

Draft 2026 South Carolina 9-12 College and Career Ready Social Studies and Civics Standards

Economics

Standard E.1 Analyze how scarcity and incentives shape decision-making and how economic systems allocate resources.

Indicator	Indicator Insight
E.1.1 Explain why scarcity requires individuals, businesses, and governments to make choices about limited resources. (Gov)	Key Concepts: scarcity, wants and needs, incentives, resources, choice, decision-making, opportunity cost, trade-offs, resource allocation, consumers, producers, government decision-making Teacher Emphasis: Instruction should emphasize that scarcity is the fundamental problem of economics because resources are limited while human wants and needs are unlimited. It should also focus on how individuals, businesses, and governments make choices about the use of scarce resources and evaluate the trade-offs involved in those decisions. Emphasis should be placed on understanding how incentives influence behavior and decision-making by encouraging or discouraging particular actions.
E.1.2 Analyze the opportunity costs associated with economic decisions and apply them to real-world decisions. (C)	Key Concepts: trade-offs, opportunity cost, decision-making, scarcity, limited resources, time, money, resource allocation, alternatives, choices, economic reasoning Teacher Emphasis: Instruction should emphasize that every economic decision involves trade-offs because scarce resources require individuals, businesses, and governments to make choices among alternatives. It should also distinguish between a <i>trade-off</i>, which involves all alternatives considered, and an <i>opportunity cost</i>, which is the value of the next best alternative that is given up when a choice is made. Emphasis should be placed on applying opportunity cost analysis to real-world decisions involving the use of time, money, and resources.
E.1.3 Explain how the Production Possibilities Curve (PPC) shows opportunity cost, trade-offs, efficiency, inefficiency, and economic growth or decline using graphs. (E)	Key Concepts: Production Possibilities Curve (PPC), opportunity cost, trade-offs, efficiency, inefficiency, economic growth, economic decline, productive resources, resource allocation, production possibilities, scarcity Teacher Emphasis: Instruction should emphasize that the Production Possibilities Curve (PPC) is a model used to illustrate the economic concepts of scarcity, trade-offs, opportunity cost, efficiency, and growth. It should also include points on, inside, and outside the curve to explain efficient and inefficient resource use and unattainable production levels. Emphasis should be placed on interpreting graphical representations of economic choices and understanding how changes in resources, technology, or productivity can shift the PPC and represent economic growth or contraction.
E.1.4 Identify and explain the four factors of economic production: land, labor, capital, and entrepreneurship. (Geo)	Key Concepts: factors of production, land, labor, capital, entrepreneurship, scarcity, productive resources, resource allocation, opportunity cost, trade-offs, goods and services, economic decision-making Teacher Emphasis: Instruction should emphasize that all goods and services require the use of productive resources and that scarcity requires individuals, businesses, and governments to make choices

	about how those resources will be allocated. It should also include the roles of land, labor, capital, and entrepreneurship in the production process and evaluate how these resources work together to create economic value. Emphasis should be placed on understanding how decisions about resource use involve trade-offs and opportunity costs and help answer the fundamental economic questions of what to produce, how to produce, and for whom to produce.
E.1.5 Explain how different economic systems (market, command, and mixed economies) determine what goods and services are produced, how they are produced, and for whom they are produced. (Gov)	Key Concepts: economic systems, scarcity, limited resources, wants and needs, traditional economy, command economy, market economy, mixed economy, factors of production, resource allocation, economic decision-making, economic incentives Teacher Emphasis: Instruction should emphasize that all economic systems must address the problem of scarcity by making decisions about the allocation of limited resources. It should also include how traditional, command, market, and mixed economies answer the fundamental economic questions of what to produce, how to produce, and for whom to produce. Emphasis should be placed on understanding the roles of individuals, businesses, markets, and governments in economic decision-making and evaluating how different economic systems balance efficiency, equity, economic freedom, and government involvement.
Standard E.2 Analyze how demand, supply, market structures, and policy interventions influence prices, output, wages, and consumer/producer outcomes.	
<i>Indicator</i>	<i>Indicator Insight</i>
E.2.1 Analyze how demand influences prices, output, and consumer behavior. (E)	Key Concepts: demand, law of demand, quantity demanded, demand schedule, demand curve, elasticity of demand, consumer behavior, market price, consumer preferences, substitutes, complements, income, market demand, price signals Teacher Emphasis: Instruction should emphasize the relationship between consumer choices and market outcomes. It should also include how changes in price affect the quantity demanded and how shifts in consumer preferences, income, expectations, and the availability of substitutes and complements influence overall demand. Emphasis should be placed on interpreting demand schedules, demand curves, and measures of elasticity to explain how consumer behavior affects prices, production decisions, and resource allocation within markets.
E.2.2 Analyze how supply influences prices, output, and producer behavior. (E)	Key Concepts: supply, quantity supplied, law of supply, supply schedule, supply curve, shifts in supply, production costs, producer behavior, market equilibrium, incentives, productivity, resource costs, technology, market outcomes Teacher Emphasis: Instruction should emphasize how producers respond to changes in market conditions and how those responses affect prices and output. It should also include the relationship between price and quantity supplied and examine how factors such as production costs, technology, resource availability, government policies, and producer expectations influence supply. Emphasis should

	be placed on interpreting supply schedules, supply curves, and shifts in supply to explain producer decision-making and market outcomes.
E.2.3 Analyze how supply and demand interact to determine market equilibrium. (E)	Key Concepts: market equilibrium, supply, demand, quantity supplied, quantity demanded, equilibrium price, equilibrium quantity, surplus, shortage, market price, price signals, market adjustments, allocation of resources Teacher Emphasis: Instruction should emphasize how buyers and sellers interact in markets to establish prices and quantities of goods and services. It should also include how supply and demand work together to create market equilibrium and how changes in either supply or demand affect equilibrium price and quantity. Emphasis should be placed on understanding how shortages and surpluses serve as signals that encourage market adjustments and how prices help allocate scarce resources.
E.2.4 Compare how market structures and competition influence prices, output, efficiency, and consumer/producer outcomes. (H)	Key Concepts: Market structures, perfect competition, monopolistic competition, oligopoly, monopoly, competition, market power, barriers to entry, prices, output, efficiency, consumer choice, producer behavior, profit, market outcomes Teacher Emphasis: Instruction should emphasize how different market structures influence the behavior of firms, the level of competition, and outcomes for consumers and producers. It should also include how market power, barriers to entry, and the number of firms affect prices, production decisions, efficiency, innovation, and consumer choice. Emphasis should be placed on evaluating the advantages and disadvantages of each market structure and understanding how competition influences resource allocation and overall market performance.
E.2.5 Analyze how policy interventions affect prices, wages, output, and consumer/producer outcomes. (Gov)	Key Concepts: policy interventions, price ceilings, price floors, minimum wage, rent control, subsidies, taxes, regulations, shortages, surpluses, market outcomes, government intervention, consumer outcomes, producer outcomes Teacher Emphasis: Instruction should emphasize how government policies can influence market outcomes by affecting prices, wages, production decisions, and consumer and producer behavior. It should also include how policies such as price ceilings, price floors, minimum wage laws, subsidies, taxes, and regulations alter incentives and market conditions. Emphasis should be placed on evaluating both the intended and unintended consequences of policy interventions, including the creation of shortages, surpluses, changes in output, and shifts in consumer and producer welfare.
Standard E.3 Evaluate macroeconomic indicators and how fiscal/monetary policy and global trade affect economic stability and well-being.	
<i>Indicator</i>	<i>Indicator Insight</i>
E.3.1 Interpret GDP, GNP, inflation, and unemployment data to evaluate economic stability. (Gov)	Key Concepts: Gross Domestic Product (GDP), Gross National Product (GNP), inflation, unemployment, economic indicators, economic stability, Consumer Price Index, labor force, unemployment rate, real GDP, economic growth, economic performance

	Teacher Emphasis: Instruction should emphasize that GDP, GNP, inflation, and unemployment are key economic indicators used to evaluate the overall health and stability of an economy. It should also include graphs, charts, and economic data from sources such as the Bureau of Labor Statistics, Federal Reserve Economic Data, and other government agencies to identify trends and assess economic conditions. Emphasis should be placed on understanding where economic data originates, how indicators are calculated, and how policymakers use these measures to inform economic decisions.
E.3.2 Evaluate the impacts of fiscal policy and monetary policy on economic growth, employment, and price stability. (Gov)	Key Concepts: fiscal policy, monetary policy, Federal Reserve, interest rates, money supply, taxation, government spending, inflation, unemployment, economic growth, price stability, business cycle, expansionary policy, contractionary policy, dual mandate Teacher Emphasis: Instruction should emphasize how fiscal and monetary policy are used to respond to changing conditions in the business cycle and influence economic performance. It should also include how the Federal Reserve uses interest rates and the money supply to promote price stability and maximum employment, and how governments use taxation and spending policies to influence economic growth and employment. Emphasis should be placed on evaluating the trade-offs associated with expansionary and contractionary policies and understanding how policymakers balance goals related to economic growth, unemployment, and inflation.
E.3.3 Evaluate how global trade influences economic stability and standards of living. (Geo)	Key Concepts: global trade, international markets, imports, exports, comparative advantage, absolute advantage, specialization, economic interdependence, globalization, trade barriers, economic growth, employment, standards of living Teacher Emphasis: Instruction should emphasize that global trade connects individuals, businesses, and governments to an increasingly interconnected world economy. It should also include how trade can expand consumer choice, lower prices, increase access to goods and services, support employment, and promote economic growth. Emphasis should also be placed on evaluating the challenges associated with global trade, including job displacement, regional economic inequalities, supply chain disruptions, and vulnerability to global economic shocks.
Standard E.4 Apply decision tools, scarcity, and incentives to personal income, saving, borrowing, investing, and financial planning.	
<i>Indicator</i>	<i>Indicator Insight</i>
E.4.1 Explain the difference between needs and wants and how they influence financial planning. (Geo)	Key Concepts: needs, wants, scarcity, trade-offs, opportunity cost, budgeting, financial planning, spending priorities, saving, financial goals, decision-making, resource allocation Teacher Emphasis: Instruction should emphasize that needs and wants represent different types of spending priorities and that scarce resources require individuals to make choices about how money, time, and other resources are used. It should also include identifying needs and what helps individuals create budgets, establish spending priorities, and make informed financial decisions. Emphasis should be

	placed on understanding that every financial choice involves trade-offs and opportunity costs and that effective financial planning supports both immediate necessities and long-term financial goals.
E.4.2 Explain how scarcity of income requires individuals to prioritize spending, saving, borrowing, and investing decisions among competing needs and wants to reach financial goals. (E)	Key Concepts: scarcity, income, budgeting, spending, saving, borrowing, investing, financial goals, needs, wants, trade-offs, opportunity cost, financial planning, resource allocation Teacher Emphasis: Instruction should emphasize that income is a limited resource and that financial decision-making requires individuals to make choices among competing needs and wants. It should also include how budgeting, saving, borrowing, and investing can help individuals manage scarce resources and work toward short-term and long-term financial goals. Emphasis should be placed on understanding the trade-offs and opportunity costs associated with financial decisions and evaluating how different choices can support or hinder financial well-being.
E.4.3 Analyze how financial incentives influence personal decision-making regarding income, saving, borrowing, investing, and long-term financial planning. (C)	Key Concepts: incentives, financial incentives, financial rewards, taxes, interest rates, saving, investing, borrowing, risk, return, income, financial planning, opportunity cost, financial goals Teacher Emphasis: Instruction should emphasize how financial incentives influence the choices individuals make regarding earning, spending, saving, borrowing, and investing. It should also include how incentives such as interest rates, tax policies, employer benefits, investment returns, discounts, and financial rewards affect decision-making and encourage particular economic behaviors. Emphasis should be placed on evaluating the costs, benefits, risks, and opportunity costs associated with financial decisions and understanding how informed decision-making contributes to long-term financial well-being and the achievement of personal financial goals.
E.4.4 Evaluate how individuals use financial planning strategies to allocate income across savings and investments. (C)	Key Concepts: savings, investments, savings accounts, certificates of deposit, stocks, financial planning, opportunity cost, trade-offs, risk, return, compound interest, financial goals, store of value, wealth accumulation Teacher Emphasis: Instruction should emphasize how individuals use financial planning to allocate limited income among competing priorities and long-term financial goals. It should also include how savings and investments serve different financial purposes, compare levels of risk and return associated with different financial tools, and evaluate how time horizons influence financial decisions. Emphasis should be placed on understanding the trade-offs and opportunity costs involved in saving and investing as well as how informed financial planning can contribute to financial security, wealth accumulation, and the effective use of money as a store of value.

Modern World History

Standard MWH.1 Analyze how belief systems, political organizations, and existing cultural patterns contributed to the emergence of the modern world.

<i>Indicator</i>	<i>Indicator Insight</i>
MWH.1.1 Explain how belief systems and political organizations impacted Asia's role in the modern world from 1200 to 1450. (Geo, Gov, H)	Key Concepts: Song Dynasty, bureaucracy, meritocracy, civil service examinations, tribute system, Confucianism, filial piety, Buddhism, Hinduism, Islam, Champa rice, Grand Canal, literacy, cultural diffusion, trade networks, political organization, state-building, Srivijaya, Majapahit, Khmer Empire, regional influence Teacher Emphasis: Instruction should emphasize Asia's role as a center of population, innovation, trade, and cultural exchange during the period from 1200 to 1450. Emphasis should include how belief systems such as Confucianism, Buddhism, Hinduism, and Islam shaped political authority, social organization, and cultural development throughout East, South, and Southeast Asia and how political organizations and belief systems worked together to maintain stability, facilitate exchange, and shape the development of societies throughout Asia.
MWH.1.2 Explain how belief systems and political organizations impacted the Middle East and Africa's role in the modern world from 1200 to 1450. (Geo, Gov, H)	Key Concepts: Abbasid Caliphate, Islamic civilization, Islam, caliphates, cultural diffusion, trade networks, mathematics, medicine, literature, scholarship, trans-Saharan trade, Great Zimbabwe, Ethiopia, Mali Empire, Mansa Musa, political organization, religious influence, innovation, cultural exchange Teacher Emphasis: Instruction should emphasize that the fragmentation of the Abbasid Caliphate did not diminish the influence of Islam across the Middle East and Africa. Emphasis should include how Islamic scholarship, trade networks, and cultural exchange contributed to advancements in mathematics, medicine, literature, and learning that influenced societies far beyond the region. Emphasis should be placed on understanding how African states and empires grew and prospered through trade, resource management, and connections to larger commercial networks.
MWH.1.3 Explain how belief systems and political organizations impacted the Americas role in the modern world from 1200 to 1450. (Geo, Gov, H)	Key Concepts: Maya, Mexico (Aztec), Inca, Cahokia, Mississippian culture, Mesa Verde, Pueblo peoples, Iroquois Confederacy, polytheism, human sacrifice, tribute systems, political organization, city-states, empire-building, cultural beliefs, centralized authority, cooperation, indigenous societies Teacher Emphasis: Instruction should emphasize that the Americas were home to diverse and sophisticated societies with complex political organizations, economic systems, and cultural traditions prior to European contact. Emphasis should include how belief systems influenced political authority and social organization within societies such as the Mexica (Aztec), Maya, and Inca. Emphasis should be placed on understanding how tribute systems, religious practices, and centralized governance supported imperial rule, while other groups

