Themes: A, B, I
SS:CV:4:2.1	SS:EC:4:2.1 SS:EC:4:2.2 SS:EC:4:2.3 SS:EC:4:2.4 SS:EC:4:2.5	SS:GE:4:2.1 SS:GE:4:2.2 SS:GE:4:2.3 SS:GE:4:2.4 SS:GE:4:2.5	SS:HI:4:2.1	SS:WH:4:2.1
Themes: A, B, H	Themes: A, C, D, G, F	Themes: C, E, G, I, J	Themes: A, C, D	Themes: B, F, G
SS:CV:4:3.1	SS:EC:4:3.1 SS:EC:4:3.2	SS:GE:4:3.1 SS:GE:4:3.2 SS:GE:4:3.3 SS:GE:4:3.4 SS:GE:4:3.5	SS:HI:4:3.1 SS:HI:4:3.2 SS:HI:4:3.3	SS:WH:4:3.1
Themes: A, E, I	Themes: C, D, F, G	Themes: C, D, F	Themes: E, F, H, I, J	Themes: J
SS:CV:4:4.1	SS:EC:4:4.1 SS:EC:4:4.2	SS:GE:4:4.1 SS:GE:4:4.2 SS:GE:4:4.3 SS:GE:4:4.4	SS:HI:4:4.1 SS:HI:4:4.2 SS:HI:4:4.3	SS:WH:4:4.1
Themes: A, H	Themes: A, C, D, G	Themes: C, E, I	Themes: C, D, E, F, G	Themes: F, G
	SS:EC:4:5.1	SS:GE:4:5.1	SS:HI:4:5.1	SS:WH:4:5.1

STATE INFORMATION SHEETS, ALPHABETICAL

	SS:EC:4:5.2 SS:EC:4:5.3	SS:GE:4:5.2 SS:GE:4:5.3 SS:GE:4:5.4 SS:GE:4:5.5	SS:HI:4:5.2 SS:HI:4:5.3 SS:HI:4:5.4 SS:HI:4:5.5	
	Themes: C, D, F	Themes: C, D, G	Themes: B, C, E, F, H, I, J	Themes: B, E, I
<b>Fifth – Sixth Grade</b>				
<b>Civics and Gov't</b>	<b>Economics</b>	<b>Geography</b>	<b>US/NH History</b>	<b>World History</b>
SS:CV:6:1.1 SS:CV:6:1.2 SS:CV:6:1.3 SS:CV:6:1.4	SS:EC:6:1.1 SS:EC:6:1.2 SS:EC:6:1.3	SS:GE:6:1.1 SS:GE:6:1.2 SS:GE:6:1.3	SS:HI:6:1.1 SS:HI:6:1.2	SS:WH:6:1.1 SS:WH:6:1.2
Themes: B, E, F, H, J	Themes: D, G, H	Themes: C, F, J	Themes: B, E, I	Themes: A, B, E, F, I
SS:CV:6:2.1 SS:CV:6:2.2	SS:EC:6:2.1 SS:EC:6:2.2 SS:EC:6:2.3	SS:GE:6:2.1 SS:GE:6:2.2	SS:HI:6:3.1	SS:WH:6:2.1 SS:WH:6:2.2 SS:WH:6:2.3 SS:WH:6:2.4
Themes: B, E, J	Themes: D, G, H	Themes: C, E, G, J	Themes: E, J	Themes: A, C, E, F, G, I
SS:CV:6:3.1 SS:CV:6:3.2 SS:CV:6:3.3	SS:EC:6:3.1 SS:EC:6:3.2	SS:GE:6:3.1 SS:GE:6:3.2 SS:GE:6:3.3 SS:GE:6:3.4	SS:HI:6:4.1 SS:HI:6:4.2 SS:HI:6:4.3	SS:WH:6:3.1 SS:WH:6:3.2
Themes: A, B, D, E, F	Themes: D, E	Themes: C, F, G	Themes: C, D, E, G, H	Themes: E, I, J
SS:CV:6:4.1		SS:GE:6:4.1 SS:GE:6:4.2 SS:GE:6:4.3 SS:GE:6:4.4 SS:GE:6:4.5	SS:HI:6:5.1 SS:HI:6:5.2 SS:HI:6:5.3 SS:HI:6:5.4	SS:WH:6:4.1 SS:WH:6:4.2 SS:WH:6:4.3 SS:WH:6:4.4
Themes: A, B		Themes: A, C, D, E, I	Themes: A, E, H, I, J	Themes: A, C, G, I, J
		SS:GE:6:5.1 SS:GE:6:5.2 SS:GE:6:5.3 SS:GE:6:5.4		SS:WH:6:5.1 SS:WH:6:5.2 SS:WH:6:5.3 SS:WH:6:5.4 SS:WH:6:5.5
		Themes: A, C, E, G		Themes: B, C, E, F, I, J
<b>Seventh – Eighth Grade</b>				

STATE INFORMATION SHEETS, ALPHABETICAL

<b>Civics and Gov't</b>	<b>Economics</b>	<b>Geography</b>	<b>US/NH History</b>	<b>World History</b>
SS:CV:8:1.1 SS:CV:8:1.2	SS:EC:8:1.1	SS:GE:8:1.1	SS:HI:8:1.1 SS:HI:8:1.2 SS:HI:8:1.3 SS:HI:8:1.4	SS:WH:8:1.1 SS:WH:8:1.2 SS:WH:8:1.3
Themes: B, E, H	Themes: D, H	Themes: C	Themes: A, B, E, H, I, J	Themes: A, E, F, H, I, J
SS:CV:8:2.1 SS:CV:8:2.2 SS:CV:8:2.3 SS:CV:8:2.4	SS:EC:8:2.1 SS:EC:8:2.2	SS:GE:8:2.1 SS:GE:8:2.2 SS:GE:8:2.3	SS:HI:8:2.1 SS:HI:8:2.2 SS:HI:8:2.3 SS:HI:8:2.4 SS:HI:8:2.5	SS:WH:8:2.1
Themes: B, E, H	Themes: D, E, G, H	Themes: C, E, F, G	Themes: A, B, D, E, F	Themes: F
SS:CV:8:3.1 SS:CV:8:3.2	SS:EC:8:3.1 SS:EC:8:3.2	SS:GE:8:3.1	SS:HI:8:3.1	SS:WH:8:3.1 SS:WH:8:3.2
Themes: A, C, D, G	Themes: D, E	Themes: C, G	Themes: E, J	Themes: E, J
SS:CV:8:4.1	SS:EC:8:4.1 SS:EC:8:4.2	SS:GE:8:4.1 SS:GE:8:4.2	SS:HI:8:4.1 SS:HI:8:4.2	
Themes: A, B, J	Themes: C, D, H	Themes: A, C, G, H, I	Themes: A, D, F, H	
	SS:EC:8:5.1 SS:EC:8:5.2 SS:EC:8:5.3 SS:EC:8:5.4		SS:HI:8:5.1	
	Themes: A, C, D, F, G		Themes: E, I	
	SS:EC:8:6.1 SS:EC:8:6.2 SS:EC:8:6.3 SS:EC:8:6.4 SS:EC:8:6.5 SS:EC:8:6.6 SS:EC:8:6.7 SS:EC:8:6.8			
	Themes: D			

**Ninth – Twelfth Grade**

<b>Civics and Gov't</b>	<b>Economics</b>	<b>Geography</b>	<b>US/NH History</b>	<b>World History</b>
SS:CV:12:1.1 SS:CV:12:1.2 SS:CV:12:1.3	SS:EC:12:1.1 SS:EC:12:1.2	SS:GE:12:1.1 SS:GE:12:1.2 SS:GE:12:1.3	SS:HI:12:1.1 SS:HI:12:1.2 SS:HI:12:1.3	SS:WH:12:1.1 SS:WH:12:1.2 SS:WH:12:1.3



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SS:CV:12:1.4			SS:HI:12:1.4	SS:WH:12:1.4 SS:WH:12:1.5
Themes: A, B, D, E, H	Themes: D	Themes: C, E, F, I	Themes: A, B, E, I, J	Themes: A, E, F, G, H, I, J
SS:CV:12:2.1 SS:CV:12:2.2 SS:CV:12:2.3 SS:CV:12:2.4	SS:EC:12:2.1 SS:EC:12:2.2 SS:EC:12:2.3 SS:EC:12:2.4 SS:EC:12:2.5	SS:GE:12:2.1 SS:GE:12:2.2 SS:GE:12:2.3 SS:GE:12:2.4 SS:GE:12:2.5	SS:HI:12:2.1 SS:HI:12:2.2 SS:HI:12:2.3 SS:HI:12:2.4 SS:HI:12:2.5	SS:WH:12:2.1 SS:WH:12:2.2 SS:WH:12:2.3 SS:WH:12:2.4
Themes: A, E, H, I, J	Themes: D,E, F, H	Themes: A, C, D, E, F, G, H	Themes: A, B, C, D, E, F, I	Themes: A, D, E, F, I
SS:CV:12:3.1 SS:CV:12:3.2 SS:CV:12:3.3	SS:EC:12:3.1 SS:EC:12:3.2 SS:EC:12:3.3 SS:EC:12:3.4	SS:GE:12:3.1 SS:GE:12:3.2 SS:GE:12:3.3 SS:GE:12:3.4 SS:GE:12:3.5	SS:HI:12:3.1 SS:HI:12:3.2 SS:HI:12:3.3 SS:HI:12:3.4	SS:WH:12:3.1 SS:WH:12:3.2 SS:WH:12:3.3 SS:WH:12:3.4
Themes: A, C, D, F, G, J	Themes: D, E, I	Themes: C, G	Themes: A, B, E, F, H, J	Themes: A, E, J
SS:CV:12:4.1 SS:CV:12:4.2 SS:CV:12:4.3	SS:EC:12:4.1 SS:EC:12:4.2 SS:EC:12:4.3	SS:GE:12:4.1 SS:GE:12:4.2 SS:GE:12:4.3 SS:GE:12:4.4 SS:GE:12:4.5 SS:GE:12:4.6	SS:HI:12:4.1 SS:HI:12:4.2 SS:HI:12:4.3 SS:HI:12:4.4 SS:HI:12:4.5	SS:WH:12:4.1 SS:WH:12:4.2 SS:WH:12:4.3 SS:WH:12:4.4 SS:WH:12:4.5
Themes: A, B	Themes: B, D, H	Themes: A, C, D, E, F, I, J	Themes: C, D, E, F, G, H, I	Themes: A, C, D, E, F, G, H, I
	SS:EC:12:5.1 SS:EC:12:5.2 SS:EC:12:5.3	SS:GE:12:5.1 SS:GE:12:5.2 SS:GE:12:5.3 SS:GE:12:5.4 SS:GE:12:5.5 SS:GE:12:5.6	SS:HI:12:5.1 SS:HI:12:5.2 SS:HI:12:5.3 SS:HI:12:5.4 SS:HI:12:5.5	SS:WH:12:5.1 SS:WH:12:5.2 SS:WH:12:5.3 SS:WH:12:5.4 SS:WH:12:5.5
	Themes: A, C, E, F, G	Themes: B, C, D, E, F, G	Themes: A, E, H, I, J	Themes: B, C, E, F, I, J
	SS:EC:12:6.1 SS:EC:12:6.2 SS:EC:12:6.3 SS:EC:12:6.4			
	Themes: D			
The curriculum framework serves as a guide to what New Hampshire students should know and be able to do within the Social Studies. The framework does not establish a statewide				

## STATE INFORMATION SHEETS, ALPHABETICAL

curriculum. It is the responsibility of local teachers, administrators and school boards to:

- Identify and implement approaches best suited for the students in their communities to acquire the skills and knowledge suggested in the framework.
- Determine the scope, organization, and sequence of course offerings.
- Choose the methods of instruction, the activities, and materials to be used.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten – Grade 2

Grade 5-6

Grade 9-12

Grade 3 – 4

Grade 7-8

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[K-12 Social Studies New Hampshire](#)

Adopted 2006

[Curriculum Framework](#) (2006)

Revised 2020

Next Revision Not scheduled

Website: <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>

### MANDATES

State law RSA 193-C1 requires that curriculum frameworks in each of the major subject areas be revised and updated. The following provide the foundation for New Hampshire's K-12 social studies education. The Minimum Standards for Public School Approval (Concord: State Board of Education, 1993) revised [2004]. State laws RSA 186:13 and RSA 189:11 require specific instruction in the privileges, duties, and responsibilities of citizenship and in the history, government, and constitutions of the United States and New Hampshire.

### PROFESSIONAL DOCUMENTS USED

Richard G. Boehm, David Warren Saxe, and David J. Rutherford, Thomas B. Fordham Foundation, <i>The Best of Both Worlds: Blending History and Geography in the K-12 Curriculum</i> . Washington, DC : 2003	Carnegie Corporation of New York and CIRCLE (Center for Information and Research on civic Learning and Engagement at the University of Maryland), <i>Civic Mission of Schools</i> . New York, NY: 2003
Center for Civic Education, <i>National Standards for Civics and Government</i> . Calabasas, CA: 1994	Paul Gagnon, Albert Shanker Institute, <i>Educating Democracy- State Standards To Ensure a Civic Core</i> . Washington, DC : 2003
Geography Education Standards Project, <i>Geography for Life- National Geography Standards</i> . Washington, DC :1994	James Leming, Lucien Ellington, and Kathleen Porter (ed.), Thomas B. Fordham Foundation, <i>Where Did Social Studies Go Wrong?</i> Washington, DC: 2003
Susan Munroe and Terry Smith, Thomas B. Fordham Foundation, <i>State Geography Standards</i> . Washington, DC: 1998	National Center for History in the Schools, <i>National Standards for United States History</i> . Los Angeles: 1994

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National Center for History in the Schools, National Standards for World History. Los Angeles: 1994	National Council for History Education, Building a History-Centered Curriculum for Kindergarten through Grade Four. Westlake, OH: 2002
National Council for History Education, Building a History Curriculum. Westlake, OH: 2000	National Council for History Education, Building a United States History Curriculum. Westlake, OH: 1997
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National Council on Economic Education, Survey of the States- Economic and Personal Finance Education in Our Nation's Schools in 2002. New York, NY: 2003	New Hampshire Council for the Social Studies, NHCSS Position Statement on Social Studies Education in New Hampshire, Concord, NH: 2003
David Warren Saxe, Thomas B. Fordham Foundation, State History Standards. Washington, DC: 1998	Sheldon Stern, Thomas B. Fordham Foundation, Effective State Standards for U.S. History: A 2003 Report Card. Washington, DC: 2003
Study Commission on Civic Education: Pursuant to HB 1151, New Hampshire General Court, Final Report. Concord, NH: 2003	

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## NEW JERSEY

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***New Jersey Student Learning Standards – Social Studies*

Grade		Grade	
K-2	Social Studies	6-8	Social Studies
3-5	Social Studies	9-12	Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Three Social Studies Standards:**

- 6.1 *U.S History: America in the World* - applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.2 *World History/Global Studies* - applies only to grades 5–12; at both the 5–8 and 9–12 levels, content organized by era. The strands and disciplinary concepts are incorporated in the alphanumeric code.
- 6.3 *Active Citizenship in the 21<sup>st</sup> Century* - applies to grades K–12; at the K–2 and 3–5 levels, content is organized by disciplinary concepts. The strands and disciplinary concepts are incorporated in the alphanumeric code.

➔ **Disciplinary concepts and core ideas:** play an integral role in the framing by making connections among the performance expectations. Core idea helps to prioritize the important ideas and core processes that are central to a discipline and have lasting value beyond the classroom. They provide clear guidance as to what should be the focus of learning by the end of each grade band level (i.e., end of grades 2, 5, 8, and 12).

1. Civics, Government, and Human Rights (civics)
  - a. Civic and Political Institutions (PI)
  - b. Participation and Deliberation (PD)
  - c. Democratic Principles (DP)
  - d. Processes and Rules (PR)
  - e. Human and Civil Rights (HR)
  - f. Civic Mindedness (CM)
2. Geography, People and the Environment (geo)
  - a. Spatial Views of the World (SV)
  - b. Human Population Patterns (PP)
  - c. Human Environment Interaction (HE)
  - d. Global Interconnections (GI)
3. Economics, Innovation and Technology (econ)
  - a. Economic Ways of Thinking (ET)
  - b. Exchange and Markets (EM)
  - c. National Economy (NE)
  - d. Global Economy (GE)
4. History, Culture, and Perspectives (history)
  - a. Continuity and Change (CC)
  - b. Understanding Perspectives (UP)
  - c. Historical Sourcing and Evidence (SE)

## STATE INFORMATION SHEETS, ALPHABETICAL

### d. Claims and Argumentation (CA)

➔ **Eras:** the specific time periods (years) and name of the eras

#### 6.1 – U.S. History: by end of Grade 5

- i. Era 1 Three Worlds Meet (Beginnings to 1620)
- ii. Era 2 Colonization and Settlement (1585–1763)

#### 6.1 – U.S History by end of Grade 8

- iii. Era 3 Revolution and the New Nation (1754–1820s)
- iv. Era 4 Expansion and Reform (1801–1861)
- v. Era 5 Civil War and Reconstruction (1850–1877)

#### 6.1 – U.S History by end of Grade 12

- i. Era 1 Colonization and Settlement (1585–1763)
- ii. Era 2 Revolution and the New Nation (1754–1820s)
- iii. Era 3 Expansion and Reform (1801–1861)
- iv. Era 4 Civil War and Reconstruction (1850–1877)
- v. Era 5 The Development of the Industrial United States (1870–1900)
- vi. Era 6 The Emergence of Modern America: Progressive Reforms (1890–1930)
- vii. Era 7 The Emergence of Modern America: World War I (1890–1930)
- viii. Era 8 The Emergence of Modern America: Roaring Twenties (1890–1930)
- ix. Era 9 The Great Depression and World War II: The Great Depression (1929–1945)
- x. Era 10 The Great Depression and World War II: New Deal (1929–1945)
- xi. Era 11 The Great Depression and World War II: World War II (1929–1945)
- xii. Era 12 Postwar United States: Cold War (1945 to early 1970s)
- xiii. Era 13 Postwar United States: Civil Rights and Social Change (1945 to early 1970s)
- xiv. Era 14 Contemporary United States: Domestic Policies (1970–Today)
- xv. Era 15 Contemporary United States: International Policies (1970–Today)
- xvi. Era 16 Contemporary United States: Interconnected Global Society (1970–Today)

#### 6.2 – World History / Global Studies by end of Grade 8

- i. Era 1 The Beginnings of Human Society
- ii. Era 2 Early Civilizations and the Emergence of Pastoral People (4000–1000 BCE)
- iii. Era 3 The Classical Civilizations of the Mediterranean World, India, and China (1000 BCE–600 CE)
- iv. Era 4 Expanding Exchanges and Encounters (500–1450 CE)

#### 6.2 – World History/ Global Studies by end of Grade 12

## STATE INFORMATION SHEETS, ALPHABETICAL

- i. Era 1 Emergence of the First Global Age (1350–1770)
- ii. Era 2 Renaissance, Reformation, Scientific Revolution, and Enlightenment (1350–1700)
- iii. Era 3 Age of Revolutions (1750–1914)
- iv. Era 4 A Half-Century of Crisis and Achievement (1900-1945)
- v. Era 5 The 20th Century Since 1945 (1945-Today)
- vi. Era 6 Contemporary Issues

➔ **Performance expectations:** serve as the framework for what students should know and be able to do. They incorporate the knowledge and skills that are most important as students prepare for post-secondary success.

**Practices** are the roof and represent two key ideas. Positioned as the top of the house, they represent the apex of learning. The goal is for students to internalize the practices (habits of mind) and be able to apply them to new situations outside the school environment. The practices span across all aspects of the standards and are integral part of K-12 students' learning of the disciplines.

1. Developing Questions and Planning Inquiry
2. Gathering and Evaluating Sources
3. Seeking Diverse Perspectives
4. Developing Claims and Using Evidence
5. Presenting Arguments and Explanations
6. Engaging in Civil Discourse and Critiquing Conclusions
7. Taking Informed Action

### By end of Grade 2

Civics				
6.1.2.CivicsPI.1	6.1.2.CivicsPD.1 6.1.2.CivicsPD.2	6.1.2.CivicsDP.1	6.1.2.CivicsPR.1	6.1.2.CivicsCM.1
6.1.2.CivicsPI.2		6.1.2.CivicsDP.2	6.1.2.CivicsPR.2	6.1.2.CivicsCM.2
6.1.2.CivicsPI.3		6.1.2.CivicsDP.3	6.1.2.CivicsPR.3	6.1.2.CivicsCM.3
6.1.2.CivicsPI.4			6.1.2.CivicsPR.4	
6.1.2.CivicsPI.5				
6.1.2.CivicsPI.6				
6.3.2.CivicsPD.1				
Geography				
6.1.2.GeoPP.1	6.1.2.Geo.SV.1	6.1.2.Geo.HE.1	6.1.2.Geo.GI.1	
	6.1.2.Geo.SV.2	6.1.2.Geo.HE.2	6.1.2.Geo.GI.2	
	6.1.2.Geo.SV.3	6.1.2.Geo.HE.3		
	6.1.2.Geo.SV.4	6.1.2.Geo.HE.4		
6.3.2.GeoGI.1				

STATE INFORMATION SHEETS, ALPHABETICAL

6.3.2.GeoGI.2			
<b>Economics</b>			
6.1.2.EconET.1	6.1.2.EconEM.1	6.1.2.EconNE.1	6.1.2.EconGE.1
6.1.2.EconET.2	6.1.2.EconEM.2	6.1.2.EconNE.2	6.1.2.EconGE.2
6.1.2.EconET.3	6.1.2.EconEM.3		
6.1.2.EconET.4			
6.1.2.EconET.5			
<b>History</b>			
6.1.2.HistoryCC.1	6.1.2.HistoryUP.1	6.1.2.HistorySE.1	6.1.2.HistoryCA.1
6.1.2.HistoryCC.2	6.1.2.HistoryUP.2	6.1.2.HistorySE.2	
6.1.2.HistoryCC.3	6.1.2.HistoryUP.3	6.1.2.HistorySE.3	
<b>By End of Grade 5</b>			
<b>Civics</b>			
6.1.5.CivicsPI.1	6.1.5.CivicsPD.1	6.1.5.CivicsDP.1	
6.1.5.CivicsPI.2	6.1.5.CivicsPD.2	6.1.5.CivicsDP.2	
6.1.5.CivicsPI.3	6.1.5.CivicsPD.3	6.1.5.CivicsDP.3	
6.1.5.CivicsPI.4	6.1.5.CivicsPD.4		
6.1.5.CivicsPI.5			
6.1.5.CivicsPI.6			
6.1.5.CivicsPI.7			
6.1.5.CivicsPI.8			
6.1.5.CivicsPI.9			
6.1.5.CivicsPR.1	6.1.5.CivicsHR.1	6.1.5.CivicsCM.1	
6.1.5.CivicsPR.2	6.1.5.CivicsHR.2	6.1.5.CivicsCM.2	
6.1.5.CivicsPR.3	6.1.5.CivicsHR.3	6.1.5.CivicsCM.3	
6.1.5.CivicsPR.4	6.1.5.CivicsHR.4	6.1.5.CivicsCM.4	
		6.1.5.CivicsCM.5	
		6.1.5.CivicsCM.6	
6.3.5.CivicsPD.1			
6.3.5.CivicsPD.2			
6.3.5.CivicsPD.3			
<b>Geography</b>			
6.1.5.GeoPP.1	6.1.5.Geo.SV.1	6.1.5.Geo.HE.1	6.1.5.Geo.GI.1
6.1.5.GeoPP.2	6.1.5.Geo.SV.2	6.1.5.Geo.HE.2	6.1.5.Geo.GI.2
6.1.5.GeoPP.3	6.1.5.Geo.SV.3	6.1.5.Geo.HE.3	6.1.5.GeoGI.3
6.1.5.GeoPP.4	6.1.5.Geo.SV.4		6.1.5.GeoGI.4
6.1.5.GeoPP.5	6.1.5.GeoSV.5		
6.1.5.GeoPP.6			
6.3.5.GeoHE.1			
6.3.5.GeoGI.1			
<b>Economics</b>			
6.1.5.EconET.1	6.1.5.EconEM.1	6.1.5.EconNE.1	6.1.5.EconGE.1

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6.1.5.EconET.2 6.1.5.EconET.3	6.1.5.EconEM.2 6.1.5.EconEM.3 6.1.5.EconEM.4 6.1.5.EconEM.5 6.1.5.EconEM.6	6.1.5.EconNE.2 6.1.5.EconNE.3 6.1.5.EconNE.4 6.1.5.EconNE.5 6.1.5.EconNE.6 6.1.5.EconNE.7	6.1.5.EconGE.2 6.1.5.EconGE.3 6.1.5.EconGE.4 6.1.5.EconGE.5
6.3.5.EconET.1			
<b>History</b>			
6.1.5.HistoryCC.1 6.1.5.HistoryCC.2 6.1.5.HistoryCC.3 6.1.5.HistoryCC.4 6.1.5.HistoryCC.5 6.1.5.HistoryCC.6 6.1.5.HistoryCC.7 6.1.5.HistoryCC.8 6.1.5.HistoryCC.9 6.1.5.HistoryCC.10 6.1.5.HistoryCC.11 6.1.5.HistoryCC.12 6.1.5.HistoryCC.13 6.1.5.HistoryCC.14 6.1.5.HistoryCC.15	6.1.5.HistoryUP.1 6.1.5.HistoryUP.2 6.1.5.HistoryUP.3 6.1.5.HistoryUP.4 6.1.5.HistoryUP.5 6.1.5.HistoryUP.6 6.1.5.HistoryUP.7	6.1.5.HistorySE.1 6.1.5.HistorySE.2	6.1.5.HistoryCA.1
<b>U.S. History by end of Grade 8</b>			
<b>Era 3</b>			
6.1.8.CivicsPI.3.a 6.1.8.CivicsPI.3.b 6.1.8.CivicsPI.3.c 6.1.8.CivicsPI.3.d 6.1.8.CivicsPD.3.a 6.1.8.CivicsDP.3.a 6.1.8.CivicsHR.3.a 6.1.8.CivicsHR.3.b 6.1.8.CivicsHR.3.c	6.1.8.GeoSV.3.a	6.1.8.EconET.3.a	6.1.8.HistoryCC.3.a 6.1.8.HistoryCC.3.b 6.1.8.HistoryCC.3.c 6.1.8.HistoryCC.3.d 6.1.8.HistoryUP.3.a 6.1.8.HistoryUP.3.b 6.1.8.HistoryUP.3.c 6.1.8.HistorySE.3.a 6.1.8.HistorySE.3.b
<b>Era 4</b>			
6.1.8.CivicsDP.4.a 6.1.8.CivicsHR.4.a	6.1.8.GeoSV.4.a	6.1.8.EconET.4.a 6.1.8.EconET.4.b 6.1.8.EconNE.4.a 6.1.8.EconNE.4.b	6.1.8.HistoryCC.4.a 6.1.8.HistoryCC.4.b 6.1.8.HistoryCC.4.c 6.1.8.HistoryCC.4.d
<b>Era 5</b>			
6.1.8.HistoryCC.5.a 6.1.8.HistoryCC.5.b	6.1.8.HistoryUP.5.a 6.1.8.HistoryUP.5.b	6.1.8.HistoryCC.5.d 6.1.8.HistoryCC.5.e	



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6.1.8.HistoryCC.5.c	6.1.8.HistoryUP.5.c	6.1.8.HistoryCC.5.f 6.1.8.HistoryCC.5.g		
<b>World History by end of Grade 8</b>				
<b>Era 1</b>				
6.2.8.GeoPP.1.a 6.2.8.GeoPP.1.b	6.2.8.HistoryCC.1.a 6.2.8.HistoryCC.1.b 6.2.8.HistoryCC.1.c 6.2.8.HistoryCC.1.d 6.2.8.HistorySE.1.a	6.2.8.HistoryCC.2.a 6.2.8.HistoryCC.2.b 6.2.8.HistoryCC.2.c 6.2.8.HistoryCA.2.a		
<b>Era 2</b>				
6.2.8.CivicsPI.2.a 6.2.8.CivicsHR.2.a	6.2.8.GeoSV.2.a 6.2.8.GeoHE.2.a 6.2.8.GeoGE.2.a			
<b>Era 3</b>				
6.2.8.CivicsPI.3.a 6.2.8.CivicsDP.3.a 6.2.8.CivicsDP.3.b 6.2.8.CivicsHR.3.a	6.2.8.GeoPP.3.a 6.2.8.GeoPP.3.b	6.2.8.EconEM.3.a 6.2.8.EconGE.3.a	6.2.8.HistoryCC.3.a 6.2.8.HistoryUP.3.a 6.2.8.HistoryUP.3.b 6.2.8.HistoryUP.3.c 6.2.8.HistoryCA.3.a 6.2.8.HistoryCA.3.b	
<b>Era 4</b>				
6.2.8.CivicsPI.4.a 6.2.8.CivicsDP.4.a	6.2.8.GeoHE.4.a 6.2.8.GeoHE.4.b 6.2.8.GeoHE.4.c 6.2.8.GeoHP.4.a 6.2.8.GeoHP.4.b 6.2.8.GeoHP.4.c 6.2.8.GeoGI.4.a 6.2.8.GeoSV.4.a	6.2.8.EconNE.4.a	6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.a 6.2.8.HistoryCC.4.a	
<b>Active Citizenship by end of Grade 8</b>				
<b>Civics, Government, and Human Rights</b>				
6.3.8.CivicsPI.1 6.3.8.CivicsPI.2 6.3.8.CivicsPI.3 6.3.8.CivicsPI.4	6.3.8.CivicsPD.1 6.3.8.CivicsPD.2 6.3.8.CivicsPD.3	6.3.8.CivicsDP.1 6.3.8.CivicsDP.2 6.3.8.CivicsDP.3	6.3.8.CivicsPR.1 6.3.8.CivicsPR.2 6.3.8.CivicsPR.3 6.3.8.CivicsPR.4 6.3.8.CivicsPR.5 6.3.8.CivicsPR.6 6.3.8.CivicsPR.7	6.3.8.CivicsHR.1
<b>Economics</b>				
6.3.8.EconET.1 6.3.8.EconET.2				

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<b>U.S. History by end of Grade 12</b>			
<b>Era 1</b>			
6.1.12.CivicsPI.1.a 6.1.12.CivicsPD.1.a	6.1.12.GeoGI.1.a	6.1.12.EconGE.1.a	6.1.12.HistoryCC.1.a
<b>Era 2</b>			
6.1.12.CivicsPI.2.a 6.1.12.CivicsPI.2.b 6.1.12.CivicsPD.2.a 6.1.12.CivicsPR.2.a	6.1.12.GeoPP.2.a 6.1.12.GeoPP.2.b	6.1.12.EconEM.2.a 6.1.12.EconEM.2.b 6.1.12.EconEM.2.c	6.1.12.HistoryCC.2.a 6.1.12.HistoryCC.2.b 6.1.12.HistoryUP.2.a 6.1.12.HistoryUP.2.b 6.1.12.HistoryUP.2.c 6.1.12.HistorySE.2.a 6.1.12.HistoryCA.2.a
<b>Era 3</b>			
6.1.12.CivicsPI.3.a 6.1.12.CivicsPI.3.b 6.1.12.CivicsDP.3.a 6.1.12.CivicsDP.3.b 6.1.12.CivicsDP.3.c	6.1.12.GeoSV.3.a	6.1.12.EconET.3.a 6.1.12.EconGE.3.a 6.1.12.EconNE.3.a	6.1.12.HistoryUP.3.a 6.1.12.HistoryUP.3.b 6.1.12.HistoryCA.3.a 6.1.12.HistoryCA.3.b 6.1.12.HistoryCC.3.a
<b>Era 4</b>			
6.1.12.CivicsDP.4.a 6.1.12.CivicsDP.4.b 6.1.12.CivicsPR.4.a	6.1.12.GeoSV.4.a 6.1.12.GeoPP.4.a	6.1.12.EconET.4.a 6.1.12.EconNE.4.a	6.1.12.HistoryCC.4.a 6.1.12.HistoryUP.4.a 6.1.12.HistoryUP.4.b 6.1.12.HistoryCC.4.b 6.1.12.HistoryCA.4.c
<b>Era 5</b>			
6.1.12.CivicsDP.5.a	6.1.12.EconEM.5.a 6.1.12.EconEM.5.a	6.1.12.GeoPP.5.a 6.1.12.GeoHE.5.a	6.1.12.HistoryNM.5.a 6.1.12.HistoryNM.5.b 6.1.12.HistoryCC.5.a 6.1.12.HistoryUP.5.a 6.1.12.HistoryCA.5.a
<b>Era 6</b>			
6.1.12.CivicsDP.6.a 6.1.12.CivicsDP.6.b 6.1.12.CivicsPR.6.a	6.1.12.GeoHE.6.a 6.1.12.GeoGM.6.a	6.1.12.EconEM.6.a 6.1.12.EconNE.6.a	6.1.12.HistoryCC.6.b 6.1.12.HistoryCC.6.c 6.1.12.HistoryCC.6.d 6.1.12.HistoryCA.6.a
<b>Era 7</b>			
6.1.12.CivicsDP.7.a	6.1.12.EconNM.7.a	6.1.12.HistoryCC.7.a 6.1.12.HistoryCA.7.a 6.1.12.HistoryCA.7.b 6.1.12.HistoryCA.7.c 6.1.12.HistoryUP.7.a	
<b>Era 8</b>			

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6.1.12.CivicsHR.8.a	6.1.12.GeoHE.8.a	6.1.12.EconET.8.a 6.1.12.EconNM.8.a	6.1.12.HistoryCC.8.a 6.1.12.HistoryCC.8.b 6.1.12.HistoryCC.8.c
<b>Era 9</b>			
6.1.12.GeoHE.9.a	6.1.12.EconNE.9.a 6.1.12.EconNE.9.b 6.1.12.EconNE.9.c 6.1.12.EconNE.9.d	6.1.12.A.9.a 6.1.12.HistoryCA.9.a 6.1.12.HistoryUP.9.a	
<b>Era 10</b>			
6.1.12.CivicsPR.10.a 6.1.12.CivicsPR.10.b	6.1.12.GeoHE.10.a	6.1.12.EconEM.10.a 6.1.12.EconNM.10.a 6.1.12.EconNM.10.b	6.1.12.HistoryCA.10.a 6.1.12.HistoryCA.10.b 6.1.12.HistoryCA.10.a
<b>Era 11</b>			
6.1.12.CivicsDP.11.a 6.1.12.CivicsHR.11.a 6.1.12.CivicsHR.11.b	6.1.12.EconET.11.a 6.1.12.EconNM.11.a	6.1.12.HistoryCC.11.a 6.1.12.HistoryCA.11.a 6.1.12.HistoryCA.11.b 6.1.12.HistoryCC.11.b 6.1.12.HistoryCC.11.c 6.1.12.HistoryCC.11.d	
<b>Era 12</b>			
6.1.12.EconNE.12.a 6.1.12.EconNE.12.a 6.1.12.EconEM.12.a	6.1.12.HistoryCC.12.a 6.1.12.HistoryCC.12.b 6.1.12.HistoryCC.12.c 6.1.12.HistoryCC.12.d 6.1.12.HistoryCC.12.e 6.1.12.HistorySE.12.a 6.1.12.HistorySE.12.b		
<b>Era 13</b>			
6.1.12.CivicsPI.13.a 6.1.12.CivicsDP.13.a	6.1.12.GeoPP.13.a 6.1.12.GeoPP.13.B 6.1.12.GeoHE.13.a	6.1.12.EconNE.13.a 6.1.12.EconEM.13.a 6.1.12.EconNE.13.a 6.1.12.EconNE.13.b	6.1.12.HistoryCC.13.a 6.1.12.HistoryCC.13.b 6.1.12.HistoryCC.13.c 6.1.12.HistoryCC.13.d 6.1.12.HistoryUP.13.a 6.1.12.HistorySE.13.a
<b>Era 14</b>			
6.1.12.CivicsPI.14.a 6.1.12.CivicsPI.14.b 6.1.12.CivicsPI.14.c 6.1.12.CivicsPI.14.d 6.1.12.CivicsCM.14.b 6.1.12.CivicsPD.14.a	6.1.12.GeoPP.14.a 6.1.12.GeoPP.14.b 6.1.12.GeoHE.14.a	6.1.12.EconNE.14.a 6.1.12.EconNE.14.b 6.1.12.EconET.14.a 6.1.12.EconET.14.b 6.1.12.EconEM.14.a	6.1.12.HistoryCA.14.a 6.1.12.HistoryCA.14.b 6.1.12.HistoryCA.14.c 6.1.12.HistoryCC.14.a 6.1.12.HistorySE.14.a 6.1.12.HistorySE.14.b

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6.1.12.CivicsDP.14.a			6.1.12.HistorySE.14.c 6.1.12.HistoryCC.14.b 6.1.12.HistoryCC.14.c 6.1.12.HistoryCC.14.d 6.1.12.HistoryCC.14.e
<b>Era 15</b>			
6.1.12.CivicsPR.15.a 6.1.12.CivicsHR.15.a	6.1.12.EconNE.15.a	6.1.12.HistoryCC.15.a 6.1.12.HistoryCC.15.b 6.1.12.HistoryCC.15.c 6.1.12.HistorySE.15.a 6.1.12.HistorySE.15.b 6.1.12.HistorySE.15.c	
<b>Era 16</b>			
6.1.12.CivicsPD.16.a 6.1.12.CivicsPR.16.a	6.1.12.GeoHE16.a	6.1.12.EconGE.16.a 6.1.12.EconNE.16.a 6.1.12.EconNE.16.b	6.1.12.HistoryUP.16.a 6.1.12.HistoryCC.16.a 6.1.12.HistoryCC.16.b
<b>World History by end of Grade 12</b>			
<b>Era 1</b>			
6.2.12.GeoSV.1.a 6.2.12.GeoPP.1.a 6.2.12.GeoGE.1.a 6.2.12.GeoGE.1.b 6.2.12.GeoGE.1.c 6.2.12.GeoGE.1.d	6.2.12.HistoryCC.1.a 6.2.12.HistoryCC.1.b 6.2.12.HistoryCC.1.c 6.2.12.HistoryCC.1.d 6.2.12.HistoryCC.1.e 6.2.12.HistoryCC.1.f 6.2.12.HistoryCC.1.g		
<b>Era 2</b>			
6.2.12.CivicsPR.2.a 6.2.12.CivicsPR.2.b	6.2.12.GeoPP.2.a	6.2.12.EconGE.2.a	6.2.12.HistoryCC.2.a 6.2.12.HistoryCC.2.b 6.2.12.HistoryCC.2.c 6.2.12.HistoryUP.2.a
<b>Era 3</b>			
6.2.12.CivicsPI.3.a 6.2.12.CivicsPD.3.a 6.2.12.CivicsDP.3.a 6.2.12.CivicsDP.3.b	6.2.12.HistoryCC.3.a 6.2.12.HistoryCC.3.b 6.2.12.HistoryCC.3.c 6.2.12.HistoryUP.3.a	6.2.12.GeoGI.3.a	6.2.12.EconGI.3.a 6.2.12.EconGI.3.b 6.2.12.EconGI.3.c 6.2.12.EconET.3.a 6.2.12.EconET.3.b
<b>Era 4</b>			
6.2.12.CivicsPI.4.a 6.2.12.CivicsPI.4.b 6.2.12.CivicsHR.4.a	6.2.12.GeoSP.4.a 6.2.12.GeoSP.4.b 6.2.12.GeoGI.4.a	6.2.12.EconEM.4.a	6.2.12.HistoryCC.4.a 6.2.12.HistoryCC.4.b 6.2.12.HistoryCC.4.c 6.2.12.HistoryCC.4.d 6.2.12.HistoryCC.4.e

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			6.2.12.HistoryCC.4.f 6.2.12.HistoryCC.4.g 6.2.12.HistoryCC.4.h 6.2.12.HistoryUP.4.a 6.2.12.HistoryUP.4.b 6.2.12.HistoryUP.4.c 6.2.12.HistoryCA.4.a 6.2.12.HistoryCA.4.b 6.2.12.HistoryCA.4.c
<b>Era 5</b>			
6.2.12.CivicsPI.5.a 6.2.12.CivicsHR.5.a	6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.a 6.2.12.HistoryCC.5.b 6.2.12.HistoryCC.5.c 6.2.12.HistoryCC.5.d 6.2.12.HistoryCC.5.e 6.2.12.HistoryCC.5.f 6.2.12.HistoryCC.5.g 6.2.12.HistoryCC.5.h	6.2.12.GeoPP.5.a 6.2.12.GeoSV.5.a 6.2.12.GeoGI.5.a	6.2.12.EconET.5.a 6.2.12.EconET.5.b 6.2.12.EconGE.5.a
<b>Era 6</b>			
6.2.12.CivicsPI.6.a 6.2.12.CivicsHR.6.a 6.2.12.CivicsHR.6.b	6.2.12.GeoPP.6.a	6.2.12.EconGE.6.a 6.2.12.EconGE.6.b 6.2.12.EconGE.6.c	6.2.12.HistoryCC.6.a

**Active Citizenship by end of Grade 12**

<b>Civics, Government, and Human Rights</b>	
6.3.12.CivicsPD.1	6.3.12.CivicsHR.1
<b>Geography, People, and the Environment</b>	
6.3.12.GeoGI.1	
<b>Economics, Innovation, Technology</b>	
6.3.12.EconGE.1	
<b>History, Culture, and Perspective</b>	
6.3.12.HistoryCA.1	
6.3.12.HistoryCA.2	

District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs.

**GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography is a strand in:*

By end of Grade 2

By end of Grade 5

By end of Grade 8

By end of Grade 12

**SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**[2020 New Jersey Student Learning Standards – Social Studies](#)

Adopted June 2020

Next Revision 2025

Website: <https://www.nj.gov/education/standards/socst/index.shtml>**MANDATES**

The organization and content of the 2020 NJSLS-SS reflects N.J.A.C. 6A:8-5.1(a)1.iv., which requires at least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography, and global studies content in all courses (N.J.A.C 6A:8-5.1 (a) 1). In addition, there are performance expectations which reflect the Amistad and Holocaust mandates in all grade bands. At least 15 credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 2; five credits in world history; and the integration of civics, economics, geography and global content in all course offerings; N.J.A.C.6 A:8-5.1 (a) 1. v. At least 2.5 credits in financial, economic, business, and entrepreneurial literacy, effective with 2010-2011 grade nine class NJSA 18A:6-3 Requires secondary course of study in the United States Constitution NJSA 18A:35-1, NJSA 18A:35-2 Requires 2 years of US History in high schools including history of New Jersey and of African-Americans NJSA 18A:35-3 Requires course of study in civics, geography and history of New Jersey NJSA 18A:35-4.1 Requires course of study in principles of humanity NJSA 18A:35-2.1 Requires the State Department of Education to develop curriculum guidelines for the teaching of civics pursuant to NJSA 18A:35-1 and NJSA 18A:35-2. Amistad Law: N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students. Holocaust Law: N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens. LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35 A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district's implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36) A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

**PROFESSIONAL DOCUMENTS USED**

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## NEW MEXICO

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Standards*

Grade

K-4 Social Studies

5-8 Social Studies

Grade

HS Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Strand:**

- i. History
- ii. Geography
- iii. Civics and Government
- iv. Economics

→ **Content Standard:** Students are able to statements.→ **Benchmarks**→ **Performance Standards****Kindergarten**

<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1	1	1	1		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1-2	1	1-2	1	1	1
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1	1-2	1	1-2		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1	1-2	1			

**First Grade**

<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1	1-2	1	1		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F

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Performance	1-3	1-2	1-2	1	1	1-2
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-2	1-2	1	1-2		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1-2	1-3	1			
<b>Second Grade</b>						
<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1	1	1	1		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1-2	1-2	1	1-2	1	1
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-2	1	1	1-2		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1	1-2	1			
<b>Third Grade</b>						
<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1	1	1	1		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1	1-2	1-3	1-2	1-3	1
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-3	1	1-2	1-3		
<b>Economics</b>						

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Standard	4	4	4			
Benchmark	A	B	C			
Performance	1-3	1-3	1-2			

**Fourth Grade**

<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1-2	1	1	1		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1-3	1-3	1-3	1-2	1-5	1
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-3	1	1	1-2		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1-5	1-2	1-5			

**Fifth Grade**

<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1-2	1-6	1-4	1-5		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1-8	1-2	1-2	1	1	1
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-4	1-3	1-2	1		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1-4	1-2	1-2			

**Sixth Grade**

<b>History</b>						
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STATE INFORMATION SHEETS, ALPHABETICAL

Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1	1	1-6	1-3		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1-2	1-3	1	1	1-3	1
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-2	1	1-2	1		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1	1-3	1-2			

**Seventh Grade**

<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1-6	1	1	1-3		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1-2	1-4	1-4	1-3	1-3	1-2
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-3	1-4	1-2	1-2		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1-2	1-3	1-5			

**Eighth Grade**

<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1-3	1-8	1-3	1		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F

STATE INFORMATION SHEETS, ALPHABETICAL

Performance	1-2	1-2	1	1	1	1
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-4	1-2	1-3	1-2		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1-3	1-5	1-5			
<b>Ninth - Twelfth Grade</b>						
<b>History</b>						
Standard	1	1	1	1		
Benchmark	A	B	C	D		
Performance	1-5	1-9	1-12	1-8		
<b>Geography</b>						
Standard	2	2	2	2	2	2
Benchmark	A	B	C	D	E	F
Performance	1-2	1-4	1-4	1-4	1-7	1-3
<b>Civics and Government</b>						
Standard	3	3	3	3		
Benchmark	A	B	C	D		
Performance	1-7	1-4	1-13	1-5		
<b>Economics</b>						
Standard	4	4	4			
Benchmark	A	B	C			
Performance	1-13	1-17	1-12			

**GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography is a strand in:*

Kindergarten	Grade 2	Grade 4	Grade 6	Grade 8
Grade 1	Grade 3	Grade 5	Grade 7	Grade 9-12

**SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

Social Studies Standards

Adopted June 2009

[Grades K-4](#) [Grade 9-12](#)

Next Revision 2022

[Grades 5-8](#) [9-12 SS Extended Grade Band Expectations](#)

Website: <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

## STATE INFORMATION SHEETS, ALPHABETICAL

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## NEW YORK

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Learning Standards for Social Studies*

Grade		Grade	
K	Self and Others	7	History of the United States and New York – I
1	My Family and Other Families, Now and Long Ago	8	History of the United States and New York – II
2	My Community and Other United States Communities	9	Global History and Geography – I
3	Communities around the World	10	Global History and Geography – II
4	Local History and Local Government	11	United States History and Government
5	The Western Hemisphere	12	Participation in Government
6	The Eastern Hemisphere	12	Economics, the Enterprise System, and Finance

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Learning Standards:**

1. History of the United States and New York
2. World History
3. Geography
4. Economics
5. Civics, Citizenship, and Government

**Three Levels:** Elementary, Intermediate, Commencement

- ➔ Key ideas
  - ➔ Performance indicators
  - ➔ Sample tasks

**NY Social Studies Framework**

- ➔ **Key Ideas:** aligned to standards and represent understandings that should be the focus of teaching and learning for each grade, are rich and substantial. Address larger perspectives, trends, and issues. Consists of 8-12 Key Ideas.
  - ➔ **Conceptual Understandings:** more specific statements designed to support each Key Idea. Each Key Idea consists of 2-7 Conceptual Understandings.
    - ➔ **Content Specifications:** crafted as “students will...” statements, add further clarity and depth.
    - ➔ **Social Studies Practices:** represent the social science and historical thinking skills that students should develop throughout K-12 education.
      - i. Gathering, Interpreting and Using Evidence
      - ii. Chronological Reasoning and Causation
      - iii. Comparison and Contextualization
      - iv. Geographic Reasoning



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v. Economics and Economic Systems

vi. Civic Participation

➔ **Common Core Literacy Skills:** outline standards for literacy.

➔ **Unifying Themes:** represent different lenses that can be applied to the teaching and learning of Key Ideas and Conceptual Understandings

- i. Individual development and cultural identity (ID)
- ii. Development, movement, and interaction of cultures (MOV)
- iii. Time, continuity, and change (TCC)
- iv. Geography, humans, and the environment (GEO)
- v. Development and transformation of social structures (SOC)
- vi. Power, authority, and governance (GOV)
- vii. Civic ideals and practices (CIV)
- viii. Creation, expansion, and interaction of economic systems (ECO)
- ix. Science, technology, and innovation (TECH)
- x. Global connections and exchange (EXCH)

➔ **Inquiry Arc:** integrated into the NYS Framework. Each dimension aligns to priorities of the NYS Framework.

- i. Developing questions and planning inquiries
- ii. Applying disciplinary concepts and tools
- iii. Evaluating sources and using evidence
- iv. Communication conclusions and taking informed action

## Learning Standards

	Elementary					Intermediate					Commencement				
Standard	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Key Idea	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
	3	3			3	3	3			3	3	3			3
	4	4			4	4	4			4	4	4			4
# of Performance Indicators	3	3	5	6	5	2	3	4	7	4	2	5	6	7	4
	3	4	3	4	6	4	3	4	5	6	6	5	5	4	5
	3	3			6	4	3			4	4	3			4
	3	3			6	4	4			3	3	4			7

## NYS Framework

### Kindergarten

Theme	ID	CIV	GEO	TCC	ECO
Standard	K.1 a-b K.2 a-c K.3 a-b	K.4 a-b K.5 a-c	K.6 a-c K.7 a	K.8 a-b	K.9 a-c

### First Grade

Theme	ID	CIV	GEO	TCC	ECO
Standard	1.1 a-c	1.3 a-c	1.5 a-c	1.7 a-d	1.9 a-c

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	1.2 a-b	1.4 a-c	1.6 a-c	1.8 a-b	1.10 a-d		
<b>Second Grade</b>							
<b>Theme</b>	<b>ID</b>	<b>CIV</b>	<b>GEO</b>	<b>TCC</b>	<b>ECO</b>		
Standard	2.1 a-d 2.2 a-b	2.3 a-d 2.4 a-c	2.5 a-d	2.6 a-b 2.7 a	2.8 a-d 2.9 a-c		
<b>Third Grade</b>							
<b>Theme</b>	<b>GEO</b>	<b>TCC</b>	<b>MOV</b>	<b>CIV</b>	<b>ECO</b>		
Standard	3.1 a-b 3.2 a-b 3.3 a-b	3.4 a-b	3.5 a-b 3.6 a	3.7 a-d 3.8 a-c	3.9 a-b 3.10 a-b		
<b>Fourth Grade</b>							
<b>Key Idea</b>	<b>4.1 a-b</b>	<b>4.2 a-c</b>	<b>4.3 a-d</b>	<b>4.4 a-e</b>	<b>4.5 a-c</b>	<b>4.6 a-g</b>	<b>4.7 a-b</b>
Theme	GEO	ID MOV GEO GOV	MOV TCC GEO SOC GOV	TCC GEO GOV CIV ECO TECH	ID TCC SOC CIV	MOV TCC GEO ECO TECH	ID MOV CIV ECO EXCH
Learning Standard	3	1, 3, 5	1, 3, 4	1, 5	1, 5	1, 3, 4	1, 3, 4, 5
<b>Fifth Grade</b>							
<b>Key Idea</b>	<b>5.1 a-c</b>	<b>5.2 a-c</b>	<b>5.3 a-d</b>	<b>5.4 a-c</b>	<b>5.5 a-b</b>	<b>5.6 a-d</b>	<b>5.7 a-c</b>
Theme	ID MOV TCC GEO	ID TCC GEO GOV	MOV TCC GEO ECO EXCH	GEO	ID MOV SOC	GOV CIV	TCC GEO ECO EXCH
Learning Standard	1, 2, 3	2, 3	1, 2, 3, 4	3	1, 2	5	1, 2, 3, 4
<b>Sixth Grade</b>							
<b>Key Idea</b>	<b>6.1 a-d</b>	<b>6.2 a-d</b>	<b>6.3 a-d</b>	<b>6.4 a-c</b>	<b>6.5 a-c</b>	<b>6.6 a-d</b>	<b>6.7 a-c</b>
Theme	GEO	MOV TCC GEO ECO TECH	ID TCC GEO SOC	ID SOC	ID TCC GEO SOC GOV CIV	MOV TCC GOV CIV EXCH	MOV TCC GEO ECO TECH EXCH

STATE INFORMATION SHEETS, ALPHABETICAL

Learning Standard	3	2, 3	2, 3	2	2, 3, 5	2, 3, 4, 5	2, 3, 4
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Seventh Grade								
Key Idea	7.1 a	7.2 a-e	7.3 a-d	7.4 a-c	7.5 a-d	7.6 a-c	7.7 a-d	7.7 a-e
Theme	ID MOV GEO	MOV GEO ECO TECH EXCH	TCC GOV ECO	GOV CIV	TCC GOV CIV	ID MOV TCC GEO	SOC CIV GOV	TCC GEO GOV ECO
Learning Standard	1, 2	1, 2, 3, 4	1, 4, 5	1, 5	1, 5	1, 3	1, 5	1, 3, 4

Eighth Grade									
Key Idea	8.1 a-c	8.2 a-e	8.3 a-d	8.4 a-e	8.5 a-c	8.6 a-c	8.7 a-e	8.8 a-c	8.9 a-e
Theme	MOV SOC CIV ECO	MOV SOC TECH EXCH	GEO GOV CIV ECO	SOC GEO ECO TECH	TCC SOC GOV ECO	TCC GOV TECH EXCH	TCC GEO ECO EXCH	ID GEO SOC GOV ECO	TCC SOC CIV ECO
Learning Standard	1, 4, 5	1, 2, 4	1, 2, 3, 5	1, 2, 4	1, 3, 5	1, 2, 3	1, 2, 4, 5	1, 3, 4, 5	1, 4, 5

Ninth Grade – Global History and Geography I					
Key Idea	9.1 a-c	9.2 a-b	9.3 a-d	9.4 a-d	9.5 a-c
Theme	TCC GEO ECO TECH	ID SOC	MOV TCC GEO GOV CIV	ID MOV GEO ECO TECH EXCH	ID MOV GOV CIV TECH
Learning Standard	2, 3, 4	2, 3	2, 3, 5	2, 3, 4	2, 3, 4, 5
Key Idea	9.6 a-b	9.7 a-c	9.8 a-c	9.9 a-e	9.10 a-e
Theme	TCC GEO GOV ECO EXCH	ID MOV GEO SOC GOV EXCH	ID MOV GEO GOV EXCH	ID MOV TCC GOV CIV TECH EXCH	MOV TCC GEO SOC GOV CIV ECO TECH EXCH
Learning Standard	2, 3, 4	2, 3, 4, 5	2, 3, 4, 5	2, 3, 5	2, 3, 4

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**Tenth Grade – Global History and Geography II**

Key Idea	10.1 a-b	10.2 a-d	10.3 a-d	10.4 a-c	10.5 a-e
Theme	ID GEO GOV EXCH	MOV TCC GEO SOC GOV CIV	MOV TCC GEO SOC ECO TECH	MOV TCC GEO GOV EXCH	TCC GEO GOV CIV TECH EXCH
Learning Standard	2, 3, 5	2, 3, 5	2, 3, 4	2, 3, 4	2, 3, 4, 5
Key Idea	10.6 a-c	10.7 a-d	10.8 a-b	10.9 a-d	10.10 a-c
Theme	TCC GOV ECO TECH EXCH	TCC GEO SOC GOV CIV	ID TCC SOC GOV CIV TECH	MOV TCC GEO GOV ECO TECH EXCH	ID TCC SOC GOV CIV
Learning Standard	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5	2, 3, 4, 5	2, 5

**Eleventh Grade – U.S. History and Government**

Key Idea	11.1 a-c	11.2 a-d	11.3 a-c	11.4 a-d	11.5 a-b	
Theme	MOV TCC GEO GOV ECO EXCH	TCC GOV CIV ECO	TCC GEO GOV ECO TECH	ID TCC CIV ECO	TCC GEO SOC CIV TECH	
Learning Standard	1, 2, 3, 4, 5	1, 5	1, 3, 4, 5	1, 4, 5	1, 3, 4, 5	
Key Idea	11.6 a-c	11.7 a-c	11.8 a-c	11.9 a-d	11.10 a-c	11.11 a-c
Theme	GEO SOC GOV ECO	ID TCC SOC CIV	TCC GOV CIV TECH	TCC GOV ECON	ID TCC SOC GOV CIV ECO	TCC GOV CIV TECH EXCH
Learning Standard	1, 2, 3, 4	1, 4	1, 2	1, 2, 3	1, 4, 5	1, 2, 4, 5

**Twelfth Grade – Participation in Government and Civics**

Key Idea	12.G1 a-f	12.G2 a-f	12.G3 a-d	12.G4 a-e	12.G5 a-d
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**Twelfth Grade – Economics, the Enterprise System, and Finance**

## STATE INFORMATION SHEETS, ALPHABETICAL

Key Idea	12.E1 a-d	12.E2 a-c	12.E3 a-e	12.E4 a-D
<p>New York State K-12 Social Studies Framework (“NYS Framework”) is anchored in the New York State Common Core Standards for Literacy and Writing and New York State Learning Standards for Social Studies. These standards serve as a consistent set of expectations for what students should learn and be able to do, so that we can ensure that every student across New York State is prepared to be an active and engaged citizen who is ready to pursue college or a career.</p>				

### **GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography has a separate set of standards in:*

Geography

*Geography is a strand within the framework:*

Kindergarten	Grade 3	Grade 6	Grade 9
Grade 1	Grade 4	Grade 7	Grade 10
Grade 2	Grade 5	Grade 8	Grade 11

### **SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

<a href="#">Learning Standards for Social Studies</a> (1996)	Adopted Framework April 2014
<a href="#">NYS K-8 Social Studies Framework</a> (March 2016)	Effective 2019-2020
<a href="#">NYS 9-12 Social Studies Framework</a> (February 2017)	Next Revision Not scheduled
Website: <a href="http://www.nysed.gov/curriculum-instruction/social-studies">http://www.nysed.gov/curriculum-instruction/social-studies</a>	

### **MANDATES**

None Identified
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### **PROFESSIONAL DOCUMENTS USED**

The National Geography Standards, 1994: Geography for Life	National Council for the Social Studies (NCSS). (2013). The college, career, and civic life (c3) framework for social studies state standards: guidance for enhancing the rigor of K–12 civics, economics, geography, and history. Silver Spring, MD: National Council for the Social Studies.
New York State P-12 Common Core Learning Standards for English Language Arts & Literacy (2011) <a href="http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf">http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/p12_common_core_learning_standards_ela.pdf</a>	New York State Learning Standards for Social Studies (1996) Resource Guide with Core Curriculum (1999) Economics, the Enterprise System, and Finance (2002) Participation in Government (2002)

# STATE INFORMATION SHEETS, ALPHABETICAL

	<a href="http://www.p12.nysed.gov/ciai/socst/ssrg.html">http://www.p12.nysed.gov/ciai/socst/ssrg.html</a>
National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment, National Council for the Social Studies (2010)	Voluntary National Content Standards in Economics, 2nd Edition, Council for Economic Education, (2010) <a href="http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf">http://www.councilforeconed.org/wp/wp-content/uploads/2012/03/voluntary-national-content-standards-2010.pdf</a>
History Standards, National Center for History in the Schools UCLA (1996) <a href="http://www.nchs.ucla.edu/Standards/">http://www.nchs.ucla.edu/Standards/</a>	U.S. History Framework for the 2010 National Assessment of Educational Progress, National Assessment Governing Board, U.S. Department of Education (2003) <a href="http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf">http://www.nagb.org/content/nagb/assets/documents/publications/frameworks/historyframework.pdf</a>
AP World History Course and Exam Description, College Board (2011) <a href="http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf">http://apcentral.collegeboard.com/apc/public/repository/AP_WorldHistoryCED_Effective_Fall_2011.pdf</a>	AP Human Geography Course Description, College Board (2011) <a href="http://apcentral.collegeboard.com/apc/public/repository/aphuman-geography-course-description.pdf">http://apcentral.collegeboard.com/apc/public/repository/aphuman-geography-course-description.pdf</a>
Habits of the Mind, National Council for History Education <a href="http://www.nche.net/document.doc?id=43">http://www.nche.net/document.doc?id=43</a>	History-Social Science Content Standards for California Public Schools (1998) <a href="http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf">http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf</a>
Indiana Department of Education Standards <a href="http://www.doe.in.gov/achievement/standards">http://www.doe.in.gov/achievement/standards</a>	Massachusetts History and Social Science Curriculum Framework (2003) <a href="http://www.doe.mass.edu/frameworks/hss/final.pdf">http://www.doe.mass.edu/frameworks/hss/final.pdf</a>
New Jersey Core Curriculum Content Standards for Social Studies (2009) <a href="http://www.state.nj.us/education/cccs/standards/6/index.html">http://www.state.nj.us/education/cccs/standards/6/index.html</a>	Virginia Standards of Learning and Testing, History and Social Science (2008) <a href="http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml">http://www.doe.virginia.gov/testing/sol/standards_docs/history_socialscience/index.shtml</a>
World History for Us All, San Diego State University (2003) <a href="http://worldhistoryforusall.sdsu.edu/">http://worldhistoryforusall.sdsu.edu/</a>	

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## NORTH CAROLINA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Standards*

Grade		Grade	
K	The World Around Us	7	World Studies II: Modern Era
1	People, Places, and the Environment	8	North Carolina and U.S. History
2	America: Our Nation	HS	World History: Issues and Patterns
3	Our Community and State	HS	American History
4	North Carolina History	HS	Founding Principles of the USA and North Carolina: Civic Literacy
5	United State History	HS	Economics and Personal Finance
6	World Studies I – Development of Civilizations		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Social Studies Lenses/Strands:**

- i. Inquiry (I) (content-neutral, same for all grades)
  - a. Compelling Questions
  - b. Supporting Questions
  - c. Gathering and Evaluating Sources
  - d. Developing Claims and Using Evidence
  - e. Communicating Ideas
  - f. Taking Informed Action
- ii. Behavioral Sciences (culture) (B)
- iii. Civics and Government (C&G)
- iv. Economics (and financial literacy) (E)
- v. Geography (G)
- vi. History (H)

→ **Standard**→ **Objectives****Kindergarten**

Behavioral	Civics & Govt	Economics	Geography	History
K.B.1.1	K.C&G.1.1	K.E.1.1	K.G.1.1	K.H.1.1
K.B.1.2	K.C&G.1.2	K.E.1.2	K.G.1.2	K.H.1.2
K.B.1.3	K.C&G.1.3		K.G.1.3	K.H.1.3
	K.C&G.1.4		K.G.2.1	
			K.G.2.2	

**First Grade**

Behavioral	Civics & Govt	Economics	Geography	History
1 B.1.1	1.C&G.1.1	1.E.1.1	1.G.1.1	1.H.1.1
1 B.1.2	1.C&G.1.2	1.E.1.2	1.G.1.2	1.H.1.2
1 B.1.3	1.C&G.1.3	1.E.1.3	1.G.2.1	

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1 B.1.4	1.C&G.1.4	1.E.1.4	1.G.2.2	
<b>Second Grade</b>				
<b>Behavioral</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
2.B.1.1	2.C&G.1.1	2.E.1.1	2.G.1.1	2.H.1.1
2.B.1.2	2.C&G.1.2	2.E.1.2	2.G.1.2	2.H.1.2
	2.C&G.1.3		2.G.1.3	2.H.1.3
	2.C&G.1.4			
<b>Third Grade</b>				
<b>Behavioral</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
3.B.1.1	3.C&G.1.1	3.E.1.1	3.G.1.1	3.H.1.1
3.B.1.2	3.C&G.1.2	3.E.1.2	3.G.1.2	3.H.1.2
	3.C&G.1.3	3.E.1.3	3.G.1.3	3.H.1.3
<b>Fourth Grade</b>				
<b>Behavioral</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
4.B.1.1	4.C&G.1.1	4.E.1.1	4.G.1.1	4.H.1.1
4.B.1.2	4.C&G.1.2	4.E.1.2	4.G.1.2	4.H.1.2
	4.C&G.1.3	4.E.1.3	4.G.1.3	4.H.1.3
		4.E.2.1		4.H.1.4
		4.E.2.2		4.H.1.5
				4.H.1.6
<b>Fifth Grade</b>				
<b>Behavioral</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
5.B.1.1	5.C&G.1.1	5.E.1.1	5.G.1.1	5.H.1.1
5.B.1.2	5.C&G.1.2	5.E.1.2	5.G.1.2	5.H.1.2
	5.C&G.2.1	5.E.1.3	5.G.1.3	5.H.1.3
	5.C&G.2.2	5.E.1.4	5.G.1.4	5.H.1.4
		5.E.2.1		5.H.1.5
		5.E.2.2		5.H.1.6
		5.E.2.3		
<b>Sixth Grade</b>				
<b>Behavioral</b>	<b>Civics &amp; Govt</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
6.B.1.1	6.C&G.1.1	6.E.1.1	6.G.1.1	6.H.1.1
6.B.1.2	6.C&G.1.2	6.E.1.2	6.G.1.2	6.H.1.2
6.B.1.3	6.C&G.1.3		6.G.1.3	6.H.1.3
	6.C&G.1.4		6.G.1.4	
	6.C&G.1.5			
	6.C&G.1.6			



STATE INFORMATION SHEETS, ALPHABETICAL

**Seventh Grade**

Behavioral	Civics & Govt	Economics	Geography	History
7.B.1.1	7.C&G.1.1	7.E.1.1	7.G.1.1	7.H.1.1
7.B.1.2	7.C&G.1.2	7.E.1.2	7.G.1.2	7.H.1.2
7.B.1.3	7.C&G.1.3	7.E.1.3	7.G.1.3	7.H.1.3
	7.C&G.1.4	7.E.1.4		7.H.1.4
		7.E.1.5		7.H.1.5

**Eighth Grade**

Behavioral	Civics & Govt	Economics	Geography	History
8.B.1.1	8.C&G.1.1	8.E.1.1	8.G.1.1	8.H.1.1
8.B.1.2	8.C&G.1.2	8.E.1.2	8.G.1.2	8.H.1.2
	8.C&G.1.3	8.E.1.3	8.G.1.3	8.H.1.3
	8.C&G.1.4	8.E.1.4	8.G.1.4	8.H.1.4
	8.C&G.1.5		8.G.1.5	8.H.2.1
	8.C&G.2.1			8.H.2.2
	8.C&G.2.2			8.H.2.3

**High School – World History**

Behavioral	Civics & Govt	Economics	Geography	History
WH.B.1.1	WH.C&G.1.1	WH.E.1.1	WH.G.1.1	WH.H.1.1
WH.B.1.2	WH.C&G.1.2	WH.E.1.2	WH.G.1.2	WH.H.1.2
WH.B.2.1	WH.C&G.1.3	WH.E.1.3	WH.G.2.1	WH.H.1.3
WH.B.2.2	WH.C&G.1.4	WH.E.1.4	WH.G.1.2	WH.H.1.4
WH.B.2.3	WH.C&G.2.1			
	WH.C&G.2.2			

**High School – American History**

Behavioral	Civics & Govt	Economics	Geography	History
AH.B.1.1	AH.C&G.1.1	AH.E.1.1	AH.G.1.1	AH.H.1.1
AH.B.1.2	AH.C&G.1.2	AH.E.1.2	AH.G.1.2	AH.H.1.2
AH.B.1.3	AH.C&G.1.3	AH.E.1.3	AH.G.1.3	AH.H.1.3
AH.B.1.4	AH.C&G.1.4	AH.E.1.4	AH.G.1.4	AH.H.2.1
AH.B.1.5	AH.C&G.2.1	AH.E.1.5		AH.H.2.2
AH.B.1.6	AH.C&G.2.2			AH.H.2.3
AH.B.1.7	AH.C&G.2.3			AH.H.3.1
AH.B.2.1				AH.H.3.2
AH.B.2.2				AH.H.3.3
				AH.H.3.4

**High School – Founding Principles of the US of A and North Carolina: Civic Literacy**

Behavioral	Civics & Govt	Economics	Geography	History
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STATE INFORMATION SHEETS, ALPHABETICAL

CL.B.1.1	CL.C&G.1.1	CL.C&G.2.1	CL.E.1.1	CL.G.1.1	CL.H.1.1
CL.B.1.2	CL.C&G.1.2	CL.C&G.2.2	CL.E.1.2	CL.G.1.2	CL.H.1.2
CL.B.1.3		CL.C&G.2.3		CL.G.1.3	CL.H.1.3
CL.B.1.4		CL.C&G.2.4			CL.H.1.4
	CL.C&G.3.1	CL.C&G.4.1			CL.H.1.5
	CL.C&G.3.2	CL.C&G.4.2			CL.H.1.6
	CL.C&G.3.3	CL.C&G.4.3			
	CL.C&G.3.4	CL.C&G.4.4			
	CL.C&G.3.5	CL.C&G.4.5			
	CL.C&G.3.6	CL.C&G.4.6			
	CL.C&G.3.7				

**High School – Economics and Personal Finance**

<b>Economics (E)</b>	<b>Income &amp; Education (IE)</b>	<b>Money &amp; Credit Management (MCM)</b>	<b>Financial Planning (FP)</b>	<b>Critical Consumerism (CC)</b>
EPF.E.1.1	EPF.IE.1.1	EPF.MCM.1.1	EPF.FP.1.1	EPF.CC.1.1
EPF.E.1.2	EPF.IE.1.2	EPF.MCM.1.2	EPF.FP.1.2	EPF.CC.1.2
EPF.E.1.3	EPF.IE.1.3	EPF.MCM.1.3	EPF.FP.1.3	EPF.CC.1.3
EPF.E.1.4	EPF.IE.1.4	EPF.MCM.1.4		EPF.CC.2.1
EPF.E.2.1	EPF.IE.1.5	EPF.MCM.2.1		EPF.CC.2.2
EPF.E.2.2	EPF.IE.2.1	EPF.MCM.2.2		EPF.CC.2.3
EPF.E.2.3	EPF.IE.2.2	EPF.MCM.2.3		
EPF.E.2.4	EPF.IE.2.3	EPF.MCM.3.1		
EPF.E.3.1		EPF.MCM.3.2		
EPF.E.3.2		EPF.MCM.3.3		
EPF.E.3.3		EPF.MCM.3.4		
EPF.E.4.1				
EPF.E.4.2				

These standards and objectives are not intended to be the curriculum, nor do they indicate the whole of a curriculum which will be written by a local public-school unit (LEA) or school. The standards for this course have been developed to serve as the framework which will guide each LEA in the development of the curriculum.

**GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6	HS American History
Grade 1	Grade 4	Grade 7	HS World History
Grade 2	Grade 5	Grade 8	HS World History

## STATE INFORMATION SHEETS, ALPHABETICAL

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

<a href="#">North Carolina Social Studies Standards Elementary</a>	Adopted February 2021
<a href="#">North Carolina Social Studies Standards Grade 6</a>	Effective 2021
<a href="#">North Carolina Social Studies Standards Grade 7</a>	Next Revision Not scheduled
<a href="#">North Carolina Social Studies Standards Grade 8</a>	
<a href="#">North Carolina Social Studies Standards High School</a>	
Website: <a href="https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/social-studies">https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/social-studies</a>	

### MANDATES

Pursuant to the passage of House Bill 1032 An Act Modifying the History and Geography Curricula in the Public Schools of North Carolina, the new standards for 4th grade will study North Carolina history from pre-colonial times through the present day, and, the new standards for eighth grade will integrate United States history with the study of North Carolina history. The high school course “Founding Principles of the United States of America and North Carolina: Civic Literacy” has been legislated by N.C. Session Law 2019-82, House Bill 924. Because the civics and government strand is an integral part of the vertical learning progression of each course, kindergarten through high school, students are expected to enter this course with a fundamental knowledge and understanding of the structure and function of government and civic responsibility. This course provides students the opportunity for a deeper study of the governmental and political systems of the N.C. and the U.S. and will build upon the application of the Founding Principles as identified by N.C. Session Law 2019-82, House Bill 924. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924.

### PROFESSIONAL DOCUMENTS USED

None Identified

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## NORTH DAKOTA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***North Dakota Social Studies Content Standards*

Grade		Grade	
K	My Family	7	World Geography
1	My School	8	North Dakota Studies and U.S. History (Era 1 & 2)
2	My Community	9-12	World History II (Era 3 & 4)
3	My State	9-12	U.S. History (Era 3, 4, & 5)
4	My Country and North Dakota Studies	9-12	U.S. Government
5	Exploration and Colonization of North America	9-12	Economics
6	World History I (Era 1 & 2)	9-12	Electives: Geography, Psychology, Sociology, North Dakota Studies)

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Behavioral Science strands:**

- i. Sociology
- ii. Psychology

**Overarching content strands:**

- i. Civics and Government
- ii. Economics
- iii. Geography
- iv. History (United States and World)
- v. North Dakota Studies

→ **Major Themes**→ **Standards:** presented in two grade bands (K-2, 3-5)→ **Benchmarks**→ **Eras/Domains** (for history standards)→ **Guiding Questions/Guiding Topics****Kindergarten – Second Grade**

<b>Civics &amp; Gov't</b>	<b>Economics</b>	<b>Geography</b>	<b>History</b>
C.K_2.1	E.K_2.1	G.K_2.1	H.K_2.1
C.K_2.2	E.K_2.2	G.K_2.2	H.K_2.2
C.K_2.3	E.K_2.3		H.K_2.3
C.K_2.4	E.K_2.4		H.K_2.4
C.K_2.5	E.K_2.5		H.K_2.5
C.K_2.6			
C.K_2.7			

**Third – Fifth Grade**

STATE INFORMATION SHEETS, ALPHABETICAL

Civics & Gov't	Economics	Geography	History
C.3_5.1	E.3_5.1	G.3_5.1	H.3_5.1
C.3_5.2	E.3_5.2	G.3_5.2	H.3_5.2
C.3_5.3	E.3_5.3	G.3_5.3	H.3_5.3
C.3_5.4	E.3_5.4	G.3_5.4	H.3_5.4
C.3_5.5	E.3_5.5	G.3_5.5	H.3_5.5
C.3_5.6	E.3_5.6	G.3_5.6	H.3_5.6
C.3_5.7	E.3_5.7	G.3_5.7	H.3_5.7
	E.3_5.8	G.3_5.8	H.3_5.8
			H.3_5.9
			H.3_5.10

**Sixth – Twelfth Grade - Civics and Government**

<i>Standard</i>	<i>Benchmark</i>
C.6_12.1	C.6_12.1.1-3
C.6_12.2	C.6_12.2.1-5
C.6_12.3	C.6_12.3.1-2
C.6_12.4	C.6_12.4.1-5

**Sixth – Twelfth Grade - Economics**

<i>Standard</i>	<i>Benchmark</i>
E.6_12.1	E.6_12.1.1-2
E.6_12.2	E.6_12.2.1
E.6_12.3	E.6_12.3.1-3
E.6_12.4	E.6_12.4.1-3
E.6_12.5	E.6_12.5.1
E.6_12.6	E.6_12.6.1-2
E.6_12.7	E.6_12.7.1-5

**Sixth – Twelfth Grade - Geography**

<i>Standard</i>	<i>Benchmark</i>
G.6_12.1	G.6_12.1.1-5
G.6_12.2	G.6_12.2.1-3
G.6_12.3	G.6_12.3.1-4
G.6_12.4	G.6_12.4.1-2
G.6_12.5	G.6_12.5.1-2

**Sixth – Twelfth Grade – U.S. History**

Era 1: Creation and Foundation of United States Government (1754-1814)			
Standard			Benchmark
US.6_12.1	US.6_12.3	US.6_12.5	US.6_12.1-6.E1.1-4
US.6_12.2	US.6_12.4	US.6_12.6	
Era 2: Growth and Division in the Union (1814-1877)			

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US.6_12.1	US.6_12.3	US.6_12.5	US.6_12.1-6.E2.1-6
US.6_12.2	US.6_12.4	US.6_12.6	
Era 3: 1877-1941			
US.6_12.1	US.6_12.3	US.6_12.5	US.6_12.1-6.E3.1-6
US.6_12.2	US.6_12.4	US.6_12.6	
Era 4: 1941-2001			
US.6_12.1	US.6_12.3	US.6_12.5	US.6_12.1-6.E4.1-6
US.6_12.2	US.6_12.4	US.6_12.6	
Era 5: 2001-Present			
US.6_12.1	US.6_12.3	US.6_12.5	US.6_12.1-6.E5.1-3
US.6_12.2	US.6_12.4	US.6_12.6	

### Sixth – Twelfth Grade - World History

Era 1: Emergence of Civilizations and Religions Around the Globe			
Standard			Benchmark
WH.6_12.1	WH.6_12.3	WH.6_12.5	WH.6_12.1-6.E1.1-4
WH.6_12.2	WH.6_12.4	WH.6_12.6	
Era 2: Middle Ages and the Renaissance			
WH.6_12.1	WH.6_12.3	WH.6_12.5	WH.6_12.1-6.E2.1-3
WH.6_12.2	WH.6_12.4	WH.6_12.6	
Era 3: Age of Revolutions			
WH.6_12.1	WH.6_12.3	WH.6_12.5	WH.6_12.1-6.E3.1-4
WH.6_12.2	WH.6_12.4	WH.6_12.6	
Era 4: Age of Global War and Globalization			
WH.6_12.1	WH.6_12.3	WH.6_12.5	WH.6_12.1-6.E4.1-3
WH.6_12.2	WH.6_12.4	WH.6_12.6	

### Sixth – Twelfth Grade - North Dakota Studies

Standard	Benchmark
ND.6_12.1	ND.6_12.1.1-3
ND.6_12.2	ND.6_12.2.1-3
ND.6_12.3	ND.6_12.3.1-2
ND.6_12.4	ND.6_12.4.1-6

### Sixth – Twelfth Grade - Sociology

Domain 1: Introduction		
Standard		Benchmark
SOC.6_12.1	SOC.6_12.2	SOC.6_12.1-2.D1.1-3
Domain 2: Social Structure		
SOC.6_12.1	SOC.6_12.2	SOC.6_12.1-2.D2.1-4
Domain 3: Social Relationships		
SOC.6_12.1	SOC.6_12.2	SOC.6_12.1-2.D2.1-3
Domain 4: Social Stratification and Inequality		

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SOC.6_12.1	SOC.6_12.2	SOC.6_12.1-2.D2.1-4	
<b>Sixth – Twelfth Grade - Psychology</b>			
<i>Domain 1: History and Research</i>			
<i>Standard</i>			<i>Benchmark</i>
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-4
<i>Domain 2: Biological Bases of Behavior</i>			
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-7
<i>Domain 3: Disorders, Therapies, and Treatments</i>			
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-3
<i>Domain 4: Development and Learning</i>			
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-5
<i>Domain 5: Memory and Cognition</i>			
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-5
<i>Domain 6: Motivation and Emotion</i>			
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-2
<i>Domain 7: Personality</i>			
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-2
<i>Domain 8: Social Psychology</i>			
PSY.6_12.1	PSY.6_12.2	PSY.6_12.3	PSY.6_12.1-3.D1.1-3
Grade banding provides flexibility to those delivering instruction while recognizing various school contexts across North Dakota. It is the expectation that specific benchmarks for each grade level be determined by individual school districts. The guiding topics column includes various subject matter that can be used to help teachers deliver content. While not required, the writing committee feels that these are essential topics to explore.			

## GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

Kindergarten – Grade 2

Grade 3 – Grade 5

Grade 6 – Grade 12

*Geography is a strands in:*

Grade 6-12 North Dakota Studies

## SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[North Dakota Social Studies Content Standards](#)

Adopted August 2019

Next Revision Not scheduled

Website: <https://www.nd.gov/dpi/districtsschools/k-12-education-content-standards>

## MANDATES

North Dakota Century Code 15.1-21 Curriculum and Testing requirement

## STATE INFORMATION SHEETS, ALPHABETICAL

### PROFESSIONAL DOCUMENTS USED

Teachings of Our Elders: <a href="https://teachingsofourelders.org/">https://teachingsofourelders.org/</a>	North Dakota Native American Essential Understandings: <a href="http://www.nd.gov/dpi/sites/www/files/documents/Indian%20Education/NDEssentialUnderstandingslg.pdf">www.nd.gov/dpi/sites/www/files/documents/Indian%20Education/NDEssentialUnderstandingslg.pdf</a>
North Dakota Studies: <a href="http://www.ndstudies.gov/welcome-north-dakota-studies">www.ndstudies.gov/welcome-north-dakota-studies</a>	C3 Framework for Social Studies State Standards <a href="http://www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf">www.socialstudies.org/sites/default/files/2017/Jun/c3-framework-for-social-studies-rev0617.pdf</a>
New York State K-12 Social Studies Framework <a href="http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework">http://www.nysed.gov/curriculum-instruction/k-12-social-studies-framework</a>	Iowa Social Studies Standards <a href="https://iowacore.gov/sites/default/files/k-12_socialstudies_508.pdf">https://iowacore.gov/sites/default/files/k-12_socialstudies_508.pdf</a>
Alaska Standards for Culturally Responsive Schools <a href="http://ankn.uaf.edu/publications/culturalstandards.pdf">http://ankn.uaf.edu/publications/culturalstandards.pdf</a>	UCLA National World History Standards <a href="https://phi.history.ucla.edu/nchs/world-history-content-standards/">https://phi.history.ucla.edu/nchs/world-history-content-standards/</a>
APA National Psychology Standards <a href="https://www.apa.org/education/k12/national-standards">https://www.apa.org/education/k12/national-standards</a>	APA National Sociology Standards <a href="http://www.asanet.org/sites/default/files/savvy/ASA%20HS%20Standards%20(Final).pdf">http://www.asanet.org/sites/default/files/savvy/ASA%20HS%20Standards%20(Final).pdf</a>
Generation Citizen <a href="https://generationcitizen.org/about-us/mission-vision/">https://generationcitizen.org/about-us/mission-vision/</a>	National Council for the Social Studies <a href="https://www.socialstudies.org/">https://www.socialstudies.org/</a>
Partnership for 21st Century Learning <a href="http://www.battelleforkids.org/networks/p21">http://www.battelleforkids.org/networks/p21</a>	

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## OHIO

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Ohio Learning Standards – Social Studies*

Grade		Grade	
K	A Child's Place in Time and Space	8	U.S. Studies from 1492 to 1877:
1	Families Now and Long Ago, Near and Far		Exploration through Reconstruction
2	People Working Together	HS	American History
3	Communities: Past and Present, Near and Far	HS	American Government
4	Ohio in the United States	HS	Modern World History
5	Regions and People of the Western Hemisphere	HS	Economics and Financial Literacy
6	Regions and People of the Eastern Hemisphere	HS	Contemporary World Issues
7	World Studies from 750 BC to 1600 AD: Ancient Greece to the First Global Age	HS	World Geography

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

**Strands:** four disciplines within the social studies

- i. History
- ii. Geography
- iii. Government
- iv. Economics

➔ **Themes:** the focus for a particular grade level or the descriptive narrative of a high school course syllabus

➔ **Topics:** the different aspects of content within a strand

- i. History
  - a. Historical Thinking and Skills
  - b. Heritage
  - c. Early Civilizations
  - d. Feudalism and Transitions
  - e. First Global Age
  - f. Colonization to Independence
  - g. A New Nation
  - h. Expansion
  - i. Civil War and Reconstruction
- ii. Geography
  - a. Spatial Thinking and Skills
  - b. Places and Regions
  - c. Human Systems
- iii. Government
  - a. Civic Participation and Skills
  - b. Rules and Laws

# STATE INFORMATION SHEETS, ALPHABETICAL

- c. Roles and Systems of Government
- iv. Economics
  - a. Economic Decision Making and Skills
  - b. Scarcity
  - c. Production and Consumption
  - d. Markets
  - e. Financial Literacy

➔ **Content Statements:** the essential knowledge students should learn at each grade level or within each course.

## Kindergarten

<b>History</b>	HISTORICAL THINKING AND SKILLS	HERITAGE
	1 – 2	3 – 4
<b>Geography</b>	SPATIAL THINKING AND SKILLS	HUMAN SYSTEMS
	5 – 6	7 – 8
<b>Government</b>	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS
	9	10
<b>Economics</b>	SCARCITY	PRODUCTION AND CONSUMPTION
	11	12

## First Grade

<b>History</b>	HISTORICAL THINKING AND SKILLS		HERITAGE	
	1 – 2		3	
<b>Geography</b>	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS	HUMAN SYSTEMS	
	4	5	6 – 7	
<b>Government</b>	CIVIC PARTICIPATION AND SKILLS		RULES AND LAWS	
	8 – 9		10	
<b>Economics</b>	SCARCITY	PRODUCTION AND CONSUMPTION	MARKETS	FINANCIAL LITERACY
	11	12	13	14

## Second Grade

<b>History</b>	HISTORICAL THINKING AND SKILLS		HERITAGE	
	1 – 2		3 – 4	
<b>Geography</b>	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS	HUMAN SYSTEMS	
	5	6	7 – 9	
<b>Government</b>	CIVIC PARTICIPATION AND SKILLS		RULES AND LAWS	
	10 – 11		12	

STATE INFORMATION SHEETS, ALPHABETICAL

<b>Economics</b>	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY	PRODUCTION AND CONSUMPTION	MARKETS	FINANCIAL LITERACY
	13	14	15	16	17

**Third Grade**

<b>History</b>	HISTORICAL THINKING AND SKILLS		HERITAGE		
	1 – 2		3		
<b>Geography</b>	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS		HUMAN SYSTEMS	
	4	5		6 – 8	
<b>Government</b>	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS		ROLES AND SYSTEMS OF GOVERNMENT	
	9 – 10	11		12 – 13	
<b>Economics</b>	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY	PRODUCTION AND CONSUMPTION	MARKETS	FINANCIAL LITERACY
	14	15 - 16	17	18	19 – 20

**Fourth Grade**

<b>History</b>	HISTORICAL THINKING AND SKILLS		HERITAGE		
	1 – 2		3 – 8		
<b>Geography</b>	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS		HUMAN SYSTEMS	
	9	10 – 11		12 – 14	
<b>Government</b>	CIVIC PARTICIPATION AND SKILLS	RULES AND LAWS		ROLES AND SYSTEMS OF GOVERNMENT	
	15 – 16	17 – 18		19	
<b>Economics</b>	ECONOMIC DECISION MAKING AND SKILLS	PRODUCTION AND CONSUMPTION		FINANCIAL LITERACY	
	20	21		22	

**Fifth Grade**

History	HISTORICAL THINKING AND SKILLS			EARLY CIVILIZATIONS		HERITAGE
	1			2		3
Geography	SPATIAL THINKING AND SKILLS		PLACES AND REGIONS		HUMAN SYSTEMS	
	4 – 5		6		7 – 10	
Government	CIVIC PARTICIPATION AND SKILLS			ROLES AND SYSTEMS OF GOVERNMENT		
	11			12		
Economics	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY	PRODUCTION AND CONSUMPTION	MARKETS	FINANCIAL LITERACY	

STATE INFORMATION SHEETS, ALPHABETICAL

	13 – 14	15	16	17	18
Sixth Grade					
History	HISTORICAL THINKING AND SKILLS		EARLY CIVILIZATIONS		
	1		2		
Geography	SPATIAL THINKING AND SKILLS	PLACES AND REGIONS		HUMAN SYSTEMS	
	3 – 4	5		6 – 8	
Government	CIVIC PARTICIPATION AND SKILLS		ROLES AND SYSTEMS OF GOVERNMENT		
	9		10		
Economics	ECONOMIC DECISION MAKING AND SKILLS	SCARCITY	MARKETS	FINANCIAL LITERACY	
	11 – 12	13 – 14	15	16	
Seventh Grade					
History	HISTORICAL THINKING AND SKILLS	EARLY CIVILIZATIONS	FEUDALISM AND TRANSITIONS	FIRST GLOBAL AGE	
	1	2	3 – 7	8 – 11	
Geography	SPATIAL THINKING AND SKILLS		HUMAN SYSTEMS		
	12		13 – 15		
Government	CIVIC PARTICIPATION AND SKILLS		ROLES AND SYSTEMS OF GOVERNMENT		
	16		17 - 18		
Economics	ECONOMIC DECISION MAKING AND SKILLS		SCARCITY	MARKETS	
	19		20	21	
Eighth Grade					
History	HISTORICAL THINKING AND SKILLS	COLONIZATION TO INDEPENDENCE	A NEW NATION	EXPANSION	CIVIL WAR AND RECONSTRUCTION
	1	2 – 6	7 – 9	10 – 11	12 – 14
Geography	SPATIAL THINKING AND SKILLS		HUMAN SYSTEMS		
	15		16 – 19		
Government	CIVIC PARTICIPATION AND SKILLS		ROLES AND SYSTEMS OF GOVERNMENT		
	20 – 21		22 – 23		
Economics	ECONOMIC DECISION MAKING AND SKILLS		PRODUCTION AND CONSUMPTION		MARKETS
	24		25		26
High School – American History					
HISTORICAL THINKING AND SKILLS	FOUNDING DOCUMENTS	INDUSTRIALIZATION AND	FOREIGN AFFAIRS FROM	PROSPERITY, DEPRESSION AND THE	

STATE INFORMATION SHEETS, ALPHABETICAL

		PROGRESSIVISM (1877-1920)	IMPERIALISM TO POSTWORLD WAR I (1898- 1930)	NEW DEAL (1919- 1941)
1 – 3	4 – 7	8 – 13	14 – 15	16 – 19
FROM ISOLATION TO WORLD WAR (1930-1945)	THE COLD WAR (1945-1991)	SOCIAL TRANSFORMATIONS IN THE UNITED STATES (1945-1994)	UNITED STATES AND THE POST -COLD WAR WORLD (1991 TO PRESENT)	
20 – 21	22 – 26	27 – 30	31 – 33	

**High School – American Government**

CIVIC INVOLVEMENT	CIVIC PARTICIPATION AND SKILLS	BASIC PRINCIPLES OF THE U.S. CONSTITUTION	STRUCTURE AND FUNCTIONS OF THE FEDERAL GOVERNMENT
1 – 2	3 – 4	5 – 11	12 – 13
ROLE OF THE PEOPLE	OHIO'S STATE AND LOCAL GOVERNMENTS	PUBLIC POLICY	GOVERNMENT AND THE ECONOMY
14 – 15	16 – 17	18 – 19	20 – 21

**High School – Modern World History**

HISTORICAL THINKING AND SKILLS	AGE OF ENLIGHTENMENT (1600-1800)	AGE OF REVOLUTIONS (1750-1914)	IMPERIALISM (1800- 1914)
1 – 3	4 – 6	7 – 8	9 – 11
ACHIEVEMENTS AND CRISES (1900-1945)	THE COLD WAR (1945-1991)		GLOBALIZATION (1991- PRESENT)
12 – 16	17 – 21		22 – 28

**High School – Economics and Financial Literacy**

ECONOMIC DECISION MAKING AND SKILLS	FUNDAMENTALS OF ECONOMICS	GOVERNMENT AND THE ECONOMY	GLOBAL ECONOMY	WORKING AND EARNING
1 – 2	3 – 6	7 – 8	9 – 10	11 – 12
FINANCIAL RESPONSIBILITY AND MONEY MANAGEMENT	SAVING AND INVESTING	CREDIT AND DEBT	RISK MANAGEMENT	
13 – 15	16 – 19	20 – 22	23 - 25	

**High School – Contemporary World Issues**

GLOBAL CONNECTIONS	CIVIC PARTICIPATION AND SKILLS	CIVIL AND HUMAN RIGHTS	SUSTAINABILITY
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## STATE INFORMATION SHEETS, ALPHABETICAL

1 – 2	3 – 7	8 – 10	11 – 13
TECHNOLOGY	NATIONAL SECURITY AND INTERNATIONAL DIPLOMACY		THE GLOBAL ECONOMY
14 – 15	16 – 18	19 – 22	

**High School – World Geography**

SPATIAL THINKING AND SKILLS	ENVIRONMENT AND SOCIETY	MOVEMENT
1 – 2	3 – 7	8 – 10
REGION	HUMAN SETTLEMENT	GLOBALIZATION
11 – 14	15 – 16	17 – 19

These standards provide Ohio’s educators with a set of common expectations on which to base social studies curricula.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS World Geography

*Geography is a strand in:*

Kindergarten	Grade 2	Grade 4	Grade 6	Grade 8
Grade 1	Grade 3	Grade 5	Grade 7	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Ohio’s Learning Standards Social Studies](#)

Adopted February 2018

Next Revision Not scheduled

Website: <https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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Back to [States](#)

## OKLAHOMA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Oklahoma Academic Standards – Social Studies*

Grade		Grade	
Pre-K	Social Studies – Introduction to Social Studies	8	Social Studies – U.S. History and Civics
K	Social Studies – Focus on Communities	HS	Economics
1	Social Studies – Focus on Communities	HS	Oklahoma History
2	Social Studies – Conclude Initial Study of SS	HS	Psychology
3	Social Studies – Focus on Oklahoma	HS	U.S. Government
4	Social Studies – Focus on Geography of U.S.	HS	U.S. History
5	Social Studies – Focus on U.S History and Constitution of the U.S.	HS	World Geography
6	Social Studies – Focus on Geography Western Hemisphere	HS	World History
7	Social Studies – Focus on Geography Eastern Hemisphere	HS	Sociology

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

Comprised of two components:

1. **Social Studies Practices:** define basic skills and disciplinary tools to prepare students for college, career and civic life. Meant to be integrated with the instruction of content standards.
  - i. Engage in Democratic Processes
  - ii. Analyze and Address Authentic Civic Issues
  - iii. Acquire, Apply, and Evaluate Evidence
  - iv. Read Critically and Interpret Information Sources
  - v. Engage in Evidence-Based Writing
2. **Content Standards:** designate specific learning targets at each grade level or course.
  - **Strands:**
    - i. History
    - ii. Geography
    - iii. Civics
    - iv. Economics
  - **Standards**
  - **Objectives**

**Pre-Kindergarten**

<i>Strand</i>	Civics	Geography	History	Economics
<i>Standard</i>	PK.1	PK.2	PK.3	PK.4
<i>Objectives</i>	1 - 4	1 - 4	1 - 4	1 - 4

**Kindergarten**

<i>Strand</i>	Civics	Geography	History	Economics
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STATE INFORMATION SHEETS, ALPHABETICAL

<i>Standard</i>	K.1	K.2	K.3	K.4
<i>Objectives</i>	1 - 5	1 - 6	1 - 4	1 - 4

First Grade

<i>Strand</i>	Civics	Geography	History	Economics
<i>Standard</i>	1.1	1.2	1.3	1.4
<i>Objectives</i>	1 - 4	1 - 5	1 - 4	1 - 4

Second Grade

<i>Strand</i>	Civics	Geography	History	Economics
<i>Standard</i>	2.1	2.2	2.3	2.4
<i>Objectives</i>	1 - 5	1 - 6	1 - 4	1 - 4

Third Grade

<i>Strand</i>	Civics	Geography	History	Economics
<i>Standard</i>	3.1	3.2	3.3	3.4
<i>Objectives</i>	1 - 5	1(A-F), 2(A-D), 3	1 - 12	1 - 3

Fourth Grade

<i>Strand</i>	Civics	Geography	History	Economics
<i>Standard</i>	4.1	4.2	4.3	4.4
<i>Objectives</i>	1(A-B), 2, 3(A-B)	1(A-C), 2(AB), 3(AB), 4(AB), 5	1(A-E), 2(A-B)	1(A-C), 2(A-C), 3(A-B)

Fifth Grade

<i>Standard</i>	5.1	5.2	5.3	5.4	5.5
<i>Objectives</i>	1 - 4, 5(A-D), 6, 7(A-C), 8	1, 2(A-C), 3 - 8	1(A-L), 2(A-E), 3 - 8	1, 2(A-E) 3 - 6	1(A-C), 2, 3(A-G)

Sixth Grade

<i>Standard</i>	6.1	6.2	6.3	6.4	6.5
<i>Objectives</i>	1 - 5	1 - 4	1- 10	1 - 6	1 - 5

Seventh Grade

<i>Standard</i>	7.1	7.2	7.3	7.4	7.5
<i>Objectives</i>	1 - 6	1 - 3	1 - 12	1 - 6	1 - 7

Eighth Grade

<i>Standard</i>	8.1	8.2	8.3	8.4	8.5	8.6
<i>Objectives</i>	1 - 2, 3(A-K), 4(A-E), 5(A-F), 6(A-D)	1, 2(A-D), 3 - 4, 5(A-G)	1(A-H), 2 - 5, 6(A-F), 7 - 9, 10(A-F)	1 - 4	1 - 3	1 - 5



STATE INFORMATION SHEETS, ALPHABETICAL

<i>Standard</i>	8.7	8.8	8.9	8.10	8.11	8.12
<i>Objectives</i>	1 – 2, 3(A-C)	1 - 4	1 - 2, 3(A-E), 4 - 5	1 - 5	1(A-E), 2 – 8	1, 2(A-C), 3(A-E), 4, 5(A-D)

**High School – Economics**

<i>Standard</i>	E.1	E.2	E.3	E.4	E.5	E.6	E.7
<i>Objectives</i>	1 - 4	1 - 5	1 - 3	1 - 2	1 - 4	1 - 3	1 - 2
<i>Standard</i>	E.8	E.9	E.10	E.11	E.12	E.13	
<i>Objectives</i>	1 - 3	1 - 3	1 - 3	1 - 4	1 - 2	1 - 3	

**High School – Oklahoma History**

<i>Standard</i>	OKH.1	OKH.2	OKH.3	OKH.4	OKH.5	OKH.6
<i>Objectives</i>	1 - 4	1 - 4	1(A-F), 2 - 5	1 - 8	1(A-D), 2(A-F), 3 - 9	1(A-D), 2(A-G), 3 - 9

**High School – Psychology**

<i>Standard</i>	PS.1	PS.2	PS.3	PS.4	PS.5
<i>Objectives</i>	1 - 3	1 - 4	1 - 6	1 - 2	1 - 3
<i>Standard</i>	PS.6	PS.7	PS.8	PS.9	
<i>Objectives</i>	1 - 2	1 - 3	1 - 3	1 - 4	

**High School – U.S. Government**

<i>Standard</i>	USG.1	USG.2	USG.3	USG.4	USG.5	USG.6
<i>Objectives</i>	1 - 4	1 - 5	1, 2(A-E), 3 – 5, 6(A-C), 7 - 9, 10(A-E), 11(1-E)	1 – 2(A-E)	1 - 5	1 - 4

**High School – U.S. History**

<i>Standard</i>	USH.1	USH.2	USH.3	USH.4	USH.5
<i>Objectives</i>	1, 2(A-C), 3(A-D)	1(A-G), 2(A-C), 3(A-C)	1(A-D), 2(A-D)	1(A-E), 2(A-D), 3(A-C)	1(A-C), 2 - 3
<i>Standard</i>	USH.6	USH.7	USH.8	USH.9	
<i>Objectives</i>	1(A-D), 2(A-C), 3 - 4	1(A-C), 2(A-F)	1 – 4, 5(A-B), 6	1 - 3	

**High School – World Geography**

<i>Standard</i>	G.1	G.2	G.3	G.4	G.5	G.6	G.7
<i>Objectives</i>	1 - 4	1 - 3	1 - 5	1 - 5	1 - 5	1 - 5	1 - 3

**High School – World History**

<i>Standard</i>	WH.1	WH.2	WH.3	WH.4	WH.5	WH.6
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## STATE INFORMATION SHEETS, ALPHABETICAL

<i>Objectives</i>	1 - 5	1 - 4, 5(A-C), 6 - 7	1(A-D), 2 - 5	1 - 4, 5(A-C), 6 - 9	1 - 2, 3(A-D), 4(A-C), 5(A-D), 6(A-C), 7(A-E)	1, 2(A-D), 3 - 4
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### High School – Sociology

<i>Standard</i>	S.1	S.2	S.3	S.4
<i>Objectives</i>	1 - 4	1 - 6	1 – 2	1 - 5
<i>Standard</i>	S.5	S.6	S.7	S.8
<i>Objectives</i>	1 - 3	1 - 2	1 - 3	1 - 5

The standards specify what students should know and be able to do as learners of social studies at the end of each grade level or social studies course. The order of the standards at any grade level is not meant to imply a sequence of topics and should be considered flexible for the organization of any course. The four strands (history, geography, civics, and economics) are to be threaded through an integrated program, from grades pre-K through 12, as appropriate at each level. While at some grades and for some courses, specific strands will be more dominant than others, all strands are represented and interrelated in the standards for each grade and course.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS World Human Geography

*Geography is a strand in:*

Pre-Kindergarten	Grade 2	Grade 5	HS Oklahoma History
Kindergarten	Grade 3	Grade 6	HS U.S. History
Grade 1	Grade 4	Grade 7	HS World History
		Grade 8	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Oklahoma Academic Standards Social Studies](#)

Adopted August 2019

[Oklahoma Social Studies Framework](#)

Next Revision Not scheduled

Website: <https://sde.ok.gov/social-studies>

### MANDATES

US Federal Law Requires Lessons on Constitution: Pub. L. 108-447, Consolidated Appropriations Act, 2005, Dec. 8, 2004; 118 Stat. 2809, 3344-45, "Each educational institution that receives Federal funds for a fiscal year shall hold an educational program on the United States Constitution on September 17 of such year for the students served by the educational institution."

## STATE INFORMATION SHEETS, ALPHABETICAL

Celebrate Freedom, An Oklahoma Act relating to schools; amending 70 O.S. 2001, Section 24-152, which relates to Veterans Day in public schools; designating Celebrate Freedom Week
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### PROFESSIONAL DOCUMENTS USED

National Council of the Social Studies (NCSS) Skills Framework	Center for Civic Education Civics Standards
National Council for Geographic Education (NCGE) Geography for Life Standards	Council for Economic Education Voluntary National Content Standards in Economics
National Council for History Education (NCHE) Habits of Mind	National Center for History in the Schools Standards for Historical Thinking
Oklahoma Academic Standards for English Language Arts and Social Studies	other states' standards documents

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## OREGON

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Oregon K-12 Social Sciences Academic Content Standards*

Grade		Grade	
K	Me and My World	5	America's Past [U.S. History 1492-1786]
1	My School and Family	6	Western Hemisphere – World History
2	My Neighborhood, My Community	7	Eastern Hemisphere – World History
3	Our Community and Beyond [Emphasis on Oregon Geography and Local/Regional History]	8	U.S. History – through Reconstruction
4	Oregon's Past [Oregon History]	HS	United States History Post Reconstruction – present & World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Strands:**

- i. Civics and Government
- ii. Economics
- iii. Multicultural Studies
- iv. Financial Literacy
- v. Geography
- vi. Historical Knowledge
- vii. Historical Thinking
- viii. Social Science Analysis

➔ **Standards** (2018 standards feature Multicultural Studies. 2021 updated standards were integrated with Ethnic Studies, replacing Multicultural Studies)

**Kindergarten**

<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	
K.1 – K.3	K.4	K.5- K.8	
<i>Geography</i>	<i>History – Focus: Me and My World</i>		<i>Social Science Analysis</i>
	<i>Historical Knowledge</i>	<i>Historical Thinking</i>	
K.9 – K.12	K.13 – K.14	K.15 – K.18	K.19 – K.20

**First Grade**

<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	
1.1 – 1.2	1.3 – 1.4	1.5	
<i>Geography</i>	<i>History – Focus: My School and Family</i>		<i>Social Science Analysis</i>
	<i>Historical Knowledge</i>	<i>Historical Thinking</i>	

STATE INFORMATION SHEETS, ALPHABETICAL

1.6 – 1.9	1.10 – 1.14	1.15 – 1.18	1.19 – 1.22
<b>Second Grade</b>			
<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	
2.1 – 2.6	2.7 – 2.8	2.9 – 2.10	
<i>Geography</i>	<i>History – Focus: My Neighborhood, My Community</i>		<i>Social Science Analysis</i>
	<i>Historical Knowledge</i>	<i>Historical Thinking</i>	
2.11 – 2.15	2.16 – 2.17	2.18 – 2.22	2.23 – 2.26
<b>Third Grade</b>			
<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	
3.1 – 3.3	3.4 – 3.6	3.7	
<i>Geography</i>	<i>History – Focus: Our Community and Beyond</i>		<i>Social Science Analysis</i>
	<i>Historical Knowledge</i>	<i>Historical Thinking</i>	
3.8 – 3.10	3.11 – 3.12	3.13 – 3.16	3.17 – 3.19
<b>Fourth Grade</b>			
<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	
4.1 – 4.3	4.4	4.5 – 4.7	
<i>Geography</i>	<i>History – Focus: Oregon’s Past</i>		<i>Social Science Analysis</i>
	<i>Historical Knowledge</i>	<i>Historical Thinking</i>	
4.8 – 4.11	4.12 – 4.15	4.16 – 4.19	4.20 – 4.24
<b>Fifth Grade</b>			
<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	
5.1 – 5.5	5.6 – 5.7	5.8	
<i>Geography</i>	<i>History – Focus: America’s Past U.S. History 1492-1786</i>		<i>Social Science Analysis</i>
	<i>Historical Knowledge</i>	<i>Historical Thinking</i>	
5.9 – 5.13	5.14 – 5.22	5.23 – 5.25	5.26 – 5.29
<b>Sixth Grade</b>			
<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	
6.1 – 6.5	6.6 – 6.8	6.9 – 6.12	
<i>Geography</i>	<i>History – Focus: Western Hemisphere</i>		<i>Social Science Analysis</i>
	<i>Historical Knowledge</i>	<i>Historical Thinking</i>	
6.13 – 6.16	6.17 – 6.21	6.22 – 6.23	6.24 – 6.28
<b>Seventh Grade</b>			
<i>Civics &amp; Govt</i>	<i>Economics</i>	<i>Financial Literacy</i>	

STATE INFORMATION SHEETS, ALPHABETICAL

7.1 – 7.5	7.6 – 7.9	7.10 – 7.12	
Geography	History – Focus: Eastern Hemisphere		Social Science Analysis
	Historical Knowledge	Historical Thinking	
7.13 – 7.19	7.20 – 7.23	7.24 – 7.26	7.27 – 7.30
Eighth Grade			
Civics & Govt	Economics	Financial Literacy	
8.1 – 8.11	8.12 – 8.14	8.15 – 8.18	
Geography	History – Focus: U.S. History through Reconstruction		Social Science Analysis
	Historical Knowledge	Historical Thinking	
8.19 – 8.21	8.22 – 8.29	8.30 – 8.32	8.33 – 8.36
High School			
Civics and Government	HS.1 – HS.11		
Economics			
Microeconomics/Decision Making		National Economy	Global Economy
HS.12 – HS.13		HS.14 – HS.22	HS.23 – HS.27
Financial Literacy	HS.28 – HS.37		
Geography	HS.38 – HS.51		
History – Focus: U.S. History Post Reconstruction – present and World History			
Historical Knowledge		Historical Thinking	
HS.52 – HS.66		HS.67 – HS.70	
Social Science Analysis	HS.71 – HS.78		
Schools and districts should align instruction to these standards.			

**GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography has a separate set of standards in:*

HS Geography

*Geography is a strand in:*

Kindergarten	Grade 3	Grade 6
Grade 1	Grade 4	Grade 7
Grade 2	Grade 5	Grade 8

**SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[Oregon K-12 Social Studies Academic Content Standards](#)

- 2018

Adopted May 2018

Revised February 2021 integrating ethnic studies

## STATE INFORMATION SHEETS, ALPHABETICAL

### [2021 Social Science Standards Integrated with Ethnic Studies](#)

Effective March 2026-2027

Next Revision 2025

Website: <https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Pages/default.aspx>

#### **MANDATES**

Ethnic Studies HB2845 Holocaust & Genocide SB664 SB13 Tribal History/Shared History
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#### **PROFESSIONAL DOCUMENTS USED**

None Identified
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 PENNSYLVANIA
 

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**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Academic Standards For Geography*

Grade		Grade	
PK - 3	Social Studies	HS	U.S. History
3 - 8	Social Studies	HS	World History
9	Social Studies	HS	Civics and Government
		12	Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

Pennsylvania Academic Standards – separate documents:

1. Civics and Government
2. Economics
3. Geography
4. History

**Standards:** describe what students know and be able to do.

Civics

## 5.1 Principles and Documents of Government

- a. Rule of Law
- b. Laws and Government
- c. Principles and Ideals that Shape Government
- d. Documents and Ideals that Shape Pennsylvania & US Government
- e. Individual Rights
- f. Symbols

## 5.2 Principles and Documents of Government

- a. Civic Rights and Responsibilities
- b. Conflict and Resolution
- c. Leadership and Public Service
- d. Competent and Responsible Citizens

## 5.3 How Government Works

- a. Branches of Government
- b. Structure, Organization, and Operation of Governments
- c. Government Services
- d. Leadership and Political Elections
- e. Elements of the Election Process
- f. Conflict and the Court Systems
- g. Interest Groups
- h. Media Influences
- i. Taxes
- j. Systems of Government

## 5.4 How International Relationships Function

- a. Countries and Conflicts
- b. Tools of Foreign Policy
- c. International Organizations
- d. Media and its Influences



- e. How Foreign Policy is Influenced

### Economics

#### 6.1 Economic Systems

- a. Scarcity and Choice
- b. Limited Resources
- c. Opportunity Costs
- d. Incentives and Choice

#### 6.2 Markets and Functions of Governments

- a. Goods and Services
- b. Market Competition
- c. Advertising and Media
- d. Price Determination
- e. Economic Health
- f. Private Economic Institutions
- g. Economic Systems

#### 6.3 Scarcity and Choice

- a. Goods and Services
- b. Government Involvement in the Economy
- c. Taxation
- d. Government's Role in International Trade

#### 6.4 Economic Interdependence

- a. Specialization
- b. Trade
- c. Multinational Corporations and Non-Government Organizations
- d. Factors Contributing to Economic Interdependence

#### 6.5 Work and Earnings

- a. Factors Influencing Wages
- b. Labor Productivity
- c. Types of Businesses
- d. Profits and Losses
- e. Distribution of Wealth
- f. Entrepreneurship
- g. Costs and Benefits of Saving
- h. Interest Rates

### Geography

#### 7.1 Basic Geographic Literacy

- a. Geographic Tools
- b. Location of Places and Regions

#### 7.2 Physical Characteristics of Places and Regions

- a. Physical Characteristics
- b. Physical Processes

#### 7.3 Human Characteristics of Places and Regions

- g. Human Characteristics

#### 7.4 Interactions Between People and the Environment

## STATE INFORMATION SHEETS, ALPHABETICAL

- a. Impact of Physical Systems on People
- b. Impact of People on Physical Systems

### History

#### 8.1 Historical Analysis and Skills Development

- a. Continuity and Change over Time
- b. Fact / Opinion and Points of View
- c. Research

#### 8.2 Pennsylvania History

- a. Contributions of Individuals and Groups
- b. Historical Documents, Artifacts, and Historical Places
- c. Impact of Continuity and Change on PA History
- d. Conflict and Cooperation

#### 8.3 United States History

- a. Contributions of Individuals and Groups
- b. Historical Documents and Artifacts
- c. Impact of Continuity and Change on U.S. History
- d. Conflict and Cooperation

#### 8.4 World History

- a. Contributions of Individuals and Groups
- b. Historical Documents, Artifacts, and Sites
- c. Impact of Continuity and Change
- d. Conflict and Cooperation

- ➔ **Big Ideas:** Declarative statements that describe concepts that transcend grade levels. Big Ideas are essential to provide focus on specific content for all students.
- ➔ **Concept:** Describe what students should know (key knowledge) as a result of this instruction specific to grade level.
- ➔ **Essential Questions:** Questions connected to the SAS framework specifically linked to the Big Ideas. They should frame student inquiry, promote critical thinking, and assist in learning transfer.
- ➔ **Competencies:** Describe what students should be able to do (key skills) as a result of this instruction, specific to grade level.

### **Pre-Kindergarten**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
5.1.PK.A.    5.1.PK.F.	6.1.PK.D.	7.1.PK.A.	8.1.PK.A.    8.1.PK.C.
5.2.PK.A.    5.2.PK.B.	6.2.PK.D.	7.2.PK.A.	
5.3.PK.C.    5.3.PK.F.	6.3.PK.D.		
	6.5.PK.A.    6.5.PK.C.		

### **Kindergarten**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
5.1.K.A.    5.1.K.E.	6.1.K.A.    6.1.K.C.	7.1.K.A.	8.1.K.A.
5.1.K.B.    5.1.K.F.	6.1.K.B.    6.1.K.D.	7.1.K.B.	8.1.K.B.
5.1.K.C.			8.1.K.C.

5.2.K.A.	5.2.K.C.	6.2.K.A.	6.2.K.D.	7.2.K.A.	8.2.K.A.	8.2.K.D.
5.2.K.B.	5.2.K.D.	6.2.K.C.		7.2.K.B.	8.2.K.B.	
5.3.K.B.	5.3.K.F.	6.3.K.D.		7.3.K.A.	8.3.K.A.	8.3.K.C.
5.3.K.C.					8.3.K.B.	
5.4.K.A.		6.4.K.A.		7.4.K.A.	8.4.K.A.	8.4.K.D.
5.4.K.B.		6.4.K.D.			8.4.K.C.	
		6.5.K.A.	6.5.K.C.			

<i>Civics</i>		<i>Economics</i>		<i>Geography</i>	<i>History</i>
5.1.1.A.	5.1.1.D.	6.1.1.A.	6.1.1.C.	7.1.1.A.	8.1.1.A.
5.1.1.B.	5.1.1.E.	6.1.1.B.	6.1.1.D.	7.1.1.B.	8.1.1.B.
5.1.1.C.	5.1.1.F.				8.1.1.C.
5.2.1.A.	5.2.1.C.	6.2.1.A.	6.2.1.E.	7.2.1.A.	8.2.1.A.
5.2.1.B.	5.2.1.D.	6.2.1.C.	6.2.1.G.	7.2.1.B.	8.2.1.B.
		6.2.1.D.			8.2.1.C.
5.3.1.A.	5.3.1.F.	6.3.1.A.		7.3.1.A.	8.3.1.A.
5.3.1.B.	5.3.1.H.	6.3.1.D.			8.3.1.B.
5.3.1.C.	5.3.1.I.				8.3.1.C.
5.3.1.D.	5.3.1.J.				8.3.1.D.
5.3.1.E.					
5.4.1.A.	5.4.1.D.	6.4.1.A.		7.4.1.A.	8.4.1.A.
5.4.1.B.	5.4.1.E.	6.4.1.D.			8.4.1.B.
		6.5.1.A.	6.5.1.E.		
		6.5.1.B.	6.5.1.F.		
		6.5.1.C.	6.5.1.G.		
		6.5.1.D.			

