

Social Studies Standards Updates

Current	Proposed
Asian Americans & Pacific Islanders	
SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Native American and African slave populations.	SS.8.A.4.4: Discuss the impact of westward expansion on cultural practices and migration patterns of Asian Americans, African slave populations, Hispanics, Native Americans and Pacific Islanders.
SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, women and dissenters in the United States.	SS.912.A.4.9: Compare how the war impacted German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women and dissenters in the United States.
SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Native Americans, and other minorities.	SS.912.A.5.10: Analyze support for and resistance to civil rights for women, African Americans, Asian Americans, European Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders.
SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II.	SS.912.A.6.4: Examine efforts to expand or contract rights for various populations during World War II (e.g. German Americans, Asian Americans, African Americans, Hispanic Americans, Jewish Americans, Native Americans, Pacific Islanders, women).
SS.912.A.6.5: Explain the impact of World War II on domestic government policy.	SS.912.A.6.5: Explain the impact of World War II on domestic government policy including but not limited to rationing and the incarceration of Japanese Americans.
NEW	SS.912.A.7.X: Analyze the contributions of African-Americans, Asian-Americans, Hispanic-Americans, Jewish-Americans, Native-Americans and Pacific Islanders in shaping politics, economy, culture and society of the United States.
SS.7.CG.2.4: Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights. <ul style="list-style-type: none"> Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). Students will examine rationales for government-imposed limitations on individual rights (e.g., forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus). Students will use scenarios to examine the impact of limiting individual rights. Students will examine the role of the judicial branch of government in protecting individual rights and freedoms. 	SS.7.CG.2.4: Explain how the U.S. Constitution and the Bill of Rights safeguard individual rights. <ul style="list-style-type: none"> Students will recognize that rights are protected but some rights are limited (e.g., property rights, civil disobedience). Students will examine rationales for and results of government-imposed limitations on individual rights (e.g., General Orders No. 141, Executive Order 9066, USA PATRIOT Act, Homeland Security Act, Schenck v. United States, forced internment in wartime, limitations on speech, rationing during wartime, suspension of habeas corpus). Students will use scenarios to examine the impact of limiting individual rights. Students will examine the intended role of the judicial branch of government in protecting individual rights and freedoms.
SS.912.CG.2.5: Analyze contemporary and historical examples of government-imposed restrictions on rights. <ul style="list-style-type: none"> Students will identify historical examples of government-imposed restrictions on rights (e.g., 	SS.912.CG.2.5: Analyze contemporary and historical examples of government-imposed restrictions on rights. <ul style="list-style-type: none"> Students will identify historical examples of government-imposed restrictions on rights (e.g., General Orders No. 141, Executive Order 9066, USA

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<p>suspension of habeas corpus, rationing during wartime and limitations on speech).</p> <ul style="list-style-type: none"> Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets). 	<p>PATRIOT Act, Homeland Security Act, Schenck v. United States, suspension of habeas corpus, rationing during wartime and limitations on speech).</p> <ul style="list-style-type: none"> Students will examine the rationale for government-imposed restrictions on rights (e.g., inciting a crime, campaign contributions, defamation, military secrets).
<p>SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Regents of the University of California v. Bakke</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>). Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. 	<p>SS.912.CG.3.11 Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will recognize landmark Supreme Court cases (e.g., <i>Marbury v. Madison</i>; <i>McCulloch v. Maryland</i>; <i>Dred Scott v. Sandford</i>; <i>Plessy v. Ferguson</i>; <i>Brown v. Board of Education</i>; <i>Gideon v. Wainwright</i>; <i>Miranda v. Arizona</i>; <i>Korematsu v. United States</i>; <i>Mapp v. Ohio</i>; <i>In re Gault</i>; <i>United States v. Nixon</i>; <i>Hazelwood v. Kuhlmeier</i>; <i>District of Columbia v. Heller</i>; <i>Schenck v. United States</i>; <i>Brandenburg v. Ohio</i>; <i>Students for Fair Admissions, Inc. v. President and Fellows of Harvard College</i>). Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.
<p>SS.8.E.2.3: Assess the role of Africans and other minority groups in the economic development of the United States.</p>	<p>SS.8.E.2.3: Assess the role of African Americans, Asian Americans, European Americans, Hispanic Americans, Jewish Americans, Native Americans and Pacific Islanders in the economic development of the United States.</p>
<p style="text-align: center;">9/11 Heroes Day</p>	
<p style="text-align: center;">NEW</p>	<p>SS.7.CG.4.4: Explain the significance of September 11, 2001.</p> <ul style="list-style-type: none"> Students will recognize the historical context of global terrorism over time. Students will describe the global response to terrorism following the events of September 11, 2001. Students will recognize the importance of protecting civil liberties while ensuring safety and security. Students will recall the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93. Students will explain the ways in which first responders (including but not limited to police officers, firefighters, and paramedics) and civilians