	developed systems of cooperation and collective decision-making such as the Iroquois Confederacy.
MWH.1.4 Explain how belief systems and political organizations impacted Europe's role in the modern world from 1200 to 1450. (Geo, Gov, H)	Key Concepts: feudalism, manorial system, monarchy, Magna Carta, Parliament, Estates-General, Roman Catholic Church, Eastern Orthodox Church, Crusades, Islamic presence in Iberia, Byzantine Empire, Hundred Years' War, Black Death, Renaissance, political centralization, religious authority, cultural renewal Teacher Emphasis: Instruction should emphasize how political, religious, and cultural institutions shaped European society during the transition from the medieval to the early modern world. Emphasis should include how feudalism and the manorial system organized political and economic life, while monarchies and representative institutions gradually expanded their influence.
Standard MWH.2 Analyze how trade networks affected economic exchange, technological diffusion, cultural interaction, and the movement of crops, animals, and disease across regions of the modern world from 1200 to 1450.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.2.1 Explain the effects of the expansion of the Silk Roads as a Eurasian trade network and the impact the Mongols had on facilitating those effects. (E, Gov, H)	Key Concepts: Silk Roads, Mongols, Genghis Khan, Kublai Khan, Yuan Dynasty, Pax Mongolica, caravanserai, cultural diffusion, trade networks, Eurasian exchange, porcelain, textiles, paper money, horses, horse archers, four khanates, Marco Polo, Buddhism, Black Death, nomads, connectivity Teacher Emphasis: Instruction should emphasize that the Silk Roads connected Europe, Asia, the Middle East, and parts of Africa through extensive networks of trade and cultural exchange. Emphasis should be placed on understanding that increased connectivity produced both benefits and challenges, including economic growth, cultural diffusion, technological exchange, and the spread of infectious diseases such as the Black Death.
MWH.2.2 Analyze the causes for growth in trade in the Indian Ocean and the effects that growth had on the expansion of trade in the modern world from 1200 to 1450. (E, Gov, H)	Key Concepts: Indian Ocean Trade Network, monsoon winds, maritime trade, navigation, lateen sail, compass, astrolabe, Chinese junks, Zheng He, Ibn Battuta, Swahili Coast, Strait of Malacca, Calicut, Srivijaya, Ming Dynasty, Muslim merchants, spices, gold, ivory, trade networks, cultural diffusion, commercial exchange Teacher Emphasis: Instruction should emphasize that the Indian Ocean Trade Network was the largest and most diverse maritime trade system of the period, connecting East Africa, the Middle East, South Asia, and East Asia. Emphasis should be placed on understanding how increased maritime trade facilitated the exchange of goods, technologies, religions, and cultural practices while creating extensive networks of interaction among diverse peoples.
MWH.2.3 Evaluate the effects of the expansion of a Trans-Saharan trade network on the growth of empires in Africa and the cultural exchange that stemmed from	Key Concepts: Trans-Saharan Trade Network, Great Salt Trade, caravans, camels, camel saddles, Berbers, Muslim merchants, cultural diffusion, Mali Empire, Ghana Empire, Songhai Empire,

that expansion in the period 1200–1450. (E, Geo, Gov, H)	Timbuktu, Djenne, Mansa Musa, Hajj, trade routes, Islam, economic exchange, West Africa Teacher Emphasis: Instruction should emphasize that the Trans-Saharan Trade Network connected West Africa to North Africa and the Middle East, creating opportunities for economic growth, cultural exchange, and political expansion. Emphasis should include how technological innovations, including the use of camels and saddles, made long-distance trade across the Sahara possible and contributed to the growth of powerful West African empires.
MWH.2.4 Analyze the cultural, economic, demographic, and biological effects resulting from the growth of trade networks in the period 1200–1450. (E, Geo)	Key Concepts: cultural diffusion, trade networks, Silk Roads, Indian Ocean Trade Network, Trans-Saharan Trade Network, Buddhism, Hinduism, Islam, technological diffusion, urbanization, merchant class, commercial centers, crop and animal exchange, disease diffusion, Black Death, interconnected societies Teacher Emphasis: Instruction should emphasize that the growth of trade networks created extensive cultural and economic exchange while also spreading crops, animals, technologies, and disease across Afro-Eurasia. Emphasis should include how religions, technologies, artistic traditions, and knowledge spread along trade routes while major commercial centers emerged as hubs of economic activity and cultural interaction.
Standard MWH.3 Analyze the methods land-based empires utilized to expand and maintain control in various regions during the period 1450 to 1750.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.3.1 Explain the causes and effects of expansion for land-based empires in the period 1450–1750. (E, Gov, H)	Key Concepts: land-based empires, gunpowder empires, Ottoman Empire, Safavid Empire, Mughal Empire, Russian Empire, gunpowder technology, expansion, conquest, Sunni Islam, Shia Islam, Akbar, Aurangzeb, Suleyman the Magnificent, territorial growth, imperial rivalries, state-building, political authority, religious conflict Teacher Emphasis: Instruction should emphasize how military innovation, political leadership, religious identity, and imperial rivalries contributed to the rise and expansion of major land-based empires from 1450 to 1750. Emphasis should be placed on understanding the role of Sunni and Shia divisions, imperial rivalries, and leadership in shaping patterns of expansion, governance, and conflict.
MWH.3.2 Analyze the administrative methods land-based empires used to centralize authority in various regions of the modern world during the period 1450–1750. (E, Geo, Gov, H)	Key Concepts: centralization, land-based empires, bureaucracy, imperial administration, taxation, military organization, system, Janissaries, tribute systems, provincial governance, bureaucratic elites, military professionals, state-building, infrastructure, communication networks, imperial legitimacy, monumental architecture Teacher Emphasis: Instruction should emphasize how rulers of

	land-based empires strengthened authority through administrative systems, taxation, military organization, and infrastructure. Emphasis should include how bureaucratic elites, military professionals, tribute systems, and tax collection enabled empires to govern large and diverse populations. Emphasis should be placed on understanding how centralized governments maintained control through efficient administration, economic management, communication networks, and military power.
MWH.3.3 Analyze the impact of culture and religious beliefs on the expansion of land-based empires in the period 1450–1750. (Geo, Gov, H)	Key Concepts: religion, culture, imperial expansion, divine right, Protestant Reformation, Sikhism, Sunni Islam, Shia Islam, religious tolerance, Confucianism, political authority, legitimacy, cultural traditions, Ottoman Empire, Safavid Empire, Mughal Empire, Ming Dynasty Teacher Emphasis: Instruction should emphasize how cultural traditions and religious beliefs shaped the expansion, governance, and stability of land-based empires from 1450 to 1750. Emphasis should include how rulers used religion and culture to strengthen political authority, build support among diverse populations, and justify expansion.
Standard MWH.4 Analyze how technological innovation, maritime exploration, empire-building, global exchange, and changing labor and social systems transformed Afro-Eurasia and the Americas from 1450 to 1750.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.4.1 Explain how technological innovations and geographic knowledge contributed to expanded maritime exploration and transoceanic connections. (E, Geo, H)	Key Concepts: maritime technology, caravel, lateen sail, compass, astrolabe, cartography, astronomical charts, navigation, transoceanic travel, geographic knowledge, trade routes, cross-cultural exchange, diffusion of technology, maritime empires, global connections Teacher Emphasis: Instruction should emphasize that maritime exploration was made possible through the combination of technological innovation, geographic knowledge, and cross-cultural exchange. Emphasis should be placed on understanding that exploration was driven not only by curiosity but also by competition, commerce, state power, and the desire to control trade routes.
MWH.4.2 Analyze the economic, political, religious, and technological causes of maritime exploration and explain how exploration connected the Eastern and Western Hemispheres. (E, Geo, Gov, H)	Key Concepts: maritime exploration, state-sponsored voyages, transoceanic exploration, trade networks, empire-building, competition, Columbian Exchange, global interconnection, navigation, maritime technology, cartography, Prince Henry the Navigator, Vasco da Gama, Christopher Columbus, Ferdinand Magellan, Spanish Empire, Portuguese Empire, English Empire, French Empire, Dutch Empire Teacher Emphasis: Instruction should emphasize that maritime exploration was driven by a combination of economic interests, political competition, religious motivations, and technological innovation. It should also include how governments sponsored voyages to gain access to trade routes, expand political influence, spread religious beliefs, and acquire wealth and

	resources. Emphasis should be placed on understanding how advances in navigation, shipbuilding, and geographic knowledge made long-distance exploration possible and how sustained contact between the Eastern and Western Hemispheres transformed global systems of trade, migration, cultural exchange, agriculture, and disease transmission.
MWH.4.3 Analyze how maritime empires were established, maintained, and challenged through trade, colonization, labor systems, military power, and resistance. (E, Gov, H)	Key Concepts: maritime empires, colonization, trade networks, mercantilism, labor systems, encomienda system, hacienda system, chattel slavery, Atlantic slave trade, military power, naval power, empire-building, resistance, colonial administration, triangular trade, plantation economy, transoceanic trade Teacher Emphasis: Instruction should emphasize how maritime empires expanded and maintained power through trade, colonization, labor systems, and military strength from 1450 to 1750. It should include how European powers established overseas colonies, controlled trade networks, and used labor systems to extract resources and generate wealth.
MWH.4.4 Explain how transoceanic connections, empire-building, and coerced labor systems created and transformed social hierarchies in the Americas, Africa, and Afro-Eurasia. (E, Geo, Gov)	Key Concepts: social hierarchy, race, ethnicity, caste, labor systems, coerced labor, slavery, chattel slavery, indentured servitude, encomienda system, hacienda system, mita system, Atlantic slave trade, colonial societies, social classes, imperial expansion, cultural exchange, migration Teacher Emphasis: Instruction should emphasize how transoceanic connections and imperial expansion reshaped social structures across the Americas, Africa, and Afro-Eurasia from 1450 to 1750. It should also include how labor systems such as encomienda, hacienda, mita, slavery, and indentured servitude supported imperial economies while reinforcing social hierarchies based on race, ethnicity, legal status, and economic power.
Standard MWH.5 Analyze how religious ideals and institutions, Enlightenment ideas, nationalism, industrialization, capitalism, reform movements, and new ideologies transformed governments, economies, societies, and global power from 1750 to 1900.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.5.1 Explain how religious ideals and institutions, Enlightenment ideas and nationalism challenged traditional authority and inspired political revolutions, independence movements, and reform efforts. (Gov, H)	Key Concepts: religious liberty, religious toleration, freedom of conscience, established churches, disestablishment, religious pluralism, churches and religious institutions, religious revival, abolitionism, missionary movements, Catholicism, Protestantism, Judaism, secularism, Enlightenment, John Locke, Jean-Jacques Rousseau, Montesquieu, Voltaire, Mary Wollstonecraft, Olympe de Gouges, Adam Smith, natural rights, social contract, popular sovereignty, individual rights, constitutional government, republicanism, liberalism, nationalism, self-determination, political revolution, independence movements, reform movements, national identity Teacher Emphasis: Instruction should emphasize how

	Enlightenment thinkers challenged traditional political and social structures by promoting ideas about natural rights, popular sovereignty, constitutional government, and individual liberty. It should also include how these ideas inspired revolutions, independence movements, and reform efforts across the Atlantic World and Europe. Emphasis should be placed on understanding how nationalism fostered movements for self-determination, political unification, and independence while reshaping political boundaries and systems of government. Religion should be examined alongside political, economic, and intellectual developments as a continuing historical force throughout the modern era. Students should analyze debates over religious liberty, toleration, freedom of conscience, established churches, and the relationship between religious and political authority. Instruction should examine how churches, religious communities, and other religious institutions shaped national identity, education, charitable activity, abolition and other reform movements, and resistance to or support for political change. Students should also examine how religious revival, growing religious pluralism, and secular intellectual movements affected European and Atlantic societies.
MWH.5.2 Analyze the causes, spread, and effects of industrialization and explain how industrialization transformed production, labor, economies, environments, resource use, urban conditions, and global power. (E, Gov, H)	Key Concepts: Industrial Revolution, industrialization, factory system, mechanization, fossil fuels, coal, iron, steam engine, textile machinery, cotton gin, railroads, steamships, telegraph, steel production, electricity, internal combustion engine, industrial capitalism, mass production, specialization of labor, urbanization, transnational business, economic development, globalization, environmental change, resource consumption, industrial pollution, urban sanitation Teacher Emphasis: Instruction should emphasize how industrialization emerged from a combination of technological innovation, resource availability, agricultural improvements, population growth, and economic incentives. It should focus on why industrialization began in Great Britain and how it spread to Western Europe, the United States, Russia, and Japan. Students should evaluate gains productivity, transportation, material living standards, and economic opportunity and costs associated with difficult working conditions, rapid urbanization, resource use, sanitation, and industrial pollution.
MWH.5.3 Evaluate how industrialization and new political ideas contributed to reform movements related to labor, social class, slavery, women's rights and political participation (E, Gov, H)	Key Concepts: reform movements, abolition, suffrage, labor rights, social reform, feminism, public education, public health, unionization, industrialization, political rights, social class, equality, labor unions, abolitionism, women's rights Teacher Emphasis: Instruction should emphasize how industrialization and new political ideas inspired reform movements that responded to working conditions, legal

	restrictions, political representation, and other social and economic conditions from 1750 to 1900. It should also include how industrialization exposed problems related to working conditions, urban life, and social class and how reformers advocated for changes in labor practices, education, public health, and political participation.
MWH.5.4 Compare how different ideologies and intellectual movements responded to industrialization, capitalism, social and economic conditions, imperialism, and political change. (E, Geo, Gov, H)	Key Concepts: ideology, capitalism, laissez-faire economics, socialism, communism, liberalism, conservatism, nationalism, feminism, Social Darwinism, utopianism, industrialization, differences in wealth and social class, imperialism, political reform, economic systems, intellectual movements, Adam Smith, Karl Marx, Friedrich Engels, Charles Darwin, Herbert Spencer Teacher Emphasis: Instruction should emphasize that industrialization and the growth of capitalism inspired a variety of competing political, economic, and social ideologies. It should also include how different intellectual movements offered competing explanations and proposed different responses to labor conditions, differences in wealth and social class, political representation, imperial expansion, and social change.
Standard MWH.6 Analyze how industrialization intensified imperialism, reshaped global economic relationships, encouraged resistance, and transformed migration patterns from 1750 to 1900.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.6.1 Explain how industrialized states used economic, political, religious, racial, and cultural arguments to justify imperial expansion. (E, Geo, Gov)	Key Concepts: imperialism, colonialism, nationalism, Social Darwinism, civilizing mission, racial hierarchy, missionary activity, empire, economic imperialism, raw materials, new markets, military bases, strategic competition, spheres of influence, industrialization, global expansion Teacher Emphasis: Instruction should emphasize that industrialized states used a variety of economic, political, religious, racial, and cultural arguments to justify imperial expansion during the nineteenth and early twentieth centuries. It should also include both the motivations for imperialism and its impact on colonized peoples, societies, and regions.
MWH.6.2 Analyze how states expanded imperial control and compare how native peoples and local communities resisted imperialism. (E, Geo, Gov, H)	Key Concepts: imperialism, colonialism, direct rule, indirect rule, settler colonialism, protectorates, resistance movements, anti-imperialism, nationalism, rebellion, self-determination, Berlin Conference, Scramble for Africa, Opium Wars, treaty ports, imperial expansion, colonial administration Teacher Emphasis: Instruction should emphasize how imperial powers expanded and maintained control through political, military, economic, and technological means during the era of high imperialism. It should also include how imperial states used direct rule, indirect rule, settler colonialism, and protectorates to govern territories and extract resources.
MWH.6.3 Analyze how industrialization and imperial expansion reshaped trade, investment, export	Key Concepts: industrialization, imperialism, export economy, cash crops, raw materials, commodities, foreign investment,

economies, and access to raw materials around the world. (E, Geo, H)	colonial trade, infrastructure, resource extraction, global trade, international markets, economic development Teacher Emphasis: Instruction should emphasize how industrialization transformed the global economy by increasing demand for raw materials, agricultural exports, and new markets. It should also include how industrialized nations used economic influence, investment, trade networks, and infrastructure projects to shape economic relationships with colonies and less-industrialized regions, producing different benefits, costs, and long-term consequences across societies.
MWH.6.4 Explain how industrialization, imperialism, climate, drought, famine, and other physical conditions, and expanding global economic networks changed migration patterns and evaluate how migration affected both sending and receiving societies (Geo, Gov, E)	Key Concepts: migration, immigration, emigration, urbanization, push factors, pull factors, voluntary migration, involuntary migration, indentured servitude, coerced labor, global economic networks, labor migration, ethnic enclaves, nativism, population movement, industrialization, imperialism, climate, drought, famine, demographic change Teacher Emphasis: Instruction should emphasize that industrialization, imperialism, environmental conditions, and expanding global economic networks increased human migration from 1750 to 1900. It should also include both voluntary and involuntary migration patterns and evaluate how push and pull factors influenced population movements across regions and continents.
Standard MWH.7 Analyze the causes, conduct, and consequences of global conflicts and human crises from 1900 to 1945.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.7.1 Analyze how nationalism, imperialism, and industrialization shifted the global balance of power from 1900 to 1914. (E, Gov, H)	Key Concepts: nationalism, imperialism, industrialization, militarism, alliance system, balance of power, Triple Alliance, Triple Entente, arms race, Ottoman Empire, Austro-Hungarian Empire, Germany, Japan, great powers, nationalism, imperial competition, military expansion Teacher Emphasis: Instruction should emphasize how nationalism, imperialism, and industrialization transformed global power relationships during the late 19th and early 20th centuries. Emphasis should be placed on understanding how alliances, militarism, and competition for influence contributed to shifts in the balance of power and created conditions that increased the likelihood of large-scale conflict. Evaluate nationalism both as a force for national identity and self-determination and as a factor that could intensify rivalry and conflict.
MWH.7.2 Examine how nationalism and technological innovation shaped the causes, conduct, and global impact of World War I. (E, Gov)	Key Concepts: World War I, nationalism, militarism, imperial rivalry, alliance system, assassination of Archduke Franz Ferdinand, trench warfare, total war, machine guns, artillery, poison gas, tanks, submarines, airplanes, mobilization, home front, Russian Revolution, United States entry, Treaty of Versailles, self-determination, League of Nations