<i>Civics</i>		<i>Economics</i>		<i>Geography</i>	<i>History</i>
5.1.2.A.	5.1.2.D.	6.1.2.A.	6.1.2.C.	7.1.2.A.	8.1.2.A.
5.1.2.B.	5.1.2.E.	6.1.2.B.	6.1.2.D.	7.1.2.B.	8.1.2.B.
5.1.2.C.	5.1.2.F.				8.1.2.C.
5.2.2.A.		6.2.2.A.	6.2.2.E.	7.2.2.A.	8.2.2.A.
5.2.2.B.		6.2.2.B.	6.2.2.F.	7.2.2.B.	8.2.2.B.
5.2.2.C.		6.2.2.C.	6.2.2.G.		8.2.2.C.
5.2.2.D.		6.2.2.D.			8.2.2.D.
5.3.2.A.	5.3.2.F.	6.3.2.A.		7.3.2.A.	8.3.2.A.
5.3.2.B.	5.3.2.G.	6.3.2.C.			8.3.2.B.
5.3.2.C.	5.3.2.H.	6.3.2.D.			8.3.2.C.
5.3.2.D.	5.3.2.I.				8.3.2.D.
5.3.2.E.					
5.4.2.A.	5.4.2.D.	6.4.2.A.		7.4.2.A.	8.4.2.A.
5.4.2.B.	5.4.2.E.	6.4.2.C.			8.4.2.B.
5.4.2.C.		6.4.2.D.			8.4.2.C.
		6.5.2.A.	6.5.2.E.		8.4.2.D.
		6.5.2.B.	6.5.2.F.		

STATE INFORMATION SHEETS, ALPHABETICAL

	6.5.2.C. 6.5.2.D.	6.5.2.G. 6.5.2.H.		
<b>Third Grade</b>				
<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	
5.1.3.A. 5.1.3.D. 5.1.3.B. 5.1.3.E. 5.1.3.C. 5.1.3.F.	6.1.3.A. 6.1.3.C. 6.1.3.B. 6.1.3.D.	7.1.3.A. 7.1.3.B.	8.1.3.A. 8.1.3.B. 8.1.3.C.	
5.2.3.A. 5.2.3.B. 5.2.3.C. 5.2.3.D.	6.2.3.A. 6.2.3.E. 6.2.3.B. 6.2.3.F. 6.2.3.C. 6.2.3.G. 6.2.3.D.	7.2.3.A. 7.2.3.B.	8.2.3.A. 8.2.3.B. 8.2.3.C. 8.2.3.D.	
5.3.3.A. 5.3.3.F. 5.3.3.B. 5.3.3.G. 5.3.3.C. 5.3.3.H. 5.3.3.D. 5.3.3.I. 5.3.3.E. 5.3.3.J.	6.3.3.A. 6.3.3.B. 6.3.3.C. 6.3.3.D.	7.3.3.A.	8.3.3.A. 8.3.3.B. 8.3.3.C. 8.3.3.D.	
5.4.3.A. 5.4.3.D. 5.4.3.B. 5.4.3.E. 5.4.3.C.	6.4.3.A. 6.4.3.C. 6.4.3.B. 6.4.3.D.	7.4.3.A. 7.4.3.B.	8.4.3.A. 8.4.3.C. 8.4.3.B. 8.4.3.D.	
	6.5.3.A. 6.5.3.E. 6.5.3.B. 6.5.3.F. 6.5.3.C. 6.5.3.G. 6.5.3.D. 6.5.3.H.			
<b>Fourth Grade</b>				
<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	
5.1.4.A. 5.1.4.D. 5.1.4.B. 5.1.4.F. 5.1.4.C.	6.1.4.A. 6.1.4.C. 6.1.4.B. 6.1.4.D.	7.1.4.A. 7.1.4.B.	8.1.4.A. 8.1.4.B. 8.1.4.C.	
5.2.4.A. 5.2.4.B. 5.2.4.C. 5.2.4.D.	6.2.4.A. 6.2.4.E. 6.2.4.B. 6.2.4.F. 6.2.4.C. 6.2.4.G. 6.2.4.D.	7.2.4.A. 7.2.4.B.	8.2.4.A. 8.2.4.B. 8.2.4.C. 8.2.4.D.	
5.3.4.A. 5.3.4.E. 5.3.4.B. 5.3.4.F. 5.3.4.C. 5.3.4.G. 5.3.4.D.	6.3.4.A. 6.3.4.B. 6.3.4.C.	7.3.4.A.	8.3.4.A. 8.3.4.B. 8.3.4.C. 8.3.4.D.	
	6.4.4.A. 6.4.4.B.	7.4.4.A. 7.4.4.B.	8.4.4.A. 8.4.4.C. 8.4.4.B. 8.4.4.D.	
	6.5.4.B. 6.5.4.H. 6.5.4.G.			
<b>Fifth Grade</b>				
<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	
5.1.5.A. 5.1.5.D.	6.1.5.A. 6.1.5.C.	7.1.5.A.	8.1.5.A. 8.1.5.C.	

STATE INFORMATION SHEETS, ALPHABETICAL

5.1.5.B. 5.1.5.C.	5.1.5.E. 5.1.5.F.	6.1.5.B.	6.1.5.D.	7.1.5.B.	8.1.5.B.
5.2.5.A. 5.2.5.B. 5.2.5.C. 5.2.5.D.		6.2.5.A. 6.2.5.B. 6.2.5.C. 6.2.5.D.	6.2.5.E. 6.2.5.F. 6.2.5.G.	7.2.5.A. 7.2.5.B.	8.2.5.A. 8.2.5.B. 8.2.5.C. 8.2.5.D.
5.3.5.A. 5.3.5.B. 5.3.5.C. 5.3.5.D.	5.3.5.E. 5.3.5.F. 5.3.5.G. 5.3.5.H.	6.3.5.A. 6.3.5.B. 6.3.5.C.		7.3.5.A.	8.3.5.A. 8.3.5.B. 8.3.5.C. 8.3.5.D.
5.4.5.B.		6.4.5.A. 6.4.5.B.	6.4.5.C. 6.4.5.D.	7.4.5.A. 7.4.5.B.	8.4.5.A. 8.4.5.B.
		6.5.5.A. 6.5.5.B. 6.5.5.D. 6.5.5.E.	6.5.5.F. 6.5.5.G. 6.5.5.H.		

**Sixth Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
5.1.6.A. 5.1.6.D. 5.1.6.B. 5.1.6.E. 5.1.6.C. 5.1.6.F.	6.1.6.A. 6.1.6.C. 6.1.6.B. 6.1.6.D.	7.1.6.A. 7.1.6.B.	8.1.6.A. 8.1.6.C. 8.1.6.B.
5.2.6.A. 5.2.6.B. 5.2.6.C. 5.2.6.D.	6.2.6.A. 6.2.6.E. 6.2.6.B. 6.2.6.F. 6.2.6.C. 6.2.6.G. 6.2.6.D.	7.2.6.A. 7.2.6.B.	8.2.6.A. 8.2.6.B. 8.2.6.C. 8.2.6.D.
5.3.6.A. 5.3.6.F. 5.3.6.B. 5.3.6.G. 5.3.6.C. 5.3.6.H. 5.3.6.D. 5.3.6.I. 5.3.6.E.	6.3.6.A. 6.3.6.B. 6.3.6.C. 6.3.6.D.	7.3.6.A.	8.3.6.A. 8.3.6.B. 8.3.6.C. 8.3.6.D.
5.4.6.A. 5.4.6.B.	6.4.6.A. 6.4.6.C. 6.4.6.B. 6.4.6.D.	7.4.6.A. 7.4.6.B.	8.4.6.A. 8.4.6.C. 8.4.6.B. 8.4.6.D.
	6.5.6.A. 6.5.6.F. 6.5.6.B. 6.5.6.G. 6.5.6.D. 6.5.6.H. 6.5.6.E.		

**Seventh Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
5.1.7.A. 5.1.7.D. 5.1.7.B. 5.1.7.E. 5.1.7.C. 5.1.7.F.	6.1.7.A. 6.1.7.C. 6.1.7.B. 6.1.7.D.	7.1.7.A. 7.1.7.B.	8.1.7.A. 8.1.7.C. 8.1.7.B.
5.2.7.A. 5.2.7.B. 5.2.7.C. 5.2.7.D.	6.2.7.A. 6.2.7.E. 6.2.7.B. 6.2.7.F. 6.2.7.C. 6.2.7.G. 6.2.7.D.	7.2.7.A. 7.2.7.B.	8.2.7.A. 8.2.7.B. 8.2.7.C. 8.2.7.D.

STATE INFORMATION SHEETS, ALPHABETICAL

5.3.7.A.	5.3.7.F.	6.3.7.A.		7.3.7.A.	8.3.7.A.	
5.3.7.B.	5.3.7.G.	6.3.7.B.			8.3.7.B.	
5.3.7.C.	5.3.7.H.	6.3.7.C.			8.3.7.C.	
5.3.7.D.	5.3.7.I.	6.3.7.D.			8.3.7.D.	
5.3.7.E.	5.3.7.J.					
5.4.7.A.	5.4.7.D.	6.4.7.A.	6.4.7.C.	7.4.7.A.	8.4.7.A.	8.4.7.C.
5.4.7.B.		6.4.7.B.	6.4.7.D.	7.4.7.B.	8.4.7.B.	8.4.7.D.
		6.5.7.A.	6.5.7.F.			
		6.5.7.B.	6.5.7.G.			
		6.5.7.D.	6.5.7.H.			
		6.5.7.E.				

**Eighth Grade**

<i>Civics</i>		<i>Economics</i>		<i>Geography</i>	<i>History</i>	
5.1.8.A.	5.1.8.D.	6.1.8.A.	6.1.8.C.	7.1.8.A.	8.1.8.A.	
5.1.8.B.	5.1.8.E.	6.1.8.B.	6.1.8.D.	7.1.8.B.	8.1.8.B.	
5.1.8.C.	5.1.8.F.				8.1.8.C.	
5.2.8.A.		6.2.8.A.	6.2.8.E.	7.2.8.A.	8.2.8.A.	
5.2.8.B.		6.2.8.B.	6.2.8.F.	7.2.8.B.	8.2.8.B.	
5.2.8.C.		6.2.8.C.	6.2.8.G.		8.2.8.C.	
5.2.8.D.		6.2.8.D.			8.2.8.D.	
5.3.8.A.	5.3.8.F.	6.3.8.A.		7.3.8.A.	8.3.8.A.	
5.3.8.B.	5.3.8.G.	6.3.8.B.			8.3.8.B.	
5.3.8.C.	5.3.8.H.	6.3.8.C.			8.3.8.C.	
5.3.8.D.	5.3.8.I.	6.3.8.D.			8.3.8.D.	
5.3.8.E.	5.3.8.J.					
5.4.8.A.	5.4.8.C.	6.4.8.A.	6.4.8.C.	7.4.8.A.	8.4.8.A.	8.4.8.C.
5.4.8.B.	5.4.8.D.	6.4.8.B.	6.4.8.D.	7.4.8.B.	8.4.8.B.	8.4.8.D.
		6.5.8.A.	6.5.8.E.			
		6.5.8.B.	6.5.8.F.			
		6.5.8.C.	6.5.8.G.			
		6.5.8.D.	6.5.8.H.			

**Ninth Grade**

<i>Civics</i>		<i>Economics</i>		<i>Geography</i>	<i>History</i>
5.1.9.A.	5.1.9.D.	6.1.9.A.	6.1.9.C.	7.1.9.A.	8.1.9.A.
5.1.9.B.	5.1.9.E.	6.1.9.B.	6.1.9.D.	7.1.9.B.	8.1.9.B.
5.1.9.C.	5.1.9.F.				8.1.9.C.
5.2.9.A.		6.2.9.A.	6.2.9.E.	7.2.9.A.	8.2.9.A.
5.2.9.B.		6.2.9.B.	6.2.9.F.	7.2.9.B.	8.2.9.B.
5.2.9.C.		6.2.9.C.	6.2.9.G.		8.2.9.C.
5.2.9.D.		6.2.9.D.			8.2.9.D.
5.3.9.A.	5.3.9.F.	6.3.9.A.		7.3.9.A.	8.3.9.A.
5.3.9.B.	5.3.9.G.	6.3.9.B.			8.3.9.B.
5.3.9.C.	5.3.9.H.	6.3.9.C.			8.3.9.C.
5.3.9.D.	5.3.9.I.	6.3.9.D.			8.3.9.D.
5.3.9.E.	5.3.9.J.				

STATE INFORMATION SHEETS, ALPHABETICAL

5.4.9.A. 5.4.9.B. 5.4.9.C.	5.4.9.D. 5.4.9.E.	6.4.9.A. 6.4.9.B.	6.4.9.C. 6.4.9.D.	7.4.9.A. 7.4.9.B.	8.4.9.A. 8.4.9.B.	8.4.9.C. 8.4.9.D.
		6.5.9.A. 6.5.9.B. 6.5.9.C. 6.5.9.D.	6.5.9.E. 6.5.9.F. 6.5.9.G. 6.5.9.H.			

**High School - U.S. History (1850-Present)**

<i>Civics</i>		<i>Economics</i>		<i>Geography</i>	<i>History</i>	
5.1.U.A. 5.1.U.C.	5.1.U.D. 5.1.U.F.	6.1.U.A. 6.1.U.B.	6.1.U.C.	7.1.U.A.	8.1.U.A. 8.1.U.B.	8.1.U.C.
5.2.U.A. 5.2.U.B.	5.2.U.C. 5.2.U.D.	6.2.U.A. 6.2.U.C. 6.2.U.D.	6.2.U.E. 6.2.U.F. 6.2.U.G.	7.2.U.A. 7.2.U.B.	8.2.U.A. 8.2.U.B.	8.2.U.C. 8.2.U.D.
5.3.U.D. 5.3.U.F.		6.3.U.B. 6.3.U.C.	6.3.U.D.	7.3.U.A.	8.3.U.A. 8.3.U.B.	8.3.U.C. 8.3.U.D.
5.4.U.A.		6.4.U.A. 6.4.U.C.	6.4.U.D.	7.4.U.A. 7.4.U.B.		
		6.5.U.B. 6.5.U.E. 6.5.U.F.				

**High School - World History (1450 – Present)**

<i>Civics</i>		<i>Economics</i>		<i>Geography</i>	<i>History</i>	
5.1.W.B. 5.1.W.F.		6.1.W.A. 6.1.W.B.	6.1.W.C.	7.1.W.A.	8.1.W.A. 8.1.W.B.	8.1.W.C.
5.2.W.A. 5.2.W.B. 5.2.W.D.		6.2.W.A. 6.2.W.C. 6.2.W.D.	6.2.W.E. 6.2.W.F. 6.2.W.G.	7.2.W.A. 7.2.W.B.	8.4.W.A. 8.4.W.B.	8.4.W.C. 8.4.W.D.
5.3.W.J.		6.3.W.B. 6.3.W.D.		7.3.W.A.		
5.4.W.C.		6.4.W.A. 6.4.W.B.	6.4.W.C. 6.4.W.D.	7.4.W.A. 7.4.W.B.		
		6.5.W.E.				

**High School Civics and Government**

<i>Civics</i>		<i>Economics</i>		<i>Geography</i>	<i>History</i>	
5.1.C.A. 5.1.C.B. 5.1.C.C.	5.1.C.D. 5.1.C.E. 5.1.C.F.	6.1.C.A. 6.1.C.B. 6.1.C.C.		7.1.C.A.	8.1.C.B.	
5.2.C.A. 5.2.C.B.	5.2.C.C. 5.2.C.D.	6.2.C.A. 6.2.C.C.	6.2.C.E. 6.2.C.G.	7.3.C.A.	8.2.C.B. 8.2.C.C.	
5.3.C.A. 5.3.C.B. 5.3.C.C.	5.3.C.F. 5.3.C.G. 5.3.C.H.	6.3.C.A. 6.3.C.B. 6.3.C.C.			8.3.C.A. 8.3.C.B. 8.3.C.C.	

STATE INFORMATION SHEETS, ALPHABETICAL

5.3.C.D. 5.3.C.I. 5.3.C.E.	6.3.C.D.		8.3.C.D.
5.4.C.A. 5.4.C.B.	6.4.C.A. 6.4.C.C.		8.4.C.A. 8.4.C.C. 8.4.C.B. 8.4.C.D.
<b>Twelfth Grade</b>			
<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
5.1.12.A. 5.1.12.D. 5.1.12.B. 5.1.12.E. 5.1.12.C. 5.1.12.F.	6.1.12.A. 6.1.12.C. 6.1.12.B. 6.1.12.D.	7.1.12.A. 7.1.12.B.	8.1.12.A. 8.1.12.B. 8.1.12.C.
5.2.12.A. 5.2.12.B. 5.2.12.C. 5.2.12.D.	6.2.12.A. 6.2.12.E. 6.2.12.B. 6.2.12.F. 6.2.12.C. 6.2.12.G. 6.2.12.D.	7.2.12.A. 7.2.12.B.	8.2.12.A. 8.2.12.B. 8.2.12.C. 8.2.12.D.
5.3.12.A. 5.3.12.F. 5.3.12.B. 5.3.12.G. 5.3.12.C. 5.3.12.H. 5.3.12.D. 5.3.12.I. 5.3.12.E. 5.3.12.J.	6.3.12.A. 6.3.12.B. 6.3.12.C. 6.3.12.D.	7.3.12.A.	8.3.12.A. 8.3.12.B. 8.3.12.C. 8.3.12.D.
5.4.12.A. 5.4.12.D. 5.4.12.B. 5.4.12.E. 5.4.12.C.	6.4.12.A. 6.4.12.C. 6.4.12.B. 6.4.12.D.	7.4.12.A. 7.4.12.B.	8.4.12.A. 8.4.12.C. 8.4.12.B. 8.4.12.D.
	6.5.12.A. 6.5.12.E. 6.5.12.B. 6.5.12.F. 6.5.12.C. 6.5.12.G. 6.5.12.D. 6.5.12.H.		
<p>Pennsylvania relies on the locally elected school board to make decisions concerning the content of Social Studies to be taught in the classroom. Social Studies teachers are responsible for teaching “Plato to NATO”. The Academic Standards and the curriculum framework are designed to assist educators in focusing instruction of selected content so that students develop thinking skills to learn the concepts of civics and government, economics, geography, and history.</p>			

**GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography has a separate set of standards in:*

Pre-Kindergarten	Grade 2	Grade 5	Grade 8
Kindergarten	Grade 3	Grade 6	Grade 9
Grade 1	Grade 4	Grade 7	Grade 12

*Geography is a strand in:*

HS US History 1850-Present  
 HS World History 1450- Present  
 HS Civics and Government



**SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[Pennsylvania Academic Standards](#) for Geography Adopted June 2009 (4-12) & May 2012

[Primary](#)      [Elementary](#)      [Secondary](#)      (PK-3)

[Pennsylvania Curriculum Framework](#)      Next Revision Not scheduled

Website: <https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/SocialStudies/Pages/default.aspx>

**MANDATES**

Utilizing the framework will prepare students for adult life and learn the skills to be a responsible, involved citizen as is charged in Chapter 4 of the Pennsylvania School Code: § 4.11. Purpose of public education.

(a) This section and § 4.12 (relating to academic standards) describe the purpose of public education and its relationship with the academic standards.

(b) Public education prepares students for adult life by attending to their intellectual and developmental needs and challenging them to achieve at their highest level possible. In conjunction with families and other community institutions, public education prepares students to become self-directed, life-long learners and responsible, involved citizens.

**PROFESSIONAL DOCUMENTS USED**

None Identified

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## RHODE ISLAND

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Rhode Island Grade Span Expectations for Social Studies*

Grade		Grade	
K-2	Social Studies	7-8	Social Studies
3-4	Social Studies	HS	Social Studies
5-6	Social Studies		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

## Content Area Strands:

- i. Civics and Government (C&G)
  - a. C&G1 (Power, Authority and Governance) – 1 and 2
  - b. C&G2 (The Branches of Government) – 1 and 2
  - c. C&G3 (Rights and Responsibilities) – 1 and 2
  - d. C&G4 (Engaging in Political Processes) – 1 through 3
  - e. C&G5 (Global Citizenship) – 1 through 3
- ii. Historical Perspectives/Rhode Island History (HP)
  - a. HP1 (Interpretive in Nature) – 1 and 2
  - b. HP2 (Chronicle of Human Activities) – 1 through 3
  - c. HP3 (Understand Past and Shape Future) – 1 and 2
  - d. HP4 (Impact and Influenced by Ideas and Beliefs) – 1 and 2
  - e. HP5 (Develop and Change to Needs and Wants) – 1 through 3
- iii. Geography (G)
  - a. G1 (World in Spatial Terms) – 1 and 2
  - b. G2 (Physical and Human Characteristics – Place and Regions)) – 1 through 4
  - c. G3 (Human Systems and Movement) – 1 through 3
  - d. G4 (Environment and Society) – 1 through 3
- iv. Economics (E)
  - a. E1 (Choices based on Scarcity and Abundance) – 1 through 3
  - b. E2 (Producers and Consumers) – 1 and 2
  - c. E3 (Economic Systems) – 1 and 2

## Grade spans:

- i. Grades K-2
- ii. Grades 3-4
- iii. Grades 5-6
- iv. Grades 7-8
- v. HS Proficiency
- vi. HS Extended Learning

➔ **Big Ideas:** an overarching Statement of Enduring Knowledge of the discipline. “The why.”

➔ **Stem:** first part of each Grade-Span Expectation. Means to communicate the main curriculum and instructional focus across the

STATE INFORMATION SHEETS, ALPHABETICAL

grades for the related big ideas. Often several stems of each big idea. “The what.”

➔ **Indicators:** how the GSE is specified at a given grade span.  
Often several indicators for each GSE stem. “The how.”

**Kindergarten – Second Grade**

<i>Civics and Govt</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>
C&G 1 (K-2) –1 a-c C&G 1 (K-2) –2 a-b	HP 1 (K-2) –1 a-b HP 1 (K-2) –2 a-b	G 1 (K-2) –1 a-c G 1 (K-2) –3 a-b	E 1 (K-2) –1 a-c E 1 (K-2) –2 a E 1 (K-2) –3 a
C&G 2 (K-2) –1 a C&G 2 (K-2) –2 a-c	HP 2 (K-2) –1 a HP 2 (K-2) –2 a HP 2 (K-2) –3 a	G 2 (K-2) –1 a-b G 2 (K-2) –2 a-b G 2 (K-2) –3 b G 2 (K-2) –4 b	E 2 (K-2) –1 a-c E 2 (K-2) –2 a
C&G 3 (K-2) –1 a C&G 3 (K-2) –2 a-c	HP 3 (K-2) –1 a HP 3 (K-2) –2 a	G 3 (K-2) –1 a G 3 (K-2) –2 a G 3 (K-2) –3 a-b	E 3 (K-2) –1 a-b
C&G 4 (K-2) –1 a C&G 4 (K-2) –2 a C&G 4 (K-2) –3 a	HP 4 (K-2) –1 a-b HP 4 (K-2) –2 a	G 4 (K-2) –1 a G 4 (K-2) –2 a G 4 (K-2) –3 a-b	
C&G 5 (K-2) –1 a C&G 5 (K-2) –2 a C&G 5 (K-2) –3 a	HP 5 (K-2) –1 a HP 5 (K-2) –2 a-b HP 5 (K-2) –3 a		

**Third Grade – Fourth Grade**

<i>Civics and Govt</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>
C&G 1 (3-4) –1 a-c C&G 1 (3-4) –2 a-b	HP 1 (3-4) –1 a-c HP 1 (3-4) –2 a-b	G 1 (3-4) –1 a-c G 1 (3-4) –2 a-b	E 1 (3-4) –1 a-c E 1 (3-4) –2 a E 1 (3-4) –3 a
C&G 2 (3-4) –1 a-b C&G 2 (3-4) –2 a-c	HP 2 (3-4) –1 a HP 2 (3-4) –2 a HP 2 (3-4) –3 a	G 2 (3-4) –1 a-b G 2 (3-4) –2 a-b G 2 (3-4) –3 a G 2 (3-4) –4 a	E 2 (3-4) –1 a-c E 2 (3-4) –2 a
C&G 3 (3-4) –1 a-b C&G 3 (K-2) –2 a-c	HP 3 (3-4) –1 a HP 3 (3-4) –2 a	G 3 (3-4) –1 a G 3 (3-4) –2 a G 3 (3-4) –3 a-b	E 3 (3-4) –1 a-b E 3 (3-4) –2 a
C&G 4 (3-4) –1 a C&G 4 (3-4) –2 a C&G 4 (3-4) –3 a-b	HP 4 (3-4) –1 a-b HP 4 (3-4) –2 a-b	G 4 (3-4) –1 a G 4 (3-4) –2 a-b G 4 (3-4) –3 a-b	
C&G 5 (3-4) –1 a-b C&G 5 (3-4) –2 a C&G 5 (3-4) –3 a	HP 5 (3-4) –1 a HP 5 (3-4) –2 a-b HP 5 (3-4) –3 a		

**Fifth Grade – Sixth Grade**

<i>Civics and Govt</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>
C&G 1 (5-6) –1 a-c	HP 1 (5-6) –1 a-d	G 1 (5-6) –1 a-c	E 1 (5-6) –1 a-c

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C&G 1 (5-6) –2 a-b	HP 1 (5-6) –2 a	G 1 (5-6) –2 a-b	E 1 (5-6) –2 a-b E 1 (5-6) –3 a-b
C&G 2 (5-6) –1 a-c C&G 2 (5-6) –2 a-c	HP 2 (5-6) – 1 a-c HP 2 (5-6) – 2 a-b HP 2 (5-6) – 3 a	G 2 (5-6) –1 a-b G 2 (5-6) –2 a-b G 2 (5-6) –3 a-b G 2 (5-6) –4 a-b	E 2 (5-6) – 1 a-c E 2 (5-6) – 2 a-b
C&G 3 (5-6) –1 a-d C&G 3 (5-6) –2 a-c	HP 3 (5-6) – 1 a-b HP 3 (5-6) – 2 a-c	G 3 (5-6) –1 a G 3 (5-6) –2 a G 3 (5-6) –3 a	E 3 (5-6) – 1 a E 3 (5-6) – 2 a-b
C&G 4 (5-6) –1 a-c C&G 4 (5-6) –2 a-c C&G 4 (5-6) –3 a-d	HP 4 (5-6) –1 a-b HP 4 (5-6) –2 a-c	G 4 (5-6) –1 a-b G 4 (5-6) –2 a-b G 4 (5-6) –3 a	
C&G 5 (5-6) – 1 a-b C&G 5 (5-6) –2 a-b C&G 5 (5-6) –3 a-b	HP 5 (5-6) – 1 a-b HP 5 (5-6) – 2 a-c HP 5 (5-6) – 3 a-b		

**Seventh Grade – Eighth Grade**

<i>Civics and Govt</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>
C&G 1 (7-8) –1 a-d C&G 1 (7-8) –2 a-c	HP 1 (7-8) –1 a-c HP 1 (7-8) –2 a-b	G 1 (7-8) –1 a-c G 1 (7-8) –2 a	E 1 (7-8) –1 a-c E 1 (7-8) –2 a-b E 1 (7-8) –3 a-b
C&G 2 (7-8) –1 a-c C&G 2 (7-8) –2 a-c	HP 2 (7-8) –1 a-c HP 2 (7-8) –2 a-b HP 2 (7-8) –3 a	G 2 (7-8) –1 a-b G 2 (7-8) –2 a G 2 (7-8) –3 a G 2 (7-8) –4 a-b	E 2 (7-8) –1 a-c E 2 (7-8) –2 a-b
C&G 3 (7-8) –1 a-d C&G 3 (7-8) –2 a-c	HP 3 (7-8) –1 a-b HP 3 (7-8) –2 a-c	G 3 (7-8) –1 a G 3 (7-8) –2 a G 3 (7-8) –3 a	E 3 (7-8) –1 a E 3 (7-8) –2 a-b
C&G 4 (7-8) –1 a-e C&G 4 (7-8) –2 a-c C&G 4 (7-8) –3 a-d	HP 4 (7-8) –1 a-b HP 4 (7-8) –2 a-c	G 4 (7-8) –1 a G 4 (7-8) –2 a G 4 (7-8) –3 a	
C&G 5 (7-8) – 1 a-b C&G 5 (7-8) – 2 a-b C&G 5 (7-8) – 3 a-b	HP 5 (7-8) –1 a-b HP 5 (7-8) –2 a-c HP 5 (7-8) –3 a-b		

**High School - Proficiency**

<i>Civics and Govt</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>
C&G 1 (9-12) –1 a-d C&G 1 (9-12) –2 a-c	HP 1 (9-12) –1 a-d HP 1 (9-12) –2 a-b	G 1 (9-12) –1 a-c G 1 (9-12) –2 a-b	E 1 (9-12) –1 a-d E 1 (9-12) –2 a-b E 1 (9-12) –3 a-b
C&G 2 (9-12) –1 a-d C&G 2 (9-12) –2 a-d	HP 2 (9-12) – 1 a-c HP 2 (9-12) – 2 a-b HP 2 (9-12) – 3 a-b	G 2 (9-12) –1 a G 2 (9-12) –2 a G 2 (9-12) –3 a G 2 (9-12) –3 a-b	E 2 (9-12) – 1 a-c E 2 (9-12) – 2 a
C&G 3 (9-12) –1 a-e C&G 3 (9-12) –2 a-e	HP 3 (9-12) – 1 a-b HP 3 (9-12) – 2 a-b	G 3 (9-12) –1 a G 3 (9-12) –2 a G 3 (9-12) –3 a	E 3 (9-12) – 1 a-b E 3 (9-12) – 2 a-b

## STATE INFORMATION SHEETS, ALPHABETICAL

C&G 4 (9-12) –1 a-e C&G 4 (9-12) –2 a-c C&G 4 (9-12) –3 a-c	HP 4 (9-12) –1 a-c HP 4 (9-12) –2 a-b	G 4 (9-12) –1 a G 4 (9-12) –2 a G 4 (9-12) –3 a-b	
C&G 5 (9-12) –1 a-b C&G 5 (9-12) –2 a-b C&G 5 (9-12) –3 a-c	HP 5 (9-12)– 1 a-c HP 5 (9-12)– 2 a-c HP 5 (9-12)– 3 a-b		
<b>High School – Extended Learning</b>			
<i>Civics and Govt</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>
C&G 1 (Ext) –1 a	HP 1 (Ext) –1 d HP 1 (Ext) –2 a-b	G 1 (Ext) –1 a	E 3 (Ext) – 1 b
C&G 2 (Ext) –1 c C&G 2 (Ext) –2 c	HP 2 (Ext)–1 a,c HP 2 (Ext)–2 a HP 2 (Ext)–3 a-b		
C&G 3 (Ext) –1 a,e C&G 3 (Ext) –2 a,c-e	HP 3 (Ext) – 1 a-b HP 3 (Ext) – 2 a-b		
C&G 4 (Ext)–1 b-e C&G 4 (Ext) –3 b	HP 4 (Ext) –1 b HP 4 (Ext) –2 b		
	HP 5 (Ext)–1 b-c HP 5 (Ext)–3 a		
They are not intended to represent the full curriculum for instruction and assessment locally, nor are they meant to simply replace existing social studies curriculum.			

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten – Grade 2	Grade 5 – 6	High School
Grade 3 -4	Grade 7 – 8	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Rhode Island Grade Span](#)

[Expectations \(GSEs\) for Social Studies](#)

Adopted Dec 2008 (C&G, HP1-3) & Nov 2012 (HP4-5, G,E)

Next Revision 2019

Website: <https://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx>

### MANDATES

None Identified
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### PROFESSIONAL DOCUMENTS USED

None Identified
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## SOUTH CAROLINA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***South Carolina Social Studies College- and Career-Ready Standards*

Grade		Grade	
K	The Community Around Us	8	South Carolina and the United States
1	Life in South Carolina	HS	Human Geography
2	Life in the United States	HS	Modern World History
3	World Geography	HS	U.S. History and the Constitution
4	United States & South Carolina Studies Part I	HS	U.S. Government
5	United States & South Carolina Studies Part II	HS	Economics and Personal Finance
6	World Civilizations	HS	Teaching the History and Literature of the Old and New Testament Era
7	Geography of World Regions		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

**Themes:** core of social studies thinking and allow for content connections to be made in a variety of ways. Primary Grades focus on these 4. Subsequent courses are built on sub-themes of these four.

- i. History
- ii. Economics
- iii. Geography
- iv. Civics and Government

→ **Standard:** statement of the most important, consensually determined expectations for student learning in a particular discipline.

→ **Enduring Understanding:** statements based on big ideas that have lasting value beyond the classroom.

→ **Indicators:** specific statements integrating the content, skill, and theme that the students must demonstrate in order to meet the academic standard. Provide essential guidance for ongoing inquiry and assessment.