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	<p>were involved in the rescue and recovery of victims of the September 11, 2001, attacks.</p> <ul style="list-style-type: none"> Students will explain how the heroic actions of passengers on United Flight 93 reflect the principles of liberty and the responsibilities of citizenship. Students will recognize the ways in which humanitarian, charitable, and volunteer aid following the events of September 11, 2001, reflects the principles of civic responsibility, civic virtue, and the common good.
NEW	<p>SS.912.CG.4.5: Analyze the ways in which the United States and the world responded to the significant events of September 11, 2001.</p> <ul style="list-style-type: none"> Students will recognize terrorism as being politically or ideologically driven acts of violence. Students will analyze acts of terrorism that occurred prior to and following the attacks on September 11, 2001 (Oklahoma City Bombing, Air India Flight 182, 1998 U.S. Embassy Bombings, Camp Speicher Massacre). Students will compare global responses to terrorism following the events of September 11, 2001 (e.g., United Nations Security Council Resolution 1368, North Atlantic Treaty Article 5). Students will analyze government actions that attempt to balance national security with civil liberties (e.g., General Orders No. 141, Executive Order 9066, USA PATRIOT Act, Homeland Security Act). Students will describe the timeline of events on September 11, 2001, including the attacks on the World Trade Center, the Pentagon, and United Airlines Flight 93. Students will explain the ways in which first responders (including but not limited to police officers, firefighters, and paramedics) and civilians were involved in the rescue and recovery of victims of the September 11, 2001, attacks. Students will analyze how the heroic actions of passengers on United Flight 93 reflect the principles of liberty and the responsibilities of citizenship. Students will explain the ways in which humanitarian, charitable, and volunteer aid following the events of September 11, 2001, reflects the principles of civic responsibility, civic virtue, and the common good.
Civics & Government	
SS.6.CG.1.3: Examine rule of law in the ancient world and its influence on the United States' constitutional republic.	SS.6.CG.1.3: Examine rule of law in the ancient world and its influence on the United States' constitutional republic.

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<ul style="list-style-type: none"> Students will recognize origins of what to include, but not be limited to, the Contributions of ancient Greek and ancient Roman civilizations. Students will recognize that the rule of law is a foundational principle of the U.S. government. 	<ul style="list-style-type: none"> Students will recognize the origins of the rule of law, including but not limited to, the contributions of ancient Jewish, ancient Greek, ancient Roman and ancient [medieval] Christian civilizations. Students will recognize that the rule of law is a foundational principle of the U.S. government.
<p>SS.7.CG.2.7: Identify the constitutional qualifications required to hold state and national office.</p> <ul style="list-style-type: none"> Students will recognize the qualifications to seek election to local and state political offices. 	<p>SS.7.CG.2.7: Identify the constitutional qualifications required to hold local, state and national office.</p> <ul style="list-style-type: none"> Students will recognize the qualifications to seek election to local, state and national political offices.
<p>SS.7.CG.3.15: Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> Students will evaluate various economic systems (e.g., capitalism, communism, socialism). Students will compare the economic prosperity and opportunity of current nations. 	<p>SS.7.CG.3.15: Analyze the advantages of capitalism and the free market in the United States over government-controlled economic systems (e.g., socialism and communism) in regard to economic freedom and raising the standard of living for citizens.</p> <ul style="list-style-type: none"> Students will evaluate various economic systems (e.g., capitalism, socialism). Students will compare the economic prosperity and opportunity of current nations.
<p>SS.8.CG.2.2: Compare the responsibilities of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> Students will recognize responsibilities of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service). 	<p>SS.8.CG.2.2: Compare the obligations of citizens at the local, state and national levels.</p> <ul style="list-style-type: none"> Students will recognize obligations of citizens (e.g., obeying the law, paying taxes, serving on a jury when summoned, registering with the Selective Service).
<p>SS.912.CG.3.7: Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. Students will describe the role of the Supreme Court and lesser federal courts. Students will explain what Article III says about judicial tenure, appointment and salaries. Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury. 	<p>SS.912.CG.3.7: Analyze the structures, functions and processes of the judicial branch as described in Article III of the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will examine the role of the judicial branch in terms of its relationship with the legislative and executive branches of the government. Students will describe the role of the Supreme Court and lesser federal courts. Students will explain what Articles II and III say about judicial tenure, appointment and salaries. Students will describe the powers delegated to the courts by Article III including, but not limited to, treason, jurisdiction and trial by jury.
<p>SS.912.CG.3.10: Analyze the levels and responsibilities of state and federal courts.</p>	<p>SS.912.CG.3.10: Analyze the levels and responsibilities of state and federal courts.</p>