	Teacher Emphasis: Instruction should emphasize how nationalist rivalries, alliance commitments, militarism, imperial competition, and the assassination of Archduke Franz Ferdinand contributed to the outbreak of World War I. It should also include how industrial technology changed the scale and lethality of warfare; how total war mobilized societies and economies; and how the conflict altered empires, borders, and political systems. Students should examine competing wartime aims and the consequences of the Treaty of Versailles, including the principle of self-determination and the unresolved tensions that followed the war.
MWH.7.3 Assess how economic instability reshaped governments, societies, and international relations during the interwar period. (E, Geo, Gov, H)	Key Concepts: Treaty of Versailles, reparations, inflation, hyperinflation, stock market crash, Great Depression, unemployment, protectionism, economic nationalism, global trade, economic instability, recovery efforts, international finance, economic interdependence Teacher Emphasis: Instruction should emphasize how economic instability during the interwar period affected governments, societies, and international relationships around the world. It should also include how the economic consequences of World War I, including reparations and inflation, contributed to financial instability in Europe and how the Great Depression created global economic challenges.
MWH. 7.4 Analyze how political and economic tensions following World War I contributed to the rise of authoritarian governments and the outbreak of World War II. (E, Gov, H)	Key Concepts: Treaty of Versailles, League of Nations, reparations, economic instability, Great Depression, fascism, Nazism, totalitarianism, Adolf Hitler, Benito Mussolini, nationalism, militarism, appeasement, remilitarization, expansionism, Axis Powers, political extremism Teacher Emphasis: Instruction should emphasize how political and economic conditions following World War I created instability that weakened democratic governments and increased support for authoritarian leaders. It should also include how the Treaty of Versailles, economic hardship, the Great Depression, nationalism, and political dissatisfaction contributed to the rise of fascist and totalitarian regimes in Europe.
MWH.7.5 Evaluate the significance of major military campaigns and turning points in determining the outcome of World War II. (Gov, H)	Key Concepts: Blitzkrieg, Battle of Britain, Operation Barbarossa, Battle of Stalingrad, Pearl Harbor, Battle of Midway, D-Day, island-hopping campaign, Allied Powers, Axis Powers, atomic bomb, military strategy, industrial capacity, total war, turning points, military leadership Teacher Emphasis: Instruction should emphasize how major military campaigns and strategic turning points altered the course of World War II and ultimately contributed to Allied victory. It should also include how military leadership, geographic factors, industrial production, technological innovation, and strategic decision-making influenced the success or failure of military operations.

MWH.7.6 Analyze the causes and consequences of mass atrocities and their influence on international efforts to protect human rights. (Geo, Gov, H)	Key Concepts: genocide, Holocaust, anti-Semitism, concentration camps, Final Solution, Armenian Genocide, communism, crimes against humanity, refugees, Nuremberg Trials, United Nations, Universal Declaration of Human Rights, human rights, war crimes, persecution Teacher Emphasis: Instruction should emphasize that mass atrocities result from a combination of political, social, ideological, and economic factors, including state-sponsored persecution, racial or ethnic hatred, extreme nationalism, communism, authoritarian rule, conflict, and the dehumanization of targeted groups. It should also include the causes, methods, and consequences of events such as the Holocaust and Armenian Genocide while examining the human, demographic, and geographic impacts of displacement, violence, and genocide.
Standard MWH. 8 Analyze the causes, events, and consequences of ideological conflict, decolonization, and political transformation from 1945 to the present.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.8.1 Compare the political, economic, and human consequences of communist rule, including centralized planning, collectivization, political repression, resistance, reform, and the weakening or collapse of communist governments in multiple regions. (E, Gov, H)	Key Concepts: Cold War, communism, capitalism, containment, Truman Doctrine, Marshall Plan, North Atlantic Treaty Organization (NATO), Warsaw Pact, arms race, Cuban Missile Crisis, Korean War, Vietnam War, proxy wars, Iron Curtain, Soviet Union, Chinese Communist Revolution, ideological conflict, superpowers, deterrence, command economy, centralized economic planning, collectivization, one-party rule, political repression, censorship, dissidents, resistance, reform, glasnost, perestroika, collapse of the Soviet Union Teacher Emphasis: Instruction should emphasize that the Cold War was driven by ideological competition between communist and capitalist systems and shaped international relations from 1945 to the end of the 20th century. Instruction should also examine how communist governments in the Soviet Union, China, Eastern Europe, and other states organized political and economic life and evaluate the consequences of centralized economic planning, collectivization, one-party rule, restrictions on political dissent, resistance, and reform. Emphasis should be placed on understanding how Cold War tensions contributed to proxy wars, regional conflicts, nuclear competition, and the formation of competing political and military alliances.
MWH.8.2 Examine how decolonization and resistance movements reshaped political power and national identity after 1945. (E, Gov, H)	Key Concepts: decolonization, self-determination, nationalism, independence movements, nonviolent resistance, partition of India, Mahatma Gandhi, Kwame Nkrumah, Nelson Mandela, newly independent states, Pan-Africanism, anti-colonial movements, apartheid, sovereignty, postcolonial challenges, nation-building, national identity, ethnic identity, religious identity Teacher Emphasis: Instruction should emphasize how decolonization transformed global political power after World

	War II by ending colonial rule and creating new independent states across Africa, Asia, and the Middle East. Instruction should include how nationalism, self-determination, and anti-colonial resistance movements challenged imperial authority and contributed to the decline of European empires. Emphasis should be placed on how national, ethnic, and religious identities, inherited colonial borders, and competing political movements shaped nation-building and conflict in newly independent states.
MWH.8.3 Evaluate the political, economic, and social consequences of the end of the Cold War. (E, Geo, Gov, H)	Key Concepts: fall of the Berlin Wall, collapse of the Soviet Union, glasnost, perestroika, Mikhail Gorbachev, German reunification, democratization, market economy, European Union, globalization, ethnic conflict, Yugoslavia, post-Soviet states, political transformation, international relations Teacher Emphasis: Instruction should emphasize the political, economic, and social consequences of the end of the Cold War. Emphasis should be placed on how the collapse of communist governments, the emergence of new nations, and the expansion of market economies transformed global relationships and societies.
Standard MWH.9 Analyze the impacts of globalization on economic systems, cultural interactions, and international cooperation from the late twentieth century to the present.	
<i>Indicator</i>	<i>Indicator Insight</i>
MWH.9.1 Assess how technological innovation, economic interdependence, demographic change, and environmental concerns have shaped global societies since the late 20th century (E, Gov, H)	Key Concepts: globalization, technological innovation, digital revolution, internet, automation, artificial intelligence, economic interdependence, multinational corporations, free trade, outsourcing, climate change, energy resources, environmental policy, economic growth, employment, economic disparities, global development Teacher Emphasis: Instruction should emphasize how technological innovation and economic interdependence have expanded global connections and affected economic development, employment, and access to information. Emphasis should be placed on how governments, businesses, international organizations, communities, and individuals have responded differently to environmental concerns, including climate change and energy policy. Students should evaluate competing approaches, trade-offs, intended and unintended consequences, and the evidence used to support policy choices.
MWH.9.2 Evaluate how globalization has influenced cultural exchange, resistance movements, and the development of international institutions. (Geo, Gov, H)	Key Concepts: globalization, cultural diffusion, cultural globalization, popular culture, cultural identity, cultural preservation, migration, global communication, digital communication, resistance movements, anti-globalization movements, international institutions, United Nations, European Union, African Union, World Trade Organization (WTO), nongovernmental organizations (NGOs), international cooperation, global engagement

	Teacher Emphasis: Instruction should emphasize how globalization has increased interactions among people, cultures, economies, and governments around the world. Emphasis should be placed on how global communication networks, migration, trade, and technology contribute to the exchange of ideas, cultural practices, and popular culture while also encouraging efforts to preserve local identities and traditions.
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United States Government

Standard USG.1 Evaluate the philosophical foundations, founding principles, and constitutional debates that shaped the development of the United States as a constitutional republic and continue to guide constitutional self-government.

<i>Indicator</i>	<i>Indicator Insight</i>
USG.1.1 Explain how the Founders' understanding of human nature and Enlightenment philosophies influenced the development of the U.S. system of government and the protection of individual rights. (C, H)	Key Concepts: Enlightenment, natural rights, social contract, consent of the governed, separation of powers, popular sovereignty, republicanism, limited government, federalism, unalienable rights, human nature, human dignity, fallibility, ambition, Federalist No. 51, limited government, checks and balances Teacher Emphasis: Instruction should connect philosophical views of human nature to the constitutional architecture of divided and checked power emphasize the relationship between Enlightenment thought and the development of American constitutional principles. It should also include how Enlightenment ideas shaped concepts such as popular sovereignty, republican government, limited government, federalism, and the protection of individual rights, and how these ideas are reflected in America's founding documents.
USG.1.2 Explain the differences between participatory, pluralist, and elite models of democracy and how each model is reflected in U.S. political processes. (C, H)	Key Concepts: constitutional republic, participatory democracy, pluralist democracy, elite democracy, civic participation, voting, political participation, interest groups, public policy, political influence, political power, political parties, civic engagement, representation, decision-making, public opinion, advocacy, political process, self-government Teacher Emphasis: Instruction should emphasize that democratic participation can take different forms and that each model provides a distinct perspective on how political influence operates within the American constitutional system. It should also include the roles of citizens, interest groups, and political leaders in shaping public policy and government decisions. Emphasis should be placed on understanding that citizen participation and self-government are central to each model, while each offers a different explanation of how representation, influence, and decision-making occur. Examples of participatory, pluralist, and elite models should be used to help students understand how multiple forms of political influence coexist within the American political system.
USG.1.3 Analyze the structural weaknesses of the Articles of Confederation and how these weaknesses led to demands for a stronger national government and the creation of the U.S. Constitution. (C, H)	Key Concepts: Articles of Confederation, confederation, state sovereignty, limited powers of Congress, unicameral legislature, weak national government, taxation, interstate commerce, foreign policy, Shays' Rebellion, Constitutional Convention, federalism, constitutional government, representative government, U.S. Constitution Teacher Emphasis: Instruction should emphasize how the structure of the Articles of Confederation limited the effectiveness of the national government and created political, economic, and security challenges for the new nation. It should also include how weaknesses such as the inability to tax, regulate interstate commerce, enforce laws, or conduct a unified foreign policy led to calls for reform and ultimately the Constitutional Convention. Emphasis should be placed on comparing

	the principles, structures, and powers established under the Articles of Confederation with those established by the U.S. Constitution, including the creation of a stronger national government based on federalism, separation of powers, and representative government.
USG.1.4 Analyze the key arguments of the Federalists and Anti-Federalists during the ratification debates and their influence on the structure of the Constitution and the inclusion of the Bill of Rights. (C, H)	Key Concepts: Federalists, Anti-Federalists, ratification debates, Federalist Papers, Brutus No. 1, Federalist No. 10, Federalist No. 51, Constitutional Convention, representative government, popular sovereignty, federalism, separation of powers, checks and balances, states' rights, individual liberties, Bill of Rights, constitutional amendments, constitutional republic, compromise, compromise, human nature, faction, ambition Teacher Emphasis: Instruction should emphasize how the ratification debates shaped the structure of the Constitution and the protection of individual liberties. It should also include the arguments of the Federalists and Anti-Federalists regarding the balance of power between the national and state governments, the protection of individual rights, and the role of representative government. Instruction should examine how competing assessments of human nature, faction, ambition, and the concentration of power informed arguments for both an energetic government and constitutional restraints on government authority. Emphasis should be placed on understanding how compromise, debate, and differing political philosophies contributed to the adoption of the Constitution, the addition of the Bill of Rights, and the development of the American constitutional republic.
USG.1.5. Explain how principles of private property, economic liberty, voluntary exchange, and the free-market system operate within the American constitutional and legal framework. (C, E)	Key Concepts: private property, property rights, contracts, economic liberty, free enterprise, free-market system, voluntary exchange, due process, taxation, Commerce Clause, regulation, rule of law, public interest, constitutional government Teacher Emphasis: Instruction should emphasize that American economic activity operates within a constitutional legal framework that protects property and voluntary exchange while authorizing governments to tax, regulate interstate commerce, enforce contracts, and address legitimate public concerns. Students should examine competing views about the proper scope of economic regulation and government intervention, evaluate constitutional authority and trade-offs, and avoid treating any contemporary policy position as the required conclusion.
Standard USG.2 Analyze the structure, functions, and powers of the legislative, executive, and judicial branches and how separation of powers, checks and balances, and federalism shape governance and policy outcomes.	
<i>Indicator</i>	<i>Indicator Insight</i>
USG.2.1 Analyze the structure, powers, and functions of the legislative branch. (C, E, H)	Key Concepts: legislative branch, Congress, U.S. House of Representatives, U.S. Senate, bicameral legislature, representation, lawmaking, taxation, appropriations, oversight, checks and balances, federal courts, confirmation powers, constitutional government Teacher Emphasis: Instruction should emphasize how the legislative branch is organized and how its structure influences the exercise of its constitutional powers and responsibilities. It should also include the

