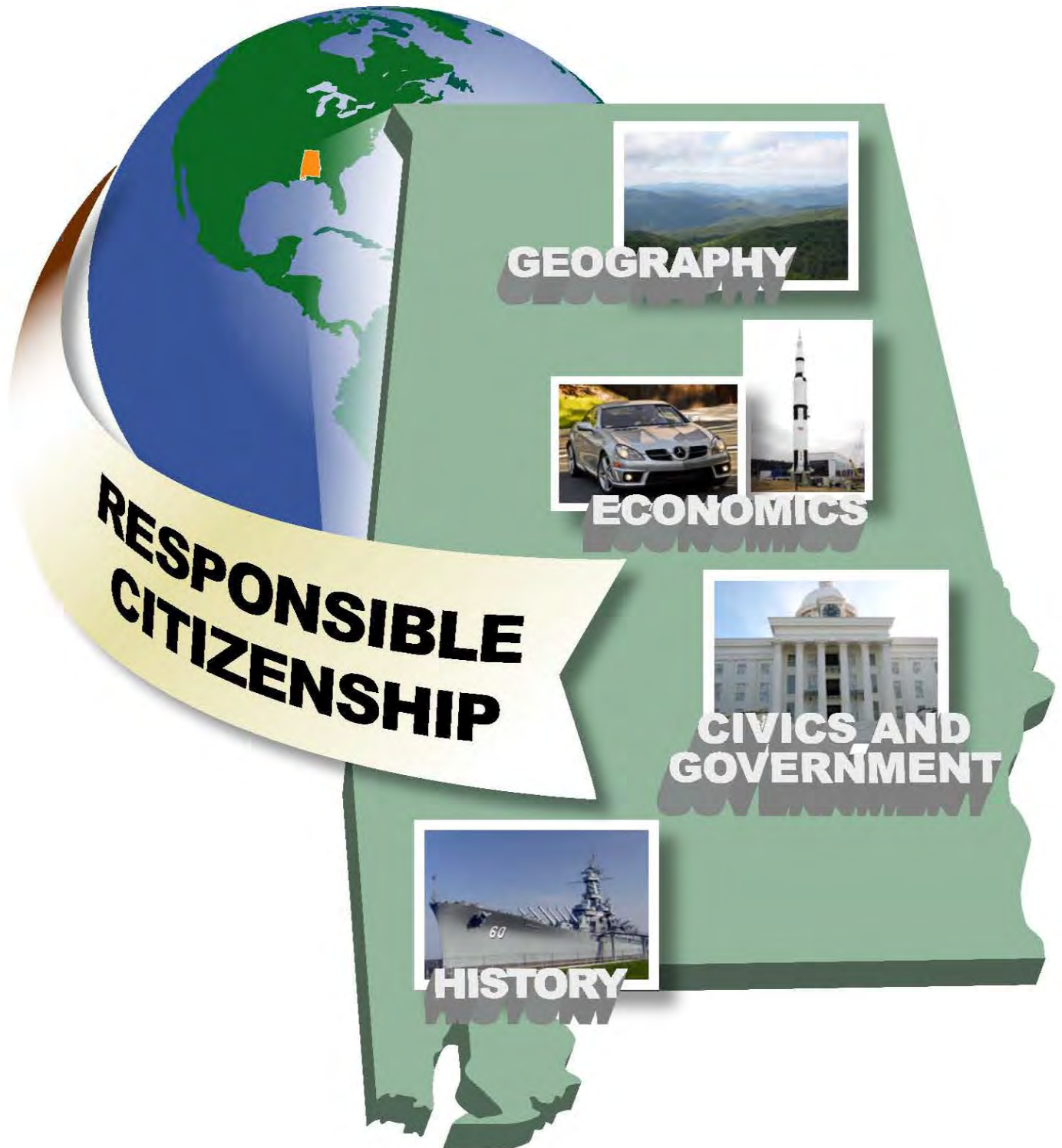


2010 Alabama Course of Study

# SOCIAL STUDIES





For information regarding the  
*Alabama Course of Study: Social Studies*  
and other curriculum materials,  
contact the Curriculum and Instruction Section,  
Alabama Department of Education,  
3345 Gordon Persons Building,  
50 North Ripley Street, Montgomery, Alabama 36104;  
or by mail to P.O. Box 302101, Montgomery, Alabama 36130-2101;  
or by telephone at (334) 242-8059.

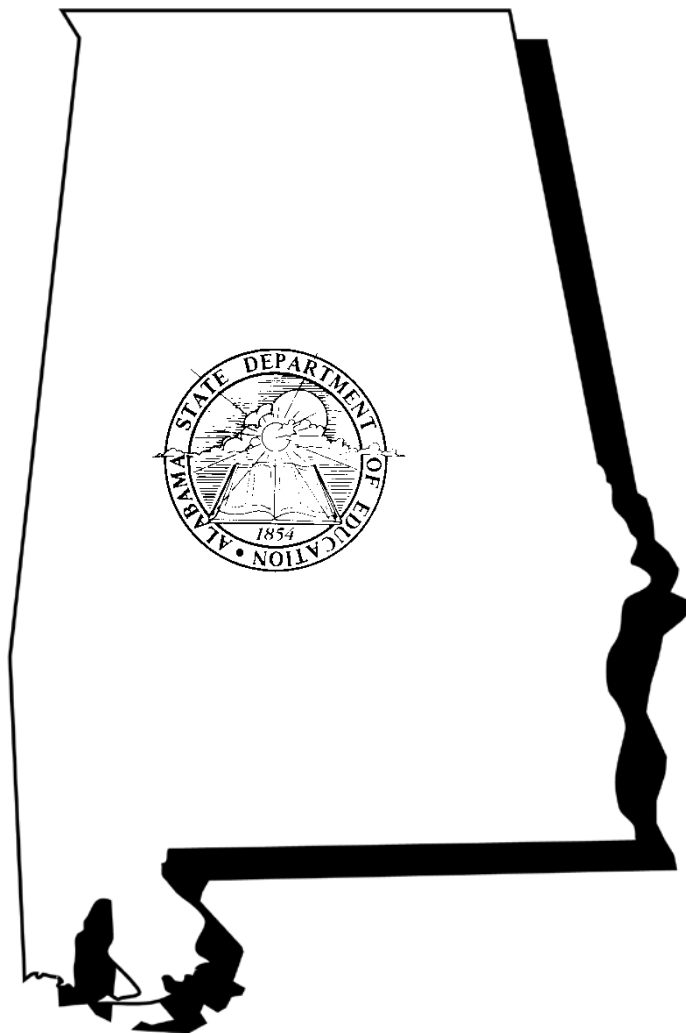
Joseph B. Morton, State Superintendent of Education  
Alabama Department of Education

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# **Alabama Course of Study**

## **Social Studies**



**Joseph B. Morton**  
**State Superintendent of Education**  
**ALABAMA DEPARTMENT OF EDUCATION**

**STATE SUPERINTENDENT  
OF EDUCATION'S MESSAGE**

Dear Educator:

The 2010 *Alabama Course of Study: Social Studies* provides Alabama students and teachers with a curriculum that contains content designed to promote competence in the areas of economics, geography, history, and civics and government. With an emphasis on responsible citizenship, these content areas serve as the four organizational strands for the Grades K-12 social studies program. Content in this document focuses on enabling students to become literate, analytical thinkers capable of making informed decisions about the world and its people while also preparing them to participate responsibly in society at local, state, national, and international levels.

The rigorous, challenging content standards in this document offer a sound curricular framework designed to enable all students at all grade levels to acquire the essential knowledge and skills necessary to function in today's international society. The Social Studies State Course of Study Committee and Task Force, composed of educators and business and community leaders; the Alabama State Board of Education; and I believe the 2010 *Alabama Course of Study: Social Studies* provides a sound program of instruction to be utilized by Alabama school systems as they design and implement local social studies curricula.

**Joseph B. Morton**  
**State Superintendent of Education**

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# Alabama Course of Study: Social Studies

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# PREFACE

The 2010 *Alabama Course of Study: Social Studies* provides the framework for the Grades K-12 social studies program in Alabama's public schools. 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.

The 2009-2010 Social Studies State Course of Study Committee and Task Force used information from several professional documents as guidelines for the development of this course of study. These documents include the 1994 National Geographic Society's *Geography for Life: National Geography Standards*, the 1994 Center for Civic Education's *National Standards for Civics and Government*, the 1994 National Council for the Social Studies' *Expectations of Excellence: Curriculum Standards for Social Studies*, the 1997 National Council on Economic Education's *Voluntary National Content Standards in Economics*, the 1996 National Center for History in the Schools' *National Standards for History*, the 2000 National Geographic Society's *A Path Toward World Literacy: A Standards-Based Guide to K-12 Geography*, and the 2005 American Psychological Association's *National Standards for High School Psychology Curricula*.

In addition, Committee and Task Force members attended state, regional, and national conferences; read articles in professional journals and other publications; reviewed similar curriculum documents from other states; listened to and read statements from interested individuals and groups from throughout the state; used each member's academic and experiential knowledge; and discussed issues among themselves and with colleagues. Using these sources, the Committee and Task Force developed what they believe to be the best possible social studies curriculum for Alabama's K-12 students.

# ACKNOWLEDGMENTS

This document was developed by the 2009-2010 Social Studies State Course of Study Committee and Task Force composed of early childhood, intermediate school, middle school, high school, and college educators appointed by the Alabama State Board of Education and business and professional persons appointed by the Governor of the State of Alabama (*Code of Alabama*, 1975, §16-35-1). The Committee and Task Force began work in March 2009 and submitted the document to the Alabama State Board of Education for adoption at the May 2010 meeting.

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The 2010 *Alabama Course of Study: Social Studies* was reviewed and updated in April 2013.

# GENERAL INTRODUCTION

Alabama students find themselves living and learning in a world that is experiencing rapid changes, including a seemingly limitless abundance of knowledge unlike any humankind has ever encountered. They are involved in and affected by local, national, and international events, including state constitutional and economic issues that directly affect both their education and their standard of living. In order to be successful citizens in today's world, students need to be knowledgeable about the economic, geographic, historical, and political perspectives of the world and its people. Since students are more directly involved in these issues and need information and strategies to make informed decisions, the theme of the *2010 Alabama Course of Study: Social Studies* is **responsible citizenship**.

Responsible citizens are informed and active citizens. They are aware of and participate in various levels of civic responsibility. Mastering standards included in this document provides all students in Grades K-12 with essential knowledge regarding economics, geography, history, and civics and government. With this mastery, students develop an international perspective necessary for living wisely in a world that possesses limited resources and that is characterized by cultural diversity. They learn to view the world and its people with understanding and concern and develop a sense of responsibility for the needs of all people, including a commitment to finding just and peaceful solutions to national as well as international problems.

In preparing the *2010 Alabama Course of Study: Social Studies*, consideration was given to key concepts from a variety of sources, including six national standards documents. The course of study presents the academic content, concepts, and skills of the strands of economics, geography, history, and civics and government that are essential to the study of democracy and to the development of competent and responsible citizens. Using this document, teachers are able to design instruction for students in kindergarten through twelfth grade regarding the required content, which includes efforts to provide balance between United States history and world history and between and among the many disciplines of the social sciences and humanities.

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.

Although important geographic skills and concepts are addressed in all grades, students in Grade 3 and Grade 7 are involved in an intensive study of basic **geography** where they increase their knowledge about the physical and spatial nature of the world and about relationships between people and their environments. The **civics and government** strand is addressed in each grade while in Grade 7 one-half year is devoted primarily to the civics strand and in Grade 12 the government strand is addressed in the required one-semester course, United States Government. Civics and government content is designed to enable students to become informed, responsible participants in political life and to function as competent citizens committed to the fundamental values and principles of the constitutional democracy that established the republic of the United States of America. Likewise, **history** concepts and skills are included in each grade where students in Grades 5 and 6 as well as in Grades 10 and 11 concentrate on the study of the history of the United States, and students in Grades 8 and 9 focus on world history content. History content addresses the

chronological development of the United States as a nation with a focus on historical development, an essential component in understanding how decisions made and actions taken in the past affect the present. While **economics** content is included for students in all grade levels, a one-semester course with a major emphasis on economics is required for students in Grade 12. The economics strand addresses content that provides students opportunities to apply content knowledge, skills, and concepts to their daily lives as competent consumers and producers as they learn to recognize the role of economics in local, state, national, and international policies.

# CONCEPTUAL FRAMEWORK

The conceptual framework graphic on page 6 provides an illustration or overview of the instructional organization and goal of the content of Alabama’s K-12 social studies program. The design and concepts reflect both the theme and major components that provide unity and purpose in this document’s content. The goal of the program, **responsible citizenship**, is depicted on the banner encompassing the globe and spanning the state. Responsible citizens are informed and active, are cognizant of their roles in and connections with the world, and are capable of making competent decisions that benefit the local community, state, nation, and world. Depicted across the state are the four organizational strands of the social studies program—**economics, geography, history, and civics and government**. These strands serve as the organizational components for the content standards, and each is addressed with increasing rigor at every grade level with an emphasis at selected grades as described in the General Introduction to this document. Through careful local planning and effective classroom instruction, students are able to attain the program goal and accomplish the content standards within each strand at all grade levels.

## Economics

Representing the economics strand on the conceptual framework graphic is the insert picturing Alabama’s automobile and space industries. While economic content is embedded for students in all grade levels, a semester course with a major emphasis on economics is required for students in Grade 12. As students begin to apply economics content in their daily lives as consumers and producers, they learn to recognize the role of economics in local, state, national, and international policies. A sound program in economics education enables students to:

- Understand the free enterprise system, the American economy, and differing economic views, including the roles of entrepreneurs and the government;
- Explain the law of supply and demand in a market economy;
- Understand the international market system;
- Identify economic problems, including unemployment, inflation, and national debt;
- Understand concepts of money, personal finance, and opportunity costs;
- Understand roles of consumers and producers in the market economy of the United States;
- Apply financial literacy principles, including money management skills; and
- Explain costs and benefits of government intervention on the world economy.

## **Geography**

The Appalachian Mountains region of the state is representative of the geography strand. Although important geographic skills and concepts are addressed in all grades, students in Grade 3 and Grade 7 are involved in an intensive study of geography. Through the study of geographic skills and concepts, students are able to:

- Describe the world in spatial terms using maps and other geographic representations, tools, and technologies;
- Explain how human systems develop in response to physical environmental conditions and understand the relationship between physical geography and human history;
- Determine how regions are used to organize and analyze areas of Earth’s surface;
- Compare geographic patterns in the environment that result from processes of Earth’s physical systems; and
- Explain how cultural features, traits, and diffusion help define regions.

## **History**

The history strand, depicted on the insert of the Battleship USS *Alabama*, provides a sense of Alabama’s role in historical events. History concepts and skills are included in each grade level; however, students in Grades 5, 6, 10, and 11 concentrate on a study of the history of the United States, while students in Grades 8 and 9 focus on world history content. Although students in Grade 4 focus on the study of Alabama history, this content is embedded at other grade levels throughout the curriculum. Knowledge of history is essential to understanding how decisions are made and how actions taken in the past affect the present. Through history education, students become aware of their roles as responsible citizens. Historically informed students are able to:

- Construct a personal connection to historical events at home and abroad;
- Think critically and chronologically regarding major events occurring in the United States and throughout the world;
- Critique a variety of historical documents;
- Engage in historical analysis and interpretation;
- Conduct historical research;
- Evaluate intricate connections among the past, present, and future; and
- Engage in decision making using historical knowledge and analysis.

## **Civics and Government**

The state capitol building in Montgomery, as pictured on the conceptual framework graphic, symbolizes the civics and government strand. Content standards in this strand focus on what governments are; what they do; and how citizens are involved at local, state, national, and international levels of government. While the civics and government strand is embedded in each grade level, students in Grade 7 concentrate on the area of civics during the instructional year, and Grade 12 students focus on United States government. Students who display competent civics and government skills are able to:

- Define government and understand its historical foundations;
- Explain interrelationships of local, state, and federal governments;
- Understand basic values and principles of the American republic;
- Comprehend the relationship of the United States to the rest of the world; and
- Identify rights and responsibilities of citizenship, including the practice of responsible citizenship.

Implementation of the standards within each of the four strands provides an opportunity for all students to achieve essential social studies knowledge and skills and attain the goal of responsible citizenship. In this way, students broaden their awareness of the growing connections among people and places around the world. In addition, they realize that events in other countries and on other continents have a substantial effect upon citizens of the United States and Alabama, and that events in Alabama and the United States have an increasing effect upon others around the globe.



# **POSITION STATEMENTS**

## **Instructional Strategies**

Research-based studies have determined that students have a variety of learning styles. Therefore, it is essential for teachers to use a differentiated approach to instruction in order to meet the needs of all students. Students learn and retain information more effectively when they are actively involved in the learning process. Instruction should stimulate critical-thinking skills that enable students to analyze, critique, and evaluate data. Primary sources, the most current technology, literature, the arts, group and individual projects, current events, and community service are all appropriate instructional strategies for the social studies classroom. Effective teachers find ways to model inquiry-based learning concepts that help students gain independence as they develop strong study habits and accept responsibility for their own learning.

In an ever-changing world, it becomes even more critical for students to develop an understanding of how today's world developed, the reasons from which conflict grows, and why and how differing peoples relate to each other and their world views. Facts, including historical dates, events, people, and places, are critical to an understanding of history. There is an implied understanding throughout this document that facts must be taught and mastered for students to have a foundation from which to develop historical reasoning. Content standards are developed to require an increase in rigor of the curriculum beyond the level of rote memory; however, this does not indicate that classroom instruction should not require students to learn key points.

It is also important for students to memorize and recite as part of their class work. The shared core knowledge of our common history is indispensable in a modern culture. Recitation of the Preamble to the Constitution, speeches from politicians and soldiers, poetry, or letters from a period in history build in each student an appreciation of the cost of history to a people.

## **Primary Sources**

Primary sources enrich the social studies program and enable students to visualize and empathize with people of other times and places. Teachers are encouraged to utilize modern technology to access the limitless abundance of primary sources available to enhance the instructional needs of students. Sources such as the United States Library of Congress provide a wealth of historical data that documents our nation's history. In addition, museums, libraries, and cultural centers open doors to the arts, writings, and imaginings of people throughout the world. The richness of primary source materials expands the social studies class by broadening student learning and making history a living concept.



## **Literature and the Arts**

The goal of a comprehensive education is the development of a literate student. Literature has a substantial place, not just in the English language arts class, but also in the social studies class. Novels, stories, poems, biographies, and autobiographies open doors to varied times, places, and events and encourage students to become immersed in those stories. Good literature enables students to explore issues or ideas in a safe environment as they learn to make judgments about the actions and emotions of others. Suggested readings for young persons, which include print as well as Web site sources, are available through The National Council for the Social Studies (NCSS).

The arts, including music, dance, drama, and visual art, provide rich resources for gaining knowledge and understanding of our own as well as other cultures. Instruction in the social studies classroom should provide opportunities for students to explore all aspects of the arts. At the lower grade levels, the arts are the perfect vehicle for thematic-based teaching of social studies while students in the upper grades benefit from cross-curricular experiences. Teachers are encouraged to conduct research for connecting the historical period and place being studied to appropriate arts topics, including live arts experiences that expand student understanding of that moment in time. In addition, many resources for the social studies classroom are provided by arts education organizations throughout the state.

## **Global Connections**

The NCSS deems it essential for students to develop an understanding of the realities of global interdependence among world societies and the United States' place in a global society. Students need to be able to address international issues such as human rights, the environment, and economic competition and interdependence. In order for the United States to maintain its competitive edge, students need an understanding of the peoples of many cultures and civilizations who developed ideas, institutions, and ways of life that are both different from and similar to their own.

Activities that encourage students to examine events from the perspectives of other cultures and religions are essential in helping students clarify their understandings and broaden their viewpoints. These activities also allow students to appreciate differences and similarities among citizens of the United States and how these bind them together in unity as a free people. Through the study of others, students can better understand themselves and can better achieve the goal of becoming responsible citizens of this nation and of today's global society.

## **Service Learning**

Service learning is a teaching and learning method that connects meaningful community service experiences with academic learning and personal growth. Students in Grades K-12 can utilize the knowledge and skills learned in the classroom to address real needs in the community. Teachers should encourage students to work toward developing service-learning projects that seek to address actual needs of the community in an innovative manner. In this way, students gain valuable learning experiences that deepen their understanding not only of the curriculum, but also of civic responsibility, including what it means to be responsible community members. The National Service-Learning Clearinghouse's Web site is an excellent resource for teachers and students seeking to find information and projects to help make a difference in the life of the community.

## **Current Events**

Knowledge about and analysis of current events are vital to responsible citizenship. The inclusion of a study of current events is an essential element of the Grades K-12 social studies program. Current events should be incorporated at each grade level in all social studies courses, and teachers should make every effort to relate the curriculum being studied to events occurring in the community, state, nation, and world. Traditional media, social networking outlets, podcasts, blogs, and other reliable options from the World Wide Web are among the many resources that can be used in obtaining and integrating current events into classroom instruction.

## **Technology**

Technology influences all areas of education. It enables teachers to teach and students to learn in ways not previously possible. If applied appropriately, technology can allow teachers to extend learning experiences beyond the traditional textbook through a variety of resources and methods of instruction. In addition, technology provides opportunities for students to construct and expand their own knowledge and to develop lifelong learning skills to further enhance their development as responsible citizens.

