



# Standards Master



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# National Council of the Social Studies

- Theme 5: Individuals, Groups, and Institutions: the study of individual development and identity
- Theme 6: Power, Authority, and Governance: the study of interactions among individuals, groups and institutions
- Theme 10: Civic Ideals and Practices: the study of the ideals, principles, and practices of citizenship in a democratic republic



# California

- Goal of Knowledge and Cultural Understanding
  - Socio-Political Literacy
    - Understand the close relationship between social and political systems.
    - Understand comparative political systems.
- Goal of Democratic Understanding and Civic Values
  - Constitutional Heritage
    - Understand the basic principles of democracy.
    - Understand the historical origins of basic constitutional concepts such as representative government, separation of powers, and trial by jury.
  - Civic Values, Rights, and Responsibilities
    - Understand what is required of citizens in a participatory democracy.
    - Understand individual responsibility for the democratic system.
- Goal of Skills Attainment and Social Participation
  - Participation Skills
    - Develop group interaction skills.
    - Develop social and political participation skills.
  - Critical Thinking Skills
    - Define and clarify problems.
    - Judge information related to a problem.
    - Solve problems and draw conclusions.



# Florida

- American History Strand
  - Elementary
    - Standard 5: American Revolution and Birth of a New Nation
      - SS.A.5.10: Examine the significance of the Constitution including its key political concepts, origins of those concepts, and their role in American democracy.
  - Middle School
    - Standard 1: Use research and inquiry skills to analyze American History using primary and secondary sources.
      - SS.8.A.1.2 Analyze charts, graphs, maps, photographs and timelines; analyze political cartoons; determine cause and effect.
      - SS.8.A.1.3 Analyze current events relevant to American History topics through a variety of electronic and print media resources.
    - Standard 3: Demonstrate an understanding of the causes, course, and consequences of the American Revolution and the founding principles of our nation.
      - SS.8.A.3.10 Examine the course and consequences of the Constitutional Convention (New Jersey Plan, Virginia Plan, Great Compromise, Three-Fifths Compromise, compromises regarding taxation and slave trade, Electoral College, state vs. federal power, empowering a president).
  - High School
    - Standard 1: Use research and inquiry skills to analyze American history using primary and secondary sources.
      - SS.912.A.1.6 Use case studies to explore social, political, legal, and economic relationships in history.



# Florida

- Civics and Government Strand
  - Elementary
    - Standard 2: Civic and Political Participation
      - SS.5.C.2.2 Compare forms of political participation in the colonial period to today.
    - Standard 3: Structure and Functions of Government
      - SS.5.C.3.2 Explain how popular sovereignty, rule of law, separation of powers, checks and balances, federalism, and individual rights limit the powers of the federal government as expressed in the Constitution and Bill of Rights.
  - Middle School
    - Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens, and determine methods of active participation in society, government, and the political system.
      - SS.7.C.2.13 Examine multiple perspectives on public and current issues.
    - Standard 1: The student will evaluate the roles, responsibilities, of United States citizens and determine methods of active participation in society, government, and the political system.
      - SS.8.C.1.4 Identify the evolving forms of civic and political participation from the colonial period through Reconstruction
  - High School
    - Standard 1: Demonstrate an understanding of the origins and purposes of government, law, and the American political system.
      - SS.912.C.1.1 Evaluate, take, and defend positions on the founding ideals and principles in American Constitutional government.
    - Standard 2: Evaluate the roles, rights, and responsibilities of United States citizens and determine methods of active participation in society, government, and the political system.
      - SS.912.C.2.3 Experience the responsibilities of citizens at the local, state, or federal levels.
      - SS.912.C.2.14 Evaluate the processes and results of an election at the state or federal level.



# Florida

- Standard 3: Demonstrate an understanding of the principles, functions, and organization of government.
  - SS.912.C.3.4 Analyze the structures, functions, and processes of the executive branch as described in Article II of the Constitution.
- Geography Strand
  - Elementary
    - Standard 1: The World in Spatial Terms
      - SS.5.G.1.1: Interpret current and historical information using a variety of geographic tools.
    - Standard 4: Uses of Geography
      - SS.5.G.4.1 Use geographic knowledge and skills when discussing current events.
      - SS.5.G.4.2 Use geography concepts and skills such as recognizing patterns, mapping, graphing to find solutions for local, state, or national problems.
  - Middle School
    - Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.
      - SS.8.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time throughout American history.
      - SS.8.G.6.2 Illustrate places and events in U.S. history through the use of narratives and graphic representations.
  - High School
    - Standard 1: Understand how to use maps and other geographic representations, tools, and technology to report information.
      - SS.912.G.1.4 Analyze geographic information from a variety of sources including primary sources, atlases, computer, and digital sources, Geographic Information Systems (GIS), and a broad variety of maps.
    - Standard 4: Understand the characteristics, distribution, and migration of human populations.



# Florida

- SS.912.G.4.8 Use geographic concepts to analyze spatial phenomena and to discuss economic, political, and social factors that define and interpret space.
- Standard 6: Understand how to apply geography to interpret the past and present and plan for the future.
  - SS.912.G.6.1 Use appropriate maps and other graphic representations to analyze geographic problems and changes over time.