	roles of the U.S. House of Representatives and the U.S. Senate in the lawmaking process, appropriations, representation, and oversight. Emphasis should be placed on understanding how the bicameral structure balances competing interests, how Congress participates in the system of checks and balances, and how the legislative branch interacts with the executive and judicial branches while carrying out its responsibilities within a constitutional government.
USG.2.2 Analyze the structure, powers, and functions of the judicial branch. (C, H)	Key Concepts: judicial branch, U.S. Supreme Court, Constitution, judicial review, Marbury v. Madison, precedent, stare decisis, rule of law, constitutional interpretation, Federalist No. 78, checks and balances, constitutional government Teacher Emphasis: Instruction should emphasize how the judicial branch is organized and how its structure supports the interpretation and application of the law. It should also include the role of the U.S. Supreme Court and lower courts in resolving disputes, interpreting the Constitution, and exercising judicial review. Emphasis should be placed on understanding how precedent and stare decisis contribute to consistency in judicial decision-making, how judicial review shapes constitutional interpretation, and how the judicial branch participates in the system of checks and balances within a constitutional government.
USG.2.3 Analyze the structure, powers, and functions of the executive branch. (C, E, H)	Key Concepts: executive branch, President, Vice President, Cabinet, federal departments and agencies, executive power, enumerated powers, implied powers, commander in chief, chief executive, chief diplomat, executive orders, law enforcement, public policy, checks and balances, constitutional government Teacher Emphasis: Instruction should emphasize how the executive branch carries out the laws, administers public policy, and exercises authority within the limits established by the Constitution. Instruction should also include the President's formal and informal powers, the role of the Cabinet and executive agencies, and the executive branch's relationship with Congress and the courts. Emphasis should be placed on understanding how executive authority is balanced through checks and balances, separation of powers, and constitutional limitations while influencing national priorities and government action.
USG.2.4 Explain how the Constitution divides power among the legislative, executive, and judicial branches and how checks and balances keep any one branch from becoming too powerful. (C, H)	Key Concepts: separation of powers, checks and balances, legislative branch, executive branch, judicial branch, constitutional government, Federalist No. 51, veto, impeachment, judicial review, Senate confirmations, delegated powers, concurrent powers, limited government, constitutional republic Teacher Emphasis: Instruction should emphasize how the Constitution distributes power among the legislative, executive, and judicial branches to prevent the concentration of authority and preserve limited government. It should also include how separation of powers and checks and balances enable each branch to exercise its constitutional responsibilities while restricting the powers of the others. Emphasis should be placed on understanding the constitutional processes through which each branch checks the others, including

	veto, impeachment, Senate confirmations, and judicial review, and how these mechanisms support the effective functioning of a constitutional republic.
USG.2.5 Explain how federalism divides power between the national and state governments and how that division affects public policy. (C, E, H)	Key Concepts: federalism, delegated powers, reserved powers, concurrent powers, 10th Amendment, Commerce Clause, Supremacy Clause, McCulloch v. Maryland, national government, state government, constitutional government, public policy, constitutional republic Teacher Emphasis: Instruction should emphasize how federalism distributes authority between the national and state governments while allowing both levels of government to address public needs and policy issues. It should also include how delegated, reserved, and concurrent powers shape policymaking and governmental responsibilities. Emphasis should be placed on understanding how the Tenth Amendment, Commerce Clause, Supremacy Clause, and landmark Supreme Court decisions such as McCulloch v. Maryland have defined and influenced the balance of power between national and state governments. Teachers should use contemporary and historical examples to illustrate how federalism affects public policy in areas such as taxation, education, public health, transportation, and public safety.
USG.2.6 Analyze the structure, powers, and responsibilities of South Carolina state and local government and compare them with the federal constitutional system (C, H)	Key Concepts: South Carolina Constitution, Governor, General Assembly, state judiciary, state agencies, counties, municipalities, school districts, local government, home rule, state-local relations, reserved powers, federalism, public administration, constitutional government Teacher Emphasis: Instruction should emphasize that federalism reserves substantial governing authority to the states and that South Carolinians exercise self-government through state and local institutions as well as the federal government. Students should understand the basic structure and constitutional roles of the governor, General Assembly, state judiciary; the functions of counties and municipalities; and the legal and operational relationship between state and local government, including local school governance. Instruction should compare the South Carolina Constitution and state institutions with the federal constitutional framework.
Standard USG.3 Analyze the development and protection of civil liberties and civil rights and how the rule of law and judicial interpretation sustain constitutional republic while balancing individual rights and governmental authority.	
<i>Indicator</i>	<i>Indicator Insight</i>
USG.3.1 Explain how civil liberties and civil rights are protected through constitutional amendments, laws, and foundational principles. (C, H)	Key Concepts: civil liberties, civil rights, natural rights, limited government, rule of law, due process, equal protection, Bill of Rights, constitutional amendments, individual rights, constitutional government Teacher Emphasis: Instruction should emphasize the distinction between civil liberties and civil rights and how each is protected within the American constitutional system. It should also include an examination of constitutional provisions, amendments, laws, and landmark examples that demonstrate the protection of individual

	freedoms and equal rights while reinforcing the principles of limited government, due process, and equal protection under the law.
USG.3.2 Analyze how judicial review shapes the interpretation of constitutional rights over time. (C, H)	Key Concepts: judicial review, constitutional interpretation, constitutional rights, civil liberties, civil rights, due process, equal protection, Supreme Court, precedent, rule of law, constitutional government Teacher Emphasis: Instruction should emphasize judicial review as a foundational principle of constitutional government and a primary means through which constitutional rights are interpreted and applied. It should also include how Supreme Court decisions have clarified, expanded, or limited constitutional protections while reinforcing the importance of precedent, constitutional interpretation, and the rule of law. Emphasis should be placed on understanding how judicial review contributes to the preservation of constitutional rights and constitutional self-government.
USG.3.3 Evaluate conflicts between individual rights and government power by analyzing the constitutional issue, the government's role, and the impact of the decision. (C, H)	Key Concepts: individual rights, government authority, constitutional rights, civil liberties, civil rights, rule of law, equal protection, due process, judicial review, constitutional interpretation, majority rule, minority rights, balance of powers, constitutional government Teacher Emphasis: Instruction should emphasize that tensions may arise between individual rights and the exercise of governmental authority within a constitutional republic. It should also include how courts, elected officials, and policymakers balance constitutional protections with legitimate governmental interests when addressing public issues. Emphasis should be placed on evaluating constitutional questions, competing arguments, and the impact of decisions on individual freedoms, public safety, governance, and the rule of law.
USG.3.4 Evaluate how laws, court decisions, government actions, and civic participation protect civil liberties and civil rights in a constitutional republic. (C, H)	Key Concepts: civil liberties, civil rights, rule of law, constitutional supremacy, judicial review, constitutional rights, equal protection, due process, government enforcement, civic participation, citizen action, checks and balances, constitutional government, constitutional republic Teacher Emphasis: Instruction should emphasize that the protection of civil liberties and civil rights depends on the interaction of constitutional principles, government institutions, and civic participation. It should also include how courts interpret constitutional rights, how federal and state governments enforce legal protections, and how citizens influence public policy and the expansion of rights through civic engagement. Emphasis should be placed on understanding the roles of judicial review, constitutional supremacy, government enforcement, and citizen action in preserving individual rights, ensuring equal protection under the law, and maintaining constitutional government.
Standard USG.4 Analyze the roles of elections, political parties, interest groups, media, and political institutions in a constitutional republic and how they reflect and shape principles of representative self-government and citizen participation.	
<i>Indicator</i>	<i>Indicator Insight</i>

USG.4.1 Evaluate how elections influence representation, public policy, and political participation. (C, H)	Key Concepts: elections, representation, political participation, voting, political parties, public policy, civic engagement, constitutional republic, voter turnout, campaigns, electoral systems, informed citizenship Teacher Emphasis: Instruction should emphasize the role of elections in promoting representative government and civic participation within a constitutional republic. It should also include how voting, political parties, campaigns, and other forms of civic engagement influence government decision-making and public policy. Instruction should reinforce the importance of informed citizenship, political participation, and civic responsibility in preserving constitutional self-government.
USG.4.2 Analyze how political parties organize government, influence elections, and shape public policy. (C, E)	Key Concepts: political parties, linkage institutions, representation, political participation, party platforms, candidate recruitment, campaigns, fundraising, public policy, civic engagement, elections, governance, constitutional self-government Teacher Emphasis: Instruction should emphasize how political parties function as key institutions within the American political system by connecting citizens, candidates, and government. It should also include how parties recruit candidates, develop policy agendas, mobilize voters, and influence decision-making at the local, state, and national levels. Emphasis should be placed on understanding both the organizational role of political parties and their influence on representation, public policy, civic participation, and constitutional self-government.
USG.4.3 Evaluate how interest groups influence public policy through lobbying, advocacy, and political engagement. (C, E)	Key Concepts: interest groups, lobbying, advocacy, public policy, political participation, civic engagement, political influence, public opinion, representation, campaign contributions, grassroots movements, petitioning government, freedom of speech, political process, constitutional republic, citizen participation, government accountability Teacher Emphasis: Instruction should emphasize how interest groups serve as a means for individuals and organizations to influence government and public policy within a constitutional republic. It should also include the various methods interest groups use to shape policy outcomes, including lobbying, advocacy campaigns, grassroots mobilization, public education efforts, and political engagement. Emphasis should be placed on evaluating how interest groups represent interests, influence public opinion, affect decision-making, and contribute to civic participation while operating within constitutional protections such as freedom of speech and the right to petition government.
USG.4.4 Evaluate how media and technology shape political communication and civic understanding. (C, E)	Key Concepts: media and technology, political communication, media literacy, public opinion, digital platforms, social media, polling data, interest groups, linkage institutions, civic engagement, political participation, campaign communication, information sources, media influence, Citizens United v. Federal Election Commission, constitutional republic

	Teacher Emphasis: Instruction should emphasize how media and technology influence the ways citizens receive, evaluate, and share political information. It should also include how traditional and digital media shape public opinion, political participation, civic understanding, and policy debates. Emphasis should be placed on developing media literacy skills, evaluating the credibility and reliability of information sources, understanding the influence of polling data and political messaging, and examining how technology affects civic engagement and communication within a constitutional republic.
USG.4.5 Analyze how familial, religious, voluntary, political, civic, and business institutions and civic participation maintain and sustain communities, constitutional self-government and influence public policy. (C, H)	Key Concepts: constitutional government, political institutions, civic participation, civic engagement, representative government, public policy, constitutional republic, separation of powers, checks and balances, voting, advocacy, civic organizations, citizen participation, accountability, representation, self-government, civil society, voluntary associations, families, religious institutions, charities, civic organizations, businesses, community institutions, social trust Teacher Emphasis: Instruction should emphasize how political institutions and citizen participation work together to support the effective functioning of a constitutional republic. It should also include how the legislative, executive, and judicial branches create, enforce, and interpret laws while operating within the framework of separation of powers and checks and balances. Emphasis should be placed on understanding how voting, advocacy, civic organizations, community involvement, and other forms of civic engagement contribute to representation, accountability, policymaking, and constitutional self-government. Distinguish civil society from government and analyze how voluntary institutions contribute to civic life, character, service, and community problem-solving.
Standard USG.5 Evaluate how public policy is developed, implemented at the federal level and how constitutional principles influence policymaking, public administration, and responses to national challenges.	
<i>Indicator</i>	<i>Indicator Insight</i>
USG.5.1 Analyze how the political ideologies of the legislative and executive branches influence public policy decisions. (C, E, Geo)	Key Concepts: political ideology, public policy, political parties, party platforms, legislative agendas, executive actions, policymaking, compromise, negotiation, constitutional processes, representation, public issues Teacher Emphasis: Instruction should emphasize how political beliefs and party platforms influence public policy while recognizing the constitutional processes that shape decision-making. It should also include how elected officials balance competing priorities, regional interests, and public concerns when developing policy. Emphasis should be placed on understanding the role of compromise, negotiation, and constitutional institutions in maintaining effective self-government and addressing public issues.
USG.5.2 Analyze how checks and balances among the legislative, executive, and judicial branches affect public policy. (C, H)	Key Concepts: checks and balances, separation of powers, public policy, legislative branch, executive branch, judicial branch, constitutional powers, oversight, rule of law, Necessary and Proper Clause, federal agencies, judicial review, constitutional government

	Teacher Emphasis: Instruction should emphasize how the constitutional system distributes power among the legislative, executive, and judicial branches and how each branch influences the development, implementation, and interpretation of public policy. It should also include how checks and balances, separation of powers, and constitutional authority shape policy outcomes while ensuring that governmental power remains limited and accountable. Emphasis should be placed on understanding that public policy is a shared constitutional responsibility requiring cooperation, oversight, and adherence to constitutional principles.
USG.5.3 Evaluate how public policies at the state and federal levels, along with international cooperation, address national and global challenges. (C, E)	Key Concepts: public policy, policy analysis, state government, federal government, international organizations, national challenges, public issues, economic policy, healthcare policy, environmental policy, education policy, immigration policy, foreign policy, intergovernmental relations, international cooperation, constitutional government, civic responsibility Teacher Emphasis: Instruction should emphasize how state and federal governments develop and implement public policies and how international institutions or agreements may influence responses to issues that cross borders. Emphasis should include differing approaches to economic development, healthcare, education, environmental and energy policy, public safety, immigration, and foreign policy. Students should evaluate constitutional authority, policy effectiveness, trade-offs, intended and unintended consequences, and competing views about proper role of government.
USG.5.4 Evaluate how international organizations like the United Nations influence policy decisions and implementation. (C, E)	Key Concepts: United Nations, international organizations, international cooperation, diplomacy, foreign policy, national sovereignty, human rights, collective security, international agreements, international coordination, trade, environmental policy, public policy, international relations, constitutional government Teacher Emphasis: Instruction should emphasize how international organizations facilitate cooperation and influence policy discussions among sovereign nations on issues that extend beyond national borders. Emphasis should include how organizations such as the United Nations participate in diplomacy, human rights initiatives, collective security efforts, and other international agreements. Students should analyze both the potential benefits and limitations of international cooperation, the constitutional role of the United States in entering international commitments, and the relationship between participation in international organizations and national sovereignty.
USG.5.5 Evaluate how government policies are measured for effectiveness through public opinion and electoral responses. (C, H)	Key Concepts: public opinion, opinion polls, exit polls, benchmark surveys, elections, referendums, initiatives, recalls, policy evaluation, voter feedback, government accountability, public policy, civic participation, representation, constitutional republic Teacher Emphasis: Instruction should emphasize how governments and citizens assess the effectiveness of public policies through public opinion, electoral outcomes, and other measures of public feedback. It should also include how opinion polls, exit polls, benchmark surveys,

	elections, referendums, initiatives, and recalls provide information about public preferences, policy satisfaction, and government performance. Emphasis should be placed on understanding how these mechanisms promote accountability, inform policymaking, and allow citizens to influence policy decisions within a constitutional republic.
Standard USG.6. Evaluate the rights and responsibilities of citizenship and how active participation in civic life contributes to the preservation and renewal of the American constitutional tradition.	
<i>Indicator</i>	<i>Indicator Insight</i>
USG.6.1 Explain how U.S. citizenship is acquired through birthright citizenship and naturalization. (C, H)	Key Concepts: citizenship, birthright citizenship, naturalization, 14th Amendment, constitutional principles, civic participation, rights and responsibilities of citizenship, constitutional republic, civic virtue, immigration Teacher Emphasis: Instruction should emphasize the constitutional and legal foundations of citizenship and the pathways through which citizenship is acquired. It should also include the distinction between birthright citizenship and naturalization while examining the rights, responsibilities, and civic expectations associated with citizenship. Instruction should reinforce the importance of informed participation, civic virtue, and responsible citizenship in sustaining constitutional self-government.
USG.6.2 Evaluate how citizenship rights have expanded over time through amendments and landmark court decisions. (C, H)	Key Concepts: citizenship rights, constitutional amendments, judicial review, equal protection, due process, voting rights, free speech, civil rights, civil liberties, 14th Amendment, 24th Amendment, 26th Amendment, constitutional rights, constitutional republic Teacher Emphasis: Instruction should emphasize how constitutional amendments and landmark Supreme Court decisions have shaped the understanding and protection of citizenship rights over time. It should also include how constitutional interpretation and legal reforms have expanded protections related to free speech, voting rights, due process, and equal protection while reinforcing the principles of constitutional government and the rule of law. Emphasis should be placed on understanding the evolving nature of citizenship rights and the roles of both constitutional amendments and the judiciary in safeguarding individual liberties and equal treatment under the law.
USG.6.3 Analyze how citizens fulfill civic responsibilities and contribute to civic participation. (C, E)	Key Concepts: citizenship, civic responsibilities, civic participation, voting, jury duty, taxation, informed citizenship, civic engagement, civic virtue, rule of law, public service, constitutional republic, constitutional self-government, civic life Teacher Emphasis: Instruction should emphasize that citizenship includes both rights and responsibilities that contribute to the effective functioning of a constitutional republic. It should also include how voting, jury service, paying taxes, staying informed, and participating in civic life support constitutional self-government, uphold the rule of law, and strengthen communities. Emphasis should be placed on the importance of civic virtue, informed participation, and responsible citizenship in preserving liberty and promoting the common good. Instruction should teach students how citizens may participate in civic