As technology is constantly evolving and while equipment and resources are increasingly available to both the teacher and the student, it is incumbent upon instructors to remain current in curriculum planning as well as in instructional methodology. Because technology continues to be an important tool in our everyday lives, it is essential that teachers model and emphasize ways for students to use and manage technological equipment and resources. Instruction that incorporates multiple ways for obtaining information serves to better prepare students for responsible citizenship. In addition, teachers have a responsibility to help students learn to evaluate the validity of information they find in their research, including the Web sites they visit, and to appropriately attribute information used from the Internet.

## Directions for Interpreting the Minimum Required Content

1. **CONTENT STANDARDS** are statements that define what students should know and be able to do at the conclusion of a course or grade. Content standards in this document contain minimum required content. The order in which standards are listed within a course or grade is not intended to convey a sequence for instruction. Each content standard completes the phrase “*Students will.*”

Students will:

*Differentiate between land forms and bodies of water on maps and globes.*

(Kindergarten–Content Standard 9)

2. **BULLETS** denote content related to the standards and required for instruction. Bulleted content is listed under a standard and identifies additional minimum required content.

Students will:

Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.

- *Comparing maps of the past to maps of the present*

(Third Grade–Content Standard 11)

3. **EXAMPLES** clarify certain components of content standards or bullets. They are illustrative but not exhaustive.

Students will:

Trace the development of the early Russian state and the expansion of its trade systems.

*Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars*

(Eighth Grade–Content Standard 10)

4. **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. These strands are economics (E), geography (G), history (H), and civics and government (CG).

Students will:


<i>E</i>	<i>G</i>	<i>H</i>	<i>CG</i>
✓	✓	✓	✓

Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.

(Tenth Grade–Content Standard 6)

5. **MAP ICONS** are shaded outlines of the state of Alabama. Map icons are displayed after content standards, bullets, or examples to indicate content related to Alabama history or geography.

Students will:

Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation. 

(Tenth Grade–Content Standard 8)

# **KINDERGARTEN – SECOND GRADE OVERVIEW**

The intrinsically creative and imaginative nature of Grades K-2 students prompts them to want to explore their world. Through exploration they encounter and gain appreciation of the array of beliefs, cultures, and customs that comprise our world. Students at this level are concrete learners who benefit greatly from challenging, multisensory instructional opportunities that provide time for them to be actively engaged in learning. Through a thematic approach to instruction, students begin to develop an appreciation for their community, state, and nation while broadening their perspectives regarding the lives of others. The use of various genres of literature and hands-on activities that address each strand of the curriculum allows students to experience social studies in real and meaningful ways. The classroom should be one in which students are immersed in a print-rich environment that includes reading stories, myths, legends, and biographies that captivate their imagination. Viewing artifacts, records, and illustrations helps make connections with people and places around the community, state, and nation.

The Grades K-2 social studies content standards introduce students to basic social studies concepts through an integration across all disciplines, including language arts, mathematics, science, the fine arts, technology, and physical education. Students learn about past and present events in history and everyday life and begin to pose questions that promote understanding beyond the present-day world and into the future. Kindergarten content addresses living and working together in family and community while first-grade content focuses on living and working together in community and in state. Second-grade content expands on the theme of living and working together to include state and nation. Throughout the curriculum students are able to develop a sense of their place in the world, including ways to excel both as private individuals and as public citizens.

# KINDERGARTEN

## Living and Working Together in Family and Community

Kindergarten students are introduced to the world beyond family and home. As students become acquainted with new classmates, they develop sensitivity to the similarities and differences among individuals in the classroom as well as within the school and community. Comparing family traditions enables students to accept and appreciate diversity and gain a sense of purpose regarding their role and the role of others within the community.

The kindergarten curriculum contains balanced, comprehensive content that facilitates students' understanding of economics, geography, history, and civics and government. An appropriate learning environment is one that reflects a thematic and interdisciplinary approach emphasizing instructional flexibility, multiple individual learning styles, and opportunities for student exploration and discovery. Concrete examples of abstract concepts help young students develop skills for critical thinking, inquiry, and an understanding of citizenship in a democratic society. Examples for instruction may include assisting in determining classroom rules, taking turns while playing games, and standing while pledging allegiance to the flag. As students gain insight into these and other concepts, they are able to view themselves as effective citizens of a culturally diverse democratic society.

Students will:

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
		✓	

1. Sequence events using schedules, calendars, and timelines.  
Examples: daily classroom activities, significant events in students' lives
  - Differentiating among broad categories of historical time  
Examples: long ago, yesterday, today, tomorrow

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
			✓

2. Identify rights and responsibilities of citizens within the family, classroom, school, and community.  
Examples: taking care of personal belongings and respecting the property of others, following rules and recognizing consequences of breaking rules, taking responsibility for assigned duties

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
			✓

3. Describe how rules provide order, security, and safety in the home, school, and community.
  - Constructing classroom rules and procedures
  - Determining consequences for not following classroom rules and procedures

E	G	H	CG
✓			

4. Differentiate between needs and wants of family, school, and community.
- Comparing wants among different families, schools, and communities

E	G	H	CG
✓			

5. Differentiate between goods and services.
- Examples: goods—food, toys, clothing  
services—medical care, fire protection, law enforcement, library resources

E	G	H	CG
	✓	✓	

6. Compare cultural similarities and differences in individuals, families, and communities.
- Examples: celebrations, food, traditions

E	G	H	CG
			✓

7. Describe roles of helpers and leaders, including school principal, school custodian, volunteers, police officers, and fire and rescue workers.

E	G	H	CG
	✓		

8. Recognize maps, globes, and satellite images.

E	G	H	CG
	✓		

9. Differentiate between land forms and bodies of water on maps and globes.

E	G	H	CG
	✓		

10. Apply vocabulary related to giving and following directions.
- Example: locating objects and places to the *right* or *left*, *up* or *down*, *in* or *out*, *above* or *below*

E	G	H	CG
		✓	✓

11. Identify symbols, customs, famous individuals, and celebrations representative of our state and nation.
- Examples: symbols—United States flag, Alabama flag, bald eagle  
customs—pledging allegiance to the United States flag, singing “The Star – Spangled Banner”  
individuals—George Washington; Abraham Lincoln; Squanto; Martin Luther King, Jr.  
celebrations—Fourth of July, Memorial Day, Veterans Day

E	G	H	CG
✓		✓	✓

12. Describe families and communities of the past, including jobs, education, transportation, communication, and recreation.
- Identifying ways everyday life has both changed and remained the same

# FIRST GRADE

## Living and Working Together in Community and State

The goal of the first-grade curriculum is to help students acquire knowledge regarding their place in the local community and in the state. First graders gain a deeper sense of the role of effective citizenry in a democratic society as they develop an awareness of their basic rights and responsibilities as citizens, including the laws designed to protect them. Students continue to develop a sense of time and place as they increase their understanding of the past, present, and future through the use of real-life examples. They develop an understanding of historical events within the community and state by comparing life today to life long ago.

As students study concepts in economics, geography, history, and civics and government, they learn about people in different times and places. Extensive use of literature promotes students' understanding of cultures, traditions, and societal groups within the community and state. A thematic approach to instruction includes active, hands-on participation through activities that include opportunities for exploration and discovery. Activities designed for diverse learning styles allow students to understand the relationships among people, places, and events of the community and the state, thus making lessons meaningful to their lives.

Students will:

E	G	H	CG
	✓	✓	

1. Construct daily schedules, calendars, and timelines.
  - Using vocabulary associated with time, including *past*, *present*, and *future*

E	G	H	CG
✓			✓

2. Identify rights and responsibilities of citizens within the local community and state.
  - Describing how rules in the community and laws in the state protect citizens' rights and property
  - Describing ways, including paying taxes, responsible citizens contribute to the common good of the community and state
  - Demonstrating voting as a way of making choices and decisions

E	G	H	CG
	✓		✓

3. Recognize leaders and their roles in the local community and state. 🏠
  - Describing roles of public officials, including mayor and governor 🏠
  - Identifying on a map Montgomery as the capital of the state of Alabama 🏠



E	G	H	CG
		✓	

4. Identify contributions of diverse significant figures that influenced the local community and state in the past and present. 📖

Example: Admiral Raphael Semmes' and Emma Sansom's roles during the Civil War 📖

E	G	H	CG
	✓	✓	

5. Identify historical events and celebrations within the local community and throughout Alabama. 📖

Examples: Selma Bridge Crossing Jubilee, Mardi Gras, Boll Weevil Festival, Montgomery Bus Boycott, Black History Month 📖

- Differentiating between fact and fiction when sharing stories or retelling events using primary and secondary sources  
Example: fictional version of Pocahontas compared to an authentic historical account

E	G	H	CG
		✓	✓

6. Compare ways individuals and groups in the local community and state lived in the past to how they live today. 📖

- Identifying past and present forms of communication  
Examples: past—letter, radio, rotary-dial telephone  
present—e-mail, television, cellular telephone
- Identifying past and present types of apparel
- Identifying past and present types of technology  
Examples: past—record player, typewriter, wood-burning stove  
present—compact diskette (CD) and digital video diskette (DVD) players, video cassette recorder (VCR), computer, microwave oven
- Identifying past and present types of recreation  
Examples: past—marbles, hopscotch, jump rope  
present—video games, computer games
- Identifying past and present primary sources  
Examples: past—letters, newspapers  
present—e-mail, Internet articles

E	G	H	CG
✓	✓		

7. Describe how occupational and recreational opportunities in the local community and state are affected by the physical environment. 📖

Examples: occupational—commercial fishing and tourism in Gulf coast areas 📖  
recreational—camping and hiking in mountain areas, fishing and waterskiing in lake areas

E	G	H	CG
	✓		

8. Identify land masses, bodies of water, and other physical features on maps and globes.

- Explaining the use of cardinal directions and the compass rose
- Measuring distance using nonstandard units  
Example: measuring with pencils, strings, hands, feet
- Using vocabulary associated with geographical features, including *river, lake, ocean, and mountain*

E	G	H	CG
✓	✓		

9. Differentiate between natural resources and human-made products.
- Listing ways to protect our natural resources
- Examples: conserving forests by recycling newspapers, conserving energy by turning off lights, promoting protection of resources by participating in activities such as Earth Day and Arbor Day

E	G	H	CG
✓			

10. Describe the role of money in everyday life.
- Categorizing purchases families make as needs or wants
  - Explaining the concepts of saving and borrowing
  - Identifying differences between buyers and sellers
  - Classifying specialized jobs of workers with regard to the production of goods and services
  - Using vocabulary associated with the function of money, including *barter*, *trade*, *spend*, and *save*

E	G	H	CG
✓	✓	✓	

11. Identify traditions and contributions of various cultures in the local community and state.
- Examples: Kwanzaa, Christmas, Hanukkah, Fourth of July, Cinco de Mayo

E	G	H	CG
✓		✓	

12. Compare common and unique characteristics in societal groups, including age, religious beliefs, ethnicity, persons with disabilities, and equality between genders.

# SECOND GRADE

## Living and Working Together in State and Nation

The goal of the second-grade curriculum is to introduce students to major historical events, figures, and symbols related to the principles of American democracy. Young students learn to value differences among people and exemplify a respect for the rights and opinions of others. They develop an appreciation of shared values, principles, and beliefs that promote stability for our country’s government and its citizens. Through a thematic approach to instruction, second-grade students acquire knowledge as they study various cultures, places, and environments.

Content standards for second grade address the disciplines of economics, geography, history, and civics and government. Students benefit from engagement in factual accounts of history, including artifacts related to these histories. Hands-on instruction that relates content to students’ lives provides familiarity and allows students to retain and build on newly presented materials. Students gain a deeper understanding of content through independent and cooperative learning, project-based learning, and through the examination of primary and secondary sources.

Students will:

E	G	H	CG
		✓	✓

1. Relate principles of American democracy to the founding of the nation.
  - Identifying reasons for the settlement of the thirteen colonies
  - Recognizing basic principles of the Declaration of Independence, the Constitution of the United States, the establishment of the three branches of government, and the Emancipation Proclamation
  - Demonstrating the voting process, including roles of major political parties
  - Utilizing school and classroom rules to reinforce democratic values

E	G	H	CG
		✓	✓

2. Identify national historical figures and celebrations that exemplify fundamental democratic values, including equality, justice, and responsibility for the common good.
  - Recognizing our country’s founding fathers, including George Washington, Thomas Jefferson, Benjamin Franklin, Patrick Henry, John Adams, John Hancock, and James Madison
  - Recognizing historical female figures, including Abigail Adams, Dolley Madison, Harriet Tubman, and Harriet Beecher Stowe
  - Describing the significance of national holidays, including the birthday of Martin Luther King, Jr.; Presidents’ Day; Memorial Day; the Fourth of July; Veterans Day; and Thanksgiving Day
  - Describing the history of American symbols and monuments  
Examples: Liberty Bell, Statue of Liberty, bald eagle, United States flag, Washington Monument, Lincoln Memorial

E	G	H	CG
		✓	

3. Use various primary sources, including calendars and timelines, for reconstructing the past.

Examples: historical letters, stories, interviews with elders, photographs, maps, artifacts

E	G	H	CG
		✓	

4. Use vocabulary to describe segments of time, including *year*, *decade*, *score*, and *century*.

E	G	H	CG
	✓		

5. Differentiate between a physical map and a political map.

Examples: physical—illustrating rivers and mountains  
political—illustrating symbols for states and capitals

- Using vocabulary associated with geographical features, including *latitude*, *longitude*, and *border*

E	G	H	CG
	✓		

6. Identify states, continents, oceans, and the equator using maps, globes, and technology.

- Identifying map elements, including title, legend, compass rose, and scale
- Identifying the intermediate directions of northeast, southeast, northwest, and southwest
- Recognizing technological resources such as a virtual globe, satellite images, and radar
- Locating points on a grid

E	G	H	CG
✓			

7. Explain production and distribution processes.

Example: tracing milk supply from dairy to consumer

- Identifying examples of imported and exported goods
- Describing the impact of consumer choices and decisions on supply and demand

E	G	H	CG
✓			

8. Describe how scarcity affects supply and demand of natural resources and human-made products.

Examples: cost of gasoline during oil shortages, price and expiration date of perishable foods

E	G	H	CG
✓	✓	✓	✓

9. Describe how and why people from various cultures immigrate to the United States.

Examples: how—ships, planes, automobiles  
why—improved quality of life, family connections, disasters

- Describing the importance of cultural unity and diversity within and across groups

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	

10. Identify ways people throughout the country are affected by their human and physical environments.

Examples: land use, housing, occupation

- Comparing physical features of regions throughout the United States  
Example: differences in a desert environment, a tropical rain forest, and a polar region
- Identifying positive and negative ways people affect the environment  
Examples: positive—restocking fish in lakes, reforesting cleared land  
negative—polluting water, littering roadways, eroding soil
- Recognizing benefits of recreation and tourism at state and national parks 🏞️

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
		✓	

11. Interpret legends, stories, and songs that contributed to the development of the cultural history of the United States.

Examples: American Indian legends, African-American stories, tall tales, stories of folk heroes

## **THIRD – FOURTH GRADE OVERVIEW**

Students in Grades 3 and 4 continue to be naturally curious and eager to learn. They express interest in the unfamiliar and are developmentally ready to study geographic skills and concepts, a major focus of third-grade content. Students begin to develop an understanding of how the environment affects its inhabitants and how people change the land. In fourth grade, students enjoy hearing stories of Alabama’s past and are ready to be introduced to their first formal chronological study of history. As they develop an appreciation for people, places, and events that shaped the history of Alabama, they expand their understanding of historical concepts and gain an understanding of their relationship to cultures locally, nationally, and internationally.

The four strands of economics, geography, history, and civics and government are woven throughout the third- and fourth-grade curricula. Through the study of geography in third grade and Alabama history in fourth grade, students develop a better understanding of where they live. As they become active participants in their schools and communities, they begin to view themselves as future leaders with civic responsibilities. Students compare their own economic experiences to those of others to aid in understanding local, national, and international concepts. Through a variety of learning experiences, including the use of technology for exploration and investigation, students gain an increased level of interest and involvement in their world as they prepare to become competent, responsible citizens who lead productive and independent lives.

# THIRD GRADE

## Geographical and Historical Studies: People, Places, and Regions

During third grade, teachers capitalize upon students’ natural curiosity and their interest in the unfamiliar as geographic information is introduced regarding areas of the United States as well as the world. Students in Grade 3 learn from concrete experiences and benefit from resources such as pictures, graphs, maps, globes, and information technology that help make abstractions more concrete. Instruction of this nature plays a dual role in helping students learn not only to use these geographic tools, but also to learn in real and interesting ways about other people, places, and cultures.

This year-long study focuses on skills necessary for students to organize information about people, places, and environments in a spatial context. Although all four content strands are interwoven into instruction, the greatest emphasis is placed on the geography strand. Content expands upon geographic knowledge acquired by students from kindergarten through second grade to help students establish a firm geographic foundation to build upon throughout life.

Students will:

E	G	H	CG
	✓		

1. Locate the prime meridian, equator, Tropic of Capricorn, Tropic of Cancer, International Date Line, and lines of latitude and longitude on maps and globes.
  - Using cardinal and intermediate directions to locate on a map or globe an area in Alabama or the world 📄
  - Using coordinates to locate points on a grid
  - Determining distance between places on a map using a scale
  - Locating physical and cultural regions using labels, symbols, and legends on an Alabama or world map 📄
  - Describing the use of geospatial technologies  
Examples: Global Positioning System (GPS), geographic information system (GIS)
  - Interpreting information on thematic maps  
Examples: population, vegetation, climate, growing season, irrigation
  - Using vocabulary associated with maps and globes, including *megalopolis*, *landlocked*, *border*, and *elevation*

E	G	H	CG
	✓		

2. Locate the continents on a map or globe.
  - Using vocabulary associated with geographical features of Earth, including *hill*, *plateau*, *valley*, *peninsula*, *island*, *isthmus*, *ice cap*, and *glacier*
  - Locating major mountain ranges, oceans, rivers, and lakes throughout the world 📄

E	G	H	CG
✓	✓		

3. Describe ways the environment is affected by humans in Alabama and the world. 🏠

Examples: crop rotation, oil spills, landfills, clearing of forests, replacement of cleared lands, restocking of fish in waterways

- Using vocabulary associated with human influence on the environment, including *irrigation, aeration, urbanization, reforestation, erosion, and migration*

E	G	H	CG
✓	✓	✓	

4. Relate population dispersion to geographic, economic, and historic changes in Alabama and the world. 🏠

Examples: geographic—flood, hurricane, tsunami  
economic—crop failure  
historic—disease, war, migration

- Identifying human and physical criteria used to define regions and boundaries

Examples: human—city boundaries, school district lines  
physical—hemispheres, regions within continents or countries

E	G	H	CG
✓	✓		

5. Compare trading patterns between countries and regions.

- Differentiating between producers and consumers
- Differentiating between imports and exports

Examples: imports—coffee, crude oil  
exports—corn, wheat, automobiles

E	G	H	CG
✓	✓	✓	✓

6. Identify conflicts within and between geographic areas involving use of land, economic competition for scarce resources, opposing political views, boundary disputes, and cultural differences.

- Identifying examples of cooperation among governmental agencies within and between different geographic areas

Examples: American Red Cross, Federal Emergency Management Agency (FEMA), World Health Organization (WHO)

- Locating areas of political conflict on maps and globes
- Explaining the role of the United Nations (UN) and the United States in resolving conflict within and between geographic areas

E	G	H	CG
✓	✓		

7. Describe the relationship between locations of resources and patterns of population distribution.

Examples: presence of trees for building homes, availability of natural gas supply for heating, availability of water supply for drinking and for irrigating crops

- Locating major natural resources and deposits throughout the world on topographical maps



- Comparing present-day mechanization of labor with the historical use of human labor for harvesting natural resources  
 Example: present-day practices of using machinery versus human labor to mine coal and harvest cotton and pecans
- Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century

E	G	H	CG
✓	✓		✓

8. Identify geographic links of land regions, river systems, and interstate highways between Alabama and other states. 🗺️

Examples: Appalachian Mountains, Tennessee-Tombigbee Waterway, Interstate Highway 65 (I-65), Natchez Trace Parkway 🗺️

- Locating the five geographic regions of Alabama 🗺️
- Locating state and national parks on a map or globe 🗺️

E	G	H	CG
✓	✓		

9. Identify ways to prepare for natural disasters.

Examples: constructing houses on stilts in flood-prone areas, buying earthquake and flood insurance, providing hurricane or tornado shelters, establishing emergency evacuation routes

E	G	H	CG
		✓	✓

10. Recognize functions of the Declaration of Independence and the Constitution of the United States.

- Describing the process by which a bill becomes law
- Explaining the relationship between the federal government and state governments, including the three branches of government 🗺️
- Defining governmental systems, including democracy, monarchy, and dictatorship

E	G	H	CG
	✓	✓	

11. Interpret various primary sources for reconstructing the past, including documents, letters, diaries, maps, and photographs.

- Comparing maps of the past to maps of the present

E	G	H	CG
		✓	

12. Explain the significance of representations of American values and beliefs, including the Statue of Liberty, the statue of Lady Justice, the United States flag, and the national anthem.

E	G	H	CG
✓	✓	✓	✓

13. Describe prehistoric and historic American Indian cultures, governments, and economics in Alabama. 🗺️

Examples: prehistoric—Paleo-Indian, Archaic, Woodland, Mississippian  
 historic—Choctaw, Chickasaw, Cherokee, Creek 🗺️

- Identifying roles of archaeologists and paleontologists

# FOURTH GRADE

## Alabama Studies 🇺🇸

Fourth-grade students apply geographic concepts obtained in Grade 3 to a study of their own state and relate geography to history, economics, and politics in Alabama. They examine ways economic and political institutions respond to the needs of Alabamians. Students gain knowledge of economic principles and technological advancements as well as knowledge of past events and present-day practices in the state. They learn specific characteristics regarding the land and its people and analyze diverse groups that contributed to the development of Alabama, beginning with early American Indians in Alabama and continuing to the present.