# Massachusetts

- History and Geography
  - Grade 5:
    - Concept and Skill 6. Distinguish between political and topographical maps and identify specialized maps that show information such as population, income, or climate change.
  - Grades 8-12:
    - Concept and Skill 4: Interpret and construct charts and graphs that show quantitative information.
    - Concept and Skill 7: Show connections, causal or otherwise, between particular historical events and ideas and larger social, economic, and political trends and developments.
    - Concept and Skill 9: Distinguish intended from unintended consequences.
- Civics and Government
  - Grade 5:
    - Concept and Skill 8: Define and use correctly words related to government: *citizen, suffrage, rights, representation, federal, state, county, and municipal.*



# New York

- Standard 1: Students will use a variety of intellectual skills to demonstrate their understanding of major ideas, eras, themes, developments, and turning points in the history of the United States and New York.
  - Key Idea 1: The study of New York State and United States history requires an analysis of the development of American culture, its diversity and multicultural context, and the ways people are unified by many values, practices, and traditions.
- Standard 5: Students will use a variety of intellectual skills to demonstrate their understanding of the necessity for establishing governments; the governmental system of the U.S. and other nations; the U.S. Constitution; the basic civic values of American constitutional democracy; and the roles, rights, and responsibilities of citizenship, including avenues of participation.
  - Key Idea 1: The study of civics, citizenship, and government involves learning about political systems; the purposes of government and civic life; and the differing assumptions held by people across time and place regarding power, authority, governance, and law.
  - Key Idea 2: The state and federal governments established by the Constitutions of the United States and the State of New York embody basic civic values (such as justice, honesty, self-discipline, due process, equality, majority rule with respect for minority rights, and respect for self, others, and property), principles, and practices and establish a system of shared and limited government.
  - Key Idea 3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and responsibilities.
  - Key Idea 4: The study of civics and citizenship requires the ability to probe ideas and assumptions, ask and answer analytical questions, take a skeptical attitude toward questionable arguments, evaluate evidence, formulate rational conclusions, and develop and refine participatory skills.



# Texas

- Citizenship
  - Grade 5
    - Standard 19: The student understands the importance of effective leadership in a constitutional republic.
      - (A) Explain the contributions of the Founding Fathers to the development of the national government.
- Geography
  - Grade 5
    - Standard 7: The student understands the concept of regions in the United States.
      - (A) Describe a variety of regions in the United States such as political, population, and economic regions that result from patterns of human activity.
  - High School
    - Standard 5: The student understands how geography can influence U.S. political divisions and policies.
      - (A) Understand how population shifts affect voting patterns.
- U.S. Government
  - Grade 8
    - Standard 15: Government: The student understands the American beliefs and principles reflected in the Declaration of Independence, the U.S. Constitution, and other important historic documents.
      - (D) Analyze how the U.S. Constitution reflects the principles of limited government, republicanism, checks and balances, federalism, separation of powers, popular sovereignty, and individual rights.
  - High School
    - Standard 8: Government: The student understands the structure and functions of the government created by the U.S. Constitution.
      - (B) Compare the structures, functions, and processes of national, state, and local governments in the U.S. federal system.



# Texas

- Standard 10: Government: The student understands the processes for filling public offices in the U.S. system of government.
  - (B) Explain the process of electing the president of the United States and analyze the Electoral College.
- Standard 20: Government: The student understands the changing relationships among the three branches of the federal government.
  - (B) Evaluate the impact of relationships among the legislative, executive, and judicial branches of government, including... the presidential election of 2000.
- U.S. History
  - High School
    - Standard 5: History: The student understands the effects of reform and third-party movements in the early 20th century.
      - (C) Evaluate the impact of third parties, including the Populist and Progressive parties.
    - Standard 11: History: The student understands the emerging political, economic, and social issues of the United States from the 1990s into the 21st century.
      - (D) Analyze the impact of third parties on presidential elections.
      - (E) Discuss the historical significance of the 2008 presidential election.
  - Grade 5
    - Standard 24: Social Studies Skills: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
      - (C) Organize and interpret information in outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
      - (D) Identify different points of view about an issue, topic, or current event.



# Texas

- Grade 8
  - Standard 29: Social Studies Skills: The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology.
    - (C) Organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps.
    - (E) Support a point of view on a social studies issue or event.
    - (J) Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, models, and databases.
- High School
  - Standard 29: Social Studies Skills: The student applies critical-thinking skills to organize and use information acquired from a variety of valid sources, including electronic technology.
    - (G) Identify and support with historical evidence a point of view on a social studies issue or event.
    - (H) Use appropriate skills to analyze and interpret social studies information such as maps, graphs, presentations, speeches, lectures, and political cartoons.
  - Standard 31 Social Studies Skills: The student uses geographic tools to collect, analyze, and interpret data.
    - (B) Pose and answer questions about geographic distributions and patterns shown on maps, graphs, charts, and available databases.



# Advanced Placement

- United States Government & Politics: Course Outcomes
  - Describe and compare important facts, concepts, and theories pertaining to U.S. government and politics
  - Explain typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures)
  - Interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats)
  - Critical analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum
- United States History: Course Outcomes
  - American and National Identity
    - NAT-1.0 Explain how ideas about democracy, freedom, and individualism found expression in the development of cultural values, political institutions, and American identity
    - NAT-2.0 Explain how interpretations of the Constitution and debates over rights, liberties, and definitions of citizenship have affected American values, politics, and society
  - Politics and Power
    - POL-1.0 Explain how and why political ideas, beliefs, institutions, party systems, and alignments have developed and changed
    - POL-2.0 Explain how popular movements, reform efforts, and activist groups have sought to change American society and institutions
  - Migration and Settlement
    - MIG-2.0 Analyze causes of internal migration and patterns of settlement in what would become the United States and explain how migration has affected American life