	life without requiring students to advocate for a political cause, candidate, or policy position.
USG.6.4 Analyze how institutions of civil society contribute to strong communities, civic character, and constitutional self-government. (C, H)	Key Concepts: civil society, families, religious institutions, voluntary associations, charities, nonprofit organizations, civic organizations, businesses, philanthropy, community institutions, service, social trust, civic virtue, self-government, common good Teacher Emphasis: Instruction should emphasize that a constitutional republic depends not only on government institutions but also on citizens and the voluntary institutions through which people cooperate, serve others, solve problems, transmit values, and build social trust. Students should examine how families, religious institutions, charities, civic organizations, businesses, and other voluntary associations contribute to community life and how healthy civil society can support responsible citizenship and limited constitutional government.
USG.6.5 Evaluate how citizens use civic participation to address community and national issues. (C, E, H)	Key Concepts: civic participation, civic engagement, civic responsibility, informed citizenship, voting, public debates, civic education, community organizations, volunteerism, advocacy, public service, voter turnout, voter apathy, constitutional republic, constitutional self-government, civic virtue Teacher Emphasis: Instruction should emphasize how citizens contribute to a constitutional republic through informed participation in civic life. Students should analyze forms of participation including voting, public discourse, community involvement, advocacy, volunteerism, and public service; evaluate their effectiveness and constitutional protections; and examine factors that affect participation including civic knowledge, voter interest, access to information, legal requirements, and political polarization. Instruction should distinguish studying forms of civic participation from requiring students to advocate for a political position or participate in political activity.
USG.6.6 Analyze how citizens participate in constitutional republic and work with others to address public issues. (C, E, H)	Key Concepts: citizen participation, civic engagement, civic responsibility, voting, advocacy, public debates, civic education, community organizations, nonprofit organizations, interest groups, political parties, peaceful protest, civil disobedience, civic virtue, public policy, community involvement, constitutional republic, constitutional self-government Teacher Emphasis: Instruction should emphasize how citizens and organizations participate in a constitutional republic through voting, public discourse, peaceful protest, petitioning, advocacy, civic organizations, and community involvement. Students should compare historical and contemporary examples, evaluate the effectiveness and constitutional protections of different forms of participation, and examine how civic virtue, informed citizenship, and respect for the rights of others support constitutional self-government and the common good. Instruction should remain descriptive and analytical and should not direct students toward a particular political cause, policy position, or form of activism.

US History & the Constitution (USHC)

Standard USHC.1 Analyze how colonial foundations and political events shaped the federal system and the United States Constitution.

Indicator	Indicator Insight
USHC.1.1 Explain how regional identities developed from differing geographic, economic, religious, and social conditions the Northern (New England/Middle) and Southern colonies. (E, Geo, H)	Key Concepts: regional identity, economic systems, New England Colonies, Middle Colonies, Southern Colonies, plantation agriculture, shipping, trade, mercantilism, cash crops, enslaved labor, geographic factors, natural resources, economic specialization, colonial society, Puritans, Quakers, Catholics, religious diversity Teacher Emphasis: Instruction should emphasize how geographic and economic conditions led to the development of distinct regional identities in the Northern and Southern colonies. It should focus on how the geography, climate, natural resources, and economic opportunities of each region shaped patterns of settlement, labor systems, trade, and social organization. Emphasis should be placed on understanding how shipping, commerce, and manufacturing activities became central to the economies of the New England and Middle Colonies, while plantation agriculture and enslaved labor formed the foundation of the Southern economy, and how differing religious communities influenced colonial culture and civic life.
USHC.1.2 Analyze the development of a common political identity across the colonies based on the ideas of representative self-government and the rule of law (C, H)	Key Concepts: self-government, rule of law, representative government, republican government, political participation, colonial legislatures, social contract, consent of the governed, local government, constitutional principles, political identity, First Great Awakening, religious dissent, religious liberty Teacher Emphasis: Instruction should emphasize how colonists developed shared political beliefs rooted in self-government, representative institutions, and the rule of law. It should focus on how early colonial experiences with local decision-making and elected assemblies helped create common expectations about government authority and citizen participation. It should also include how religious dissent, revival movements, and debates over religious liberty contributed to ideas about conscience, individual rights, and limits on government authority. Emphasis should be placed on understanding how documents and institutions established precedents for representative government and legal protections that fostered a common political identity across the colonies.
USHC.1.3 Evaluate the roles of salutary neglect, taxation, and the belief in natural rights in the colonial decision to declare independence from Great Britain. (C, E, H)	Key Concepts: salutary neglect, taxation, natural rights, self-government, representation, colonial resistance, Declaration of Independence, French and Indian War, Proclamation of 1763, Stamp Act Congress, Continental Congress, Boston Tea Party, social contract, consent of the governed, grievances, Great Awakening, religious diversity, religious liberty, disestablishment, colonial churches, moral reform, civic participation

	Teacher Emphasis: Instruction should emphasize how growing conflicts between Great Britain and its American colonies developed over time as colonists increasingly challenged British efforts to exert greater control after the French and Indian War. It should focus on how the end of salutary neglect, new taxes, restrictions on westward settlement, and debates over representation contributed to colonial dissatisfaction. Emphasis should be placed on understanding how Enlightenment ideas about natural rights, self-government, and the social contract influenced colonial arguments against British policies and ultimately shaped the decision to declare independence. Religion should be acknowledged and explored as an important casual and cultural thread in the colonial and founding eras alongside political and economic causes.
USHC.1.4 Analyze the decision to create a limited central government under the Articles of Confederation and its subsequent successes and failures. (Gov, H)	Key Concepts: Articles of Confederation, limited government, state sovereignty, confederation, national government, federalism, Northwest Ordinance, Shays' Rebellion, Constitutional Convention, governance, political compromise, independence, taxation, representation Teacher Emphasis: Instruction should emphasize that the Articles of Confederation were created in response to colonial experiences under British rule and reflected a widespread desire to prevent the concentration of political power in a strong central government. It should focus on how the Articles established a national government with limited authority while reserving significant powers to the states. Emphasis should be placed on evaluating both the successes and weaknesses of the Articles, including the government's ability to manage western lands through the Northwest Ordinance and its inability to effectively raise revenue, regulate commerce, or respond to internal crises such as Shays' Rebellion.
USHC.1.5 Describe key decisions made at the Constitutional Convention such as the expansion of the federal government into three branches and the Great Compromise as well as how core principles of the American government were embedded within its framework (Gov, H)	Key Concepts: Constitutional Convention, Constitution, federalism, limited government, separation of powers, checks and balances, republicanism, popular sovereignty, individual rights, legislative branch, executive branch, judicial branch, Great Compromise, constitutional government Teacher Emphasis: Instruction should emphasize how delegates at the Constitutional Convention sought to create a stronger national government while preventing the concentration of political power. It should focus on how compromises and constitutional principles shaped the structure of the new government and balanced national and state authority. Emphasis should be placed on understanding how the Constitution established a federal system that distributed power among national and state governments and divided authority among three branches of government.
USHC.1.6 Evaluate the arguments of the Federalists and Anti-Federalists over the strength of the federal government and how the Federalists were	Key Concepts: Federalists, Anti-Federalists, ratification, Constitution, federal government, states' rights, Federalist Papers, Bill of Rights, individual liberties, constitutional government, republicanism, federalism, limited government

successful in securing the ratification of the Constitution (Gov, H)	Teacher Emphasis: Instruction should emphasize how the debate over ratification reflected differing views about the proper balance between national and state power. It should focus on the arguments of the Federalists, who supported a stronger federal government capable of maintaining order and promoting national unity, and the Anti-Federalists, who feared that a powerful national government could threaten individual liberties and state authority. Emphasis should be placed on understanding how the ratification debate helped shape the American political system and led to important compromises.
USHC.1.7 Analyze the political precedents that developed during George Washington's Presidency and the disagreements over the interpretation of the Constitution that emerged during his time in office. (Gov, H)	Key Concepts: George Washington, political precedents, Cabinet, two-term tradition, foreign neutrality, Federalists, Democratic-Republicans, Alexander Hamilton, Thomas Jefferson, Constitution, Necessary and Proper Clause, Elastic Clause, strict interpretation, loose interpretation, federal power, political parties Teacher Emphasis: Instruction should emphasize how George Washington's administration established important precedents that shaped the operation of the federal government and influenced future presidents. It should focus on how Washington's decisions regarding executive leadership, foreign affairs, and government structure helped define the role of the presidency. It should also be placed on understanding how disagreements over the interpretation of the Constitution led to the formation of the nation's first political parties.
Standard USHC.2 Analyze how the United States expanded in physical territory and economic development and the resulting political, economic, and social challenges it faced.	
<i>Indicator</i>	<i>Indicator Insight</i>
USHC.2.1 Evaluate the motives for and process of US territorial expansion. (E, Geo, H)	Key Concepts: territorial expansion, Manifest Destiny, westward expansion, Louisiana Purchase, annexation of Texas, Mexican-American War, Mexican Cession, nationalism, economic opportunity, natural resources, transportation, technology, settlement, migration, geographic expansion Teacher Emphasis: Instruction should emphasize that U.S. territorial expansion was driven by a combination of economic opportunities, geographic considerations, technological innovations, and ideological beliefs. It should focus on how access to land and natural resources, the desire for new markets, and the belief in Manifest Destiny encouraged westward expansion. Emphasis should be placed on understanding how technological advances such as steamboats, canals, railroads, and the telegraph improved transportation and communication, making expansion more practical and accelerating settlement.
USHC.2.2 Assess the impact of interactions with foreign powers on the United States. (Gov, H)	Key Concepts: foreign policy, neutrality, War of 1812, British impressment, national sovereignty, Monroe Doctrine, nationalism, maritime rights, international relations, diplomacy, military conflict, territorial security Teacher Emphasis: Instruction should emphasize how interactions

	with foreign powers shaped the development of American foreign policy and national identity during the early 19th century. It should focus on how conflicts between Great Britain and France affected the United States and contributed to debates over neutrality, national security, and economic interests. Emphasis should be placed on understanding how British actions, including impressment, contributed to the War of 1812 and strengthened American nationalism.
USHC.2.3 Evaluate the relationship between the federal government and Native American groups. (C, H)	Key Concepts: Native Americans, federal government, sovereignty, westward expansion, Indian Removal, tribal nations, land rights, reservations, cultural assimilation, treaty rights, self-government, citizenship, natural rights Teacher Emphasis: Instruction should emphasize how the relationship between Native American nations and the federal government changed as the United States expanded westward. It should focus on how government policies, court decisions, military conflicts, and settlement pressures influenced debates over land ownership, sovereignty, citizenship, and the protection of natural rights.
USHC.2.4 Analyze the development of the nation's economy during the Market Revolution. (E)	Key Concepts: Market Revolution, industrialization, factory system, transportation revolution, cotton gin, cotton economy, immigrant labor, enslaved labor, regional specialization, technological innovation, market economy, capitalism, economic interdependence, sectionalism Teacher Emphasis: Instruction should emphasize how technological innovations and expanding transportation networks transformed the American economy during the Market Revolution. It should focus on how industrialization and the factory system contributed to the growth of manufacturing in the North, while innovations such as the cotton gin strengthened the Southern economy's dependence on cotton production and enslaved labor. Emphasis should be placed on understanding how these developments increased regional economic specialization, expanded national markets, and deepened economic connections across the country.
USHC.2.5 Evaluate the conflicting forces of national identity and sectionalism. (Geo, H)	Key Concepts: nationalism, sectionalism, national identity, federal power, states' rights, political parties, economic development, regional interests, judicial review, Missouri Compromise, Nullification Crisis, American System, constitutional interpretation Teacher Emphasis: Instruction should emphasize that the early nineteenth century was characterized by competing forces that both strengthened national unity and intensified regional divisions. It should focus on how national policies, economic development, and Supreme Court decisions promoted a stronger sense of American identity and expanded the authority of the federal government. Emphasis should be placed on understanding how regional economic interests, debates over slavery, and

	disputes regarding federal authority contributed to sectional tensions.
USHC.2.6 Describe the development of religious and social reform movements such as abolition, temperance, and education in response to problems in American society. (C, H)	Key Concepts: Second Great Awakening, reform movements, abolitionism, women's rights, social reform, natural rights, civil disobedience, civic activism, Underground Railroad, enslaved resistance, equality, citizenship, Rosenwald Schools Teacher Emphasis: Instruction should emphasize how the Second Great Awakening inspired many Americans to believe they could improve society by addressing injustice, inequality, and social problems. It should focus on how religious and democratic ideals encouraged reformers to challenge slavery, advocate for equal rights, and promote social change. Emphasis should be placed on understanding that reform movements pursued different goals and employed a variety of strategies, including public speeches, publications, conventions, petitions, civil disobedience, and resistance to slavery and other legal or social restrictions on individual rights.
Standard USHC.3 Analyze how political, economic, and social issues caused the Civil War and influenced Reconstruction and post Reconstruction Era.	
<i>Indicator</i>	<i>Indicator Insight</i>
USHC.3.1 Evaluate the effects of territorial expansion on the debate over slavery. (E, H)	Key Concepts: territorial expansion, slavery, sectionalism, free labor, Free Soil movement, Republican Party, popular sovereignty, compromise, states' rights, abolition, westward expansion, political parties, sectional conflict, federalism Teacher Emphasis: Instruction should emphasize that territorial expansion intensified national debates over the future of slavery and increased sectional tensions between the North and South. It should focus on how the acquisition of western lands forced political leaders and citizens to confront questions about whether slavery would be allowed in new territories. Emphasis should be placed on evaluating how compromises, legislation, political movements, and new political parties attempted to address these disputes while often deepening regional divisions.
USHC.3.2 Analyze the immediate causes of Southern secession. (E, H)	Key Concepts: secession, sectionalism, slavery, states' rights, Republican Party, Dred Scott decision, Bleeding Kansas, popular sovereignty, abolitionism, presidential election of 1860, Southern nationalism, federalism, political conflict Teacher Emphasis: Instruction should emphasize how a series of political crises intensified sectional tensions and weakened efforts to maintain national unity in the years immediately preceding the Civil War. It should focus on how disputes over the expansion of slavery, competing interpretations of constitutional rights, and growing mistrust between the North and South contributed to secession. Emphasis should be placed on understanding how events such as Bleeding Kansas, the Dred Scott decision, John Brown's raid on Harpers Ferry, and the election of Abraham Lincoln deepened political divisions and convinced many Southern

	leaders that their interests could no longer be protected within the Union.
USHC.3.3 Analyze the evolution of the Union's war aims during the Civil War. (Gov, H)	Key Concepts: Union war aims, preservation of the Union, Abraham Lincoln, Anaconda Plan, military strategy, emancipation, Emancipation Proclamation, Gettysburg Address, total war, Union Army, Confederacy, slavery, national unity, military leadership Teacher Emphasis: Instruction should emphasize how the Union's goals changed during the course of the Civil War in response to the challenges of a prolonged and costly conflict. Emphasis should be placed on how the Union initially focused on preserving the nation and restoring the Union, as reflected in Lincoln's early leadership and policies. It should also be placed on understanding how military realities, political pressures, and the role of slavery in sustaining the Confederacy contributed to an expanded war aim that included emancipation.
USHC.3.4 Analyze the causes and effects of federal policy during Reconstruction. (E, Gov)	Key Concepts: Reconstruction, 13th Amendment, 14th Amendment, 15th Amendment, Reconstruction Acts, Freedmen's Bureau, civil rights, citizenship, voting rights, federal authority, states' rights, Black Codes, Ku Klux Klan, political participation, Compromise of 1877, federalism Teacher Emphasis: Instruction should emphasize how the federal government expanded its role during Reconstruction in an effort to rebuild the South, redefine the relationship between the states and the national government, and protect the rights of formerly enslaved people. It should focus on how constitutional amendments, federal legislation, and government agencies sought to secure citizenship, voting rights, and legal protections for African Americans. Emphasis should be placed on evaluating both the successes and limitations of Reconstruction policies, including the resistance they generated in the South through state laws, political opposition, and violence.
USHC.3.5 Evaluate the socio-political and economic continuities and changes in the South following the Civil War. (E)	Key Concepts: Reconstruction, sharecropping, tenant farming, Jim Crow laws, segregation, voting restrictions, disenfranchisement, Plessy v. Ferguson, convict leasing, economic dependence, racial inequality, agricultural economy, continuity and change Teacher Emphasis: Instruction should emphasize that while the Civil War and Reconstruction brought important legal and constitutional changes, many social, political, and economic patterns in the South persisted in new forms. It should focus on how systems such as sharecropping, tenant farming, and convict leasing shaped the postwar economy and limited economic opportunities for many African Americans and poor whites. Emphasis should be placed on understanding how Southern governments used Jim Crow laws and voting restrictions to limit political participation and reinforce racial segregation despite the protections established during Reconstruction.