Fourth-graders' enthusiasm for classifying and organizing information may be used for obtaining knowledge about geographic regions in Alabama. Students investigate Alabama's role in the Civil War, civil rights efforts, and the structure of state and local governments. They compare similarities between contemporary issues and their historical origins and draw parallels among historical events in Alabama, other states, and the world.

Students will:

E	G	H	CG
✓	✓	✓	✓

1. Compare historical and current economic, political, and geographic information about Alabama on thematic maps, including weather and climate, physical-relief, waterway, transportation, political, economic development, land-use, and population maps.
  - Describing types of migrations as they affect the environment, agriculture, economic development, and population changes in Alabama

E	G	H	CG
✓	✓	✓	✓

2. Relate reasons for European exploration and settlement in Alabama to the impact of European explorers on trade, health, and land expansion in Alabama.
  - Locating on maps European settlements in early Alabama, including Fort Condé, Fort Toulouse, and Fort Mims
  - Tracing on maps and globes, the routes of early explorers of the New World, including Juan Ponce de León, Hernando de Soto, and Vasco Núñez de Balboa
  - Explaining reasons for conflicts between Europeans and American Indians in Alabama from 1519 to 1840, including differing beliefs regarding land ownership, religion, and culture

E	G	H	CG
✓	✓	✓	✓

3. Explain the social, political, and economic impact of the War of 1812, including battles and significant leaders of the Creek War, on Alabama.

Examples: social—adoption of European culture by American Indians, opening of Alabama land for settlement  
 political—forced relocation of American Indians, labeling of Andrew Jackson as a hero and propelling him toward Presidency  
 economic—acquisition of tribal land in Alabama by the United States

- Explaining the impact of the Trail of Tears on Alabama American Indians' lives, rights, and territories

E	G	H	CG
	✓	✓	

4. Relate the relationship of the five geographic regions of Alabama to the movement of Alabama settlers during the early nineteenth century.

- Identifying natural resources of Alabama during the early nineteenth century
- Describing human environments of Alabama as they relate to settlement during the early nineteenth century, including housing, roads, and place names

E	G	H	CG
	✓	✓	✓

5. Describe Alabama's entry into statehood and establishment of its three branches of government and the constitutions.

- Explaining political and geographic reasons for changes in location of Alabama's state capital
- Recognizing roles of prominent political leaders during early statehood in Alabama, including William Wyatt Bibb, Thomas Bibb, Israel Pickens, William Rufus King, and John W. Walker

E	G	H	CG
✓	✓	✓	✓

6. Describe cultural, economic, and political aspects of the lifestyles of early nineteenth-century farmers, plantation owners, slaves, and townspeople.

Examples: cultural—housing, education, religion, recreation  
 economic—transportation, means of support  
 political—inequity of legal codes

- Describing major areas of agricultural production in Alabama, including the Black Belt and fertile river valleys

E	G	H	CG
✓		✓	✓

7. Explain reasons for Alabama's secession from the Union, including sectionalism, slavery, states' rights, and economic disagreements.

- Identifying Alabama's role in the organization of the Confederacy, including hosting the secession convention and the inauguration ceremony for leaders
- Recognizing Montgomery as the first capital of the Confederacy
- Interpreting the Articles of the Confederation and the Gettysburg Address

E	G	H	CG
✓		✓	

8. Explain Alabama’s economic and military role during the Civil War.
- Examples: economic—production of iron products, munitions, textiles, and ships  
military—provision of military supplies through the Port of Mobile, provision of an armament center at Selma
- Recognizing military leaders from Alabama during the Civil War
  - Comparing roles of women on the home front and the battlefield during and after the Civil War
  - Explaining economic conditions as a result of the Civil War, including the collapse of the economic structure, destruction of the transportation infrastructure, and high casualty rates

E	G	H	CG
✓		✓	✓

9. Analyze political and economic issues facing Alabama during Reconstruction for their impact on various social groups.
- Examples: political—military rule, presence of Freedmen’s Bureau, Alabama’s readmittance to the Union  
economic—sharecropping, tenant farming, scarcity of goods and money

- Interpreting the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States
- Identifying African Americans who had an impact on Alabama during Reconstruction in Alabama
- Identifying major political parties in Alabama during Reconstruction

E	G	H	CG
✓		✓	✓

10. Analyze social and educational changes during the late nineteenth and early twentieth centuries for their impact on Alabama.

Examples: social—implementation of the *Plessey versus Ferguson* “separate but not equal” court decision, birth of the National Association for the Advancement of Colored People (NAACP)  
educational—establishment of normal schools and land-grant colleges such as Huntsville Normal School (Alabama Agricultural and Mechanical [A&M] University), Agricultural and Mechanical College of Alabama (Auburn University), Tuskegee Normal and Industrial Institute (Tuskegee University), Lincoln Normal School (Alabama State University)

- Explaining the development and changing role of industry, trade, and agriculture in Alabama during the late nineteenth and early twentieth centuries, including the rise of Populism
- Explaining the Jim Crow laws
- Identifying Alabamians who made contributions in the fields of science, education, the arts, politics, and business during the late nineteenth and early twentieth centuries

E	G	H	CG
✓	✓	✓	

11. Describe the impact of World War I on Alabamians, including the migration of African Americans from Alabama to the North and West, utilization of Alabama’s military installations and training facilities, and increased production of goods for the war effort.
- Recognizing Alabama participants in World War I, including Alabama’s 167<sup>th</sup> Regiment of the Rainbow Division
  - Identifying World War I technologies, including airplanes, machine guns, and chemical warfare

E	G	H	CG
✓		✓	

12. Explain the impact the 1920s and Great Depression had on different socioeconomic groups in Alabama.

Examples: 1920s—increase in availability of electricity, employment opportunities, wages, products, consumption of goods and services; overproduction of goods; stock market crash  
Great Depression—overcropping of land, unemployment, poverty, establishment of new federal programs

- Explaining how supply and demand impacted economies of Alabama and the United States during the 1920s and the Great Depression

E	G	H	CG
✓	✓	✓	

13. Describe the economic and social impact of World War II on Alabamians, including entry of women into the workforce, increase in job opportunities, rationing, utilization of Alabama’s military installations, military recruitment, the draft, and a rise in racial consciousness.

- Recognizing Alabama participants in World War II, including the Tuskegee Airmen and women in the military
- Justifying the strategic placement of military bases in Alabama, including Redstone Arsenal, Fort Rucker, Fort McClellan, and Craig Air Force Base

E	G	H	CG
✓	✓	✓	✓

14. Analyze the modern Civil Rights Movement to determine the social, political, and economic impact on Alabama.

- Recognizing important persons of the modern Civil Rights Movement, including Martin Luther King, Jr.; George C. Wallace; Rosa Parks; Fred Shuttlesworth; John Lewis; Malcolm X; Thurgood Marshall; Hugo Black; and Ralph David Abernathy
- Describing events of the modern Civil Rights Movement, including the Montgomery Bus Boycott, the Sixteenth Street Baptist Church bombing in Birmingham, the Freedom Riders bus bombing, and the Selma-to-Montgomery March
- Explaining benefits of the Civil Rights Act of 1964, the Voting Rights Act of 1965, and *Brown versus Board of Education* Supreme Court case of 1954
- Using vocabulary associated with the modern Civil Rights Movement, including *discrimination, prejudice, segregation, integration, suffrage, and rights*

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
		✓	

15. Identify major world events that influenced Alabama since 1950, including the Korean Conflict, the Cold War, the Vietnam War, the Persian Gulf War, and the War on Terrorism.

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	

16. Determine the impact of population growth on cities, major road systems, demographics, natural resources, and the natural environment of Alabama during the late twentieth and early twenty-first centuries.
- Describing how technological advancements brought change to Alabamians, including the telephone; refrigerator; automobile; television; and wireless, Internet, and space technologies
  - Relating Alabama’s economy to the influence of foreign-based industry, including the automobile industry

## **FIFTH – SIXTH GRADE OVERVIEW**

Students in fifth and sixth grades are interested in ways different groups of people developed and in cultures represented in American society. Students begin to examine and question the nature of culture and its influence on human belief systems. While not yet skilled in abstract reasoning, fifth and sixth graders are beginning to formulate more focused questions about the world around them. This curiosity can be utilized to help them identify important concepts and ideas embedded in the history of the United States.

Effective instruction is critical in guiding students to reach their full potential in understanding and applying economic concepts, patterns of historical change and continuity, and the use of land. Fifth- and sixth-grade content standards require students to examine and explain interactions between states and nations and their cultural complexities. These learners are able to think about themselves as persons in civic roles as they grow in the recognition of their rights and responsibilities as citizens.

The main focus of the social studies program in Grades 5 and 6 is a study of the chronological development of the United States through a two-year sequence as recommended by the National Council for the Social Studies. Through an integrated approach that includes economic, geographic, historical, political, social, and cultural perspectives, content in these grades emphasizes roles various groups played in the development of American society. The key concepts of chronology, change, conflict, complexity, and increased globalization are addressed to show connections among the strands of economics, geography, history, and civics and government.

Effective teachers utilize a variety of instructional strategies and assessment tools to address various learning styles. They consistently incorporate best practices into instruction, introduce and make use of primary sources integral to the teaching of history, and utilize current technology on a regular basis in classroom instruction. Rather than providing all the answers, innovative teachers help students develop critical-thinking skills by encouraging them to evaluate their own opinions as well as those of others. In addition, effective teachers recognize the strong need for a sense of belonging exhibited by this age group and therefore provide cooperative learning experiences where students develop a sense of personal identity as well as a sense of responsibility to the group.

# FIFTH GRADE

## United States Studies: Beginnings to the Industrial Revolution


Fifth-grade content standards focus on the United States from the prehistoric period to the Industrial Revolution. Instruction addresses the strands of economics, geography, history, and civics and government from the earliest times through the formation and growth of the nation to the latter part of the nineteenth century with an emphasis on the development of the American Republic. Students also become familiar with major events in the periods of the American Revolution, the Westward Expansion, the Civil War, and Reconstruction.

Students at the fifth-grade level are becoming more aware of both their immediate and global environments. Due to the emotional and social development of fifth-grade students, this is the optimal time to assist in their understanding of history by involving them in discussions that include differing viewpoints and opinions of others. As students begin to explore multiple ideas and perceptions, they become more respectful of others' viewpoints and actions.

Fifth-grade students benefit from a positive classroom environment that provides learning activities designed to optimize growth and achievement, including lessons that integrate a variety of appropriate and effective instructional strategies from hands-on activities to inquiry-based learning. By developing and monitoring goals for their own learning and behavior, fifth graders are able to gain a greater sense of responsibility for their own actions, including how these actions may affect fellow classmates.

Students will:

E	G	H	CG
	✓	✓	

1. Locate on a map physical features that impacted the exploration and settlement of the Americas, including ocean currents, prevailing winds, large forests, major rivers, and significant mountain ranges.
  - Locating on a map states and capitals east of the Mississippi River
  - Identifying natural harbors in North AmericaExamples: Mobile, Boston, New York, New Orleans, Savannah 

E	G	H	CG
	✓	✓	

2. Identify causes and effects of early migration and settlement of North America.

E	G	H	CG
✓	✓	✓	✓

3. Distinguish differences among major American Indian cultures in North America according to geographic region, natural resources, community organization, economy, and belief systems.
  - Locating on a map American Indian nations according to geographic region



<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

4. Determine the economic and cultural impact of European exploration during the Age of Discovery upon European society and American Indians.

- Identifying significant early European patrons, explorers, and their countries of origin, including early settlements in the New World  
Examples: patrons—King Ferdinand and Queen Isabella  
explorers—Christopher Columbus  
early settlements—St. Augustine, Quebec, Jamestown
- Tracing the development and impact of the Columbian Exchange

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

5. Explain the early colonization of North America and reasons for settlement in the Northern, Middle, and Southern colonies, including geographic features, landforms, and differences in climate among the colonies.

- Recognizing how colonial development was influenced by the desire for religious freedom  
Example: development in Massachusetts, Connecticut, Rhode Island, Pennsylvania, and Maryland colonies
- Identifying influential leaders in colonial society
- Describing emerging colonial government  
Examples: Mayflower Compact, representative government, town meetings, rule of law

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	

6. Describe colonial economic life and labor systems in the Americas.

- Recognizing centers of slave trade in the Western Hemisphere and the establishment of the Triangular Trade Route

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓		✓	✓

7. Determine causes and events leading to the American Revolution, including the French and Indian War, the Stamp Act, the Intolerable Acts, the Boston Massacre, and the Boston Tea Party.

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

8. Identify major events of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown.

- Describing principles contained in the Declaration of Independence
- Explaining contributions of Thomas Jefferson, Samuel Adams, Paul Revere, Patrick Henry, Thomas Paine, George Washington, Haym Solomon, and supporters from other countries to the American Revolution
- Explaining contributions of ordinary citizens, including African Americans and women, to the American Revolution
- Describing efforts to mobilize support for the American Revolution by the Minutemen, Committees of Correspondence, First Continental Congress, Sons of Liberty, boycotts, and the Second Continental Congress

- Locating on a map major battle sites of the American Revolution, including the battles of Lexington and Concord, Bunker Hill, Saratoga, and Yorktown
- Recognizing reasons for colonial victory in the American Revolution
- Explaining the effect of the Treaty of Paris of 1783 on the development of the United States

E	G	H	CG
		✓	✓

9. Explain how inadequacies of the Articles of Confederation led to the creation and eventual ratification of the Constitution of the United States.

- Describing major ideas, concepts, and limitations of the Constitution of the United States, including duties and powers of the three branches of government
- Identifying factions in favor of and opposed to ratification of the Constitution of the United States  
Example: Federalist and Anti-Federalist factions
- Identifying main principles in the Bill of Rights
- Analyzing the election of George Washington as President of the United States for its impact on the role of president in a republic

E	G	H	CG
✓	✓	✓	✓

10. Describe political, social, and economic events between 1803 and 1860 that led to the expansion of the territory of the United States, including the War of 1812, the Indian Removal Act, the Texas-Mexican War, the Mexican-American War, and the Gold Rush of 1849.

- Analyzing the role of the Louisiana Purchase and explorations of Meriwether Lewis and William Clark for their impact on Westward Expansion
- Explaining the purpose of the Monroe Doctrine
- Identifying Alabama's role in the expansion movement in the United States, including the Battle of Horseshoe Bend and the Trail of Tears
- Identifying the impact of technological developments on United States' expansion  
Examples: steamboat, steam locomotive, telegraph, barbed wire

E	G	H	CG
✓	✓	✓	✓

11. Identify causes of the Civil War, including states' rights and the issue of slavery.

- Describing the importance of the Missouri Compromise, Nat Turner's insurrection, the Compromise of 1850, the Dred Scott decision, John Brown's rebellion, and the election of 1860
- Recognizing key Northern and Southern personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan "Stonewall" Jackson, William Tecumseh Sherman, and Joseph Wheeler
- Describing social, economic, and political conditions that affected citizens during the Civil War
- Identifying Alabama's role in the Civil War  
Examples: Montgomery as the first capital of the Confederacy, Winston County's opposition to Alabama's secession

- Locating on a map sites important to the Civil War  
Examples: Mason-Dixon Line, Fort Sumter, Appomattox, Gettysburg, Confederate states, Union states 🗺️
- Explaining events that led to the conclusion of the Civil War

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

12. Summarize successes and failures of the Reconstruction Era.
- Evaluating the extension of citizenship rights to African Americans included in the Thirteenth, Fourteenth, and Fifteenth Amendments to the Constitution of the United States
  - Analyzing the impact of Reconstruction for its effect on education and social institutions in the United States  
Examples: Horace Mann and education reform, Freedmen’s Bureau, establishment of segregated schools, African-American churches
  - Explaining the black codes and the Jim Crow laws
  - Describing post-Civil War land distribution, including tenant farming and sharecropping

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

13. Describe social and economic influences on United States’ expansion prior to World War I.
- Explaining how the development of transcontinental railroads helped the United States achieve its Manifest Destiny
  - Locating on a map states, capitals, and important geographic features west of the Mississippi River
  - Explaining how the United States acquired Alaska and Hawaii
  - Identifying major groups and individuals involved with the Westward Expansion, including farmers, ranchers, Jewish merchants, Mormons, and Hispanics
  - Analyzing the impact of closing the frontier on American Indians’ way of life
  - Explaining how the Spanish-American War led to the emergence of the United States as a world power

# SIXTH GRADE

## United States Studies: The Industrial Revolution to the Present

Sixth-grade content standards focus on the history of the United States from the Industrial Revolution to the present. Historical events studied by sixth graders include the rise of the United States as an industrial nation, World War I, the Great Depression, World War II, and the Cold War Era.

Furthermore, the economic, political, social, and technological issues and developments from post-World War II to the present are explored. Emphasis is placed on economic, geographic, historic, and civic and governmental changes that have influenced every aspect of life during these events, including communication and technological advances, reorganization of national boundaries, and the movement of the United States into the role of world leader.

Sixth-grade students are interested in acquiring a deeper understanding of cultures and political opinions that differ from their own. Students at this age benefit from a positive learning environment that challenges and encourages their efforts and progress. As they enter into a transitional stage characterized by physical, cognitive, and social changes, they begin to analyze and evaluate relationships between ideas and practices. Sixth-grade instruction should provide constant opportunities for students to explore prior knowledge and opinions. Teachers should maximize and expand students' knowledge through the use of integral tools, including cooperative learning, large- and small-group discussions, hands-on activities, current technology, and the use of primary sources.

Students will:

E	G	H	CG
✓	✓	✓	✓

1. Explain the impact of industrialization, urbanization, communication, and cultural changes on life in the United States from the late nineteenth century to World War I.


E	G	H	CG
✓	✓	✓	✓

2. Describe reform movements and changing social conditions during the Progressive Era in the United States.
  - Relating countries of origin and experiences of new immigrants to life in the United States  
Example: Ellis Island and Angel Island experiences
  - Identifying workplace reforms, including the eight-hour workday, child labor laws, and workers' compensation laws
  - Identifying political reforms of Progressive movement leaders, including Theodore Roosevelt and the establishment of the national park system
  - Identifying social reforms of the Progressive movement, including efforts by Jane Adams, Clara Barton, and Julia Tutwiler
  - Recognizing goals of the early civil rights movement and the purpose of the National Association for the Advancement of Colored People (NAACP)
  - Explaining Progressive movement provisions of the Sixteenth, Seventeenth, Eighteenth, Nineteenth, and Twenty-first Amendments to the Constitution of the United States

E	G	H	CG
✓	✓	✓	✓





3. Identify causes and consequences of World War I and reasons for the United States' entry into the war.

Examples: sinking of the *Lusitania*, Zimmerman Note, alliances, militarism, imperialism, nationalism

- Describing military and civilian roles in the United States during World War I
- Explaining roles of important persons associated with World War I, including Woodrow Wilson and Archduke Franz Ferdinand
- Analyzing technological advances of the World War I era for their impact on modern warfare  
Examples: machine gun, tank, submarine, airplane, poisonous gas, gas mask
- Locating on a map major countries involved in World War I and boundary changes after the war
- Explaining the intensification of isolationism in the United States after World War I  
Example: reaction of the Congress of the United States to the Treaty of Versailles, League of Nations, and Red Scare
- Recognizing the strategic placement of military bases in Alabama 

E	G	H	CG
✓		✓	✓

4. Identify cultural and economic developments in the United States from 1900 through the 1930s.

- Describing the impact of various writers, musicians, and artists on American culture during the Harlem Renaissance and the Jazz Age  
Examples: Langston Hughes, Louis Armstrong, Ernest Hemingway, F. Scott Fitzgerald, Andrew Wyeth, Frederic Remington, W. C. Handy, Erskine Hawkins, George Gershwin, Zora Neale Hurston 
- Identifying contributions of turn-of-the-century inventors  
Examples: George Washington Carver, Henry Ford, Alexander Graham Bell, Thomas Alva Edison, Wilbur and Orville Wright 
- Describing the emergence of the modern woman during the early 1900s  
Examples: Amelia Earhart, Zelda Fitzgerald, Helen Keller, Susan B. Anthony, Margaret Washington, suffragettes, suffragists, flappers 
- Identifying notable persons of the early 1900s  
Examples: Babe Ruth, Charles A. Lindbergh, W. E. B. Du Bois, John T. Scopes 
- Comparing results of the economic policies of the Warren G. Harding, Calvin Coolidge, and Herbert Hoover Administrations  
Examples: higher wages, increase in consumer goods, collapse of farm economy, extension of personal credit, stock market crash, Immigration Act of 1924

E	G	H	CG
✓	✓	✓	✓

5. Explain causes and effects of the Great Depression on the people of the United States.

Examples: economic failure, loss of farms, rising unemployment, building of Hoovervilles

- Identifying patterns of migration during the Great Depression
- Locating on a map the area of the United States known as the Dust Bowl
- Describing the importance of the election of Franklin D. Roosevelt as President of the United States, including the New Deal alphabet agencies
- Locating on a map the river systems utilized by the Tennessee Valley Authority (TVA) 📄