**Kindergarten**

<i>History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; Government</i>
Standard 1 K.H.1-3	Standard 2 K.G.1-3	Standard 3 K.E.1-4	Standard 4 K.CG.1-4

**First Grade**

<i>History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; Government</i>
Standard 1 1.H.1-3	Standard 2 1.G.1-4	Standard 3 1.E.1-4	Standard 4 1.CG.1-4

# STATE INFORMATION SHEETS, ALPHABETICAL

## Second Grade

<i>History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics &amp; Government</i>
Standard 1 2.H.1-4	Standard 2 2.G.1-3	Standard 3 2.E.1-4	Standard 4 2.CG.1-4

## Third Grade

### Sub-Themes:

- i. Places and Regions (PR)
- ii. Environment and Resources (ER)
- iii. Human Systems (HS)
- iv. Applied Geography (AG)

### Skills:

- i. Mapping (M)
- ii. Models and Representations (MR)
- iii. Gather Evidence and Communicate Findings (GE)
- iv. Condition, Connections, and Regions (CC)
- v. Scale (S)
- vi. Distribution and Patterns (DP)

<i>Map Skills and Earth's Features</i>	<i>Environment and People</i>	<i>Culture and Economy</i>	<i>Exploration and Migration</i>
Standard 1 3.1.1.AG 3.1.2.AG 3.1.3.PR	Standard 2 3.2.1.ER 3.2.2.ER 3.2.3.ER	Standard 4 3.4.1.PR 3.4.2.HS 3.4.3.AG	Standard 5 3.5.1.HS 3.5.2.AG 3.5.3.HS 3.5.4.AG
	Standard 3 3.3.1.ER 3.3.2.ER 3.3.3.AG		

## Fourth Grade

### Sub-Themes:

- i. Development and Sustainment of a State and Nation
- ii. Economic, Settlement, and Territorial Expansions
- iii. Interaction Among People
- iv. Physical Geography and Natural Resources

### Skills:

- i. Comparison (CO)
- ii. Causation (CE)
- iii. Periodization (P)
- iv. Context (CX)
- v. Continuities and Changes (CC)
- vi. Evidence (E)

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Colonization</i>	<i>A New Nation</i>	<i>Expansion and Sectionalism</i>	<i>A Divided Nation</i>	<i>Rebuilding</i>
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
4.1.CO	4.2.CO	4.3.CO	4.4.CO	4.5.CO
4.1.CE	4.2.CE	4.3.CE	4.4.CE	4.5.CE
4.1.P	4.2.P	4.3.P	4.4.P	4.5.P
4.1.CX	4.2.CX	4.3.CX	4.4.CX	4.5.CX
4.1.CC	4.2.CC	4.3.CC	4.4.CC	4.5.CC
4.1.E	4.2.E	4.3.E	4.4.E	4.5.E

**Fifth Grade**

Sub-Themes:

- i. Economic Advancements
- ii. Expansion and Migration
- iii. Political Ideas and Institutions
- iv. Social and Cultural Development

Skills:

- i. Comparison (CO)
- ii. Causation (CE)
- iii. Periodization (P)
- iv. Context (CX)
- v. Continuities and Changes (CC)
- vi. Evidence (E)

<i>Expansion and Migration</i>	<i>Federal Expansion</i>	<i>America as a World Leader</i>	<i>Social Changes</i>	<i>Modern America</i>
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
5.1.CO	5.2.CO	5.3.CO	5.4.CO	5.5.CO
5.1.CE	5.2.CE	5.3.CE	5.4.CE	5.5.CE
5.1.P	5.2.P	5.3.P	5.4.P	5.5.P
5.1.CX	5.2.CX	5.3.CX	5.4.CX	5.5.CX
5.1.CC	5.2.CC	5.3.CC	5.4.CC	5.5.CC
5.1.E	5.2.E	5.3.E	5.4.E	5.5.E

**Sixth Grade**

Sub-Themes:

- i. Culture and Intellectual Development
- ii. Global Exchanges
- iii. Interaction with Environment
- iv. Social Systems and Order
- v. State Formation, Expansion, and Conflict

Skills:

- i. Comparison (CO)
- ii. Causation (CE)



# STATE INFORMATION SHEETS, ALPHABETICAL

- iii. Periodization (P)
- iv. Context (CX)
- v. Continuities and Changes (CC)
- vi. Evidence (E)

<i>Civilizations</i>	<i>Increased Global Interactions</i>	<i>Development of the Atlantic World</i>	<i>Global Exchanges and Revolutions</i>	<i>Global Interdependence</i>
Standard 1 6.1.CO 6.1.CE 6.1.P 6.1.CX 6.1.CC 6.1.E	Standard 2 6.2.CO 6.2.CE 6.2.P 6.2.CX 6.2.CC 6.2.E	Standard 3 6.3.CO 6.3.CE 6.3.P 6.3.CX 6.3.CC 6.3.E	Standard 4 6.4.CO 6.4.CE 6.4.P 6.4.CX 6.4.CC 6.4.E	Standard 5 6.5.CO 6.5.CE 6.5.P 6.5.CX 6.5.CC 6.5.E

## Seventh Grade

### Sub-Themes:

- i. Places and Regions (PR)
- ii. Environment and Resources (ER)
- iii. Human Systems (HS)
- iv. Applied Geography (AG)

### Skills:

- i. Mapping (M)
- ii. Models and Representations (MR)
- iii. Gather Evidence and Communicate Findings (GE)
- iv. Condition, Connections, and Regions (CC)
- v. Scale (S)
- vi. Distribution and Patterns (DP)

<i>Africa</i>	<i>Asia</i>	<i>Australia, Oceania, Antarctica</i>	<i>Europe</i>	<i>North America</i>	<i>South America</i>
Standard 1 7.1.1.PR 7.1.2.ER 7.1.3.HS 7.1.4.HS 7.1.5.HS 7.1.6.AG	Standard 2 7.2.1.PR 7.2.2.ER 7.2.3.HS 7.2.4.HS 7.2.5.HS 7.2.6.AG	Standard 3 7.3.1.PR 7.3.2.ER 7.3.3.HS 7.3.4.HS 7.3.5.HS 7.3.6.AG	Standard 4 7.4.1.PR 7.4.2.ER 7.4.3.HS 7.4.4.HS 7.4.5.HS 7.4.6.AG	Standard 5 7.5.1.PR 7.5.2.ER 7.5.3.HS 7.5.4.HS 7.5.5.HS 7.5.6.AG	Standard 6 7.6.1.PR 7.6.2.ER 7.6.3.HS 7.6.4.HS 7.6.5.HS 7.6.6.AG

## Eighth Grade

### Sub-Themes:

- i. Civic Participation
- ii. Cultural Interactions

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- iii. Development of Political Ideas and Institutions
- iv. Economic Decision Making
- v. Geographic Relationships

## Skills:

- i. Comparison (CO)
- ii. Causation (CE)
- iii. Periodization (P)
- iv. Context (CX)
- v. Continuities and Changes (CC)
- vi. Evidence (E)

<i>Settlement and Development</i>	<i>Revolution and Identity</i>	<i>Compromises and Conflict</i>	<i>At a Crossroads</i>	<i>Progress</i>
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
8.1.CO	8.2.CO	8.3.CO	8.4.CO	8.5.CO
8.1.CE	8.2.CE	8.3.CE	8.4.CE	8.5.CE
8.1.P	8.2.P	8.3.P	8.4.P	8.5.P
8.1.CX	8.2.CX	8.3.CX	8.4.CX	8.5.CX
8.1.CC	8.2.CC	8.3.CC	8.4.CC	8.5.CC
8.1.E	8.2.E	8.3.E	8.4.E	8.5.E

## **High School – Human Geography**

### Sub-Themes:

- i. Places and Regions (PR)
- ii. Environment and Resources (ER)
- iii. Human Systems (HS)
- iv. Applied Geography (AG)

### Skills:

- i. Mapping (M)
- ii. Models and Representations (MR)
- iii. Gather Evidence and Communicate Findings (GE)
- iv. Condition, Connections, and Regions (CC)
- v. Scale (S)
- vi. Distribution and Patterns (DP)

<i>Population and Migration</i>	<i>Economic Development</i>	<i>Cultural Patterns and Processes</i>	<i>Political Organization of Space</i>	<i>Urban Land Use</i>
Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
HG.1.1.HS	HG.2.1.PR	HG.3.1.HS	HG.4.1 HS	HG.5.1 PR
HG.1.2. PR	HG.2.2. HS	HG.3.2. HS	HG.4.2. PR	HG.5.2. PR
HG.1.3.HS	HG.2.3.HS	HG.3.3.PR	HG.4.3.PR	HG.5.3.ER
HG.1.4.HS	HG.2.4.PR	HG.3.4.HS	HG.4.4.PR	HG.5.4.HS
HG.1.5.HS	HG.2.5.ER	HG.3.5.PR	HG.4.5.HS	HG.5.5.PR
HG.1.6.AG	HG.2.6.AG	HG.3.6.AG	HG.4.6.AG	HG.5.6.AG

**High School – Modern World History****Sub-Themes:**

- i. Cultural Development and Interaction
- ii. Economic Systems and Interaction
- iii. Foundations of Government and State Building
- iv. Global Citizenship
- v. Human Experience
- vi. Innovation, Revolution, and Change

**Skills:**

- i. Comparison (CO)
- ii. Causation (CE)
- iii. Periodization (P)
- iv. Context (CX)
- v. Continuities and Changes (CC)
- vi. Evidence (E)

<i>Emergence of the Modern World</i>	<i>Commerce, Innovation, and Expansion</i>	<i>Nationalism and Industrialization</i>	<i>World Power Struggle</i>	<i>Integration</i>
Standard 1 MWH.1.CO MWH.1.CE MWH.1.P MWH.1.CX MWH.1.CC MWH.1.E	Standard 2 MWH.2.CO MWH.2.CE MWH.2.P MWH.2.CX MWH.2.CC MWH.2.E	Standard 3 MWH.3.CO MWH.3.CE MWH.3.P MWH.3.CX MWH.3.CC MWH.3.E	Standard 4 MWH.4.CO MWH.4.CE MWH.4.P MWH.4.CX MWH.4.CC MWH.4.E	Standard 5 MWH.5.CO MWH.5.CE MWH.5.P MWH.5.CX MWH.5.CC MWH.5.E

**High School – United States History and the Constitution****Sub-Themes:**

- i. American Culture and Identity
- ii. Capitalism and Technological Innovation
- iii. Expansion, Regionalism, and Union
- iv. Founding Principles and Political Institutions
- v. Migration and Mobility
- vi. Natural Rights and Social Development

**Skills:**

- i. Comparison (CO)
- ii. Causation (CE)
- iii. Periodization (P)
- iv. Context (CX)
- v. Continuities and Changes (CC)
- vi. Evidence (E)

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<i>Foundations of American Republicanism</i>	<i>Expansion and Union</i>	<i>Capitalism and Reform</i>	<i>Modernism and Interventionism</i>	<i>Legacy of the Cold War</i>
Standard 1 USHC.1.CO USHC.1.CE USHC.1.P USHC.1.CX USHC.1.CC USHC.1.E	Standard 2 USHC.2.CO USHC.2.CE USHC.2.P USHC.2.CX USHC.2.CC USHC.2.E	Standard 3 USHC.3.CO USHC.3.CE USHC.3.P USHC.3.CX USHC.3.CC USHC.3.E	Standard 4 USHC.4.CO USHC.4.CE USHC.4.P USHC.4.CX USHC.4.CC USHC.4.E	Standard 5 USHC.5.CO USHC.5.CE USHC.5.P USHC.5.CX USHC.5.CC USHC.5.E

**High School – United States Government**

Sub-Themes:

- i. Civic Engagement
- ii. Political Values and Institutions
- iii. Process of Law

Skills:

- i. Establish Relationships (ER)
- ii. Interpret (IN)
- iii. Communicate and Conclude (CC)
- iv. Informed Participation (IP)

<i>Foundations of Democracy</i>	<i>Government Structure</i>	<i>The Political Process</i>	<i>Citizenship</i>
Standard 1 USG.1.ER USG.1.IN USG.1.CC USG.1.IP	Standard 2 USG.2.ER USG.2.IN USG.2.CC USG.2.IP	Standard 3 USG.3.ER USG.3.IN USG.3.CC USG.3.IP	Standard 4 USG.4.ER USG.4.IN USG.4.CC USG.4.IP

**High School – Economics and Personal Finance**

Sub-Themes:

- i. Exchange and Markets
- ii. Indicators and Policy Making
- iii. Role of Incentives

Skills:

- i. Establish Relationships (ER)
- ii. Interpret (IN)
- iii. Communicate and Conclude (CC)
- iv. Informed Participation (IP)

<i>Economic Concepts</i>	<i>Financial Literacy</i>	<i>Microeconomics</i>	<i>Macroeconomics</i>
Standard 1 EPF.1.ER EPF.1.IN EPF.1.CC EPF.1.IP	Standard 2 EPF.2.ER EPF.2.IN EPF.2.CC EPF.2.IP	Standard 3 EPF.3.ER EPF.3.IN EPF.3.CC EPF.3.IP	Standard 4 EPF.4.ER EPF.4.IN EPF.4.CC EPF.4.IP

## STATE INFORMATION SHEETS, ALPHABETICAL

<b>High School - Teaching the History and Literature of the Old and New Testament Era</b>					
<i>History</i>	<i>Literature</i>	<i>Arts</i>	<i>History</i>	<i>Literature</i>	<i>Arts</i>
Standard 1	Standard 2	Standard 3	Standard 1	Standard 2	Standard 3
OT.1.1	OT.2.1	OT.3.1	NT.1.1	NT.2.1	NT.3.1
OT.1.2	OT.2.2	OT.3.2	NT.1.2	NT.2.2	NT.3.2
OT.1.3	OT.2.3	OT.3.3	NT.1.3	NT.2.3	NT.3.3
OT.1.4	OT.2.4	OT.3.4	NT.1.4	NT.2.4	NT.3.4
	OT.2.5		NT.1.5	NT.2.5	
	OT.2.6			NT.2.6	

The standards in this document are not sequenced for instruction and do not prescribe classroom activities, materials, instructional strategies, approaches, or practices. The South Carolina Social Studies College- and Career-Ready Standards is not a curriculum.

### **GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography has a separate set of standards in:*

Grade 3

Grade 7 Geography of World Regions

High School Human Geography

*Geography is a strand in:*

Kindergarten

Grade 4

Grade 8 South Carolina and the United States

Grade 1

Grade 5

High School Modern World History

Grade 2

Grade 6

High School U.S. History and the Constitution

### **SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[South Carolina Social Studies College- and Career-Ready Standards](#)

Adopted January 2019

Next Revision Not scheduled

Website: <https://ed.sc.gov/instruction/standards-learning/social-studies/>

### **MANDATES**

In accordance with the South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18-110), the purpose of academic standards is to provide the basis for the development of local curricula and statewide assessment. Consensually developed academic standards describe for each grade and high school core area the specific areas of student learning that are considered the most important for proficiency in the discipline at the particular level. The identification of disciplinary skills for the social studies was critical to the development of these standards. The South Carolina Educational Accountability Act of 1998 (S.C. Code Ann. § 59-18-110) requires: The standards must be reflective of the highest level of academic skills with the rigor necessary to improve the curriculum and instruction in South Carolina's schools

## STATE INFORMATION SHEETS, ALPHABETICAL

so that students are encouraged to learn at unprecedented levels and must be reflective of the highest level of academic skills at each grade level.

A school district board of trustees may authorize, to be taught in the district's high schools, an elective course concerning the history and literature of the Old Testament era and an elective course concerning the history and literature of the New Testament era. Each course offered must be taught in an objective manner with no attempt to influence the students as to either the truth or falsity of the materials presented (S.C. Code Ann. § 59- 29-230).

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## SOUTH DAKOTA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***South Dakota Social Studies Content Standards*

Grade		Grade	
K	Social Studies	7	Geography
1	Social Studies	8	U.S. History
2	Social Studies	HS	Civics/Government
3	Social Studies	HS	Geography
4	Social Studies	HS	Economics
5	Social Studies	HS	U.S. History
6	World History	HS	World History

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Grade Level**

→ **Standards** organized into four disciplines:

1. History
2. Geography
3. Civics/Government
4. Economics

→ **K-12 Anchor standards:** coded to show Grade Level/Grade Band, Discipline, and Anchor Standard only. Anchor Standards are the same for all grades K12 and ensure that vertical progression occurs as students proceed from one grade to the next

- a. History – 5 anchor standards
- b. Civics/Government – 6 anchor standards
- c. Geography – 7 anchor standards
- d. Economics – 5 anchor standards

→ **Grade-level standards:** coded to show Grade Level/Grade Band, Discipline, Anchor Standard, and the Grade Level Standard. Grade Level Standards are specific outcomes for the respective grade level or grade band.

**Kindergarten**

<i>History</i>	<b>K-12.H.1</b>	<b>K-12.H.2</b>	
	K.H.1.1	K.H.2.1	
<i>Civics/Government</i>	<b>K-12.C.1</b>	<b>K-12.C.2</b>	
	K.C.1.1	K.C.2.1	
<i>Geography</i>	<b>K-12.G.1</b>	<b>K-12.G.3</b>	<b>K-12.G.6</b>
	K.G.1.1    K.G.1.2	K.G.3.1	K.G.6.1
<i>Economics</i>	<b>K-12.E.1</b>		
	K.E.1.1		

**First Grade**

<i>History</i>	<b>K-12.H.1</b>	<b>K-12.H.2</b>
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	1.H.1.1    1.H.1.2	1.H.2.1	
<i>Civics/Government</i>	<b>K-12.C.1</b>	<b>K-12.C.2</b>	<b>K-12.C.3</b>
	1.C.1.1	1.C.2.1	1.C.3.1
<i>Geography</i>	<b>K-12.G.1</b>	<b>K-12.G.3</b>	<b>K-12.G.6</b>
	1.G.1.1    1.G.1.3	1.G.3.1	1.G.6.1
	1.G.1.2		
<i>Economics</i>	<b>K-12.E.1</b>		
	1.E.1.1    1.E.1.2		

**Second Grade**

<i>History</i>	<b>K-12.H.1</b>	<b>K-12.H.2</b>	
	2.H.1.1    2.H.1.2	2.H.2.1	
<i>Civics/Government</i>	<b>K-12.C.1</b>	<b>K-12.C.2</b>	<b>K-12.C.3</b>
	2.C.1.1	2.C.2.1	2.C.3.1    2.C.3.2
<i>Geography</i>	<b>K-12.G.1</b>	<b>K-12.G.3</b>	<b>K-12.G.6</b>
	2.G.1.1    2.G.1.2	2.G.3.1	2.G.6.1    2.G.6.2
<i>Economics</i>	<b>K-12.E.1</b>		
	2.E.1.1		

**Third Grade**

<i>History</i>	<b>K-12.H.1</b>	<b>K-12.H.2</b>	<b>K-12.H.5</b>	
	3.H.1.1	3.H.2.1    3.H.2.3	3.H.5.1	
	3.H.1.2	3.H.2.2		
<i>Civics/Government</i>	<b>K-12.C.1</b>	<b>K-12.C.2</b>	<b>K-12.C.3</b>	<b>K-12.C.4</b>
	3.C.1.1	3.C.2.1	3.C.3.1	3.C.4.1    3.C.4.3
		3.C.2.2	3.C.3.2	3.C.4.2
<i>Geography</i>	<b>K-12.G.1</b>	<b>K-12.G.2</b>		
	3.G.1.1    3.G.1.2	3.G.2.1		
<i>Economics</i>	<b>K-12.E.1</b>	<b>K-12.E.5</b>		
	3.E.1.1	3.E.5.1		

**Fourth Grade**

<i>History</i>	<b>K-12.H.1</b>	<b>K-12.H.2</b>	<b>K-12.H.3</b>	<b>K-12.H.4</b>	<b>K-12.H.5</b>
	4.H.1.1	4.H.2.1    4.H.2.4	4.H.3.1	4.H.4.1	4.H.5.1
	4.H.1.2	4.H.2.2    4.H.2.5		4.H.4.2	4.H.5.2
<i>Civics/Government</i>	<b>K-12.C.1</b>	<b>K-12.C.2</b>	<b>K-12.C.3</b>		
	4.C.1.1	4.C.2.1	4.C.3.1    4.C.3.2		
<i>Geography</i>	<b>K-12.G.1</b>	<b>K-12.G.2</b>	<b>K-12.G.3</b>		
	4.G.1.1	4.G.2.1	4.G.3.1		

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Economics	K-12.E.1	K-12.E.3	K-12.E.5				
	4.E.1.1	4.E.3.1	4.E.5.1				
Fifth Grade							
History	K-12.H.1	K-12.H.2	K-12.H.3	K-12.H.4		K-12.H.5	
	5.H.1.1	5.H.2.1	5.H.3.1	5.H.4.1	5.H.4.4	5.H.5.1	
	5.H.1.2	5.H.2.2		5.H.4.2	5.H.4.5	5.H.5.2	
	5.H.1.3	5.H.2.3		5.H.4.3			
		5.H.2.4					
Civics/Government	K-12.C.1	K-12.C.2	K-12.C.3	K-12.C.4		K-12.C.5	
	5.C.1.1	5.C.2.1	5.C.3.1	5.C.4.1		5.C.5.1	
	5.C.1.2	5.C.2.2	5.C.3.2			5.C.5.2	
	5.C.1.3					5.C.5.3	
Geography	K-12.G.1	K-12.G.2	K-12.G.5		K-12.G.6		
	5.G.1.1	5.G.2.1 5.G.2.3	5.G.5.1		5.G.6.1		
	5.G.1.2	5.G.2.2					
Economics	K-12.E.1		K-12.E.2	K-12.E.3	K-12.E.5		
	5.E.1.1 5.E.1.2	5.E.2.1	5.E.3.1	5.E.5.1			
Sixth Grade							
World History	K-12.H.1	K-12.H.2	K-12.H.3	K-12.H.4		K-12.H.5	
	6.H.1.1	6.H.2.1	6.H.3.1	6.H.4.1		6.H.5.1	
	6.H.1.2	6.H.2.2		6.H.4.2		6.H.5.2	
		6.H.2.3		6.H.4.3		6.H.5.3	
		6.H.2.4					
Civics/Government	K-12.C.1		K-12.C.2	K-12.C.5			
	6.C.1.1 6.C.1.3	6.C.2.1	6.C.5.1				
	6.C.1.2						
Economics	K-12.E.4						
	6.E.4.1						
	6.E.4.2						
	6.E.4.3						
Seventh Grade							
Civics/Government	K-12.C.1						
	7.C.1.1						
Geography	K-12.G.1	K-12.G.2	K-12.G.3	K-12.G.4	K-12.G.5	K-12.G.6	K-12.G.7
	7.G.1.1	7.G.2.1	7.G.3.1	7.G.4.1	7.G.5.1	7.G.6.1	7.G.7.1
	7.G.1.2	7.G.2.2	7.G.3.2	7.G.4.2	7.G.5.2	7.G.6.2	7.G.7.2
		7.G.2.3	7.G.3.3		7.G.5.3		7.G.7.3
Economics	K-12.E.3	K-12.E.4					

STATE INFORMATION SHEETS, ALPHABETICAL

	7.E.3.1	7.E.4.1 7.E.4.2	7.E.4.3 7.E.4.4			
<b>Eighth Grade</b>						
<i>History</i>	<b>K-12.H.1</b>	<b>K-12.H.2</b>	<b>K-12.H.3</b>	<b>K-12.H.4</b>		<b>K-12.H.5</b>
	8.H.1.1	8.H.2.1	8.H.3.1	8.H.4.1	8.H.4.7	8.H.5.1
	8.H.1.2	8.H.2.2	8.H.3.2	8.H.4.2	8.H.4.8	8.H.5.2
	8.H.1.3	8.H.2.3	8.H.3.3	8.H.4.3	8.H.4.9	8.H.5.3
	8.H.1.4	8.H.2.4	8.H.3.4	8.H.4.4	8.H.4.10	
	8.H.1.5	8.H.2.5		8.H.4.5	8.H.4.11	
	8.H.1.6			8.H.4.6		
<i>Civics/Government</i>	<b>K-12.C.1</b>	<b>K-12.C.2</b>	<b>K-12.C.3</b>	<b>K-12.C.4</b>	<b>K-12.C.5</b>	<b>K-12.C.6</b>
	8.C.1.1	8.H.2.2	8.C.3.1	8.C.4.1	8.C.5.1	8.C.6.1
	8.C.1.2	8.H.2.3	8.C.3.2	8.C.4.2	8.C.5.2	
	8.C.1.3		8.C.3.3	8.C.4.3	8.C.5.3	
<i>Economics</i>	<b>K-12.E.3</b>	<b>K-12.E.4</b>				
	8.E.3.1	8.E.4.1 8.E.4.2 8.E.4.3				
<b>High School</b>						
<i>Civics/Government</i>	<b>K-12.C.1</b>	<b>K-12.C.2</b>		<b>K-12.C.3</b>		
	9-12.C.1.1	9-12.C.2.1	9-12.C.2.4	9-12.C.3.1		
	9-12.C.1.2	9-12.C.2.2	9-12.C.2.5	9-12.C.3.2		
	9-12.C.1.3	9-12.C.2.3	9-12.C.2.6	9-12.C.3.3		
	9-12.C.1.4			9-12.C.3.4		
	9-12.C.1.5			9-12.C.3.5		
	<b>K-12.C.4</b>	<b>K-12.C.5</b>		<b>K-12.C.6</b>		
	9-12.C.4.1	9-12.C.5.1	9-12.C.5.6	9-12.C.6.1		
	9-12.C.4.2	9-12.C.5.2	9-12.C.5.7	9-12.C.6.2		
	9-12.C.4.3	9-12.C.5.3	9-12.C.5.8			
9-12.C.4.4	9-12.C.5.4	9-12.C.5.9				
	9-12.C.5.5					
<i>Geography</i>	<b>K-12.G.1</b>	<b>K-12.G.2</b>	<b>K-12.G.3</b>		<b>K-12.G.4</b>	
	9-12.G.1.1	9-12.G.2.1	9-12.G.3.1		9-12.G.4.1	
	9-12.G.1.2	9-12.G.2.2	9-12.G.3.2 9-12.G.3.3 9-12.G.3.4			
	<b>K-12.G.5</b>	<b>K-12.G.6</b>	<b>K-12.G.7</b>			
	9-12.G.5.1	9-12.G.6.1	9-12.G.7.1			
	9-12.G.5.2	9-12.G.6.2	9-12.G.7.2			
	9-12.G.5.3	9-12.G.6.3	9-12.G.7.3			

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		9-12.G.6.4		
<i>Economics</i>	<b>K-12.E.1</b>		<b>K-12.E.2</b>	<b>K-12.E.3</b>
	9-12.E.1.1 9-12.E.1.5		9-12.E.2.1	9-12.E.3.1 9-12.E.3.6
	9-12.E.1.2 9-12.E.1.6		9-12.E.2.2	9-12.E.3.2 9-12.E.3.7
	9-12.E.1.3 9-12.E.1.7		9-12.E.2.3	9-12.E.3.3 9-12.E.3.8
	9-12.E.1.4		9-12.E.2.4	9-12.E.3.4 9-12.E.3.9
			9-12.E.2.5	9-12.E.3.5
			9-12.E.2.6	
<i>U.S. History</i>	<b>K-12.E.4</b>		<b>K-12.E.5</b>	
	9-12.E.4.1 9-12.E.4.4		9-12.E.5.1 9-12.E.5.4	
	9-12.E.4.2 9-12.E.4.5		9-12.E.5.2 9-12.E.5.5	
	9-12.E.4.3 9-12.E.4.6		9-12.E.5.3 9-12.E.5.6	
	<b>K-12.H.1</b>	<b>K-12.H.2</b>	<b>K-12.H.3</b>	
	9-12.H.1.3	9-12.H.2.6	9-12.H.3.3	
	9-12.H.1.4	9-12.H.2.7	9-12.H.3.4	
<i>World History</i>	9-12.H.1.5		9-12.H.3.5	
	<b>K-12.H.4</b>	<b>K-12.H.5</b>		
	9-12.H.4.5	9-12.H.5.4		
	9-12.H.4.6	9-12.H.5.5		
	9-12.H.4.7	9-12.H.5.6		
	9-12.H.4.8			
	9-12.H.4.9			
<i>Economics</i>	<b>K-12.H.1</b>	<b>K-12.H.2</b>	<b>K-12.H.3</b>	
	9-12.H.1.1	9-12.H.2.1	9-12.H.3.1	
	9-12.H.1.2	9-12.H.2.2	9-12.H.3.2	
		9-12.H.2.3		
		9-12.H.2.4		
		9-12.H.2.5		
	<b>K-12.H.4</b>	<b>K-12.H.5</b>		
<i>U.S. History</i>	9-12.H.4.1	9-12.H.5.1		
	9-12.H.4.2	9-12.H.5.2		
	9-12.H.4.3	9-12.H.5.3		
	9-12.H.4.4			

The South Dakota Social Studies Content Standards provide a listing of essential core content to be taught and learned. The standards are designed to guide the planning of instruction and to anchor the assessment of learning from kindergarten through twelfth grade. Outcomes are meant to inform content standards, assessment, provide information to teachers and students regarding student progress toward mastery of the standards, and specify targets for instruction and learning. The document presents a starting point for

## STATE INFORMATION SHEETS, ALPHABETICAL

informed dialogue among those dedicated and committed to quality education in South Dakota. By providing a common set of goals and expectations for all students in all schools, this dialogue will be strengthened and enhanced.

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS Geography

*Geography is a strand in:*

Kindergarten

Grade 2

Grade 4

Grade 7

Grade 1

Grade 3

Grade 5

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[South Dakota Social Studies Content Standards](#)

Adopted August 2015

Next Revision 2021-2022 and 2028-2029

Website: <https://doe.sd.gov/contentstandards/socialstudies.aspx>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

Existing South Dakota Social Studies Standards	C3 Framework
National Curriculum Standards for Social Studies.	American Bar Association
American Geographical Society	American Historical Association
Association of American Geographers	Campaign for the Civic Mission of Schools
Center for Civic Education	Constitutional Rights Foundation Chicago
Constitutional Rights Foundation USA	Council for Economic Education
National Council for Geographic Education	National Council for History Education
National Council for the Social Studies	National Geographic Society
National History Day	Street Law, Inc.
The College Board	World History Association

Back to [States](#)

## TENNESSEE

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Tennessee Academic Standards for Social Studies*

Grade		Grade	
K	The World Around Us	HS	African American History (AAH)
1	Tennessee's Place in the United States	HS	Ancient History (AH)
2	Life in the United States	HS	Contemporary Issues (CI)
3	Part 1: Geography and Economics	HS	Economics (E)
	Part 2: Early American and Tennessee History	HS	Psychology (P)
4	The History of the United States: Revolution to Reconstruction	HS	Sociology (S)
5	Part 1: The History of the United States: Industrialization to the Civil Rights Movement	HS	Tennessee History (TH)
	Part 2: Tennessee History	HS	U.S. Government and Civics (GC)
6	World History and Geography: Early Civilizations Through the Fall of the Western Roman Empire	HS	U.S. History and Geography (US)
7	World History and Geography: The Middle Ages to the Exploration of the Americas	HS	World Geography (WG)
8	United States History and Geography: Colonization of North American to Reconstruction	HS	World History and Geography (W)

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Course/Grade Level**

➔ **Theme and Broad Topics:** the overarching topics for a particular set of standards; can also be known as time period or era.

➔ **Content standards:** the essential knowledge to be learned at each grade level or within each course.

➔ **Content Strand:** seven disciplines within social studies

- i. culture (C)
- ii. economics (E)
- iii. geography (G)
- iv. History (H)
- v. Politics/Government (P)
- vi. Tennessee (T) – signifies a specific connection to Tennessee
- vii. Tennessee Code Annotated (TCA) – indicates that the content of that standards is required by state law.

# STATE INFORMATION SHEETS, ALPHABETICAL

**SSP Social Studies Practices:** specific skills that students should apply when learning social studies.

1. SSP.01
2. SSP.02
3. SSP.03
4. SSP.04
5. SSP.05
6. SSP.06

## Kindergarten

<i>Culture</i>	K.01 - K.02
<i>Economics</i>	K.03 - K.07
<i>Geography</i>	K.08 - K.10
<i>Government and Civics</i>	K.11 - K.16
<i>History</i>	K.17 – K.20

## First Grade

<i>Culture</i>	1.01 - 1.03
<i>Economics</i>	1.04 - 1.09
<i>Geography</i>	1.10 - 1.14
<i>Government and Civics</i>	1.15 - 1.21
<i>History</i>	1.22 - 1.26

## Second Grade

<i>Culture</i>	2.01 - 2.03
<i>Economics</i>	2.04 - 2.10
<i>Geography</i>	2.11 - 2.18
<i>Government and Civics</i>	2.19 - 2.28
<i>History</i>	2.29 - 2.32

## Third Grade, Part 1

Theme	Standard	Content Strand
<i>Geography: Maps and Globes</i>	3.01	G
	3.02	G, T
	3.03	G
	3.04	G
	3.05	G
<i>World Geography</i>	3.06	G
	3.07	G
	3.08	G
<i>United States and Tennessee Geography</i>	3.09	G, T
	3.10	G
	3.11	G, T
	3.12	G, T
	3.13	C, E, G, H
<i>Economics</i>	3.14	E, G, T



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	3.15	E, G, T
	3.16	E, T
	3.17	E, G, T
	3.18	C, E, G, T

**Third Grade, Part 2**

Theme	Standard	Content Strand
<i>Indigenous Peoples through European Exploration (prior to 1585)</i>	3.19	C, G, H, T
	3.20	E, G, H, P, T
	3.21	C, E, G, H, P, T
	3.22	C, E, G, H
<i>Early North American Settlements (1585-1600s)</i>	3.23	C, G, H
	3.24	C, E, G, H,
	3.25	C, E, G, H, P
	3.26	C, G, H, P
	3.27	C, E, G, H, P
	3.28	H, P
	3.29	C, E, G, H, P, T
	3.30	C, E, G, H, T
	3.31	C, E, G, H, P, T

**Fourth Grade**

Theme	Standard	Content Strand	Standard	Content Strand
<i>The War for Independence (1700s-1780s)</i>	4.01	C, G, H, P	4.06	H, P, TCA
	4.02	C, H, P	4.07	C, E, H, P
	4.03	C, G, H, P, T	4.08	C, G, H, P
	4.04	C, E, H, P	4.09	C, G, H, P
	4.05	C, E, H, P	4.10	C, E, H
<i>Creating a New Government (1781-1789)</i>	4.11	E, H, P	4.13	H, P, TCA
	4.12	C, E, G, H, P, TCA	4.14	P, TCA
<i>Building the New Nation (1790-1830)</i>	4.15	H, P	4.17	E, G, H, P, T
	4.16	C, G, H, P	4.18	C, E, G, H, P, T
<i>The Growth of the Republic (1800s-1850)</i>	4.19	C, E, G, H, T	4.22	C, E, G, H, T
	4.20	C, E, G, H, T	4.23	G, H, P, T
	4.21	C, E, G, H, P, T	4.24	C, E, G, H
<i>The United States Prior the Civil War (1820s-1861)</i>	4.25	C, E, G, H, P, T	4.28	C, G, H, P, T
	4.26	C, H, P	4.29	G, H, P, T
	4.27	C, E, G, H, P		
<i>The Civil War and Reconstruction (1861-1870s)</i>	4.30	G, H, P	4.36	C, H, P
	4.31	G, H, P	4.37	C, E, G, H, P, T
	4.32	C, G, H, P,	4.38	C, H, P, T
	4.33	C, H	4.39	C, E, H, P
	4.34	G, H, T	4.40	E, G, H, P, T
	4.35	C, G, H, P	4.41	C, E, G, H, P

**Fifth Grade, Part 1**

STATE INFORMATION SHEETS, ALPHABETICAL

Theme	Standard	Content Strand	Standard	Content Strand
<i>Industrialization, the Gilded Age, and the Progressive Era (1870s-1910s)</i>	5.01	C, E, G, H, T	5.06	C, E, H, P
	5.02	C, G, H, T	5.07	C, E, G, H, P
	5.03	C, E, H, P	5.08	C, E, G, H
	5.04	C, E, H, P	5.09	C, E, H, P
	5.05	C, E, H		
<i>World War I and Between the Wars (1920s-1940s)</i>	5.10	C, G, H, P	5.14	C, E, H
	5.11	G	5.15	C, E, H, P, T
	5.12	C, E, H	5.16	C, E, G, H, P
	5.13	C, E, G, H, P		
<i>World War II (1930s-1940s)</i>	5.17	C, G, H, P	5.20	C, E, H, P
	5.18	G, H, P	5.21	C, G, H, P
	5.19	G		
<i>Post-World War II and the Civil Rights Movement (1940s-1960s)</i>	5.22	C, E, G, H, P, T	5.24	C, E, H, P, T, TCA
	5.23	C, E, G, H, P	5.25	C, H, P

**Fifth Grade, Part 2**

Theme	Standard	Content Strand	Standard	Content Strand
<i>Tennessee Prior to Statehood (pre-1796)</i>	5.26	C, G, H, T	5.31	E, G, H, P, T
	5.27	C, G, H, T	5.32	G, H, P, T
	5.28	C, E, G, H, T	5.33	G, H, P, T
	5.29	C, G, H, P, T	5.34	G, H, P, T
	5.30	C, E, G, H, P, T		
<i>Statehood and Early Tennessee History (1796-1849)</i>	5.35	G, H, P, T, TCA	5.38	C, E, G, H, P, T
	5.36	G, H, P, T	5.39	G, H, T
	5.37	G, H, P, T	5.40	C, E, G, H, P, T
<i>Tennessee in the Civil War Era (1850s-1900)</i>	5.41	C, E, G, H, P, T	5.44	C, H, P, T, TCA
	5.42	G, H, T	5.45	C, H, P, T, TCA
	5.43	C, H, P, T, TCA	5.46	H, P, T, TCA
<i>Tennessee in the 20th Century (1900-present)</i>	5.47	C, H, P, T	5.51	C, H, T, TCA
	5.48	C, E, G, H, P, T	5.52	C, E, H, P, T
	5.49	C, H, P, T	5.53	C, E, G, H, T
	5.50	C, H, P, T, TCA	5.54	H, P, T

**Sixth Grade**

Theme	Standard	Content Strand	Standard	Content Strand
<i>Foundations of Human Civilization: c. 10,000-3500 BCE</i>	6.01	H	6.03	C, E, G, H
	6.02	C, H	6.04	C, E, G, H, P
<i>Ancient Mesopotamia: c. 3500-1700 BCE</i>	6.05	G	6.09	G, H, P
	6.06	G, H	6.10	C, H
	6.07	C, E, H	6.11	C, E, H
	6.08	C, E, G, H, P	6.12	C, E, H, P
<i>Ancient Egypt: c. 3000-700 BCE</i>	6.13	G, H	6.17	C, E, G, H, P
	6.14	C, E, G, H	6.18	C, E, G, H

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	6.15	C, E, H, P	6.19	C, E, G, H, P
	6.16	C, H		
<i>Ancient Israel: c. 2000-500 BCE</i>	6.20	G	6.23	C, G, H, P
	6.21	C, G, H, P	6.24	C, E, G, H, P
	6.22	C, G, H, P		
<i>Ancient India: c. 2500-400 BCE</i>	6.25	G	6.28	C, G, H, P
	6.26	E, G, H, P	6.29	C, G, H, P
	6.27	C, E, H, P	6.30	C, E, H
<i>Ancient China: c. 2500 BCE-200 CE</i>	6.31	G	6.35	C, E, G, H, P
	6.32	C, G, H	6.36	C, E, H, P
	6.33	C, G, H, P	6.37	C, E, G, H
	6.34	C, H, P	6.38	C, E, G, H, P
<i>Ancient Greece: c. 800-300 BCE</i>	6.39	G	6.45	C, G, H, P
	6.40	C, E, G, H, P	6.46	C, H
	6.41	C, H, P	6.47	C, H
	6.42	C, H, P	6.48	C, H, P
	6.43	C, E, G, H, P	6.49	C, G, H, P
	6.44	C, G, H, P	6.50	C, E, G, H, P
<i>Ancient Rome: c. 500 BCE-500 CE</i>	6.51	G	6.57	C, G, H, P
	6.52	E, G, H, P	6.58	C, H, P
	6.53	C, H, P	6.59	C, G, H, P
	6.54	C, E, H, P	6.60	C, G, H, P
	6.55	C, E, G, H, P	6.61	C, G, H, P
	6.56	C, E, G, H, P	6.62	C, E, G, H, P

**Seventh Grade**

Theme	Standard	Content Strand	Standard	Content Strand
<i>East Asia: 400-1500s CE</i>	7.01	G	7.07	C, E, G, H, P
	7.02	C, G, H, P	7.08	C, G, H, P
	7.03	C, E, G, H, P	7.09	C, G, H,
	7.04	C, G, H, P	7.10	C, H, P
	7.05	C, G, H, P	7.11	C, E, H, P
	7.06	C, E, G, H		
<i>Byzantine Empire: 400-1500s CE</i>	7.12	C, G, H, P	7.14	C, G, H
	7.13	C, G, H, P		
<i>Southwest Asia and North Africa: 400-1500s CE</i>	7.15	G	7.18	C, G, H
	7.16	C, G, H, P	7.19	C, E, G, H, P
	7.17	C, G, H	7.20	C, E, G, H
<i>West Africa: 400-1500s CE</i>	7.21	G	7.24	C, E, G, H, P
	7.22	C, H	7.25	C, G, H
	7.23	C, E, G, H, P	7.26	C, E, G, H, P
<i>Middle Ages in Western Europe: 400-1500s CE</i>	7.27	G	7.34	C, G, H, P
	7.28	C, G, H, P	7.35	C, G, H
	7.29	C, E, G, H, P	7.36	C, E, G, H
	7.30	C, E, G, H, P	7.37	C, E, H
	7.31	C, E, G, H, P	7.38	C, G, H, P

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Early Modern Europe: 1400-1700s CE</i>	7.32	C, G, H, P	7.39	C, G, H, P
	7.33	G, H, P		
	7.40	C, E, G, H, P	7.47	C, G, H, P
	7.41	C, E, G, H, P	7.48	C, H
	7.42	C, H	7.49	C, H, P
	7.43	C, E, G, H	7.50	C, G
	7.44	C, G, H	7.51	C, G, H
	7.45	C, H, P	7.52	C, G, H
<i>Indigenous Civilizations of the Americas: 400-1500s CE</i>	7.46	C, H, P		
	7.53	G, T	7.56	C, E, G, H, P
	7.54	C, G, H, T	7.57	C, E, G, H, P
<i>The Age of Exploration: 1400-1700s CE</i>	7.55	C, E, G, H, P, T		
	7.58	C, E, G, H, P	7.62	C, E, G, H, P
	7.59	C, E, G, H, P, T	7.63	C, E, G, H, P
	7.60	C, E, G, H, P	7.64	C, E, G, H, P
	7.61	C, E, G, H, P	7.65	C, E, G, H, P