USHC.3.6 Analyze the post-Civil War struggles and success of African Americans to gain basic Civil Rights. (C)	Key Concepts: civil rights, African American leadership, segregation, racial discrimination, self-determination, community building, education, voting rights, civil activism, advocacy, equal opportunity, citizenship, racial violence, social mobility Teacher Emphasis: Instruction should emphasize that African Americans actively worked to secure civil rights, educational opportunities, economic advancement, and political participation despite widespread discrimination and legal restrictions after Reconstruction. It should focus on both the obstacles African Americans faced and the strategies they used to build communities, establish institutions, advocate for equal protection, and challenge discriminatory laws and practices. Emphasis should be placed on understanding the contributions of political leaders, educators, journalists, civil rights advocates, and community organizations while evaluating both the successes achieved and the barriers that remained.
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Standard USHC.4 Understand the causes of industrial growth, its immediate impacts on politics, economics, and society, and how different groups responded to those changes.

<i>Indicator</i>	<i>Indicator Insight</i>
USHC.4.1 Assess the role of the national government in promoting westward expansion and the impact of migration on groups who went West. (E, Geo, H)	Key Concepts: westward expansion, migration, Homestead Act, Pacific Railway Act, federal government, settlement, immigration, Native Americans, economic opportunity, transportation, land policy, Exodusters, Buffalo Soldiers, nativism, Chinese Exclusion Act, frontier, industrialization Teacher Emphasis: Instruction should emphasize how the national government actively promoted westward expansion through land policies, transportation improvements, and economic incentives that encouraged migration and settlement. It should focus on how federal actions, including land grants and railroad development, facilitated the growth of western communities and strengthened national economic connections. Emphasis should be placed on understanding that westward expansion affected groups differently and created both opportunities and challenges for settlers, immigrants, Native Americans, and formerly enslaved people.
USHC.4.2 Evaluate the role of the federal government in promoting or restricting American Indians' natural rights in response to the western settlement by new migrant groups. (C, H)	Key Concepts: American Indians, natural rights, westward expansion, federal Indian policy, reservations, sovereignty, assimilation, Indian Wars, Dawes Act, boarding schools, citizenship, land ownership, cultural preservation, federal government Teacher Emphasis: Instruction should emphasize how the federal government played a central role in shaping relations with American Indians during westward expansion. It should focus on how government policies were designed to promote settlement and development of western lands while often limiting the rights, autonomy, land ownership, and cultural traditions of Native American nations. Emphasis should be placed on evaluating how different federal approaches, including military action, reservation

	policies, land redistribution, and assimilation efforts, affected Native American communities.
USHC.4.3 Evaluate how the development of large corporations and technological innovation impacted the American economy. (E)	Key Concepts: industrialization, corporations, monopolies, trusts, vertical integration, horizontal integration, capitalism, Social Darwinism, Gospel of Wealth, technological innovation, mass production, electricity, assembly line, economic growth, entrepreneurship, productivity, consumer goods, rising living standards, concentration of wealth Teacher Emphasis: Instruction should emphasize how the rise of large corporations and rapid technological innovation transformed the American economy during the late nineteenth and early twentieth centuries. It should focus on how new business models, entrepreneurship, industrial consolidation, and technological advances increased productivity, expanded markets, lowered the costs of many goods, fueled economic growth, and contributed over time to rising material living standards. It should also address the concentration of wealth, monopoly power, and debates about the responsibilities of business and the proper scope of government regulation, allowing students to evaluate both the opportunities and challenges created by industrial capitalism.
USHC.4.4 Evaluate the response of the working class to industrial working conditions and the power of corporations. (C, E)	Key Concepts: industrialization, working conditions, labor unions, collective bargaining, strikes, organized labor, labor rights, corporations, monopoly power, laissez-faire economics, government intervention, management-labor relations, wage and income differences, labor reform Teacher Emphasis: Instruction should emphasize how industrialization created new economic opportunities while also producing difficult and often unsafe working conditions for many workers. It should focus on how workers responded to the growing power of corporations through labor unions, collective bargaining, strikes, and other forms of organized action designed to improve wages, hours, and workplace safety. Emphasis should be placed on understanding how business leaders, government officials, and labor organizations often held competing views about the role of government in the economy and the rights of workers.
USHC.4.5 Evaluate immigration patterns and the impacts on urban life. (E, Geo)	Key Concepts: immigration, migration, push factors, pull factors, urbanization, industrialization, Ellis Island, Angel Island, ethnic communities, labor force, overcrowding, sanitation, public health, tenements, nativism Teacher Emphasis: Instruction should emphasize how industrialization and economic opportunity attracted large numbers of immigrants to the United States and contributed to rapid urban growth during the late 19th and early 20th centuries. It should focus on the push factors that encouraged people to leave their homelands and the pull factors that attracted them to the United States. Emphasis should be placed on understanding how immigration supplied labor for growing industries while

	reshaping the cultural, economic, and demographic character of American cities.
USHC.4.6 Analyze how industrialization, urbanization, political concerns, and changing social conditions contributed to the rise of the Progressive Movement and debates over the proper role of government. (C, E)	Key Concepts: Progressive Movement, Progressivism, industrialization, government regulation, laissez-faire economics, muckrakers, trust-busting, consumer protection, political reform, women's suffrage, labor reform, constitutional amendments, civic activism Teacher Emphasis: Instruction should emphasize how rapid industrialization, urbanization, political corruption, and changing social conditions contributed to the rise of the Progressive Movement and debates over the proper role of government. It should focus on concerns reformers raised about working conditions, political machines and corruption, monopoly power, consumer protection, public health, and political participation. Students should examine both progressive arguments for expanded government action and competing arguments favoring more limited government or private solutions and should evaluate the intended and unintended consequences of major reforms.
Standard USHC.5 Analyze how America's growing world presence and economic power shaped political ideas and daily life.	
<i>Indicator</i>	<i>Indicator Insight</i>
USHC.5.1 Evaluate America's expanding role in the world during the age of Imperialism and the arguments for and against expansion. (Geo, H)	Key Concepts: imperialism, expansionism, overseas empire, foreign policy, annexation, strategic interests, economic expansion, Open Door Policy, Roosevelt Corollary, anti-imperialism, nationalism, military power, global trade, spheres of influence Teacher Emphasis: Instruction should emphasize how the United States shifted from a primarily continental nation to an emerging global power during the late 19th and early 20th centuries. It should focus on how economic interests, military strategy, geographic considerations, and national pride influenced American expansion into overseas territories and increased involvement in international affairs.
USHC.5.2 Analyze the causes of American entry into WWI and the immediate impacts of the war on American politics and society. (E, H)	Key Concepts: World War I, neutrality, unrestricted submarine warfare, Lusitania, Zimmerman Telegram, propaganda, Selective Service Act, wartime mobilization, federal power, civil liberties, home front, military service, nationalism, dissent, African American participation, women's contributions Teacher Emphasis: Instruction should emphasize that the United States initially sought to remain neutral during World War I but was drawn into the conflict by a combination of military, diplomatic, and economic factors. It should focus on how German actions, including unrestricted submarine warfare and the Zimmerman Telegram, influenced the American decision to enter the war. Emphasis should be placed on understanding how wartime mobilization expanded the power of the federal government, reshaped the economy, and affected daily life

	through propaganda campaigns, military conscription, and restrictions on civil liberties.
USHC.5.3 Assess continuities and changes in American politics in both domestic and foreign affairs from 1918-1929. (E, Gov)	Key Concepts: Treaty of Versailles, Fourteen Points, League of Nations, isolationism, internationalism, return to normalcy, laissez-faire economics, Republican leadership, federal government, foreign policy, economic growth, business-government relations, neutrality Teacher Emphasis: Instruction should emphasize both the continuities and changes in American politics following World War I. It should focus on how President Woodrow Wilson sought to expand American involvement in world affairs through the Fourteen Points and the League of Nations, while many Americans and members of Congress favored a return to a more limited international role. Emphasis should be placed on understanding how the Senate's rejection of the Treaty of Versailles reflected continued concerns about foreign entanglements and contributed to a period of relative isolation in the 1920s.
USHC.5.4 Analyze the causes of economic growth during the 1920s and their impact on American life. (E)	Key Concepts: economic growth, consumerism, mass production, assembly line, consumer credit, advertising, mass media, technological innovation, automobile industry, standard of living, leisure time, cultural change, Harlem Renaissance, urbanization Teacher Emphasis: Instruction should emphasize how technological innovation, mass production, and expanding consumer markets fueled economic growth during the 1920s and transformed everyday life for many Americans. It should focus on how assembly line production and the widespread availability of consumer goods increased productivity, lowered costs, and expanded access to products such as automobiles. Emphasis should be placed on understanding how consumer credit, advertising, and mass media encouraged greater consumer spending while contributing to changes in lifestyles, leisure activities, and cultural values.
USHC.5.5 Evaluate the relationship between social changes and the resulting tensions that occurred during the 1920s. (C, H)	Key Concepts: immigration, migration, push factors, pull factors, urbanization, industrialization, Ellis Island, Angel Island, ethnic communities, labor force, overcrowding, sanitation, public health, tenements, nativism Teacher Emphasis: Instruction should emphasize how industrialization and economic opportunity attracted large numbers of immigrants to the United States and contributed to rapid urban growth during the late 19th and early 20th centuries. It should focus on the push factors that encouraged people to leave their homelands and the pull factors that attracted them to the United States. Emphasis should be placed on understanding how immigration supplied labor for growing industries while reshaping the cultural, economic, and demographic character of American cities.
Standard USHC.6 Analyze how economic crisis and global conflict reshaped federal power and civil liberties.	
<i>Indicator</i>	<i>Indicator Insight</i>

USHC.6.1 Identify the causes of economic collapse between 1929 and 1932 and assess the impacts of the collapse on American life. (E)	Key Concepts: Great Depression, stock market crash, overproduction, surplus, supply and demand, consumer credit, installment buying, speculation, banking instability, bank failures, unemployment, poverty, laissez-faire economics, migration, economic collapse, Hoover Administration Teacher Emphasis: Instruction should emphasize that the Great Depression resulted from multiple interconnected economic weaknesses that developed during the 1920s rather than from a single event. It should focus on how overproduction, excessive use of credit, speculation in the stock market, declining agricultural prices, and weaknesses in the banking system contributed to economic collapse. Emphasis should be placed on understanding how the stock market crash revealed deeper structural problems in the economy and led to a cycle of bank failures, business closures, unemployment, and widespread hardship.
USHC.6.2 Analyze the strategies of the New Deal to address the Great Depression and the arguments for and against government intervention into the economy. (E, Gov)	Key Concepts: New Deal, relief, recovery, reform, government intervention, economic recovery, federal government, public works, social welfare, labor rights, financial regulation, economic security, Keynesian economics, laissez-faire economics Teacher Emphasis: Instruction should emphasize how the Roosevelt administration expanded the role of the federal government in response to the Great Depression through programs designed to provide immediate relief, promote economic recovery, and reform the nation's economic system. It should focus on how New Deal programs addressed unemployment, banking instability, rural poverty, labor relations, and economic insecurity. Emphasis should be placed on evaluating both the effectiveness and limitations of New Deal policies and understanding why government intervention generated debate among Americans with different political and economic viewpoints.
USHC.6.3 Analyze the shifting American response to the expansion of fascist powers in Europe and Asia from 1933 to 1941. (E, Gov)	Key Concepts: fascism, Nazism, militarism, neutrality, isolationism, appeasement, Axis Powers, Neutrality Acts, Cash and Carry Policy, Lend-Lease Act, Pearl Harbor, expansionism, foreign policy, economic aid, national security, World War II Teacher Emphasis: Instruction should emphasize how the United States initially responded to the rise of fascist governments in Germany, Italy, and Japan by pursuing neutrality and avoiding direct involvement in overseas conflicts. It should focus on how aggressive expansion by the Axis Powers and the outbreak of war in Europe increasingly challenged American isolationist policies. Emphasis should be placed on understanding how U.S. policy gradually shifted from neutrality to greater support for Allied nations through measures such as the Cash and Carry Policy and the Lend-Lease Act.
USHC.6.4 Describe American involvement in both theaters of WWII. (Geo, H)	Key Concepts: World War II, Allied Powers, Axis Powers, European Theater, Pacific Theater, D-Day, Operation Overlord, Victory in Europe (V-E Day), Battle of Midway, island hopping, atomic bomb,

	Hiroshima, Nagasaki, Victory over Japan (V-J Day), military strategy, global warfare Teacher Emphasis: Instruction should emphasize that the United States played a critical role in both the European and Pacific theaters of World War II through military leadership, industrial production, and cooperation with Allied nations. It should focus on how American strategy differed between the two theaters, including the liberation of Europe from Nazi control and the campaign to defeat Japan across the Pacific. Emphasis should be placed on understanding how geography influenced military operations, how Allied victories shifted the course of the war, and how the defeat of the Axis Powers reshaped global politics.
USHC.6.5 Analyze the impact of World War II on the American homefront due to the expansion of the federal government and the impact on civil liberties. (C, H)	Key Concepts: World War II, home front, federal government, wartime mobilization, War Production Board, propaganda, rationing, civil liberties, Executive Order 8802, Executive Order 9066, Japanese American internment, Korematsu v. United States, Double V Campaign, Zoot Suit Riots, workforce expansion, wartime economy, citizenship Teacher Emphasis: Instruction should emphasize how World War II significantly expanded the role of the federal government in managing the economy, mobilizing resources, and directing wartime production. It should focus on how government agencies, executive orders, and wartime policies affected daily life through rationing, propaganda campaigns, workforce mobilization, and increased economic opportunities. Emphasis should be placed on evaluating the tension between national security and civil liberties, including the treatment of Japanese Americans during internment and the constitutional issues raised by wartime policies.
USHC.6.6: Analyze the American response to the Holocaust. (Gov, H)	Key Concepts: Holocaust, anti-Semitism, genocide, refugees, isolationism, American First Committee, War Refugee Board, human rights, concentration camps, Nuremberg Trials, Israel, immigration policy, war crimes, international justice Teacher Emphasis: Instruction should emphasize that the American response to the Holocaust evolved over time and was influenced by domestic attitudes, immigration policies, wartime priorities, and limited information about the full extent of Nazi atrocities. It should focus on how anti-Semitism, isolationist sentiment, and concerns about national security affected public opinion and government action before and during World War II. Emphasis should be placed on evaluating both the limitations of American efforts to assist Jewish refugees during the war and the stronger actions taken after Allied forces discovered the realities of the Holocaust.
Standard USHC.7 Analyze how ideological conflict and shifting global power shaped American actions around the world.	
<i>Indicator</i>	<i>Indicator Insight</i>