E	G	H	CG
	✓	✓	✓

6. Identify causes and consequences of World War II and reasons for the United States' entry into the war.

- Locating on a map Allied countries and Axis Powers
- Locating on a map key engagements of World War II, including Pearl Harbor; the battles of Normandy, Stalingrad, and Midway; and the Battle of the Bulge
- Identifying key figures of World War II, including Franklin D. Roosevelt, Sir Winston Churchill, Harry S. Truman, Joseph Stalin, Adolf Hitler, Benito Mussolini, Michinomiya Hirohito, and Hideki Tōjō
- Describing the development of and the decision to use the atomic bomb
- Describing human costs associated with World War II  
Examples: the Holocaust, civilian and military casualties
- Explaining the importance of the surrender of the Axis Powers ending World War II

E	G	H	CG
✓	✓	✓	✓

7. Identify changes on the American home front during World War II.

Example: rationing

- Recognizing the retooling of factories from consumer to military production
- Identifying new roles of women and African Americans in the workforce
- Describing increased demand on the Birmingham steel industry and Port of Mobile facilities 📄
- Describing the experience of African Americans and Japanese Americans in the United States during World War II, including the Tuskegee Airmen and occupants of internment camps 📄

E	G	H	CG
✓	✓	✓	✓

8. Describe how the United States' role in the Cold War influenced domestic and international events.

- Describing the origin and meaning of the Iron Curtain and communism
- Recognizing how the Cold War conflict manifested itself through sports  
Examples: Olympic Games, international chess tournaments, Ping-Pong diplomacy
- Identifying strategic diplomatic initiatives that intensified the Cold War, including the policies of Harry S. Truman, Dwight D. Eisenhower, and John F. Kennedy  
Examples: trade embargoes, Marshall Plan, arms race, Berlin blockade and airlift, Berlin Wall, mutually assured destruction, North Atlantic Treaty Organization (NATO), Warsaw Pact, Cuban missile crisis, Bay of Pigs invasion
- Identifying how Cold War tensions resulted in armed conflict  
Examples: Korean Conflict, Vietnam War, proxy wars
- Describing the impact of the Cold War on technological innovations  
Examples: Sputnik; space race; weapons of mass destruction; accessibility of microwave ovens, calculators, and computers
- Recognizing Alabama's role in the Cold War 📄  
Examples: rocket production at Redstone Arsenal, helicopter training at Fort Rucker 📄
- Assessing effects of the end of the Cold War Era  
Examples: policies of Mikhail Gorbachev; collapse of the Soviet Union; Ronald W. Reagan's foreign policies, including the Strategic Defense Initiative (SDI or Star Wars)

E	G	H	CG
✓		✓	✓

9. Critique major social and cultural changes in the United States since World War II.

- Identifying key persons and events of the modern Civil Rights Movement  
Examples: persons—Martin Luther King Jr.; Rosa Parks; Fred Shuttlesworth; John Lewis 📄  
events—*Brown versus Board of Education*, Montgomery Bus Boycott, student protests, Freedom Rides, Selma-to-Montgomery Voting Rights March, political assassinations 📄
- Describing the changing role of women in United States' society and how it affected the family unit  
Examples: women in the workplace, latchkey children

- Recognizing the impact of music genres and artists on United States' culture since World War II  
Examples: genres—protest songs; Motown, rock and roll, rap, folk, and country music  
artists—Elvis Presley, the Beatles, Bob Dylan, Aretha Franklin, Hank Williams
- Identifying the impact of media, including newspapers, AM and FM radio, television, twenty-four hour sports and news programming, talk radio, and Internet social networking, on United States' culture since World War II

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

10. Analyze changing economic priorities and cycles of economic expansion and contraction for their impact on society since World War II.

Examples: shift from manufacturing to service economy, higher standard of living, globalization, outsourcing, insourcing, “boom and bust,” economic bubbles

- Identifying policies and programs that had an economic impact on society since World War II  
Examples: Servicemen’s Readjustment Act of 1944 (G. I. Bill of Rights), Medicare and Medicaid, Head Start programs, space exploration, Children’s Health Insurance Program (CHIP), environmental protection issues
- Analyzing consequences of immigration for their impact on national and Alabama economies since World War II

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓		✓	

11. Identify technological advancements on society in the United States since World War II.

Examples: 1950s—fashion doll, audio cassette  
1960s—action figure, artificial heart, Internet, calculator  
1970s—word processor, video game, cellular telephone  
1980s—personal computer, Doppler radar, digital cellular telephone  
1990s—World Wide Web, digital video diskette (DVD)  
2000s—digital music player, social networking technology, personal Global Positioning System (GPS) device



E	G	H	CG
✓	✓	✓	✓

12. Evaluate significant political issues and policies of presidential administrations since World War II.

- Identifying domestic policies that shaped the United States since World War II  
Examples: desegregation of the military, Interstate Highway System, federal funding for education, Great Society, affirmative action, Americans with Disabilities Act, welfare reform, Patriot Act, No Child Left Behind Act
- Recognizing domestic issues that shaped the United States since World War II  
Examples: McCarthyism, Watergate scandal, political assassinations, health care, impeachment, Hurricane Katrina
- Identifying issues of foreign affairs that shaped the United States since World War II  
Examples: Vietnam Conflict, Richard Nixon’s China initiative, Jimmy Carter’s human rights initiative, emergence of China and India as economic powers
- Explaining how conflict in the Middle East impacted life in the United States since World War II  
Examples: oil embargoes; Iranian hostage situation; Camp David Accords; Persian Gulf Wars; 1993 World Trade Center bombing; terrorist attacks on September 11, 2001; War on Terrorism; homeland security
- Recognizing the election of Barack Obama as the culmination of a movement in the United States to realize equal opportunity for all Americans
- Identifying the 2008 presidential election as a watershed in the use of new technology and mass participation in the electoral process

## **SEVENTH – EIGHTH GRADE OVERVIEW**

In seventh grade, geography and civics are each taught as a one-semester course. In the one-semester seventh-grade geography course, students study world geography using a thematic approach. They focus on Earth as the subject matter that involves people, places, and environments and learn that geography seeks meaning in spatial patterns and processes that involve asking questions regarding where and why. Teachers select particular continents, countries, and regions to provide the geographic framework for classroom instruction and investigation.

The one-semester seventh-grade civics course addresses content regarding democracy; liberty; law; personal economics; and local, state, and national civic responsibility. This course provides students with information about how society works, including the role students play in the community and in the world.

The geographic knowledge of the world gained in Grade 7 helps eighth-grade students as they begin their study of world history. Students benefit by knowing where things are, how they got that way, and how the study of history applies to ways in which geography affected historical events. Course content incorporates the strands of economics, geography, history, and civics and government with an emphasis on the history and geography strands.

These courses emphasize the knowledge and skills necessary for developing a geographic perspective of the world and its people and events. Geography is a strong component of the content for these grades, as students are required to become knowledgeable about the spatial aspects of human existence. Students use geographic knowledge, tools, and technologies to pose and answer questions about spatial processes and to compare human and physical patterns on Earth. Real maps and mental maps are also utilized by students to answer geographic questions.

Effective teachers incorporate a variety of instructional techniques and assessment strategies into plans for student learning. The classroom environment, activities, assignments, and assessments foster the skills of acquiring information and manipulating data; developing and presenting policies, arguments, and stories; constructing new knowledge; and participating in groups. Technology, including Internet access, computer software, videos, and television programs, is used not only to provide opportunities for students to explore historical as well as geographic concepts, but also to enable students to compete in a rapidly changing world. Because understanding contemporary events and relating them to the past are essential to any social studies course, the incorporation of current events is a vital component of the social studies content for Grades 7 and 8.

# SEVENTH GRADE

## Geography

Geography is a diverse field of study that describes and examines spatial patterns of physical and human phenomena across Earth’s surface and the processes that created them. Geography provides a spatial perspective that enables students to answer questions about the world around them, including why things are located where they are. In this one-semester geography course, students increase their knowledge about the physical and human nature of the world and about relationships between people and their environments. Interwoven throughout the course are the three interrelated components of geography. These components include Earth as a physical object, a physical environment, and a place in which humans live; geographic skills; and spatial and ecological perspectives. Students also study geography in the context of economics, civics and politics, history, and culture. Content standards follow a thematic approach based on the essential elements of the National Geographic Society’s *Geography for Life: National Geography Standards*, which includes the world in spatial terms, places and regions, physical systems, human systems, environment and society, and uses of geography.

The classroom instructional environment should provide students with numerous opportunities to participate in learning activities that incorporate a variety of formats and learning tools, including role-playing, debate, and hands-on activities as well as the use of maps, globes, satellite images, and skills to interpret graphic organizers, text, charts, and graphs. Students should have multiple opportunities for listening, reading, and writing activities as well as group and individual projects. Culminating projects ensure that students apply geographic knowledge and skills to understand local, national, and international issues.

Students will:

E	G	H	CG
✓	✓		✓

1. Describe the world in spatial terms using maps and other geographic representations, tools, and technologies.
  - Explaining the use of map essentials, including type, projections, scale, legend, distance, direction, grid, and symbols  
Examples: type—reference, thematic, planimetric, topographic, globe and map projections, aerial photographs, satellite images  
distance—fractional, graphic, and verbal scales  
direction—lines of latitude and longitude, cardinal and intermediate directions
  - Identifying geospatial technologies to acquire, process, and report information from a spatial perspective  
Examples: Google Earth, Global Positioning System (GPS), geographic information system (GIS), satellite-remote sensing, aerial photography
  - Utilizing maps to explain relationships and environments among people and places, including trade patterns, governmental alliances, and immigration patterns

- Applying mental maps to answer geographic questions, including how experiences and cultures influence perceptions and decisions
- Categorizing the geographic organization of people, places, and environments using spatial models  
 Examples: urban land-use patterns, distribution and linkages of cities, migration patterns, population-density patterns, spread of culture traits, spread of contagious diseases through a population

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓		

2. Determine how regions are used to describe the organization of Earth’s surface.

- Identifying physical and human features used as criteria for mapping formal, functional, and perceptual regions  
 Examples: physical—landforms, climates, bodies of water, resources  
 human—language, religion, culture, economy, government
- Interpreting processes and reasons for regional change, including land use, urban growth, population, natural disasters, and trade
- Analyzing interactions among regions to show transnational relationships, including the flow of commodities and Internet connectivity  
 Examples: winter produce to Alabama from Chile and California, poultry from Alabama to other countries 🍗
- Comparing how culture and experience influence individual perceptions of places and regions  
 Examples: cultural influences—language, religion, ethnicity, iconography, symbology, stereotypes
- Explaining globalization and its impact on people in all regions of the world  
 Examples: quality and sustainability of life, international cooperation

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓		

3. Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth’s physical systems.

- Comparing Earth-Sun relationships regarding seasons, fall hurricanes, monsoon rainfalls, and tornadoes
- Explaining processes that shape the physical environment, including long-range effects of extreme weather phenomena  
 Examples: processes—plate tectonics, glaciers, ocean and atmospheric circulation, El Niño  
 long-range effects—erosion on agriculture, typhoons on coastal ecosystems
- Describing characteristics and physical processes that influence the spatial distribution of ecosystems and biomes on Earth’s surface

- Comparing how ecosystems vary from place to place and over time  
 Examples: place to place—differences in soil, climate, and topography  
 over time—alteration or destruction of natural habitats due to effects of floods and forest fires, reduction of species diversity due to loss of natural habitats, reduction of wetlands due to replacement by farms, reduction of forest and farmland due to replacement by housing developments, reduction of previously cleared land due to reforestation efforts
- Comparing geographic issues in different regions that result from human and natural processes  
 Examples: human—increase or decrease in population, land-use change in tropical forests  
 natural—hurricanes, tsunamis, tornadoes, floods

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

4. Evaluate spatial patterns and the demographic structure of population on Earth’s surface in terms of density, dispersion, growth and mortality rates, natural increase, and doubling time.

- Examples: spatial patterns—major population clusters  
 demographic structure—age and sex distribution using population pyramids

- Predicting reasons and consequences of migration, including push and pull factors  
 Examples: push—politics, war, famine  
 pull—potential jobs, family

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	

5. Explain how cultural features, traits, and diffusion help define regions, including religious structures, agricultural patterns, ethnic enclaves, ethnic restaurants, and the spread of Islam.

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

6. Illustrate how primary, secondary, and tertiary economic activities have specific functions and spatial patterns.


- Examples: primary—forestry, agriculture, mining  
 secondary—manufacturing furniture, grinding coffee beans, assembling automobiles  
 tertiary—selling furniture, selling caffè latte, selling automobiles

- Comparing one location to another for production of goods and services  
 Examples: fast food restaurants in highly accessible locations, medical offices near hospitals, legal offices near courthouses, industries near major transportation routes

- Analyzing the impact of economic interdependence and globalization on places and their populations  
 Examples: seed corn produced in Iowa and planted in South America, silicon chips manufactured in California and installed in a computer made in China that is purchased in Australia
- Explaining why countries enter into global trade agreements, including the North American Free Trade Agreement (NAFTA), the Dominican Republic-Central America Free Trade Agreement (DR-CAFTA), the European Union (EU), the Mercado Común del Sur (MERCOSUR), and the Association of Southeast Asian Nations (ASEAN)

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

7. Classify spatial patterns of settlement in different regions of the world, including types and sizes of settlement patterns.

- Examples: types—linear, clustered, grid  
 sizes—large urban, small urban, and rural areas
- Explaining human activities that resulted in the development of settlements at particular locations due to trade, political importance, or natural resources  
 Examples: Timbuktu near caravan routes; Pittsburgh, Pennsylvania, and Birmingham, Alabama, as manufacturing centers near coal and iron ore deposits; Singapore near a major ocean transportation corridor 
  - Describing settlement patterns in association with the location of resources  
 Examples: fall line settlements near waterfalls used as a source of energy for mills, European industrial settlements near coal seams, spatial arrangement of towns and cities in North American Corn Belt settlements
  - Describing ways in which urban areas interact and influence surrounding regions  
 Examples: daily commuters from nearby regions; communication centers that service nearby and distant locations through television, radio, newspapers, and the Internet; regional specialization in services or production

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

8. Determine political, military, cultural, and economic forces that contribute to cooperation and conflict among people.

- Identifying political boundaries based on physical and human systems  
 Examples:    physical—rivers as boundaries  
                               between counties  
                               human—streets as boundaries  
                               between local government units
- Identifying effects of cooperation among countries in controlling territories  
 Examples:    Great Lakes environmental management by United States and Canada, United Nations (UN) Heritage sites and host countries, Antarctic Treaty on scientific research
- Describing the eruption of territorial conflicts over borders, resources, land use, and ethnic and nationalistic identity  
 Examples:    India and Pakistan conflict over Jammu and Kashmir, the West Bank, the Sudan, Somalia piracy, ocean fishing and mineral rights, local land-use disputes

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	

9. Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.

- Examples:    within—construction of dams and downstream water availability for human consumption, agriculture, and aquatic ecosystems  
 between—urban heat islands and global climate change, desertification and land degradation, pollution and ozone depletion

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓		✓

10. Explain how human systems develop in response to physical environmental conditions.

- Example:    farming practices in different regions, including slash-and-burn agriculture, terrace farming, and center-pivot irrigation
- Identifying types, locations, and characteristics of natural hazards, including earthquakes, hurricanes, tornadoes, and mudslides
  - Differentiating ways people prepare for and respond to natural hazards, including building storm shelters, conducting fire and tornado drills, and establishing building codes for construction

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	

11. Explain the cultural concept of natural resources and changes in spatial distribution, quantity, and quality through time and by location.

- Evaluating various cultural viewpoints regarding the use or value of natural resources  
 Examples: salt and gold as valued commodities, petroleum product use and the invention of the internal combustion engine
- Identifying issues regarding depletion of nonrenewable resources and the sustainability of renewable resources  
 Examples: ocean shelf and Arctic exploration for petroleum, hybrid engines in cars, wind-powered generators, solar collection panels

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

12. Explain ways geographic features and environmental issues have influenced historical events.

- Examples: geographic features—fall line, Cumberland Gap, Westward Expansion in the United States, weather conditions at Valley Forge and the outcome of the American Revolution, role of ocean currents and winds during exploration by Christopher Columbus
- environmental issues—boundary disputes, ownership of ocean resources, revitalization of downtown areas



# SEVENTH GRADE

## Civics

The goal of education in civics and government is informed, responsible participation in political life by competent citizens committed to the fundamental values and principles of the constitutional democracy that established the republic of the United States of America. These standards incorporate the strands of economics, geography, history, and civics and government with an obvious emphasis on political ideology. They address representative democracy, individual rights and freedoms, law, personal finance, and civic responsibilities.

Students at this age should be able to assume more responsibilities in their family, school, and community roles. To address this concern, students are given opportunities to apply civic knowledge to problem-based learning situations in the community and to other activities that foster increased personal responsibility.

The classroom instructional environment should provide students with numerous opportunities to participate in learning activities that incorporate a variety of formats and learning tools, including role playing, debate, and hands-on activities as well as the use of graphic organizers, texts, charts, and graphs. Students should have multiple opportunities for listening, reading, and writing activities as well as group and individual projects. Culminating projects ensure that students apply their civic knowledge and skills to understand local, national, and international issues.

Students will:

E	G	H	CG
		✓	✓

1. Compare influences of ancient Greece, the Roman Republic, the Judeo-Christian tradition, the Magna Carta, federalism, the Mayflower Compact, the English Bill of Rights, the House of Burgesses, and the Petition of Rights on the government of the United States.

E	G	H	CG
		✓	✓

2. Explain essential characteristics of the political system of the United States, including the organization and function of political parties and the process of selecting political leaders.
  - Describing the influence of John Locke, Thomas Hobbes, Jean-Jacques Rousseau, Thomas Paine, Niccolò Machiavelli, Charles de Montesquieu, and François-Marie Arouet (Voltaire) on the political system of the United States

E	G	H	CG
		✓	✓

3. Compare the government of the United States with other governmental systems, including monarchy, limited monarchy, oligarchy, dictatorship, theocracy, and pure democracy.

E	G	H	CG
✓		✓	✓

4. Describe structures of state and local governments in the United States, including major Alabama offices and officeholders.

- Describing how local and state governments are funded

E	G	H	CG
	✓	✓	✓

5. Compare duties and functions of members of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government.

- Locating political and geographic districts of the legislative, executive, and judicial branches of Alabama’s local and state governments and of the national government
- Describing the organization and jurisdiction of courts at the local, state, and national levels within the judicial system of the United States
- Explaining concepts of separation of powers and checks and balances among the three branches of state and national governments

E	G	H	CG
		✓	✓

6. Explain the importance of juvenile, adult, civil, and criminal laws within the judicial system of the United States.

- Explaining rights of citizens as guaranteed by the Bill of Rights under the Constitution of the United States
- Explaining what is meant by the term *rule of law*
- Justifying consequences of committing a civil or criminal offense
- Contrasting juvenile and adult laws at local, state, and federal levels

E	G	H	CG
✓	✓	✓	

7. Determine how people organize economic systems to address basic economic questions regarding which goods and services will be produced, how they will be distributed, and who will consume them.

- Using economic concepts to explain historical and current developments and issues in global, national, state, or local contexts  
Example: increase in oil prices resulting from supply and demand
- Analyzing agriculture, tourism, and urban growth in Alabama for their impact on economic development

E	G	H	CG
✓		✓	✓

8. Appraise the relationship between the consumer and the marketplace in the economy of the United States regarding scarcity, opportunity cost, trade-off decision making, and the stock market.

- Describing effects of government policies on the free market
- Identifying laws protecting rights of consumers and avenues of recourse when those rights are violated
- Comparing economic systems, including market, command, and traditional

E	G	H	CG
✓			✓

9. Apply principles of money management to the preparation of a personal budget that addresses housing, transportation, food, clothing, medical expenses, insurance, checking and savings accounts, loans, investments, credit, and comparison shopping.

E	G	H	CG
		✓	✓

10. Describe individual and civic responsibilities of citizens of the United States.

Examples: individual—respect for rights of others, self-discipline, negotiation, compromise, fiscal responsibility  
 civic—respect for law, patriotism, participation in political process, fiscal responsibility



- Differentiating rights, privileges, duties, and responsibilities between citizens and noncitizens
- Explaining how United States’ citizenship is acquired by immigrants
- Explaining character traits that are beneficial to individuals and society

Examples: honesty, courage, compassion, civility, loyalty

E	G	H	CG
✓		✓	✓

11. Compare changes in social and economic conditions in the United States during the twentieth and twenty-first centuries.

Examples: social—family values, peer pressure, education opportunities, women in the workplace  
 economic—career opportunities, disposable income, consumption of goods and services

- Determining benefits of Alabama’s role in world trade 
- Tracing the political and social impact of the modern Civil Rights Movement from 1954 to the present, including Alabama’s role 

E	G	H	CG
✓	✓	✓	✓

12. Describe how the United States can be improved by individual and group participation in civic and community activities.

- Identifying options for civic and community action

Examples: investigating the feasibility of a specific solution to a traffic problem, developing a plan for construction of a subdivision, using maps to make and justify decisions about best locations for public facilities

- Determining ways to participate in the political process

Examples: voting, running for office, serving on a jury, writing letters, being involved in political parties and political campaigns

E	G	H	CG
			✓

13. Identify contemporary American issues since 2001, including the establishment of the United States Department of Homeland Security, the enactment of the Patriot Act of 2001, and the impact of media analysis.

# **EIGHTH GRADE**

## **World History to 1500**

Students in the eighth grade can be described as curious and independent learners, discovering who they are and determining their place in the world. As they begin to assert independence from adults and become more reliant on peers, they continue to need a great amount of guidance. Through instruction that includes various media and first-hand experiences, students become more aware of events on a global scale and learn how these events affect them.