**Eighth Grade**

Theme	Standard	Content Strand	Standard	Content Strand
<i>Colonization (1607-1750)</i>	8.01	C, E, G, H, P	8.07	C, E, G, H, P
	8.02	C, G, H, P	8.08	E, G, H, P
	8.03	C, G, H, P	8.09	C, E, G, H, P
	8.04	C, G, H, P	8.10	C, E, G, H, P
	8.05	C, E, G, H, P	8.11	C, H
	8.06	C, E, G, H, P	8.12	E, G, H
<i>The American Revolution (1700-1783)</i>	8.13	C, E, G, H, P, T	8.17	C, E, G, H, P
	8.14	C, E, H, P	8.18	C, H, P, TCA
	8.15	C, E, G, H, P	8.19	C, G, H, P
	8.16	C, H, P	8.20	C, H, P, T
<i>The New Nation (1775-1800)</i>	8.21	E, G, H, P, T	8.25	E, G, H, P
	8.22	E, H, P, TCA	8.26	C, E, G, H, P
	8.23	H, P, TCA	8.27	E, G, H, P
	8.24	H, P, TCA	8.28	G, H, P, T, TCA
<i>Growth of a Young Nation (1800-1820)</i>	8.29	H, P	8.32	G, P
	8.30	E, G, H, P	8.33	E, H, P
	8.31	C, E, G, H, P, T		C, E, G, H
<i>Sectionalism and Reform (1790s-1850s)</i>	8.34	C, E, G, H, P, T	8.39	C, E, G, H, P
	8.35	C, E, G, H, P, T	8.40	C, E, G, H, P
	8.36	C, G, H	8.41	C, H
	8.37	C, E, G, H, P	8.42	C, H, P
	8.38	C, E, G, H, P	8.43	C, E, H, P, T
<i>The Jacksonian Era (1824-1840)</i>	8.44	C, E, H, P	8.47	C, G, H, P, T
	8.45	C, G, H, P, T	8.48	H, P, T, TCA
	8.46	C, E, H, P, T		
<i>Expansion and Division of the Nation (1820s-1860s)</i>	8.49	C, E, G, H, P	8.55	C, E, G, H
	8.50	G, H, P	8.56	C, E, G, H, P

# STATE INFORMATION SHEETS, ALPHABETICAL

	8.51	C, G, H, P, T	8.57	E, G, H, P
	8.52	C, E, G, H	8.58	C, G, H, P
	8.53	E, G, H, P, T	8.59	C, G, H, P
	8.54	C, E, G, H, P	8.60	C, H, P
<i>The Civil War (1860-1865)</i>	8.61	C, G, H, P, T	8.64	H, P
	8.62	C, E, G, H, P, T	8.65	C, G, H, T, TCA
	8.63	G, H, P, T	8.66	C, H, T
<i>Reconstruction (1865-1877)</i>	8.67	H, P, T	8.72	C, H, P, T
	8.68	E, H, P, T	8.73	C, H, P, T
	8.69	C, E, G, H, P, T	8.74	C, E, G, H, P
	8.70	H, P, T, TCA	8.75	C, H, P
	8.71	H, P, T		

## High School – African American History

<i>The Beginnings of Slavery and the Slave Trade (pre-1619)</i>	<i>African American Life Prior to the Civil War (1619-1860)</i>	<i>African Americans during the Civil War and Reconstruction (1861-1890s)</i>	<i>African American Life after Emancipation through World War I (1890s-1920s)</i>
AAH.01 - 04	AAH.05 - 14	AAH.15 - 20	AAH.21 - 29
C, E, G, H, P	C, E, G, H, P, T	C, E, G, H, P, T	C, E, G, H, P, T
<i>African Americans and the Harlem Renaissance (1920s-1930s)</i>	<i>African American Life during the Great Depression and World War II (1930s-1940s)</i>	<i>The Modern Civil Rights Movement (1950s-1960s)</i>	<i>African American Issues in Contemporary Times (1970s-present)</i>
AAH.30 - 33	AAH.34 - 38	AAH.39 - 46	AAH.47 - 52
C, H, T	C, E, H, P, T	C, E, H, P, T	C, E, G, H, P, T

## High School – Ancient History

<i>Human Origins and Early Civilizations: Prehistory to 1000 BCE</i>	<i>Early Civilizations and the Rise of Religious Traditions: 1000 BCE-500 CE</i>	<i>The Classical Civilizations of Greece and Rome: 1000-500 BCE</i>	<i>Post-Classical Civilizations: 300-1000 CE</i>	<i>Regional Interactions: 1000-1500 CE</i>
AH.01 - 08	AH.09 - 19	AH.20 - 34	AH.35 - 47	AH.48 - 60
C, E, G, H, P	C, E, G, H, P	C, E, G, H, P	C, E, G, H, P	C, E, G, H, P

## High School – Contemporary Issues

<i>Geography</i>	<i>History</i>	<i>Politics</i>	<i>Culture</i>
CI.01 – 06	CI.05 – 11	CI.12 – 17	CI.18 – 27
C, E, G, H, P	C, G, H, P	C, E, G, H, P	C, G, H, P

## High School – Economics

<i>Scarcity and Economic Reasoning</i>	<i>Supply and Demand</i>	<i>Market Structures</i>
E.01 – 08	E.09 – 15	E.12 – 17
F, C, E, G, H, P	E, G, H, P	E, H, P
<i>The Role of Government</i>	<i>National Economic Performance</i>	<i>Trade</i>

STATE INFORMATION SHEETS, ALPHABETICAL

E.29 – 38	E.39 – 44	E.45 – 50
C, E, G, H, P, T	C, E, G, P	E, G, P, T

### High School – Psychology

<u>Scientific Inquiry Domain</u>	<u>Biopsychology Domain</u>		
<i>Research Methods, Measurement, and Statistics</i>	<i>Biological Bases of Behavior</i>	<i>Sensation &amp; Perception</i>	<i>Consciousness</i>
P.01 - 09	P.10 - 16	P.17 - 21	P.22 - 27
	<i>Lifespan Development</i>	<i>Social Interactions</i>	<i>Sociocultural Diversity</i>
	P.28 - 37	P.38 - 42	P.43 - 47
	<i>Learning, Memory, and Intelligence</i>		<i>Psychological Disorders</i>
	P.48 – 57		P.58 - 61

### High School – Sociology

<i>The Sociological Point of View</i>	<i>The Role of Culture in Society</i>	<i>Functions and Structures of Social Institutions</i>	<i>Self, Groups, Socialization, and Deviance</i>	<i>Stratification and Social Inequality</i>
S.01 - 06	S.07 - 13	S.14 - 18	S.19 - 28	S.29 – 32
C, H	C, G	C, E, G, H, P	C, P	C

### High School – Tennessee History

<i>Indigenous Peoples of Tennessee (c. 10,000-1,000 BCE)</i>	<i>The Struggle for Tennessee's Frontier (1600s-1700s)</i>	<i>From Territory to Statehood (1784-1796)</i>	<i>Tennessee's Coming of Age (1796-1812)</i>	<i>Tennessee's Golden Age (1800-1860)</i>
TN.01 – 04	TN.05 – 08	TN.09 – 13	TN.14 - 20	TN.21 – 27
C, E, G, H, P, T	C, E, G, H, P, T	E, G, H, P, T, TCA	C, E, G, H, P, T	C, E, G, H, P, T, TCA
<i>Tennessee: A Time of Troubles (1860-1865)</i>	<i>Tennessee during Reconstruction (1865-1880)</i>	<i>Tennessee in the New South (1880-1890s)</i>	<i>Tennessee: Reform and War (1900-1945)</i>	<i>Tennessee in Modern Times (1945-present)</i>
TN.28 – 30	TN.31 – 38	TN.39 – 44	TN.45 – 53	TN.54 – 64
C, E, G, H, P, T	C, E, G, H, P, T, TCA	C, E, G, H, P, T	C, E, G, H, P, T	C, E, G, H, P, T, TCA

### High School – U.S. Government and Civics

<i>Foundations of Constitutional Government</i>	<i>The Legislative Branch</i>	<i>The Executive Branch</i>	<i>The Judicial Branch</i>
GC.01 – 09	GC.10 – 15	GC.16 – 18	GC.19 – 22
C, E, G, H, P, TCA	H, P, T	G, H, P	H, P, T
<i>Civil Liberties</i>	<i>Tennessee State and Local Government</i>		<i>Citizen Participation</i>
GC.23 – 27	GC.28 – 30		GC.31 – 35
H, P, T	P, T		C, P, T

# STATE INFORMATION SHEETS, ALPHABETICAL

## High School – U.S. History and Geography

<i>The Rise of Industrialization (1877-1900)</i>	<i>The Progressive Era (1890-1920)</i>	<i>Imperialism and World War I (1890-1920)</i>	<i>The 1920s (1920-1929)</i>	<i>The Great Depression and New Deal (1929-1941)</i>
US.01 - 07	US.08 – 18	US.19 – 27	US.28 – 38	US.39 – 44
C, E, G, H, P, T, TCA	C, E, G, H, P, T, TCA	C, E, G, H, P, T, TCA	C, E, G, H, P, T, TCA	C, E, G, H, P, T
<i>World War II (1936-1945)</i>	<i>Cold War (1947-1991)</i>	<i>A Nation in Transition (1950s-1963)</i>	<i>Civil Rights Movement (1950s-1960s)</i>	<i>The Modern United States (1960s-present)</i>
US.45 – 58	US.59 – 70	US.71 – 77	US.78 – 82	US.83 – 95
C, E, G, H, P, T, TCA	C, E, G, H, P	C, E, G, H, P, T, TCA	C, E, G, H, P, T, TCA	C, E, G, H, P, T, TCA

## High School – World Geography

<i>Geographic Skills and Tools</i>	<i>Physical Process, Natural Resources, and the Environment</i>	<i>Cultural Geography</i>	<i>Political Geography</i>
WG.01 – 12	WG.13 – 19	WG.20 – 29	WG.30 - 34
G, C, P, T, E, H	C, E, G, H	C, G, H, P	C, G, H, P, E
<i>Population and Migration</i>	<i>Economic Development and Interdependence</i>	<i>Urbanization</i>	
WG.35 – 40	WG.41 – 48	WG.49 – 53	
C, E, G, H, P, T	C, E, G, H, P, T	C, E, G, H, P, T	

## High School – World History and Geography

<i>Age of Revolution (1750-1850)</i>	<i>The Industrial Revolution (1750s-1900s)</i>	<i>Nationalism and Imperialism (1850-1914)</i>	<i>World War I through the Depression (1910s-1930s)</i>
W.01 - 09	W.10 – 16	W.17 – 28	W.29 – 40
C, E, G, H, P	C, E, G, H, P	C, E, G, H, P	C, E, G, H, P, T
<i>Rise of Totalitarianism and World War II (1930s-1945)</i>	<i>Cold War (1945-1991)</i>	<i>Creation of New States and Decolonization (1940s-1980s)</i>	<i>Understanding the Contemporary World (1980s- present)</i>
W.41 – 56	W.57 – 65	W.66 – 76	W.77 – 89
C, E, G, H, P, T	C, E, G, H, P	C, E, G, H, P, T	C, E, G, H, P, T

It should be noted that the standards are what students should know, understand, and be able to do by the end of a grade level or course; however, the standards do not dictate how a teacher should teach them. In other words, the standards do not dictate curriculum.

TCA—Tennessee Code Annotated: These standards are legally required to be taught.

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS World Geography

*Geography is a strand in:*

Kindergarten	Grade 6	HS Economics
Grade 1	Grade 7	HS Sociology
Grade 2	Grade 8	HS Tennessee History
Grade 3	HS African American History	HS US Government and Civics
Grade 4	HS Ancient History	HS World History and Geography
Grade 5	HS Contemporary Issues	HS U.S. History and Geography

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Tennessee Social Studies Standards](#)

Adopted July 2017

Effective 2019-2020

Next Revision Not scheduled

Website: <https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html>

### MANDATES

Per state law (T.C.A. § 49-6-1028), all districts must ensure that a project-based civics assessment is given at least once in grades 4-8 and once in grades 9-12. The project-based civics assessments are developed by the district to ensure students are being taught the learning objectives contained within the social studies standards as well as to demonstrate understanding of civics. Per state law (T.C.A. § 49-6-408A), students must participate in the United States citizenship and immigration test during their high school career. All public high school students, beginning with the class of 2017, are expected to participate in the civics test; however, a passing grade is not a requirement for graduation. Schools in which all seniors earning a regular diploma also earn a passing grade (70 percent or higher) on the U.S. civics test will be recognized by the department as a U.S. Civics All-Star School.

### PROFESSIONAL DOCUMENTS USED

None Identified

Back to [States](#)



## TEXAS

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS**

<i>Standards</i>	
Grade	Grade
K Study of the self, home, family, and classroom	HS Economics with emphasis on the Free Enterprise System and Its Benefits
1 Relationship to the classroom, school, and community	HS U.S. History Studies since 1877
2 Study of their local community	HS World History Studies
3 Diverse individuals have changed their communities and world	HS World Geography Studies
4 History of Texas from early beginnings to the present within the context of influences of North America	HS U.S. Government
5 History of the United States from 1565 to the present	HS Psychology
6 Study of people, places, and societies of the contemporary world	HS Sociology
7 Study of history of Texas from early times to present	HS Other Courses: Special Topics in Social Studies Social Studies Research Methods Personal Financial Literacy Ethnic Studies: Mexican American Studies Ethnic Studies: African American Studies Social Studies Advanced Studies Economics Advanced Studies
8 Study of U.S. history from early colonial period through Reconstruction	

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****a. Introduction****b. Essential knowledge and skills****→ Eight strands:**

1. History
2. Geography
3. Economics
4. Government
5. Citizenship
6. Culture
7. Science, technology, and society
8. Social Studies Skills

**→ Objectives:** lettered alphabetically

# STATE INFORMATION SHEETS, ALPHABETICAL

## Kindergarten

<i>History</i>	1 A-B	2	
<i>Geography</i>	3 A-C	4 A-B	
<i>Economics</i>	5 A-C	6 A-B	
<i>Government</i>	7 A-B	8 A-B	
<i>Citizenship</i>	9 A-C		
<i>Culture</i>	10	11 A-B	
<i>Science, Technology, and Society</i>	12 A-C		
<i>Social Studies Skills</i>	13 A-B	14 A-D	15

## First Grade

<i>History</i>	1 A-B	2 A-B		
<i>Geography</i>	3 A-B	4 A-B	5 A-B	
<i>Economics</i>	6 A-B	7 A-C	8 A-C	9 A-B
<i>Government</i>	10 A-B	11 A-B		
<i>Citizenship</i>	12 A-B	13 A-E		
<i>Culture</i>	14 A-B			
<i>Science, Technology, and Society</i>	15 A-C			
<i>Social Studies Skills</i>	16 A-B	17 A-E	18	

## Second Grade

<i>History</i>	1 A-B	2 A-B	
<i>Geography</i>	3 A-B	4 A-B	5 A-C
<i>Economics</i>	6 A-B	7 A-C	
<i>Government</i>	8 A-B	9 A-D	
<i>Citizenship</i>	10 A-C	11 A-D	
<i>Culture</i>	12 A-B		
<i>Science, Technology, and Society</i>	13 A-B	14	
<i>Social Studies Skills</i>	15 A-B	16 A-F	17

## Third Grade

<i>History</i>	1 A-C	2 A-B	
<i>Geography</i>	3 A-C	4 A-C	
<i>Economics</i>	5 A-B	6 A-D	
<i>Government</i>	7 A-C	8 A-C	
<i>Citizenship</i>	9 A-D		
<i>Culture</i>	10 A-B	11 A-B	12
<i>Science, Technology, and Society</i>	13 A-B		
<i>Social Studies Skills</i>	14 A-C	15 A-E	16

## Fourth Grade

STATE INFORMATION SHEETS, ALPHABETICAL

<i>History</i>	1 A-D	2 A-E	3 A-E	4 A-D	5 A-B
<i>Geography</i>	6 A-B	7 A-B	8 A-C		
<i>Economics</i>	9 A-B	10 A-B	11 A-D		
<i>Government</i>	12 A-B	13 A-C			
<i>Citizenship</i>	14 A-D	15 A-E	16 A-B		
<i>Culture</i>	17 A-B				
<i>Science, Technology, and Society</i>	18 A-B				
<i>Social Studies Skills</i>	19 A-D	20 A-B	21 A-D	22	

**Fifth Grade**

<i>History</i>	1 A-B	2 A-C	3	4 A-F	5 A-C
<i>Geography</i>	6 A-D	7 A-C	8 A-B		
<i>Economics</i>	9 A-B	10 A-C	11 A-B	12 A-D	
<i>Government</i>	13 A-B	14 A-C	15 A-C		
<i>Citizenship</i>	16 A-D	17 A-B	18 A-B	19	
<i>Culture</i>	20 A-B	21 A-B			
<i>Science, Technology, and Society</i>	22 A-C				
<i>Social Studies Skills</i>	23 A-E	24 A-B	25 A-D	26	

**Sixth Grade**

<i>History</i>	1 A-B	2 A-B			
<i>Geography</i>	3 A-D	4 A-B	5 A-C		
<i>Economics</i>	6 A-C	7 A-C	8 A-B		
<i>Government</i>	9 A-C	10 A-C			
<i>Citizenship</i>	11 A-B	12 A-B			
<i>Culture</i>	13 A-D	14 A-C	15 A-D	16 A-C	17 A-B
<i>Science, Technology, and Society</i>	18 A-C				
<i>Social Studies Skills</i>	19 A-D	20 A-D	21 A-E	22	

**Seventh Grade**

<i>History</i>	1 A-B	2 A-F	3 A-C	4 A-C	5 A-C	6 A-D	7 A-E
<i>Geography</i>	8 A-C	9 A-B	10 A-D				
<i>Economics</i>	11 A-B	12 A-C					
<i>Government</i>	13 A-B	14 A-B					
<i>Citizenship</i>	15 A-B	16 A-B	17 A-B				
<i>Culture</i>	18 A-D						
<i>Science, Tech, and Society</i>	19 A-E						
<i>Social Studies Skills</i>	20 A-F	21 A-B	22 A-C	23			

**Eighth Grade**

<i>History</i>	1 A-B	2 A-B	3 A-C	4 A-D	5 A-G	6 A-C	7 A-D	8 A-D	9 A-C
<i>Geography</i>	10 A-C	11 A-B							

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Economics</i>	12 A-C	13 A-B	14 A-B						
<i>Government</i>	15 A-E	16 A-B	17 A-B	18 A-C					
<i>Citizenship</i>	19 A-C	20 A-B	21 A-C	22 A-B					
<i>Culture</i>	23 A-E	24 A-B	25 A-C	16 A-B					
<i>Science, Tech, and Society</i>	27 A-C	28 A-B							
<i>Social Studies Skills</i>	29 A-H	30 A-C	31						

**High School – Economics with Emphasis on the Free Enterprise System and Its Benefits**

<i>Economics</i>	14 standards
<i>Personal financial Literacy</i>	6 standards
<i>Social Studies Skills</i>	3 standards

**High School – United States History Studies Since 1877**

<i>History</i>	1A-C	2A-B	3A-B	4A-F	5A-C	6A-B	7A-G	8A-F	9A-J	10A-E	11A-D
<i>Geography</i>	12	13A-B	14A-B								
<i>Economics</i>	15A-D	16A-E	17A-E								
<i>Government</i>	18A-D	19A-B	20A-B								
<i>Citizenship</i>	21A-B	22A-D	23A-B								
<i>Culture</i>	24A-C	25A-D									
<i>Science, Tech, and Society</i>	26A-C	27A-B									
<i>Social Studies Skills</i>	28A-E	29A-B	30A-B	31							

**High School – World History Studies**

<i>History</i>	1 A-F	2 A-C	3 A-C	4 A-J	5 A-B	6 A-B	7 A-F
	8 A-D	9 A-D	10 A-D	11 A-B	12 A-C	13 A-F	14 A-C
<i>Geography</i>	15 A-C						
<i>Economics</i>	16 A-C	17 A-E					
<i>Government</i>	18 A-B	19 A-D					
<i>Citizenship</i>	20 A-C	21 A-F					
<i>Culture</i>	22 A-B	23 A-B	24 A-D	25 A-B			
<i>Science, Tech, and Society</i>	26 A-E	27 A-E					
<i>Social Studies Skills</i>	28 A-F	29 A-B	30 A-C	31			

**High School – World Geography Studies**

<i>History</i>	1 A-B	2 A-B					
<i>Geography</i>	3 A-C	4 A-C	5 A-B	6 A-B	7 A-D	8 A-C	9 A-B
<i>Economics</i>	10 A-D	11 A-C	12 A-B				
<i>Government</i>	13 A-B	14 A-C					

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Citizenship</i>	15 A-B						
<i>Culture</i>	16 A-C	17 A-D	18 A-B				
<i>Science, Tech, and Society</i>	19 A-C	20 A-B					
<i>Social Studies Skills</i>	21 A-E	22 A-D	23 A-C				

**High School – United States Government**

<i>History</i>	1 A-F	2 A-B				
<i>Geography</i>	3 A-C					
<i>Economics</i>	4 A-C	5 A-B				
<i>Government</i>	6 A-F	7 A-H	8 A-D	9 A-C	10 A-B	11 A-B
<i>Citizenship</i>	12 A-G	13 A-C	14 A-C	15 A-B		
<i>Culture</i>	16 A-B					
<i>Science, Technology, and Society</i>	17 A-B	18 A-B				
<i>Social Studies Skills</i>	19 A-E	20 A-B	21			

**High School – Psychology**

<i>History</i>	1 standard
<i>Science of psychology</i>	3 standards
<i>Individual development</i>	2 standards
<i>Individual identity</i>	4 standards
<i>Individual experience</i>	2 standards
<i>The individual in society</i>	1 standard
<i>Social studies skills</i>	4 standards
<i>Science and technology</i>	1 standard

**High School – Sociology**

<i>Foundations of sociology</i>	2 standards
<i>Culture and social structure</i>	3 standards
<i>Individual and society</i>	4 standards
<i>Social inequality</i>	3 standards
<i>Social institutions</i>	4 standards
<i>Changing world</i>	2 standards
<i>Social studies skills</i>	3 standards

**High School – Personal Financial Literacy**

<i>Earning and spending</i>	4 standards
<i>Saving and investing</i>	3 standards
<i>Credit and borrowing</i>	3 standards
<i>Insuring and protecting</i>	4 standards
<i>College and postsecondary education and training</i>	2 standards

**High School – Ethnic Studies: Mexican American Studies**

## STATE INFORMATION SHEETS, ALPHABETICAL

<i>History</i>	1	2 A-B	3 A-B	4 A-B	5 A-B	
<i>Geography</i>	6 A-F					
<i>Economics</i>	7 A-F					
<i>Government</i>	8 A-F					
<i>Citizenship</i>	9 A-D					
<i>Culture</i>	10 A-E					
<i>Science, Technology, and Society</i>	11 A-B					
<i>Social Studies Skills</i>	12 A-D					
<b>High School – Ethnic Studies: African American Studies</b>						
<i>History</i>	1 A-C	2 A-D	3 A-F	4 A-J	5 A-I	6 A-C
<i>Geography</i>	7 A-D					
<i>Economics</i>	8 A-H					
<i>Government</i>	9 A-F	10 A-C				
<i>Citizenship</i>	11 A-E					
<i>Culture</i>	12 A-C	13 A-E	14 A-G	15 A-C		
<i>Science, Technology, and Society</i>	16 A-C					
<i>Social Studies Skills</i>	17 A-E	18 A-B	19 A-B	20		

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has standalone standards in:*

HS World Geography Studies

*Geography is a strand in:*

Kindergarten	Grade 5	HS World Geography Studies
Grade 1	Grade 6	HS U.S. Government
Grade 2	Grade 7	HS World History
Grade 3	Grade 8	HS Ethnic Studies: African American Studies
Grade 4	HS United States History Studies Since 1877	HS Ethnic Studies: Mexican American Studies

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Texas Essential Knowledge and Skills for](#)

Adopted 2018

[Social Studies](#)

Next Revision 2021-2022

Website: <https://tea.texas.gov/academics/subject-areas/social-studies>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

Back to [States](#)

## UTAH

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Core Standards for Social Studies*

Grade		Grade	
K	Self, Family, and Classroom	7	Utah Studies
1	Self, School, and Neighborhood	8	U.S History I
2	Self, School, and Community	HS	World Geography
3	Community and Culture	HS	World History
4	Utah Studies	HS	U.S. History II
5	United States Studies	HS	U.S. Government and Citizenship
6	World Studies		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**Grade Band K-2

**Thematic Strand:** represent significant areas of learning within content areas.

- i. Culture
- ii. Citizenship
- iii. Geography
- iv. Financial Literacy

→ **Standard:** is a broad statement of what students are expected to understand and/or know how to do, typically representing a traditional general category of learning within the discipline.

→ **Objective:** more focused description of what students need to know and/or be able to do.

→ **Indicator:** intended to be a measurable or observable piece of student learning.

Grade Band 3-6

→ Brief course description

→ **Benchmarks:** describe in narrative terms the social studies content addressed in each standard. Benchmarks emphasize enduring understandings and essential questions.

→ **Standards:** broad statements of what students are expected to understand.

→ **Objectives:** more focused descriptions of what students need to know and be able to do at the completion of instruction.

→ **Indicators:** measurable or observable student actions that enable teachers to judge whether a student has mastered a particular Objective. Indicators build directly on the objectives and are designed to support content objectives while also fostering skills and dispositions.

Grade Band 7-12

→ Brief course description

→ **Strands:** represent significant areas of learning within content areas.

→ **Standards:** an articulation of the demonstrated proficiency to be obtained. A standard represents an essential element of the learning that is expected.

STATE INFORMATION SHEETS, ALPHABETICAL

**Kindergarten**

	<i>Culture</i>	<i>Citizenship</i>	<i>Geography</i>	<i>Financial Literacy</i>
Standard	1	2	3	4
Objective & Indicators	1 a-d 2 a-f	1 a-e 2 a-e 3 a-f	1 a-c 2 a-d	1 a-c 2 a-d

**First Grade**

	<i>Culture</i>	<i>Citizenship</i>	<i>Geography</i>	<i>Financial Literacy</i>
Standard	1	2	3	4
Objective & Indicators	1 a-d 2 a-c	1 a-g 2 a-f 3 a-e	1 a-d 2 a-c	1 a-d 2 a-d

**Second Grade**

	<i>Culture</i>	<i>Citizenship</i>	<i>Geography</i>	<i>Financial Literacy</i>
Standard	1	2	3	4
Objective & Indicators	1 a-c 2 a-d	1 a-d 2 a-b 3 a-c	1 a-c 2 a-e	1 a-e 2 a-e

**Third Grade**

Standard	1 (geography)	2 (culture)	3 (citizenship)
Objective & Indicators	1 a-c 2 a-d 3 a-e	1 a-f 2 a-c	1 a-c 2 a-c 3 a-c

**Fourth Grade**

Standard	1 (geography)	2 (culture/history)	3 (citizenship)
Objective & Indicators	1 a-b 2 a-f 3 a-d	1 a-e 2 a-b 3 a-f	1 a-g 2 a-c

**Fifth Grade**

Standard	1	2	3	4	5
Objective & Indicators	1 a-f 2 a-b 3 a-c	1 a-c 2 a-d	1 a-f 2 a-c	1 a-d 2 a-c 3 a-d 4 a-c	1 a-c 2 a-b 3 a-b

**Sixth Grade**

Standard	1	2	3	4
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STATE INFORMATION SHEETS, ALPHABETICAL

Objective & Indicators	1 a-c 2 a-c	3 a-b 4 a-d	1 a-b 2 a-b	3 a-b 4 a-b	1 a-b 2 a-b	1 a-b 2 a-c	3 a-b
<b>Seventh – Twelfth Grade - Utah Studies</b>							
<b>Strand 1</b>	<b>NATIVE INNOVATIONS AND ADAPTATIONS</b>						
Standard	1.1	1.2	1.3	1.4	1.5		
Discipline	History	Geography	Economics	History	Economics Civics		
<b>Strand 2</b>	<b>UTAH'S DIVERSE PEOPLES</b>						
Standard	2.1	2.2	2.3	2.4	2.5	2.6	2.7
Discipline	History	History	Geo	History	Eco Geo	Eco Geo	Civics
<b>Strand 3</b>	<b>UTAH IN THE UNION</b>						
Standard	3.1	3.2	3.3	3.4			
Discipline	Civics	History	Economics	Civics			
<b>Strand 4</b>	<b>UTAH IN THE WORLD</b>						
Standard	4.1	4.2	4.3	4.4	4.5	4.6	
Discipline	History	Civics	Economics	History Geography	Geography	Economics	
<b>Strand 5</b>	<b>LOOKING TOWARDS UTAH'S FUTURE</b>						
Standard	5.1	5.2	5.3	5.4	5.5		
Discipline	History	Geography	Economics	Economics	Civics		
<b>Seventh – Twelfth Grade - United States History I</b>							
<b>Strand 1</b>	<b>THREE WORLDS MEET</b>						
Standard	1.1	1.2	1.3	1.4			
<b>Strand 2</b>	<b>COLONIZATION</b>						
Standard	2.1	2.2	2.3	2.4			
<b>Strand 3</b>	<b>THE AMERICAN REVOLUTION</b>						
Standard	3.1	3.2	3.3	3.4			
<b>Strand 4</b>	<b>THE U. S. CONSTITUTION</b>						
Standard	4.1	4.2	4.3				
<b>Strand 5</b>	<b>THE DEVELOPMENT OF POLITICAL INSTITUTIONS AND PROCESSES</b>						
Standard	5.1	5.2	5.3				
<b>Strand 6</b>	<b>EXPANSION</b>						
Standard	6.1	6.2	6.3	6.4			
<b>Strand 7</b>	<b>THE CIVIL WAR AND RECONSTRUCTION</b>						
Standard	7.1	7.2	7.3	7.4			
<b>Seventh – Twelfth Grade - World Geography</b>							
<b>Strand 1</b>	<b>HUMANS AND THEIR PHYSICAL ENVIRONMENT</b>						
Standard	1.1	1.2	1.3	1.4			

STATE INFORMATION SHEETS, ALPHABETICAL

<b>Strand 2</b>	<b>POPULATION DISTRIBUTION AND MIGRATION</b>					
Standard	2.1	2.2	2.3			
<b>Strand 3</b>	<b>CULTURE</b>					
Standard	3.1	3.2	3.3	3.4	3.5	3.6
<b>Strand 4</b>	<b>POLITICAL SYSTEMS</b>					
Standard	4.1	4.2	4.3			
<b>Strand 5</b>	<b>ECONOMIC DEVELOPMENT</b>					
Standard	5.1	5.2	5.3	5.4	5.5	

**Seventh – Twelfth Grade - World History**

<b>Strand 1</b>	<b>PREHISTORY TO THE NEOLITHIC REVOLUTION</b>					
Standard	1.1	1.2	1.3	1.4		
<b>Strand 2</b>	<b>THE RISE OF CLASSICAL SOCIETIES</b>					
Standard	2.1	2.2	2.3	2.4	2.5	
<b>Strand 3</b>	<b>AN AGE OF EXPANDING CONNECTIONS</b>					
Standard	3.1	3.2	3.3	3.4	3.5	
<b>Strand 4</b>	<b>GLOBALINTERACTIONS</b>					
Standard	4.1	4.2	4.3	4.4	4.5	
<b>Strand 5</b>	<b>REVOLUTIONS, INDUSTRIALIZATION, AND EMPIRES</b>					
Standard	5.1	5.2	5.3	5.4	5.5	5.6
<b>Strand 6</b>	<b>GLOBAL CONFLICTS</b>					
Standard	6.1	6.2	6.3	6.4	6.5	6.6
<b>Strand 7</b>	<b>THE CONTEMPORARY WORLD</b>					
Standard	7.1	7.2	7.3	7.4		

**Seventh – Twelfth Grade - United States History II**

<b>Strand 1</b>	<b>INDUSTRIALIZATION</b>					
Standard	1.1	1.2	1.3	1.4		
<b>Strand 2</b>	<b>REFORM MOVEMENTS</b>					
Standard	2.1	2.2	2.3	2.4		
<b>Strand 3</b>	<b>AMERICA ON THE GLOBAL STAGE</b>					
Standard	3.1	3.2	3.3	3.4		
<b>Strand 4</b>	<b>TRADITIONS AND SOCIAL CHANGE</b>					
Standard	4.1	4.2	4.3	4.4		
<b>Strand 5</b>	<b>ECONOMIC BOOM, BUST, AND THE ROLE OF THE GOVERNMENT</b>					
Standard	5.1	5.2	5.3	5.4		
<b>Strand 6</b>	<b>ANOTHER GLOBAL CONFLICT AND THE BEGINNINGS OF THE COLD WAR</b>					
Standard	6.1	6.2	6.3	6.4	6.5	
<b>Strand 7</b>	<b>THE COLD WAR ERA AND A CHANGING AMERICA</b>					
Standard	7.1	7.2	7.3	7.4	7.5	7.6
<b>Strand 8</b>	<b>THE 21ST CENTURY UNITED STATES</b>					
Standard	8.1	8.2	8.3			

## STATE INFORMATION SHEETS, ALPHABETICAL

<b>Seventh – Twelfth Grade - U.S. Government and Citizenship</b>						
<b>Strand 1</b>	<b>FOUNDATIONAL PRINCIPLES</b>					
Standard	1.1	1.2	1.3			
<b>Strand 2</b>	<b>CIVIL LIBERTIES, CIVIL RIGHTS, AND RESPONSIBILITIES</b>					
Standard	2.1	2.2	2.3			
<b>Strand 3</b>	<b>DISTRIBUTION OF POWER</b>					
Standard	3.1	3.2	3.3	3.4	3.5	3.6
<b>Strand 4</b>	<b>FISCAL POLICIES AND DECISIONS</b>					
Standard	4.1	4.2	4.3			
<b>Strand 5</b>	<b>THE U.S. AND OUR RELATIONSHIP TO THE WORLD</b>					
Standard	5.1	5.2	5.3	5.4		
<p>The Utah Core Standards are aligned to scientifically based content standards. They drive high quality instruction through statewide comprehensive expectations for all students. The standards outline essential knowledge, concepts, and skills to be mastered at each grade level or within a critical content area. The standards provide a foundation for ensuring learning within the classroom.</p>						

### **GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography has a separate set of standards in:*

HS World Geography

*Geography is a strand in:*

Kindergarten	Grade 2	Grade 4	Grade 6
Grade 1	Grade 3	Grade 5	HS Utah Studies

### **SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[Utah Core State Standards for Social Studies](#)

[Grades K-2](#)

[Grades 3-6](#)

[Grades 7-12](#)

Adopted 2016 (7-12) & 2010 (K-6)

Revision K-6 2019-2020

Adopt K-6 2020-2021

Effective K-6 2021-2022

Next Revision K-12 2026-2027

Website: <https://www.schools.utah.gov/curr/socialstudies>

### **MANDATES**

None Identified
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### **PROFESSIONAL DOCUMENTS USED**

None Identified
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## VERMONT

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Standards*

Grade

K-12 Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Description of C3 Inquiry Arc:** student expectations for each dimension

- i. Dimension 1: Developing Questions and Planning Inquiry
- ii. Dimension 2: Applying Disciplinary Concepts and Tools
- iii. Dimension 3: Evaluating Sources and Using Evidence
- iv. Dimension 4: Communicating Conclusions and Taking Informed Action

**→ List of themes** for each discipline

- I. Civics
  - a. Civic and Political Institutions
  - b. Participation and Deliberation: Applying Civic Virtues and Democratic Principles
  - c. Process, Rules, and Laws
- II. Economics
  - a. Economic Decision-Making
  - b. Exchange and Markets
  - c. The National Economy
  - d. The Global Economy
- III. Geography
  - a. Geographic Representations: Spatial Views of the World
  - b. Human-Environment Interaction: Place, Regions, and Culture
  - c. Human Populations: Spatial Patterns and Movement
  - d. Global Interconnections: Changing Spatial Patterns
- IV. History
  - a. Change, Continuity, and Context
  - b. Perspectives
  - c. Historical Sources and Evidence
  - d. Causation and Argumentation

**→ Benchmarks:** suggested statements of what individually and with others students will be able to do

**Kindergarten – Second Grade**

<b>History</b>	<b>Civics</b>	<b>Economics</b>	<b>Geography</b>
<i>Change, Continuity, and Context</i>	<i>Civic and Political Institutions</i>	<i>Economic Decision-Making</i>	<i>Geographic Representations</i>
D2.His.1.K-2	D2.Civ.1.K-2	D2.Eco.1.K-2	D2.Geo.1.K-2
D2.His.2.K-2	D2.Civ.2.K-2	D2.Eco.2.K-2	D2.Geo.2.K-2
D2.His.3.K-2	D2.Civ.3.K-2		D2.Geo.3.K-2
	D2.Civ.5.K-2		
	D2.Civ.6.K-2		

STATE INFORMATION SHEETS, ALPHABETICAL

<i>Perspectives</i>	<i>Participation and Deliberation</i>	<i>Exchange and Markets</i>	<i>Human-Environment Interaction</i>
D2.His.4.K-2 D2.His.6.K-2	D2.Civ.7.K-2 D2.Civ.8.K-2 D2.Civ.9.K-2 D2.Civ.10.K-2	D2.Eco.3.K-2 D2.Eco.4.K-2 D2.Eco.5.K-2 D2.Eco.6.K-2 D2.Eco.7.K-2 D2.Eco.9.K-2	D2.Geo.4.K-2 D2.Geo.5.K-2 D2.Geo.6.K-2
<i>Historical Sources and Evidence</i>	<i>Process, Rules, and Laws</i>	<i>The National Economy</i>	<i>Human Populations</i>
D2.His.9.K-2 D2.His.10.K-2 D2.His.11.K-2 D2.His.12.K-2	D2.Civ.11.K-2 D2.Civ.12.K-2 D2.Civ.14.K-2	D2.Eco.10.K-2 D2.Eco.12.K-2 D2.Eco.13.K-2	D2.Geo.7.K-2 D2.Geo.8.K-2 D2.Geo.9.K-2
<i>Causation and Argumentation</i>		<i>The Global Economy</i>	<i>Global Interconnections</i>
D2.His.14.K-2 D2.His.16.K-2		D2.Eco.14.K-2 D2.Eco.15.K-2	D2.Geo.10.K-2 D2.Geo.11.K-2 D2.Geo.12.K-2