USHC.7.1 Analyze the origins of the Cold War. (Gov, H)	Key Concepts: Cold War, communism, capitalism, Soviet Union, United States, ideological conflict, containment, Truman Doctrine, Marshall Plan, Iron Curtain, Berlin Crisis, Korean War, superpowers, collective security, foreign policy Teacher Emphasis: Instruction should emphasize how ideological differences between the United States and the Soviet Union transformed their wartime alliance into a global rivalry after World War II. It should focus on how competing political and economic systems, concerns about national security, and the desire for global influence fueled tensions between the two superpowers. Emphasis should be placed on understanding how the United States responded to perceived communist expansion through policies of containment, economic assistance, and military commitments.
USHC.7.2 Evaluate the role of scientific and technological change in the fighting of the Cold War from 1945 to 1962. (E)	Key Concepts: Cold War, nuclear weapons, nuclear arms race, deterrence, mutually assured destruction, Sputnik, Space Race, National Aeronautics and Space Administration (NASA), technological innovation, missile technology, Cuban Missile Crisis, scientific research, military technology, superpower rivalry Teacher Emphasis: Instruction should emphasize how Cold War tensions between the United States and the Soviet Union fueled rapid scientific and technological innovation as each superpower sought military, political, and strategic advantages. It should focus on how advancements in nuclear weapons and missile technology intensified the arms race and increased global fears about the possibility of nuclear war. Emphasis should be placed on understanding how the launch of Sputnik and the creation of NASA expanded competition into space and stimulated investment in science, technology, and education.
USHC.7.3 Assess the causes and effects of American intervention in the Vietnam conflict. (Gov, H)	Key Concepts: Vietnam War, containment, communism, domino theory, Gulf of Tonkin Incident, escalation, Viet Cong, Vietnamization, détente, anti-war movement, protest movement, Cold War, foreign policy, military intervention, public opinion Teacher Emphasis: Instruction should emphasize how Cold War policies and the goal of containing communism led the United States to increase its involvement in Vietnam. It should focus on how the Gulf of Tonkin Incident and fears of communist expansion contributed to the escalation of American military intervention. Emphasis should be placed on understanding the challenges the United States faced in fighting the Viet Cong, the growing opposition to the war among Americans, and the social and political divisions that developed on the home front.
USHC.7.4 Assess American involvement in the Middle East during the Cold War. (E, Geo)	Key Concepts: Cold War, containment, Middle East, Israel, Arab-Israeli conflict, Iran Hostage Crisis, Afghanistan, Iraq, foreign aid, military assistance, regional conflict, superpower competition, strategic interests, anti-communism, international relations Teacher Emphasis: Instruction should emphasize how the Cold

	War expanded American involvement in the Middle East as the United States sought to contain communism, protect strategic interests, and maintain regional stability. It should focus on how support for Israel, involvement in regional conflicts, and alliances with governments and resistance groups reflected broader Cold War objectives. Emphasis should be placed on understanding how the United States balanced political, economic, and military interests while responding to crises such as the Iran Hostage Crisis and Soviet influence in the region.
USHC.7.5 Evaluate the causes of the ending of the Cold War from 1979 to 1991. (Gov, H)	Key Concepts: Cold War, containment, détente, Soviet Union, Mikhail Gorbachev, Glasnost, Perestroika, Reagan Doctrine, military spending, arms race, Soviet invasion of Afghanistan, Berlin Wall, democracy, communism, reform movements, superpower relations Teacher Emphasis: Instruction should emphasize that the end of the Cold War resulted from a combination of political, economic, military, and social factors rather than a single event or policy. It should focus on how increased American military spending and pressure during the Reagan administration, economic challenges within the Soviet Union, and growing public demands for political and economic reform weakened communist governments. Emphasis should be placed on understanding how Mikhail Gorbachev's reforms encouraged greater openness and restructuring while unintentionally accelerating demands for change throughout Eastern Europe.
Standard USHC.8 Analyze how different groups advocated for political and social changes while domestic and global forces reshaped the American economy.	
<i>Indicator</i>	<i>Indicator Insight</i>
USHC.8.1 Assess the causes and effects of economic growth in the United States during the 1950s. (E)	Key Concepts: economic growth, postwar prosperity, suburbanization, Interstate Highway Act, GI Bill, Cold War spending, military-industrial complex, manufacturing, consumer culture, economic inequality, redlining, urban decline, rural poverty, conformity, middle class, economic opportunity Teacher Emphasis: Instruction should emphasize how the economic boom of the 1950s transformed American life through increased consumer spending, expanded homeownership, rising incomes, and growing educational and employment opportunities. It should focus on how government policies, Cold War military investments, transportation improvements, and the dominance of American manufacturing contributed to economic growth and the expansion of the middle class. Emphasis should be placed on evaluating both the benefits and limitations of postwar prosperity, recognizing that economic growth was not experienced equally by all Americans.
USHC.8.2 Evaluate the growth of the modern Civil Rights movement and their achievements at the local, state, and national levels. (C, H)	Key Concepts: Civil Rights Movement, civil rights, segregation, desegregation, equal protection, voting rights, nonviolent protest, civil disobedience, civic participation, racial equality, constitutional rights, federal legislation, civil rights activism, Martin Luther King Jr., Black churches, Southern Christian Leadership Conference,

	religious leadership Teacher Emphasis: Instruction should emphasize how the modern Civil Rights Movement developed through legal challenges, grassroots activism, civic engagement, and public protest, and the leadership of religious institutions and faith leaders to secure constitutional rights and equal protection for African Americans. Emphasis should include the role of Black churches, Martin Luther King Jr., and the Southern Christian Leadership Conference in organizing the nonviolent action and framing civil rights claims through both constitutional principles and biblical and moral argument. Emphasis should be placed on understanding how court decisions, local organizing, protest movements, and federal legislation worked together to dismantle legal segregation and expand voting and civil rights.
USHC.8.3 Analyze continuities and changes within the Democratic party during the 1960s and 1970s and the development of the “New Left.” (Gov)	Key Concepts: New Left, Great Society, Warren Court, liberalism, civil rights, women’s liberation, Title IX, American Indian Movement, United Farm Workers, political change, Warren Court decisions Teacher Emphasis: Instruction should emphasize how liberal political movements expanded their focus during the 1960s and 1970s beyond economic issues to include American Indian activism, farmworker organizing and other social and political causes. It should focus on how the Democratic Party evolved during this period through the Great Society programs, and debates over changes in law, public policy, and access to public institutions. Emphasis should be placed on understanding how the Warren Court, grassroots organization, and emerging social movements contributed to changes in public policy, political coalitions, and constitutional interpretations.
USHC.8.4 Assess changes to the national and global economy and their impact on life within America during the 1970s and 1980s. (E)	Key Concepts: stagflation, globalization, oil embargo, energy crisis, inflation, unemployment, economic interdependence, technological innovation, personal computers, information technology, Internet, free markets, productivity, economic growth, global competition Teacher Emphasis: Instruction should emphasize how economic challenges and technological innovation transformed the American economy during the 1970s and 1980s. It should focus on how the oil embargo and energy crisis contributed to stagflation, a period marked by rising inflation, slow economic growth, and high unemployment. Emphasis should be placed on understanding how increasing globalization connected the United States more closely to the world economy through trade, investment, and competition.
USHC.8.5 Analyze continuities and changes within the Republican party during the 1970s and 1980s and the development of the “New Right.” (Gov, H)	Key Concepts: New Right, conservatism, Republican Party, limited government, free-market economics, supply-side economics, marginal tax-rate reductions, traditional values, Evangelical Christians, political realignment, tax cuts, federal spending, conservative movement, social issues

	Teacher Emphasis: Instruction should emphasize how the New Right emerged during the 1970s and 1980s in response to the expansion of federal programs, cultural and social changes, and liberal policies associated with the Great Society and the New Left. It should focus on continuities and changes within the Republican Party, including limited government, free-market economics, national defense, and social conservatism. Emphasis should be placed on understanding how conservative leaders promoted tax reductions, deregulation, and reduced domestic spending and a stronger defense posture; how they built support among Evangelical Christians and other socially conservative voters; and the debates these policies generated.
Standard USHC.9 Examine how constitutional principles guide responses to modern challenges and how recent historical contexts inform debates over security, liberty, civic participation, and citizenship in the United States.	
<i>Indicator</i>	<i>Indicator Insight</i>
USHC.9.1 Analyze the causes and consequences of United States military and humanitarian interventions in world affairs during the 1990s. (E, Geo)	Key Concepts: post-Cold War foreign policy, humanitarian intervention, Gulf War, Operation Desert Shield, Operation Desert Storm, Balkans conflict, peacekeeping, coalition building, United Nations, North Atlantic Treaty Organization (NATO), international cooperation, regional stability, military intervention, humanitarian assistance Teacher Emphasis: Instruction should emphasize how the end of the Cold War changed the role of the United States in world affairs by creating new responsibilities and opportunities for international leadership. It should focus on the political, economic, military, and humanitarian factors that influenced American involvement in conflicts during the 1990s. Emphasis should be placed on understanding how the United States worked with international organizations and coalitions to respond to regional conflicts, promote stability, protect economic interests, and address humanitarian crises.
USHC.9.2 Examine the impact of United States economic policy and globalization on international relations during the 1990s. (E)	Key Concepts: globalization, international trade, North American Free Trade Agreement (NAFTA), free trade, global trade networks, economic interdependence, globalization, Internet, World Wide Web, technological innovation, international markets, economic growth, outsourcing, multinational corporations Teacher Emphasis: Instruction should emphasize how economic policies and technological innovation increased global interconnectedness during the 1990s. It should focus on how the NAFTA, expanding trade networks, and advances in communication technology strengthened economic relationships among nations and accelerated globalization. Emphasis should be placed on understanding how economic growth, the spread of the Internet, and increased international trade expanded opportunities for businesses and consumers while also generating debates about jobs, competition, and economic dependence.
USHC.9.3 Evaluate the origins of the War on Terror and analyze the subsequent tension between	Key Concepts: War on Terror, terrorism, Al-Qaeda, September 11 attacks (9/11), national security, civil liberties, Patriot Act,

national security initiatives and civil liberties within the United States. (C, H)	Department of Homeland Security, surveillance, due process, constitutional rights, public safety, foreign policy, domestic security Teacher Emphasis: Instruction should emphasize how the September 11, 2001, terrorist attacks transformed American foreign and domestic policy by placing national security at the center of government decision-making. It should focus on the origins of the War on Terror, including the rise of Al-Qaeda and its opposition to American influence in the Middle East, and evaluate how the attacks prompted military, diplomatic, and domestic responses. Emphasis should be placed on understanding the tension between protecting national security and preserving civil liberties, as government officials sought to prevent future attacks while maintaining constitutional protections for individual rights.
USHC.9.4 Analyze the economic, financial, regulatory, and policy factors that contributed to the 2008 financial crisis and evaluate its short- and long-term economic consequences on the United States. (E)	Key Concepts: financial crisis, housing bubble, subprime mortgages, mortgage securitization, leverage, lending standards, monetary policy, government housing policy, regulatory decisions, foreclosure, Great Recession, bank failures, Troubled Asset Relief Program (TARP), financial regulation, unemployment, economic recovery, stimulus spending, consumer confidence Teacher Emphasis: Instruction should emphasize that the 2008 financial crisis resulted from interacting conditions in housing and financial markets rather than a single cause. Students should examine lending standards, mortgage securitization, leverage and risk management, housing-market speculation, monetary conditions, government housing policies, and regulatory decisions, recognizing that economists and policymakers differ in the weight they assign to these factors. Emphasis should be placed on understanding the immediate and long-term consequences of the Great Recession and comparing major policy responses, including TARP, monetary actions, stimulus spending, and subsequent financial regulation.
USHC.9.5 Analyze how economic policies, global migration patterns, and demographic shifts influenced United States immigration trends and cultural change from 1993 to 2010. (E, Geo)	Key Concepts: immigration, globalization, North American Free Trade Agreement, push and pull factors, migration patterns, demographic change, Sun Belt, economic opportunity, labor migration, Deferred Action for Childhood Arrivals (DACA), globalization, population growth, immigration policy, immigration patterns reshaped American society, citizenship debates, and national identity. Teacher Emphasis: Instruction should emphasize how economic policies, globalization, and demographic shifts influenced immigration patterns and reshaped American society during the late 20th and early 21st centuries. It should focus on how trade agreements, economic opportunities, population growth, and political conditions affected migration to the United States, particularly from Latin America. Emphasis should be placed on understanding push and pull factors that influenced immigration decisions, as well as the ways immigrants contributed to cultural

	exchange, economic development, and population changes across the nation.
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Foundations of Western Civilization (Ancient to Renaissance)

Standard WC.1 Analyze how the political, philosophical, religious, and cultural traditions of the ancient world contributed to the development of Western civilization and established enduring ideas about justice, human dignity, citizenship, and self-government that later influenced the American constitutional republic