The study of world history in Grade 8 addresses the time period from prehistoric man to the 1500s. Content standards for this grade incorporate the strands of economics, geography, history, and political science, with an emphasis on the history and geography strands. Course content focuses on the migrations of early peoples, the rise of civilizations, the establishment of governments and religions, the growth of economic systems, and ways in which these events shaped Europe, Asia, Africa, and the Americas. Unique to this course are experiences that provide for the study of the how human beings view themselves over time.

To address the independent and curious nature of eighth graders, instruction is designed to actively involve students in critical thinking and the exchange of ideas, including critical evaluation, interpretation, reasoning, and deduction. Instruction of this nature can best be accomplished through the use of electronic media such as the Internet, videos, and television as well as by participation in small-group and individual activities.

Abbreviated terms used in Grade 8 content standards include *A.D.* (abbreviation of *anno Domini*, Latin for “in the year of our Lord”) and *B.C.* (“before Christ”). These designations are used to label years on the Gregorian calendar. The terms *C.E.* (meaning “in the Common Era”) and *B.C.E.* (meaning “before the Common Era”) are beginning to be utilized by some schools of theology as well as appear in some publications such as state and national assessments and national history standards. The use of the abbreviated terms of *C.E.* and *B.C.E.*, also based on the Gregorian calendar, does not in any way, diminish or negate the importance of the terms *A.D.* and *B.C.*

Students will:

E	G	H	CG
	✓	✓	

1. Explain how artifacts and other archaeological findings provide evidence of the nature and movement of prehistoric groups of people.

Examples: cave paintings, Ice Man, Lucy, fossils, pottery

- Identifying the founding of Rome as the basis of the calendar established by Julius Caesar and used in early Western civilization for over a thousand years
- Identifying the birth of Christ as the basis of the Gregorian calendar used in the United States since its beginning and in most countries of the world today, signified by *B.C.* and *A.D.*
- Using vocabulary terms other than *B.C.* and *A.D.* to describe time  
Examples: *B.C.E.*, *C.E.*
- Identifying terms used to describe characteristics of early societies and family structures

Examples: *monogamous*, *polygamous*, *nomadic*

E	G	H	CG
✓	✓	✓	✓

2. Analyze characteristics of early civilizations in respect to technology, division of labor, government, calendar, and writings.

- Comparing significant features of civilizations that developed in the Tigris-Euphrates, Nile, Indus, and Huang He River Valleys  
Examples: natural environment, urban development, social hierarchy, written language, ethical and religious belief systems, government and military institutions, economic systems

- Identifying on a map locations of cultural hearths of early civilizations

Examples: Mesopotamia, Nile River Valley

E	G	H	CG
		✓	

3. Compare the development of early world religions and philosophies and their key tenets.

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods

- Identifying cultural contributions of early world religions and philosophies

Examples: Judaism, Hinduism, Confucianism, Taoism, Christianity, Buddhism, Islam, Greek and Roman gods, Phoenicians

E	G	H	CG
		✓	✓

4. Identify cultural contributions of Classical Greece, including politics, intellectual life, arts, literature, architecture, and science.

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

5. Describe the role of Alexander the Great in the Hellenistic world.
- Examples: serving as political and military leader, encouraging cultural interaction, allowing religious diversity
- Defining boundaries of Alexander the Great’s empire and its economic impact
  - Identifying reasons for the separation of Alexander the Great’s empire into successor kingdoms
  - Evaluating major contributions of Hellenistic art, philosophy, science, and political thought

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

6. Trace the expansion of the Roman Republic and its transformation into an empire, including key geographic, political, and economic elements.
- Examples: expansion—illustrating the spread of Roman influence with charts, graphs, timelines, or maps  
transformation—noting reforms of Augustus, listing effects of Pax Romana
- Interpreting spatial distributions and patterns of the Roman Republic using geographic tools and technologies

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

7. Describe the widespread impact of the Roman Empire.
- Example: spread of Roman law and political theory, citizenship and slavery, architecture and engineering, religions, sculptures and paintings, literature, and the Latin language
- Tracing important aspects of the diffusion of Christianity, including its relationship to Judaism, missionary impulse, organizational development, transition from persecution to acceptance in the Roman Empire, and church doctrine
  - Explaining the role of economics, societal changes, Christianity, political and military problems, external factors, and the size and diversity of the Roman Empire in its decline and fall

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
	✓	✓	

8. Describe the development of a classical civilization in India and China.
- Examples: India—religions, arts and literature, philosophies, empires, caste system  
China—religions, politics, centrality of the family, Zhou and Han Dynasties, inventions, economic impact of the Silk Road and European trade, dynastic transitions
- Identifying the effect of monsoons on India
  - Identifying landforms and climate regions of China
- Example: marking landforms and climate regions of China on a map

E	G	H	CG
		✓	✓

9. Describe the rise of the Byzantine Empire, its institutions, and its legacy, including the influence of the Emperors Constantine and Justinian and the effect of the Byzantine Empire on art, religion, architecture, and law.
- Identifying factors leading to the establishment of the Eastern Orthodox Church

E	G	H	CG
✓	✓	✓	✓

10. Trace the development of the early Russian state and the expansion of its trade systems.
- Examples: rise of Kiev and Muscovy, conversion to Orthodox Christianity, movement of peoples of Central Asia, Mongol conquest, rise of czars

E	G	H	CG
	✓	✓	✓

11. Describe early Islamic civilizations, including the development of religious, social, and political systems.
- Tracing the spread of Islamic ideas through invasion and conquest throughout the Middle East, northern Africa, and western Europe

E	G	H	CG
✓	✓	✓	✓

12. Describe China's influence on culture, politics, and economics in Japan, Korea, and Southeast Asia.
- Examples: culture—describing the influence on art, architecture, language, and religion  
politics—describing changes in civil service  
economics—introducing patterns of trade

E	G	H	CG
✓	✓	✓	✓

13. Compare the African civilizations of Ghana, Mali, and Songhai to include geography, religions, slave trade, economic systems, empires, and cultures.
- Tracing the spread of language, religion, and customs from one African civilization to another
  - Illustrating the impact of trade among Ghana, Mali, and Songhai
- Examples: using map symbols, interpreting distribution maps, creating a timeline

E	G	H	CG
✓	✓	✓	✓

14. Describe key aspects of pre-Columbian cultures in the Americas including the Olmecs, Mayas, Aztecs, Incas, and North American tribes.
- Examples: pyramids, wars among pre-Columbian people, religious rituals, irrigation, Iroquois Confederacy
- Locating on a map sites of pre-Columbian cultures
- Examples: Maya, Inca, Inuit, Creek, Cherokee

E	G	H	CG
✓		✓	✓

15. Describe military and governmental events that shaped Europe in the early Middle Ages (600-1000 A.D.).
- Examples: invasions, military leaders
- Describing the role of the early medieval church
  - Describing the impact of new agricultural methods on manorialism and feudalism

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

16. Describe major cultural changes in Western Europe in the High Middle Ages (1000-1300 A.D.).

Examples: the Church, scholasticism, the Crusades

- Describing changing roles of church and governmental leadership
- Comparing political developments in France, England, and the Holy Roman Empire, including the signing of the Magna Carta
- Describing the growth of trade and towns resulting in the rise of the middle class

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓		✓	✓

17. Explain how events and conditions fostered political and economic changes in the late Middle Ages and led to the origins of the Renaissance.

Examples: the Crusades, Hundred Years' War, Black Death, rise of the middle class, commercial prosperity

- Identifying changes in the arts, architecture, literature, and science in the late Middle Ages (1300-1400 A.D.)



## **NINTH – TWELFTH GRADE OVERVIEW**

Ninth- through twelfth-grade students are sophisticated learners who are developmentally capable of abstract reasoning, critical thinking, and creative problem solving. At the high school level, a comprehensive curriculum of fundamental social studies content builds on prior knowledge gained in earlier grades to challenge students to be knowledgeable and engaged citizens. The four strands of economics, geography, history, and civics and government are interwoven into the Grades 9-12 social studies program to help students further develop the essential base of knowledge and critical-thinking skills required for responsible civic participation at local, state, and national levels. All social studies content at the high school level is aligned with standards addressed by national social studies organizations.

All Alabama high school students must earn four credits in social studies for graduation. Requirements stipulate that students must successfully complete the one-credit World History: 1500 to the Present course, the one-credit United States History I: Beginnings to the Industrial Revolution course, the one-credit United States History II: The Industrial Revolution to the Present course, the half-credit United States Government course, and the half-credit Economics course. These required courses contain the fundamental content that must be learned in order for students to become responsible citizens and active participants in local, state, national, and global societies. In addition to the courses required for Grades 9-12, local school systems may offer elective social studies courses. These may include, but are not limited to, a study of psychology, sociology, contemporary world issues and civic engagement, and human geography. Content for these four elective courses, designed to enrich development of civic responsibility, is included in Appendix A of this document.

High school students learn best in an effective instructional environment that provides opportunities for authentic learning through analyzing and debating complex issues, conducting social studies research, participating in civic affairs, and developing historical-thinking skills. Students also benefit from differentiated instruction that includes student presentations, use of primary sources, written analyses of information, collaborative group activities, simulations, and interactions with electronic and print media.

# NINTH GRADE

## World History: 1500 to the Present

In the ninth grade, students develop strong personal opinions, beliefs, or positions on current issues and events of the past. Teachers capitalize on this developmental stage to stress the importance of grounding positions and opinions in knowledge. As students transition from middle school to high school, they can understand and use complex concepts such as adaptation, assimilation, acculturation, diffusion, and historical knowledge and inquiry to study the past, including its relationship to the present and its impact on the future. Students in Grade 9 are able to think critically and logically about personal, national, and global issues. This enables them to apply and utilize their knowledge and curiosity to develop informed opinions about issues such as the quest for peace, human rights, trade, and global ecology.

At this grade level, students continue the study of world history from 1500 to the present. Through historical inquiry, students gain an understanding and appreciation of history as a story of people much like themselves, and they become increasingly able to understand global interdependence and connections among world societies. The course directs students to think critically about the forces that combined to shape the world today. It allows them to analyze development and changes in the European, Asian, African, and American civilizations and ways in which interactions of these cultures have influenced the formation of today's world. Knowledge of other cultures enables students to develop a better appreciation for the unique American heritage of liberty. Geographic concepts increase learners' comprehension of global connections as they expand their knowledge and understanding of a wide variety of cultures, both historical and contemporary.

Ninth-grade students continue to have preferred learning styles. Therefore, the use of a variety of instructional strategies and techniques is effective in helping students gain the knowledge and skills this course requires. Well-equipped classrooms include an array of visual stimuli such as charts, globes, graphs, and maps whereby multiple opportunities are provided for students to participate in instructional activities that include the use of electronic and print media and small-group interaction.

Students will:

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	

1. Describe developments in Italy and Northern Europe during the Renaissance period with respect to humanism, arts and literature, intellectual development, increased trade, and advances in technology.

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

2. Describe the role of mercantilism and imperialism in European exploration and colonization in the sixteenth century, including the Columbian Exchange.
  - Describing the impact of the Commercial Revolution on European society
  - Identifying major ocean currents, wind patterns, landforms, and climates affecting European exploration  
Example: marking ocean currents and wind patterns on a map

E	G	H	CG
✓		✓	✓

3. Explain causes of the Reformation and its impact, including tensions between religious and secular authorities, reformers and doctrines, the Counter-Reformation, the English Reformation, and wars of religion.

E	G	H	CG
✓	✓	✓	

4. Explain the relationship between physical geography and cultural development in India, Africa, Japan, and China in the early Global Age, including trade and travel, natural resources, and movement and isolation of peoples and ideas.
- Depicting the general location of, size of, and distance between regions in the early Global Age  
Example: drawing sketch maps

E	G	H	CG
✓		✓	✓

5. Describe the rise of absolutism and constitutionalism and their impact on European nations.
- Contrasting philosophies of Thomas Hobbes and John Locke and the belief in the divine right of kings
  - Comparing absolutism as it developed in France, Russia, and Prussia, including the reigns of Louis XIV, Peter the Great, and Frederick the Great
  - Identifying major provisions of the Petition of Rights and the English Bill of Rights

E	G	H	CG
		✓	✓

6. Identify significant ideas and achievements of scientists and philosophers of the Scientific Revolution and the Age of Enlightenment.
- Examples: Scientific Revolution—astronomical theories of Nicolaus Copernicus and Galileo Galilei, Sir Isaac Newton's law of gravity  
Age of Enlightenment—philosophies of Charles de Montesquieu, François-Marie Arouet (Voltaire), and Jean-Jacques Rousseau

E	G	H	CG
	✓	✓	✓

7. Describe the impact of the French Revolution on Europe, including political evolution, social evolution, and diffusion of nationalism and liberalism.
- Identifying causes of the French Revolution
  - Describing the influence of the American Revolution on the French Revolution
  - Identifying objectives of different groups participating in the French Revolution
  - Describing the role of Napoléon Bonaparte as an empire builder

E	G	H	CG
	✓	✓	✓

8. Compare revolutions in Latin America and the Caribbean, including Haiti, Colombia, Venezuela, Argentina, Chile, and Mexico.
- Identifying the location of countries in Latin America

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓		✓	✓

9. Describe the impact of technological inventions, conditions of labor, and the economic theories of capitalism, liberalism, socialism, and Marxism during the Industrial Revolution on the economies, societies, and politics of Europe.
- Identifying important inventors in Europe during the Industrial Revolution
  - Comparing the Industrial Revolution in England to later revolutions in Europe

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

10. Describe the influence of urbanization on the Western World during the nineteenth century.
- Examples: interaction with the environment, provisions for public health, increased opportunities for upward mobility, changes in social stratification, development of Romanticism and Realism, development of Impressionism and Cubism
- Describing the search for political democracy and social justice in the Western World
- Examples: European Revolution of 1848, slavery and emancipation in the United States, emancipation of serfs in Russia, universal manhood suffrage, women's suffrage

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

11. Describe the impact of European nationalism and Western imperialism as forces of global transformation, including the unification of Italy and Germany, the rise of Japan's power in East Asia, economic roots of imperialism, imperialist ideology, colonialism and national rivalries, and United States' imperialism.
- Describing resistance to European imperialism in Africa, Japan, and China

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

12. Explain causes and consequences of World War I, including imperialism, militarism, nationalism, and the alliance system.
- Describing the rise of Communism in Russia during World War I
- Examples: return of Vladimir Lenin, rise of the Bolsheviks
- Describing military technology used during World War I
  - Identifying problems created by the Treaty of Versailles of 1919
- Examples: Germany's reparations and war guilt, international controversy over the League of Nations
- Identifying alliances during World War I and boundary changes after World War I

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

13. Explain challenges of the post-World War I period.
- Examples: 1920s cultural disillusionment, colonial rebellion and turmoil in Ireland and India, attempts to achieve political stability in Europe
- Identifying causes of the Great Depression
  - Characterizing the global impact of the Great Depression

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

14. Describe causes and consequences of World War II.
- Examples: causes—unanswered aggression, Axis goal of world conquest  
consequences—changes in political boundaries; Allied goals; lasting issues such as the Holocaust, Atomic Age, and Nuremberg Trials
- Explaining the rise of militarist and totalitarian states in Italy, Germany, the Soviet Union, and Japan
  - Identifying turning points of World War II in the European and Pacific Theaters
  - Depicting geographic locations of world events between 1939 and 1945
  - Identifying on a map changes in national borders as a result of World War II

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

15. Describe post-World War II realignment and reconstruction in Europe, Asia, and Latin America, including the end of colonial empires.
- Examples: reconstruction of Japan; nationalism in India, Pakistan, Indonesia, and Africa; Chinese Communist Revolution; creation of the Jewish state of Israel; Cuban Revolution; Central American conflicts
- Explaining origins of the Cold War  
Examples: Yalta and Potsdam Conferences, “Iron Curtain,” Truman Doctrine, Marshall Plan, United Nations, North Atlantic Treaty Organization (NATO), Warsaw Pact
  - Tracing the progression of the Cold War  
Examples: nuclear weapons, European power struggles, Korean War, Berlin Wall, Cuban Missile Crisis, Vietnam War

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

16. Describe the role of nationalism, militarism, and civil war in today’s world, including the use of terrorism and modern weapons at the close of the twentieth and the beginning of the twenty-first centuries.
- Describing the collapse of the Soviet Empire and Russia’s struggle for democracy, free markets, and economic recovery and the roles of Mikhail Gorbachev, Ronald Reagan, and Boris Yeltsin  
Examples: economic failures, demands for national and human rights, resistance from Eastern Europe, reunification of Germany
  - Describing effects of internal conflict, nationalism, and enmity in South Africa, Northern Ireland, Chile, the Middle East, Somalia and Rwanda, Cambodia, and the Balkans
  - Characterizing the War on Terrorism, including the significance of the Iran Hostage Crisis; the Gulf Wars; the September 11, 2001, terrorist attacks; and the Israeli-Palestinian conflict

- Depicting geographic locations of major world events from 1945 to the present

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

17. Describe emerging democracies from the late twentieth century to the present.
- Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century  
Examples: genetic engineering, space exploration
  - Identifying problems involving civil liberties and human rights from 1945 to the present and ways in which these problems have been addressed
  - Relating economic changes to social changes in countries adopting democratic forms of government

# TENTH GRADE

## United States History I: Beginnings to the Industrial Revolution

The study of the early history of the United States in Grade 10 forms the foundation for understanding the development and principles of modern American society. Beginning with the earliest explorations of American continents, this course offers a chronological study of major events, issues, movements, individuals, and diverse groups of people in the United States from a national and an Alabama perspective. In addition to gaining essential knowledge regarding this period of our nation’s past, students develop historical-thinking skills, which include chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and analysis and decision making. Content standards build on foundational knowledge and skills learned in the study of United States history in Grade 5 and world history in Grade 8. In addition, content rigor is designed to be developmentally appropriate in order to prepare students for increasingly challenging courses at the high school level.

Students in Grade 10 benefit from a classroom environment that provides activities to facilitate historical inquiry. Teachers challenge students with a variety of instructional methods to enhance the development of critical-thinking skills. Methods include analysis of historical documents, map-reading activities, and the use of current technologies. Students are encouraged to explore historical topics and begin thinking like historians while studying key events, people, and ideas in this period of American history.

Process skills are an important part of the content of this course. Students are able to understand the importance of learning history and have a deeper understanding of history by using these skills. These process skills, located in Appendix B of this document, are incorporated into this course and are referenced in brackets following each content standard.

Students will:

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

1. Compare effects of economic, geographic, social, and political conditions before and after European explorations of the fifteenth through seventeenth centuries on Europeans, American colonists, Africans, and indigenous Americans. [A.1.a., A.1.b., A. 1.d., A.1.g., A.1.i.]
  - Describing the influence of the Crusades, Renaissance, and Reformation on European exploration
  - Comparing European motives for establishing colonies, including mercantilism, religious persecution, poverty, oppression, and new opportunities
  - Analyzing the course of the Columbian Exchange for its impact on the global economy
  - Explaining triangular trade and the development of slavery in the colonies

E	G	H	CG
✓	✓	✓	✓

2. Compare regional differences among early New England, Middle, and Southern colonies regarding economics, geography, culture, government, and American Indian relations. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]
- Explaining the role of essential documents in the establishment of colonial governments, including the Magna Carta, the English Bill of Rights, and the Mayflower Compact
  - Explaining the significance of the House of Burgesses and New England town meetings in colonial politics
  - Describing the impact of the Great Awakening on colonial society

E	G	H	CG
✓	✓	✓	✓

3. Trace the chronology of events leading to the American Revolution, including the French and Indian War, passage of the Stamp Act, the Boston Tea Party, the Boston Massacre, passage of the Intolerable Acts, the Battles of Lexington and Concord, the publication of *Common Sense*, and the signing of the Declaration of Independence. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]
- Explaining the role of key revolutionary leaders, including George Washington; John Adams; Thomas Jefferson; Patrick Henry; Samuel Adams; Paul Revere; Crispus Attucks; and Gilbert du Motier, Marquis de Lafayette
  - Explaining the significance of revolutionary battles, including Bunker Hill, Trenton, Saratoga, and Yorktown
  - Summarizing major ideas of the Declaration of Independence, including the theories of John Locke, Charles de Montesquieu, and Jean-Jacques Rousseau
  - Comparing perspectives of differing groups in society and their roles in the American Revolution, including men, women, white settlers, free and enslaved African Americans, and American Indians
  - Describing how provisions of the Treaty of Paris of 1783 affected relations of the United States with European nations and American Indians

E	G	H	CG
✓		✓	✓

4. Describe the political system of the United States based on the Constitution of the United States. [A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]
- Interpreting the Preamble to the Constitution of the United States; separation of powers; federal system; elastic clause; the Bill of Rights; and the Thirteenth, Fourteenth, Fifteenth, and Nineteenth Amendments as key elements of the Constitution of the United States
  - Describing inadequacies of the Articles of Confederation
  - Distinguishing personalities, issues, ideologies, and compromises related to the Constitutional Convention and the ratification of the Constitution of the United States, including the role of the Federalist papers
  - Identifying factors leading to the development and establishment of political parties, including Alexander Hamilton's economic policies, conflicting views of Thomas Jefferson and Alexander Hamilton, George Washington's Farewell Address, and the election of 1800



E	G	H	CG
		✓	✓

5. Explain key cases that helped shape the United States Supreme Court, including *Marbury versus Madison*, *McCulloch versus Maryland*, and *Cherokee Nation versus Georgia*.

[A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

- Explaining concepts of loose and strict interpretations of the Constitution of the United States

E	G	H	CG
✓	✓	✓	✓

6. Describe relations of the United States with Britain and France from 1781 to 1823, including the XYZ Affair, the War of 1812, and the Monroe Doctrine.