**Third Grade – Fifth Grade**

<b>History</b>	<b>Civics</b>	<b>Economics</b>	<b>Geography</b>
<i>Change, Continuity, and Context</i>	<i>Civic and Political Institutions</i>	<i>Economic Decision-Making</i>	<i>Geographic Representations</i>
D2.His.1.3-5 D2.His.2.3-5 D2.His.3.3-5	D2.Civ.1.3-5 D2.Civ.2.3-5 D2.Civ.3.3-5 D2.Civ.4.3-5 D2.Civ.5.3-5 D2.Civ.6.3-5	D2.Eco.1.3-5 D2.Eco.2.3-5	D2.Geo.1.3-5 D2.Geo.2.3-5 D2.Geo.3.3-5
<i>Perspectives</i>	<i>Participation and Deliberation</i>	<i>Exchange and Markets</i>	<i>Human-Environment Interaction</i>
D2.His.4.3-5 D2.His.5.3-5 D2.His.6.3-5	D2.Civ.7.3-5 D2.Civ.8.3-5 D2.Civ.9.3-5 D2.Civ.10.3-5	D2.Eco.3.3-5 D2.Eco.4.3-5 D2.Eco.5.3-5 D2.Eco.6.3-5 D2.Eco.7.3-5 D2.Eco.8.3-5 D2.Eco.9.3-5	D2.Geo.4.3-5 D2.Geo.5.3-5 D2.Geo.6.3-5
<i>Historical Sources and Evidence</i>	<i>Process, Rules, and Laws</i>	<i>The National Economy</i>	<i>Human Populations</i>
D2.His.9.3-5 D2.His.10.3-5	D2.Civ.11.3-5 D2.Civ.12.3-5	D2.Eco.10.3-5 D2.Eco.11.3-5	D2.Geo.7.3-5 D2.Geo.8.3-5

STATE INFORMATION SHEETS, ALPHABETICAL

D2.His.11.3-5 D2.His.12.3-5 D2.His.13.3-5	D2.Civ.13.3-5 D2.Civ.14.3-5	D2.Eco.12.3-5 D2.Eco.13.3-5	D2.Geo.9.3-5
<i>Causation and Argumentation</i>		<i>The Global Economy</i>	<i>Global Interconnections</i>
D2.His.14.3-5 D2.His.16.3-5 D2.His.17.3-5		D2.Eco.14.3-5 D2.Eco.15.3-5	D2.Geo.10.3-5 D2.Geo.11.3-5 D2.Geo.12.3-5
<b>Sixth Grade - Eighth Grade</b>			
<b>History</b>	<b>Civics</b>	<b>Economics</b>	<b>Geography</b>
<i>Change, Continuity, and Context</i>	<i>Civic and Political Institutions</i>	<i>Economic Decision-Making</i>	<i>Geographic Representations</i>
D2.His.1.6-8 D2.His.2.6-8 D2.His.3.6-8	D2.Civ.1.6-8 D2.Civ.2.6-8 D2.Civ.3.6-8 D2.Civ.4.6-8 D2.Civ.5.6-8 D2.Civ.6.6-8	D2.Eco.1.6-8 D2.Eco.2.6-8	D2.Geo.1.6-8 D2.Geo.2.6-8 D2.Geo.3.6-8
<i>Perspectives</i>	<i>Participation and Deliberation</i>	<i>Exchange and Markets</i>	<i>Human-Environment Interaction</i>
D2.His.4.6-8 D2.His.5.6-8 D2.His.6.6-8	D2.Civ.7.6-8 D2.Civ.8.6-8 D2.Civ.9.6-8 D2.Civ.10.6-8	D2.Eco.3.6-8 D2.Eco.4.6-8 D2.Eco.5.6-8 D2.Eco.6.6-8 D2.Eco.7.6-8 D2.Eco.8.6-8 D2.Eco.9.6-8	D2.Geo.4.6-8 D2.Geo.5.6-8 D2.Geo.6.6-8
<i>Historical Sources and Evidence</i>	<i>Process, Rules, and Laws</i>	<i>The National Economy</i>	<i>Human Populations</i>
D2.His.9.6-8 D2.His.10.6-8 D2.His.11.6-8 D2.His.12.6-8 D2.His.13.6-8		D2.Eco.10.6-8 D2.Eco.11.6-8 D2.Eco.12.6-8 D2.Eco.13.6-8	D2.Geo.7.6-8 D2.Geo.8.6-8 D2.Geo.9.6-8
<i>Causation and Argumentation</i>	D2.Civ.11.6-8 D2.Civ.12.6-8 D2.Civ.13.6-8 D2.Civ.14.6-8	<i>The Global Economy</i>	<i>Global Interconnections</i>
D2.His.14.6-8 D2.His.15.6-8 D2.His.16.6-8 D2.His.17.6-8		D2.Eco.14.6-8 D2.Eco.15.6-8	D2.Geo.10.6-8 D2.Geo.11.6-8 D2.Geo.12.6-8

STATE INFORMATION SHEETS, ALPHABETICAL

<b>High School –</b>			
<b>History</b>	<b>Civics</b>	<b>Economics</b>	<b>Geography</b>
<i>Change, Continuity, and Context</i>	<i>Civic and Political Institutions</i>	<i>Economic Decision-Making</i>	<i>Geographic Representations</i>
D2.His.1.9-12 D2.His.2.9-12 D2.His.3.9-12	D2.Civ.1.9-12 D2.Civ.2.9-12 D2.Civ.3.9-12 D2.Civ.4.9-12 D2.Civ.5.9-12 D2.Civ.6.9-12	D2.Eco.1.9-12 D2.Eco.2.9-12	D2.Geo.1.9-12 D2.Geo.2.9-12 D2.Geo.3.9-12
<i>Perspectives</i>	<i>Participation and Deliberation</i>	<i>Exchange and Markets</i>	<i>Human-Environment Interaction</i>
D2.His.4.9-12 D2.His.5.9-12 D2.His.6.9-12 D2.His.7.9-12 D2.His.8.9-12	D2.Civ.7.9-12 D2.Civ.8.9-12 D2.Civ.9.9-12 D2.Civ.10.9-12	D2.Eco.3.9-12 D2.Eco.4.9-12 D2.Eco.5.9-12 D2.Eco.6.9-12 D2.Eco.7.9-12 D2.Eco.8.9-12 D2.Eco.9.9-12	D2.Geo.4.9-12 D2.Geo.5.9-12 D2.Geo.6.9-12
<i>Historical Sources and Evidence</i>	<i>Process, Rules, and Laws</i>	<i>The National Economy</i>	<i>Human Populations</i>
D2.His.9.9-12 D2.His.10.9-12 D2.His.11.9-12 D2.His.12.9-12 D2.His.13.9-12	D2.Civ.11.9-12 D2.Civ.12.9-12 D2.Civ.13.9-12 D2.Civ.14.9-12	D2.Eco.10.9-12 D2.Eco.11.9-12 D2.Eco.12.9-12 D2.Eco.13.9-12	D2.Geo.7.9-12 D2.Geo.8.9-12 D2.Geo.9.9-12
<i>Causation and Argumentation</i>		<i>The Global Economy</i>	<i>Global Interconnections</i>
D2.His.14.9-12 D2.His.15.9-12 D2.His.16.9-12 D2.His.17.9-12		D2.Eco.14.9-12 D2.Eco.15.9-12	D2.Geo.10.9-12 D2.Geo.11.9-12 D2.Geo.12.9-12

**GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

Geography is a strand in:

Kindergarten - Grade 2

Grade 3 - 5

Grade 6 - 8

Grade 9 - 12

**SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[The College, Career and Civic Life \(C3\)  
Framework for Social Studies State Standards  
Education Quality Standards Series 2000](#)

Adopted 2017

Next Revision Not scheduled

## STATE INFORMATION SHEETS, ALPHABETICAL

Website: <https://education.vermont.gov/student-learning/content-areas/global-citizenship>

### MANDATES

The purpose of these rules is to ensure that all students in Vermont public schools are afforded educational opportunities that are substantially equal in quality and enable them to achieve or exceed the standards approved by the State Board of Education. 2000 EDUCATION QUALITY STANDARDS 2100 STATUTORY AUTHORITY 16 V.S.A. §§164 and 165

*Per Vermont Education Quality Standard 2120.5, “each school shall enable students to engage annually in rigorous, relevant and comprehensive learning opportunities that allows them to demonstrate proficiency in global citizenship (including the concepts of civics, economics, geography, world language, cultural studies and history)”.*

### PROFESSIONAL DOCUMENTS USED

National Council for the Social Studies (NCSS), 2013. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: NCSS.

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## VIRGINIA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***History and Social Science Standards of Learning for Virginia Public Schools*

Grade		Grade	
K	Focus on the Community		Civics and Economics (CE)
1	Focus on the Commonwealth of Virginia		World Geography (WG)
2	United States of America		World History and Geography to 1500 (WHI)
3	Ancient World Cultures		World History and Geography 1500-Present (WHII)
	Virginia Studies (VS)		Virginia and U.S. History (VUS)
	U.S. History to 1865 (USI)		Virginia and U.S. Government (GOVT)
	U.S. History 1865 to Present (USII)		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Themes:**

- i. Skills
- ii. History
- iii. Geography
- iv. Economics
- v. Civics

→ Standards

→ Objectives

**Kindergarten**

<i>Skills</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics</i>
K.1 a-j	K.2 a-b K.3	K.4 K.5 a-e K.6 a-c K.7	K.8 K.9 a-b	K.10 a-g K.11 a-d

**First Grade**

<i>Skills</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics</i>
1.1 a-j	1.2 a-c 1.3 a-e 1.4 a-c	1.5 a-e 1.6 a-b	1.7 1.8 1.9	1.10 a-f 1.11 1.12 1.13

**Second Grade**

<i>Skills</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics</i>
2.1 a-j	2.2 2.3 a-c	2.6 a-c 2.7 a-c	2.8 2.9	2.11 a-f 2.12 a-d

STATE INFORMATION SHEETS, ALPHABETICAL

	2.4 a-j 2.5 a-h		2.10	2.13 a-b	
<b>Third Grade</b>					
<i>Skills</i>	<i>History</i>	<i>Geography</i>	<i>Economics</i>	<i>Civics</i>	
3.1 a-j	3.2 3.3 3.4	3.5 a-c 3.6 a-e 3.7	3.8 3.9 3.10	3.11 a-f 3.12 a-c 3.13	
<b>Virginia Studies</b>					
<i>Skills</i>	<i>Virginia: The Physical Geography and Native Peoples</i>	<i>Colonization and Conflict: 1607 through the American Revolution</i>	<i>Political Growth and Western Expansion: 1781 to the Mid 1800s</i>	<i>Civil War and Postwar Eras</i>	<i>Virginia: 1900 to the Present</i>
VS.1 a-j	VS.2 a-g	VS.3 a-g VS.4 a-e VS.5 a-d	VS.6 a-c	VS.7 a-c VS.8 a-c	VS.9 a-d VS.10 a-c
<b>U.S. History to 1865</b>					
<i>Skills</i>	<i>Geography</i>	<i>Exploration to Revolution: Pre- Columbian Times to the 1770s</i>	<i>Revolution and the New Nation: 1770s to the Early 1800s</i>	<i>Expansion and Reform: 1801 to 1861</i>	<i>Civil War: 1861 to 1865</i>
USI.1 a-j	USI.2 a-d	USI.3 a-c USI.4 a-c USI.5 a-e	USI.6 a-d USI.7 a-c	USI.8 a-e	USI.9 a-f
<b>U.S. History 1865 to Present</b>					
<i>Skills</i>	<i>Geography</i>	<i>Reconstruction: 1865 to 1877</i>	<i>Reshaping the Nation and the Emergence of Modern America: 1877 to the Early 1900s</i>	<i>Turmoil and Change: 1890s to 1945</i>	<i>The United States since World War II</i>
USII.1 a-j	USII.2 a-c	USII.3 a-c	USII.4 a-e	USII.5 a-c USII.6 a-d USII.7 a-c	USII.8 a-e USII.9 a-d
<b>Civics and Economics</b>					
CE.1 a-j	CE.2 a-d	CE.3 a-e	CE.4 a-g	CE.5 a-f	CE.6 a-d
CE.8 a-c	CE.9 a-d	CE.10 a-c	CE.11 a-b	CE.12 a-f	CE.13 a-f
					CE.7 a-d CE.14 a-f

# STATE INFORMATION SHEETS, ALPHABETICAL

## World Geography

WG.1 a-j	WG.2 a-c	WG.3 a-e	WG.4 a-c	WG.5 a-d	WG.6 a-d
WG.7 a-d	WG.8 a-d	WG.9 a-d	WG.10 a-d	WG.11 a-d	WG.12 a-d
WG.13 a-d	WG.14 a-c	WG.15 a-b	WG.16 a-c	WG.17 a-c	WG.18 a-b

## World History and Geography to 1500

<i>Skills</i>	<i>Human Origins and Early Civilizations, Prehistory to 1000 b.c.</i>	<i>Classical Civilizations and Rise of Religious Traditions, 1000 b.c. to 500 a.d.</i>	<i>Postclassical Civilizations, 300 to 1000 a.d.</i>	<i>Regional Interactions, 1000 to 1500 a.d.</i>
WHI.1 a-j	WHI.2 a-d WHI.3 a-e	WHI.4 a-f WHI.5 a-f WHI.6 a-g WHI.7 a-c	WHI.8 a-e WHI.9 a-c WHI.10 a-e	WHI.11 a-d WHI.12 a-c WHI.13 a-c WHI.14 a-d WHI.15 a-d

## World History and Geography 1500 to Present

<i>Skills</i>	<i>Emergence of a Global Age, 1500 to 1800 a.d.</i>	<i>Age of Revolutions and Imperialism</i>	<i>The Modern Era</i>
WHII.1 a-j WHII.2 a-e	WHII.3 a-c WHII.4 a-e WHII.5 a-h WHII.6 a-f WHII.7 a-d	WHII.8 a-f WHII.9 a-e	WHII.10 a-f WHII.11 a-e WHII.12 a-d WHII.13 a-c WHII.14 a-d WHII.15 a-b

## Virginia and U.S. History

<i>Skills</i>	<i>Early America: Settlement and Colonization</i>	<i>Revolution and the New Nation</i>	<i>Expansion</i>
VUS.1 a-j	VUS.2 a-b VUS.3 a-c	VUS.4 a-e VUS.5 a-d	VUS.6 a-g
<i>Civil War and Reconstruction</i>	<i>Industrialization</i>	<i>Emergence of Modern America and World Conflicts</i>	<i>The United States since World War II</i>
VUS.7 a-e	VUS.8 a-f	VUS.9 a-c VUS.10 a-d VUS.11 a-f	VUS.12 a-g VUS.13 a-g VUS.14 a-d

## Virginia and U.S. Government

GOVT.1 a-j	GOVT.2 a-f	GOVT.3 a-f	GOVT.4 a-e	GOVT.5 a-d	GOVT.6 a-f
GOVT.7 a-c	GOVT.8 a-e	GOVT.9 a-g	GOVT.10 a-e	GOVT.11 a-e	GOVT.12 a-c
GOVT.13 a-d	GOVT.14 a-c	GOVT.15 a-f	GOVT.16 a-j		

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

World Geography

*Geography is a strand in:*

Kindergarten

Grade 3

U.S. History 1865 to Present

Grade 1

Virginia Studies

HS World History & Geography to 1500

Grade 2

U.S. History to 1865

HS World History & Geography 1500-Present

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Standards of Learning Documents for History & Social Science](#)

Adopted March 2015

Next Revision 2021-2022

Website: <https://www.doe.virginia.gov/instruction/history/index.shtml>

### MANDATES

None Identified

### PROFESSIONAL DOCUMENTS USED

None Identified

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## WASHINGTON

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Social Studies Learning Standards*

Grade		Grade	
K	conceptualize their world and	6	World History
1	their place in it, explore the idea	7	Washington State
2	of community, and learn our	8	U.S. History
3	country's origins	9/10	World History
4		11	U.S. History
5		12	Civics and Contemporary World Problems

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**Five sets of **learning standards**:

- i. Civics
- ii. Economics
- iii. Geography
- iv. History
- v. Social studies skills

➔ **Performance Standard:** describe particular concepts and skills within the discipline

C1: Understands key ideals and principles of the United States, including those in the Declaration of Independence, Constitution, and other foundational documents.

C2: Understands the purposes, organization, and function of governments, laws, and political systems.

C3: Understands the purposes and organization of tribal and international relationships and U.S. foreign policy.

C4: Understands civic involvement.

E1: Understands that people have to make choices between wants and needs and evaluate the outcomes of those choices.

E2: Understands the components of an economic system.

E3: Understands the government's role in the economy.

E4: Understands the economic issues and problems that all societies face.

G1: Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface.

G2: Understands human interaction with the environment.

G3: Understands the geographic context of global issues and events.

H1: Understands historical chronology.

H2: Understands and analyzes causal factors that have shaped major events in history.

## STATE INFORMATION SHEETS, ALPHABETICAL

H3: Understands that there are multiple perspectives and interpretations of historical events.

H4: Understands how historical events inform analysis of contemporary issues and events.

→ **Enduring Understandings:** articulate key concepts. Often organized by focus of study

→ Grade band

→ **Component:** describe grade-specific demonstrations of students' comprehension and skills

→ **Sample Questions:** offer grade-appropriate, open-ended questions that encourage inquiry

→ **Since Time Immemorial**

**Connections:** indicate alignment and connections.

### Kindergarten

	Skills			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.K.1 SSS1.K.2 SSS1.K.3 SSS1.K.4	SSS2.K.1	SSS3.K.1	SSS4.K.1
	Civics			
Standard	C1	C2	C3	C4
Component	C1.K.1 C1.K.2	C2.K.1 C2.K.2 C2.K.3	C3.K.1 C3.K.2 C3.K.3	C4.K.1 C4.K.2 C4.K.3
	Economics			
Standard	E1	E2	E3	E4
Component	E1.K.1	E2.K.1 E2.K.2	E3.K.1	E4.K.1
	Geography			
Standard	G1	G2	G3	
Component	G1.K.1	G2.K.1 G2.K.2 G2.K.3	G3.K.1	
	History			
Standard	H1	H2	H3	H4
Component	H1.K.1	H2.K.1 H2.K.2	H3.K.1 H3.K.2	H4.K.1 H4.K.2

### First Grade

	Skills			
Standard	SSS.1	SSS.2	SSS.3	SSS.4

STATE INFORMATION SHEETS, ALPHABETICAL

Component	SSS1.1.1 SSS1.1.2 SSS1.1.3	SSS2.1.1 SSS2.1.2 SSS2.1.3	SSS3.1.1	SSS4.1.1
	Civics			
Standard	C1	C2	C3	C4
Component	C1.1.1 C1.1.2 C1.1.3	C2.1.1 C2.1.2 C2.1.3	C3.1.1 C3.1.2	C4.1.1 C4.1.2 C4.1.3
	Economics			
Standard	E1	E2	E3	E4
Component	E1.1.1 E1.1.2 E1.1.3 E1.1.4	E2.1.1 E2.1.2 E2.1.3 E2.1.4	E3.1.1 E3.1.2	E4.1.1 E4.1.2 E4.1.3
	Geography			
Standard	G1	G2	G3	
Component	G1.1.1 G1.1.2 G1.1.3	G2.1.1 G2.1.2 G2.1.3 G2.1.4	G3.1.1 G3.1.2	
	History			
Standard	H1	H2	H3	H4
Component	H1.1.1	H2.1.1 H2.1.2	H3.1.1 H3.1.2	H4.1.1 H4.1.2

**Second Grade**

	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.2.1 SSS1.2.2 SSS1.2.3	SSS2.2.1 SSS2.2.2 SSS2.2.3 SSS2.2.4 SSS2.2.5	SSS3.2.1 SSS3.2.2 SSS3.2.3	SSS4.2.1 SSS4.2.2 SSS4.2.3
	Civics			
Standard	C1	C2	C3	C4
Component	C1.2.1 C1.2.2 C1.2.3 C1.2.4	C2.2.1 C2.2.2	C3.2.1 C3.2.2	C4.2.1 C4.2.2 C4.2.3 C4.2.4
	Economics			
Standard	E1	E2	E3	E4
Component	E1.2.1 E1.2.2 E1.2.3	E2.2.1 E2.2.2	E3.2.1 E3.2.2	E4.2.1
	Geography			
Standard	G1	G2	G3	

STATE INFORMATION SHEETS, ALPHABETICAL

Component	G1.2.1 G1.2.2 G1.2.3 G1.2.4 G1.2.5	G2.2.1 G2.2.2 G2.2.3 G2.2.4 G2.2.5	G3.2.1 G3.2.2 G3.2.3	
	History			
Standard	H1	H2	H3	H4
Component	H1.2.1 H1.2.2 H1.2.3	H2.2.1 H2.2.2	H3.2.1 H3.2.2 H3.2.3	H4.2.1 H4.2.2 H4.2.3
<b>Third Grade</b>				
	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.3.1 SSS1.3.2	SSS2.3.1 SSS2.3.2	SSS3.3.1	SSS4.3.1 SSS4.3.2 SSS4.3.3
	Civics			
Standard	C1	C2	C3	C4
Component	C1.3.1 C1.3.2 C1.3.3 C1.3.4	C2.3.1 C2.3.2 C2.3.3 C2.3.4	C3.3.1 C3.3.2 C3.3.3	C4.3.1 C4.3.2 C4.3.3
	Economics			
Standard	E1	E2	E3	E4
Component	E1.3.1 E1.3.2 E1.3.3	E2.3.1 E2.3.2 E2.3.3 E2.3.4 E2.3.5 E2.3.6 E2.3.7	E3.3.1 E3.3.2	E4.3.1 E4.3.2 E4.3.3
	Geography			
Standard	G1	G2	G3	
Component	G1.3.1 G1.3.2	G2.3.1 G2.3.2 G2.3.3	G3.3.1	
	History			
Standard	H1	H2	H3	H4
Component	H1.3.1 H1.3.2 H1.3.3	H2.3.1 H2.3.2	H3.3.1 H3.3.2 H3.3.3	H4.3.1 H4.3.2 H4.3.3
<b>Fourth Grade</b>				
	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4



STATE INFORMATION SHEETS, ALPHABETICAL

Component	SSS1.4.1 SSS1.4.2	SSS2.4.1 SSS2.4.2	SSS3.4.1	SSS4.4.1 SSS4.4.2 SSS4.4.3
	Civics			
Standard	C1	C2	C3	C4
Component	C1.4.1 C1.4.2 C1.4.3 C1.4.4 C1.4.5	C2.4.1 C2.4.2 C2.4.3	C3.4.1 C3.4.2 C3.4.3 C3.4.4 C3.4.5	C4.4.1 C4.4.2 C4.4.3 C4.4.4
	Economics			
Standard	E1	E2	E3	E4
Component	E1.4.1 E1.4.2 E1.4.3	E2.4.1 E2.4.2 E2.4.3 E2.4.4 E2.4.5	E3.4.1 E3.4.2 E3.4.3	E4.4.1 E4.4.2 E4.4.3
	Geography			
Standard	G1	G2	G3	
Component	G1.4.1 G1.4.2	G2.4.1 G2.4.2	G3.4.1	
	History			
Standard	H1	H2	H3	H4
Component	H1.4.1 H1.4.2 H1.4.3	H2.4.1 H2.4.2 H2.4.3	H3.4.1 H3.4.2 H3.4.3 H3.4.4	H4.4.1 H4.4.2 H4.4.3 H4.4.4

**Fifth Grade**

	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.5.1 SSS1.5.2 SSS1.5.3	SSS2.5.1 SSS2.5.2 SSS2.5.3 SSS2.5.4	SSS3.5.1 SSS3.5.2	SSS4.5.1 SSS4.5.2 SSS4.5.3 SSS4.5.4
	Civics			
Standard	C1	C2	C3	C4
Component	C1.5.1 C1.5.2 C1.5.3 C1.5.4 C1.5.5	C2.5.1 C2.5.2 C2.5.3 C2.5.4 C2.5.5	C3.5.1 C3.5.2 C3.5.3	C4.5.1 C4.5.2 C4.5.3 C4.5.4
	Economics			
Standard	E1	E2	E3	E4
Component	E1.5.1 E1.5.2 E1.5.3	E2.5.1 E2.5.2 E2.5.3	E3.5.1 E3.5.2 E3.5.3	E4.5.1 E4.5.2 E4.5.3

STATE INFORMATION SHEETS, ALPHABETICAL

	E1.5.4	E2.5.4		
	Geography			
Standard	G1	G2	G3	
Component	G1.5.1 G1.5.2 G1.5.3 G1.5.4	G2.5.1 G2.5.2 G2.5.3 G2.5.4 G2.5.5 G2.5.6 G2.5.7	G3.5.1 G3.5.2 G3.5.3 G3.5.4 G3.5.5	
	History			
Standard	H1	H2	H3	H4
Component	H1.5.1 H1.5.2	H2.5.1 H2.5.2 H2.5.3	H3.5.1 H3.5.2 H3.5.3	H4.5.1 H4.5.2 H4.5.3 H4.5.4 H4.5.5 H4.5.6
<b>Sixth Grade</b>				
	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.6-8.1 SSS1.6-8.2	SSS2.6-8.1 SSS2.6-8.2	SSS3.6-8.1	SSS4.6-8.1 SSS4.6-8.2
	Civics			
Standard	C1	C2	C3	C4
Component	C1.6-8.1	C2.6-8.1	C3.6-8.1	C4.6-8.1
	Economics			
Standard	E1	E2	E3	E4
Component	E1.6-8.1	E2.6-8.1 E2.6-8.2	E3.6-8.1	E4.6-8.1 E4.6-8.2
	Geography			
Standard	G1	G2	G3	
Component	G1.6-8.1 G1.6-8.2	G2.6-8.1 G2.6-8.2	G3.6-8.1	
	History			
Standard	H1	H2	H3	H4
Component	H1.6-8.1 H1.6-8.2 H1.6-8.3	H2.6-8.1	H3.6-8.1 H3.6-8.2	H4.6-8.1
<b>Seventh Grade</b>				
	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.6-8.1 SSS1.6-8.2	SSS2.6-8.1 SSS2.6-8.2	SSS3.6-8.1	SSS4.6-8.1 SSS4.6-8.2

STATE INFORMATION SHEETS, ALPHABETICAL

	Civics			
Standard	C1	C2	C3	C4
Component	C1.6-8.2	C2.6-8.2	C3.6-8.2 C3.6-8.3 C3.6-8.4	C4.6-8.2 C4.6-8.3
	Economics			
Standard	E1	E2	E3	E4
Component	E1.6-8.2	E2.6-8.3 E2.6-8.4	E3.6-8.2	E4.6-8.3 E4.6-8.4
	Geography			
Standard	G1	G2	G3	
Component	G1.6-8.3 G1.6-8.4	G2.6-8.3 G2.6-8.4 G2.6-8.5	G3.6-8.2	
	History			
Standard	H1	H2	H3	H4
Component	H1.6-8.4 H1.6-8.5	H2.6-8.2 H2.6-8.3 H2.6-8.4	H3.6-8.3	H4.6-8.2
<b>Eighth Grade</b>				
	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.6-8.1 SSS1.6-8.2	SSS2.6-8.1 SSS2.6-8.2	SSS3.6-8.1	SSS4.6-8.1 SSS4.6-8.2
	Civics			
Standard	C1	C2	C3	C4
Component	C1.6-8.3 C1.6-8.4	C2.6-8.3 C2.6-8.4 C2.6-8.5 C2.6-8.6	C3.6-8.5 C3.6-8.6	C4.6-8.4 C4.6-8.5
	Economics			
Standard	E1	E2	E3	E4
Component	E1.6-8.3	E2.6-8.5 E2.6-8.6	E3.6-8.3	E4.6-8.5 E4.6-8.6
	Geography			
Standard	G1	G2	G3	
Component	G1.6-8.5 G1.6-8.6	G2.6-8.6 G2.6-8.7 G2.6-8.8	G3.6-8.3	
	History			
Standard	H1	H2	H3	H4
Component	H1.6-8.6	H2.6-8.5 H2.6-8.6 H2.6-8.7	H3.6-8.4 H3.6-8.5	H4.6-8.3

STATE INFORMATION SHEETS, ALPHABETICAL

**Ninth – Tenth Grade**

	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.9-12.1 SSS1.9-12.2 SSS1.9-12.3 SSS1.9-12.4 SSS1.9-12.5	SSS2.9-12.1 SSS2.9-12.2 SSS2.9-12.3 SSS2.9-12.4	SSS3.9-12.1 SSS3.9-12.2 SSS3.9-12.3 SSS3.9-12.4 SSS3.9-12.5 SSS3.9-12.6	SSS4.9-12.1 SSS4.9-12.2 SSS4.9-12.3 SSS4.9-12.4
	<i>Civics</i>			
Standard	C1	C2	C3	C4
Component		C2.9-10.1 C2.9-10.2	C3.9-10.1 C3.9-10.2	C4.9-10.1 C4.9-10.2 C4.9-10.3 C4.9-10.4
	<i>Economics</i>			
Standard	E1	E2	E3	E4
Component	E1.9-10.1 E1.9-10.2	E2.9-10.1 E2.9-10.2 E2.9-10.3 E2.9-10.4	E3.9-10.1 E3.9-10.2	E4.9-10.1 E4.9-10.2
	<i>Geography</i>			
Standard	G1	G2	G3	
Component	G1.9-10.1 G1.9-10.2 G1.9-10.3 G1.9-10.4	G2.9-10.1 G2.9-10.2 G2.9-10.3 G2.9-10.4	G3.9-10.1 G3.9-10.2 G3.9-10.3	
	<i>History</i>			
Themes/Eras	Global expansion and encounter (1450-1750) • Age of Revolution (1750-1917) • International conflicts (1870-present) • Emergence and development of new nations (1900- present) • Challenges to democracy and human rights (1945- present)			
Standard	H1	H2	H3	H4
Component	H1.9-10.1 H1.9-10.2 H1.9-10.3	H2.9-10.1 H2.9-10.2 H2.9-10.3 H2.9-10.4	H3.9-10.1 H3.9-10.2 H3.9-10.3	H4.9-10.1

**Eleventh – Twelfth Grade**

	<i>Skills</i>			
Standard	SSS.1	SSS.2	SSS.3	SSS.4
Component	SSS1.9-12.1 SSS1.9-12.2 SSS1.9-12.3 SSS1.9-12.4 SSS1.9-12.5	SSS2.9-12.1 SSS2.9-12.2 SSS2.9-12.3 SSS2.9-12.4	SSS3.9-12.1 SSS3.9-12.2 SSS3.9-12.3 SSS3.9-12.4 SSS3.9-12.5 SSS3.9-12.6	SSS4.9-12.1 SSS4.9-12.2 SSS4.9-12.3 SSS4.9-12.4

STATE INFORMATION SHEETS, ALPHABETICAL

	Civics			
Standard	C1	C2	C3	C4
Component	C1.11-12.1	C2.11-12.1	C3.11-12.1	C4.11-12.1
	C1.11-12.2	C2.11-12.2	C3.11-12.2	C4.11-12.2
	C1.11-12.3	C2.11-12.3	C3.11-12.3	C4.11-12.3
		C2.11-12.4	C3.11-12.4	C4.11-12.4
	Economics			
Standard	E1	E2	E3	E4
Component	E1.11-12.1	E2.11-12.1	E3.11-12.1	E4.11-12.1
	E1.11-12.2	E2.11-12.2	E3.11-12.2	E4.11-12.2
	E1.11-12.3	E2.11-12.3	E3.11-12.3	E4.11-12.3
	E1.11-12.4	E2.11-12.4	E3.11-12.4	E4.11-12.4
		E2.11-12.5	E3.11-12.5	E4.11-12.5
		E2.11-12.6		E4.11-12.6
		E2.11-12.7		
	Geography			
Standard	G1	G2	G3	
Component	G1.11-12.1	G2.11-12.1	G3.11-12.1	
	G1.11-12.2	G2.11-12.2	G3.11-12.2	
	G1.11-12.3	G2.11-12.3	G3.11-12.3	
	G1.11-12.4	G2.11-12.4	G3.11-12.4	
	G1.11-12.5	G2.11-12.5	G3.11-12.5	
	G1.11-12.6	G2.11-12.6		
	G1.11-12.7	G2.11-12.7		
	History			
Themes/Eras	Industrialization and the emergence of the United States as a world power (1877-1918) • Reform, prosperity, and the Great Depression (1918- 1939) • World War II, the Cold War, and international relations (1939-1991) • Movements and domestic issues (1945-1991) • Entering a new era (1991-present)			
Standard	H1	H2	H3	H4
Component	H1.11-12.1	H2.11-12.1	H3.11-12.1	H4.11-12.1
	H1.11-12.2	H2.11-12.2	H3.11-12.2	H4.11-12.2
		H2.11-12.3	H3.11-12.3	H4.11-12.3
		H2.11-12.4	H3.11-12.4	
		H2.11-12.5	H3.11-12.5	
			H3.11-12.6	
			H3.11-12.7	
<p>The Learning Standards provide a grade-by-grade sequence of concepts, regional areas, and chronological periods. Local school districts are not required to follow this exact sequence; districts can reorder them within grade bands (i.e., 3–5, 6–8, and 9–12). However, districts are encouraged to consider the mobility of their students and the advantages of following the recommended sequence to ensure that students have equitable access to all of the skills that build a strong social studies background regardless of where they reside in the state.</p>				

## STATE INFORMATION SHEETS, ALPHABETICAL

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

Geography is a strand in:

Kindergarten	Grade 3	Grade 6	Grade 9-10
Grade 1	Grade 4	Grade 7	Grade 11-12
Grade 2	Grade 5	Grade 8	

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Social Studies Learning Standards](#)

Adopted September 2019

Next Revision Not scheduled

Website: <https://www.k12.wa.us/student-success/resources-subject-area/social-studies>

### MANDATES

You will notice that the Since Time Immemorial curriculum is referenced within the Learning Standards document. RCW 28A.320.170 mandates the teaching of local tribal history in Washington's K–12 classrooms.