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<ul style="list-style-type: none"> Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts. Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. Students will contrast the differences among civil trials and criminal trials at the state level. Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts. (e.g., Erie Doctrine, Rooker-Feldman Doctrine). 	<ul style="list-style-type: none"> Students will describe what Article III of the U.S. Constitution states about the relationship between state and federal courts. Students will recognize the role of the Federal Judiciary Act of 1789 in establishing the structure and jurisdiction of the federal court system. Students will contrast the differences among civil trials and criminal trials at the state level. Students will describe the relationship among the Supreme Court, federal appellate courts and federal district courts.
<p>SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Regents of the University of California v. Bakke; Hazelwood v. Kuhlmeier; District of Columbia v. Heller). Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments. 	<p>SS.912.CG.3.11: Evaluate how landmark Supreme Court decisions affect law, liberty and the interpretation of the U.S. Constitution.</p> <ul style="list-style-type: none"> Students will recognize landmark Supreme Court cases (e.g., Marbury v. Madison; McCulloch v. Maryland; Dred Scott v. Sandford; Plessy v. Ferguson; Brown v. Board of Education; Gideon v. Wainwright; Miranda v. Arizona; Korematsu v. United States; Mapp v. Ohio; In re Gault; United States v. Nixon; Hazelwood v. Kuhlmeier; District of Columbia v. Heller; Schenck v. United States; Brandenburg v. Ohio; Students for Fair Admissions, Inc. v. President and Fellows of Harvard College). Students will explain the foundational constitutional issues underlying landmark Supreme Court decisions related to the Bill of Rights and other amendments. Students will explain the outcomes of landmark Supreme Court cases related to the Bill of Rights and other amendments.
<p>SS.912.CG.4.2: Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> Students will explain how the policies of other nations influence U.S. policy and society Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency). Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., United States Agency for International Development, Red Cross, American Woman Suffrage Association, Amnesty International). 	<p>SS.912.CG.4.2: Explain how the United States uses foreign policy to influence other nations.</p> <ul style="list-style-type: none"> Students will explain how the policies of other nations influence U.S. policy and society Students will identify agencies of the U.S. government that contribute to its foreign policy agenda (e.g., National Security Agency, Central Intelligence Agency). Students will explain the advantages and disadvantages of how nongovernmental organizations (NGOs) influence foreign policy (e.g., Red Cross, American Woman Suffrage Association, Amnesty International). Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).

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| <ul style="list-style-type: none">• Students will explain how U.S. trade policy influences its relationships with other nations (e.g., China, Saudi Arabia).• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).• Students will explain the U.S. response to international conflicts. | <ul style="list-style-type: none">• Students will explain how the use of embargos and economic sanctions by the United States has affected other nations (e.g., Cuba, Iran, Syria).• Students will explain the U.S. response to international conflicts. |
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