[A.1.a., A.1.b., A.1.d., A.1.g., A.1.i.]

Examples: Embargo Act, Alien and Sedition Acts, impressment

E	G	H	CG
✓	✓	✓	✓

7. Describe causes, courses, and consequences of United States' expansionism prior to the Civil War, including the Treaty of Paris of 1783, the Northwest Ordinance of 1785, the Northwest Ordinance of 1787, the Louisiana Purchase, the Indian Removal Act, the Trail of Tears, Manifest Destiny, the Mexican War and Cession, Texas Independence, the acquisition of Oregon, the California Gold Rush, and the Western Trails.

[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

E	G	H	CG
✓	✓	✓	✓

8. Compare major events in Alabama from 1781 to 1823, including statehood as part of the expanding nation, acquisition of land, settlement, and the Creek War, to those of the developing nation. 🏠

[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

E	G	H	CG
✓		✓	✓

9. Explain dynamics of economic nationalism during the Era of Good Feelings, including transportation systems, Henry Clay's American System, slavery and the emergence of the plantation system, and the beginning of industrialism in the Northeast. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

Examples: Waltham-Lowell system, "old" immigration, changing technologies

E	G	H	CG
✓	✓	✓	✓

10. Analyze key ideas of Jacksonian Democracy for their impact on political participation, political parties, and constitutional government.

[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Explaining the spoils system, nullification, extension of voting rights, the Indian Removal Act, and the common man ideal

E	G	H	CG
		✓	✓

11. Evaluate the impact of American social and political reform on the emergence of a distinct culture. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Explaining the impact of the Second Great Awakening on the emergence of a national identity
- Explaining the emergence of uniquely American writers  
Examples: James Fenimore Cooper, Henry David Thoreau, Edgar Allen Poe
- Explaining the influence of Elizabeth Cady Stanton, Dorothea Lynde Dix, and Susan B. Anthony on the development of social reform movements prior to the Civil War

E	G	H	CG
	✓	✓	✓


12. Describe the founding of the first abolitionist societies by Benjamin Rush and Benjamin Franklin and the role played by later critics of slavery, including William Lloyd Garrison, Frederick Douglass, Sojourner Truth, Angelina and Sarah Grimké, Henry David Thoreau, and Charles Sumner.

[A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Describing the rise of religious movements in opposition to slavery, including objections of the Quakers
- Explaining the importance of the Northwest Ordinance of 1787 that banned slavery in new states north of the Ohio River
- Describing the rise of the Underground Railroad and its leaders, including Harriet Tubman and the impact of Harriet Beecher Stowe’s *Uncle Tom’s Cabin*, on the abolitionist movement

E	G	H	CG
✓	✓	✓	✓


13. Summarize major legislation and court decisions from 1800 to 1861 that led to increasing sectionalism, including the Missouri Compromise of 1820, the Compromise of 1850, the Fugitive Slave Acts, the Kansas-Nebraska Act, and the Dred Scott decision. [A.1.a., A.1.c., A.1.e., A.1.f., A.1.g., A.1.i., A.1.j.]

- Describing Alabama’s role in the developing sectionalism of the United States from 1819 to 1861, including participation in slavery, secession, the Indian War, and reliance on cotton 
- Analyzing the Westward Expansion from 1803 to 1861 to determine its effect on sectionalism, including the Louisiana Purchase, Texas Annexation, and the Mexican Cession
- Describing tariff debates and the nullification crisis between 1800 and 1861
- Analyzing the formation of the Republican Party for its impact on the 1860 election of Abraham Lincoln as President of the United States

E	G	H	CG
✓	✓	✓	✓

14. Describe how the Civil War influenced the United States, including the Anaconda Plan and the major battles of Bull Run, Antietam, Vicksburg, and Gettysburg and Sherman’s March to the Sea.

[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]

- Identifying key Northern and Southern Civil War personalities, including Abraham Lincoln, Jefferson Davis, Ulysses S. Grant, Robert E. Lee, Thomas Jonathan “Stonewall” Jackson, and William Tecumseh Sherman  
Example: President Abraham Lincoln’s philosophy of union, executive orders, and leadership
- Analyzing the impact of the division of the nation during the Civil War regarding resources, population distribution, and transportation
- Explaining reasons border states remained in the Union during the Civil War
- Describing nonmilitary events and life during the Civil War, including the Homestead Act, the Morrill Act, Northern draft riots, the Emancipation Proclamation, and the Gettysburg Address
- Describing the role of women in American society during the Civil War, including efforts made by Elizabeth Blackwell and Clara Barton
- Tracing Alabama’s involvement in the Civil War 

E	G	H	CG
✓	✓	✓	✓

15. Compare congressional and presidential reconstruction plans, including African-American political participation.  
[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.i., A.1.k.]
- Tracing economic changes in the post-Civil War period for whites and African Americans in the North and South, including the effectiveness of the Freedmen’s Bureau
  - Describing social restructuring of the South, including Southern military districts, the role of carpetbaggers and scalawags, the creation of the black codes, and the Ku Klux Klan
  - Describing the Compromise of 1877
  - Summarizing post-Civil War constitutional amendments, including the Thirteenth, Fourteenth, and Fifteenth Amendments
  - Explaining causes for the impeachment of President Andrew Johnson
  - Explaining the impact of the Jim Crow laws and *Plessey versus Ferguson* on the social and political structure of the New South after Reconstruction
  - Analyzing political and social motives that shaped the Constitution of Alabama of 1901 to determine their long-term effect on politics and economics in Alabama 🏠

E	G	H	CG
✓	✓	✓	✓

16. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.  
[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.h., A.1.i., A.1.k.]
- Describing the impact of Manifest Destiny on the economic and technological development of the post-Civil War West, including mining, the cattle industry, and the transcontinental railroad
  - Identifying the changing role of the American farmer, including the establishment of the Granger movement and the Populist Party and agrarian rebellion over currency issues
  - Evaluating the Dawes Act for its effect on tribal identity, land ownership, and assimilation of American Indians between Reconstruction and World War I
  - Comparing population percentages, motives, and settlement patterns of immigrants from Asia, Africa, Europe, and Latin America, including the Chinese Exclusion Act regarding immigration quotas

# ELEVENTH GRADE

## United States History II: The Industrial Revolution to the Present

This course builds upon the foundation of knowledge and skills gained in the Grades 9 and 10 United States history curricula by providing a study of the modern history of the United States that expands students' understanding of the principles of American society. Beginning with America's shift to a more industrialized society, this course offers a chronological study through the twenty-first century of major events, issues, movements, individuals, and diverse groups of people in the United States from a national and an Alabama perspective. While learning essential knowledge regarding this period in America's past, students develop historical-thinking skills, including chronological thinking, historical comprehension, historical analysis and interpretation, historical research, and analysis and decision making. In addition, content rigor is developmentally appropriate and prepares students for increasingly challenging courses at the high school level.

Students in Grade 11 benefit from a classroom environment that provides activities to facilitate historical inquiry. Teachers challenge students with a variety of instructional methods to enhance development of critical-thinking skills. Methods include analysis of historical documents, map-reading activities, creative problem solving, simulations, and use of current technologies such as interactive digital video sources. Students are encouraged to explore historical topics and continue thinking like historians while studying key events, people, and ideas in this period of American history.

Process skills are an important part of the content of this course. Students are able to understand the importance of learning history and have a deeper understanding of history by using these skills. These process skills are incorporated into this course and are referenced in brackets following each content standard.

Students will:

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

1. Explain the transition of the United States from an agrarian society to an industrial nation prior to World War I.  
[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]
  - Interpreting the impact of change from workshop to factory on workers' lives, including the New Industrial Age from 1870 to 1900, the American Federation of Labor-Congress of Industrial Organizations (AFL-CIO), the Industrial Workers of the World (IWW), the Pullman Strike, the Haymarket Square Riot, and the impact of John D. Rockefeller, Andrew Carnegie, Samuel Gompers, Eugene V. Debs, A. Philip Randolph, and Thomas Alva Edison

E	G	H	CG
✓		✓	✓

2. Evaluate social and political origins, accomplishments, and limitations of Progressivism. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]
- Explaining the impact of the Populist Movement on the role of the federal government in American society
  - Assessing the impact of muckrakers on public opinion during the Progressive movement, including Upton Sinclair, Jacob A. Riis, and Ida M. Tarbell  
Examples: women's suffrage, Ida B. Wells-Barnett, temperance movement
  - Explaining national legislation affecting the Progressive movement, including the Sherman Antitrust Act and the Clayton Antitrust Act
  - Determining the influence of the Niagara Movement, the National Association for the Advancement of Colored People (NAACP), Booker T. Washington, W. E. B. Du Bois, Marcus Garvey, and Carter G. Woodson on the Progressive Era
  - Assessing the significance of the public education movement initiated by Horace Mann
  - Comparing the presidential leadership of Theodore Roosevelt, William Howard Taft, and Woodrow Wilson in obtaining passage of measures regarding trust-busting, the Hepburn Act, the Pure Food and Drug Act, the Federal Trade Commission, the Federal Reserve Act, and conservation

E	G	H	CG
✓	✓	✓	✓

3. Explain the United States' changing role in the early twentieth century as a world power. [A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.f., A.1.i., A.1.k.]
- Describing causes of the Spanish-American War, including yellow journalism, the sinking of the Battleship USS *Maine*, and economic interests in Cuba
  - Identifying the role of the Rough Riders on the iconic status of President Theodore Roosevelt
  - Describing consequences of the Spanish-American War, including the Treaty of Paris of 1898, insurgency in the Philippines, and territorial expansion in the Pacific and Caribbean
  - Analyzing the involvement of the United States in the Hawaiian Islands for economic and imperialistic interests
  - Appraising Alabama's contributions to the United States between Reconstruction and World War I, including those of William Crawford Gorgas, Joseph Wheeler, and John Tyler Morgan
  - Evaluating the role of the Open Door policy and the Roosevelt Corollary on America's expanding economic and geographic interests
  - Comparing the executive leadership represented by William Howard Taft's Dollar Diplomacy, Theodore Roosevelt's Big Stick Diplomacy, and Woodrow Wilson's Moral Diplomacy

E	G	H	CG
✓	✓	✓	✓

4. Describe causes, events, and the impact of military involvement of the United States in World War I, including mobilization and economic and political changes. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]
- Identifying the role of militarism, alliances, imperialism, and nationalism in World War I
  - Explaining controversies over the Treaty of Versailles of 1919, Woodrow Wilson’s Fourteen Points, and the League of Nations
  - Explaining how the Treaty of Versailles led to worsening economic and political conditions in Europe, including greater opportunities for the rise of fascist states in Germany, Italy, and Spain
  - Comparing short- and long-term effects of changing boundaries in pre- and post-World War I in Europe and the Middle East, leading to the creation of new countries

E	G	H	CG
✓		✓	✓

5. Evaluate the impact of social changes and the influence of key figures in the United States from World War I through the 1920s, including Prohibition, the passage of the Nineteenth Amendment, the Scopes Trial, limits on immigration, Ku Klux Klan activities, the Red Scare, the Harlem Renaissance, the Great Migration, the Jazz Age, Susan B. Anthony, Margaret Sanger, Elizabeth Cady Stanton, W. C. Handy, and Zelda Fitzgerald. 📖
- [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]
- Analyzing radio, cinema, and print media for their impact on the creation of mass culture
  - Analyzing works of major American artists and writers, including F. Scott Fitzgerald, Ernest Hemingway, Langston Hughes, and H. L. Mencken, to characterize the era of the 1920s
  - Determining the relationship between technological innovations and the creation of increased leisure time

E	G	H	CG
✓		✓	✓

6. Describe social and economic conditions from the 1920s through the Great Depression regarding factors leading to a deepening crisis, including the collapse of the farming economy and the stock market crash of 1929. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]
- Assessing effects of overproduction, stock market speculation, and restrictive monetary policies on the pending economic crisis
  - Describing the impact of the Smoot-Hawley Tariff Act on the global economy and the resulting worldwide depression
  - Identifying notable authors of the 1920s, including John Steinbeck, William Faulkner, and Zora Neale Hurston 📖
  - Analyzing the Great Depression for its impact on the American family
 

Examples: Bonus Army, Hoovervilles, Dust Bowl, Dorothea Lange

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

7. Explain strengths and weaknesses of the New Deal in managing problems of the Great Depression through relief, recovery, and reform programs, including the Tennessee Valley Authority (TVA), the Works Progress Administration (WPA), the Civilian Conservation Corps (CCC), and the Social Security Act. [A.1.a., A.1.b., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]
- Analyzing conditions created by the Dust Bowl for their impact on migration patterns during the Great Depression

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

8. Summarize events leading to World War II, including the militarization of the Rhineland, Germany's seizure of Austria and Czechoslovakia, Japan's invasion of China, and the Rape of Nanjing. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]
- Analyzing the impact of fascism, Nazism, and communism on growing conflicts in Europe
  - Explaining the isolationist debate as it evolved from the 1920s to the bombing of Pearl Harbor and the subsequent change in United States' foreign policy
  - Identifying roles of significant World War II leaders  
Examples: Franklin D. Roosevelt, Harry S. Truman, Dwight D. Eisenhower, George S. Patton, Sir Winston Churchill, Bernard Montgomery, Joseph Stalin, Benito Mussolini, Emperor Hirohito, Hedeki Tōjō, Erwin Rommel, Adolf Hitler
  - Evaluating the impact of the Munich Pact and the failed British policy of appeasement resulting in the invasion of Poland

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

9. Describe the significance of major battles, events, and consequences of World War II campaigns, including North Africa, Midway, Normandy, Okinawa, the Battle of the Bulge, Iwo Jima, and the Yalta and Potsdam Conferences. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]
- Locating on a map or globe the major battles of World War II and the extent of the Allied and Axis territorial expansion
  - Describing military strategies of World War II, including blitzkrieg, island-hopping, and amphibious landings
  - Explaining reasons for and results of dropping atomic bombs on Japan
  - Explaining events and consequences of war crimes committed during World War II, including the Holocaust, the Bataan Death March, the Nuremberg Trials, the post-war Universal Declaration of Human Rights, and the Genocide Convention

E	G	H	CG
✓	✓	✓	✓

10. Describe the impact of World War II on the lives of American citizens, including wartime economic measures, population shifts, growth in the middle class, growth of industrialization, advancements in science and technology, increased wealth in the African-American community, racial and ethnic tensions, Servicemen’s Readjustment Act of 1944 (G. I. Bill of Rights), and desegregation of the military.

[A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]

- Describing Alabama’s participation in World War II, including the role of the Tuskegee Airmen, the Aliceville Prisoner of War (POW) camp, growth of the Port of Mobile, production of Birmingham steel, and the establishment of military bases 🏠

E	G	H	CG
✓	✓	✓	✓

11. Describe the international role of the United States from 1945 through 1960 relative to the Truman Doctrine, the Marshall Plan, the Berlin Blockade, and the North Atlantic Treaty Organization (NATO).

[A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]

- Describing Cold War policies and issues, the domino theory, McCarthyism, and their consequences, including the institution of loyalty oaths under Harry S. Truman, the Alger Hiss case, the House Un-American Activities Committee, and the execution of Julius and Ethel Rosenberg

Examples: G.I. Bill of Rights, consumer economy, Sputnik, rock and roll, bomb shelters, Federal-Aid Highway Act

- Locating areas of conflict during the Cold War from 1945 to 1960, including East and West Germany, Hungary, Poland, Cuba, Korea, and China

E	G	H	CG
✓	✓	✓	✓

12. Describe major initiatives of the John F. Kennedy and Lyndon B. Johnson Administrations. [A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]

Examples: President Kennedy—New Frontier  
President Johnson—Great Society

- Describing Alabama’s role in the space program under the New Frontier 🏠

Examples: National Aeronautics and Space Administration (NASA), space race, satellites

- Describing major foreign events and issues of the John F. Kennedy Administration, including construction of the Berlin Wall, the Bay of Pigs invasion, and the Cuban missile crisis

E	G	H	CG
	✓	✓	✓

13. Trace the course of the involvement of the United States in Vietnam from the 1950s to 1975, including the Battle of Dien Bien Phu, the Gulf of Tonkin Resolution, the Tet Offensive, destabilization of Laos, secret bombings of Cambodia, and the fall of Saigon.

[A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.i., A.1.k.]

- Locating on a map or globe the divisions of Vietnam, the Ho Chi Minh Trail, and major battle sites
- Describing the creation of North and South Vietnam



E	G	H	CG
✓	✓	✓	✓

14. Trace events of the modern Civil Rights Movement from post-World War II to 1970 that resulted in social and economic changes, including the Montgomery Bus Boycott, the desegregation of Little Rock Central High School, the March on Washington, Freedom Rides, the Sixteenth Street Baptist Church bombing, and the Selma-to-Montgomery March. 📄

[A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

- Tracing the federal government’s involvement in the modern Civil Rights Movement, including the abolition of the poll tax, the nationalization of state militias, *Brown versus Board of Education* in 1954, the Civil Rights Acts of 1957 and 1964, and the Voting Rights Act of 1965
- Explaining contributions of individuals and groups to the modern Civil Rights Movement, including Martin Luther King, Jr.; James Meredith; Medgar Evers; Thurgood Marshall; the Southern Christian Leadership Conference (SCLC); the Student Nonviolent Coordinating Committee (SNCC); the Congress of Racial Equality (CORE); the National Association for the Advancement of Colored People (NAACP); and the civil rights foot soldiers
- Appraising contributions of persons and events in Alabama that influenced the modern Civil Rights Movement, including Rosa Parks, Aurtherine Lucy, John Patterson, George C. Wallace, Vivian Malone Jones, Fred Shuttlesworth, the Children’s March, and key local persons and events 📄
- Describing the development of a Black Power movement, including the change in focus of the SNCC, the rise of Malcolm X, and Stokely Carmichael and the Black Panther movement
- Describing the economic impact of African-American entrepreneurs on the modern Civil Rights Movement, including S. B. Fuller and A. G. Gaston 📄

E	G	H	CG
✓	✓	✓	✓

15. Describe changing social and cultural conditions in the United States during the 1950s, 1960s, and 1970s. [A.1.c., A.1.d., A.1.f., A.1.i., A.1.j., A.1.k.]

Examples: economic impact on the culture, feminist movement, recession, Arab oil embargo, technical revolution

E	G	H	CG
✓	✓	✓	✓

16. Describe significant foreign and domestic issues of presidential administrations from Richard M. Nixon to the present.

[A.1.a., A.1.b., A.1.c., A.1.d., A.1.e., A.1.g., A.1.h., A.1.i., A.1.k.]

Examples: Nixon’s policy of détente; Cambodia; Watergate scandal; pardon of Nixon; Iranian hostage situation; Reaganomics; Libyan crisis; end of the Cold War; Persian Gulf War; impeachment trial of William “Bill” Clinton; terrorist attack of September 11, 2001; Operation Iraqi Freedom; war in Afghanistan; election of the first African-American president, Barack Obama; terrorism; global warming; immigration

# TWELFTH GRADE

## United States Government

United States Government is a one-semester required course for students in Grade 12. The course goal is for students to develop the civic knowledge necessary for becoming active participants as citizens of this nation. Achievement of this goal prepares students to participate as informed citizens through voting, serving on a jury, holding political office, and deliberating public policy.

In this course, students broaden knowledge and critical-thinking skills learned in Grades 9-11 and deepen their understanding of the origin, structure, and function of government at all levels. Content focuses on intellectual, political, and economic factors that influenced the development of a republic based on rule of law, freedom of opportunity, individual liberty, and representative government. Democratic principles that served as a foundation for the development of our nation are embedded in a detailed study of the Constitution of the United States, a key component of the course.

Twelfth-grade students are developing a sense of maturity necessary for analysis of the role of government in the lives of individuals and in the nation. An effective instructional environment promotes critical thinking and research and provides opportunities for civic participation. Classroom activities that include debate, creative problem solving, collaborative group work, and evaluation of electronic and print media foster long-term learning of content and encourage students to understand the value of their roles as citizens in a democracy.

Students will:

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓		✓	✓

1. Explain historical and philosophical origins that shaped the government of the United States, including the Magna Carta, the Petition of Rights, the English Bill of Rights, the Mayflower Compact, the Virginia Declaration of Rights, and the influence of Thomas Hobbes, John Locke, Charles de Montesquieu, Jean-Jaques Rousseau, and the Great Awakening.
  - Comparing characteristics of limited and unlimited governments throughout the world, including constitutional, authoritarian, and totalitarian governments  
Examples: constitutional—United States  
authoritarian—Iran  
totalitarian—North Korea

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
		✓	✓

2. Summarize the significance of the First and Second Continental Congresses, the Declaration of Independence, Shays' Rebellion, and the Articles of Confederation of 1781 on the writing and ratification of the Constitution of the United States of 1787 and the Bill of Rights of 1791.