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## WEST VIRGINIA

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***West Virginia College- and Career-Readiness Standards for Social Studies*

Grade		Grade	
K	Connections to the lives of young children and explore local community	HS	World Studies
1	Citizenship	HS	U.S. Studies / U.S. Studies Comprehensive
2	Concepts of citizenship and community in our nation	HS	Contemporary Studies
3	Broader community and introduce state, nation, and world	HS	Civics
4	Growth of U.S. from colonization through the American Revolution to Westward Expansion	HS	Economics
5	U.S. History from Civil War to emergence as a superpower	HS	Geography
6	Citizenship and patriotism	HS	Sociology
7	Geography and World History	HS	Psychology
8	West Virginia Studies		

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN**

**Standards:** expectations for what students should know, understand, and be able to do

- i. Content area code
  - a. World Studies (W)
  - b. United State Studies (US)
  - c. United State Studies – Comprehensive (USC)
  - d. Contemporary Studies (CS)
  - e. Civics (C)
  - f. Economics (E)
  - g. Geography (G)
  - h. Sociology (S)
  - i. Psychology (P)
- ii. Grade level or high school content area
- iii. Standard

The following four areas of social studies form all the courses in grades K-8 and the majority of the high school courses that are not content specific (e.g. geography and economics)

- i. Civics
- ii. Economics
- iii. Geography
- iv. History

STATE INFORMATION SHEETS, ALPHABETICAL

**Kindergarten**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	<i>WV History</i>
SS.K.1 – 4	SS.K.5 – 8	SS.K.9 – 13	SS.K.14 – 17	SS.K.18 – 22

**First Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	<i>WV History</i>
SS.1.1 – 5	SS.1.6 – 9	SS.1.10 – 15	SS.1.18 – 21	SS.1.22 – 25

**Second Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	<i>WV History</i>
SS.2.1 – 4	SS.2.5 – 8	SS.2.9 – 13	SS.2.14 – 16	SS.2.17 – 21

**Third Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	<i>WV History</i>
SS.3.1 – 6	SS.3.7 – 11	SS.3.12 – 20	SS.3.21 – 22	SS.3.21 – 25

**Fourth Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	<i>WV History</i>
SS.4.1 – 4	SS.4.5 – 7	SS.4.8 – 12	SS.4.13 – 16	SS.4.17 – 19

**Fifth Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>	<i>WV History</i>
SS.5.1 – 6	SS.5.7 – 13	SS.5.14 – 19	SS.5.20 – 24	SS.5.25 – 27

**Sixth Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
SS.6.1 – 7	SS.6.8 – 13	SS.6.14 – 18	SS.6.19 – 24

**Seventh Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
SS.7.1 – 4	SS.7.7 – 12	SS.7.13 – 18	SS.7.19 – 22

**Eighth Grade**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
SS.8.1 – 5	SS.8.6 – 12	SS.8.13 – 19	SS.8.20 – 26

**High School – World Studies**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
SS.W.1 – 5	SS.W.6 – 9	SS.W.10 – 15	SS.W.16 – 21

**High School – United States Studies**

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
SS.US.1 – 4	SS.US.5 – 10	SS.US.11 – 17	SS.US.18 – 23

## STATE INFORMATION SHEETS, ALPHABETICAL

### High School – United States Comprehensive

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
SS.USC.1 – 6	SS.USC.7 – 13	SS.USC.14 – 19	SS.USC.20 – 30

### High School – Contemporary Studies

<i>Civics</i>	<i>Economics</i>	<i>Geography</i>	<i>History</i>
SS.CS.1 – 5	SS.CS.6 – 12	SS.CS.13 – 17	SS.CS.18 – 26

### High School - Civics

<i>Civics</i>	<i>Economics</i>	<i>Personal Finance</i>	<i>Geography</i>
SS.C.1 – 22	SS.C.23 – 29	SS.C.30 – 39	SS.C.35 – 40

### High School - Economics

<i>Economics</i>	<i>Application</i>
SS.E.1 – 40	SS.E.41 – 43

### High School - Geography

<i>Geography</i>	<i>Application</i>
SS.G.1 – 22	SS.G.23 – 25

### High School – Sociology

<i>Sociology</i>	<i>Application</i>
SS.S.1 – 32	SS.G.33 – 35

### School – Psychology

<i>Scientific Inquiry</i>	<i>Biopsychological</i>	<i>Cognition</i>	<i>Development and Learning</i>
SS.P.1 – 3	SS.P.4 – 10	SS.P.11 - 14	SS.P.15 - 16
Sociocultural Content	Individual Variations	Application	
SS.P.17 – 19	SS.P.20 - 24	SS.P.25 - 27	

## GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography has a separate set of standards in:*

HS Geography

*Geography is a strand in:*

Kindergarten

Grade 5

HS World Studies

Grade 1

Grade 6

HS Civics

## STATE INFORMATION SHEETS, ALPHABETICAL

Grade 2  
Grade 3  
Grade 4

Grade 7  
Grade 8

HS Contemporary Studies  
HS U.S. Studies (Comprehensive)

### **SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[College-and-Career-Readiness Standards for  
Social Studies](#)

Website: <https://wvde.us/>

Adopted July 2016

Next Revision April 2024-2025

### **MANDATES**

None Identified
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### **PROFESSIONAL DOCUMENTS USED**

None Identified
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## WISCONSIN

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Wisconsin Standards for Social Studies*

Grade		Grade	
K-2	Social Studies	6-8	Social Studies
3-5	Social Studies	9-12	Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Discipline and Content Areas/Strands:**

- i. Social Studies Inquiry Practices and Processes (Inq)
- ii. Behavioral Sciences (BH)
  - 1 a. Individual cognition, perception, and behavior
  - b. Personal identity and empathy
  - 2 a. Relationship of people and groups
  - b. Cultural patterns
  - 3 a. Social interactions
  - 4 a. Progression of technology
- iii. Economics (Econ)
  - 1 a. Choices and decision making
  - b. Incentives
  - 2 a. Consumers, producers, and markets
  - b. Supply, demand, and competition
  - c. Firm/business behavior and costs of production
  - 3 a. Economic indicators
  - b. Money
  - c. Economic fluctuations and business cycles
  - 4 a. Economic systems and allocation of resources
  - b. Institutions
  - c. Role of government
  - d. Impact of government interventions
  - e. Specialization, trade, and interdependence
- iv. Geography (Geog)
  - 1 a. Tools of geography
  - b. Spatial thinking (map interpretation)
  - c. Mental mapping and maps from memory
  - 2 a. Population and place
  - b. Reasons people move
  - c. Impact of movement
  - d. Urbanization
  - 3 a. Distribution of resources
  - b. Networks
  - 4 a. Characteristics of place
  - 5 a. Human environment interaction
  - b. interdependence
- v. History (Hist)

# STATE INFORMATION SHEETS, ALPHABETICAL

- 1 a. Cause  
b. Effect
  - 2 a. Patterns stay the same over a period of time  
b. Patterns change over a period of time  
c. Contextualization
  - 3 a. Connections  
b. Perspective  
c. Current implications
  - 4 a. Historical context  
b. Intended audience  
c. Purpose  
d. Point of view (POV)
- vi. Political Science (PS)
- 1 a. Values and principles of American constitutional democracy  
b. Origins and foundation of the government of the United States
  - 2 a. Civil rights and civil liberties  
b. Fundamentals of citizenship  
c. Asserting and reaffirming of human rights
  - 3 a. Political participation  
b. Linkage institutions  
c. Power in government  
d. Public policy
  - 4 a. Argumentation  
b. Compromise, diplomacy, and consensus building
- ➔ **Standards:** broad statements that tell what students are expected to know or be able to do
- ➔ **Learning Priorities:** breaks down the broad statement into manageable learning pieces
- ➔ **Performance Indicators:** measurable degree to which a standard has been developed and/or met

## Kindergarten – Grade 2 (e)

<i>Inq</i>	<i>BH</i>	<i>Econ</i>	<i>Geog</i>	<i>Hist</i>	<i>PS</i>
SS.Inq1.a.e SS.Inq1.b.e	SS.BH1.a.2 SS.BH1.b.2	SS.Econ1.a.1 SS.Econ1.b.2	SS.Geog1.a.1 SS.Geog1.b.1-2 SS.Geog1.c.1	SS.Hist1.a.e SS.Hist1.b.e	SS.PS1.a.K-1 SS.PS1.b.1-2
SS.Inq2.a.e SS.Inq2.b.e	SS.BH2.a.K-1 SS.BH2.b.1	SS.Econ2.a.1 SS.Econ2.b.2 SS.Econ2.c.2	SS.Geog2.a.K-1 SS.Geog2.b.2 SS.Geog2.c.2 SS.Geog2.d.1	SS.Hist2.a.e SS.Hist2.b.e SS.Hist2.c.e	SS.PS2.a.1-2 SS.PS2.b.2 SS.PS2.c.1-2
SS.Inq3.a.e SS.Inq3.b.e SS.Inq3.c.e	SS.BH3.a.2	SS.Econ3.a.1 SS.Econ3.b.1	SS.Geog3.a.1 SS.Geog3.b.2	SS.Hist3.a.e SS.Hist3.b.e SS.Hist3.c.e	SS.PS3.a.1 SS.PS3.b.e SS.PS3.c.1 SS.PS3.d.1
SS.Inq4.a.e SS.Inq4.b.e	SS.BH4.a.e	SS.Econ4.a.2 SS.Econ4.b.1 SS.Econ4.c.2	SS.Geog4.a.2	SS.Hist4.a.e SS.Hist4.b.e SS.Hist4.c.e	SS.PS4.a.e SS.PS4.b.2

STATE INFORMATION SHEETS, ALPHABETICAL

		SS.Econ4.d.1 SS.Econ4.e.2		SS.Hist4.d.e	
SS.Inq5.a.e			SS.Geog5.a.1 SS.Geog5.b.2		
<b>Third Grade – Fifth Grade (i)</b>					
<i>Inq</i>	<i>BH</i>	<i>Econ</i>	<i>Geog</i>	<i>Hist</i>	<i>PS</i>
SS.Inq1.a.i SS.Inq1.b.i	SS.BH1.a.4 SS.BH1.b.4	SS.Econ1.a.3 SS.Econ1.b.4	SS.Geog1.a.4-5 SS.Geog1.b.i SS.Geog1.c.4-5	SS.Hist1.a.i SS.Hist1.b.i	SS.PS1.a.i SS.PS1.b.4-5
SS.Inq2.a.i SS.Inq2.b.i	SS.BH2.a.4-5 SS.BH2.b.4	SS.Econ2.a.3-4 SS.Econ2.b.4-5 SS.Econ2.c.3	SS.Geog2.a.3 SS.Geog2.b.5 SS.Geog2.c.5 SS.Geog2.d.4-5	SS.Hist2.a.i SS.Hist2.b.i SS.Hist2.c.i	SS.PS2.a.i SS.PS2.b.5 SS.PS2.c.4-5
SS.Inq3.a.i SS.Inq3.b.i SS.Inq3.c.i	SS.BH3.a.5	SS.Econ3.a.4 SS.Econ3.b.5	SS.Geog3.a.5 SS.Geog3.b.4	SS.Hist3.a.i SS.Hist3.b.i SS.Hist3.c.i	SS.PS3.a.4-5 SS.PS3.b.3-4 SS.PS3.c.4-5 SS.PS3.d.5
SS.Inq4.a.i SS.Inq4.b.i	SS.BH4.a.i	SS.Econ4.a.3 SS.Econ4.b.4-5 SS.Econ4.c.5 SS.Econ4.d.5 SS.Econ4.e.3	SS.Geog4.a.4	SS.Hist4.a.i SS.Hist4.b.i SS.Hist4.c.i SS.Hist4.d.i	SS.PS4.a.i SS.PS4.b.5
SS.Inq5.a.i			SS.Geog5.a.3-4 SS.Geog5.b.5		
<b>Sixth Grade – Eighth Grade (m)</b>					
<i>Inq</i>	<i>BH</i>	<i>Econ</i>	<i>Geog</i>	<i>Hist</i>	<i>PS</i>
SS.Inq1.a.m SS.Inq1.b.m	SS.BH1.a.m SS.BH1.b.m	SS.Econ1.a.m SS.Econ1.b.m	SS.Geog1.a.m SS.Geog1.b.m SS.Geog1.c.m	SS.Hist1.a.m SS.Hist1.b.m	SS.PS1.a.m SS.PS1.b.m
SS.Inq2.a.m SS.Inq2.b.m	SS.BH2.a.m SS.BH2.b.m	SS.Econ2.a.m SS.Econ2.b.m SS.Econ2.c.m	SS.Geog2.a.m SS.Geog2.b.m SS.Geog2.c.m SS.Geog2.d.m	SS.Hist2.a.m SS.Hist2.b.m SS.Hist2.c.m	SS.PS2.a.m SS.PS2.b.m SS.PS2.c.m
SS.Inq3.a.m SS.Inq3.b.m SS.Inq3.c.m	SS.BH3.a.m	SS.Econ3.a.m SS.Econ3.b.m SS.Econ3.c.m	SS.Geog3.a.m SS.Geog3.b.m	SS.Hist3.a.m SS.Hist3.b.m SS.Hist3.c.m	SS.PS3.a.m SS.PS3.b.m SS.PS3.c.m SS.PS3.d.m
SS.Inq4.a.m SS.Inq4.b.m	SS.BH4.a.m	SS.Econ4.a.m SS.Econ4.b.m SS.Econ4.c.m SS.Econ4.d.m SS.Econ4.e.m	SS.Geog4.a.m	SS.Hist4.a.m SS.Hist4.b.m SS.Hist4.c.m SS.Hist4.d.m	SS.PS4.a.m SS.PS4.b.m
SS.Inq5.a.m			SS.Geog5.a.m SS.Geog5.b.m		

## STATE INFORMATION SHEETS, ALPHABETICAL

<b>Ninth – Twelfth Grade (h)</b>					
<i>Inq</i>	<i>BH</i>	<i>Econ</i>	<i>Geog</i>	<i>Hist</i>	<i>PS</i>
SS.Inq1.a.h SS.Inq1.b.h	SS.BH1.a.h SS.BH1.b.h	SS.Econ1.a.h SS.Econ1.b.h	SS.Geog1.a.h SS.Geog1.b.h SS.Geog1.c.h	SS.Hist1.a.h SS.Hist1.b.h	SS.PS1.a.h SS.PS1.b.h
SS.Inq2.a.h SS.Inq2.b.h	SS.BH2.a.h SS.BH2.b.h	SS.Econ2.a.h SS.Econ2.b.h SS.Econ2.c.h	SS.Geog2.a.h SS.Geog2.b.h SS.Geog2.c.h SS.Geog2.d.h	SS.Hist2.a.h SS.Hist2.b.h SS.Hist2.c.h	SS.PS2.a.h SS.PS2.b.h SS.PS2.c.h
SS.Inq3.a.h SS.Inq3.b.h SS.Inq3.c.h	SS.BH3.a.h	SS.Econ3.a.h SS.Econ3.b.h SS.Econ3.c.h	SS.Geog3.a.h SS.Geog3.b.h	SS.Hist3.a.h SS.Hist3.b.h SS.Hist3.c.h	SS.PS3.a.h SS.PS3.b.h SS.PS3.c.h SS.PS3.d.h
SS.Inq4.a.h SS.Inq4.b.h	SS.BH4.a.h	SS.Econ4.a.h SS.Econ4.b.h SS.Econ4.c.h SS.Econ4.d.h SS.Econ4.e.h	SS.Geog4.a.h	SS.Hist4.a.h SS.Hist4.b.h SS.Hist4.c.h SS.Hist4.d.h	SS.PS4.a.h SS.PS4.b.h
SS.Inq5.a.h			SS.Geog5.a.h SS.Geog5.b.h		
<p>In Wisconsin, all state standards serve as a model. Locally elected school boards adopt academic standards in each subject area to best serve their local communities. We must ensure that all children have equal access to high-quality education programs. Clear statements about what students must know and be able to do are essential in making sure our schools offer opportunities to get the knowledge and skills necessary for success beyond the classroom. Adopting these standards is voluntary. Districts may use the academic standards as guides for developing local grade-by-grade level curriculum. Implementing standards may require some school districts to upgrade school and district curriculums.</p>					

### **GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS**

*Geography is a strand in:*

Kindergarten – Grade 2

Grade 6 – Grade 8

Grade 3 – Grade 5

Grade 9 – Grade 12

### **SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE**

[Wisconsin Standards for Social Studies](#)

Adopted May 2018

**NEW 2021** [Wisconsin Alternate Social Studies](#)

Next Revision 2024

Website: <https://dpi.wi.gov/social-studies>

### **MANDATES**

None Identified



## STATE INFORMATION SHEETS, ALPHABETICAL

### PROFESSIONAL DOCUMENTS USED

National Council for the Social Studies (NCSS), 2013. The College, Career, and Civic Life (C3) Framework for Social Studies State Standards: Guidance for Enhancing the Rigor of K-12 Civics, Economics, Geography, and History. Silver Spring, MD: NCSS.	National Council for the Social Studies (NCSS). 2010. National Curriculum Standards for Social Studies. Silver Spring, MD: NCSS.
American Psychological Association. 2011. National Standards for High School Psychology Curricula. Washington, DC: American Psychological Association.	Council for Economic Education (CEE). 2010. Voluntary National Content Standards in Economics. New York: CEE.
Geography Education National Implementation Project (GENIP). 2012. Geography for Life: National Geography Standards. Silver Spring, MD: GENIP	National Center for History in the Schools (NCHS). 1996. National Standards for History. Los Angeles: University of California Los Angeles (UCLA Department of History Public History Initiative).
Arizona Department of Education. 2017. Academic Standards K-12 Social Studies(draft). Phoenix, AD: Arizona Department of Education	The College Board (Advanced Placement). 2016. Historical Thinking Skills. New York: The College Board.
Delaware Department of Education. 2016. Delaware State Standards for Social Studies. Dover, DE: Delaware Department of Education	Harvey, Stephanie. 1997. Nonfiction Matters. Portsmouth, NH: Stenhouse Publishers
Harvey, Stephanie and Harvey Daniels. 2009. Comprehension & Collaboration: Inquiry Circles in Action. Portsmouth, NH: Heinemann	Illinois State Board of Education. 2016. Social Science Learning Standards. Springfield, IL: Illinois State Board of Education
University of Wisconsin Oshkosh. Fox Valley Writing Project (additional resource material).	Wisconsin Department of Public Instruction. 1998. Wisconsin's Model Academic Standards for Social Studies. Madison, WI: Wisconsin Department of Public Instruction.

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## WYOMING

**SOCIAL STUDIES CONTENT FOCUS BY GRADE or SOCIAL STUDIES CONTENT STANDARDS***Wyoming Social Studies Content and Performance Standards*

Grade

Grade

K-12 Social Studies

**SOCIAL STUDIES STANDARDS ORGANIZATION AND BREAKDOWN****Grade Band**

- i. K-2
- ii. 3-5
- iii. 6-8
- iv. 9-12

➔ **Content Standards:** what students are expected to know and be able to do

- 1. Citizenship, Government, and Democracy
- 2. Culture and Cultural Diversity
- 3. Production, Distribution, and Consumption
- 4. Time, Continuity, and Change
- 5. People, Places and Environments
- 6. Technology, Literacy, and Global Connections

➔ **Benchmarks:** specify the skills and content students must master in order to meet the content standards by the time they graduate

➔ **Performance level descriptors:** determine student performance of the benchmarks

- i. Below basic
- ii. Basic
- iii. Proficient
- iv. Advanced

**Kindergarten – Second Grade**

Standard	1	2	3	4	5	6
Benchmark	SS2.1.1	SS2.2.1	SS2.3.1	SS2.4.1	SS2.5.1	SS2.6.1
	SS2.1.2	SS2.2.2	SS2.3.2	SS2.4.2	SS2.5.2	SS2.6.2
	SS2.1.3		SS2.3.3	SS2.4.3	SS2.5.3	SS2.6.3
	SS2.1.4				SS2.5.4	

**Third Grade – Fifth Grade**

Standard	1	2	3	4	5	6
Benchmark	SS5.1.1	SS5.2.1	SS5.3.1	SS5.4.1	SS5.5.1	SS5.6.1
	SS5.1.2	SS5.2.2	SS5.3.2	SS5.4.2	SS5.5.2	SS5.6.2
	SS5.1.3	SS5.2.3	SS5.3.3	SS5.4.3	SS5.5.3	SS5.6.3
	SS5.1.4	SS5.2.4	SS5.3.4	SS5.4.4	SS5.5.4	SS5.6.4
	SS5.1.5			SS5.4.5		

**Sixth Grade– Eighth Grade**

## STATE INFORMATION SHEETS, ALPHABETICAL

Standard	1	2	3	4	5	6
Benchmark	SS8.1.1	SS.8.2.1	SS8.3.1	SS8.4.1	SS8.5.1	SS8.6.1
	SS8.1.2	SS.8.2.2	SS8.3.2	SS8.4.2	SS8.5.2	SS8.6.2
	SS8.1.3	SS.8.2.3	SS8.3.3	SS8.4.3	SS8.5.3	SS8.6.3
	SS8.1.4	SS.8.2.4	SS8.3.4	SS8.4.4	SS8.5.4	SS8.6.4
	SS8.1.5		SS8.3.5	SS8.4.5		
	SS8.1.6					
<b>High School</b>						
Standard	1	2	3	4	5	6
Benchmark	SS12.1.1	SS.12.2.1	SS12.3.1	SS12.4.1	SS12.5.1	SS12.6.1
	SS12.1.2	SS.12.2.2	SS12.3.2	SS12.4.2	SS12.5.2	SS12.6.2
	SS12.1.3	SS.12.2.3	SS12.3.3	SS12.4.3	SS12.5.3	SS12.6.3
	SS12.1.4	SS.12.2.4	SS12.3.4	SS12.4.4	SS12.5.4	SS12.6.4
	SS12.1.5		SS12.3.5	SS12.4.5		
	SS12.1.6					
Standards specify the essential learning that students must master providing a K-12 framework to assist school districts, schools, and communities in developing and strengthening curriculum. It is not intended to prescribe courses, materials, or instructional methodology.						

### GEOGRAPHY WITHIN THE SOCIAL STUDIES STANDARDS

*Geography is a strand in:*

Kindergarten - Grade 2

Grade 3 - 5

Grade 6 - 8

Grade 9 - 12

### SOCIAL STUDIES STANDARDS DOCUMENT, ADOPTION, AND REVISION CYCLE

[Wyoming Social Studies Content and Performance Standards \(2014 & 2018\)](#)

Adopted 2014

Revised 2018 Additions

The 2018 ADDITION was based on a required review of the standards to address traditional culture, history and contemporary contributions of American Indian tribes of the region.

Effective 2014 & 2018

Implemented 2017-2018 NEW 2021-2022

Next Revision 2023-2024

Website: <https://edu.wyoming.gov/for-district-leadership/standards/social-studies/>

### MANDATES

W.S. 21-9-102 requires all publicly funded schools in Wyoming to “give instruction in the essentials of the United States constitution and the constitution of the state of Wyoming, including the study of and devotion to American institution and ideals...” In order to receive a high school diploma, instruction must be given for at least three (3) years in kindergarten through grade eight (8) and one (1) year in the secondary grades.

## STATE INFORMATION SHEETS, ALPHABETICAL

The SSSRC, in cooperation with the Indigenous Tribes of Wyoming, including the Eastern Shoshone and Northern Arapaho Indian tribes, took special care to preserve the intent of the legislation. Some changes were necessary and were either incorporated directly into the benchmark or added and denoted with an ‘a’ for addition (e.g., SS8.5.2a).

**Additions** to the state Social Studies Content and Performance Standards were approved by Gov. Matt Mead on Aug. 15, 2018. The changes were made to meet the intent of Original House Bill 76/House Enrolled Act 119 of the 2017 Wyoming legislative session, which required a review of the standards to address traditional culture, history and contemporary contributions of American Indian tribes of the region.

State Statute Requiring Instruction on Wyoming and U.S. Constitutions - Wyoming state law requires instruction on the state and federal constitution (**§21-9-102**) and carries a penalty for failure to carry out those requirements (**§21-9-103**).

### PROFESSIONAL DOCUMENTS USED

National Council for the Social Studies, Curriculum Standards for Social Studies - ISBN 0-87986-065-0.	National Center for History in the Schools, National Standards for History - ISBN 0-9633218-4-6.
National Council for Geographic Education, National Geography Standards, <a href="http://education.nationalgeographic.com/education/standards/national-geography-standards">education.nationalgeographic.com/education/standards/national-geography-standards</a> .	Common Core State Standard Initiative, Common Core State Standards for Literacy in History/Social Studies, Science, & Technical Subjects, <a href="http://www.corestandards.org/ELALiteracy/RH/introduction">www.corestandards.org/ELALiteracy/RH/introduction</a> .
International Society for Technology in Education, National Education Technology Standards for Students – ISBN 9781564842374.	Partnership for 21st Century Skills, Framework for 21st Century Learning, <a href="http://www.p21.org/our-work/p21-framework">www.p21.org/our-work/p21-framework</a> .
Center for Civic Education - National Standards For Civics And Government, ISBN 0- 89818-155-0.	Alaska, Content Standards for Alaska Students
Arkansas, Social Studies Curriculum Framework	California, The Challenge Initiative, History and Social Science Standards, California State Department of Education.
Colorado Model Geography Standards	Florida, Sunshine State Standards
Idaho, Social Studies Content Standards, <a href="http://www.sde.idaho.gov/site/content_standards/ss_standards.htm">www.sde.idaho.gov/site/content_standards/ss_standards.htm</a>	Indiana, The Social Studies Proficiency Guide, Indiana Department of Education.

## STATE INFORMATION SHEETS, ALPHABETICAL

Massachusetts, History & Social Science Curriculum Framework.	Montana, Standards for Social Studies, <a href="http://opi.mt.gov/pdf/standards/ContStds-SocSt.pdf">opi.mt.gov/pdf/standards/ContStds-SocSt.pdf</a> .
New York, Social Studies Resources Guide.	South Dakota, Social Studies Standards, <a href="http://doe.sd.gov/contentstandards/documents/Full_Social%20Studies.pdf">doe.sd.gov/contentstandards/documents/Full_Social%20Studies.pdf</a>
Texas, TEKS for Social Studies, Texas Education Agency.	Virginia, History & Social Studies Standards of Learning.

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## APPENDIX

### COMPLETE LIST AND LINKS TO STATE STANDARDS

#### ALABAMA

[2010 Alabama Course of Study: Social Studies Curriculum Guide to the Alabama Course of Study – Social Studies Grades K-12](#) Adopted May 2010  
Reviewed & Updated 2013  
Modified March 2015  
Effective 2014-2015  
Next Revision 2021-2022  
Website: [https://www.alabamaachieves.org/academic-standards/#Social\\_Studies](https://www.alabamaachieves.org/academic-standards/#Social_Studies)

#### ALASKA

[Content and Performance Standards for Alaska Students \(5<sup>th</sup> Edition\)](#) Adopted 2006  
Revised 2016  
Next Revision 2021 up for adoption in 2023  
Website: <https://education.alaska.gov/standards>

#### ARIZONA

[History and Social Science Standards](#) Adopted October 2018  
Effective 2020-2021  
Next Revision Not Scheduled  
Website: <https://www.azed.gov/standards-practices/k-12standards/standards-social-studies>

#### ARKANSAS

[Arkansas Social Studies Curriculum Framework](#) Revised 2014  
Next Revision begins Summer 2021  
State Board Approval Spring 2022  
Website: <https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/social-studies-standards-and-courses>

#### CALIFORNIA

[History - Social Science Content Standards \(1998\)](#) Adopted 1998  
Published 2000  
[History - Social Science Framework \(2016\)](#) Next Revision Not Scheduled  
Website: <https://www.cde.ca.gov/ci/hs/>

#### COLORADO

[Colorado Academic Standards – Social Studies](#) Adoption 2018  
Revised 2020  
Effective 2024  
Next Revision 2030  
Website: <https://www.cde.state.co.us/cosocialstudies>

## APPENDIX

### CONNECTICUT

<a href="#">Connecticut Elementary and Secondary Social Studies Frameworks</a>	Adopted February 2015 Next Revision Not Scheduled
Website: <a href="https://portal.ct.gov/SDE/Academic-Office/Academic-Office-Home-Page/Social-Studies">https://portal.ct.gov/SDE/Academic-Office/Academic-Office-Home-Page/Social-Studies</a>	

### DELAWARE

<a href="#">Delaware Standards for Social Studies</a>	Adopted 2018 Next Revision Not Scheduled
Website: <a href="https://www.doe.k12.de.us/Page/2542">https://www.doe.k12.de.us/Page/2542</a>	

### DISTRICT OF COLUMBIA

<a href="#">Social Studies Pre-K through Grade 12 Standards</a>	Revised and Adopted 2006 Next Revision July 2020
Website: <a href="https://sboe.dc.gov/page/social-studies-standards">https://sboe.dc.gov/page/social-studies-standards</a>	

### FLORIDA

<a href="#">Next Generation Sunshine State Standards – Social Studies</a>	Revised June 2014 Next Revision Not Scheduled
Website: <a href="https://www.fldoe.org/academics/standards/subject-areas/social-studies/">https://www.fldoe.org/academics/standards/subject-areas/social-studies/</a>	

### GEORGIA

<a href="#">Social Studies Georgia Standards of Excellence – Kindergarten – Grade 12</a>	Adopted June 2016 Effective 2017-2018 Next Revision Not scheduled
Website: <a href="https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx">https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Social-Studies.aspx</a>	

### HAWAII

<a href="#">Hawaii Core Standards for Social Studies (Introduction)</a>	Adopted 2018 Effective 2019-2020 Next Revision Not scheduled
Website: <a href="https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx">https://www.hawaiipublicschools.org/TeachingAndLearning/StudentLearning/Pages/standards.aspx</a>	

### IDAHO

<a href="#">Idaho Content Standards – Social Studies</a>	Adopted August 2016 Next Revision 2022
Website: <a href="https://www.sde.idaho.gov/academic/social-studies/">https://www.sde.idaho.gov/academic/social-studies/</a>	

## APPENDIX

### ILLINOIS

<a href="#">Illinois Social Science Standards (intro document)</a>	Adopted January 2016
Standards by grade level can be found <a href="#">here</a>	Revised 2017
<a href="#">Illinois Priority Learning Standards (8/2020)</a>	Effective 2017-2018
* The Priority Learning Standards are not a replacement of learning standards, but a starting point for discussions on prioritization of learning standards at local district level, issued during the pandemic	Next Revision 2020
Website: <a href="https://www.isbe.net/Pages/Learning-Standards.aspx">https://www.isbe.net/Pages/Learning-Standards.aspx</a>	

### INDIANA

<a href="#">Indiana Academic Social Studies Standards</a>	Adopted 2020
	Next Revision 2025
Website: <a href="https://www.in.gov/doe/students/indiana-academic-standards/social-studies/">https://www.in.gov/doe/students/indiana-academic-standards/social-studies/</a>	

### IOWA

<a href="#">Iowa Social Studies Standards</a>	Adopted May 2017
	Effective 2020-2021
	Next Revision Not Scheduled
Website: <a href="https://educateiowa.gov/pk-12/instruction/social-studies">https://educateiowa.gov/pk-12/instruction/social-studies</a>	

### KANSAS

<a href="#">Kansas History, Government, and Social Studies Standards (back up link)</a>	Adopted March 2020
	Next Revision Not Scheduled
Website: <a href="https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies">https://www.ksde.org/Agency/Division-of-Learning-Services/Career-Standards-and-Assessment-Services/Content-Area-F-L/History-Government-and-Social-Studies</a>	

### KENTUCKY

<a href="#">Kentucky Academic Standards – Social Studies</a>	Adopted July 2019
	Next Revision 2025
Website: <a href="https://education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx">https://education.ky.gov/curriculum/conpro/socstud/Pages/default.aspx</a>	

### LOUISIANA

<a href="#">Louisiana Student Standards – Social Studies</a>	Adopted 2011
	Next Revision Not scheduled
Website: <a href="https://www.louisianabelieves.com/academics/academic-standards">https://www.louisianabelieves.com/academics/academic-standards</a>	

### MAINE

<a href="#">Maine Learning Results for Social Studies</a>	Adopted 2019
	Next Revision 2024
Website: <a href="https://www.maine.gov/doe/learning/content/social">https://www.maine.gov/doe/learning/content/social</a>	



## APPENDIX

### MARYLAND

<a href="#">Maryland Social Studies Standards and Framework</a>	Adopted 2019 * Revision set for Grade 6 & 7 2020-2021 Next Revision 2024
Website: <a href="https://www.marylandpublicschools.org/about/Pages/DCAA/Social-Studies/index.aspx">https://www.marylandpublicschools.org/about/Pages/DCAA/Social-Studies/index.aspx</a>	

### MASSACHUSETTS

<a href="#">Massachusetts Curriculum Framework for History and Social Science</a>	Adopted June 2018 Next Revision Not Scheduled
Website: <a href="https://www.doe.mass.edu/instruction/hss/default.html">https://www.doe.mass.edu/instruction/hss/default.html</a>	

### MICHIGAN

<a href="#">Michigan K-12 Standards Social Studies</a>	Adopted June 2019 Next Revision Not Scheduled
Website: <a href="https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html">https://www.michigan.gov/mde/0,4615,7-140-28753---,00.html</a>	

### MINNESOTA

<a href="#">Minnesota K-12 Academic Standards in Social Studies (2011)</a>	Adopted 2013 (2011 Version) Revised 2020-2021
<a href="#">2020 Minnesota K-12 Academic Standards in Social Studies (First Draft)</a>	Effective 2025 Next Revision 2030
Website: <a href="https://education.mn.gov/MDE/dse/stds/soc/">https://education.mn.gov/MDE/dse/stds/soc/</a>	

### MISSISSIPPI

<a href="#">2018 Mississippi College- and Career-Readiness Standards for the Social Studies</a>	Adopted 2018 Effective 2019-2020 Next Revision 2025
Website: <a href="https://www.mdek12.org/secondaryeducation/socialstudies">https://www.mdek12.org/secondaryeducation/socialstudies</a>	

### MISSOURI

<a href="#">Show-Me Standards</a> (1996)	Adopted 2016
<a href="#">Missouri Learning Standards</a> (2016)	Effective 2019-2020
<a href="#">Priority Standards</a> (2021)	Next Revision Not scheduled
*Missouri Learning Standards are expectations aligned with the Show-Me Standards	
Website: <a href="https://dese.mo.gov/college-career-readiness/curriculum/social-studies">https://dese.mo.gov/college-career-readiness/curriculum/social-studies</a>	

## APPENDIX

### MONTANA

[Montana Content Standards for Social Studies for K-12](#)

Adopted November 2020  
Effective July 2021  
Full Implementation June 2026  
Next Revision Not Scheduled

Website: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Social-Studies-Standards>

### NEBRASKA

[Nebraska Social Studies Standards](#)

Adopted November 2019  
Next Revision 2026

Website: <https://www.education.ne.gov/socialstudies/>

### NEVADA

[Nevada Academic Content Standards for Social Studies](#)

Adopted September 2018  
Next Revision 2023

Website: [https://doe.nv.gov/Nevada\\_Academic\\_Standards/Social\\_Studies/](https://doe.nv.gov/Nevada_Academic_Standards/Social_Studies/)

### NEW HAMPSHIRE

[K-12 Social Studies New Hampshire Curriculum Framework](#) (2006)

Adopted 2006  
Revised 2020  
Next Revision Not scheduled

Website: <https://www.education.nh.gov/who-we-are/division-of-learner-support/bureau-of-instructional-support/career-and-college-ready-standards>

### NEW JERSEY

[2020 New Jersey Student Learning Standards – Social Studies](#)

Adopted June 2020  
Next Revision 2025

Website: <https://www.nj.gov/education/standards/socst/index.shtml>

### NEW MEXICO

Social Studies Standards  
[Grades K-4](#) [Grade 9-12](#)

Adopted June 2009  
Next Revision 2022

[Grades 5-8](#) [9-12 SS Extended Grade Band Expectations](#)

Website: <https://webnew.ped.state.nm.us/bureaus/instructional-materials/new-mexico-content-standards/>

### NEW YORK

[Learning Standards for Social Studies](#) (1996)

Adopted Framework April 2014  
Effective 2019-2020

[NYS K-8 Social Studies Framework](#) (March 2016)

[NYS 9-12 Social Studies Framework](#) (February 2017)

Next Revision Not scheduled

Website: <http://www.nysed.gov/curriculum-instruction/social-studies>

## APPENDIX

### NORTH CAROLINA

<a href="#">North Carolina Social Studies Standards Elementary</a>	Adopted February 2021
<a href="#">North Carolina Social Studies Standards Grade 6</a>	Effective 2021
<a href="#">North Carolina Social Studies Standards Grade 7</a>	Next Revision Not scheduled
<a href="#">North Carolina Social Studies Standards Grade 8</a>	
<a href="#">North Carolina Social Studies Standards High School</a>	
Website: <a href="https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/social-studies">https://www.dpi.nc.gov/districts-schools/classroom-resources/academic-standards/standard-course-study/social-studies</a>	

### NORTH DAKOTA

<a href="#">North Dakota Social Studies Content Standards</a>	Adopted August 2019
	Next Revision Not scheduled
Website: <a href="https://www.nd.gov/dpi/districtschools/k-12-education-content-standards">https://www.nd.gov/dpi/districtschools/k-12-education-content-standards</a>	

### OHIO

<a href="#">Ohio's Learning Standards Social Studies</a>	Adopted February 2018
	Next Revision Not scheduled
Website: <a href="https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies">https://education.ohio.gov/Topics/Learning-in-Ohio/Social-Studies</a>	

### OKLAHOMA

<a href="#">Oklahoma Academic Standards Social Studies</a>	Adopted August 2019
<a href="#">Oklahoma Social Studies Framework</a>	Next Revision Not scheduled
Website: <a href="https://sde.ok.gov/social-studies">https://sde.ok.gov/social-studies</a>	

### OREGON

<a href="#">Oregon K-12 Social Studies Academic Content Standards</a>	Adopted May 2018
– 2018	Revised February 2021 integrating ethnic studies
<a href="#">2021 Social Science Standards Integrated with Ethnic Studies</a>	Effective March 2026-2027
	Next Revision 2025
Website: <a href="https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Pages/default.aspx">https://www.oregon.gov/ode/educator-resources/standards/socialsciences/Pages/default.aspx</a>	

### PENNSYLVANIA

<a href="#">Pennsylvania Academic Standards</a> for Geography	Adopted June 2009 (4-12) & May 2012
<a href="#">Primary</a> <a href="#">Elementary</a> <a href="#">Secondary</a>	(PK-3)
<a href="#">Pennsylvania Curriculum Framework</a>	Next Revision Not scheduled
Website: <a href="https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/SocialStudies/Pages/default.aspx">https://www.education.pa.gov/Teachers%20-%20Administrators/Curriculum/SocialStudies/Pages/default.aspx</a>	

## APPENDIX

### RHODE ISLAND

<a href="#">Rhode Island Grade Span Expectations (GSEs) for Social Studies</a>	Adopted Dec 2008 (C&G, HP1-3) & Nov 2012 (HP4-5, G,E) Next Revision 2019
Website: <a href="https://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx">https://www.ride.ri.gov/InstructionAssessment/CivicsSocialStudies.aspx</a>	

### SOUTH CAROLINA

<a href="#">South Carolina Social Studies College- and Career-Ready Standards</a>	Adopted January 2019 Next Revision Not scheduled
Website: <a href="https://ed.sc.gov/instruction/standards-learning/social-studies/">https://ed.sc.gov/instruction/standards-learning/social-studies/</a>	

### SOUTH DAKOTA

<a href="#">South Dakota Social Studies Content Standards</a>	Adopted August 2015 Next Revision 2021-2022 and 2028-2029
Website: <a href="https://doe.sd.gov/contentstandards/socialstudies.aspx">https://doe.sd.gov/contentstandards/socialstudies.aspx</a>	

### TENNESSEE

<a href="#">Tennessee Social Studies Standards</a>	Adopted July 2017 Effective 2019-2020 Next Revision Not scheduled
Website: <a href="https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html">https://www.tn.gov/education/instruction/academic-standards/social-studies-standards.html</a>	

### TEXAS

<a href="#">Texas Essential Knowledge and Skills for Social Studies</a>	Adopted 2018 Next Revision 2021-2022
Website: <a href="https://tea.texas.gov/academics/subject-areas/social-studies">https://tea.texas.gov/academics/subject-areas/social-studies</a>	

### UTAH

<a href="#">Utah Core State Standards for Social Studies</a>	Adopted 2016 (7-12) & 2010 (K-6)
<a href="#">Grades K-2</a>	Revision K-6 2019-2020
<a href="#">Grades 3-6</a>	Adopt K-6 2020-2021
<a href="#">Grades 7-12</a>	Effective K-6 2021-2022
	Next Revision K-12 2026-2027
Website: <a href="https://www.schools.utah.gov/curr/socialstudies">https://www.schools.utah.gov/curr/socialstudies</a>	

### VERMONT

<a href="#">The College, Career and Civic Life (C3) Framework for Social Studies State Standards</a>	Adopted 2017
<a href="#">Education Quality Standards Series 2000</a>	Next Revision Not scheduled
Website: <a href="https://education.vermont.gov/student-learning/content-areas/global-citizenship">https://education.vermont.gov/student-learning/content-areas/global-citizenship</a>	

## APPENDIX

### VIRGINIA

<a href="#">Standards of Learning Documents for History &amp; Social Science</a>	Adopted March 2015 Next Revision 2021-2022
Website: <a href="https://www.doe.virginia.gov/instruction/history/index.shtml">https://www.doe.virginia.gov/instruction/history/index.shtml</a>	

### WASHINGTON

<a href="#">Social Studies Learning Standards</a>	Adopted September 2019 Next Revision Not scheduled
Website: <a href="https://www.k12.wa.us/student-success/resources-subject-area/social-studies">https://www.k12.wa.us/student-success/resources-subject-area/social-studies</a>	

### WEST VIRGINIA

<a href="#">College-and-Career-Readiness Standards for Social Studies</a>	Adopted July 2016 Next Revision April 2024-2025
Website: <a href="https://wvde.us/">https://wvde.us/</a>	

### WISCONSIN

<a href="#">Wisconsin Standards for Social Studies</a>	Adopted May 2018
NEW 2021 <a href="#">Wisconsin Alternate Social Studies</a>	Next Revision 2024
Website: <a href="https://dpi.wi.gov/social-studies">https://dpi.wi.gov/social-studies</a>	

### WYOMING

<a href="#">Wyoming Social Studies Content and Performance Standards (2014 &amp; 2018)</a>	Adopted 2014 Revised 2018 Additions
The 2018 ADDITION was based on a required review of the standards to address traditional culture, history and contemporary contributions of American Indian tribes of the region.	Effective 2014 & 2018 Implemented 2017-2018 NEW 2021-2022 Next Revision 2023-2024
Website: <a href="https://edu.wyoming.gov/for-district-leadership/standards/social-studies/">https://edu.wyoming.gov/for-district-leadership/standards/social-studies/</a>	

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