<i>Indicator</i>	<i>Indicator Insight</i>
WC.1.1 Analyze the political, cultural, and religious contributions of ancient Mesopotamia, Egypt, Israel, Greece, and Rome to the development of Western civilization. (G, Gov, H)	Key Concepts: Mesopotamia, Egypt, Israel, Greece, Rome, Hammurabi's Code, monotheism, citizenship, democracy in Athens, the Roman Republic, law, governance, religion, culture, civic duty, classical civilization, and the foundations of Western civilization. Teacher Emphasis: Instruction should emphasize how ancient civilizations developed many of the foundational ideas, institutions, and traditions that influenced later Western civilization. Instruction should emphasize how systems of government, legal codes, religious beliefs, cultural achievements, and concepts of citizenship emerged and were transmitted across time, contributing to the development of societies that ultimately shaped the American constitutional tradition.
WC.1.2 Explain how Greek philosophy, Roman law, and Judeo-Christian traditions shaped enduring ideas about human nature, government, classical cardinal virtues of prudence (wisdom), justice, courage (fortitude), and temperance (self-government), and their relationship to personal character and civic self-government. (C, Gov, H)	Key Concepts: Socrates, Plato, Aristotle, Roman law, Twelve Tables, natural law, virtue, prudence/wisdom, justice, fortitude/courage, temperance/self-discipline, ethics, Judeo-Christian traditions, moral responsibility, human dignity, citizenship, rule of law, constitutional principles, and the American founding. Teacher Emphasis: Instruction should emphasize how ideas developed in Greece, Rome, and the Judeo-Christian tradition continue to influence modern understandings of justice, morality, individual responsibility, and government. Instruction should emphasize how philosophical inquiry, legal principles, and religious teachings helped establish enduring beliefs about human nature, the rule of law, and the proper relationship between citizens and government. Instruction should also introduce the classical cardinal virtues—prudence, justice, fortitude, and temperance—and connect them to the habits of judgement, courage, self-command, and responsibility necessary for personal and civic self-government.
WC.1.3 Analyze the causes and consequences of the decline of the Roman Empire and the transformation of Europe during Late Antiquity. (Gov, H)	Key Concepts: Roman Empire, political instability, economic challenges, invasions and migrations, Late Antiquity, Eastern Roman Empire, cultural continuity, preservation of learning, Christianity, medieval Europe, institutional change, and the legacy of Rome. Teacher Emphasis: Instruction should emphasize that the decline of Rome marked a transformation rather than an end of civilization. Instruction should emphasize how political, economic, military, and social changes contributed to Rome's decline and explore how important institutions, beliefs, and traditions were preserved, adapted, and transmitted to future generations. Particular attention should be given to how the

	transition to medieval Europe shaped the continued development of Western civilization.
WC.1.4 Explain how Christianity preserved and transformed classical traditions and influenced the development of medieval European society. (Gov, H)	Key Concepts: Christianity, monasteries, monasticism, preservation of classical learning, Church institutions, medieval society, education, morality, charitable traditions, Christendom, cultural continuity, and the development of Europe. Teacher Emphasis: Instruction should emphasize the role of Christianity in preserving elements of classical civilization while also shaping new institutions, cultural traditions, and understandings of human responsibility. Instruction should emphasize how religious beliefs influenced education, governance, learning, and community life during the medieval period.
Standard WC.2 Evaluate how the institutions, beliefs, and social systems of medieval Europe contributed to the development of the rule of law, ordered liberty, representative government, and individual rights, creating foundations for modern constitutional government.	
<i>Indicator</i>	<i>Indicator Insight</i>
WC.2.1 Analyze the political, economic, and cultural characteristics of medieval Europe, including feudalism, manorialism, the growth of towns and commerce, and the role of the Church. (E, G, Gov, H)	Key Concepts: Middle Ages, feudalism, manorialism, kings, nobles, knights, serfs, manors, medieval economy, Catholic Church, social hierarchy, Christendom, political authority, private property, evolving property rights, towns, guilds, commerce, trade, banking markets, merchant class, cultural traditions, medieval communities, and European society. Teacher Emphasis: Instruction should emphasize how medieval Europe developed institutions and social structures that shaped the growth of Western civilization after the fall of Rome. Instruction should emphasize how feudal relationships, local economies, and the influence of the Church provided stability and preserved cultural traditions, while the growth of towns, guilds, trade, banking, markets, and evolving property arrangements contributed to commercial institutions and forms of economic independence that influenced later western development.
WC.2.2 Explain how the development of common law, representative institutions, and documents such as Magna Carta contributed to the growth of ordered liberty. (Gov, H)	Key Concepts: Magna Carta, common law, Parliament, representative government, constitutionalism, due process, limited government, rights of Englishmen, rule of law, self-government, ordered liberty, English constitutional development, and American constitutional principles. Teacher Emphasis: Instruction should emphasize that liberty developed alongside institutions that limited power and protected rights. Instruction should emphasize how common law, representative assemblies, and foundational documents such as Magna Carta established principles of lawful government, individual rights, and accountability that later influenced the English constitutional tradition and the American constitutional republic.

WC.2.3 Analyze the impact of religious movements, including monasticism, scholasticism, and the Crusades on European civilization. (C, G, H)	Key Concepts: Monasticism, monasteries, preservation of learning, scholasticism, Thomas Aquinas, faith and reason, Crusades, pilgrimage, religious institutions, cultural exchange, intellectual development, medieval learning, and European civilization. Teacher Emphasis: Instruction should emphasize how religious movements helped shape the intellectual, cultural, and social development of medieval Europe. Instruction should emphasize how monasteries preserved learning, how scholastic thinkers sought to reconcile faith and reason, and how the Crusades contributed to religious, political, and cultural interactions that influenced the development of Western civilization.
WC.2.4 Explain how interactions among Europe, Byzantium, and the Islamic world contributed to cultural exchange and the preservation and transmission of knowledge. (G, H)	Key Concepts: Byzantine Empire, Islamic civilization, trade networks, cultural exchange, preservation of classical texts, mathematics, medicine, science, philosophy, technology, Constantinople, translation movements, intellectual traditions, and the transmission of knowledge. Teacher Emphasis: Instruction should emphasize that civilizations develop through interaction as well as independent achievement. Instruction should emphasize how trade, scholarship, diplomacy, and cultural exchange among Europe, Byzantium, and the Islamic world preserved classical knowledge, advanced learning, and contributed to developments in science, mathematics, philosophy, medicine, and technology that influenced later Western civilization.
Standard WC.3 Examine how the Renaissance and Reformation transformed understandings of knowledge, authority, conscience, and human potential, fostering intellectual, religious, and political developments that shaped the modern world.	
<i>Indicator</i>	<i>Indicator Insight</i>
WC.3.1 Analyze how the Renaissance contributed to changes in art, literature, science, and humanism. (G, H)	Key Concepts: Renaissance, humanism, classical learning, Florence, patrons, art, literature, scientific observation, printing press, civic life, individual achievement, revival of classical traditions, innovation, and cultural transformation. Teacher Emphasis: Instruction should emphasize how the Renaissance renewed interest in the ideas and achievements of the classical world while encouraging new approaches to learning, creativity, and discovery. Instruction should emphasize how Renaissance thinkers and artists drew upon Greek and Roman traditions to advance art, literature, science, and education, helping shape the intellectual foundations of the modern world.
WC.3.2 Explain how the Protestant Reformation and Catholic Reformation transformed religion, politics, and society in Europe. (G, Gov, H)	Key Concepts: Protestant Reformation, Catholic Reformation, Martin Luther, John Calvin, Counter-Reformation, Council of Trent, religious authority, conscience, religious freedom, political change, education, church reform, and European society. Teacher Emphasis: Instruction should emphasize how religious reform movements challenged existing authority, reshaped

	institutions, and altered relationships among individuals, churches, and governments. Instruction should emphasize how the Protestant and Catholic Reformations contributed to new understandings of religious belief, personal responsibility, education, political authority, and social organization that influenced the development of modern Europe.
WC.3.3 Analyze the influence of individuals such as Leonardo da Vinci, Michelangelo, Erasmus, Martin Luther, John Calvin, and Henry VIII on the development of Western civilization. (H)	Key Concepts: Leonardo da Vinci, Michelangelo, Erasmus, Martin Luther, John Calvin, Henry VIII, Renaissance art, humanism, religious reform, political authority, intellectual inquiry, innovation, leadership, and historical influence. Teacher Emphasis: Instruction should emphasize how individuals can shape history by advancing new ideas, challenging established institutions, and influencing cultural and political change. Instruction should emphasize how artists, scholars, religious reformers, and political leaders contributed to transformations in thought, belief, governance, and culture that affected the course of Western civilization.
WC.3.4 Evaluate the effects of religious conflict and reform on the emergence of modern Europe. (G, H)	Key Concepts: Religious wars, political conflict, nation-states, church and state, toleration, Peace of Augsburg, Thirty Years' War, religious diversity, constitutional development, civic institutions, modernization, and the emergence of modern Europe. Teacher Emphasis: Instruction should emphasize that periods of conflict often produce significant political and social transformation. Instruction should emphasize how religious reform and conflict reshaped European institutions, altered relationships between church and state, encouraged new forms of governance, and contributed to the emergence of modern political and social systems. Connections should be made to the continuing development of religious liberty, constitutional government, and civic life.
Standard WC.4 Assess how scientific discovery, technological innovation, exploration, and cross-cultural exchange expanded knowledge, transformed societies, and contributed to new understandings of human progress, governance, and global interdependence.	
<i>Indicator</i>	<i>Indicator Insight</i>
WC.4.1 Explain how advances in science, technology, and navigation contributed to European exploration and global interaction. (G, H)	Key Concepts: Navigation, cartography, compass, astrolabe, caravels, maritime technology, exploration, trade routes, scientific advancement, geographic knowledge, cultural exchange, global interaction, discovery, and expanding horizons. Teacher Emphasis: Instruction should emphasize how advances in science, technology, and navigation expanded human understanding of the world and enabled greater interaction among societies. Instruction should emphasize how innovations improved travel, exploration, commerce, and communication, creating new opportunities for cultural exchange and transforming relationships among regions of the world.

WC.4.2 Analyze the contributions of individuals such as Copernicus, Galileo, Kepler, Bacon, and Newton to scientific thought and inquiry. (H)	Key Concepts: Copernicus, Galileo, Johannes Kepler, Francis Bacon, Isaac Newton, Scientific Revolution, scientific method, observation, experimentation, reason, evidence, innovation, discovery, intellectual inquiry, and advancements in science. Teacher Emphasis: Instruction should emphasize how the Scientific Revolution transformed the way people understood the natural world. Instruction should emphasize how the use of observation, experimentation, mathematical reasoning, evidence, and reason challenged traditional assumptions and established new approaches to acquiring knowledge. Connections should be made to the importance of inquiry, evidence, and intellectual freedom in the advancement of society.
WC.4.3 Explain how trade, exploration, and cross-cultural encounters transformed societies and expanded knowledge. (E, G, H)	Key Concepts: Trade networks, exploration, cultural exchange, diffusion, migration, Columbian Exchange, technology transfer, religious interactions, economic connections, global networks, knowledge transmission, and societal transformation. Teacher Emphasis: Instruction should emphasize that interactions among peoples and societies have shaped human development throughout history. Instruction should emphasize how trade, exploration, migration, and cross-cultural encounters contributed to the exchange of goods, ideas, technologies, beliefs, and knowledge, influencing social, cultural, and economic developments across regions.
WC.4.4 Evaluate the economic and political consequences of exploration and the emergence of global exchange, growth of commerce, banking, markets, private property, and property rights as institutions that shaped Western economic and political development. (E, G, Gov, H)	Key Concepts: Exploration, global trade, mercantilism, empires, commercial growth, political power, colonies, economic systems, private property, property rights, banking, markets, commerce, commercial institutions, competition, cooperation, global exchange, interconnected economies, and long-term historical consequences. Teacher Emphasis: Instruction should emphasize that exploration produced both opportunities and challenges that reshaped societies around the world. Instruction should emphasize how expanding trade networks, economic competition, empire-building, and global exchange altered political power, influenced economic systems, and increased connections among regions. Attention should be given to the lasting impact of these developments on the modern world. Examine how expanding commerce and developing economic institutions contributed to economic opportunity, political change, and debates over liberty and the proper role of government.
Standard WC.5 Trace the evolution of ideas and institutions that shaped constitutional government, including natural law, natural rights, representative government, and the rule of law, and evaluate their influence on the principles of the American founding.	
<i>Indicator</i>	<i>Indicator Insight</i>
WC.5.1 Explain how classical, Christian, and English traditions contributed to the development of	Key Concepts: Classical civilization, Greek citizenship, Roman republicanism, Judeo-Christian traditions, human dignity, English common law, representative institutions, constitutionalism,

constitutionalism, representative government, and individual liberty. (C, Gov, H)	limited government, civic virtue, individual liberty, self-government, and the foundations of the American constitutional tradition. Teacher Emphasis: Instruction should emphasize that the principles of constitutional government emerged through centuries of intellectual, religious, and political development. Instruction should emphasize how classical ideas about citizenship and republican government, Christian teachings about human dignity and morality, and English traditions of liberty and law contributed to institutions and principles later reflected in the American constitutional republic.
WC.5.2 Analyze the origins and development of concepts including natural law, natural rights, republicanism, the rule of law, and ordered liberty. (C, Gov, H)	Key Concepts: Natural law, natural rights, republicanism, civic virtue, consent of the governed, rule of law, ordered liberty, constitutional principles, individual rights, responsibilities of citizenship, political philosophy, and constitutional self-government. Teacher Emphasis: Instruction should emphasize how enduring principles of political thought developed over time and shaped understandings of legitimate government and individual freedom. Instruction should emphasize how concepts such as natural law, natural rights, republicanism, and the rule of law became foundational to constitutional self-government and influenced the political philosophy of the American founding.
WC.5.3 Explain how the English experience, including Magna Carta, the English Civil War, and the English Bill of Rights, influenced later representative and constitutional institutions. (C, Gov, H)	Key Concepts: Magna Carta, Parliament, common law, English Civil War, Glorious Revolution, English Bill of Rights, constitutional monarchy, representative government, due process, limited government, rights of Englishmen, constitutional institutions, and self-government. Teacher Emphasis: Instruction should emphasize how the English constitutional tradition gradually limited government power and expanded protections for individual rights. Instruction should emphasize how key events and documents established precedents for constitutional government, representative institutions, and liberty under law that later influenced the structure and principles of the American republic.
WC.5.4 Evaluate how the ideas and institutions of Western civilization contributed to the political principles later embodied in the American founding. (C, Gov, H)	Key Concepts: American founding, Declaration of Independence, Constitution, John Locke, Montesquieu, Enlightenment, constitutional republic, representative government, separation of powers, federalism, individual liberty, rule of law, civic virtue, natural rights, self-government, and the American constitutional tradition. Teacher Emphasis: Instruction should emphasize that the American founding drew upon a long tradition of ideas, institutions, and experiences developed throughout Western civilization. Instruction should emphasize how classical, Christian, Enlightenment, and English influences, including the political thought of Locke and Montesquieu, shaped the principles of

	liberty, constitutional government, representative institutions, civic virtue, and self-government reflected in the Declaration of Independence, the Constitution, and the broader American political tradition.
Standard WC.6 Analyze how literature, philosophy, art, architecture, and other cultural expressions reflect and shape societal values, identities, and beliefs, and evaluate their enduring influence on Western civilization, American society, and responsible citizenship.	
<i>Indicator</i>	<i>Indicator Insight</i>
WC.6.1 Analyze how literature, philosophy, art, architecture, and music reflect the values and beliefs of Western civilization. (C, G, H)	Key Concepts: literature, philosophy, art, architecture, music, classical culture, medieval culture, Renaissance culture, cultural traditions, civic virtue, beauty, truth, identity, worldview, and Western civilization. Teacher Emphasis: Instruction should emphasize that societies express their beliefs, aspirations, and understanding of the human experience through literature, philosophy, art, architecture, and music. Instruction should emphasize how cultural works reflect the religious, political, intellectual, and moral traditions of Western civilization and help transmit those traditions across generations.
WC.6.2 Explain how works of classical, medieval, and Renaissance culture have shaped ideas about beauty, virtue, citizenship, and human dignity. (C, G, H)	Key Concepts: Classical literature, Greek and Roman philosophy, medieval thought, Renaissance humanism, virtue, citizenship, beauty, human dignity, moral responsibility, civic virtue, artistic expression, and cultural influence. Teacher Emphasis: Instruction should emphasize how cultural works have helped societies define what is good, beautiful, and worthy of emulation. Instruction should emphasize how classical, medieval, and Renaissance thinkers and artists explored questions of character, citizenship, human purpose, and human dignity, contributing to enduring understandings of civic virtue and responsible citizenship.
WC.6.3 Analyze the contributions of influential writers, artists, and thinkers to the intellectual and cultural development of Western civilization. (G, H)	Key Concepts: Homer, Virgil, Dante, Chaucer, Shakespeare, Augustine, Aquinas, Leonardo da Vinci, Michelangelo, Erasmus, classical thinkers, Renaissance humanists, artistic achievement, intellectual development, and cultural influence. Teacher Emphasis: Instruction should emphasize how individuals can shape civilization through ideas, artistic achievement, and intellectual contributions. Instruction should emphasize how influential writers, artists, philosophers, theologians, and scholars' advanced knowledge inspired cultural movements and contributed to the development of enduring traditions within Western civilization.
WC.6.4 Evaluate how enduring themes in Western civilization continue to influence modern societies. (C, G, Gov, H)	Key Concepts: liberty, justice, civic virtue, citizenship, human dignity, rule of law, constitutional government, individual responsibility, cultural continuity, modern society, American constitutional principles, and civic life. Teacher Emphasis: Instruction should emphasize that many of the ideas and principles that emerged throughout Western

	civilization continue to shape contemporary institutions, culture, and civic life. Instruction should emphasize how enduring themes such as liberty, justice, virtue, human dignity, individual responsibility, and self-government remain relevant to modern societies and the American constitutional tradition.
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