## 12<sup>th</sup> – United States Government

E	G	H	CG
		✓	✓

3. Analyze major features of the Constitution of the United States and the Bill of Rights for purposes, organization, functions, and principles, including rule of law, federalism, limited government, popular sovereignty, judicial review, separation of powers, and checks and balances.
- Explaining main ideas of the debate over ratification that included the Federalist papers
  - Analyzing the Bill of Rights for its application to historical and current issues
  - Outlining the formal process of amending the Constitution of the United States

E	G	H	CG
✓		✓	✓

4. Explain how the federal system of the United States divides powers between national and state governments.
- Summarizing obligations that the Constitution of the United States places on a nation for the benefit of the states, including admitting new states and cooperative federalism
  - Evaluating the role of the national government in interstate relations

E	G	H	CG
✓		✓	✓

5. Compare specific functions, organizations, and purposes of local and state governments, including implementing fiscal and monetary policies, ensuring personal security, and regulating transportation.
- Analyzing the Constitution of Alabama of 1901 to determine its impact on local funding and campaign funding
  - Describing the influence of special interest groups on state government

E	G	H	CG
		✓	✓

6. Analyze the expansion of suffrage for its effect on the political system of the United States, including suffrage for non-property owners, women, African Americans, and persons eighteen years of age.
- Describing implications of participation of large numbers of minorities and women in parties and campaigns
  - Analyzing the black codes, the Jim Crow laws, and the Selma-to-Montgomery March for their impact on the passage of the Voting Rights Act of 1965

E	G	H	CG
✓	✓	✓	✓

7. Describe the process of local, state, and national elections, including the organization, role, and constituency of political parties.
- Explaining campaign funding and spending
  - Evaluating the impact of reapportionment, redistricting, and voter turnout on elections

E	G	H	CG
✓		✓	✓

8. Describe functions and the development of special interest groups and campaign contributions by political action committees and their impact on state and national elections.
- Analyzing rulings by the United States Supreme Court, including *Buckley versus Valeo*, regarding campaign financing to determine the effect on the election process

## 12<sup>th</sup> – United States Government

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓	✓	✓	✓

9. Trace the impact of the media on the political process and public opinion in the United States, including party press, penny press, print media, yellow journalism, radio, television, and electronic media.

- Describing regional differences in public opinion in the United States
- Analyzing television and electronic media for their impact on the election process and campaign spending from the John F. Kennedy-Richard M. Nixon debate to the election of Barack Obama as President of the United States
- Explaining the effect of attack advertisements on voter selection of candidates

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
		✓	✓

10. Evaluate roles political parties play in the functioning of the political system of the United States.

- Describing the role of third-party candidates in political elections in the United States
- Explaining major characteristics of contemporary political parties in the United States, including the role of conventions, party leadership, formal and informal memberships, and regional strongholds
- Describing the influence of political parties on individuals and elected officials, including the development of party machines, rise of independent voters, and disillusionment with party systems

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
		✓	✓

11. Evaluate constitutional provisions of the legislative branch of the government of the United States, including checks by the legislative branch on other branches of government.

- Comparing rules of operations and hierarchies of Congress, including roles of the Speaker of the House, the Senate President Pro Tempore, majority and minority leaders, and party whips
- Identifying the significance of Congressional committee structure and types of committees
- Tracing the legislative process, including types of votes and committee action, from a bill's presentation to presidential action

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓		✓	✓

12. Evaluate constitutional provisions of the executive branch of the government of the United States, including checks by the executive branch on other branches of government and powers, duties as head of state and head of government, the electoral process, and the Twenty-fifth Amendment.

- Critiquing informal powers of the President of the United States, including press conferences, State of the Union addresses, total media access, head of party, and symbolic powers of the Oval Office
- Identifying the influence of White House staff on the President of the United States
- Ranking powers held by the President's Cabinet, including roles of Cabinet secretaries, appropriations by Congress, appointment and confirmation, and operation of organization
- Comparing diverse backgrounds, socioeconomic status, and levels of education of United States' presidents

E	G	H	CG
✓		✓	✓

13. Evaluate constitutional provisions of the judicial branch of government of the United States, including checks by the judicial branch on other branches of government, limits on judicial power, and the process by which cases are argued before the United States Supreme Court.

- Explaining the structure and jurisdiction of court systems of the United States, including lower courts and appellate courts
- Identifying the impact of landmark United States Supreme Court cases on constitutional interpretation  
 Examples: *Marbury versus Madison, Miranda versus Arizona, Tinker versus Des Moines, Gideon versus Wainwright, Reno versus American Civil Liberties Union, United States versus Nixon, McCulloch versus Maryland, Wallace versus Jaffree, Wyatt versus Stickney, Powell versus Alabama*
- Describing the shifting political balance of the court system, including the appointment process, the ideology of justices, influences on court decisions regarding executive and legislative opinion, public opinion, and the desire for impartiality
- Contrasting strict and loose constructionist views of the Constitution of the United States

E	G	H	CG
		✓	✓

14. Describe the role of citizens in American democracy, including the meaning, rights, and responsibilities of citizenship; due process and other rights guaranteed by the Constitution of the United States; and participation in the election process.

- Explaining how the balance between individual versus majority rule and state versus national authority is essential to the functioning of the American democratic society  
 Examples: majority rule and minority rights, liberty and equality, state and national authority in a federal system, civil disobedience and rule of law, freedom of the press, right to a fair trial, relationship of religion and government

E	G	H	CG
✓	✓	✓	✓

15. Explain the role and consequences of domestic and foreign policy decisions, including scientific and technological advancements and humanitarian, cultural, economic, and political changes.

- Examples: isolationism versus internationalism, policy of containment, policy of détente, multilateralism, war on terrorism
- Evaluating financial, political, and social costs of national security

# TWELFTH GRADE

## Economics

Economics is a one-semester required course for students in Grade 12 that addresses essential concepts necessary for students to completely and effectively participate in a complex global society. Content encompasses both microeconomic and macroeconomic principles. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students use knowledge and critical-thinking skills learned in previous social studies courses to analyze issues and problems and contemporary economic systems. They examine consequences of public policies and their impact on a free market economy. Mastering economics knowledge and skills enables students to anticipate changes in economic conditions and take appropriate action to improve not only their lives, but also society in general.

Students in Grade 12 are developmentally capable of sophisticated analytical thinking and are active participants in the current economy as consumers, employees, or both. Instruction that combines required content and effective strategies encourages students to develop skills for understanding how economies function, recognizing economic and social problems, and evaluating costs and benefits of choices. Instructional activities address decisions made regarding public policy, including their impact on current economic issues. Grade 12 economics instruction includes an analysis of primary sources and economic data, economic research using technological resources, group presentations using computer technology, and other active learning opportunities.

Students will:

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			

1. Explain why productive resources are limited and why individuals, businesses, and governments have to make choices in order to meet needs and wants.
  - Explaining scarcity as a basic condition that exists when unlimited wants exceed limited productive resources
  - Explaining land (an example of a natural resource), labor (an example of a human resource), capital (an example of a physical or human resource), and entrepreneurship to be the factors of production
  - Explaining opportunity cost as the next best alternative to relinquish when individuals, businesses, and governments confront scarcity by making choices

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			✓

2. Explain how rational decision making entails comparing additional costs of alternatives to additional benefits.
  - Illustrating on a production-possibilities curve how rational decision making involves trade-offs between two options
  - Explaining rational decision making as the comparison between marginal benefits and marginal costs of an action

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			✓

3. Describe different economic systems used to allocate scarce goods and services.

- Defining command, market, and mixed economic systems
- Describing how different economic systems answer the three basic economic questions of what to produce, how to produce, and for whom to produce
- Evaluating how each type of system addresses private ownership, profit motive, consumer sovereignty, competition, and government regulation

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			✓

4. Describe the role of government in a market economy, including promoting and securing competition, protecting private property rights, promoting equity, providing public goods and services, resolving externalities and other market failures, and stabilizing growth in the economy.

- Explaining how government regulation and deregulation policies affect consumers and producers

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			✓

5. Explain that a country’s standard of living depends upon its ability to produce goods and services.

- Explaining productivity as the amount of outputs, or goods and services, produced from inputs, or factors of production
- Describing how investments in factories, equipment, education, new technology, training, and health improve economic growth and living standards

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			

6. Describe how specialization and voluntary exchange between buyers and sellers lead to mutually beneficial outcomes.

- Illustrating on a circular-flow diagram the product market; the factor market; the real flow of goods and services between and among businesses, households, and government; and the flow of money
- Constructing examples of specialization and exchange
- Illustrating on a table and graph the law of supply and demand
- Describing the role of buyers and sellers in determining market clearing price
- Illustrating on a table and graph how supply and demand determine equilibrium price and quantity
- Illustrating on a graph of supply and demand how price movements eliminate shortages and surpluses
- Illustrating on a graph how different factors cause changes in a market supply and demand
- Explaining how prices serve as incentives in a market economy

E	G	H	CG
✓			

7. Describe the organization and role of business.
- Comparing types of business firms, including sole proprietorships, partnerships, and corporations
  - Explaining the role of profit as an incentive, including short-term versus long-run decisions, for all firms
  - Describing basic characteristics of pure competition, monopoly, monopolistic competition, and oligopoly
  - Explaining ways firms finance operations, including retained earnings, stocks, and debt, and the advantages and disadvantages of each
  - Explaining ways firms engage in price and nonprice competition
  - Recognizing the role of economic institutions, including labor unions and nonprofit organizations, in market economies

E	G	H	CG
✓		✓	✓

8. Explain the impact of the labor market on the United States' economy.
- Identifying regional characteristics of the labor force of the United States, including gender, race, socioeconomic background, education, age, and regional specialization
  - Explaining how supply of and demand for labor affect wages
  - Describing characteristics that are most likely to increase wage and nonwage benefits, including skill, productivity, education, occupation, and mobility
  - Explaining how unemployment and inflation impose costs on individuals and nations
  - Determining the relationship of Alabama and the United States to the global economy regarding current technological innovations and industries
    - Examples: World Wide Web, peanut industry, telecommunications industry, aerospace industry
  - Tracing the history of labor unions and methods of contract negotiation by labor and management

E	G	H	CG
✓			✓

9. Describe methods used to measure overall economic activity, including the Gross Domestic Product (GDP), the Consumer Price Index (CPI), inflation, and unemployment.
- Explaining how overall levels of income, employment, and prices are determined by spending decisions of households, businesses, and government; net exports in the short run; and production decisions of firms and technology in the long run
  - Identifying structural, cyclical, and frictional unemployment
  - Describing stages of the business cycle and how employment and inflation change during those stages



<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			✓

10. Explain the structure, role, and functions of the United States Federal Reserve System.

- Describing how the United States Federal Reserve System oversees the banking system and regulates the quantity of money in the economy
- Defining monetary policy
- Describing how the central bank uses its tools of monetary policy to promote price stability, full employment, and economic growth

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			✓

11. Explain how the government uses fiscal policy to promote the economic goals of price stability, full employment, and economic growth.

- Defining fiscal policy and the use of taxation and government purchases
- Comparing government deficits and the national debt

<b>E</b>	<b>G</b>	<b>H</b>	<b>CG</b>
✓			✓

12. Explain why individuals, businesses, and governments trade goods and services in the global economy.

- Defining absolute advantage and comparative advantage
- Explaining how gains from trade, whether between two individuals or two countries, are based on the principle of comparative advantage
- Defining exchange rates
- Explaining how changes in exchange rates impact purchasing powers of individuals and businesses
- Explaining tariffs, quotas, embargoes, standards, and subsidies as trade barriers
- Explaining why countries sometimes impose trade barriers and sometimes advocate free trade

## HIGH SCHOOL ELECTIVE COURSES OVERVIEW

Alabama students in the twenty-first century are uniquely equipped to investigate the social studies. They are experiencing great social and technological changes that challenge them to inquire about the world in which they live, including societal groups within that world. Elective courses for Grades 9-12 provide students with opportunities to pursue interests in the social studies through four additional courses. These courses are Psychology, Sociology, Contemporary World Issues and Civic Engagement, and Human Geography. Content standards for these elective courses are designed to enhance student learning in the social studies, provide an in-depth study in these four areas, and establish consistency in social studies elective course content among school systems throughout the state. Additionally, local education agencies (LEAs) are encouraged to offer a variety of elective courses that may include, but are not limited to, the courses listed above. Other courses could be History Through Film, Money and Banking, the Constitutional History of the United States, or an Alabama Web-based learning course offered through Alabama Connecting Classrooms, Educators, and Students Statewide (ACCESS).

While elective courses may provide additional social studies options for students, they do not replace any of the courses required for graduation from high school. All students must successfully complete the Grade 9 World History: 1500 to the Present course; the Grade 10 United States History I: Beginnings to the Industrial Revolution course; the Grade 11 United States History II: The Industrial Revolution to the Present course; and the Grade 12 United States Government course and the Economics course.

## High School Elective Course

# PSYCHOLOGY

The national standards for teaching psychology, developed by the American Psychological Association, greatly influenced the development of the content of this course. Psychology acquaints students with psychological theories, principles, and practices associated with the major subfields or domains, including Scientific Inquiry, Biopsychology, Consciousness Development and Learning, Social Interactions, Cognition, Individual Variations, and Applications of Psychological Science.

The study of psychology requires a flexible, investigative classroom environment that allows for experimentation and participatory activities. Students are encouraged to use critical-thinking skills employed by psychologists in the practice of their science. They also apply knowledge of the brain and its functioning to the understanding of human behavior. As a general psychology elective, this course is particularly beneficial to students as they endeavor to understand themselves and others.

Local school systems have great flexibility regarding the scheduling of a psychology course. Some systems offer a one-year course while others offer only a semester-long course. When designing content for a high school psychology course, it is essential to include the minimum required content described in this document as well as follow guidelines of the American Psychological Association's *National Standards for High School Psychology Curricula*, which recommends psychology courses contain at least one topic area per domain in order to represent the breadth of the field of psychology for students.

Students will:

1. Trace the development of psychology as a scientific discipline evolving from other fields of study.
  - Describing early psychological and biological inquiries that led to contemporary approaches and methods of experimentation, including ideologies of Aristotle, John Locke, Wilhelm Wundt, Charles Darwin, William James, Frantz Fanon, and G. Stanley Hall
  - Differentiating among various modern schools of thought and perspectives in psychology that have evolved since 1879, including each school's view on concepts of aggression or appetite
  - Illustrating how modern psychologists utilize multiple perspectives to understand behavior and mental processes
  - Identifying major subfields and career opportunities related to psychology
2. Describe research strategies used by psychologists to explore mental processes and behavior.
  - Describing the type of methodology and strategies used by researchers in different psychological studies  
Examples: surveys, naturalistic observations, case studies, longitudinal studies, cross-sectional studies
  - Contrasting independent, dependent, and confounding variables and control and experimental groups

- Identifying systematic procedures necessary for conducting an experiment and improving the validity of results
  - Describing the use of statistics in evaluating research, including calculating the mean, median, and mode from a set of data; conducting a simple correlational analysis using either calculators or computer software; and explaining the meaning of statistical significance
3. Explain how processes of the central and peripheral nervous systems underlie behavior and mental processes, including how neurons are the basis for neural communication.
    - Describing how neurons communicate, including the role of neurotransmitters in behavior and the electrochemical process
    - Comparing the effect of drugs and toxins on the brain and neurotransmitters
    - Describing how different sections of the brain have specialized yet interdependent functions, including functions of different lobes and hemispheres of the cerebral cortex and consequences of damage to specific sections of the brain
    - Describing different technologies used to study the brain and nervous system
    - Analyzing behavior genetics for its contribution to the understanding of behavior and mental processes, including differentiating between deoxyribonucleic acid (DNA), chromosomes, and genes; identifying effects of chromosomal abnormalities; and explaining how genetics and environmental factors work together to determine inherited traits
  4. Describe the interconnected processes of sensation and perception.
    - Explaining the role of sensory systems in human behavior, including sight, sound, smell, touch, and pain
    - Explaining how what is perceived can be different from what is sensed, including how attention and environmental cues can affect the ability to accurately sense and perceive the world
    - Describing the role of Gestalt principles and concepts in perception
  5. Explain ways to promote psychological wellness.
    - Describing physiological processes associated with stress, including hormones associated with stress responses
    - Describing Hans Selye's general adaptation syndrome (GAS)
    - Describing the flight-or-fight response in terms of the autonomic and somatic nervous systems
    - Contrasting positive and negative ways of coping with stress related to problem-focused coping, aggression, and emotion-focused coping
    - Explaining approach-approach, approach-avoidance, and avoidance-avoidance conflicts
    - Identifying various eating disorders and conditions  
Examples: anorexia nervosa, bulimia nervosa, obesity
  6. Describe the physical, cognitive, and social development across the life span of a person from the prenatal through aging stages.
    - Outlining the stage-of-development theories of Jean Piaget, Erik H. Erikson, Sigmund Freud, Carol Gilligan, and Lawrence Kohlberg

7. Describe the processes and importance of memory, including how information is encoded and stored, mnemonic devices, schemas related to short-term memory, working memory, and long-term memory.
  - Distinguishing between surface and deep processing in memory development
  - Comparing ways memories are stored in the brain, including episodic and procedural
  - Identifying different parts of the brain that store memory
  - Differentiating among different types of amnesia
  - Describing how information is retrieved from memory
  - Explaining how memories can be reconstructed and misremembered
  
8. Describe ways in which organisms learn, including the processes of classical conditioning, operant conditioning, and observational conditioning.
  - Identifying unconditioned stimuli (UCS), conditioned stimuli (CS), unconditioned responses (UCR), and conditioned responses (CR)
  - Describing the law of effect
  - Describing original experiments conducted by B. F. Skinner, Albert Bandura, Ivan Pavlov, John B. Watson, and Rosalie Rayner
  - Differentiating between reinforcement and punishment, positive and negative reinforcement, and various schedules of reinforcement
  - Describing biological limitations on operantly conditioned learning
  - Differentiating between observational learning and modeling
  - Analyzing watching violent media for effects on violent behavior
  
9. Describe how organisms think and solve problems, including processes involved in accurate thinking.
  - Identifying the role of mental images and verbal symbols in the thought process
  - Explaining how concepts are formed
  - Differentiating between algorithms and heuristics
  - Analyzing different types of heuristics to determine effects on problem solving
  
10. Describe the qualities and development of language.
  - Identifying common phonemes and morphemes of language
  - Describing how understanding syntax and grammar affect language comprehension
  - Demonstrating how qualities of sign language are similar to spoken language
  - Describing how infants move from babbling to usage of complete sentences
  - Explaining how hearing loss in infants and children can affect the development of spoken language
  
11. Compare various states of consciousness evident in human behavior, including the process of sleeping and dreaming.
  - Explaining states of sleep throughout an average night's sleep, including nonrapid eye movement (NREM) and rapid eye movement (REM)
  - Describing the mechanism of the circadian rhythm
  - Evaluating the importance of sleep to good performance
  - Comparing theories regarding the use and meaning of dreams
  - Analyzing the use of psychoactive drugs for effects on people, including the mechanisms of addiction, withdrawal, and tolerance
  - Evaluating the phenomenon of hypnosis and its possible uses

12. Describe the role of motivation and emotion in human behavior.
  - Identifying theories that explain motivational processes, including cognitive, biological, and psychological reasons for motivational behavior, and Abraham Maslow's hierarchy of needs and arousal theory
  - Describing situational cues that cause emotions, including anger, curiosity, and anxiety
  - Differentiating among theories of emotion
  - Identifying universally recognized emotions
13. Describe methods of assessing individual differences and theories of intelligence, including Charles E. Spearman's general (g) factor of intelligence, Howard Gardner's multiple intelligences, and Robert J. Sternberg's triarchic theory of intelligence.
  - Describing different types of intelligence tests, including the Flynn effect
  - Describing how intelligence may be influenced by differences in heredity and environment and by biases toward ethnic minority and socioeconomic groups
14. Explain the role of personality development in human behavior.
  - Differentiating among personality theories, including psychoanalytic, sociocognitive, trait, and humanistic theories of personality
  - Describing different measures of personality, including the Neuroticism-Extroversion-Openness Personality Inventory (NEO-PI), the Minnesota Multiphasic Personality Inventory (MMPI), and projective tests
15. Describe major psychological disorders and their treatments.
  - Differentiating between normal and abnormal behavior
  - Describing different approaches for explaining mental illness, including biological and medical, cognitive, and sociocultural models
  - Differentiating types of mental illness, including mood, anxiety, somatoform, schizophrenic, dissociative, and personality disorders
16. Describe how attitudes, conditions of obedience and conformity, and other influences affect actions and shape human behavior, including actor-observer, self-server, social facilitation, social loafing, bystander effect, groupthink, and group polarization.
  - Explaining the fundamental attribution error
  - Critiquing Stanley Milgram's work with obedience and S. E. Asch's work with conformity
17. Describe various careers pursued by psychologists, including medical and mental health care fields, the business world, education, law and criminal justice, and research.
18. Explain how culture and gender influence behavior.
  - Identifying gender differences and similarities
  - Explaining ways in which gender differences are developed
  - Describing ways in which gender roles are assigned in different cultures

## High School Elective Course

# SOCIOLOGY

Sociology is the study of human society that focuses on the formation and action of human groups. A general study of sociology includes topics such as culture and society, social inequality, social institutions, and social change. These topics require students to possess a general knowledge of the world in which they live and an understanding of how individuals interact in various kinds of groups. In order to address issues involved in living together in societal groups, students examine the importance of tolerance and respect for others and are challenged to actively research and discuss influences of genetics, demographics, religion, and personal behaviors upon society.

High school students are capable of the abstract thinking required by this course and can conduct mature analyses on a wide variety of topics. Effective classroom instruction includes small- and large-group discussions, in-depth projects, and research activities. Utilization of primary sources and technological resources are valuable to the success of all students in this elective course. With adequate instructional materials and appropriate methodologies, the study of sociology helps create citizens who are informed, responsible, active, and cooperative individuals.

Students will:

1. Describe the development of sociology as a social science field of study.
  - Identifying important figures in the field of sociology, including Karl Marx, Émile Durkheim, Max Weber, George Herbert Mead, and W. E. B. Du Bois
  - Identifying characteristics of sociology, including functional integration, power, social action, social structure, and culture
2. Explain methods and tools of research used by sociologists to study human society, including surveys, polls, statistics, demographic information, case studies, participant observations, and program evaluations.
  - Differentiating between qualitative and quantitative research methods
3. Describe how values and norms influence individual behavior.
  - Comparing ways in which cultures differ, change, and resist change, including countercultures, subcultures, and ethnocentric beliefs
  - Comparing the use of various symbols within and across societies  
Examples: objects, gestures, sounds, images
  - Explaining the significance of socialization in human development
  - Illustrating key concepts of socialization, including self-concept, looking-glass self, significant others, and role-taking
  - Determining the role of family, school, peer groups, and the media in socializing young people
  - Explaining the process of socialization in adulthood

4. Identify antisocial behaviors, including social deviance, addiction, terrorism, anomie, and related arguments for the strain theory and the conflict theory.
  - Contrasting violent crime, property crime, and victimless crime with white-collar crime
  - Comparing methods for dealing with antisocial behavior, including imprisonment, restitution, community service, rehabilitation, education, and therapy
5. Describe how environment and genetics affect personality, including self-concept and temperament.
6. Identify stages of development across the life cycle, including birth, childhood, adolescence, adulthood, parenthood, middle age, and late adulthood.
  - Describing the value of birth cohorts as a research device
7. Describe types and characteristics of groups.
  - Explaining the relationship between social stratification and social class, including status ascription versus achievement, intergenerational social mobility, and structural occupational change
  - Relating the importance of group dynamics, including size, leadership, decision making, and gender roles
  - Distinguishing between the terms, *race* and *ethnicity* and *prejudice* and *discrimination*
  - Describing social inequalities experienced as related to gender and age
8. Describe the structure and function of the family unit, including traditional, extended, nuclear, single-parent, and blended families involving the roles of parent, child, and spouse.
  - Identifying problems facing families, including abuse, divorce, teen pregnancy, poverty, addiction, family violence, and care of elderly family members
9. Explain the purpose of social systems and institutions, including schools, churches, voluntary associations, and governments.
  - Describing origins and beliefs of various religions
  - Distinguishing among the concepts of power, coercion, and authority
  - Comparing charismatic, traditional, and rational-legal authority
10. Describe social movement and social change.
  - Comparing various forms of collective behavior, including mobs, riots, fads, and crowds
  - Identifying major ethical and social issues facing modern society  
Examples: technological, governmental, medical
  - Explaining the impact of the modern Civil Rights Movement, the women's movement, the gun rights movement, the green movement, and other minority movements in the United States
11. Contrast population patterns using the birth rate, death rate, migration rate, and dependency rate.
  - Identifying the impact of urbanization on human social patterns
  - Analyzing factors that affect the depletion of natural resources for their impact on social and economic development
  - Projecting future population patterns



## High School Elective Course

# CONTEMPORARY WORLD ISSUES AND CIVIC ENGAGEMENT

Contemporary World Issues and Civic Engagement is a one-semester elective course designed to acquaint students with current events of local, state, national, and international interest. Knowledge about and analysis of current events are vital elements in students' educational development as they prepare for their roles as active citizens. This course allows students to acquire knowledge of key contemporary personalities and events that impact their lives. Daily and weekly news sources serve as primary references for organization of the content of this course.

As students study current issues from historical and geographical perspectives, utilization of up-to-date technology is crucial for them to strengthen research and analytical skills. Using a variety of resources, students are able to evaluate news for content, fact, opinion, reliability, and validity and to analyze different elements of news sources to develop an understanding of events and issues of the present. Mastering the content standards in this course requires students to investigate issues by looking beyond presentations given in the media.

An essential component of course instruction is the inclusion of a variety of strategies that actively engage students. This course requires comprehension of editorials, graphic materials, media text, and statistical data. A classroom environment that incorporates discussion and research, as well as problem-solving projects that are community-based, enhances the development of democratic ideals and citizenship and facilitates the learning of content in this area.

Students will:

1. Describe current news stories from various perspectives, including geographical, historical, political, social, and cultural.
  - Evaluating the impact of current news stories on the individual and on local, state, national, and international communities
  - Comparing current news stories to related past events
  - Analyzing news stories for implications regarding nations of the world
  - Locating on a map areas affected by events described in news stories
  - Interpreting statistical data related to political, social, and economic issues in current events
2. Compare the relationship of governments and economies to events occurring in specific nations.
  - Identifying recurring historical patterns in regions around the world
  - Describing costs and benefits of trade among nations in an interdependent world
  - Comparing ways different countries address individual and national economic and social problems, including child care, tax rates, economic regulations, health care, national debt, and unemployment

3. Compare civic responsibilities, individual rights, opportunities, and privileges of citizens of the United States to those of citizens of other nations.
4. Analyze scientific and technological changes for their impact on the United States and the world.
5. Analyze cultural elements, including language, art, music, literature, and belief systems, to determine how they facilitate global understanding or misunderstanding.
6. Compare information presented through various media, including television, newspapers, magazines, journals, and the Internet.
  - Explaining the reliability of news stories and their sources
  - Describing the use, misuse, and meaning of different media materials, including photographs, artwork, and film clips
  - Critiquing viewpoints presented in editorial writing and political cartoons, including the use of symbols that represent viewpoints
  - Describing the role of intentional and unintentional bias and flawed samplings
7. Identify strategies that facilitate public discussion on societal issues, including debating various positions, using a deliberative process, blogging, and presenting public forums.
8. Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.

## High School Elective Course

# HUMAN GEOGRAPHY

This course provides students with opportunities to survey and explore a range of perspectives regarding the nature of human geography, including how human activities help shape Earth's surface. Students should understand population characteristics, characteristics and distribution of cultural mosaics, spatial patterns of economic interaction, processes and patterns of human settlement, and the division of Earth's surface through the forces of cooperation and conflict.

Course content requires the use of a thematic approach to instruction. Teachers should select various places, regions, or countries from which to draw examples. The course objective is for students to develop a deeper, more multidimensional understanding of world geography as it relates to culture.

Students will:

1. Describe spatial patterns of world populations to discern major clusters of population density and reasons for these patterns.  
Examples: East Asia, India
2. Identify world migration patterns caused by displacement issues.  
Example: African refugees relocating from the Republic of Sierra Leone to Scandinavia
  - Explaining how Southeast Asian ethnic minorities, including Hmong, Lhasa, and Akha, adapt to life in the United States
  - Tracing the migration of ethnic minorities in Kunming to urban cities in China
  - Explaining how the displacement of American Indians to reservations affected many areas of the United States, including Alabama
3. Identify the characteristics, distribution, and complexity of Earth's cultural mosaics.
  - Explaining essential aspects of culture, including social structure, languages, belief systems, customs, religion, traditions, art, food, architecture, and technology
4. Describe elements of the landscape as a mirror of culture.
  - Explaining how landscapes reflect cultural traits and preferences
  - Distinguishing various types of architecture, including rural, urban, and religious structures  
Examples: religious land uses, advertisements for ethnic restaurants
5. Compare the geographic distribution of linguistic features around the world.
  - Identifying the world's most widely spoken languages
  - Describing how linguistic diversity creates cultural conflict

6. Explain how religion influences cultures around the globe.
  - Identifying major religions, their source areas, and spatial expansion
  - Interpreting different ceremonies based on religious traditions, including marriages, funerals, and coming-of-age
  - Describing how religion influences political views around the world
7. Describe patterns of settlement in different regions of the world.  
Examples: linear, grid, cluster, urban sprawl
8. Analyze the interaction of urban places for their impact on surrounding regions.
  - Describing urban hinterlands
  - Explaining dimensions of urban sprawl
9. Explain how economic interdependence and globalization impact many countries and their populations.
  - Tracing the flow of commodities from one region to another
  - Comparing advantages and disadvantages of global trade agreements
10. Recognize how human-environmental interaction affects culture in today's society.  
Examples: population growth in the Galapagos Islands damaging the environment of endemic plant and animal species, deforestation in the Pantanal affecting the world's largest freshwater ecosystem, green technologies affecting humans and the environment
11. Interpret human geography as it relates to gender.
  - Contrasting roles of men and women around the world
  - Describing ways the diffusion of ideas affects gender roles within societies  
Example: effects of Grameen Bank loans
12. Distinguish among cultural health patterns around the world.  
Example: exercise patterns and mortality rates in Asia, the United States, Europe, South America, and Australia
  - Comparing dietary trends in Africa, Asia, the United States, Europe, and South America
  - Tracing disease prevalence and efficiency of treatment around the world, including malaria, dengue fever, acquired immunodeficiency syndrome (AIDS), parasites, and obesity

13. Critique music, art, and dance as vehicles for understanding world cultures.
  - Categorizing musical instruments as a means to understanding culture, including the didgeridoo in the aboriginal culture in Australia
  - Identifying music genres and dance styles around the world
    - Examples: genres—Naxi, Peruvian, pop
    - dance styles—reggae, folk
  - Explaining how culture from various countries is expressed through adornments
    - Examples: jewelry, clothing
  - Relating artwork and artists to history
    - Examples: Fabergé eggs, commissioned paintings and sculptures
  
14. Describe how tourism shapes cultural traditions and population growth.
  - Explaining how regions become major business centers of tourism and trade, including the cities of Dubai, Bangkok, New York, and Shanghai
  - Identifying how trends, including ecotourism and the cruise industry, affect island culture in tropical areas

## ACT COURSE STANDARDS—U. S. HISTORY\*

The QualityCore® ACT Course Standards represent a solid evidence-based foundation for the study of United States History. This set of empirically derived course standards were developed from an intensive study of high-performing high schools with significant minority and low-income enrollments that produced many graduates who met or exceeded ACT College Readiness Benchmark Scores.

<b>A. Exploring the Skills and Strategies Underlying U.S. History</b>	
<b>1. Process Skills</b>	
a.	Apply terms relevant to the content appropriately and accurately
b.	Identify and interpret different types of primary and secondary sources of fundamental importance and relevance to topical inquiry and understanding
c.	Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps
d.	Analyze the importance of context and point of view in historical interpretation (e.g., interpret past events and issues in historical context rather than in terms of present norms and values); recognize that historians interpret the same events differently due to personal values and societal norms
e.	Analyze and evaluate historical sources and interpretations (e.g., credibility, perspective, bias, and authenticity; verifiable or un verifiable; fact or interpretation)
f.	Utilize research strategies, methods, and sources to obtain, organize, and interpret historical data
g.	Compose arguments/position papers, and participate in debates on different interpretations of the same historical events; synthesize primary and secondary sources to justify position
h.	Compose an analytical, historical essay containing a thesis, supporting evidence, and a conclusion
i.	Identify, analyze, and understand elements of historical cause and effect; recognize and understand patterns of change and continuity in history
j.	Develop open-ended historical questions that can be addressed through historical research and interpretation
k.	Analyze how the past influences the lives of individuals and the development of societies

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# **LITERACY STANDARDS FOR GRADES 6-12: HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS**

## College and Career Readiness Anchor Standards for Reading

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

### Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.\*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

### Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

\*See College and Career Readiness Anchor Standards for Writing, “Research to Build and Present Knowledge,” on page 131 for additional standards relevant to gathering, assessing, and applying information from print and digital sources.

**Reading Standards for Literacy in History/Social Studies 6–12**

The standards below begin at Grade 6; standards for K-5 reading in history/social studies, science, and technical subjects are integrated into the K-5 Reading standards. The CCR anchor standards and high school standards in literacy work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of primary and secondary sources.	1. Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.	1. Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.	2. Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
3. Identify key steps in a text’s description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).	3. Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.	3. Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
<b>Craft and Structure</b>		
4. Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies.	4. Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines <i>faction</i> in <i>Federalist</i> No. 10).
5. Describe how a text presents information (e.g., sequentially, comparatively, causally).	5. Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	5. Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
6. Identify aspects of a text that reveal an author’s point of view or purpose (e.g., loaded language, inclusion or avoidance of particular facts).	6. Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.	6. Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.	7. Integrate visual information (e.g., in charts).	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
8. Distinguish among fact, opinion, and reasoned judgment in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claims.	8. Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
9. Analyze the relationship between a primary and secondary source on the same topic.	9. Compare and contrast treatments of the same topic in several primary and secondary sources.	9. Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of Grade 8, read and comprehend history/social studies texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend history/social studies texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend history/social studies texts in the Grades 11-CCR text complexity band independently and proficiently.



**Reading Standards for Literacy in Science and Technical Subjects 6–12**

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Key Ideas and Details</b>		
1. Cite specific textual evidence to support analysis of science and technical texts.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.	1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
2. Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.	2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2. Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	3. Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
<b>Craft and Structure</b>		
4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 6-8 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 9-10 texts and topics</i> .	4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>Grades 11-12 texts and topics</i> .
5. Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to an understanding of the topic.	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).	5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.	6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
<b>Integration of Knowledge and Ideas</b>		
7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.	8. Assess the extent to which the reasoning and evidence in a text support the author’s claim or a recommendation for solving a scientific or technical problem.	8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
9. Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<b>Range of Reading and Level of Text Complexity</b>		
10. By the end of Grade 8, read and comprehend science/technical texts in the Grades 6-8 text complexity band independently and proficiently.	10. By the end of Grade 10, read and comprehend science/technical texts in the Grades 9-10 text complexity band independently and proficiently.	10. By the end of Grade 12, read and comprehend science/technical texts in the Grades 11-CCR text complexity band independently and proficiently.

## College and Career Readiness Anchor Standards for Writing

The Grades 6-12 standards on the following pages define what students should understand and be able to do by the end of each grade span. They correspond to the College and Career Readiness (CCR) anchor standards below by number. The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

### Text Types and Purposes\*

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

### Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

### Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

### Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

\*These broad types of writing include many subgenres.

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**

The standards below begin at Grade 6; standards for K-5 writing in history/social studies, science, and technical subjects are integrated into the K-5 Writing standards. The CCR anchor standards and high school standards in literacy work in tandem to define college- and career-readiness expectations—the former providing broad standards, the latter providing additional specificity.

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Text Types and Purposes</b>		
<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p> <p>b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.</p> <p>c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.</p> <p>d. Establish and maintain a formal style.</p> <p>e. Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience’s knowledge level and concerns.</p> <p>c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>1. Write arguments focused on <i>discipline-specific content</i>.</p> <p>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.</p> <p>c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>e. Provide a concluding statement or section that follows from or supports the argument presented.</p>

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12  
(Continued)**

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Text Types and Purposes (continued)</b>		
<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p>e. Establish and maintain a formal style and objective tone.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented.</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>d. Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p>f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.</p> <p>c. Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p>d. Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>e. Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p>
<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>	<p>3. (See note; not applicable as a separate requirement)</p>

**Note:** Students’ narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work so others can replicate them and (possibly) reach the same results.

**Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6–12**  
(Continued)

<b>Grades 6-8 Students:</b>	<b>Grades 9-10 Students:</b>	<b>Grades 11-12 Students:</b>
<b>Production and Distribution of Writing</b>		
4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
6. Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.	6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<b>Research to Build and Present Knowledge</b>		
7. Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	7. Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.	9. Draw evidence from informational texts to support analysis, reflection, and research.
<b>Range of Writing</b>		
10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.	10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

# ALABAMA HIGH SCHOOL GRADUATION REQUIREMENTS

<i>(Alabama Administrative Code 290-3-1-02(8) and (8)(a))</i>		
Effective for students in the ninth grade in the 2013-2014 school year, all students shall earn the required credits for the Alabama High School Diploma. A local board of education may establish requirements for receipt of diplomas and endorsements, but any diploma or endorsement shall include the requirements of the Alabama High School Diploma. The Alabama courses of study shall be followed in determining minimum required content in each discipline.		
COURSE REQUIREMENTS		
<b>English Language Arts</b>	Four credits to include:	Credits
	English 9	1
	English 10	1
	English 11	1
	English 12	1
	<i>Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary</i>	
<b>English Language Arts Total Credits</b>		<b>4</b>
<b>Mathematics</b>	Three credits to include:	Credits
	Algebra I or its equivalent	1
	Geometry or its equivalent	1
	Algebra II w/Trigonometry or Algebra II, or its equivalent	1
	One credit from:	
<i>Alabama Course of Study: Mathematics or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>		1
<b>Mathematics Total Credits</b>		<b>4</b>
<b>Science</b>	Two credits to include:	Credits
	Biology	1
	A physical science (Chemistry, Physics, Physical Science)	1
	Two credits from:	
	<i>Alabama Course of Study: Science or Career and Technical Education/Advanced Placement/International Baccalaureate/postsecondary equivalent courses</i>	
<b>Science Total Credits</b>		<b>4</b>
<b>Social Studies*</b>	Four credits to include:	Credits
	World History	1
	United States History I	1
	United States History II	1
	United States Government	0.5
	Economics	0.5
<i>Equivalent options may include: Advanced Placement/International Baccalaureate/postsecondary</i>		
<b>Social Studies Total Credits</b>		<b>4</b>
<b>Physical Education</b>	Lifelong Individualized Fitness Education (LIFE)	1
<b>Health Education</b>		0.5
<b>Career Preparedness</b>		1
<b>Career and Technical Education and/or Foreign Language and/or Arts Education</b>		3
<b>Electives</b>		2.5
<i>Local boards shall offer foreign languages, arts education, physical education, wellness education, career and technical education, and driver education as electives.</i>		
<b>Total Credits</b>		<b>24</b>

\*All four credits shall comply with the current Alabama Course of Study: Social Studies

# **GUIDELINES AND SUGGESTIONS FOR LOCAL TIME REQUIREMENTS AND HOMEWORK**

## **Total Instructional Time**

The total instructional time of each school day in all schools and at all grade levels shall be not less than 6 hours or 360 minutes, exclusive of lunch periods, recess, or time used for changing classes (*Code of Alabama*, 1975, §16-1-1).

## **Suggested Time Allotments for Grades 1 - 6**

The allocations below are based on considerations of a balanced educational program for Grades 1-6. Local school systems are encouraged to develop a general plan for scheduling that supports interdisciplinary instruction. Remedial and enrichment activities should be a part of the time schedule for the specific subject area.

<u>Subject Area</u>	<u>Grades 1-3</u>	<u>Grades 4-6</u>
Language Arts	150 minutes daily	120 minutes daily
Mathematics	60 minutes daily	60 minutes daily
Science	30 minutes daily	45 minutes daily
Social Studies	30 minutes daily	45 minutes daily
Physical Education	30 minutes daily*	30 minutes daily*
Health	60 minutes weekly	60 minutes weekly
Technology Education (Computer Applications)	60 minutes weekly	60 minutes weekly
Character Education	10 minutes daily**	10 minutes daily**
Arts Education		

<p>Dance Music Theatre Visual Arts</p>	<p><i>Daily instruction with certified arts specialists in each of the arts disciplines is the most desirable schedule. However, schools unable to provide daily arts instruction in each discipline are encouraged to schedule in Grades 1 through 3 two 30- to 45-minute arts instruction sessions per week and in Grades 4 through 6 a minimum of 60 minutes of instruction per week. Interdisciplinary instruction within the regular classroom setting is encouraged as an alternative approach for scheduling time for arts instruction when certified arts specialists are not available.</i></p>
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\* Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-40-1

\*\* Established by the Alabama State Department of Education in accordance with *Code of Alabama*, 1975, §16-6B-2(h)

## **Kindergarten**

In accordance with *Alabama Administrative Code* r. 290-5-1-.01(5) Minimum Standards for Organizing Kindergarten Programs in Alabama Schools, the daily time schedule of the kindergartens shall be the same as the schedule of the elementary schools in the systems of which they are a part since kindergartens in Alabama operate as full-day programs. There are no established time guidelines for individual subject areas for the kindergarten classroom. The emphasis is on large blocks of time that allow children the opportunity to explore all areas of the curriculum in an unhurried manner.

It is suggested that the full-day kindergarten program be organized utilizing large blocks of time for large groups, small groups, center time, lunch, outdoor activities, snacks, transitions, routines, and afternoon review. Individual exploration, small-group interest activities, interaction with peers and teachers, manipulation of concrete materials, and involvement in many other real-world experiences are needed to provide a balance in the kindergarten classroom.

### **Grades 7-12**

One credit may be granted in Grades 9-12 for required or elective courses consisting of a minimum of 140 instructional hours or in which students demonstrate mastery of Alabama course of study content standards in one-credit courses without specified instructional time (*Alabama Administrative Code* r. 290-3-1-.02 (9)(a)).

In those schools where Grades 7 and 8 are housed with other elementary grades, the school may choose the time requirements listed for Grades 4-6 or those listed for Grades 7-12.

### **Character Education**

For all grades, not less than 10 minutes of instruction per day shall focus upon students' development of the following character traits: courage, patriotism, citizenship, honesty, fairness, respect for others, kindness, cooperation, self-respect, self-control, courtesy, compassion, tolerance, diligence, generosity, punctuality, cleanliness, cheerfulness, school pride, respect of the environment, patience, creativity, sportsmanship, loyalty, and perseverance.

### **Homework**

Homework is an important component of every student's instructional program. Students, teachers, and parents should have a clear understanding of the objectives to be accomplished through homework and the role it plays in meeting curriculum requirements. Homework reflects practices that have been taught in the classroom and provides reinforcement or remediation for students. It should be student-managed, and the amount should be age-appropriate, encouraging learning through problem solving and practice.

At every grade level, homework should be meaning-centered and mirror classroom activities and experiences. Independent and collaborative projects that foster creativity, problem-solving abilities, and student responsibility are appropriate. Parental support and supervision reinforce the quality of practice or product as well as skill development.

Each local board of education shall establish a policy on homework consistent with the Alabama State Board of Education resolution adopted February 23, 1984, (Action Item #F-2).



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